

DISSEMINATION STRATEGIES FOR RESEARCH FINDINGS TO SUPPORT KNOWLEDGE-BASED COMMUNITY EMPOWERMENT

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ABSTRACT

This Community Service (PKM) activity aims to implement a strategy for disseminating research findings to support knowledge-based community empowerment, particularly in the field of Islamic education. The activity was conducted online via an interactive webinar featuring two speakers who presented on the application of deep learning in Islamic education and the nurturing of a Qur'anic generation through teaching and mentoring children. Participants in the activity consisted of students from the Master's Program in Islamic Religious Education (S2 PAI) and the general public. The method used was a participatory approach based on digital dissemination, comprising the stages of preparation, implementation, evaluation, and follow-up. The results of the activity indicated an increase in participants' understanding of the presented material as well as a high level of satisfaction with its implementation. This was evidenced by the dominance of participants' responses in the "good" and "very good" categories. Furthermore, this activity encouraged participants to implement the research findings in their teaching practices and community service activities within their respective environments. Thus, online-based dissemination of research results has proven effective in enhancing scientific literacy and supporting knowledge-based community empowerment. It is hoped that this activity will serve as a model for sustainable community service in the development of adaptive and contextual Islamic education.

ABSTRAK

Kegiatan Pengabdian kepada Masyarakat (PKM) ini bertujuan untuk mengimplementasikan strategi diseminasi hasil penelitian dalam mendukung pemberdayaan masyarakat berbasis pengetahuan, khususnya dalam bidang pendidikan Islam. Kegiatan dilaksanakan secara daring melalui webinar interaktif yang melibatkan dua narasumber dengan materi terkait penerapan deep learning dalam pembelajaran pendidikan Islam serta pembinaan generasi Qur'ani melalui kegiatan pengajaran dan pendampingan anak. Peserta kegiatan terdiri dari mahasiswa Program Magister Pendidikan Agama Islam (S2 PAI) dan masyarakat umum. Metode yang digunakan adalah pendekatan partisipatif berbasis diseminasi digital dengan tahapan persiapan, pelaksanaan, evaluasi, dan tindak lanjut. Hasil kegiatan menunjukkan adanya peningkatan pemahaman peserta terhadap materi yang disampaikan serta tingginya tingkat kepuasan terhadap pelaksanaan kegiatan. Hal ini dibuktikan dengan dominasi respon peserta pada kategori baik dan sangat baik. Selain itu, kegiatan ini juga mendorong peserta untuk mengimplementasikan hasil penelitian dalam praktik pembelajaran dan kegiatan pengabdian di lingkungan masing-masing. Dengan demikian, diseminasi hasil penelitian berbasis online terbukti efektif dalam meningkatkan literasi ilmiah serta mendukung pemberdayaan masyarakat berbasis pengetahuan. Kegiatan ini diharapkan dapat menjadi model

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INTRODUCTION

The development of science and technology in today's digital era has driven major transformations across various aspects of life, including education and community empowerment. Universities, as centers of scientific development, hold a strategic responsibility to disseminate research findings for widespread public use. However, reality shows that many research findings have not been fully implemented in real life and remain limited to scientific publications. This gap between knowledge production and its utilization poses a major challenge in realizing a knowledge-based society. Therefore, the dissemination of research findings is a crucial step in bridging science with societal needs in an applied and sustainable manner (Rogers, 2003).

In a global context, the issue of digital transformation in education is a primary concern, including the application of the *deep learning* approach, which emphasizes meaningful learning, critical thinking, and problem-solving. This approach is considered capable of improving the quality of learning compared to conventional methods that tend to be rote-learning oriented (Fullan et al., 2018). On the other hand, Islamic education also faces challenges in fostering a Qur'anic generation that not only understands the text but is also capable of internalizing the values of the Qur'an in daily life. This topic has become increasingly important amid the currents of globalization and moral degradation, which necessitate the strengthening of character education grounded in Islamic values (Nasr, 2015).

