



## Counter Radicalism Policy in University

*E. S. Nurdin, Siti Nurbayani, Rahmat Rahmat, Sri Wahyuni Tanszil\**

Universitas Pendidikan Indonesia, Indonesia  
Correspondence: E-mail: [sriwahyunitanszil@upi.edu](mailto:sriwahyunitanszil@upi.edu)

ABSTRACT	ARTICLE INFO
<p>The rise of radicalism in the campus environment has raised a lot of attention from various groups. The massive and structured movement, reinforced by propaganda through social media, has become the many factors that have resulted in the emergence and development of this movement on campus. Therefore, campuses need to take counter-radicalism policies through various structured patterns and involve the entire academic community. This study uses a mix method approach, combining qualitative and quantitative approaches. The method used is sequential exploratory, which is a research method that begins with qualitative methods, namely collecting, studying, analyzing qualitative data, then carrying out quantitative studies and data analysis on 269 students at the Indonesian University of Education. The results of the research prove that the Indonesian University of Education chooses a policy pattern that is represented in three main areas, namely: 1) curriculum and learning, 2) student affairs and Student Organizations, and 3) Habituation of anti-radicalism values in the campus environment. This pattern is carried out simultaneously and comprehensively because it involves the entire UPI academic community.</p> <p>© 2023 Jurnal Civicus</p>	<p><b>Article History:</b> <i>Submitted/Received 13 Sep 2023</i> <i>First Revised 23 Dec 2023</i> <i>Accepted 27 Dec 2023</i> <i>First Available online 27 Dec 2023</i> <i>Publication Date 29 Dec 2023</i></p> <hr/> <p><b>Keyword:</b> <i>Campus,</i> <i>Counter Radicalism,</i> <i>Policy.</i></p>

## 1. INTRODUCTION

Higher education as an academic environment is a seeding place for the nation's successor young thinkers ([Huda & Haryanto, 2018](#)). The academic environment of universities is a generator of state progress, especially in scientific development and competent human resource printers ([Sedyati, 2022](#)). [Putnam \(2009\)](#) explained that at least universities have two basic functions, namely (1) transmission of arts, sciences, humanities, and professional subjects; and (2) community service functions embodied in educational activity programs designed to help solve current problems of individuals and institutions in the community in which the college is located.

The nobility of education in the educational environment does not provide a sense of security from the influence of radical ideology ([Sadiah, 2018](#)). It infiltrates and spreads ideas that are contrary to state ideology. They infiltrated and infiltrated students on various campuses, both radical far-right and extreme-left groups. The academic environment of universities has come under increasing attention after bomb blasts at three churches in Surabaya on Sunday, May 13, 2018, carried out by one family who share each other's roles. A day after that, Universitas Airlangga (UNAIR) gave its official release. The reason is, Dita Oeprianto, the head of the family of the bomb bomber, is associated with the UNAIR campus where she claimed to have been her alma mater.

The concern was then responded by state institutions such as the National Counterterrorism Agency (BNPT) which said seven well-known campuses namely the University of Indonesia (UI), Bandung Institute of Technology (ITB), Bogor Agricultural University (IPB), Diponegoro University (Undip), to Sepuluh Nopember Institute of Technology (ITS), Airlangga University (Unair), and Brawijaya University (UB) were exposed to radicalism. Confirming this, the State Intelligence Agency (BIN, 2018) then gave a statement that the results of development in 2018 there were 39% of students in 15 provinces who showed interest in radical ideas ([Beni & Rachman, 2019](#)).

The label of campus as a safe haven for radical groups certainly has good reason ([Ghifariz et al., 2022](#)). The entry of radicalism in the campus environment is caused by several macro and micro factors which include (1) there are many paradoxical treats such as poverty, mass violence, and problems of trust in the government that make people (including students) want to find alternative solutions, so radical groups are very easy to offer these alternatives to them; (2) campus as a gathering place for people with diverse cultural backgrounds, social classes, and religions; (3) the campus is a place for some students to seek answers to radical questions and paradoxical problems facing society; and (4) the existence of alumni and affiliated lecturers instilling radical thoughts about radical ideology.

