



## Civic Education and the Prevention of Violent Extremism: Evidence from Indonesian Schools

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### Abstract

*Prevention of terrorism and radicalism in schools is an important and urgent issue to be addressed in Indonesia. Given the increase in cases in recent years, including terrorist attacks on schools. These steps are important to maintain the safety of students, teachers, and the school environment as a whole. The purpose of this study is to describe the Prevention of Terrorism and Radicalism in Indonesia in Schools. This study uses a qualitative approach with a literature study method by collecting relevant data and analyzing and studying it in detail and in depth, and conducting discussions to discuss the context related to the material in the journal. From this study, the results were found, namely (1) Radicalism in schools is caused by various structural and cultural factors, including past political pressure, repressive education, and minimal critical literacy. (2) Prevention efforts have been made by schools, the government, and the community, but are still sectoral and not optimally coordinated. (3) Social media has become a new channel for the spread of radical ideology, especially for students who are looking for their identity. As an implication of this research, it is understood that character education is not enough if it is not accompanied by strengthening digital literacy and active parental involvement. Then, in other aspects, teachers need continuous training to be able to recognize early symptoms of radicalism and respond in an educational and non-repressive manner. For that, policies are needed that are not only top-down, but also flexible to adjust to the socio-cultural characteristics of each region.*

**Keywords:** Deradicalization, Schools, Terrorism Prevention, Young Generation.

### PRELIMINARY

In this millennial era, the main challenge faced by the young generation of Indonesia is the increasing spread of radical ideology, which is not only limited to the campus environment, but has also spread to the world of schools (Sari, *et.al.*, 2024; Abidin, *et.al.*, 2024; Nadya & Adhari, 2022). This is due to the lack of students' ability to think critically, making them vulnerable to the influence and spread of radical ideologies. In addition, factors such as teachers' teaching methods, controversial content in textbooks, alumni interference in extracurricular activities, and ineffective school policies have also contributed to this phenomenon. Indonesia, as a country with diverse cultures, ethnicities, religions, and ideologies, has faced serious challenges in the form of increasing radicalism and terrorism in recent years (Botma, 2020; Saputra, *et.al.*, 2022; Miharja, *et.al.*, 2023). The importance of efforts to prevent terrorism and radicalism in the school environment becomes very prominent.

In the last decade, global concerns about rising violent extremism have prompted governments and international institutions to seek a more preventive approach through education (Santalia & Galib, 2019; Basri & Dwiningrum, 2019). One approach that is increasingly being used is citizenship education, which focuses not only on the cognitive aspects of understanding democracy and human rights, but also on building values of tolerance, inclusivity, and critical thinking skills—all important components in

combating early radicalization among young people (Pakpahan, *et.al.*, 2021; Subagyo, 2020; Fathurrochman & Muslim, 2021).

In Indonesia, as the world's third largest democracy with the largest Muslim population, the challenge of extremism and radicalism is not only a security issue, but also a challenge in the world of education (Kartika & Mahendra, 2023; Pradana & Setiyono, 2021; Achlami, 2024). A report from the National Counter-Terrorism Agency (BNPT) shows that schools, including madrasas, are not immune to the potential for spreading radical ideology, both directly through social interaction and indirectly through digital media (Agustin & Situmeang, 2023; Ladjima, *et.al.*, 2023; Runturambi & Mukhtar, 2020; Doyin, 2022; Ibrahim, 2018). In this context, citizenship education has a strategic role in building students' resilience to radical influences.

Several previous studies have highlighted the importance of civic education in shaping the character and national values of students (Susanti, *et.al.*, 2020; Sadarusalam & Hasan, 2019). At the global level, initiatives such as UNESCO's Global Citizenship Education (GCED) have recommended the integration of anti-extremism values into the curriculum. However, most studies have focused on Western countries or been conducted in the context of higher education. Meanwhile, literature on how civic education plays a role in preventing violent extremism in primary and secondary schools in developing countries, including Indonesia, is still very limited (Kurniawan, *et.al.*, 2020; Wibowo, *et.al.*, 2023; Ricky, 2024).

Furthermore, some research in Indonesia tends to be normative or policy-oriented, without including empirical data from educational practices in the classroom (Pardede, 2020; Fauziyah, *et.al.*, 2022). However, to understand the effectiveness of civic education as a prevention strategy, an analysis is needed that is based on real practices in schools, including teacher and student perspectives and the pedagogical approaches used (Jagad & Saputri, 2024; Yani, 2021; Umro, 2017). Therefore, this study attempts to fill the gap by empirically exploring how civic education is implemented as an instrument for preventing violent extremism in Indonesian schools. This study not only presents evidence from the local context, but also links it to the global theoretical framework of critical citizenship education and school-based radicalization prevention.