In line with these findings, various previous Community Service (PKM) activities have shown that disseminating research findings through participatory and digital technology-based approaches can enhance community literacy and foster positive behavioral change. For instance, PKM activities based on webinars and online training have proven effective in improving participants' understanding of the presented material and expanding the reach of the program's target audience (Wibowo et al., 2021). Furthermore, PKM initiatives focused on Quranic education through mentoring children have also yielded significant results in improving Quranic reading skills and fostering religious character development (Suryani et al., 2020). This indicates that the integration of research findings, digital technology, and community needs is key to the success of community service programs.

The utilization of digital technology in the online dissemination of research findings serves as a relevant and strategic solution to address these challenges. Online platforms enable the widespread, rapid, and interactive dissemination of information without being constrained by time or space (Kotler & Keller, 2016). Additionally, an online dissemination model offers opportunities for broader participant engagement, including students and the general public, thereby fostering a collaborative space for knowledge exchange.

To support these efforts, faculty members at the Darul Ulum Islamic Center, Sudirman University, conducted a Community Service (PKM) activity in the form of online research dissemination, featuring two experts in their respective fields. The first speaker presented a session titled *Implementation of the Deep Learning Approach in Islamic Education*, highlighting the importance of transforming Islamic education through the *deep learning* approach to enhance students' critical and reflective thinking skills. Meanwhile, the second speaker presented a session titled *Building a Qur'anic Generation: Community Service Through Teaching and Guidance of Children*, emphasizing the importance of nurturing a Qur'anic generation through teaching and mentoring children as a form of implementing Islamic values in society.

This event was attended by students of the Master's Program in Islamic Education (S2 PAI) as well as the general public, with the aim of fostering synergy between the academic world and social practice. Through presentations, interactive discussions, and Q&A sessions, the event was designed to enhance participants' understanding and encourage their ability to implement research findings in practice.

Based on the above description, this PKM activity aims to develop and implement online-based strategies for disseminating research findings to support knowledge-based community empowerment, particularly in the field

of Islamic education. This activity is expected to improve scientific literacy, strengthen Islamic values, and foster the formation of a community that is independent, critical, and adaptable to the changing times.

METHOD

This Community Service Activity (PKM) was held online on Thursday, January 29, 2026, involving participants consisting of students from the Master's Program in Islamic Education (S2 PAI) at the Darul Ulum Islamic Center, Sudirman University (UNDARIS), in Semarang Regency, as well as the general public interested in the development of Islamic education based on knowledge. The event was officially opened with an *opening speech* by Dr. Ida Zahara Adibah, M.S.I., Rector of UNDARIS in Semarang Regency, who emphasized the importance of the role of higher education institutions in disseminating research results to the public as part of the implementation of the three pillars of higher education.

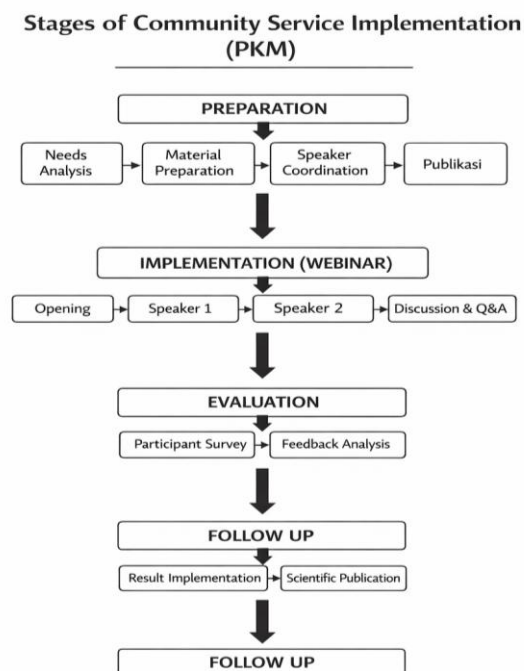


Figure 1. Flowchart of the Community Service (PKM) Implementation Stages

The implementation stages of this Community Service (PKM) program are systematically designed to consist of four main phases: preparation, implementation, evaluation, and follow-up. During the preparation phase, the service team conducts a needs analysis of the participants to identify issues and assess their level of understanding regarding the dissemination of research findings in the context of Islamic education. This activity is followed by the development of materials based on relevant research findings and the selection and coordination with resource individuals, as well as technical preparations for the online implementation of the activity, including the selection of a webinar platform, scheduling, and the promotion of the event to the target audience, namely Master's students in Islamic Education and the general public.

