

The Role of Teachers in Facing Radicalism Threats at Al-Kautsar Labschool Middle School, Bandung

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Abstract

Indonesia, with the world's largest Muslim population, faces serious challenges related to radicalism and terrorism. The threat of radicalism in Indonesia has spread to various aspects of life, including educational institutions, both formal and informal. This study aims to analyze the role of teachers in addressing the threat of radicalism at Al-Kautsar LabSchool Middle School in Bandung. The main theories used in this research are the theories of radicalism and the concept of the teacher's role. This research employs a qualitative approach, where data is collected through interviews and literature review. The results of this study reveal nine roles of teachers at Al-Kautsar LabSchool Middle School (SMP Al Kautsar Labschool) in facing the threat of radicalism, including being informants, organizers, motivators, directors, initiators, transmitters, facilitators, mediators, and negotiators. This research provides a detailed explanation of these nine roles based on the elaboration of concepts from the Ministry of Religious Affairs and Sadirman AM in addressing the threat of radicalism at SMP Al Kautsar Labschool. Additionally, the researcher also analyzes the concept of the teacher's role in the policy options from the Ministry of Education and Culture (Kemendikbud) research in 2018 and the strategic plan of the National Counterterrorism Agency (BNPT) for 2020-2024 to combat radicalism in the school environment.

Keywords: *threat, radicalism, teacher's role, Al-Kautsar LabSchool Middle School, Bandung.*

INTRODUCTION

Indonesia, as the country with the largest Muslim population in the world, has faced serious challenges related to radicalism and terrorism. This phenomenon has rapidly developed over the past few decades, impacting various aspects of Indonesian society. Although the majority of the Muslim population in Indonesia upholds values of tolerance and moderation, several extremist groups have emerged, attempting to promote extremist ideological views and using violence as a means to achieve their goals.

In this context, social, economic, and political factors play a crucial role in fueling radicalism. Issues such as social inequality, low-quality education, and vulnerability to online radical influences have opened the door for the spread of radical ideologies. Furthermore, historical events, such as the 2002 Bali bombings, the 2009 hotel attacks in Jakarta, and the 2018 church bombings in Surabaya, have demonstrated that Indonesia is not immune to the threats of terrorism and radicalism.

Etymologically, radicalism originates from the Latin word '*radix*' or '*radici*,' which means *root*. The suffix '*-ism*' signifies a particular *belief or ideology*. According to Asrori (2015), radicalism is a belief created by a group with the aim of drastic social and political transformation through violent means. The same definition is found in KBBI, which defines radicalism as a belief or movement aimed at dramatic social change and renewal through violence or drastic measures.

Aminah (2016) defines radicalism as beliefs, ideas, and behaviors that seek fundamental and revolutionary change in social, political, and governance domains through violence or extreme actions to justify personal beliefs or those of a specific group. Negative radicalism, according to BNPT (2020), is an attitude that desires total change by distorting existing values

through violence and extreme methods. From the various definitions of radicalism above, it can be concluded that radicalism is a belief, ideology, and behavior that seeks drastic change and renewal in the social, political, and governance realms through violent means for the justification of personal or group beliefs.

In the realm of educational institutions, the issue of radicalism is equally concerning. In their book titled 'Portrait of Religious Teachers: Perspectives on Tolerance and Issues of Religious Life,' Didin Syafruddin, et al. (2018), depict the phenomenon of radicalism that has occurred in educational institutions over the past decade. For instance, the LaKIP Survey in 2010 revealed that 49% of students agreed with acts of violence in the name of defending their religion. In 2010, surveys showed an increase in radicalism, with the rise of the caliphate ideology in five major Indonesian universities: UI, UGM, IPB, Undip, and Unair.

Additionally, a survey conducted by FISIP UIN Syarif Hidayatullah Jakarta in 2011 found that radicalism was strengthening at the university level. The Indonesia Research Team's 2012 research uncovered that the largest percentage of terrorism actors were from public schools, at 63.6%. The Setara Institute's 2015 survey found that 75.3% of students claimed knowledge of ISIS, with 9.5% expressing support for the ISIS movement. Furthermore, a survey conducted by Alvara in 2017 aimed to identify radicalism and intolerance among students and university students, showing that 23.4% of university students and 23.3% of high school students agreed with the idea of jihad to establish an Islamic state or caliphate (Syafruddin, et al., 2018).