This study offers novelty by: (1) Integrating the perspective of critical citizenship education in the context of preventing violent extremism, (2) Providing empirical data from schools in Indonesia through a qualitative approach (case study), (3) Presenting a thematic analysis of effective pedagogical approaches in building students' ideological resilience, (4) And providing evidence-based policy implications for strengthening the curriculum and teacher training. With this approach, this research is expected to enrich the international literature on the role of education in preventing violent extremism, as well as providing practical contributions to strengthening the education system in Indonesia in facing the ideological challenges of the 21st century.

Schools are an effective medium for spreading the values of tolerance, unity, and diversity to the younger generation. With the right education, schools can help shape tolerant attitudes and keep students away from the influence of radicalism (Febria, *et.al.*, 2022; Hasyim & Junaidi, 2023). Schools also have an important role in early identification of signs of radicalism or terrorism. Teachers, principals, and school staff need to be able to recognize suspicious behavior and report it to the authorities, so that preventive measures can be taken quickly (Seran, 2018; Sholehuddin, *et.al.*, 2023; Lewoleba, 2023).

Prevention methods in schools can include in-depth educational programs on the values of tolerance, diversity, and mutual respect. Curricula that instill these values and extracurricular activities that encourage intercultural dialogue can be effective. Collaboration with students' families is also important in prevention efforts. Dialogue and discussion with parents about the values of diversity and tolerance can strengthen the education provided in schools. Although preventing terrorism and radicalism in schools is not an easy task, approaches through education, collaboration with families, and the development of inclusive teaching methods can help create a safe and peaceful school environment.

## METHOD

This writing uses a qualitative approach. This approach involves a library research method that involves an explanation of relevant books (Assingkily, 2021), includes objects of study that contain discussions about the prevention of terrorism and radicalism in Indonesia in schools. As well as a study of

the importance of introducing the prevention of terrorism and radicalism. The research stages begin by collecting relevant literature and studying it in detail and in depth, as well as conducting discussions to discuss the context related to the material in the journal to compile this article. The data sources used in this study are academic literature including books and journals related to the discussion of the prevention of terrorism and radicalism in Indonesia in schools through trusted sources. The selection of data sources must be based on relevance to the research topic and the latest information (Sugiyono, 2018).

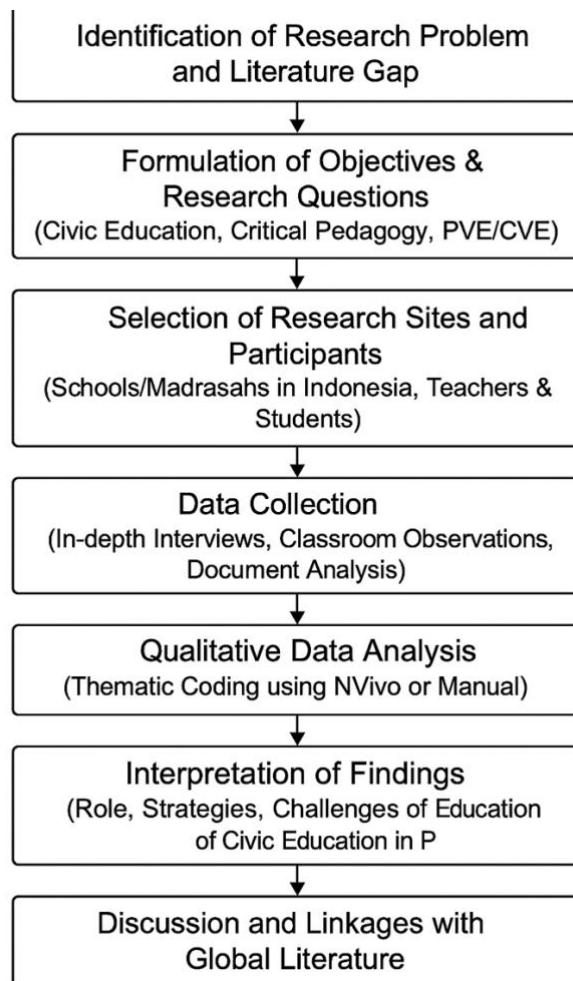


Figure 1. Research Framework and Flow

In this writing, data analysis is carried out in two stages: the selection stage and the content analysis stage. At the selection stage, relevant data will be identified and selected from sources that have been collected to study the prevention of terrorism and radicalism in Indonesia in schools. Then at the content analysis stage, the selected data will be analyzed carefully to identify the basic concept. So that readers are able to understand the contents of this study easily and not confusingly. And it is hoped that readers will also participate in the prevention of terrorism and radicalism in Indonesia in schools and can understand all the information in the writing of this research.