The academic environment as a place for thinkers to discuss and develop knowledge with the aim of accelerating progress through various problem solving, is now assumed to be one of the potential seeding places for terrorism and radicalism. The image of the world of higher education faded after the facts were sharply reported by the media. This certainly must get attention from various parties, including campus policy makers. The government challenges every campus to remove the label and give freedom in carrying out deradicalization in order to narrow the movement of radical disseminators.

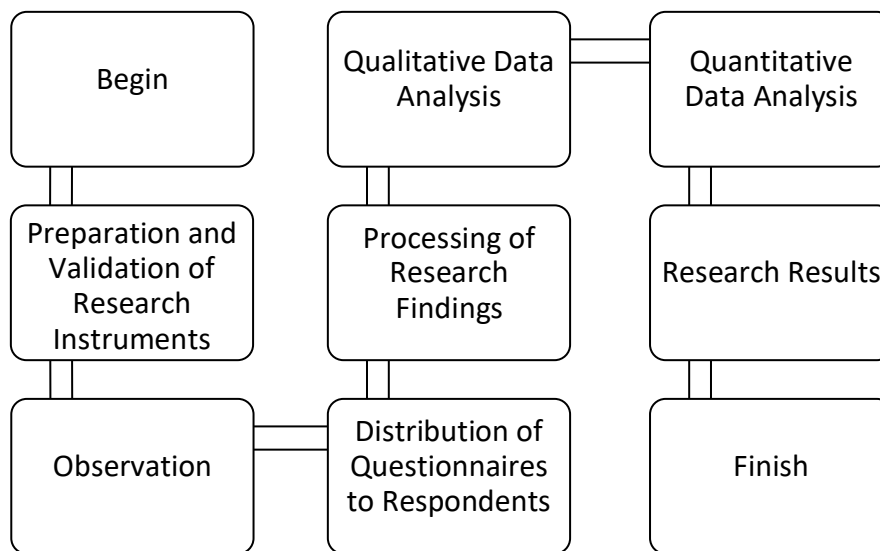
Comprehensive efforts are needed to prevent the spread of radicalism so that it does not spread in the campus environment ([Anggraeni et al. 2019](#)). In general, there are two approaches that can be used, namely hard approach and soft approach. ([Mareta, 2018](#)) Soft

approach (deradicalization) by means of radical ideology, rehabilitation programs, and reintegration programs, while the hard approach is carried out through firm action against perpetrators and breaking the network of theorists. Hard approach prevention is actually implemented by the government and law enforcement officials, while the soft approach is implemented by related institutions by involving all components of the nation and society (Pardede, 2020).

This effort has aroused the interest of researchers to analyze the implementation of handling radical terrorism movements in the university environment. By using development research, researchers are expected to be able to create web-based applications that can detect and map student exposure as an effort to counter radicalism in the campus environment.

## 2. METHODS

The research approach used in this study is mixed methods, which is an approach through a combination of qualitative and quantitative approaches. While the method used is sequential exploratory, which is a research method starting through qualitative methods, namely collecting, studying, analyzing qualitative data, then conducting quantitative data assessment and analysis (Sari et al., 2020). The research design can be seen in the following scheme;



**Figure 1.** Research Plan Flow  
(Source: processed by researchers, 2022)

The data used comes from qualitative and quantitative data. Qualitative data is collected through several data collection techniques, such as interviews, observations and literature studies. Meanwhile, quantitative data is used through the distribution of questionnaires to determine university policies in an effort to map the level of exposure to radicalism in the campus environment. This research was conducted at the Indonesian University of Education, in accordance with the data obtained that the research population of 42,566 UPI students had active status. The sample selection was based on the purpose of the study with calculations using the Issac Michael formula with a sampling error of 10% so that there were 269 people who became the research sample.

