



Fostering Inclusive and Sustainable Leadership: Empowering Communities and Future Generations

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Abstract

This community service activity aimed to build inclusive and sustainable leadership through the Seminar Serantau Isu-Isu Komuniti (SSIK 2025). The background of this program was based on the urgency of leadership that embraces diversity, fosters psychological safety, and guides communities toward long-term sustainable goals. The method used consisted of lectures and interactive discussions, conducted at Dayah Wakaf Barbate, Kebun Kurma Blang Bintang, involving academics, students (santri), and the community. The results of the activity demonstrated that the collaboration between Universitas Abulyatama, Universiti Putra Malaysia, Universitas Halu Oleo, and Dayah Wakaf Barbate had a positive impact on improving students' understanding of inclusive leadership, legal awareness, and socio-religious values. The speakers emphasised the importance of critical thinking, gratitude, and wise use of technology to ensure that it does not erode the values of togetherness. Moreover, Dayah Wakaf Barbate served as a tangible example of community care in nurturing resilient Qur'anic generations. In conclusion, this activity successfully inspired the emergence of young leaders who are inclusive, fair, and committed to community sustainability.

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1. Introduction

Leadership in Indonesian refers to a person's ability to lead, direct, and manage others or groups in achieving specific goals [1]. Leadership is viewed as a process in which one person intentionally influences a group of people within an organisation through relationships, structures, and guidance [2]. Inclusive Leadership is a form of leadership that values and involves various backgrounds and perspectives of its members [3]. An inclusive society is defined as one that does not discriminate based on race, gender, class, generation, or geography, and ensures inclusivity, equality of opportunity, and the ability of all members of society to participate in a set of agreed-upon social institutions [4]. Inclusive leaders possess qualities such as empathy, fairness, openness, and a commitment to creating a sense of psychological safety for everyone, regardless of their background [5].

Inclusive leaders can listen actively and ensure that every community member feels their voice is valued [6]. From a sustainability perspective, leaders must consider the long-term impact of implemented policies on future generations [7]. This means that every policy should not only be oriented toward

achieving instant results but also take into account the preservation of resources and social well-being [8]. For example, in building a sustainable business, the presence of a leader is crucial for establishing and deciding on a clear direction toward long-term goals. This leadership role is essential in guiding organisations and their subunits to achieve greater objectives within a broader system [9]. In this dynamic era, community leadership thinking increasingly highlights the need for an inclusive approach that encourages active participation and youth empowerment [10]. Young generations require authentic inner leadership qualities that can ease their path and strengthen their intuition, emotions, thoughts, hearts, and efforts in achieving life values [11].

Inclusive leadership emphasises the importance of creating equal dialogue spaces where every individual's voice, especially that of the younger generation, can be recognised and valued without discrimination [12]. In the context of sustainable development, such leadership can foster a collaborative climate that enables the emergence of social innovation tailored to community needs [13]. The younger generation, as agents of change, plays a strategic role in integrating sustainability values into their leadership practices, such as concern for environmental issues, social responsibility, and ethical decision-making [14]. Their ability to adapt to change also becomes a valuable asset in facing increasingly uncertain global challenges [15]. Furthermore, leadership based on inclusivity helps strengthen community resilience, as diversity that is accommodated can become a source of collective strength in times of crisis [16]. Inclusive and sustainable leaders can more easily foster a sense of shared ownership, enabling the younger generation to feel an integral part of the community development process.

The primary purpose of this discussion is to examine the role of inclusive leadership in fostering sustainable communities and organisations. By focusing on inclusivity and sustainability, this study aims to demonstrate how leadership practices can promote equal participation, cultivate a sense of belonging, and address the long-term challenges faced by society. It emphasises how leaders can integrate diverse perspectives into decision-making processes, enabling policies and initiatives that are not only effective in the short term but also sustainable for future generations.

The novelty of this study lies in its integration of inclusivity and sustainability within the framework of leadership, an area that has not been widely examined holistically. While much of the existing literature discusses leadership, inclusivity, or sustainability separately, this work positions inclusive leadership as a critical bridge that connects social equity with sustainable development. This perspective offers fresh insights into how leadership can serve as both a social and ecological force, ensuring resilience in times of crisis and empowering the younger generation to contribute to innovation and long-term change actively.

