Research Article

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The Role of Islamic Education in Preventing Radicalism among Youth

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Abstract: This study aims to examine the role of Islamic education in preventing radicalism among youth. The rise of radicalism, especially among the younger generation, is a major challenge to social stability and security in Indonesia. Inclusive and moderate Islamic education has great potential in building a peaceful and tolerant understanding of religion, as well as preventing the spread of extremist ideologies. This study uses a qualitative approach with the library research method. Data was obtained through observation, and analysis of documents. The results of the study show that the Islamic education curriculum that emphasizes the values of moderation, tolerance, and respect for differences can be a fortress for youth in facing radical narratives. In addition, the role of teachers and a conducive educational environment are also important in shaping anti-radicalism attitudes. This study recommends strengthening character education programs based on moderate Islamic values as a preventive effort in preventing radicalism among youth.

Keywords: Islamic education, radicalism, youth, moderation, prevention.

Introduction

Radicalism, especially among youth, has become a worrying phenomenon in various parts of the world, including Indonesia. The spread of radical ideology not only threatens national security stability but also disrupts long-established social harmony (Asrori, 2019; Fauzian dkk., t.t.; Islamiyah, 2022). Youth are often the main target for radical groups because they are perceived as more susceptible and have a high spirit of change (Tahir & Tahir, 2020). This phenomenon is increasingly worrying with the increasing use of social media as an effective propaganda tool by radical groups.

In the context of Indonesia, which is the country with the largest Muslim population in the world, Islamic education has a strategic role in shaping the character and understanding of a moderate religion (Akmaliah, 2020; Fauzian dkk., t.t.). Islamic education that is applied properly can be a strong fortress to prevent the infiltration of radical ideologies among youth. However, in reality, the challenges faced by Islamic educational institutions are very complex, ranging from limited resources, curriculum that is not fully adaptive to contemporary issues, to outside influences that continue to undermine it.

The phenomenon of radicalism among young people is a significant and complex global issue, covering various social, political, and psychological aspects (Rahma Hayati dkk., 2022). Radicalism refers to attitudes or beliefs that want a profound change in the social or political order by using extreme or violent methods. Among young people, radicalism is often associated with extremist ideologies that are contrary to social norms or moderate values. Social inequality, economic injustice, and uncertainty of the future can make youth feel marginalized and more susceptible to extreme ideologies.

Social media has become the main means for radical groups to disseminate propaganda and recruit new members (Maksin, 2022). Youth who

are active on social media are often exposed to extremist content (Özerdem & Podder, 2011). The search for self-identity and the need for a sense of belonging can make youth more vulnerable to ideologies that offer simple solutions or strong group identities (Bayat & Herrera, 2010; Burhan Aykaç & Şenol Durgun, 2018). Inadequate education about the values of tolerance and moderation can cause youth to be easily influenced by radical ideas (Afifi & Abbas, 2023; Nasrowi, 2020). Significant changes in behavior, such as withdrawal from family and friends, as well as increased involvement in extremist groups or activities.

Radicalism among youth can have far-reaching impacts. The phenomenon of radicalism among youth is a problem that requires serious attention from various parties, including the government, educational institutions, families, and the general public. With a comprehensive and integrated approach, it is hoped that it can reduce the risk of radicalization and build a more peaceful and tolerant society (Hofmann & Schmid, 2024).

This research is motivated by the need to understand more deeply how Islamic education can play a role in preventing radicalism among youth. By analyzing the role of Islamic educational institutions, teaching methods, and the curriculum used, this research is expected to make a real contribution to efforts to prevent radicalism and strengthen the role of Islamic education as an agent of peace and tolerance in an increasingly pluralistic society. Through this research, it is hoped that an effective strategy can be found in integrating the values of moderation and tolerance in Islamic education, so as to be able to equip youth with a correct understanding of religion and keep them from radical influences.