Furthermore, the data collection techniques used consisted of several techniques, including direct observation, in-depth interviews, questionnaires given to 269 UPI students.

### 3. RESULTS AND DISCUSSION

Terrorism will always begin with radicalism, but radicalism does not always end with terrorism. In other terms, there is a difference in principle between radicalism and terrorism. Radicalism is a thought that wants drastic and revolutionary political change (Dodego & Witro, 2020). While terrorism can be interpreted as an act of violence or threat broadly revolutionary in nature and can give rise to feelings of terror (Sumardiana, 2017). The basis for handling radicalism in the campus environment based on terrorism itself has been clearly regulated in Law Number 5 of 2018 and Permenristekdikti Number 55 of 2018 which provide direction and mandate to universities to develop various policies in handling radicalism.

The purpose of counter-radicalism policy is to counteract all forms of understanding, attitudes and tendencies of anti-tolerance actions and want drastic changes in the socio-political sphere through violence (Nurhakiky & Mubarok, 2019). Individuals exposed to radicalism can basically be identified through various tendencies both in terms of thoughts, attitudes and actions, some of these things are;

- (i) To invite the anti-Pancasila movement and to lead to pro-khilafah thinking;
- (ii) It is easy to disbelieve other groups outside his group, It can be seen through the attributes used so as to distinguish him and them;
- (iii) Propagate for anti-legitimate government, through a series of actions in the form of anti-government propaganda, hoaxes and others; and
- (iv) Antisocial tendencies. His thoughts, attitudes and actions are not in line with existing rules.

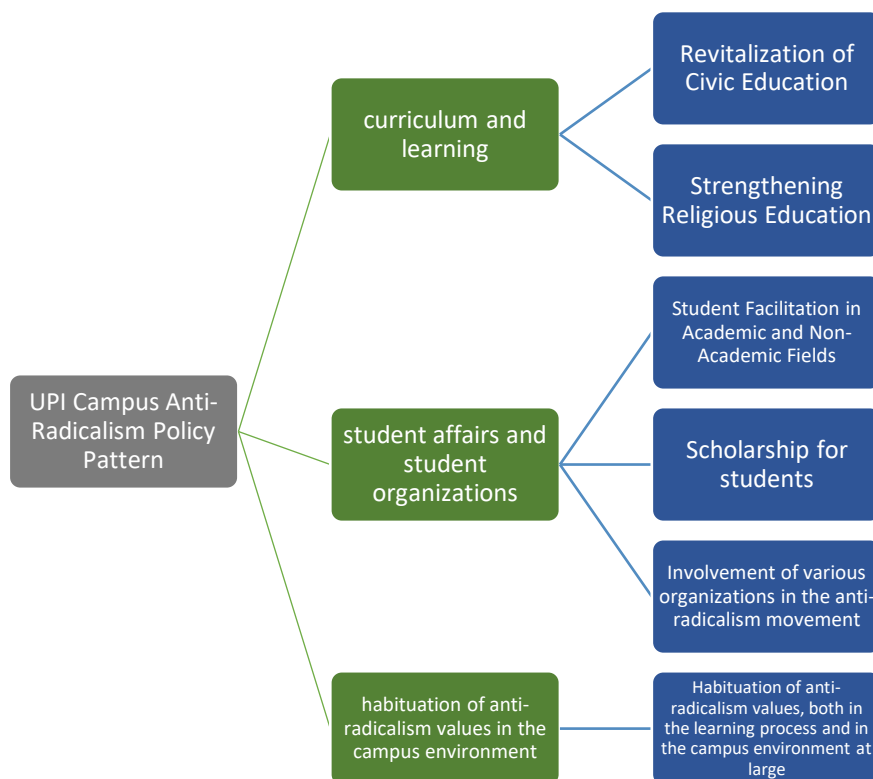
The campus has basically made various efforts through various preventive and curative policies in preventing and cracking down on acts of radicalism that occur on campus. The Ministry of Research and Technology and Higher Education asks all universities to be active in socializing the material of the four pillars of nationality and monitoring social media of students, lecturers, staff as a form of anticipation of radicalism that often spreads through the internet, especially social media.

