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eISSN : 3030-5543

The 16th Regional Symposium of The Malay Archipelago

16TH SIMPORA

International Conference

Religion, Traditions and Local Wisdom

Proceedings International **SYMPOSIUM NUSANTARA**

Organised by:

Centre for Knowledge and Understanding of Tropical Architectural and Interior (KUTAI)

Universiti Teknologi MARA Perak Branch

Seri Iskandar Campus, Perak, MALAYSIA



**PROCEEDINGS OF THE 16TH REGIONAL
SYMPOSIUM OF THE MALAY ARCHIPELAGO
SIMPORA XVI: 2025**

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Universiti Teknologi MARA Perak Branch
Seri Iskandar Campus, Perak, MALAYSIA

Diterbitkan oleh:

Unit Penerbitan UiTM Perak

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Perpustakaan Negara Malaysia

Cataloguing in Publication Data

No e- ISSN: 3030-5543

Cover Design: Richard Mareno

Typesetting : Dr Nur Huzeima Mohd Hussain

Dr Wan Faida Binti Wan Mohd Azmi

**PROCEEDINGS OF THE 16TH REGIONAL SYMPOSIUM
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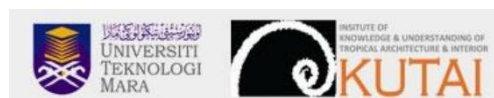
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INTEGRATING ISLAMIC POLITICS AND ISLAMIC EDUCATION TO STRENGTHEN LOCAL WISDOM IN ACEHNESE SOCIETY

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Abstract: Aceh is characterized by the formal implementation of Islamic law alongside the preservation of strong local cultural traditions. Within this context, the integration of Islamic politics and Islamic education plays an important role in strengthening local wisdom and fostering social resilience amid modernization and globalization. This study examines how these two dimensions interact in shaping resilient social and cultural structures in Acehnese society. Using a library research approach, data were collected from academic literature, journal articles, books, and relevant official documents. The findings indicate that Islamic politics provides a normative policy framework grounded in justice, morality, and sharia principles, while Islamic education serves as the primary mechanism for transmitting values, shaping character, and preserving local identity. Their interaction produces an integrative model that sustains tradition while responding to social change, enhances social cohesion, and supports the continuity of Acehnese cultural identity. This study contributes to discussions on Islamic governance and education by offering a conceptual perspective that may inform other Nusantara societies in negotiating modernization without losing their traditional and spiritual foundations.

Keywords: Islamic Politics, Islamic Education, Local Wisdom, Social Resilience, Acehnese Society

INTRODUCTION

Religion has long played a central role in shaping values, identity, and moral foundations within human societies. Beyond guiding personal conduct, religion provides collective norms that influence political, cultural, and social institutions, thereby contributing to social stability and cohesion (Sharipova et al., 2022). In many contexts, religious principles function as a unifying force that binds communities together, particularly in societies facing social transformation.

Alongside religion, local traditions and cultural wisdom represent accumulated social knowledge transmitted across generations. These traditions serve as social capital that fosters a sense of belonging, continuity, and resilience in the face of external pressures (Januardi et al., 2022; Rahman et al., 2024). When preserved and adapted to contemporary conditions, local wisdom strengthens community identity and supports social harmony. In this regard,

religion and cultural tradition often operate in complementary ways to sustain resilient societies.

Islam offers a comprehensive framework that integrates spiritual, social, and political dimensions. As a political framework, Islam emphasizes justice, moral governance, and communal responsibility, seeking to align religious values with societal order (Hussain, 2013). Through Islamic politics, religious principles are translated into policy orientations that aim to ensure social balance and ethical governance.

Islamic education functions as a primary mechanism for transmitting religious values, ethical norms, and social awareness across generations. Beyond formal instruction, it encompasses character formation and moral development, enabling communities to preserve religious identity while engaging with modern social realities (Adin & Fauzi, 2024). In this way, Islamic education plays a strategic role in sustaining tradition and fostering social resilience.