Subsequently, the implementation stage was carried out in the form of an interactive webinar, beginning with an opening and welcome remarks, followed by presentations by two speakers in their respective fields of expertise. The first speaker presented on the application of *deep learning* in Islamic education, while the second speaker discussed strategies for nurturing a Qur'anic generation through community service activities. Following the presentations, the event continued with an interactive discussion and Q&A session aimed at deepening participants' understanding and encouraging active participation in the dissemination process. During this stage,

the material was reinforced through collective reflection on the implementation of research findings in real-world contexts.

The next stage was evaluation, conducted to measure the effectiveness of the Community Service Program (PKM). Questionnaires were sent to participants to assess their understanding, satisfaction, and the material's relevance to their needs. Additionally, the evaluation included an analysis of participant engagement throughout the event, both during discussion sessions and the question-and-answer session. The results of this evaluation provide a foundation for assessing the success of the activity and for making improvements in the implementation of similar activities in the future.

The final stage is follow-up, which focuses on efforts to encourage participants to implement the dissemination results in real life. Participants are expected to be able to apply the concepts gained, whether in learning activities, community service, or the development of education programs based on Islamic values. Additionally, the community service team records and publishes the results of the activities as scientific articles or other outputs to contribute academically and ensure the sustainability of the Community Service Program (PKM). With these structured stages, the Community Service Program (PKM) is expected to generate a sustainable impact on knowledge-based community empowerment.

COMMUNITY SERVICE RESULTS

The implementation of the Community Service (PKM) activity with the theme *Dissemination Strategies for Research Findings to Support Knowledge-Based Community Empowerment* showed significant results in enhancing participants' understanding and engagement. This activity was carried out systematically through the stages of preparation, implementation, evaluation, and follow-up, resulting in a structured and impactful dissemination process.

1. Preparation Stage

The preparation stage is the initial step that determines the success of the PKM activity. At this stage, the community service team conducted a needs analysis of the participants, consisting of students in the Master's Program in Islamic Education (S2 PAI) and the general public. The analysis revealed that participants still face limitations in understanding and implementing research findings in real-world contexts, particularly within the field of Islamic education. Additionally, participants require innovative and contemporary learning approaches, such as the application of *deep learning* and the reinforcement of Qur'anic values.



Figure 2. activity flyer

Based on these findings, the service team developed systematic, contextual, and easily understandable materials. Intensive coordination with expert speakers was conducted to ensure the materials aligned with the activity's objectives. Furthermore, technical preparations such as selecting the webinar platform, scheduling, and promoting the event through digital media were optimized. The high number of registrants indicates that the preparation phase was successful and effectively attracted participants' interest.

2. Implementation Stage

The implementation phase of the activity took the form of an interactive webinar that proceeded smoothly. The event began with an opening and welcome address by the Rector of Darul Ulum Islamic Center, Sudirman University, who emphasized the importance of disseminating research findings as part of the implementation of the three pillars of higher education.