In an effort to deal with the rampant spread of radical ideas in the campus environment, a number of policy stakeholders, both from the government and campus bureaucracy, have made various anticipatory, preventive and curative policies to prevent the development of radical understanding. Kemenristekdikti, for example, has asked all universities to continue to socialize the Four pillars of nationality, namely Pancasila, NKRI, the 1945 Constitution and Bhinneka Tunggal Ika and collect telephone numbers and monitor social media accounts (social media) of employees, lecturers, and students to prevent radicalism and intolerance that often spread through social media.

If studied further, the main foundation in handling radicalism in our country is based on Law of the Republic of Indonesia Number 5 of 2018 concerning the Eradication of Criminal Acts of Terrorism (Pradana & Setiyono, 2021). Then specifically, the policies that underlie this in the campus environment can be seen from the following two legal bases, namely Permenristekdikti RI Number 55 of 2018 concerning the Development of Pancasila Ideology in Student Activities in Higher Education also supervises the issue and Press Release of the Ministry of Research, Technology and Higher Education of the Republic of Indonesia number 102 / SP / HM / BKKP / VI / 2018 which essentially invites all components, especially

universities to jointly fight radicalism which has now entered various age levels and in various environments, both family environments, schools, communities to the nation and state.

In order to follow up on counter-radicalism policies, through a comparison of research results, it can be seen that each university has different policy patterns and strategies in implementing anti-radicalism policies in their campus environment. Universitas Pendidikan Indonesia chooses policy patterns represented in three main areas, namely: 1) curriculum and learning, 2) student affairs and student organizations, and 3) habituation of anti-radicalism values in the campus environment. The three main patterns are described more specifically in several campus activities. The specifics are depicted in the chart below:



**Chart 1.** The pattern of the anti-radicalism movement at the Indonesian University of Education campus

(Source: developed by the research team, 2022)

More specifically, the description of the implementation can be seen as follows:

- (i) Revitalization of Civic Education Learning. This is related to strategic material that can provide qualified understanding for students because it is closely related to the ideology of Pancasila, the history of Indonesian independence, the 1945 Constitution, the conception of the state and the Republic of Indonesia and the nature of Bhineka Tunggal Ika as a symbol of Indonesian adhesive. Through this course, students are directed to be able to recognize their identity as Indonesian citizens who have and uphold eastern values which eventually internalize them in themselves and transfer them to the family and community. According to (Arifin, 2016) The value of mutual cooperation, mutual love, respect and cooperation becomes the identity of Indonesian citizens who fortify radicalism among students.
- (ii) Strengthening religious education. This is done through strengthening understanding related to the correct conception of religion through the core teachings of each religion that teach peace and away from acts of violence and justification of all forms of action

- to achieve goals ([Habibie et al., 2021](#)). This equips students not to get caught up in thought discussions that lead to right and left thinking, so that messages of peace and respect for differences are understood and implemented in the campus environment.
- (iii) Facilitating students who have different interests in academic and non-academic activities. Through this policy, it actually diverts a lot of time owned by students through optimizing their interests and talents, this minimizes the negative influence of campus radicalism.
  - (iv) Providing scholarships for students as part of the policy through a welfare approach for students. Because if you look back regarding the main factors causing radicalism, one of them is dissatisfaction / injustice on the economic side. The rise of the economic gap between the upper and lower classes has sparked the emergence of radical ideas that promote citizens' dissatisfaction with the performance of the government, and expect the overthrow of the legitimate government. So it is hoped that the existence of scholarships for students on campus can minimize the negative influences of many ideologies that exist both left and right.
  - (v) Involvement of various forms of Student Organizations. Through collaboration from various parties, especially student organizations, it is considered effective in building a conducive atmosphere in the campus environment and filtering the entry of radicalism. The dissemination of information related to radicalism, as well as the negative impacts caused can be more quickly conveyed through student organizations. The organization has a special mechanism in spreading various noble values for its members, through a series of socialization, internalization and habituation carried out in their organization. In addition, through this collaboration, all organizations can communicate with each other and collaborate to form effective strategies in filtering radicalism in the campus environment.
  - (vi) Habituation of Antiradicalism values both during the learning process, in the community environment, to campus. Being a trigger for strengthening inclusive identity that actually characterizes eastern societies, including Indonesia. Currently it is really implemented and habituated in the campus environment, it is not impossible that radicalism cannot develop.