In the Acehese context, the integration of Islamic politics and Islamic education holds particular significance. Aceh is widely recognized for its strong Islamic orientation and its rich cultural traditions. The interaction between Islamic political principles and educational practices enables Acehese society to strengthen local wisdom and build resilience amid globalization and social change (Alkaf et al., 2022). This integration reflects a model in which spiritual values and cultural traditions jointly contribute to a resilient social environment.

Despite extensive discussions on religion, culture, and education, limited attention has been given to the combined role of Islamic politics and Islamic education in strengthening local wisdom. Previous studies have often examined these dimensions separately, leaving a gap in understanding their potential synergy in building social resilience (Rohman et al., 2024; Zhu, 2025). This study addresses that gap by examining how the integration of Islamic politics and Islamic education contributes to strengthening local wisdom in Acehese society. By doing so, it aims to offer a conceptual perspective on sustainable models of cultural preservation and social resilience in the face of contemporary challenges.

RESEARCH METHODOLOGY

This study employs a qualitative library research approach, relying on the analysis of academic literature such as books, peer-reviewed journal articles, reports, and relevant scholarly documents. This method is appropriate for examining theoretical perspectives and scholarly debates related to Islamic politics, Islamic education, and local wisdom in the Acehese context (Movitaria et al., 2024; Mulyana et al., 2024). Rather than involving fieldwork, the study emphasizes critical reading, interpretation, and synthesis of existing knowledge.

The research process involves selecting credible academic sources, organizing them thematically, and analyzing their arguments in relation to the research objectives. Through comparative and interpretive analysis, the study identifies key patterns, convergences, and gaps in the literature. This approach enables the construction of an integrative analytical

framework that explains how Islamic politics and Islamic education interact to strengthen local wisdom and foster social resilience in Acehese society.

RESULT AND DISCUSSIONS

The results of this study show that the integration of Islamic politics and Islamic education plays a crucial role in strengthening local wisdom and building social resilience in Acehese society. Rather than functioning as separate domains, these two dimensions interact in complementary ways that reinforce cultural continuity, social cohesion, and adaptive capacity in the face of modernization and globalization.

4.1 Islamic Politics as a Framework for Cultural and Social Resilience

The findings indicate that Islamic politics has a significant influence on shaping public policies in Aceh. Political frameworks rooted in Islamic values ensure that local customs and cultural traditions are respected and preserved within governance processes. This alignment strengthens the legitimacy of policies and enhances community acceptance, allowing political structures to function not only administratively but also morally and culturally (Aisyah et al., 2024).

Islamic politics contributes to resilience by embedding principles such as justice, equality, and moral responsibility into formal policies. When governance reflects the cultural and spiritual values of society, public trust in institutions increases, which is essential for social resilience (Alibašić, 2024). In this context, political Islam functions as a stabilizing force that supports cultural continuity while addressing contemporary governance challenges.

4.2 Islamic Education as a Vehicle for Value Transmission and Character Formation

Islamic education is found to be central in transmitting moral values and shaping resilient individuals in Acehese society (Inayatillah, 2023). Through curricula that integrate religious teachings and local wisdom, Islamic education provides learners with spiritual grounding and a strong cultural identity. This educational approach enables individuals to engage with modern challenges without losing their traditional roots. In the Acehese context, educational institutions also function as social spaces where collective norms and shared responsibilities are reinforced through daily practices. This role strengthens the connection between individual character development and communal resilience.

Beyond intellectual development, Islamic education emphasizes character formation. Values such as honesty, justice, patience, perseverance, and collective responsibility are cultivated in both formal and informal educational settings (Abdullahi Maidugu & Adamu Tanko Isah, 2024). These values provide moral and psychological strength, preparing individuals to respond constructively to social and cultural change. By embedding these virtues consistently

across generations, Islamic education contributes to the long-term sustainability of social cohesion. Thus, education functions not only as knowledge transmission but also as preparation for resilient citizenship.