This research not only focuses on the theological aspects of Islamic education, but also covers the social, psychological, and pedagogical dimensions that affect the formation of moderate attitudes among youth. It provides a more comprehensive view of how Islamic education can serve as an instrument for preventing radicalism. This allows the identification of differences in radicalism prevention strategies at various levels of education. Based on the findings of the research, an educational model will be developed that integrates the values of moderation and tolerance in the Islamic education curriculum, which can be implemented by other educational institutions. This model will be designed to be flexible and adaptive to the development of the times and contemporary challenges. Thus, this research not only contributes to the academic understanding of the role of Islamic education in preventing radicalism, but also offers practical solutions that can be applied in the field to face the challenges of radicalism among youth.

Method

The research method used is *library research.* Library research is a research method that utilizes literary sources to collect information and data relevant to the research topic (Creswell, 2009; Sugiono, 2015). In the early stages, I determined a specific research question on how Islamic education can play a role in preventing radicalism among youth. For example, "What are the elements in Islamic education that are effective in preventing radicalization among youth?", then identify a variety of literature sources relevant to the research topic, including books, journal articles, theses, dissertations, research reports, and policy documents.

Data was collected through observation and documentation. From the data collection, I group information based on relevant themes or categories, such as Islamic education theory, radicalism prevention approaches, and implementation in the context of youth. Meanwhile, the data analysis used is qualitative analysis. I analyze the data to identify the main themes and patterns that emerge from the literature. This can include identifying effective educational strategies and factors that influence

the success of radicalism prevention. Then, a conclusion was drawn based on a literature analysis that included the main findings regarding the role of Islamic education in preventing radicalism among youth.

Results and Discussion

The Role of the Islamic Education Curriculum in Forming a Moderate Attitude

The Islamic education curriculum that emphasizes the teachings of moderation and tolerance has a positive impact on shaping moderate attitudes among youth (Destriani dkk., 2023). Several educational institutions participating in this study have adopted materials that explicitly teach values such as mutual respect, diversity, and rejection of violence. The students who follow this curriculum show a better understanding of Islamic teachings which are rahmatan lil 'alamin (Islam as a blessing for the universe) and tend to reject radical ideologies (Andriyani dkk., 2019).

The basic concept of the Islamic education curriculum includes various elements that aim to educate students with comprehensive and holistic Islamic principles. The Islamic education curriculum must integrate religious teachings with general knowledge (Astianto & Rustiana, 2018; Ichsan, 2021). This includes teaching about faith (belief), sharia (law), and morals (ethics), as well as science, mathematics, language, and social sciences. This integration aims to form a holistic understanding where students can see the relationship between religious teachings and daily life.

Faith education includes teaching about basic Islamic beliefs, such as faith in Allah, angels, messengers, His books, and the Day of Resurrection. Fiqh education teaches practical laws in Islam, such as worship, muamalah (social and economic relations), and ethics. These two aspects are important for forming a strong understanding of the fundamentals of Islam. The curriculum must focus on moral education,

namely the formation of good character and ethics based on Islamic teachings. It includes values such as honesty, responsibility, tolerance, social care, and good habits. Moral education aims to form individuals who not only understand religion, but also have behavior in accordance with Islamic teachings.

The Islamic education curriculum must also develop life skills that are relevant to the modern context, such as critical thinking, communication, and problem-solving skills. This includes the ability to apply Islamic principles in the context of everyday life and contemporary challenges. The concept of wasathiyyah (moderation) is an integral part of the Islamic education curriculum. It involves teaching a balanced and tolerant attitude in religion, as well as a rejection of extremism and violence (Afifi & Abbas, 2023). The values of moderation help students develop a peaceful attitude and respect for diversity.

The Islamic education curriculum should include Islamic history and culture to provide students with an understanding of the contribution of Islamic civilization to science, art, and culture. This knowledge helps students appreciate Islamic cultural heritage and its application in a global context. The curriculum must be contextual and relevant to the latest social, cultural, and technological conditions. This means adapting the teaching materials to the challenges and needs of modern times while remaining faithful to Islamic principles. Islamic education must be holistic, including spiritual, intellectual, emotional, and social aspects. The inclusive approach ensures that all students, regardless of their background, receive a fair and quality education. The curriculum should include the development of social and leadership skills, including the ability to work in a team, lead, and contribute positively to society. It helps students apply Islamic values in social and professional contexts.

