THE STRATEGY OF ISLAMIC EDUCATION TO PREVENT RADICALISM: A CASE IN DIPONEGORO UNIVERSITY, INDONESIA

Arif Wibowo
IAIN Pekalongan, Central Java, Indonesia
arif.wibowo@gmail.com

Abstract
The purpose of this research is to explore what are the strategies of Islamic Religious Education in countering radicalism at Diponegoro University. To analyze the factors supporting and inhibiting the strategy of Islamic Religious Education in countering radicalism at Diponegoro University. This type of research is qualitative with descriptive method. Data collection through: interviews, observation and documentation. The data analysis is descriptive with three paths, namely data reduction, data presentation, and drawing conclusions. The strategy implemented by Diponegoro University in counteracting radicalism is forming a special team to deal with anti-radicalism (TIMARU, in collaboration with existing stakeholders, establishing a comprehensive curriculum, strengthening lecture materials by holding public lectures/seminars/Forum Group Discussions on nationality and anti-radicalism, and channeling appropriate talents and interests through extracurricular activities. Factors that greatly support the success in implementing these strategies at Undip include, among others; adequate facilities and infrastructure, reliable human resources, good cooperation from all elements of the academic community, implementation of a comprehensive strategy and the existence of a technical team in countering radicalism, while several factors that are still hindering include: the lack of a technical team in the field, the existing regulations are too long and lengthy, and a hidden curriculum that is still not structured.

Keywords: Strategy, radicalism, Islamic education.

Introduction
As has happened in several regions regarding the entry of radicalism into the world of education, among others, several cases have occurred, namely the existence of elementary and junior high schools that prohibit their students from disrespecting the flag and not performing flag ceremonies.1 In the area of West Java, Islamic Religious Education (PAI) textbooks were also circulated which taught material about the permissibility of killing polytheists.2 In Depok, a practical book for learning to read for Kindergarten was also found which contained teachings of violence, namely there were 34 sentences in the book, including; sabotage, bombing,

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martyrdom in the jihad field, looking for a location in Bekasi, finished capturing the slaughter of clerics, and so on. The next case has been arrested 3 suspected members of a radical group at the University of Riau.

Director of Prevention of the National Counterterrorism Agency, Inspector General. Pol. (Ret.) Ir. Hamli, M.E., said that there were 7 (seven) State Universities from Jakarta to East Java that had been infiltrated by radicalism, namely; University of Indonesia (UI), Bandung Institute of Technology (ITB), Bogor Agricultural University (IPB), Diponegoro University (Undip), Sepuluh Nopember Institute of Technology (ITS), Airlangga University (Unair), and Brawijaya University (UB).

Although Hamli's statement invited many reactions from several national figures and academics, one of which was from the Minister of Research, Technology and Higher Education at that time, Prof. M. Nasir, who said that it was necessary to do further research to prove whether or not there was a radical understanding that entered higher education.

Likewise, Undip Chancellor Prof. Dr. Yos Johan Utama, S.H., M. Hum. as well as the Chairperson of the Indonesian Chancellors Forum (FRI) said that; there is no official letter of notification to the relevant PTN from BNPT, we should be given complete information and actual data, so that we can use it as initial capital to take steps to handle and anticipate.

Therefore, researchers are very concerned about this matter to examine how the things that have been done by one of the largest universities in Central Java, namely Diponegoro University which incidentally is general education, in preparing their students in the scope of Islamic religious education in particular, in order to avoid from activities that are entered by radicalism as well as preparing strategies for lecture materials and methods that are suitable for the generations of this millennial era. The researcher chose Diponegoro University as a place of research because apart from Diponegoro University being the largest university in Central Java, it is also a general-based educational institution, but in Islamic religious education it is very concerned and also very caring and firm on issues of religious radicals.

From the description above, it is necessary for researchers to conduct research on this theme with the research title "Strategies for Islamic Religious Education in Countering Radicalism at Diponegoro University".

