



Collegial Collective Leadership in Supporting Religious Moderation at SD Negeri 03, Pontianak Kota District

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Abstrak

Penelitian ini bertujuan untuk menganalisis penerapan model kepemimpinan kolektif kolegial di SD Negeri 03 Kecamatan Pontianak Kota untuk membangun moderasi beragama di lingkungan sekolah. Metode penelitian ini menggunakan pendekatan studi kasus kualitatif untuk memahami secara mendalam bagaimana kepemimpinan kolektif diterapkan dan berkontribusi pada moderasi beragama. Data dikumpulkan melalui wawancara, observasi, dan analisis dokumen, dengan subjek penelitian meliputi kepala sekolah, guru, dan staf. Fokus utama dari penelitian ini adalah bagaimana kepemimpinan kolektif kolegial dapat memfasilitasi pelaksanaan nilai-nilai moderasi beragama dalam pendidikan, serta tantangan dan keberhasilan yang dihadapi. Hasil penelitian menunjukkan bahwa model kepemimpinan kolektif kolegial mampu menciptakan lingkungan yang inklusif dan partisipatif, mendukung integrasi nilai-nilai moderasi beragama melalui kegiatan pembelajaran dan ekstrakurikuler. Kegiatan lintas agama, pendekatan inklusif dalam pembelajaran agama, serta pengajaran nilai-nilai toleransi dan kerja sama turut memperkuat moderasi beragama di sekolah. Tantangan utama dalam penerapan moderasi beragama adalah perbedaan pandangan antara guru dan orang tua siswa mengenai isu agama. Namun, pendekatan dialog terbuka dan komunikasi efektif mampu mengatasi perbedaan tersebut. Dampak positif dari model kepemimpinan ini terlihat dari meningkatnya keterbukaan siswa terhadap perbedaan serta pemahaman mereka tentang pentingnya hidup berdampingan secara damai.

Kata Kunci: Kepemimpinan, Kolektif Kolegial, Moderasi Beragama.

Abstract

This study aims to analyze the implementation of the collegial collective leadership model at SDN 03, Pontianak City District to build religious moderation in the school environment. This research method uses a qualitative case study approach to understand in depth how collective leadership is implemented and contributes to religious moderation. Data were collected through interviews, observations, and document analysis, with research subjects including the principal, teachers, and staff. The main focus of this study is how collegial collective leadership can facilitate the implementation of religious moderation values in education, as well as the challenges and successes faced. The results of the study indicate that the collegial collective leadership model is able to create an inclusive and participatory environment, supporting the integration of religious moderation values through learning and extracurricular activities. Interfaith activities, an inclusive approach to religious learning, and teaching the values of tolerance and cooperation also strengthen religious moderation in schools. The main challenge in implementing religious moderation is the difference in views between teachers and parents of students regarding religious issues. However, an open dialogue approach and effective communication are able to overcome these differences. The

positive impact of this leadership model can be seen from the increasing openness of students to differences and their understanding of the importance of peaceful coexistence.

Keywords: *Leadership, Collegial Collective, Religious Moderation*

Introduction

According to the National Education System Law (Sisdiknas) of 2003, religious education in Indonesia aims to provide students with a cognitive understanding of religious knowledge and develop moral attitudes that are in line with the values of peace, compassion, gentleness, and tolerance (Khadavi, 2024). This law emphasizes the importance of religious education in shaping the character and behavior of students to be in line with religious values, so that it plays an important role in creating a harmonious, tolerant, and well-behaved society.

In the context of education in Indonesia, religious moderation is an important aspect in creating a harmonious and inclusive environment, especially in schools that have a diverse student population. Religious moderation focuses on cultivating tolerance, national commitment, non-violence, and accommodating attitudes towards local culture (Wahid & Rosyad, 2023). SD Negeri 03 Pontianak Kota District, as one of the elementary schools in the area, faces challenges in creating an educational atmosphere that supports religious moderation, considering the diverse backgrounds of students in terms of religion and culture.

