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# LEADERSHIP STRATEGIES IN FOSTERING NATIONAL INSIGHT FROM THE PERSPECTIVE OF MULTICULTURAL ISLAMIC RELIGIOUS EDUCATION IN KAPUAS HULU REGENCY

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## Abstract

The Kapuas Hulu Regency is home to a diverse array of ethnicities and cultures, requiring a leadership approach that can strengthen national values and interfaith tolerance. This study aims to examine leadership strategies for nurturing national insight in Kapuas Hulu, from the perspective of multicultural Islamic Religious Education. This research uses a qualitative method, with data collection through observation, interviews, and documentation, and data analysis is conducted through data condensation, data display, and drawing conclusions. The research findings indicate that leaders in Kapuas Hulu implement an inclusive approach in Islamic religious education, which not only emphasizes religious values but also encourages respect for cultural and ethnic differences. The leadership strategies applied in Kapuas Hulu include: a) Education and Socialization of Pancasila Values, b) Maintaining Diversity and Tolerance Among Ethnic Groups, Religions, and Races, and c) Strengthening National Identity through Culture and Traditions. These strategies reflect the efforts of leaders in Kapuas Hulu to nurture a sense of nationalism amid diversity in a pluralistic society. Additionally, leadership strategies should be directed toward the education sector as an effort to cultivate national values among the younger generation, such as: a) Raising Multicultural Awareness Among Students, b) Integrating Character Education into the Curriculum, and c) Creating a Tolerant and Inclusive Educational Environment. These strategies are being applied in the educational sector in Kapuas Hulu. However, leaders in Kapuas Hulu face challenges in practicing these strategies in everyday life, such as the high level of diversity and stereotypes.

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## **A. INTRODUCTION**

Indonesia as a country rich in cultural, ethnic, and religious diversity requires serious efforts in fostering and maintaining national insight among the community, especially the younger generation (M. Hasan, 2021). Strong national insight is the main pillar in maintaining the integrity of the Unitary State of the Republic of Indonesia, education has a very important role in instilling national values in the community, especially in Islamic educational institutions, which until now have become the main place for moral and character development of the nation (Nasrul Fauzi, Rusdin, 2022). The development of an advanced and competitive nation depends not only on economic and technological strength, but also on social solidity and national pride reflected in national insight (Purnama, 2021). National insight is one of the fundamental components in strengthening the nation's identity, strengthening unity, and fostering the spirit of nationalism among the community, because in the midst of the complexity of global and regional challenges faced by strengthening national insight is becoming increasingly important, especially in government institutions or social organizations.

The importance of national insight so that it needs to be supported by visionary and innovative leadership. In this case, the role of leadership is crucial to guide and encourage members of organizations or agencies to have a high awareness of national values (Setiawan & Handayani, 2024). Good leadership is able to inspire and set an example for his subordinates to strengthen national insight, while pioneering attitude shows the initiative to be the first in implementing policies or programs that support national insight. Therefore, this can be passed through Islamic religious education which functions to teach religious teachings formally and is able to answer the multicultural challenges that are developing, both in interreligious and intercultural interactions (Sulaiman, 2022). In this context, Islamic educational institutions in Kapuas Hulu need to develop an approach that is not only based on Islamic religious values, but also sensitive to the cultural diversity that exists around the community. In Kapuas Hulu Regency, as one of the regions in West Kalimantan Province that has ethnic and religious diversity, the role of Islamic education in instilling national insight is very strategic.

Islamic educational institutions, both pesantren-based and formal schools with an Islamic religious curriculum, must be able to facilitate inclusive national

values. On the other hand, the role of leadership and pioneering in government agencies and Islamic educational institutions is also very necessary to create an environment that supports the strengthening of national insight (M. Zulkarnain, 2024). Effective leadership in Islamic educational institutions is greatly influenced by the character of leaders who are able to set an example and provide direction in developing national attitudes, mutual respect, and tolerance between religious communities. A leadership strategy that prioritizes the values of justice, equality, and respect for diversity will facilitate the realization of a complete national insight (Ikhwan et al., 2023).