In 2022, CNN Indonesia released an article about 198 Islamic boarding schools affiliated with terrorist networks, according to the National Board for Disaster Management (BNPT). In the article, Com. Gen. Boy Rafli Amar, who chairs the BNPT, mentioned that out of those 198 pesantren (Islamic boarding schools), 119 were affiliated with sympathizers of ISIS or Ansarut Daulah, 68 were linked to Jemaah Islamiyah (JI), and 11 were associated with Jamaah Ansarut Khilafah (JAK), which is a terrorist organization network (CNNIndonesia.com: 2022).

From these various phenomena, it becomes evident that radicalism has infiltrated educational institutions, both in formal and informal education in Indonesia. Chairunnisya Harahap suggests that radicalism has entered the school environment because it contains easily influenced children. They represent the future, and for extremists, children are the future to carry on their aspirations (personal communication, September 21, 2023).

Besides students, teachers play a crucial role in the field of education. According to Law Number 14 of 2005, teachers hold a highly strategic position in national educational development. Teachers are professional educators with the primary task of educating, teaching, guiding, coaching, assessing, and evaluating students. Their role is to implement the national education system and realize national educational goals. The national educational goals, as stated in Law Number 20 of 2003, aim for the development of students' potential so that they become individuals who have faith and piety to the One and Only God, possess noble character, are healthy, knowledgeable, skilled, creative, independent, and responsible democratic citizens.

According to the Ministry of Religious Affairs, teachers play a crucial role in the learning process. Their role is related to their function as educators, where teachers act as informants, organizers, motivators, directors, initiators, transmitters, facilitators, and mediators. Sadirman AM, as cited in Suyanto (2006), explains the roles of a teacher, which include:

- a. As an informer, where the teacher implements informative teaching methods. Learning can take place in laboratories, field studies, and the teacher serves as a source of information for academic and general activities.
- b. As an organizer, where the teacher can manage components related to organized activities to achieve effectiveness and efficiency in the student's learning process.

- c. As a motivator, where a teacher can stimulate and provide encouragement to develop students' potential, cultivate student activity, and their creative power, creating dynamics in the classroom's teaching and learning process.
- d. As a director, where a teacher should be able to guide and direct the teaching and learning activities (KBM) to achieve the desired educational goals.
- e. As an initiator, where a teacher serves as a catalyst for new ideas in the teaching and learning process, making these ideas a source of knowledge for students.
- f. As a transmitter, where a teacher can act as a disseminator of wisdom in education and science.
- g. As a facilitator, where a teacher can make learning and teaching activities easier. For example, by creating a conducive and comfortable classroom atmosphere for students, making the teaching and learning process more effective.
- h. As a mediator, where a teacher acts as an intermediary in teaching and learning activities.
- i. And as an evaluator, where a teacher has the authority to assess academic and social achievements that determine a student's success in learning.

Given the phenomenon of radicalism in educational institutions and the crucial role of teachers in the world of education, as mentioned above, this research aims to explore how teachers confront the threat of radicalism in SMP Al-Kautsar LabSchool Bandung. In general, this study is expected to contribute to our understanding of radicalism within the school environment and delve deeper into the role of teachers in countering the threat of radicalism, especially in SMP Al-Kautsar LabSchool Bandung.