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5 https://www.cnnindonesia.com/nasional/20180525210629-12-301431/bnpt-kedokteran-dan-eksakta-di-7-ptn-terpapar-radikalisme, terbit tanggal 25 Mei 2018
Research Methods

Research Approach

This research is a research conducted directly in the field (field research). Field research can be done directly at the source of the research object, namely at Diponegoro University (Undip). Researchers observed and researched the strategies carried out by Undip, especially those related to Islamic religious education in general, in countering radicalism, especially religious radicalism in Undip. The approach that researchers use in this study are:

Managerial approach

This managerial approach is used because the main target in this research is to know the management and policies issued by Diponegoro University in countering the flow of religious radicalism against the academic community of Diponegoro University. So the researchers conducted interviews with the bureaucracy at Undip, namely in this case the Chancellor, Prof. Dr. Yos Johan Utama, S.H., M.Hum., Vice Chancellor 1 for Academic and Student Affairs, namely Prof. Budi Setiyono, S.Sos., M.Pol.Admin., Ph.D., Head of the Academic and Student Affairs Bureau, namely Mr. Embun Setiawan, S.H., Managers/Head of Academic and Student Affairs and other education personnel.

Pedagogic approach

The pedagogic approach is used to determine the approach in the field of education implemented at Diponegoro University, especially in the field of Islamic religious education in countering radicalism at Diponegoro University. For the pedagogical approach, the researcher makes observations in academic activities, deepens direct observations of religious activities that are co-curricular in nature such as in public lectures on anti-religious radicalism education, making scientific work assignments on case studies of religious radicalism. Both are carried out online/online and offline/offline. In addition, researchers also collect supporting documentation. The researcher also conducted interviews with the head of the Undip Anti-Radicalism Team (TIMARU), namely Dr. Drs. Muhammad Adnan, M.A.8

Researchers are also directly involved in religious extracurricular activities that support the art and deepening of religious teachings that are wasathiyah carried out at Undip, including extra tambourines, which are carried out 3 (three) times a week for training new members and developing skills for existing members.

Sociological approach

The sociological approach is used with the intention of knowing the cooperation built by Diponegoro University stakeholders in order to prevent the entry of radicalism at Diponegoro University. In this sociological approach, researchers make observations about activities that have been carried out in collaboration with other parties. Starting from the smallest ones, namely routine recitations held every month, Undip collaborates with scholars from around the Undip campus.

Research Design

The design of this research is descriptive qualitative research. The purpose of descriptive research is to describe a literal human, event, or process that is observed, which aims to simplify complex social realities so that they can be analyzed, and are useful for creating scientific concepts and clarifying social phenomena in research problems.\(^9\)

Data source

The data source in question is the subject from which the data can be obtained.\(^10\) The data in this study include primary data and secondary data. Primary data sources are sources that directly provide data to researchers. The primary data of this study was sourced from the results of interviews (interviews) with parties who were considered to understand the problem under study, then the data obtained through observation and documentation in the form of files and photos of activities at Diponegoro University. The primary sources referred to here are the Chancellor, Vice Chancellor 1 for Academic and Student Affairs, the Head of the Academic Administration Bureau, the Head of TIMARU, Islamic Religious Education Lecturers, and Education Personnel. While secondary data is supporting data that has to do with what is being studied, namely in the form of documents, photos, videos and so on. To obtain this secondary data, the researchers used various methods to obtain, for documents, researchers looked for several documents regarding the Rector's decisions by going through the sub-section of Legal Procedures and Protocols (HTLP) as the part that handles the creation and archiving of legal products.

Type of Data

The source of data from a person is as an informant. Meanwhile, other non-human data sources are important documents related to this research. Both types of data are equally important, because each other will complement each other so that the data obtained is more complete.

Method of collecting data

In this study, the authors used several methods, including the following:

Interview Method

Interviews are data collection that is carried out orally in face-to-face meetings individually, but sometimes also done in groups.\(^11\) Such as interviews with policy-making officials, namely the Chancellor, Vice Chancellor 1 for Academic and Student Affairs, Head of the Academic Administration Bureau, Head of TIMARU, Islamic Religious Education Lecturers, and Education Personnel, and several Diponegoro University students.