However, in practice, the challenges faced in building national insight are enormous. Some of these challenges include a lack of a deep understanding of national insights among a pluralistic society, a low commitment to implementing national values in every policy, and limited human resource capacity in dealing with national issues effectively (Ismail, 2022). In addition, multicultural education is still relatively minimal. Therefore, effective leadership and pioneering strategies in this context are indispensable to create conditions conducive to the formation of a strong national insight as well as a deep understanding related to multiculturalism as it creates a harmonious environment.

In addition, in developing multicultural-based Islamic education, it can be used as a basis to build collective awareness about the importance of coexistence in diversity (Rohmawati, 2024). This is very relevant to the condition of the people of Kapuas Hulu Regency who have various ethnicities and religions. Leaders and educators in Islamic educational institutions need to put forward leadership strategies that are able to unite these differences, so that the younger generation not only understands the importance of tolerance, but can also apply national values in daily life. This research aims to explore how leadership strategies in Islamic educational institutions in Kapuas Hulu Regency can strengthen national insight in the midst of diversity. Using the perspective of multicultural Islamic religious education, this study will provide an overview of the role of leadership in building national awareness among the younger generation, especially in the context of Islamic education that encourages tolerance and respect for cultural and religious diversity.

In accordance with the observation made by the researcher on 20/09/2024 that the people of Kapuas Hulu have a plurality of cultures, ethnicities, languages and religions, this makes the community often experience friction in small groups, but in general the people of Kapuas Hulu have an open attitude and accept differences with their own awareness without coercion, this is caused by the leadership as a pioneer as the front line in providing understanding to the community related to attitude of mutual respect. However, it does not rule out the possibility that there are still many people who are panatic about the culture, ethnicity and religion attached to the local community, therefore religious leaders and communities must think of new strategies in providing understanding related to multicultural education as a solution in maintaining common harmony.

Research that discusses leadership in Islamic religious education as an effort to strengthen multicultural attitudes in society has been written by Astuti Nursangadah, Putri Fauziatul Fitrah and Suci Agustiningsih who discuss *Multiculturalism in Indonesia: The Relevance of Pancasila, Islam, and Nationality* (2022). This research shows that Pancasila is a form of culturalism in Indonesia because the ideology of Pancasila is a form of relationships that recognize related to differences that exist in society. In addition, Pancasila becomes multicultural organic because this consensus exists because there is a public understanding related to the differences that exist in the midst of society (Astuti Nursangadah, 2022). Similar research was conducted by Ahmad Khozin who discussed *Multicultural Islamic Education Leadership* (2019). This study shows that leadership in Multicultural Islamic education plays a significant role because the existence of a leadership style makes an example for everyone who is led, besides that the leadership style is not enough to be consistent but must have a situational attitude so that multicultural education can be practiced together in daily life. Multicultural education provides views and stimuli for leaders to create peace and harmony between existing differences (Khozin, 2019).

The above research has touched on several discussions that will be written by the researcher such as a) leadership has a significant sector in creating a harmonious environment, b) Islamic religious education is a forum in providing understanding related to multiculturalism and, c) multicultural education is one of the means for the community to understand the cultural differences that they have

together. However, previous research did not discuss related to leadership strategies in providing understanding to the community related to Islamic religious education, especially in multicultural, besides that previous research also did not discuss related to multiculturalism as a means of fostering national insight that will create harmony in the midst of a multicultural society, this will be the core of the discussion in this study.

## **B. METHODS**

This research is included in a qualitative cluster that refers to the approach or method used to explore, analyze, and understand phenomena or problems in depth (Fadli, 2021). by focusing on the meaning, experience, perception, or context of an object of study. In qualitative research, the data collected is generally descriptive and non-numerical, such as interviews, observations, or case studies. The goal is not to measure or calculate a particular variable, but rather to dig into a broader and deeper understanding of how something happens or how people interact with a phenomenon (Darmalaksana, 2020). This study uses primary and secondary sources in writing and analyzing research.

In addition, the data collection technique was carried out by researchers with observation (Rustaman, 2016). directly by seeing and witnessing the dynamics in the field so that researchers are involved in the intracation process with the local community. The next technique is to conduct an interview (A Muri Yusuf, 2019). directly with the local community as well as religious and community leaders so that researchers can verify observation data with interview data. Furthermore, documentation techniques (Mukhtar, 2019). As auxiliary data in research, this is done so that researchers can prove the data that has been obtained. In addition to data collection techniques, the researcher also conducted data analysis using data condensation (Miles. M. B., Huberman, A, M., & Saldana, 2014). display data (Hardani, 2020). and draw conclusions as the last step in the research (Lexy J. Moleong, 2017).