The basic concepts of the Islamic education curriculum include the teaching of

creed, fiqh, morals, and ethics, as well as integration with general knowledge and life skills (Abas, 2018; Mafudah & Asrori, 2016). An effective curriculum should be contextual, moderate, and holistic, as well as develop critical and leadership skills. With these principles, Islamic education can form individuals who are faithful, knowledgeable, and of good character, ready to face the challenges of modern life with a balanced and tolerant attitude (Subagiya, 2022).

The Islamic education curriculum has an important role in shaping moderate attitudes among youth. A good Islamic education curriculum integrates the values of moderation, tolerance, and respect for differences. By teaching the concept of wasathiyyah (moderation) emphasized in Islamic teachings, students are taught to respond to differences with a peaceful attitude and respect diversity. This helps reduce extremism tendencies and reinforce moderate attitudes. A balanced curriculum includes a wide range of perspectives in Islamic teachings and is not focused solely on one school or extreme view. Teaching inclusive Islamic history, the contribution of Islamic civilization to science and humanity, and interfaith dialogue can broaden students' horizons and reduce the likelihood of exposure to radical ideologies.

A curriculum that teaches critical and analytical thinking allows students to objectively evaluate information and make more rational decisions. With these skills, students are better able to distinguish between authentic religious teachings and extremist narratives that may be propagated by radical groups (Lubis & Fajaruddin, 2021). Islamic education that emphasizes character building and ethics promotes values such as honesty, responsibility, and social care. These attitudes help students develop behaviors that are in accordance with moderate Islamic principles and avoid extreme or violent acts. Extracurricular activities based on moderate Islamic values, such as leadership development programs, interfaith dialogue, and social community activities, also play a role in shaping moderate attitudes. This activity provides opportunities for students to apply the values taught in the classroom in a practical context.

Teachers who deliver teachings with a moderate and inclusive attitude serve as role models for students (Afif dkk., 2023; Athoillah, 2017). A pedagogical approach that prioritizes dialogue and tolerance in the teaching and learning process helps students internalize moderate values and make them part of daily life. A curriculum designed with the development of the times and contemporary challenges in mind can be more effective in dealing with radical ideologies. Adaptation of teaching materials and teaching methods that are relevant to the latest social conditions and technology helps ensure that education remains effective in preventing radicalization.

A well-designed Islamic education curriculum has great potential in forming a moderate attitude among youth. By emphasizing the values of moderation, teaching balanced material, developing critical thinking skills, and engaging supportive extracurricular activities, the Islamic education curriculum can contribute significantly to preventing radicalization and shaping a more tolerant and peaceful young generation.

The Role of Teachers as Moderation Agents

Teachers must be good examples in applying the values of moderation and tolerance (Afif dkk., 2023; Athoillah, 2017; Bashah & Zulkifli, 2022). By demonstrating a balanced and inclusive attitude, teachers can influence students to adopt a similar mindset. A fair teacher's attitude, respect for differences, and avoiding extremism help create a learning environment conducive to the formation of a moderate attitude. Teachers need to use a dialogical approach in the teaching process. Inviting students to discuss and debate healthily on a variety of issues, including relevant contemporary issues, allows students to

explore a variety of views and develop critical thinking. This approach teaches students how to argue rationally and respect differences of opinion.

In designing and delivering the curriculum, teachers must ensure that the values of moderation are well integrated. This includes teaching the principle of wasathiyyah (moderation) explicitly in the teaching material, as well as relating religious teachings to the relevant context of daily life (Maksin, 2022). In this way, students can understand and apply the values of moderation in various aspects of their lives. Teachers play a role in identifying and dealing with signs of radicalization among students. By paying attention to changes in students' behavior and attitudes, as well as providing appropriate support and guidance, teachers can help prevent students from being exposed to radical ideas. Education about the dangers of extremism and the importance of tolerance is also part of the role of teachers. Teaching character education and ethics based on Islamic values is an important part of the role of teachers. It includes education about morals, social responsibility, and ethics in interacting with others. By emphasizing these values, teachers help students develop a character that is in line with moderate Islamic teachings.