## FINDINGS AND DISCUSSION

### *Findings*

Based on the research results, it was found that radicalism in schools is caused by various factors, including structural and cultural, even including past political pressure, and minimal critical literacy. Further described in the table below:

**Table 1. Research findings**

No	Focus of Findings	Description of Main Findings	Prevention Strategy
1	The problem of radicalism in schools	Radicalism arises from political pressure, religious emotions, and a repressive education system.	Curriculum revitalization and teacher training
2	Manifestation of radicalism	Includes physical violence, verbal violence, intolerant thinking in the learning process	Integration of tolerance values in learning activities
3	Institutional efforts	BNPT, Ministry of Education and Culture, Police, and schools run deradicalization and character strengthening programs	School-parent-community partnerships
4	Challenge	Differences in regional characteristics, lack of cross-agency socialization, and the use of social media for radicalization	Digital literacy programs and online content monitoring

In line with table (1) above, a graph is presented that illustrates the intensity of prevention strategies according to the analysis of the content of the findings of this research:

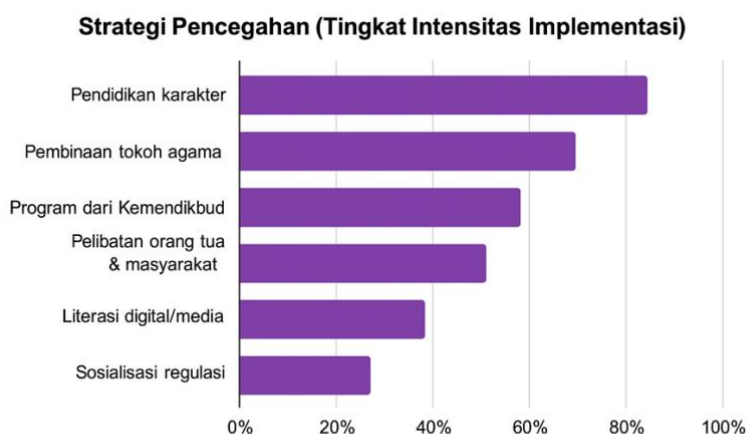


Figure 2. Prevention Strategy

To support the information above, the author presents the results of interviews with several research informants.

**Informant 1 – Civics Teacher at a Public High School in Medan:**

"We often face students who start to question the foundation of the country in an extreme way. What we do is insert Pancasila values into class discussions. But we need training to be able to distinguish between critical and radical attitudes."

**Informant 2 – Student Parents:**

"I feel like I'm not involved in my child's character education process. Sometimes I know there are imtaq activities or character building from the WA group, but we have never been invited to have a direct dialogue about the dangers of radicalism."

**Informant 3 – Principal of a Private School in Deli Serdang:**

"We have a monthly Religious Friday program and Parenting Class. But the challenge is the amount of radical information they access via mobile phones. We need clear policies and digital parenting training."

## ***Discussion***

### *Problems of Preventing Terrorism and Radicalism in Indonesian Schools*

Radicalism in Indonesia does not emerge in a vacuum. Mubarok & Bakri (2021) identified the preconditions that triggered the growth of radicalism movements, namely: political pressure and authoritarianism, religious emotions, cultural factors, and anti-westernization ideological factors. Political pressure from the rulers or authoritarian pressure during the New Order. Where the state peels away radical movements and views radicalism as a common enemy that must be eliminated. Arrests, torture and kidnapping of left-wing radicalism figures such as the People's Democratic Party (PRD) in the 90s and right-wing radicalism figures such as the Jihad Command in the 80s (Purwaatmoko, 2017; Novianto, 2016; Arrobi, 2020). However, in the era of reform, the flow of democratization opened up opportunities for the emergence of right-wing radical movements such as Hizbut Tahrir Indonesia (HTI), the Indonesian Mujahidin Council (MMI), the Islamic Defenders Front (FPI), the Salafi Movement, Laskar Jundullah, Lasykar Jihad, the Ahlussunnah wal Jamaah Islamic Movement, Jamaah Ansharut Tauhid (JAT), the Islamic State of Indonesia (NII) and various local religions (Basyir, 2016; Ahdar, 2017; Hafid, 2020).