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**Observation Method**

Observation method is a method used to obtain field data through systematic observation and recording.\(^{12}\) This study uses the method of direct and covert observation.\(^{13}\) Observations were carried out according to the schedule of interviews with informants during which the researcher also carried out the observation process. During the research, the researcher made observations for 6 times, namely on Tuesday, September 22, 2020, namely about policies in the academic field. Then on Wednesday, September 23, 2020 about TIMARU's policies and activities. Thursday, September 24, 2020, is an observation about activities and activities at the mosque at Diponegoro University. On Monday, October 5, 2020 regarding the Rector's policies. Then on Tuesday 6 October 2020 about student activities. Then on Thursday, February 4, 2021, the curriculum for Islamic Religious Education courses will be held.

**Documentation Method**

Documentation method is the retrieval or collection of data from the object of research that can be obtained from written sources or existing documents such as pictures of life histories, annals, regulations and so on. This method is used to collect data about the profile, vision, mission of Diponegoro University, activities, schedules, organizational structure, infrastructure and facilities, materials, and others related to strategies to counter radicalism at Diponegoro University.

**Data analysis method**

Data analysis according to Ibrahim Bafadal quoted by Masykuri Bakri can be defined as the process of analyzing, sorting and grouping data with the aim of formulating working hypotheses and raising them into conclusions or theories as research findings.\(^{14}\) Bogdan and Taylor in Moleong provide a definition of data analysis as a process that details efforts to formally find themes and formulate hypotheses (ideas) as suggested by the data and as an attempt to provide assistance to these themes and hypotheses.\(^{15}\)

Data analysis in this study was carried out in two stages, namely (1). Data analysis stage during data collection in the field and (2). Data analysis after the data is collected.

**Data Analysis during Data Collection**

Basically, the data analysis during the collection is an initial analysis of the data obtained. The analysis is attempted with data reduction activities (reduction). Data reduction can be interpreted as the process of selecting and focusing research attention through a strict selection of the research focus to be studied in more depth, sharpening the focus, making a summary of the results of data collection, organizing the data so that it is ready for further analysis once complete data collection as a whole. In this study, taking the steps as formulated by bogdan and Biklen, through the following stages:

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\(^{12}\) S. Margono, *Metode Penelitian Pendidikan*, hlm. 158

\(^{13}\) Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D*, (Bandung: Alfabeta, 2012), hlm. 228


\(^{15}\) Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, hlm. 103
Determination of research focus. The research focus has been prepared by the researcher prior to field observations, because the research focus helps sort out the data to be taken by the researcher.

Preparation of provisional findings based on the data that has been collected. The data that has been obtained is gradually categorized according to the group. So that when the data analysis has been broken down according to categories.

Making a plan for the next data collection based on the findings of the previous data collection. After the data is collected and categorized, then the researcher makes the next plan to get the data later as completeness that is still lacking.

Development of analytical questions in the context of subsequent data collection. As a completeness of the existing data, researchers need to analyze where else there is still need for additional data, either by way of interviews again or direct field observations.

Determination of the next data collection goals (informants, situations, documents). This step was taken after seeing the lack of data in what parts were still needed, so that the targets would appear to complete the data again. 

Data analysis
After all the data was collected, the researcher then took the next steps, namely:

Develop coding categories according to the data obtained. Of all the existing data set again or re-categorized. The coding from the informant corresponds to who is asked for information and the stages, such as "R1" which means R is the Chancellor and number 1 is the order of retrieval of information. WR2 is the Vice Chancellor as the 2nd informant, and so on.

Data sorting. After the data is categorized properly, the researcher sorts all the data. The data from interviews, observations and existing documents are then reconstructed into good sentences. After being arranged, the facts are compacted and taken as needed. When double data is found, the data has been updated, and data that is deemed redundant can be discarded and the latest version is taken.

Conclusion drawing. After it was felt that all the data were valid and sufficient, the researcher drew a descriptive narrative conclusion in accordance with this type of research.16

Checking the validity of the data
In determining the validity of the data, an examination technique is needed. The implementation of inspection techniques is based on certain criteria. According to Moleong, there are four criteria used, namely the degree of trust (credibility), transferability (transferability), dependability (dependability), and certainty (confirmability).17 The credibility of the data is used in this study to prove the suitability of the observations with the reality in the field. Is the data or information obtained in accordance with what is actually happening in the field.