The research object, according to Sugiyono (2007), is a scientific target aimed at obtaining data for specific purposes related to an objective matter (specific variables). In this research, the research object is the role of teachers in addressing the threat of radicalism in schools, especially in preventing radicalism in SMP Al-Kautsar LabSchool Bandung. Data collected in the study are through interviews and literature review. According to Moleong as cited in Herdiansyah (2015), an interview is a conversation with a specific purpose. In this research, interviews were conducted with a practitioner and several teachers from SMP Al-Kautsar LabSchool Bandung. Additionally, the researcher also conducted a literature review to deepen the theory, analyze the research problem formulation, and describe the discussion to draw conclusions from this research

RESEARCH METHODS

The method used in this research is qualitative research. Sugiyono (2019) explains that qualitative research is a research and understanding process based on the methodology used to investigate a social phenomenon and human issues. In this approach, researchers create a complex picture, examine words, detailed reports, and informant views, and conduct studies in natural situations. According to Creswell (2018), qualitative research is an approach to explore and understand the meanings that individuals or groups ascribe to social or human issues. The research process involves the emergence of questions and procedures, data collection typically conducted in the participants' environment, data analysis that builds inductively from specific details to general themes, and the researcher makes interpretations of the meanings from the data.

RESULT AND DISCUSSION

Overview of SMP Al-Kautsar LabSchool Bandung

SMP Al-Kautsar LabSchool Bandung is a Junior High School under the auspices of the Al-Kautsar Pelita Insani Education Foundation owned by the Islamic Association of Paramartha (PIP). Al-Kautsar Pelita Insani was established on July 16, 2018, with the aim of offering alternative education in society and filling gaps in the national education context. Currently, the Al-Kautsar Foundation has schools at the junior high school and senior high school levels. Both the foundation and the school are currently located at Antamurni Street No. 7, Margasari Village, Buahbatu District, Bandung City, West Java Province, Indonesia, Postal Code 40286.



Figure 1 Al-Kautsar LabSchool
Source: Facebook Paramatha, 2021

The Al-Kautsar Pelita Insani Foundation has a vision of 'Education for the Enrichment of the Soul.' This means that educational activities should be capable of nurturing the human soul in accordance with its nature, as stated in the Quran, Surah Ar-Rum, verse 30, 'So direct your face toward the religion, inclining to truth. [Adhere to] the fitrah of Allah upon which He has created [all] people.' The foundation's embryo was actually in existence since 1998 when Paramartha formed an educational division called Educare. (PIP, 2023)

Over time, the division members began to initiate a series of educational activities, ranging from discussions, workshops, training, to educational programs on broader educational issues. After twenty years, the Educare activists officially established the Al-Kautsar Pelita Insani Education Foundation on July 16, 2018. A year later, Al-Kautsar began to open a junior high school with five students as its first batch. This initiative was followed by the establishment of a senior high school in 2022, with 18 students in its first batch.

As a foundation that focuses on developing the national education system, Al-Kautsar has six Directorates led by a Director, namely: Education Institutions, Teacher Vision Development, Publications, Youth Development, Research and Development, and Orphanages. The Directorate of Education Institutions is responsible for managing educational institutions under the Al-Kautsar Education Foundation, including SMP and SMA Al-Kautsar LabSchool.

Meanwhile, the Directorate of Teacher Vision Development plays a role in providing insights and skills for curriculum development, classroom management, and student teaching to teachers on a broad scale. (PIP, 2023)



Figure 2 Logo of the Al-Kautsar Pelita Insani Education Foundation
Source: Al-Kautsar Pelita Insani, 2023

Meanwhile, the Directorate of Pena is responsible for developing video-based learning media with a broad subject coverage, ranging from middle school to higher education levels. The Directorate of Lingkar Bina Muda provides consultation and guidance to teenagers and young adults at the high school and college levels in directing their educational path, especially in line with their interests. The Directorate of Research and Development focuses on exploring the best educational methods worldwide. Lastly, the Directorate of Ummul Yatama plays a role in economically bridging orphans and underprivileged children to receive a good education. (PIP, 2023)

As of 2023, the total number of students at SMP Al-Kautsar LabSchool Bandung is 50. This consists of 16 students in Grade 7, with 11 male students and 5 female students; 18 students in Grade 8, comprising 7 males and 11 females; and 16 students in Grade 9, with 7 males and 9 females (Written Interview with Agung Pratama, 2023). It is presented more clearly in the following table:

Table 1. Overview of SMP Al-Kautsar LabSchool Student Data for the 2023/2024 Academic Year

Grade	Gender		Total
	M	F	
K7	11	5	16
K8	7	11	18
K9	7	9	16
Jumlah	25	25	50

Source: Written Interview with Agung Pratama, 2023

Although the number of students in both SMP and SMA Al-Kautsar is currently relatively small, it is important to note that the school is relatively new, with SMP Al-Kautsar being less than 10 years old. Nevertheless, SMP Al-Kautsar LabSchool has received operational approval from the Ministry of Education and Culture (Kemendikbud). The school follows the most recent national curriculum, known as the 'Kurikulum Merdeka' (Written Interview with Zaenal Muttaqin, 2023).

Furthermore, the teachers at SMP Al-Kautsar pay careful attention to the interests and talents of their students. Despite the limited number of students, a variety of extracurricular activities are available to facilitate their interests. These extracurricular activities include scouting, which is compulsory for all students, as well as optional extracurricular activities such as culinary arts, dance, karate, flag-raising team, choir, Marawis, music, futsal, basketball, English language, and electronics (Written Interview with Agung Pratama, 2023)

The Role of Teachers in Facing Radicalism Threats at SMP Al-Kautsar LabSchool Bandung

In general, as explained in the introduction, teachers play a crucial role in the field of education. Teachers, as professional educators, have the primary responsibility to educate, teach, guide, direct, train, assess, and evaluate students. The position of a teacher is to implement the national education system and realize the goals of national education, which is to develop the potential of students to become individuals who have faith in and devotion to the One Almighty God, possess noble character, are healthy, knowledgeable, skillful, creative, independent, and responsible citizens.

Based on the Ministry of Religious Affairs website, teachers have roles as informers, organizers, motivators, directors, initiators, transmitters, facilitators, and mediators. Sadirman AM, as cited in Suyanto (2006), also mentions the roles of a teacher, including being an informer, organizer, motivator, director, initiator, transmitter, facilitator, mediator, and evaluator. The following outlines the roles of teachers in preventing radicalism at SMP Al-Kautsar LabSchool Bandung, based on the results of written interviews with several teachers, closely aligned with the referenced concept of the teacher's role as mentioned earlier.

a. Teacher as an Informer

According to Fadli, as an informer, teachers can provide awareness of good nationalism and religion. According to Muttaqin, teachers offer correct insights into Islamic teachings and societal issues. According to Pratama, teachers provide comprehensive information and encourage students to critically analyze the information they receive.

b. Teacher as an Organizer

According to Fadli, as an organizer, teachers regularly organize activities that foster a love for their country (such as visiting museums and participating in flag ceremonies) and channel useful interests and talents (extracurricular activities). According to Muttaqin, teachers arrange various positive activities at school. According to Pratama, teachers guide students to participate in well-structured activities.

c. Teacher as a Motivator

According to Fadli, as a motivator, teachers can motivate students to love their country. According to Muttaqin, teachers encourage students to think openly. According to Pratama, teachers encourage students to learn thoroughly and not half-heartedly.

d. Teacher as a Director

According to Fadli, as a director, teachers guide students towards extracurricular activities that match their interests and talents. According to Muttaqin, teachers mentor students to love knowledge, not blindly trust information, and always discuss every issue.

e. Teacher as an Initiator

According to Fadli, teachers provide initial ideas to students so they can develop positive activities. According to Muttaqin, teachers initiate open discussions with students.

f. Teacher as a Transmitter

According to Fadli, teachers become a bridge between students' aspirations and teachers. According to Muttaqin, teachers set an example of good behavior according to religious, legal, and customary norms.

g. Teacher as a Facilitator

According to Fadli, teachers facilitate students interested in religious and national issues by providing proper and beneficial forums and books. According to Muttaqin, teachers make themselves available as a listening ear for students. According to Pratama, teachers facilitate students who need space for organization or assistance.

h. Teacher as a Mediator

According to Fadli, teachers mediate students in conflict. According to Muttaqin, teachers resolve student issues, whether in social relationships among students or in broader social interactions.

i. Teacher as an Evaluator

According to Fadli, teachers evaluate activities related to extracurricular activities in school. According to Muttaqin, teachers continuously assess student development, especially those with counseling roles. According to Pratama, teachers continuously monitor student progress to protect them from negative influences.