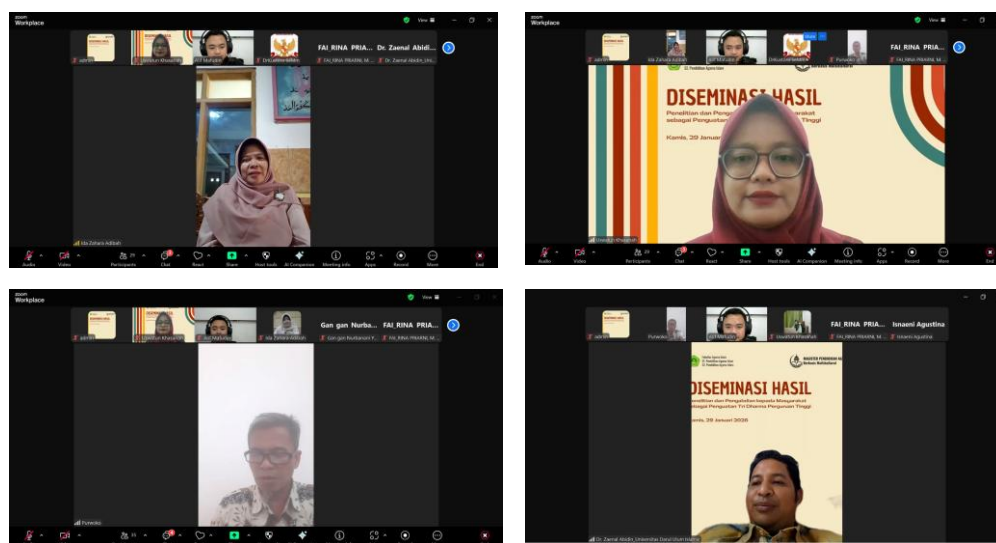


Figure 3. Dissemination process of results

The first speaker, Dr. Purwoko, M.Pd., presented a session titled *Implementation of the Deep Learning Approach in Islamic Education*. This presentation emphasized the importance of applying deep learning to enhance critical, reflective, and contextual thinking skills in Islamic education. Participants showed high enthusiasm for this topic, particularly in understanding its practical application in teaching.

The second speaker, Dr. Zaenal Abidin, M.P.I., presented a session titled *Building a Qur'anic Generation: Community Service Through Teaching and Guidance of Children*. This session emphasized the importance of nurturing a Qur'anic generation through sustained teaching and mentoring of children. Participants recognized that Islamic education is not solely focused on cognitive aspects but also on character development and the internalization of Qur'anic values.

The event continued with an interactive discussion and Q&A session. During this session, participants actively engaged by asking questions and sharing their experiences. This discussion served as a reflective opportunity for participants to connect the material with real-world conditions in their respective communities. Overall, the implementation stage was successful in effectively transferring knowledge.

3. Evaluation Stage

The evaluation stage is conducted to measure the success of the Community Service Program (PKM). The evaluation is carried out by distributing questionnaires to participants, covering aspects of understanding the material and satisfaction with the program.

Table of Participants' Level of Understanding and Satisfaction

No	Evaluation Indicator	Very Good (%)	Good (%)	Fair (%)	Poor (%)
1	Understanding of Deep Learning material	45%	40%	15%	0%
2	Understanding of Qur'anic Generation material	50%	35%	15%	0%
3	Clarity of the presenter's delivery	55%	35%	10%	0%
4	Relevance of the material to the participants' needs	48%	37%	15%	0%
5	Satisfaction with the activity	52%	38%	10%	0%

Based on the table, it can be seen that the majority of participants fall into the "good" and "very good" categories. This indicates that the dissemination activity was effective in enhancing participants' understanding of the presented material and provided a high level of satisfaction with the event's execution.

4. Follow-Up Stage

The follow-up stage focuses on implementing the dissemination outcomes in real life. Based on the evaluation results, some participants expressed their readiness to apply the *deep learning* approach in teaching and to develop programs for nurturing the Qur'anic generation in their communities.

Additionally, the service team documented the activities and prepared reports and scientific articles as PKM outputs. The materials presented also have the potential to be developed into e-modules to ensure broader accessibility. Thus, the program's sustainability can be maintained, providing long-term benefits to the community.

DISCUSSION

The results of this Community Service Program (PKM) indicate that a digital-based strategy for disseminating research findings through interactive webinars is an effective approach to enhancing scientific literacy and community empowerment. This aligns with the *Diffusion of Innovations* theory proposed by Rogers (2003), which states that the dissemination of innovations including research findings will be more effective when supported by appropriate communication channels, timely delivery, and a clear understanding of the audience's characteristics. In the context of this activity, the use of online media enables the dissemination process to occur widely and efficiently, thereby reaching participants from diverse backgrounds without geographical constraints.

Furthermore, the success of this activity is also supported by the application of a participatory approach in the learning process. This is evident from the high level of participant engagement in discussion and Q&A sessions. This approach aligns with the theory of community empowerment proposed by Chambers (1997), which emphasizes the importance of active community participation in knowledge-based development processes. With an open space for interaction, participants are not merely recipients of information but also act as active subjects in constructing knowledge.

