



Actualization of Political Education in Digital Learning to Prevent Radicalism

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ABSTRACT

Keyword:

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Radicalism is a problem for the Indonesian people to be able to create a sense of unity and unity in achieving the goals of the state. Efforts have been made, such as de-radicalization by the government, but have been met with resistance from human rights activists. Efforts that are considered more humane are through political education. This study aims to determine political education in tertiary institutions. This study uses a qualitative approach with a case study method at the Indonesian University of Education used in identifying the actualization of political education. The results of the study showed that the prevention of radicalism in the universities could be carried out with early detection of the movement of radical understanding from the top down carried out by outsiders, as well as those carried out from the bottom up by the individual himself exploring radical understanding through various sources so that he himself was infiltrated. Developing an educational model that can prevent a whole design that contains a philosophical foundation.



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A. INTRODUCTION

Philosophically education is seen as a tool or container to educate and shape the human character to be better, education plays a vital role in building a civilization called the nation (Banks, 2015; Mchombo, 2019, Hung et al, 2020), so that each person can have excellent abilities in the realm of knowledge, attitudes and skills by following the circumstances Public. The existence of a nation in order to become a superior nation is very much determined by the character of its citizens (Polyakova & Fligstein, 2016; Keane, 2016; Drake, 2019) because the character will make a country's goals can be achieved in a fast or slow time (Korhonen, J., Honkasalo, A., & Seppälä, 2018).

A lousy character that becomes a threat to the state is when its citizens have a radical understanding (Foa & Mounk, 2016) because besides harming the association of the state, it will also threaten the survival of the nation and state (Olesker, 2019). The Indonesian government has implemented various de-radicalization programs aimed at citizens who carry out radical actions. However, the results of research conducted by Muhammad and Surwandono (2016) on the government's de-radicalization program, actually raises serious problems, even triggering the spread of radical thought.

Previous research conducted by the Indonesian Institute of Sciences revealed the results of his research that ideological radicalism has penetrated the world of students through the process of Islamization, the process was carried out in a closed and according to him, the potential to divide the nation (LIPI, 2016). Based on LIPI's research results, it shows that students who study exact science are more easily recruited by radical groups than students in the social sciences. The process of recruiting, networking, and maintaining their networks is carried out in an organized manner (LIPI, 2016).

Understanding radicalism is not only among students, but also among teachers and junior and senior high school students. As revealed by Ramadhan (2016), the results of a study by the Institute for Islamic Studies and Peace (LaKIP) on radicalism among students in Jakarta, Bogor, Depok and Bekasi show that radicalism and Muslim tolerance towards non-Muslims with 590 teachers from 1,639 respondent's Islamic religious education teachers and 993 high school students in grades VIII and IX and high school, out of 611,678 students showed results that justified the magnitude of radical and intolerant tendencies.

The results of a research publication by the Wahid Institute in 2015 (in Ramadhan, 2016) four years from the LaKIP research publication, found the fact that in general, the views of students in public schools in Greater Jakarta were indeed open and tolerant. However, the tendency of intolerance and radicalism seems to continue to strengthen. This is evidenced by their support for the actions of perpetrators of destruction and sealing of houses of worship (teachers 24.5%, students 41.1%); destruction of houses or facilities of religious members accused of heresy (teachers 22.7%, students 51.3%); or defence with weapons against Muslims from the threat of other religions (teachers 32.4%, students 43.3%).

These conditions cause unrest for the survival of the nation and state, because radicalism will interfere with the national development process, both in the economic, educational, health or even political aspects. Besides, the spread of the understanding of radicalism will lead to horizontal and vertical conflicts because the knowledge of radicalism will damage the values and norms that live in the community (Stewart, 2016).

The problem of radicalism raises a view that is humanistic through political education in preventing and overcoming the problem of radicalism. Political education is a crucial aspect to create student awareness of their rights and obligations as citizens, the success of political education in higher education will have an impact on the creation of good quality citizens (Ramdhani, 2019). In the era of digitizing education many use digital media, so political education needs to create a learning model that is effective, efficient and measurable to prevent radicalism. This study aims to explain and analyses the actualization of political education using digital learning, as an effort to prevent the spread of radicalism in the educational environment.