2. Methodology

The method employed in this community service activity was designed to ensure the effective transfer of knowledge and the active involvement of participants. A combination of lectures and discussions was chosen to provide both structured delivery of material and opportunities for interactive engagement. The activity was held at Dayah Wakaf Barbate, Blang Bintang Date Palm Garden, a location selected to directly involve students (santri) within their own learning environment. This approach was expected to create a contextual and meaningful learning process that could be more easily absorbed and applied in daily life.

The implementation stages emphasised the preparation of clear and accessible materials related to building inclusive and sustainable leadership practices. By adopting an interactive method, the activity aimed not only to deliver theoretical concepts but also to encourage participants to reflect critically on the knowledge presented. Furthermore, the structured sequence of the event, from the opening by the Master of Ceremonies, Qur'anic recitation, welcoming remarks by institutional leaders, to the presentation of materials by two speakers, ensured a formal and engaging atmosphere. This design was intended to inspire the santri to internalise leadership values and to develop their capacity as future leaders.

- a. The method used in this activity was a combination of lecture and discussion. The activity took place at Dayah Wakaf Barbate, located in the Blang Bintang Date Palm Garden.
- b. The implementation phase involved providing clear and easily understandable materials and information on building inclusive and sustainable leadership. Through effective community service, it is expected that students (santri) will be able to apply the knowledge they have received in their daily lives, thereby preparing themselves to become future leaders.
- c. The opening session of the community service program began with a Master of Ceremonies (MC), followed by a student from the Barbate Islamic boarding school reciting verses from the Holy Qur'an. This was continued with welcoming remarks from the Dean of the Faculty of Law and the General Secretary of the Barbate Islamic City Waqf Foundation. The event concluded with presentations by two speakers.

3. Result & Discussion

This activity was successfully organised through the collaboration of the Faculty of Law, Abulyatama University, Universiti Putra Malaysia, Halu Oleo University, and Dayah Wakaf Barbate, all of which demonstrated strong dedication in carrying out the *Seminar Serantau Isu-Isu Komuniti* (SSIK 2025). The entire series of events received direct guidance and direction from the invited speakers, who addressed various pressing issues faced by society, provided comprehensive legal insights, and formulated practical solutions that could be implemented in daily life. Through this synergy, the community service initiative was expected not to remain at the level of theoretical discussion but to bring tangible benefits to the public, particularly in raising legal awareness, strengthening Islamic values, and nurturing social responsibility within society.

The seminar, themed “Building Inclusive and Sustainable Leadership”, emphasised the importance of leaders who can embrace diversity while ensuring that the benefits of development reach future generations. In his opening remarks, the Dean of the Faculty of Law at Universitas Abulyatama, who also served as chair of the organising committee, emphasised that this community service program provided a platform for collaboration among academics, communities, and stakeholders to enhance grassroots leadership capacity. Youth were encouraged to develop leadership qualities that are responsive, fair, and socially as well as environmentally conscious. With the support of all parties, the program was expected to provide tangible benefits and inspire the emergence of future leaders who are inclusive and sustainable.

Following the Dean’s remarks, the General Secretary of the Barbate Islamic City Waqf Foundation, Mr Zulfikar, S.Ag., M.Sc.Mgt. delivered his speech, emphasising that Dayah Wakaf Barbate was founded on the principle of collective responsibility for the benefit of the ummah. The institution is not privately owned; it belongs to the wider community for the benefit of future generations. Currently, the boarding school hosts 70 students, including 18 orphans, one convert, and 51 children from underprivileged families, hailing from 20 different cities and districts. Remarkably, parents are not charged any fees; instead, the foundation sustains the institution through community donations, charitable contributions, endowments, and other forms of support. Notably, student admissions are conducted through active outreach rather than standard registration, ensuring that priority is given to those who are most in need. Within just two years and nine months, the students have demonstrated extraordinary achievement, with many memorising the entire 30 chapters (juz) of the Qur'an. This reflects the dedication, structured guidance, and nurturing system within the dayah, which serves not only as an educational centre but also as a place for moral development, faith strengthening, and the cultivation of resilient Qur'anic generations.