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16 Lexy J. Moleong, Metodologi Penelitian Kualitatif, hlm. 190
17 Lexy J. Moleong, Metodologi Penelitian Kualitatif, hlm. 173
Results and Discussion

Strategy of Islamic Religious Education in Countering Radicalism at Diponegoro University

In countering radicalism on campus, Diponegoro University implements strategic steps that have been designed very comprehensively, which include:

**General Policy Strategy**

1. In designing and implementing a general strategy in countering radicalism, Diponegoro University has taken several strategic steps that have gone through in-depth discussion and thought. So hopefully it can be right on target.
2. The general policies that have been implemented by Diponegoro University in countering radicalism are, among others:
   3. Declaring Diponegoro University to be a Pancasila and Anti-Radicalism Campus. Creating a campus atmosphere that is tolerant and non-discriminatory by issuing policies that respect differences and provide equal and broadest opportunities to all campus residents in various ways.
   4. Cooperating with all stakeholders, both from the closest scope to the national level, and also cooperating with nationalist and religious leaders both at local and national levels.

   Formed a tactical team in the field, namely the Diponegoro University Anti-Radicalism Team (TIMARU).

5. Establishing a National Ideology Development Student Activity Unit (UKM PIB) as a peer teacher for special students on fostering national understanding. Cultivate and enliven in the Commemoration of National Holidays (PHBN) and the Commemoration of Religious Holidays (PHBA).

6. Supporting special units for radicalism, such as DENSUS 88, BNPT, BIN in terms of asking for input on handling radicalism on campus.

7. Encouraging and inviting all elements of campus residents (Guardian Council, Academic Senate, faculty/school officials, lecturers, education staff and students) in combating radicalism on campus.

8. Improvement of Human Resources (HR) in national and religious understanding by participating in various activities, such as state defense training and religious scientific studies.\(^{18}\)

**Islamic Religious Education Strategies**

The strategy of Islamic religious education in countering radicalism at Diponegoro University can be mapped in several aspects, namely:

*Intra-curricular*

   In this intra-curricular field, several strategies are carried out, namely:

1. Equalizing perceptions and integrating material on the cultivation of nationalism and anti-radicalism by lecturers of religious education, Pancasila education, civic education, and psychology.
2. Preparation of a curriculum that is in accordance with current development materials and is suitable for the millennial generation.

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\(^{18}\) Yos Johan Utama, Rektor Universitas Diponegoro, *Wawancara*, (Semarang, 5 Oktober 2020)
3) Develop a contextual learning approach, so that students can be socially literate. Compile the method applied by using mix methods, so that it can stimulate activity and open up the students' horizons.  

Co-curricular 
In the co-curricular area, strategies include:
1) Hold a scholarly dialogue on nationalism and the dangers of radicalism. Held public lectures on the dangers of radical thought and behavior for new students, old students and also the administrators of student organizations. Conducting character education (Pendikar) for new students which is integrated with anti-radicalism education.
2) Hold seminars at both local and national levels on nationality and deradicalization. Holding a Focus Group Discussion (FGD) on dissecting the notion of radicalism in universities: its causes and prevention.

Extracurricular 
For extracurricular activities related to the cultivation of nationalism and anti-radicalism, among others:
1) UKM Pembinaan Ideologi Bangsa 
2) UKM Resimen Mahasiswa 
3) UKM Pramuka 
4) UKM KSR-PMI 
5) UKM Keseruan 
6) UKM INSANI 
7) UKM Pelayanan Rohani Mahasiswa Katolik (PRMK) 
8) UKM Peduli Sosial 
9) UKM Keluarga Mahasiswa Hindu Dharma (KMHD) 
10) UKM Persekutuan Mahasiswa Kristen Protestan (PMKP) 
11) UKM Rebana Diponegoro University (READY) 
12) UKM Keluarga Mahasiswa Buddhis Dharmavamsa (KMBD) 