## **C. RESULTS AND DISCUSSION**

Leadership is a person's ability to influence, motivate, and direct others in order to achieve certain goals. Leadership is not just about position or authority, but about how a person is able to build relationships, provide inspiration, and make wise decisions for the common good.

An effective leader has a combination of vision, integrity, empathy, and communication skills. Leadership also includes the art of making decisions in complex situations, managing conflicts, and creating a harmonious work atmosphere. In a broader perspective, leadership can be found in various aspects of life, be it in the family, community, organization, and within the nation. For example, in an organization, the leader is responsible for creating a long-term vision, while in the community, the leader is more of a catalyst for positive social change (Sari et al., 2020).

Various theories about leadership have developed, ranging from the trait approach (trait theory) that focuses on the innate characteristics of leaders, to transformational approaches, which focus on the ability of leaders to inspire and bring about significant change. Leadership also has a moral dimension, where the ideal leader must have strong ethics and social responsibility. In the Islamic tradition, for example, leadership is likened to a mandate that will be held accountable before Allah SWT. Therefore, a leader is expected to be fair, responsible, and prioritize the interests of the people. Ultimately, true leadership is not about power, but rather service. A good leader not only rules, but also listens, learns, and strives to give the best for the people he leads (Khumaini & Wiranata, 2019).

### **Multicultural Islamic Religious Education**

Multicultural Islamic Religious Education is an approach in Islamic religious teaching that integrates the values of diversity, tolerance, and inclusion, as well as respecting cultural, ethnic, and religious differences in society. This approach aims to create a deep understanding of Islam as a religion that teaches peace, justice, and harmony in diverse social life (Fita Mustafida, 2020). In the context of education, Multicultural Islamic Religious Education teaches students to understand universal Islamic values such as *rahmatan lil 'alamin* (mercy for the universe), and build awareness that Islam respects the rights of all human beings,

regardless of differences in cultural identity or belief. This approach is especially relevant in Indonesia, which is a country with ethnic, cultural, and religious diversity. Through Multicultural Islamic Religious Education, students are taught to:

*Understanding Differences*; Acknowledging that each individual has a different background and these differences are sunnatullah that must be respected. *Building Tolerance*; Applying the value of tolerance in daily life, both in the school environment and in the community. *Developing Empathy*; Fostering empathy towards other groups, especially in dealing with sensitive issues involving cultural or religious identity. *Preventing Conflict*; Equipping students with the ability to resolve differences peacefully, through dialogue and cooperation (Fita Mustafida, 2020).

Practically, Multicultural Islamic Religious Education is implemented through an inclusive curriculum, dialogical learning methods, and the habituation of multicultural values in school life (Novayani, 2018). Islamic religious teachers play an important role in being role models, facilitators, and mediators who are able to encourage students to understand the importance of living together in diversity. In an Islamic perspective, this approach is supported by teachings in the Qur'an and Hadith that emphasize the importance of justice and compassion for fellow human beings, as in QS. Al-Hujurat: 13 which states that human beings were created in nations and tribes to know each other. With Multicultural Islamic Religious Education, it is hoped that a generation will be created that not only has a deep religious understanding, but is also able to become agents of peace and harmony in a pluralistic global society.

### **Leadership in education in Kapuas Hulu Regency**

National vision is the main foundation in maintaining the integrity and sustainability of a country. In the Indonesian context, national insight has an important meaning because this country consists of an extraordinary diversity of ethnicities, religions, races, and cultures. Fostering national insight means building a sense of love for the homeland, awareness of common identity, and commitment to realizing the nation's ideals as stated in Pancasila and the 1945 Constitution. Culture and tradition are important elements in shaping the identity of a nation (Nugroho, 2020). In the Indonesian context, known by the motto "Bhinneka

Tunggal Ika" (different but still one), regional cultures and traditions play an important role in enriching national identity.