The Role of Teachers in Recommendations and Policy Options to Counter Radicalism by the Ministry of Education and Culture (Kemendikbud)

In addition to analyzing the role of teachers in preventing radicalism from written interviews with several teachers at SMP Al-Kautsar LabSchool, the researcher also used references from relevant government agencies (namely, Kemendikbud and BNPT) to explore the role of teachers in preventing radicalism. In the research conducted by Kemendikbudristek titled "Countering Radicalism in Education," Kemendikbudristek (2018) provides several recommendations and policy options where the role of teachers is considered important and significant to ensure the optimal implementation of these policy options within the environment of SMP Al-Kautsar LabSchool Bandung. The policy options and the role of teachers that can be collaboratively summarized can be seen in the following table:

Table 2. The Role of Teachers in Recommendations and Policy Options to Counter Radicalism by Kemendikbud (2018)

No	Recommendations and Policy Options	Teacher's Role
1	Strengthen Character Education Programs as the central axis to counter radicalism in schools	Educators, informants, and role models for character education
2	Integrate core national and religious values into subjects and extracurricular activities	Educators, informants, and role models for character education
3	Foster tripartite cooperation in education (school, parents, and the community)	Facilitator and mediator between parents, schools, and the community
4	Enhance ongoing education for Islamic Religious Education (PAI), Civic Education (PPKn), and other relevant subject teachers	Educators and informants
5	Develop an intensive Civic Education (PPKn) curriculum to instill knowledge, skills, and attitudes toward Pancasila, the 1945 Constitution, the Republic of Indonesia, and Unity in Diversity	Educators and informants
6	Develop Islamic Religious Education and Good Conduct education with consideration of the values of "rahmatan lil alamin"	Educators, informants, and role models for character education
7	Strengthen the role of school principals and teachers in creating activities that can counter radicalism	Motivators and facilitators for school principals and other teachers
8	Ensure that the quality of textbooks and enrichment materials, especially for Civic Education (PPKn)	Organizers and directors

	and Islamic Religious Education (PAI), promotes student tolerance	
9	Enhance the role of the community and parents through effective communication and collaboration	Facilitators and mediators
10	Strengthen digital literacy and family guidance	Organizers, initiators, and facilitators
11	Establish effective regulations by relevant authorities to prevent radicalism	Organizers and facilitators

Source: Compiled by the Researcher, 2023”

The Role of Teachers in Implementing BNPT's Counter-Radicalization Efforts to Prevent the Spread of Radical Terrorism Ideologies

Based on Law Number 5 of 2018, the National Counter-Terrorism Agency (BNPT) is mandated to carry out national preparedness, counter-radicalization, and deradicalization. To fulfill these functions, BNPT has a 2020-2024 Strategic Plan (Renstra) that includes policies for counter-radicalization to prevent the widespread dissemination of radical terrorism ideologies, carried out through:

- a. Preventing and combating terrorism
- b. Exposing terrorism networks to the public
- c. Conducting segmented counter-radicalization
- d. Utilizing social media technology extensively to disseminate 'positive radical' ideas as a counter-ideology, narrative, and propaganda
- e. Strengthening human and information intelligence through enhancing human resource competencies and improving infrastructure and facilities
- f. Collaborating with government agencies responsible for intelligence, information security, information and communication technology, and financial transaction analysis

In the implementation of the above-mentioned counter-radicalization efforts, teachers play a specific role, particularly in implementing counter-radicalization within the school environment. The implementation of BNPT's counter-radicalization, in which teachers can have a role, is only in four points, namely points c, d, and f, as points a, b, and e fall within the context of terrorism, whereas this research focuses on radicalism. The explanations for the teacher's role in these four points as part of the BNPT's counter-radicalization efforts in schools are as follows:

1. Conducting segmented counter-radicalization

Based on BNPT's explanation (2018), in this point, counter-radicalization needs to be systematically implemented and involve various specific tools and segments to ensure it is target-specific. Therefore, teachers can act as organizers, coordinating various tools available in the school environment to prevent the spread of radical ideologies among students at SMP Al-Kautsar LabSchool Bandung. Teachers can also serve as facilitators, making it easier for all counter-radicalization activities involving the SMP students' segment to run smoothly.