Teachers can also facilitate extracurricular activities that support the development of moderate attitudes, such as leadership programs, interfaith dialogue, and social activities (Astianto & Rustiana, 2018; Yudiyanto & Fauzian, 2021). These activities provide students with the opportunity to apply the values of moderation in a practical context and contribute positively to society. Teachers should provide emotional support and personalized guidance to students. By building strong and positive relationships with students, teachers can be more effective in influencing their attitudes and behaviors. A thoughtful and empathetic approach helps students feel valued and accepted, reducing the likelihood that they will seek out radical groups as a refuge.

Teachers need to undergo ongoing training and professional development to update their knowledge and skills in teaching and dealing with contemporary issues. This training includes education on moderation, prevention of radicalization, and effective teaching techniques. Teachers as agents of moderation have a crucial role in shaping moderate attitudes among students. Through exemplary attitudes, dialogical approaches, integration of moderation values in the curriculum, and personal support, teachers can help students develop a balanced and tolerant understanding of different views and ideologies. With an active role in the prevention of radicalization and character teaching, teachers contribute significantly to creating a peaceful and harmonious educational environment.

The Influence of a Conducive Educational Environment

A supportive and conducive educational environment has also proven to be effective in preventing radicalism (Rahma Hayati dkk., 2022; Sodikin, 2019). A conducive educational environment has a significant impact in forming a moderate attitude among students. A conducive educational environment creates an inclusive atmosphere where all students feel welcome and valued regardless of their background. By promoting the values of inclusivity and diversity, this kind of environment helps students develop an attitude of tolerance and respect for differences (Cuandra dkk., 2022). An educational environment that supports dialogue and open discussion allows students to interact and discuss various issues freely. Healthy and constructive discussions of different views and perspectives help students develop critical thinking and avoid extreme views.

Supportive extracurricular activities, such as leadership programs, interfaith dialogue, and social projects, provide opportunities for students

to apply the values of moderation in practical contexts (Ruhamaâ, 2016; Yudiyanto & Fauzian, 2021). This activity encourages students to cooperate with others, contribute to society, and practice positive values outside of the classroom. Active support from educators and educational staff is essential in creating a conducive environment. Teachers and staff who provide guidance, attention, and emotional support help students feel safe and motivated to develop a moderate attitude. Positive interaction with educators also shapes students' attitudes towards good social norms.

A conducive educational environment manages conflicts constructively and provides equitable resolution mechanisms (Nasrudin dkk., 2023). By teaching conflict resolution and mediation skills, students learn how to resolve differences of opinion non-violently and in a way that respects the rights and views of others. School policies that support diversity, anti-discrimination, and inclusivity create a framework for students to learn and thrive in a safe and positive environment. These policies help prevent discriminatory and extreme actions, and support the formation of moderate attitudes. Good facilities and infrastructure, such as comfortable classrooms, libraries, and activity rooms, also contribute to a conducive educational environment (Sodikin, 2019). By providing adequate facilities for learning and activities, students can focus more on learning and developing themselves without distractions. A conducive educational environment that respects and celebrates cultural and religious diversity. By holding events or activities that highlight diversity and educate students about different cultures and beliefs, schools help students develop an attitude of mutual respect and understanding.

A conducive educational environment plays an important role in shaping a moderate attitude among students. By creating an inclusive atmosphere, promoting open dialogue, providing supportive extracurricular activities, and providing support from educators and staff, the educational environment helps students develop attitudes of tolerance, respect differences, and avoid extremism. Constructive conflict management and supportive policies also contribute to the formation of moderate attitudes, creating a safe and harmonious learning environment.