Radicalism, basically, is a view or mindset that can be the basis for committing criminal or terror acts, even though it initially had positive aspects in its history. The phenomenon of radicalism in the world of education cannot be avoided, manifested from various elements, such as the relationship between teachers and students, students to teachers, and from parents or society to elements in education (Nurhakim, 2011; Abdullah, 2016; Syukur, 2017; Wahab, 2019).

Based on the Bali Post Daily report, during the period 2010-2014, 21,689,797 cases of violence were recorded in educational institutions. The violence involved both students and teachers. According to Mizan (2017), violence in the form of radicalism can be seen through various cases, such as an incident in Magelang where an elementary school student experienced violence from a teacher just because he interrupted the conversation during a magic show announcement. In Tanjung Pinang, a sports teacher kicked his student on the grounds of educating. In Takalar Regency, South Sulawesi, teachers went on strike to protest the detention of a religious teacher who was imprisoned for beating his student for 6 months.

Radicalism in education is not only limited to acts of violence, but can also be reflected through words and attitudes that have the potential to create violence that violates educational norms (Angela & Achmad, 2024; Syam & Nawawi, 2019). This attitude has the potential to result in violence and has an impact on the emergence of school situations and conditions that are unpleasant for students during the learning process (Saifuddin, 2017; Rosadi, 2015). The role of schools, which should guide and direct students and be a place for children to play and learn, has changed into an institution that is frightening, worrying, stressful, and even physically and mentally torturing for students.

This change occurred because the orientation of education, which was originally focused on the process of awareness, has now shifted to a process of coercion in understanding and developing science. The changing educational situation and environment is not without reason, but is the result of cultural developments and dynamics that influence society (Adiwilaga, 2017; Syamsudin, 2021; Zulfadli, 2022). Elements in education, unfortunately, have difficulty in taking positive values from the development of science, technology, and culture. The majority of society tends to interpret these changes negatively, such as in the reform movement which initially had a noble aim to uphold rules and justice, but turned into a form of mutual social "massacre".

Transparency that should be a means of accountability for tasks has instead turned into a tool for finding fault with others, causing suffering for certain parties. The humanistic attitude of appreciating and respecting others has also turned into a reality of mutual underestimation, which ultimately results in a lack of compliance between individuals (Maliki, 2020; Firdaus & Hidayat, 2024; Messakh & Boiliu, 2023). The ethics and manners that should be upheld in educational institutions such as schools seem to have faded, with a lack of mutual respect between teachers, between students and teachers, and between teachers and leaders.

Students want everything instant, schools try to be easy and fast to achieve satisfactory results. Teachers also tend to expect easy work, seeming reluctant to bother in carrying out their duties and functions as educators. Parents, who should be full supporters in their children's education process at

school, sometimes seem less concerned or less supportive, so that schools seem to be left to carry out educational tasks without adequate support (Warsito, *et.al.*, 2024; Tasman & Lazuardi, 2024).

This negative cultural phenomenon slowly creates habits that reduce respect for the profession in education. Teachers and schools are often insulted by students, parents, or the community, even with threats. Unpleasant treatment of teachers can trigger legal reactions from students or their parents, creating uncertainty for teachers who want to educate students with less positive attitudes or low learning motivation. The 2005 law emphasizes that teachers have the right to legal, professional, and safety protection. However, its implementation is still less than optimal, and many teachers feel vulnerable to legal action when carrying out their duties, leading to the emergence of radicalism in the world of education.

#### *Steps to Prevent Terrorism and Radicalism in Indonesian Schools*

Steps to prevent radicalism and terrorism in Indonesia, especially in schools, include a number of strategies that have been implemented. Authorities and educational institutions have taken several steps, including: introducing science accurately to prevent erroneous radical understanding, understanding science correctly to reduce the potential for erroneous radical understanding, reducing social perceptions that can trigger radical understanding, the police through the Regional Police taking counter-radical and deradicalization steps with legal, psychological, religious, and socio-cultural approaches, BNPT implementing counter-radicalization and deradicalization strategies to instill Indonesian values and peace, as well as educational and socialization efforts to the community to prevent the spread of radicalism and terrorism (Sebastian & Othman Alkaff, 2024; Ghozali, 2024; Indra, *et.al.*, 2021). All these steps are expected to create a safe environment and prevent the spread of radical understanding and acts of terrorism in Indonesia, especially in the world of education.