4.3 Synergy Between Islamic Politics and Islamic Education

When Islamic politics and Islamic education are considered together, the findings reveal a mutually reinforcing relationship. Islamic politics provides the structural and policy framework, while Islamic education nurtures the ethical and cultural mindset required to sustain that framework (Picard, 2020; Yousuf Mir, 2024). This synergy ensures that governance and education do not operate in isolation but function as interconnected pillars of social resilience.

This integration is evident in practice. Political leaders rely on educational institutions to disseminate and legitimize policies grounded in Islamic values, while educators depend on political structures for institutional recognition and resources (Basri, 2015). Such interdependence creates a dynamic cycle in which politics empowers education and education, in turn, legitimizes politics. Through this process, tradition and modernization are balanced rather than positioned in opposition.

4.4 Social Resilience, Community Empowerment, and Cultural Continuity

The integration of Islamic politics and education strengthens social cohesion by providing a shared moral and cultural narrative. Communities that share common religious and cultural foundations are more likely to collaborate in addressing social and political challenges, thereby reducing fragmentation and promoting solidarity (Sosis, 2000). Resilience in Aceh thus emerges as a collective phenomenon rather than an individual one.

Community empowerment is another important outcome of this integration. Islamic education equips individuals with knowledge and values, while Islamic politics provides platforms for participation and representation in decision-making processes. Together, these dimensions enable communities to actively shape their social futures. Cultural continuity is reinforced through consistent educational practices and supportive political frameworks, ensuring that Acehnese traditions are preserved across generations while remaining adaptive to change.

4.5 Implications for Nusantara Societies: Indonesia and Malaysia

The Acehnese experience offers broader implications for Nusantara societies, particularly Indonesia and Malaysia, where religion, politics, and education intersect with local traditions. For Indonesia, the findings highlight the importance of aligning political structures with educational institutions to preserve local wisdom within a pluralistic society. Strengthening Islamic education as a vehicle for value transmission can support national cohesion amid cultural diversity.

In Malaysia, the study suggests the potential for integrating political frameworks with Islamic education to balance modern state institutions and Malay-Islamic identity. By ensuring that

policies reflect cultural values and education prepares younger generations to engage responsibly with modern challenges, social harmony and cultural resilience can be strengthened. While contextual adaptation is necessary, the integration of Islamic politics and Islamic education demonstrated in Aceh provides a reflective model for building resilient societies grounded in faith, tradition, and local identity.

CONCLUSIONS

This study concludes that the integration of Islamic politics and Islamic education plays a decisive role in strengthening local wisdom and building social resilience in Acehnese society. By aligning political structures with educational practices, this integration ensures that governance and value transmission operate within a shared ethical and cultural framework. As a result, resilience is cultivated through both institutional arrangements and community-based values, reaffirming the relevance of religion and tradition in sustainable social development.

The findings further indicate that the complementary relationship between Islamic politics and Islamic education enables Acehnese society to adapt to modernization and globalization without losing cultural authenticity. Grounding social change within local wisdom supports cohesion, community empowerment, and cultural continuity. This demonstrates that religious principles can coexist constructively with social transformation.

The contribution of this research lies in offering an integrative perspective that unites political Islam and Islamic education as a comprehensive framework for resilience. By addressing a gap in previous studies that treated these dimensions separately, the study provides insights applicable not only to Aceh but also to wider Nusantara societies such as Indonesia and Malaysia. Overall, the findings contribute to theoretical and practical discussions on sustainable cultural preservation and social resilience.

ACKNOWLEDGMENT

The author would like to express the highest appreciation to Universitas Islam Al-Aziziyah Indonesia for providing financial support that made this research possible. Sincere gratitude is also extended to Universiti Teknologi MARA (UiTM) Malaysia for granting full trust to the author in carrying out this study as part of a shared scholarly contribution. Deep appreciation is conveyed to the academic community, colleagues, as well as lecturers and researchers from various universities in Indonesia who actively participated in the *International Conference Simposium Nusantara (Simpora XVI 2025)*. Finally, the author is thankful to all parties who have provided valuable suggestions, constructive feedback, and continuous support, which greatly contributed to the successful completion of this article.

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e ISSN 3030-5543



9 773030 554003

SIMPORA XVI : 2025