Every region in Indonesia, including Kapuas Hulu, has a unique culture that is part of the nation's diversity. Kapuas Hulu Regency as a district with ethnic diversity, has very rich traditions, such as traditional ceremonies, traditional dances, music, and handicrafts that have been passed down from generation to generation. Dayak culture, with all forms of rituals and cultural arts, is one of the most important assets in building regional and national identity. This is applied by the community and leaders who provide understanding to the community, in line with the statement of H. Mahmud Ketu RT that:

*"During my time as an RT, I never found significant conflicts between communities, if it was just a verbal fight, it was normal but not to the point of being big. This area has a variety of diversity from religion, ethnicity and culture so that we can witness many colors, but this is not what is unique in this society, but togetherness that is well established with each other regardless of differences between people, besides that culture and tradition are still preserved without being intimidated by other communities so that peace can be seen clearly"* in-depth interview related to the existing diversity in the community 10/10/2024. 02:00 PM local time.

The above statement is a form of solidarity seen in the midst of the people of Kapuas Hulu Regency who always cooperate in common prosperity without looking at the differences between each other P/10/10/2024. Strengthening national identity through culture and tradition in Kapuas Hulu Regency is a very strategic step to strengthen unity in diversity. Regional leaders have a very important role in ensuring that local cultures can remain alive and flourishing, as well as being an integral part of national identity. By involving all levels of society and supporting cultural preservation efforts, Kapuas Hulu can be an example in integrating local cultural wealth into the framework of Indonesia's national identity.

Leadership strategies in fostering national insight are essential to create a united, just, and prosperous society. Effective leaders will be able to integrate various elements in society, utilize education, social media, and culture to build a sense of nationalism and pride in Indonesia. Therefore, the role of leaders is very large in maintaining and fostering national insight for the continuity and progress of the Indonesian nation, especially in Kapuas Hulu Regency. Leadership is a promoter in building a common community and uniting in building society in



general, besides that this leadership not only functions to foster nationality but as a way to maintain the cultural identity of the people of Kapuas Hulu Regency.

In addition to leadership in the community, Kapuas Hulu Regency also plays its role in the field of multicultural education as a sector for the nation's next generation. Leadership in multicultural Islamic religious education refers to a leader's ability to manage and facilitate an ethnically, culturally, and religiously diverse educational environment (Juniardi & Marjito, 2019). Education leaders, be it principals, teachers, or community leaders, must have the skills to create a climate that supports inclusivity and tolerance, while still instilling moderate Islamic religious values and *Rahmatan Lil Alamin* (mercy to the universe). Multicultural-based Islamic Religious Education can be one of the pillars to form a generation that is not only knowledgeable, but also has a strong sense of nationality and a high tolerance attitude towards differences. The forms of leadership in education in Kapuas Hulu Regency include.

### **Increasing Multicultural Awareness Among Students**

Education leaders must introduce the concept of multiculturalism in a profound and practical way such as the attitude of Nationalism (Abdullah, 2017). Education leaders can also hold inter-religious and cultural dialogue programs to create better understanding between students from different backgrounds. Likewise, school leaders in Kapuas Hulu Regency provide an understanding related to multicultural values so that students can understand and apply multicultural values in the midst of differences in schools and students are also able to apply them in daily life in peace and harmony.

Multicultural awareness among students is essential for building a harmonious and tolerant society. School leaders have a very big role in fostering national values through policies, curriculum, and activities that involve the entire school community. With the right approach, schools can be places that not only educate students academically, but also shape their character as citizens who value diversity and love for the homeland. Schools in Kapuas Hulu Regency raise multicultural awareness, this is done by group work that does not look at religion and culture, a ceremony once a week that involves all students so that students are

familiar with the situation. This is in line with Mrs. Karsih, one of the principals in Kapuas Hulu Regency, that:

*"We as educators of this school provide a deep understanding related to the understanding of students related to the awareness of differences that exist in this school, this is done by not choosing culture, ethnicity and religion in forming discussion groups, group work and so on, so we do not only deliver material, but directly with the practice in daily life"* in-depth interviews related to the education system in schools, 13/10/2024, 10:00 WIB.

The above statement shows that the education system in Kapuas Hulu Regency emphasizes students to be aware of differences, this is evidenced by the absence of friction in the name of differences in the world of education P/14/10/2024. Leaders in the world of education must play a good role because, with the presence of leaders, they become the driving force in fostering the spirit of the nation by respecting and respecting the differences that exist in the school environment. This serves as a form of effort so that students can act in daily life, especially in Kapuas Hulu Regency where the notes are diverse and plural to differences.