2. Utilizing social media technology extensively to disseminate 'positive radical' ideas as a form of counter-ideology, narrative, and propaganda

In this point, BNPT emphasizes that social media serves as a medium for the spread of radical terrorism ideologies. Hence, the massive utilization of social media technology, especially in disseminating 'positive radical' ideas as a counter to terrorism, is essential. In this context, teachers can act as initiators and informants, providing information about the dangers of radical terrorism ideologies and sharing information about positive radicalism on social media. Teachers can also serve as motivators and directors for students who want to contribute to the dissemination of positive radicalism on social media.

3. Collaboration with government agencies responsible for intelligence, information security, information and communication technology, and financial transaction analysis.

In this point, BNPT emphasizes the need for collaboration among organizations in the context of counter-radicalization, involving organizations responsible for intelligence, information security, information and communication technology, and financial transaction analysis. The implementation of this point in schools can be reinforced by the teacher's role, including serving as facilitators and organizers, facilitating, organizing, and providing support for the functioning of intelligence services within the school, as well as acting as mediators to synergize all agencies when implementing this point in schools.

CONCLUSION

Based on the research findings, the roles of teachers in addressing the threat of radicalism at SMP Al-Kautsar LabSchool Bandung are as follows:

- a. As an Informant

Teachers are capable of fostering awareness of nationality and religion. They provide accurate insights regarding Islamic teachings and societal issues. They offer comprehensive information and encourage students to critically evaluate the information they acquire. Furthermore, they provide precise information about what radicalism is, tailored to the students' levels and needs, at the right time, both within and outside the classroom.

- b. As a Motivator

Teachers can motivate students to love their country, encourage open-minded thinking, instill a commitment to wholehearted learning, and provide inspiration and motivation when students are in challenging situations, preventing them from engaging in harmful behaviors, including those associated with radical ideologies or actions.

- c. As an Organizer

Teachers routinely organize positive and structured activities to nurture students' patriotism, such as visits to museums, flag-raising ceremonies, and seminars. They also facilitate the channeling of students' talents and interests into productive extracurricular activities. They organize various resources available to students in their surroundings to ensure effective utilization in pursuit of common goals.

- d. As a Director

Teachers guide students towards extracurricular activities that align with their interests and talents. They mentor students to develop a love for knowledge, promoting critical thinking and encouraging discussion on various issues. They provide guidance on what needs to be learned, done, emulated, and what should be avoided.

- e. As an Initiator

Teachers introduce initial ideas to students to inspire them to engage in positive activities. They initiate open discussions with students and encourage them to explore various subjects. They act as catalysts, for instance, by encouraging students to delve into literature that provides insights to prevent falling into radical ideologies.

- f. As a Transmitter

Teachers serve as bridges for students' aspirations and ideals. They set examples of good behavior according to religious norms, legal standards, and customs.

- g. As a Facilitator

Teachers facilitate students who are interested in religious and national issues by directing them to accurate and beneficial forums and books. They make themselves available as a listening ear for students who need to share their concerns. They provide support to students

in need of a space to organize or those who require assistance. They ease students' access to materials related to accurate religious understanding that is often challenging to obtain, such as articles about radicalism from paid journals.

h. As a Mediator

Teachers mediate between students who are in conflict or facing issues, whether in their social relationships with peers or in broader social interactions. For instance, when students engage in open discussions on radicalism, teachers can act as mediators.

i. As an Evaluator

Teachers evaluate students' progress, especially guidance and counseling (BK) teachers. They assess activities related to extracurriculars at the school and continually monitor students' development to safeguard them from negative influences.”

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