B. METHODS

This research was conducted at the Indonesian University of Education during March, April and May. The choice of location is due to the application of political education at the Indonesian University of Education carried out in an integrated and measurable manner. A qualitative approach is used in this research with a case study method that aims to identify the phenomenon of radicalism in Indonesia and prevention by universities.

The data collection technique is done by direct observation and documentation of lecture activities using digital learning media in the context of political education. Data analysis uses data reduction, data presentation and conclusion drawing (Ramdhani, 2017). The data test technique was carried out by extending the observations and discussions of peers to further explore political education related using digital learning media.

In the discussion of this study the focus is on using the Horgan radicalism prevention model. The model is very relevant, because it illustrates step by step in the process of preventing radicalism.

C. RESULT AND DISCUSSION

The emergence of radicalism can be understood from the theory of relative deprivation which has four channels for analysing a social phenomenon (Engler & Weisstanner, 2020). This flow consists of two variables (A and B) and one object (X). First, variable A is aware that he does not have X. Then A knows that there is another variable (B) that has X. Because A is aware of all the deficiencies caused by, he does not have X, therefore A wants to have X. After that A has confidence that X must be owned to cover these deficiencies, then taking X is something that is realistic according to A.

There are two things that need to be done by educational institutions. First, detecting early the movement of radical understanding both through the top-down process carried out by outside parties, as well as those carried out from the bottom-up, namely the individual himself explore radical ideas through various sources so that he is infiltrated (Baaken & Schlegel, 2017). Secondly, developing an educational model that can prevent a complete design that contains a philosophical foundation for Islam, material, learning models, and an environment that can foster knowledge and attitudes of recognition, tolerance and cooperation towards different parties both because religious reasons, religious understanding, culture and so on (Harris & Morrison, 2012).

1. Radicalism in Education

Forms of radicalism in education are not all in the form of acts of violence, but can also be realized in the form of speech and attitudes that have the potential to give birth to violence that is not in accordance with educational norms. Attitudes that have the potential to give birth to violence have implications for the emergence of situations and conditions in higher education that are not pleasant for students in learning (Muchith, 2016).

Changes in the situation and environment and the atmosphere of education that gave birth to a change in orientation is not without cause (Simmons, 2017). In fact, the change or shift is a result of the development or cultural dynamics that hit the community. This means that each element in education is not able to take positive values or benefits due to the development of science, technology and culture (Henderson, Selwyn & Aston, 2017). The majority of people actually take the negative meaning of the change and development of science, technology and culture.

Ramadhan (2016) the world of education is indeed very vulnerable to becoming a land of radical ideological dimensions. Because the attitude is too open, finally the bearers of radical ideology can enter through religious extracurricular activities. This will have a negative impact on the formation of a monolithic character, hard and likes to blame others.

2. Prevention of Radicalism

Steps that can be applied by the Ministry, educational institutions and student organizations with the basic premise that the teachings of terrorism and radicalism have infiltrated educational institutions with various media. Therefore, students are expected to have critical thinking and analysis to counteract the teachings of terrorism and radicalism. Some steps that can be done include, namely: (a) providing provisions for students to be able to think critically and analysis so that they do not accept information as absolute truth without filtering it first (Ertmer & Newby, 2013), (b) instilling an understanding of multiculturalism and democracy (Seltzer-Kelly, Westwood & Peña-Guzman, 2010), (c) develop dialogical teaching methods (Caughlan, et al, 2013), (d) train students to argue and refute an argument (Larrain et al, 2019), (e) provide case questions to students to be analysed (Daradoumis, et al, 2019).

Political education to prevent radicalism based on the use of digital media needs to follow the flow of the process of de-radicalization that starts from pre-radicalization to de-radicalization, all of which must be passed on a regular basis, as illustrated below.