Pushing and Inhibiting Factors of Islamic Religious Education Strategy in Countering Radicalism at Diponegoro University
The driving factors in the implementation of the Islamic religious education strategy carried out by Diponegoro University in countering radicalism on campus are, among others:
Adequate facilities and infrastructure, namely the presence of several mosques and prayer rooms in almost every faculty/school. And there is also a place to convey information optimally, such as billboards, banners, videotron, or online through

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19 Budi Setiyono, Wakil Rektor Akademik dan Kemahasiswaan Undip, Wawancara, (Semarang, 22 Desember 2020)
20 Sulasdi, Kepala/Manajer Bagian Kemahasiswaan Universitas Diponegoro, Wawancara, (Semarang, 6 Oktober 2020)
21 SK Rektor Universitas Diponegoro Nomor 63 Tahun 2020 tentang Pengangkatan Pengurus Unit Kegiatan Mahasiswa Universitas Diponegoro Periode Tahun 2020
Undip's official mass media, namely Facebook, Twitter, Instagram, YouTube and other online media. Undip human resources who are experts (professors) in their respective fields.

1) There is a field technical team, namely TIMARU.
2) There is good cooperation between organs and all elements of Undip.

Comprehensive strategy.

While the factors that still hinder the implementation of the Islamic religious education strategy in countering radicalism on campus include:

- There is still a lack of human resources in the field, namely TIMARU only has 13 members.
- The existing regulations are still old and require a lot of processes.
- PAI's hidden curriculum that has not been structured from bottom to top.

Conclusion

After looking at the results of the research, the researcher finally concludes that the strategy of Islamic religious education in countering radicalism at Diponegoro University has been carried out in various ways and in various fields very intensively. Both in general policy regulations, namely the existence of the Rector's Regulation of Diponegoro University, in the academic field, namely by integrating and interconnecting the cultivation of a sense of nationalism and anti-radicalism through the contents of the Islamic religious education curriculum, Pancasila education and citizenship education, character education, historical studies, social sciences, law, psychology and through various Focus Group Discussion activities, general stadiums, seminars, workshops, training on nationalism and anti-radicalism, as well as through the development of talent and interest, both through intra-student and extra-student activities. And with various efforts to implement this strategy, it is hoped that it will be able to open up various alternative thoughts/insights and academic maturity in responding to various attacks on the spread of radicalism. So when dealing with the invitation to radicalism, it does not immediately state a single absolute justification. But students with what they already have can still think academically, namely filtering, analyzing and then being able to make mature decisions, both psychologically and scientifically mature.

The strategy of Islamic religious education in countering radicalism at Diponegoro University, according to the researcher's analysis, there are several factors as supporters and as obstacles. Factors that strongly support the success in its implementation, among others; adequate facilities and infrastructure, reliable human resources, good cooperation from all elements of the academic community, implementation of a comprehensive strategy and the existence of a technical team in countering radicalism. Meanwhile, several factors that are still hampering include: the lack of a technical team in the field, the existing regulations are still too long and lengthy, and a hidden curriculum that is still not structured.

After discussing and delivering the conclusions, finally the researcher can recommend the following things that they feel still need to be done to perfect some of the things that have been done, namely:
1) It is necessary to include a community service agenda for students or lecturers related to nationalism and religious sensitivities. This activity can be inserted in Real Work Lectures or tri dharma activities for lecturers.

2) The need for courses that discuss spiritual aspects in more depth, which is a continuation of the PAI courses. This spiritual course is needed because at the student level, PAI learning is already thoriqoty or substantial reasoning, no longer memorization or formality. The deepening of this spiritual aspect can be done formally in courses or in a hidden curriculum.

3) There is facilitation from Undip for religious problem solving. Both in person and on the website (online question and answer), technically, you can maximize the existing website on TIMARU.

4) Structured hidden curriculum design. Which function is to improve the existing course material by developing or deepening it.

5) Re-strengthening the general stage of anti-radicalism debriefing that has been running for new students, old students and student organization administrators, by presenting former radicalism actors or warrior figures as provisions so that they are not easily influenced and foster a sense of patriotism with a different approach.

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