### **Integrating Character Education in the Curriculum**

Character education based on moderate Islamic religious values can help students understand the importance of tolerance and togetherness. Good leadership in Islamic religious education must create a curriculum that integrates national values, such as love for the homeland, respect for human rights, and maintaining the integrity of the Republic of Indonesia. Character education has been part of the educational curriculum since the last few years, with the aim of producing a generation that is not only skilled in academics, but also has noble ethics, good health, and has a high sense of social responsibility (Sulaswari, 2018).

This is done by leaders in Kapuas Hulu Regency schools, because this character education is expected to be able to form a young generation that can compete globally, but still maintain Indonesian identity and national values. The integration of character education in the curriculum does not only refer to moral or ethical learning, but also to the formation of attitudes and behaviors that reflect national values. This is becoming increasingly important considering the challenges

of globalization which often lead to the erosion of cultural identity and national values among the younger generation. This is in line with the statement of Mrs. Leni, an ethnic Dayak teacher, that:

*"We as educators integrate character in the curriculum so that all teachers can provide multicultural-based character instillation in students, besides that this integration is our effort to foster a national attitude towards students so that they are able to apply multicultural values in daily life"* in-depth view related to education, 14/09/2024. 10:00 a.m.

The above statement shows that education leaders in Kapuas Hulu Regency provide understanding to students through the school curriculum P/10/10/2024. Integrating character education in the curriculum through leadership in schools is a strategic step to foster nationality and form a generation that is not only intelligent, but also has strong character and has a national spirit. To achieve this, the role of school principals and teachers as learning leaders is crucial. Strong collaboration between schools, parents, and the community is needed to ensure that character education can be implemented properly, despite facing various challenges. With the right approach, character education not only forms good individuals, but also strengthens the foundation of a more advanced and civilized Indonesian nation.

### **Creating an Inclusive and Inclusive Educational Environment**

Educational leaders must create a safe and inclusive environment for all students regardless of background (Yosita et al., 2023). This can be done by holding activities that introduce cultural and religious diversity, as well as organizing activities that involve students from various backgrounds together. This is what is applied to education in Kapuas Hulu Regency that education is a means of providing multicultural understanding as an effort to foster national attitudes. Good leadership in schools is key to creating an inclusive and inclusive educational environment. Through visionary leaders, policies that support diversity, and good diversity management, schools can become places that educate not only academically, but also in shaping the character of a nation that respects and respects differences. In an effort to foster a sense of nationality, education must emphasize

values that support unity in diversity, as well as provide space for each individual to develop according to the potential and needs of students and society.

Leadership in Islamic religious education in Indonesia, especially in Kapuas Hulu Regency, plays a very important role in fostering national insight, especially in the midst of cultural, religious, and ethnic diversity. Education leaders must be able to manage Islamic religious education that teaches strong values of moderation, tolerance, and nationality, while still paying attention to the diversity that exists in society. With the right approach, Islamic religious education can be an effective instrument in creating a generation that is not only intelligent, but also has a solid national insight and a high tolerance attitude towards differences. In addition, the Strategi described above will not be separated from significant challenges, the challenges include:

**High level of diversity,** The ethnic, religious, and cultural diversity in Indonesia sometimes causes friction between groups in Kapuas Hulu Regency. Education leaders must be able to manage conflicts and differences of opinion that arise, and use this diversity as a source of strength (Tajudin, 2022). High diversity in schools is indeed a challenge in efforts to foster nationality, but it is also an opportunity to create a more inclusive and tolerant society. Through education that prioritizes the teaching of national values, tolerance, and respect for differences, schools can play an important role in strengthening the unity of the Indonesian nation. With a joint commitment between teachers, students, parents, and the community, this diversity challenge can be overcome, so that it can foster a strong sense of nationality among the younger generation in Kapuas Hulu Regency. The high level of diversity in Kapuas Hulu Regency is one of the challenges for the world of education and leaders in fostering national values because the existing background often causes friction with each other, especially in Kapuas Hulu Regency

**Stereotypes,** Stereotypes against can appear in the educational environment. Education leaders must work hard to instill an understanding that all human beings have the same dignity and that differences are a necessity that must be respected (Nasution, 2021). Stereotypes are a big challenge in efforts to cultivate nationality in Kapuas Hulu Regency schools. However, this challenge can be overcome through an educational approach that emphasizes the values of

togetherness, tolerance, and respect for diversity. Multicultural education, inclusive school environments, and training for teachers can be effective strategies to reduce stereotypes and strengthen the spirit of nationalism among students in Kapuas Hulu Regency. Thus, education can play an important role as a means of building a more united and more respectful nation.