Challenges and Obstacles in Preventing Radicalism

The prevention of radicalism faces various complex and multidimensional challenges and obstacles. Social media has become a major platform for extremist groups to disseminate their ideology, recruit new members, and mobilize violent acts (Fitriyah dkk., 2022; Maksin, 2022; Prawira dkk., 2022). While efforts to monitor and control online content exist, the speed and scale of information dissemination on social media is often difficult to control.

Lack of education about moderation and tolerance can make individuals more vulnerable to extremist ideologies (Asrori, 2019). Inadequate education on the values of pluralism, human rights, and the dangers of radicalization has the potential to exacerbate the situation (Anwar, 2011). Social and economic injustices, such as poverty, unemployment, and marginalization, can make individuals feel marginalized and more susceptible to extremist ideologies that offer solutions or strong identities. These disparities can also exacerbate social tensions and conflicts. Preventing radicalism requires cooperation between various institutions, including the government, educational institutions, civil society organizations, and the private sector. Lack of coordination and collaboration between various parties can hinder the effectiveness of prevention efforts.

Some communities or individuals may show resistance to radicalism prevention initiatives, especially if they feel that the efforts

are contrary to their cultural or religious values. This resistance can hinder the implementation of prevention policies and programs. Stigmatization and discrimination against certain groups, such as religious or ethnic minorities, can worsen the situation and trigger defensive reactions in favor of extremist ideologies. This can create a cycle of mistrust and tension that exacerbates the problem of radicalization. Political uncertainty and crises within a particular country or region can create conditions that support radicalization. In situations of political instability, extremist groups often take advantage of the chaos to expand their influence.

Efforts to prevent radicalism are often hampered by limited resources and capacity, both in terms of funding, manpower, and training (Islamiyah, 2022). Organizations involved in prevention may not have sufficient resources to implement programs effectively. The lack of accurate data and in-depth research on the factors that cause radicalization and the effectiveness of prevention strategies can hinder the formulation of appropriate policies and interventions. Better research is needed to understand the dynamics of radicalization and develop more effective strategies.

Some legal or regulatory policies may not support efforts to prevent radicalism, or may even worsen the situation. For example, overly repressive or discriminatory policies can encourage discontent and support extremist agendas. Prevention of radicalism faces a variety of challenges and obstacles, including the spread of extremist ideologies through social media, social and economic disparities, lack of education, and resistance to prevention initiatives. To address these challenges, a holistic and coordinated approach is needed, involving inter-institutional cooperation, as well as efforts to reduce social injustice and improve education and awareness. In-depth research and the use of accurate data are also important to develop effective strategies in preventing radicalism.

Conclusion

An Islamic education curriculum that emphasizes the values of moderation, tolerance, and appreciation for diversity has proven effective in shaping anti-radicalism attitudes among youth. Students who get an education with a curriculum like this tend to have a balanced understanding of religion and are able to reject extremist ideologies. Teachers have a central role as moderation agents who can internalize moderate values in students. Teachers who use an inclusive and dialogical approach in teaching are able to prevent the spread of radical ideologies and help students develop a critical attitude towards the information they receive, including from social media. A conducive and inclusive educational environment, where students from various backgrounds can interact positively, plays an important role in instilling values of tolerance and harmony. Extracurricular activities that encourage interfaith cooperation and dialogue also support the formation of anti-radicalism attitudes among youth. Although Islamic education has great potential in preventing radicalism, challenges such as limited resources, resistance from conservative communities, and the influence of social media still need to be addressed. Increased training for teachers and support from the government and society are urgently needed to optimize the role of Islamic education in preventing radicalism. The educational model developed based on this study integrates a holistic approach that includes curriculum strengthening, training for teachers, creating an inclusive school environment, and using social media as a positive educational tool. The implementation of this model is expected to be a strategic step in preventing radicalism among youth. Overall, this study confirms that Islamic education, if properly managed and implemented, can be a very effective tool in preventing radicalism among youth, forming a more tolerant generation, and contributing to social stability and peace in society.

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