Radicalism can affect anyone, anywhere, and anytime, regardless of age, social status, or group. The more dominant factor in radicalism is narrow-mindedness towards a phenomenon. Therefore, efforts to prevent, reduce, and even eliminate radicalism need to begin with coaching or guidance on how to view or think about a phenomenon. Nurhayati & Nurhidayah (2019) put forward an interesting analysis that learning from the ideology of Ahlulsummah wal Jamaah or NU, which is characterized by four concepts, can help shape the right view such as: Tawasuth (moderate) teaches that humans have freedom in their activities, but are still limited by God's will. Human success depends on optimal effort and dependence on Allah after trying. Lawazun (balance) teaches that human views of reality should not be extreme, and humans should not be excessive in happiness or hatred. This is based on the assumption that good and bad according to human views are not necessarily the same as God's views. I'tidal (justice) teaches the importance of giving trust proportionally between fellow humans. Awareness to carry out each role proportionally is needed so that the world is not destroyed. Tatbarruj (universalism) teaches the importance of prioritizing a universal understanding of Islam, seen from general norms such as justice, humanity, safety, and well-being.

The next step to overcome or contain the movement of radicalism in education is to strengthen internal partnerships in schools and external partnerships between schools, communities, and parents of students. Internal partnerships include solid cooperation between leaders and teachers, as well as between teachers, to face, understand, and resolve student problems. Steps taken between teachers and leaders must be in harmony, avoiding the impression of different views on student problems. Partnerships between schools, communities, and parents involve routine and systematic coordination to respond to emerging problems, focusing on the types of problems and interests that exist. Cooperation is not only oriented towards providing solutions, but must also involve efforts to anticipate and prevent potential problems in the world of education (Harianto, 2021; Arifin & Aqso, 2023; Listiyowati, *et.al.*, 2024).

It often happens that schools or education are considered marginalized, where all problems are considered to originate from internal weaknesses of the school. Therefore, the solution approach must be comprehensive, considering that schools or educational institutions are open systems that are easily influenced by external factors. Therefore, handling problems must be comprehensive and comprehensive.

In terms of regulation, to overcome the increasing radicalism in education, it is important to optimize the implementation of Law Number 14 of 2005 concerning teachers and lecturers, especially the articles related to protection. Teachers, as a profession, require protection in accordance with the

provisions contained in Article 39 paragraphs 1-5, so that they can carry out their duties with a sense of comfort and security. With the implementation of these articles, other parties cannot immediately resolve the problem through general criminal justice. If teachers make mistakes in carrying out their duties or the learning process, the resolution must involve professional laws supervised by the professional ethics honorary council.

#### *Efforts to Prevent Terrorism and Radicalism in Indonesian Schools*

Various steps have been taken to combat the infiltration of radicalism in the educational environment, involving the Government (central and regional), schools, parents, and the community. For example, the Ministry of Education and Culture has issued a policy on the development of character in 2015, which was then strengthened by the Character Education Strengthening Program in 2016. At the regional level, for example, by conducting character development based on the study of the Qur'an (Ali, 2020). Several schools are also involved in prevention by coaching teachers/employees who are identified as holding radical views and working with law enforcement officers. In addition, extracurricular activities, strengthening nationalism, and religious activities with students from various religions are carried out. However, increased efforts are needed with more innovative programs to reach the 19.9% of respondents who do not see schools as a solution (Budiman, *et.al.*, 2024; Makmur, 2025; Sa'diyah, *et.al.*, 2024).

As for efforts to prevent radicalism in Indonesia in schools, among others, the provincial education office often holds socialization on strengthening educational character through school principal and teacher supervisors. However, there are shortcomings because each region has a different regional character (Nursidik, 2024; Damayanti & Firmansyah, 2024). Although schools try to provide varied services, the community still often equates problems in one school with another, even though each school has different problems and treatments. It is important for regulations from the Center to not only be socialized to the Education Office, but also to the community through various agencies, such as the Social Service or other Ministries, so that there are no misunderstandings regarding school closing times.