The increase in radicalism and intolerance in Indonesia, as reported by the Wahid Institute, shows that the world of education has a crucial role in countering this negative influence. With around 600,000 people exposed to radicalism out of the 150 million people surveyed and an increase in intolerance from 46% to 54%, preventive efforts through education are

becoming increasingly urgent (Kamaludin, et.al 2023). This phenomenon shows how important religious moderation is in the school environment to teach the values of tolerance, diversity, and togetherness in order to prevent radicalism from growing among the younger generation.

SD Negeri 03 Pontianak Kota District is one of the educational institutions in which it consists of students from various religious backgrounds. It can be seen that this school has religious diversity among students. Of the total 513 students, the majority of students are Muslims with a total of 438 students (226 males and 212 females). In addition, there were 33 Catholic students (15 males and 18 females) and 42 Buddhist students (27 males and 15 females).

Religious diversity is one of the important factors in the implementation of religious moderation in schools. With quite diverse differences in beliefs, SD Negeri 03 Pontianak Kota District must prioritize tolerance and togetherness among students. Through collaboration between principals, teachers, staff, parents, and the community, religious moderation is integrated into every aspect of learning and extracurricular activities, ensuring that the values of togetherness, mutual respect, and tolerance can be instilled in students from an early age.

The values of Islamic moderation can be integrated into various subjects in schools or madrasas, especially in Islamic Religious Education (PAI) subjects, as part of deradicalization efforts in the educational environment. Schools, both at the elementary, junior high, and high

school/vocational levels, are often the target of the spread of extremist, intolerant, and radical ideas. Therefore, it is important to instill Islamic moderation principles, such as tolerance, justice, and respect for diversity, in every aspect of education (Fithriyah, 2023).

The role of leadership in schools allows the integration of Islamic moderation values to run effectively and involve the entire school community. Leadership in schools plays a key role in shaping a school culture that supports religious moderation (Jani, 2023). In the education unit, the principal has two important positions that greatly determine the continuity of the educational process in accordance with laws and regulations. First, the principal acts as the overall manager of education in the school, which includes the responsibility to organize, plan, and ensure that all aspects of educational operations run well. Second, the principal acts as a formal leader in his or her school, which means he or she has the authority to make strategic decisions, provide direction to teachers and staff, and ensure educational goals are achieved in accordance with the school's vision and mission (Bakhrudin, 2021).

This study aims to explore the application of the collegial collective leadership model in the school context and its impact on religious moderation. The results of this research are expected to provide useful insights for the development of educational policies and leadership practices in other schools, as well as contribute to efforts to build religious moderation in a pluralistic society.

Method

The design of this study uses a case study approach, where the case study approach is part of the type of qualitative

research. that is, an approach used to investigate a phenomenon or problem in a real-life context in depth and detail (Assyakurrohim et al., 2022). The case study approach in this study is used to deeply understand how collective leadership is applied in SD Negeri 03 Pontianak Kota in supporting religious moderation. Through case studies, researchers can explore leadership practices, decision-making, and collaboration between school leaders, teachers, and staff in dealing with diversity issues.

The subjects of this research are principals, teachers, and staff at SD Negeri 03 Pontianak Kota. Meanwhile, the data collection technique in this study uses interview, observation, and document analysis techniques. This approach allows researchers to obtain rich and varied data, providing deep insights into the phenomenon being studied (Rifa'i, 2023). The data collection technique aims to analyze the dynamics of leadership in the school environment holistically, as well as its impact on tolerance and togetherness among students and the community.

RESULTS AND DISCUSSION

A. Collegial Collective Leadership

According to (Pramitha, 2020) Collegial collective leadership is a leadership style that is based on bonds and interactions that are carried out simultaneously, like peers. Thus, the collegial collective system is a system in an organization where to achieve a goal coordination between one leader and another leader is needed. The collegial collective leadership approach consists of three main indicators. First *Instructive*, where the leader provides clear direction to achieve a common goal. Second *supportif*, which emphasizes moral support and

resources to help team members. and third *Participatory*, which involves all parties in decision-making through deliberation and dialogue (Fanani, 2022). These three elements create a balance in effective leadership, by emphasizing cooperation and togetherness within the organization.

Based on this understanding, collegial collective leadership can be said to be a general term that refers to a leadership system that involves several leaders in making decisions or policies through certain mechanisms. This mechanism is achieved through deliberation for consensus or through voting by emphasizing the spirit of togetherness (Al Fikri & Arqam, 2022).