Stereotypes in schools are one of the big challenges in an effort to build a sense of nationality and unity among students. The diversity that exists in Kapuas Hulu Regency, both in terms of ethnicity, religion, race, and social status, must be used as a strength, not a trigger for division. However, stereotypes that occur both among students, between teachers and students, and between groups in society can exacerbate social divisions and undermine the sense of togetherness that should exist in the educational environment (Rahmawati & Fatmawati, 2016). Overcoming stereotypes in schools is an important step in creating an inclusive space, where every individual feels valued and accepted, without any prejudices that limit students' potential in Kapuas Hulu Regency. For this reason, efforts to foster nationality in schools must begin with education that prioritizes the values of multiculturalism and tolerance. Education that instills empathy, respect for differences, and a spirit of unity can be the antidote to the negative impact of stereotypes.

### **Leadership Strategies in Fostering National Insight from the Perspective of Multicultural Islamic Religious Education in Kapuas Hulu Regency**

Leadership in the context of education has a crucial role in building an inclusive and harmonious national vision. In Kapuas Hulu, which is known for its ethnic, religious, and cultural diversity, leadership in Islamic religious education plays an important role in fostering national insight, especially in a multicultural context. Leadership is the driving sector in making the community, especially in Kapuas Hulu, more tolerant and fostering awareness that there is a problem in the midst of the community. The leadership strategies in fostering national insight applied by leaders and people of Kapuas Hulu include:

#### **Education and Socialization of Pancasila Values**

One of the main strategies in fostering national insight is through education. Leaders, both at the national, regional, and organizational levels, must be able to socialize and internalize the values of Pancasila to the community (Wibowo, 2021). Pancasila as the basis of the state must be a guideline in daily life, both in public policy and in social interaction between individuals and groups. This was applied by the leaders of Kapuas Hulu Regency as an effort to foster a religious attitude towards a diverse community, because the people of Kapuas Hulu Regency have a pluralistic diversity such as religion, culture, customs and language.

Nationality insights applied in Kapuas Hulu Regency through education are a form of effort that provides leaders to the younger generation so that they can understand related to nationality, and students can apply it in their daily lives. Meanwhile, the socialization of Pancasila values is a form of effort by the leaders of Kapuas Hulu Regency in providing understanding to the community related to nationality, because in Pancasila it is clearly stated that it is related to multiculturalism as a common ideology. Fostering national insight in Kapuas Hulu Regency requires an integrative and inclusive leadership strategy.

Through education based on Pancasila values, effective socialization, community empowerment, and government policies that support diversity, national insight can be strengthened. This is applied by the leaders in Kapuas Hulu Regency, this is emphasized by Muhammad Rafa as a religious figure that:

*"The people here basically have the same attitude and character, this is reflected in close cooperation, but there are striking differences between them so that friction often occurs, besides that the community does not understand related to nationality which strengthens relations between communities, therefore I who usually interact with many people and different backgrounds always provide understandings related to nationality, At least they understand that it is related to being proud of the nation"* An in-depth interview related to national understanding, 10/10/2024. 10:00 a.m.

The above statement is a form of argument that the Kapuas Hulu community has a convoluted plurality but has a good attitude and cooperation. However, because of these differences, there is sometimes friction because they do not understand the true meaning of nationality, so religious leaders or religious leaders provide an understanding related to the meaning of nationality as an effort to strengthen relations between the people of Kapuas Hulu Regency

P/10/09/2024. The leadership of religious leaders in Kapuas Hulu Regency still has charisma because, when speaking and providing understanding to the community, they follow and obey it. So that the role of the leader has a great influence on the attitude and attitude of the community.

### **Maintaining Diversity and Tolerance Between Ethnicities, Religions and Races**

As a country with diverse ethnicities, religions, races, and cultures, Indonesia needs leaders who can maintain harmony between groups (Muhayati, 2021). Leaders must ensure that the values of diversity are still valued and developed. This includes tackling discrimination, intolerance, and avoiding the use of divisive identity politics. This is done by religious, community and education leaders in Kapuas Hulu Regency. So that the role of leadership in fostering nationality in Kapuas Hulu Regency is a good strategy in creating a harmonious and peaceful society.