These patterns and policies were taken as preventive steps in strengthening the campus anti-radicalism movement. The curative action, or action carried out after the discovery of an incident of ISIS affiliation by UPI students, is carried out through the creation of a special officer unit to find solutions related to this. Based on interviews that have been conducted in the field, it can be seen that students who are exposed to radicalism in their thoughts, attitudes and actions are always not in line with the established norms of Indonesian life and nationality. He will consider that himself and his group are the most righteous, so it is easy to disbelieve other people or groups, besides that acts of violence become one of the paths that can be taken to achieve the goals that have been set.

Based on the results of research and literature studies that radical movements are easily contaminated when there is a problem, for example at the end of the month, because it is a vulnerable / fragile date for students. The statement of the source was reinforced by the opinion of O'Brien (2008) which stated that other factors that cause someone to easily join or vulnerable to radicalism are poverty and low level of education, selfish, less empathetic, easily upset, impulsive literal understanding, infiltration of online radical content, infiltration of online *ustadz/ustadzah* ([Berenschot, 2022](#)).

The campus is a strategic asset of the nation to produce superior human resources to compete in the global era ([Arif, 2021](#)). Caring for the Republic of Indonesia with Pancasila as

the state ideology and state basis, the 1945 State Constitution of the Republic of Indonesia as the constitutional foundation and motto of Bhineka Tunggal Ika is important to continue to be used as a common spirit to protect the country that has been inherited to all of us by the founders of the Indonesian state (Ridwan, 2017). Therefore, in addition to being faced with academic problems, campuses also have the responsibility to maintain their institutions to be one of the frontlines against radicalism.

Based on the results of the distribution of questionnaires responded by 269 students as a research sample from 42,566 active students spread across all faculties at the Indonesian University of Education, it is known that 78.20% of students have known, supported and participated in various programs/policies related to handling radicalism on campus. The campus and student environment are actually closed environments for radical activities. As is known that the campus environment is actually a place where the academic community gains knowledge and knowledge, a place to study scientific activities, as well as academic and non-academic activities of students that are positive. Radical ideas are able to enter the campus environment because of the organizations that exist in the campus environment and are followed by several students. So based on the need to map the level of student exposure to radicalism, this was stated by 77.75% of the total respondents that by trying to map student exposure to radicalism, it would be easier to conduct in-depth and special coaching and help in uncovering the radicalism network that haunts the balance of Pancasila as the true ideology of the nation.

#### 4. CONCLUSION

In order to carry out the campus anti-radicalism movement, Universitas Pendidikan Indonesia chose a policy pattern represented in three main areas, namely: 1) curriculum and learning, 2) student affairs and student organizations, and 3) habituation of anti-radicalism values in the campus environment. This pattern is implemented simultaneously and comprehensively because it involves the entire UPI academic community.