Dr Helmi Heli delivered the first keynote presentation from Universiti Putra Malaysia, an academic specialising in leadership and English language education. He highlighted that a leader is not only expected to lead but must also be willing to follow. Without listening to others, a leader risks becoming authoritarian and unilateral in decision-making. Drawing on Islamic principles, he emphasised that the Qur'an encourages critical thinking, as reflection and inquiry are essential in the pursuit of truth. Dr Helmi further emphasised the importance of numbers and measurement, arguing that leaders and educators alike must be capable of quantifying outcomes to assess strengths, achievements, and

challenges properly. For instance, he illustrated how we recognise the severity of humanitarian crises, such as the thousands of casualties in Palestine, through numerical data. Beyond leadership skills, he reminded participants to remain grateful, pointing out that safety and peace in Indonesia and Malaysia are blessings that should not be taken for granted. Ultimately, he concluded that the essence of life lies in thinking, gratitude, and appreciation of others, for true beauty emerges when one acknowledges the blessings of Allah.

The second presentation was delivered by Prof. Dr Eka Suaib, M.Si., from Halu Oleo University, who reflected on the unique challenges of contemporary life, unlike past generations, whose struggles revolved around colonial resistance under leaders such as Sukarno. Today's society grapples with the effects of rapid technological advancement. Prof. Suaib provided relatable examples, observing how families often prioritise smartphones and social media interactions over direct engagement with their spouses or children. Even upon waking, many instinctively reach for their phones instead of acknowledging those beside them. While recognising technology as an inevitable marker of progress, he urged participants to exercise discipline in its use, ensuring that it enhances rather than erodes social values. Moreover, he reminded the audience that no matter how advanced technology becomes, it holds no meaning without God's blessings. Human faculties such as hearing and vision are divine gifts that must be appreciated. For this reason, gratitude should always remain at the centre of human existence. An interactive Q&A session concluded the seminar, enriching the atmosphere with thought-provoking discussions. To encourage active participation, three early questioners were awarded goody bags. The questions raised by the students reflected their genuine concern for contemporary issues, particularly regarding technology, corruption, and the pursuit of greatness. Muhammad Fatih Arrizki, an orphaned student from South Aceh, asked about strategies to overcome the dangers of technology. The speakers emphasised that technology is a tool that can bring benefits or harm depending on its use, and thus requires wisdom, self-control, and the ability to filter information. Sultan Al Khairi, an orphan from Bireuen, raised the issue of corruption among public officials. The response highlighted that corruption stems not from economic need but from moral weakness, lack of faith, and insatiable greed, requiring both moral education and vigorous law enforcement to overcome. The final question came from Muhammad Fahmi, a student from Nagan Raya, who asked how one could become a "great person." The discussion clarified that greatness is not defined by physical stature or high office but by knowledge, morality, wisdom, and service to others. Great individuals are those who are knowledgeable, ethical, courageous, patient, and beneficial to society.

Through this series of activities, the seminar not only broadened participants' perspectives on inclusive and sustainable leadership but also instilled moral and spiritual values grounded in both academic and Islamic traditions. By integrating theory, practice, and critical reflection, the program equipped the younger generation with the tools to confront modern challenges while remaining grounded in ethical and faith-based principles.



Figure 1: Ongoing Session of the Event

Figure 1 illustrates the ongoing session of the community service event conducted at Dayah Wakaf Barbate, which highlights the active participation of both facilitators and students (santri). The image captures a formal yet interactive atmosphere, where religious values are integrated with educational discourse. The presence of local leaders, academic representatives, and students reflects the collaborative spirit of the program in promoting inclusive and sustainable leadership. Such a setting provides not only a platform for knowledge transfer but also a medium for fostering dialogue that strengthens the connection between academic institutions and the community.