Kapuas Hulu Regency is an area rich in diversity, both in terms of ethnicity, religion, and culture. Some of the tribes that live in this region include Dayaks, Malays, and Bugis. These tribes have different traditions and languages. In addition, the people of Kapuas Hulu also live in religious diversity, with the majority of the population being Christian, but there are also Muslims, Hindus, and Buddhists who coexist peacefully. Therefore, the role of leadership in Kapuas Hulu Regency is very crucial in maintaining diversity and tolerance between ethnicities, religions, and races. Leaders who are wise, fair, and inclusive can create conditions that are conducive to the realization of social harmony. The existing diversity is not only a strength to strengthen the nation, but also the main capital in sustainable development. This is in line with the argument of Hermanus, a Dayak community leader, that:

*"We live in an environment where there are many ethnicities, cultures and religions that coexist with each other without any barriers and barriers between differences, this is reflected in community agendas such as mutual cooperation all together without seeing each other's differences, besides that if there are events in the community inviting each other, holidays we stay in touch with each other, but we know that if our neighbors are not allowed to eat the food we eat, we give food that is allowed to be eaten by them, this has been established for a long time, because I and Muslim religious leaders take care of each other to maintain*

*and preserve it, besides that we are aware that social relations are not prohibited in religion as well as the state contained in the Pancasila ideology of our nation"* in-depth interview related to diversity and nationality, 12/09/2024. 13:00 WIB.

The above statement shows the togetherness of people who have awareness of coexistence even though they are different P/10/10/2024. The leadership of community leaders as leaders plays a significant role so that the community has a deep awareness related to the differences that exist in the community environment, especially in Kapuas Hulu Regency which has a plurality of cultured communities. In addition, the leadership strategy in Kapuas Hulu Regency is a driving force in fostering nationality in maintaining community harmony and integrity along with national understanding.

### **Strengthening National Identity through Culture and Tradition**

Good leadership is also able to elevate and preserve local culture and traditions in Indonesia (Radeisyah et al., 2024). Leaders must be able to show that local culture is not only part of the historical heritage, but also as a wealth that can strengthen a sense of nationalism and pride in the nation. Likewise, the people in Kapuas Hulu Regency who maintain the culture and traditions of their ancestors such as cooperation between communities, mutual cooperation, mutual respect, attending invitations and helping each other. This is applied by the community in Kapuas Hulu Regency which is promoted by leaders such as community leaders, religious leaders and the community in general. In addition, leaders also strengthen national identity by maintaining differences as a means to maintain peace.

## **C. CONCLUSION**

The leadership strategy in fostering national insight through Islamic religious education in Kapuas Hulu Regency must be seen as a collective effort involving various parties, ranging from education leaders, the government, to the community itself. Islamic religious education based on multiculturalism can be an effective tool to instill national values in the midst of existing diversity, both in terms of ethnicity, religion, and culture. Education leaders must be able to build an inclusive climate, not only facilitating Islamic religious learning, but also uniting various groups in the spirit of national unity and unity. Visionary leadership, which promotes the values of tolerance and mutual respect, will create a generation that is not only intelligent



in spiritual aspects, but also has a broad national insight and understands the importance of harmony in a multicultural society.

The leadership strategies applied in Kapuas Hulu Regency include a) Education and Socialization of Pancasila Values, b) Maintaining Diversity and Tolerance Between Tribes, Religions and Races and, c) Strengthening National Identity through Culture and Tradition. This is a form of the leader's strategy in Kapuas Hulu Regency as an effort to foster nationalities between differences in the midst of a pluralistic society in Kapuas Hulu Regency. In addition, the leadership strategy must move in the world of education as an effort to foster national values in the younger generation such as a) Increasing Multicultural Awareness Among Students, b) Integrating Character Education in the Curriculum and, Creating a Tolerant and Inclusive Educational Environment, this is applied to the world of education in Kapuas Hulu Regency. In addition, in this strategy, leaders in Kapuas Hulu Regency experience challenges in practicing in daily life such as High Levels of Diversity and Stereotypes.

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