#### 5. REFERENCES

- Anggraeni, L., Darmawan, C., dan Tanszil, S. W. (2019). Revitalisasi peran perguruan tinggi dalam menangani gerak radikalisme dan fenomena melemahnya bela negara di kalangan mahasiswa. *Jurnal Citizenship: Media Publikasi Pendidikan Pancasila dan Kewarganegaraan*, 2(1), 34-40.
- Arif, K. M. (2021). Strategi membangun sdm yang kompetitif, berkarakter dan unggul menghadapi era disrupsi. *Tahdzib Al-Akhlaq: Jurnal Pendidikan Islam*, 4(1), 1-11.
- Arifin, S. (2016). Islamic religious education and radicalism in Indonesia: Strategy of de-radicalization through strengthening the living values education. *Indonesian Journal of Islam and Muslim Societies*, 6(1), 93-126.
- Beni, H., dan Rachman, A. (2019). Media sosial dan radikalisme mahasiswa. *ORASI: Jurnal Dakwah dan Komunikasi*, 10(2), 191-203.
- Berenschot, W. (2022). Land-use change conflicts and anti-corporate activism in Indonesia: A review essay. *Journal of East Asian Studies*, 22(2), 333-356.
- Dodego, S. H. A., and Witro, D. (2020). The Islamic moderation and the prevention of radicalism and religious extremism in Indonesia: Moderasi Islam sebagai solusi

- menangkal gerakan radikalisme dan ekstrimisme agama di Indonesia. *Dialog*, 43(2), 199-208.
- Ghifariz, L., Santoso, P., and Suwarno, P. (2022). Returnis Islamic state of Iraq and Syria: Ancaman dan tantangan terhadap keamanan nasional. *Jurnal Damai dan Resolusi Konflik*, 8(1), 92-117.
- Habibie, M. L. H., Al Kautsar, M. S., Wachidah, N. R., dan Sugeng, A. (2021). Moderasi beragama dalam pendidikan Islam di Indonesia. *MODERATIO : Jurnal Moderasi Beragama*, 1(1), 121-141.
- Huda, U., dan Haryanto, T. (2018). Strategi penanggulangan radikalisme di perguruan tinggi Kabupaten Banyumas. *An-Nidzam: Jurnal Manajemen Pendidikan dan Studi Islam*, 5(1), 39-61.
- Mareta, J. (2018). Rehabilitasi dalam upaya deradikalisasi narapidana terorisme. *Masalah-Masalah Hukum*, 47(4), 338-356.
- Nurhakiky, S. M., dan Mubarok, M. N. (2019). Pendidikan agama Islam penangkal radikalisme. *IQ (Ilmu Al-qur'an): Jurnal Pendidikan Islam*, 2(01), 101-116.
- Pardede, S. D. (2020). Penggalangan para mantan narapidana teroris guna mencegah radikalisme dan terorisme di Provinsi Sumatera Utara. *Jurnal Pertahanan dan Bela Negara*, 10(3), 256-343.
- Pradana, R., dan Setiyono, J. (2021). Peran pendidikan pancasila terhadap pencegahan penyebaran terorisme di kalangan pelajar. *Jurnal Pembangunan Hukum Indonesia*, 3(2), 136-154.
- Putnam, H. (1956). The community function of the college. *Peabody Journal of Education*, 34(3), 152-154.
- Ridwan, M. K. (2017). Penafsiran Pancasila dalam Perspektif Islam: Peta konsep integrasi. *Dialogia*, 15(2), 199-220.
- Sadiyah, D. (2018). Strategi dakwah uin dalam menangani radikalisme di kalangan mahasiswa. *Anida (Aktualisasi Nuansa Ilmu Dakwah)*, 18(2), 219-236.
- Sari, E. D. K., Nur, M., Rosadi, M., dan Bahri, S. (2020). Literasi keagamaan mahasiswa di perguruan tinggi keagamaan Islam negeri uin syarif hidayatullah Jakarta. *Emanasi: Jurnal Ilmu Keislaman dan Sosial*, 3(1), 21-52.
- Sedyati, R. N. (2022). Perguruan tinggi sebagai agen pendidikan dan agen pertumbuhan ekonomi. *Jurnal Pendidikan Ekonomi: Jurnal Ilmiah Ilmu Pendidikan, Ilmu Ekonomi dan Ilmu Sosial*, 16(1), 155-160.
- Sumardiana, B. (2017). Efektifitas penanggulangan ancaman penyebaran paham ekstrim kanan yang memicu terorisme oleh polri dan bnpt RI. *Law Research Review Quarterly*, 3(2), 109-128.