Furthermore, the scene underscores the cultural and spiritual dimension of the activity. The arrangement of the participants on the floor in a traditional setting, accompanied by the recitation of the Qur'an, demonstrates the blending of Islamic values with modern leadership training. This combination reinforces the idea that leadership development must remain contextually relevant, rooted in local traditions, while simultaneously addressing contemporary challenges. Therefore, **Figure 1** represents more than just a documentation of the event; it symbolises the embodiment of inclusivity, community engagement, and the nurturing of future leaders within a value-based educational framework.



Figure 2: Certificate Presentation Ceremony

Figure 2 illustrates the certificate presentation ceremony, which symbolises the recognition of active participation and contributions made during the community service program. The act of handing over certificates reflects not only the formal closure of an academic or community-based activity but also the acknowledgement of mutual collaboration among institutions and individuals involved. This moment strengthens the sense of accomplishment for participants while highlighting the importance of appreciation as a motivating factor in community engagement and leadership development.

Moreover, the ceremony serves as a tangible representation of the partnership between academic institutions, local communities, and supporting organisations. The exchange of certificates demonstrates accountability, respect, and commitment to sustaining long-term collaboration. Beyond its symbolic value, this act helps build trust and credibility, ensuring that the knowledge shared during the program continues to inspire and empower the younger generation. Thus, **Figure 2** does not merely depict a ceremonial event but also embodies the broader goal of fostering sustainable and inclusive community relationships through recognition and shared responsibility.



Figure 3: Group Photograph Following the Event

Figure 3 presents the group photograph taken at the event's conclusion, symbolising unity, collaboration, and shared commitment among all participants. The image captures a diverse gathering of students (santri), faculty members, foundation leaders, and guests, all standing together as a reflection of the inclusive spirit emphasised throughout the program. Such a group photo serves as a visual record of collective involvement, reinforcing the idea that leadership development and community service are joint efforts that require cooperation from multiple stakeholders.

Additionally, the photograph underscores the importance of solidarity in fostering sustainable communities. By bringing together participants from different backgrounds in one frame, the event conveys a strong message of inclusivity and mutual support. The group photograph thus acts as more than just documentation; it becomes a representation of social cohesion, shared learning, and the hope of nurturing future leaders who are grounded in both knowledge and values. Through this collective memory, **Figure 3** underscores the long-lasting impact of the program in fostering a sense of belonging and continuity among the younger generation.

4. Conclusion

The Seminar Serantau Isu-Isu Komuniti (SSIK 2025), organised through the collaboration of Universitas Abulyatama, Universiti Putra Malaysia, Universitas Halu Oleo, and Dayah Wakaf Barbate, provided a tangible illustration of the importance of inclusive and sustainable leadership. From the remarks and presentations of the speakers, it was emphasised that authentic leadership is not merely about giving directions but also about listening, following, and appreciating diversity. Leadership requires the ability to think critically, to understand calculations as benchmarks of achievement, and to cultivate gratitude for Allah's blessings in every aspect of life. Furthermore, the reflections shared reminded us that today's challenges differ significantly from those of the past. Whereas in the past struggles were against colonialism, the present challenge lies in responding wisely to behavioural changes driven by technology. While technology offers many benefits, its use must be managed carefully to prevent it from eroding the values of togetherness. As a partner, Dayah Wakaf Barbate also demonstrated the community's genuine concern by providing education for orphans, converts, and underprivileged children, as well as nurturing a resilient generation of Qur'an readers. This exemplifies that leadership and community service must be rooted in the values of humanity, solidarity, and sustainability. In conclusion, this activity not only provided intellectual enlightenment but also inspired all participants to become leaders who are inclusive, wise in utilising technology, grateful in every circumstance, and committed to building a fairer and more empowered society.

This activity should serve as the starting point for sustainable collaboration among academics, communities, and social institutions, enabling its benefits to be genuinely felt by society. Inclusive leadership must continue to be fostered by striking a balance between the effective use of technology and the strengthening of spiritual values. In addition, joint support for educational institutions such as Dayah Wakaf Barbate is essential to ensure the continuous development of a resilient Qur'anic generation, fully prepared to face the challenges of the times.

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rewarded abundantly by Allah SWT. Finally, we hope this program brings meaningful benefits, strengthens brotherhood, and serves as a concrete step toward nurturing inclusive and sustainable future leaders.

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