B. The application of the collegial collective leadership model is applied in schools

Collegial collective leadership at SD Negeri 03 Pontianak Kota District is carried out through close cooperation between principals, teachers, and staff in every decision-making. This system ensures that all elements of leadership in the school are actively involved in the management process, especially in terms of policies related to religious education. To advance a school, principals must have strong leadership competencies, which can be seen from the way they lead and manage the school. Effective principals must be able to embrace all *Stakeholders*, including teachers, school committees, and the surrounding community, to jointly solve problems in the context of education (Putra et al., 2024). Collaboration with various parties is important so that every educational challenge can be overcome collectively, so that schools can develop well and have a positive impact on the entire educational community.

In an interview conducted with teachers at SDN 03 Pontianak Kota District

about how the concept of collegial collective leadership is applied. as follows:

"The leadership model in our school is carried out by working together between the principal, teachers, and staff in decision-making. We always communicate and discuss in every policy that we want to implement, especially those related to religious education. This principle of togetherness makes each member feel involved in the school management process. With this leadership model, every teacher plays a role in creating an inclusive environment. Teachers work together to ensure there is no discrimination in the classroom or in the school environment. We also strive to form a school culture that respects diversity through various activities that involve all students regardless of religion."

The results of the interview show that the approach taken by the principal reflects the importance of communication and discussion as the main foundation in decision-making. With open dialogue and deliberation, every policy can be decided collectively, ensuring that all parties participate. The principle of togetherness applied allows teachers and staff to feel valued and directly involved in school management, thereby creating an inclusive and collaborative work environment.

This practice not only strengthens the relationship between leaders in the school, but also ensures that the decisions taken reflect the needs and aspirations of all parties. This well-run collegial collective leadership helps create a harmonious working atmosphere, supports religious moderation, and fosters a sense of shared

responsibility in maintaining diversity in schools.

Collegial collective leadership in supporting religious moderation

As the results of interviews that have been conducted about how the collegial collective leadership model is applied in supporting religious moderation at SD Negeri 03 Pontianak Kota. As follows:

"We integrate the values of religious moderation in learning and extracurricular activities. In addition, we hold interfaith activities, such as joint religious holiday celebrations, and provide space for all religions to carry out their respective religious activities. We also integrate religious moderation through religious learning with an inclusive approach, where students are taught to respect differences. In addition, we also teach the importance of cooperation and mutual respect in social activities."

The results of the interviews show that interfaith activities are an important part of the school program, such as the celebration of religious holidays together, and the provision of space for all religions to carry out their respective religious activities. This creates an environment where students from different religious backgrounds feel respected and supported to express their beliefs.

In an effort to support religious moderation, the principal of SD Negeri 03 Pontianak Kota actively integrates the values of religious moderation into learning and extracurricular activities. The integration of religious moderation in religious learning is carried out by prioritizing an inclusive approach, where students are taught to appreciate religious

and cultural diversity. Islamic religious education that teaches tolerance, peace, and harmony plays an important role in promoting moderation and preventing radicalization, by instilling Islamic values that respect differences, dialogue, and respect for the rights of others' beliefs (Ikhwan et al., 2023).

Religious moderation contains important values that can be integrated in learning, especially in Islamic Religious Education (PAI) subjects. These values include tolerance, inclusivity, harmony, independence, justice, democracy, balance, mutual respect, mutual forgiveness, and humanism (Sayyi, 2020). In addition, social activities are also designed to foster a spirit of cooperation and mutual respect among students, making religious moderation not only a theory, but also an integrated daily practice in school life.

C. Challenges and Solutions in Supporting Religious Moderation in Schools

The main challenge faced in the implementation of religious moderation at SD Negeri 03 Pontianak Kota is the difference of views between teachers and parents of students regarding religious issues. However, the school was able to overcome this challenge with an open communication approach and dialogue. As in the interview results as follows:

"The main challenge is the difference of views between teachers or parents of students regarding religious issues. However, we always address this with open communication and a dialogue approach. Open discussions help defuse potential conflicts and ensure decisions are taken that reflect the spirit of togetherness. We establish a close relationship with parents and

the community through activities that involve all parties. We also socialize the importance of religious moderation through parent meetings and community activities. We are always open for parents to discuss if there are any concerns or suggestions related to this policy."