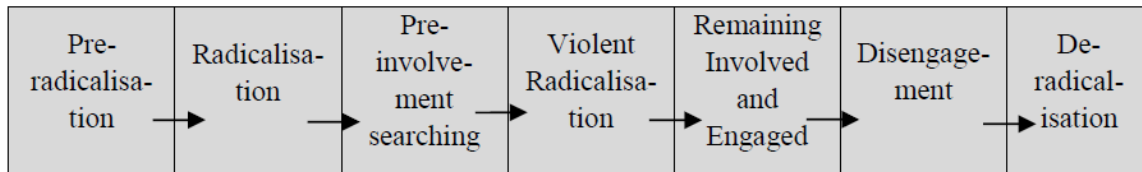


Figure 1. Progression of pre-radicalisation through to de-radicalisation
(Horgan in Ramdhani, 2018)

The figure explains how the stages of de-radicalization starts from pre-radicalization which continues to move towards violent radicalization until the process of de-radicalization. All stages are sustainable, so if there is a missing stage it will affect the next stage.

Radicalization must be overcome by de-radicalization, the de-radicalization strategy proposed by Karwadi (2014) namely: (a) conducting counter terrorism, (b) preventing the process of radicalization, (c) preventing the provocation of the spread of hatred and animosity between people religion, (d) prevent people from indoctrination, (e) increase public knowledge to reject terrorism (f) enrich the treasury of various understandings.

Furthermore, Septian (2010) emphasized that "the de-radicalization program must be able to release ideologies in terrorists or stop the spread of those ideologies. So that in its implementation (de-radicalization) needs to be done in conjunction with de-ideology. De-ideology is the main key in the awareness and reorienting process of terrorist ideology to return to the true teachings. The process of de-radicalization is a reversal of the process of radicalization that starts from recruitment, self-identification, indoctrination, and misguided jihad. Thus, the process of de-radicalization starts from the identification and classification of prisoners and ex-prisoners, the focus of integrated handling, disengagement with a humanist approach, soul approach and de-ideology, multiculturalism and independence".

In the context of the role of tertiary institutions in the process of de-radicalization, the curriculum review movement is conducted at various levels of education to develop anti-radicalization knowledge, attitudes and actions, selecting educators not to teach the concept of radicalization, and ensuring there is no radicalization movement in the tertiary institution (Qodir, 2014).

Strengthening digital media is very important because it has a broad domino effect, so that political education materials taught and delivered in digital media must be on target, have reliable reference sources, use valid theories and do not conflict with the values and norms prevailing in Indonesia.

Based on historical aspects, one of the successful de-radicalization models according to Muhammad and Surwandono (2016) is a de-radicalization program carried out by the Dutch government. The Netherlands to some extent contributed to the development of radicalism in Indonesia, where Sneevliet was a figure from the Netherlands who introduced the tradition of radicalism in Indonesia. Sneevliet's views then changed the social structure in the Sarekat Islam (SI) organization founded by Cokroaminoto to split into the SI Putih organization under the leadership of Agus Salim, and SI Merah under the leadership of Semaun.

De-radicalization program designed by the Dutch government by involving thinkers and universities to deal with religious radicalism. Froukje Demant is a famous researcher of

radicalism, he suggested that the secular Dutch government be more open to religious arguments and moderate Muslims should invite fellow radical Muslims into the peaceful mainstream of Islam. Giving space to parties who will be the object of radicalization to convey arguments from the beliefs they choose will create a flow of openness of communication (Muhammad and Surwandono, 2016).

D. CONCLUSION AND SUGGESTIONS

Digital-based political education in preventing radicalism is very important to be applied in universities, because it has a broad domino effect. The material delivered is right on target, has a reliable reference source, uses a valid theory and does not conflict with the values and norms prevailing in Indonesia. In addition, measurement of learning outcomes based on the Horgan model is very relevant to be used as a reference in evaluating political education.

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