In terms of content, the application of the *deep learning* approach in Islamic education makes a significant contribution to improving the quality of learning. According to Fullan et al. (2018), *deep learning* is an approach that encourages learners to understand concepts deeply, develop critical thinking skills, and connect knowledge to real-life contexts. The results of the activity indicate that participants are beginning to understand the importance of shifting from rote learning toward more meaningful learning. This is particularly important in Islamic education, which emphasizes not only cognitive aspects but also the internalization of Islamic values in daily life.

On the other hand, material on nurturing a Qur'anic generation through community service activities also demonstrates high relevance to the current needs of society. Education based on Qur'anic values serves not only as a means of transferring knowledge but also as an effort to foster character and moral development. This aligns

with Nasr's (2015) perspective, who states that Islamic education must be able to integrate spiritual and intellectual aspects in a balanced manner. Thus, mentoring children in Qur'anic learning becomes an effective strategy in building a generation that is not only intellectually intelligent but also possesses good morals.

Evaluation results showing high levels of participant satisfaction and understanding further reinforce the effectiveness of the dissemination methods employed. This aligns with the findings of Wibowo et al. (2021), who state that community service activities based on webinars can enhance community literacy and provide flexible and interactive learning experiences. Additionally, Suryani et al. (2020) also emphasize that community service programs focused on Quranic education have a positive impact on improving participants' Quranic reading skills and fostering religious character development.

Nevertheless, this initiative also faces several challenges, particularly regarding the limitations of direct interaction in online learning. Limited interaction can affect the depth of participants' understanding, especially for those requiring more intensive guidance. Therefore, follow-up strategies such as mentoring, continuous training, or the formation of learning communities are necessary to ensure dissemination outcomes are optimally implemented. This aligns with the concept of *sustainable community development*, which emphasizes the importance of program sustainability in community empowerment.

Furthermore, from the perspective of PKM development, this initiative demonstrates that the integration of research outcomes, digital technology, and community needs is the key to the success of community service programs. The dissemination conducted serves not only as knowledge transfer but also as a tool for social transformation capable of enhancing the capacity of individuals and communities. Thus, this PKM initiative makes a significant contribution to fostering the creation of a knowledge-based society that is adaptable to the evolving times.

Overall, this discussion demonstrates that a research dissemination strategy designed systematically, participatively, and digitally can yield tangible impacts on community empowerment. The deep learning approach, combined with nurturing a Qur'anic generation, serves as a relevant model for developing Islamic education in the modern era. Therefore, similar initiatives must be continuously developed through sustained innovation so that their benefits can be more widely felt by the community.

CONCLUSION

Community Service Activities (PKM) conducted through the online dissemination of research findings demonstrate that this strategy is effective in enhancing scientific literacy and knowledge-based community empowerment. The systematic implementation of these activities through the stages of preparation, implementation, evaluation, and follow-up has resulted in a structured dissemination process with tangible impacts. The high level of participation and enthusiasm among participants comprising Master's students in Islamic Education and the general public serves as an indicator that this activity is relevant to participants' needs.

The results of the activity indicate that the material presented by the speakers specifically regarding the application of *deep learning* in Islamic education and the nurturing of a Qur'anic generation through community service activities was able to enhance participants' understanding both conceptually and in practical application. This conclusion is reinforced by evaluation results showing that participants' satisfaction and understanding levels fell into the "good" and "very good" categories. Thus, this dissemination activity served not only as a knowledge transfer but also to strengthen participants' capacity to implement research findings in real life.

Theoretically, the success of this activity aligns with the concepts of innovation diffusion and community empowerment, which emphasize the importance of appropriate communication strategies and active participant engagement. The use of digital technology in the form of webinars has proven effective in expanding the reach of dissemination and enhancing the effectiveness of content delivery. Furthermore, the integration of the *deep learning* approach with Qur'anic values demonstrates that Islamic education must be developed holistically to produce individuals who are not only intellectually intelligent but also possess strong character and spirituality.

However, this program still has limitations, particularly regarding direct interaction and ongoing mentoring. Therefore, the development of sustainable follow-up programs, such as mentoring or practice-based training, is necessary to ensure that the outcomes of dissemination can be optimally implemented. Thus, this Community Service Program (PKM) is expected to serve as a strategic model for the effective dissemination of research findings and to contribute to the creation of a society that is independent, critical, and adaptable to the changing era.

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