Based on the results of the interview, the solution carried out by the principal is to provide space for all parties to express opinions and prioritize deliberation, the potential for conflicts that arise due to differences of opinion can be minimized. So that the decisions taken are always based on the spirit of togetherness and tolerance. Thus, despite differences of view, all parties can still work together in supporting religious moderation in schools.

The role of the principal is very important in reducing the risk of conflict in the school environment. The principal must be able to listen to various perspectives from teachers, students, and parents. With a communicative and open approach, principals can identify the source of the problem early and respond to it wisely (Fauziah & Hidayat, 2023). SD Negeri 03 Pontianak Kota establishes a close relationship with parents and the community through various activities that involve all parties. This involvement is carried out with the aim of ensuring that the values of religious moderation are not only applied in the school environment, but also supported by families and the surrounding community.

D. The impact of collegial collective leadership on religious moderation

Based on interviews, the implementation of religious moderation at SD Negeri 03 Pontianak Kota received a positive response from the students. They become more open to differences and are able to understand the importance of

peaceful coexistence. Given that religious moderation aims to maintain and strengthen tolerance between adherents of different religions (Suheri & Nurrahmawati, 2022). As in the interview as follows:

"The students responded positively. They become more open to differences and understand the importance of peaceful coexistence. We saw an increase in tolerance and cooperation among students, especially when they were involved in joint projects or activities involving students from different religious backgrounds. The long-term impact, we hope that the students educated here will become individuals who have a strong understanding of the importance of religious moderation and tolerance."

One clearly visible indicator is an increase in tolerance and cooperation among students, especially when they are involved in joint projects or activities involving students from different religious backgrounds. Through interfaith and collaborative activities, students are taught to appreciate differences and find commonalities in diversity.

In line with the opinion (Salmudin et al., 2023) that in building students' tolerance attitudes by involving them in various meaningful social activities. In addition, inter-class cooperation projects, where students from different backgrounds can work together, will strengthen a sense of community and teach the importance of mutual respect in a diverse environment. These activities can effectively instill an attitude of tolerance from an early age.

The expected long-term impact of the implementation of religious moderation is that students will grow up to be citizens who have a strong understanding of the

importance of moderation and tolerance. They are expected to be able to apply these principles in their lives in the future, play an active role in creating an inclusive society, and be able to live in harmony in the midst of differences.

In addition, the collegial collective leadership model applied in schools also has a positive impact on the decision-making process involving all parties. This model can be a good example for other educational institutions to adopt a similar approach, where collaboration and togetherness are key in supporting educational programs, especially in promoting the values of religious moderation.

Conclusion

The findings in this study show that in SD Negeri 03, Pontianak Kota District, the collegial collective leadership model has been successfully implemented. School principals, teachers, and staff work closely together in decision-making, especially in formulating policies related to religious education. Through this leadership system, each element of leadership plays an active role in the management process, so as to create an inclusive and participatory environment. In addition, the implementation of collegial collective leadership also supports religious moderation in schools. The values of moderation, tolerance, and inclusivity are integrated into learning and extracurricular activities. Interfaith activities, such as the celebration of religious holidays together, as well as the provision of space for all religions to carry out religious activities, are concrete examples of this effort. In religious learning, an inclusive approach is used to teach students to respect differences, while cooperation and mutual respect are also instilled through various social activities.

The challenges faced in supporting religious moderation mostly stem from differences of opinion between teachers and parents of students regarding religious issues. However, schools are able to overcome these challenges through an open communication approach and ongoing dialogue. In this way, potential conflicts can be mitigated, and decisions taken reflect the spirit of togetherness. The positive impact of the implementation of religious moderation in schools can be seen from the responses of students who become more open to differences and understand the importance of peaceful coexistence. Students engage in activities that involve diverse religious backgrounds, which teaches them about the importance of tolerance and cooperation. The expected long-term impact is the formation of individuals who are able to live in harmony in the midst of diversity and contribute to a peaceful and inclusive society.

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