Efforts to prevent radicalism in schools also involve lectures and guidance from religious figures, as well as pengajian and istighosah activities every Sunday and Friday night, with the aim of preventing students from studying religion through negative sources such as YouTube or the internet. Active schools also convey the values of love for the country as part of faith, and emphasize the importance of loving the homeland as part of faith. The factors that make children tend to be radical are the belief that only they follow religious teachings correctly (Islamy, *et.al.*, 2022; Sakura, 2024). Although normative coaching has been carried out by the School Supervisor, it is necessary to pay attention to how the coaching process is implemented effectively. The annual work program of the School Supervisor, such as the academic and managerial supervision plan, is based on strengthening 5 character values. Character education activities in schools involve ceremonies every Monday, visits from the Police and Koramil, daily imtaq activities by religious teachers for fifteen minutes, morning prayers for non-Muslims, literacy activities, as well as singing the song Indonesia Raya and the national obligatory song, and every month carrying out parenting activities invited to parents of grades 10, 11, and 12, with the aim of building positive cooperation in the implementation of character education in schools (Syarif, *et.al.*, 2019; Tressa, 2021; Pang, *et.al.*, 2022).

Efforts to counter radicalism are implemented through the concept of integrated learning between nationalism and religion, ensuring that religious education includes elements of nationalism (Umar, 2024). Preventing radicalism can also be improved by increasing partnerships between schools and stakeholders such as religious figures, TNI, Polri, to strengthen nationalism and religiosity in a balanced way. Cooperation is needed to overcome the imbalance between nationalism and religiosity, as the problem point of radicalism (Ariyanto, *et.al.*, 2022; Fu'ad, 2022).

Efforts to prevent radicalism in the school environment can also be realized through Citizenship Education, by implementing and instilling the Pancasila ideology in everyday life. A good and correct understanding of science is also the first step in preventing radicalism and acts of terrorism among students. The importance of using a dialogue approach and understanding across Islamic religious schools in efforts to prevent radicalism in schools (Mahmuji, 2021; Muchtar, *et.al.*, 2023).

Based on statistics, the Indonesian National Police in 2020 arrested 228 individuals involved in radical terrorist groups and committing acts of terrorism. In January to March 2021, arrests reached 94 people (Irsyadullah, 2022). The development of technology and social media today allows easy access to

radical sites without the need for face-to-face meetings, increasing the risk of virtual radicalization. In this era, millennials, who predominantly use social media, are vulnerable to intolerant and radical ideologies. Students often use mobile phones to interact, making them vulnerable to exposure to radical ideologies in the process of searching for their identity. The National Counterterrorism Agency (BNPT) is actively trying to prevent and overcome the spread of radicalism among young people.

## CONCLUSION

Based on the description above, the findings are (1) Radicalism in schools is caused by various structural and cultural factors, including past political pressure, repressive education, and minimal critical literacy. (2) Prevention efforts have been made by schools, the government, and the community, but are still sectoral and not optimally coordinated. (3) Social media has become a new channel for the spread of radical ideology, especially for students who are looking for their identity. As an implication of this research, it is understood that character education is not enough if it is not accompanied by strengthening digital literacy and active parental involvement. Then, in other aspects, teachers need ongoing training to be able to recognize early symptoms of radicalism and respond in an educational and non-repressive manner. For this reason, policies are needed that are not only top-down, but also flexible in adjusting to the socio-cultural characteristics of each region.

Preventing terrorism and radicalism in schools is very important to maintain security and order in the educational environment. Some steps that can be taken include increasing understanding of the values of tolerance, harmony, and diversity, as well as teaching students about the dangers of terrorism and radicalism. In addition, it is also important to involve parents and the community in these prevention efforts, so that they can help monitor the development of their children and provide a correct understanding of religion and healthy ideology. Support from the government and related institutions is also needed to provide education and training programs for teachers and educators in recognizing the signs of radicalism and terrorism and how to deal with them. Preventing terrorism and radicalism in schools also requires cooperation between educational institutions, the police, and intelligence agencies to share information and take preventive measures. In addition, it is also important to create a safe, inclusive, and supportive school environment for all students regardless of religious or ethnic background. With comprehensive preventive measures and cross-sector cooperation, it is hoped that the prevention of terrorism and radicalism in schools can be successfully carried out so that the educational environment remains a safe, peaceful, and productive place for the young generation of Indonesia.

The recommendations from this study are contained in the following four points, namely first, strengthening multi-stakeholder collaboration: involving religious leaders, community leaders, law enforcement, and NGOs in a single dialogue platform with schools. Second, project-based anti-radicalism education: through cross-cultural activities, tolerance debate simulations, or social service projects. Third, integrated digital literacy policies: making digital literacy training part of the character education curriculum. Fourth, revitalizing the Role of PPKn Teachers: As agents of national values, it is necessary to strengthen capacity and innovative space in teaching.

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