A STRATEGY TO PREVENT RADICALISM AT INTEGRATED OF ISLAMIC ELEMENTARY SCHOOL STUDENTS
(Case study on integrated Islamic elementary school students in the city of Padang)

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Abstract: *The purpose of this study was to determine the school's strategy for preventing radicalism in integrated Islamic elementary schools. The type of research used was qualitative with data collection techniques of observation, interviews and documentation, then analyzed the data by reduction. The results of this study indicate, first: The integration of the Integrated Islamic Elementary School learning curriculum in the city of Padang is divided into four types, namely strengthening the curriculum that applies to strengthening character, and strengthening students' personal in order to face global challenges. Second, the strategy in extracurricular activities is carried out in a structured and systematic pattern. The three environmental creation strategies are pursued in an Islamic atmosphere, non-discriminatory, based on genetic characteristics, upholding ethical values, respecting cultural pluralism, and being polite to school members. The four strategies for routine, spontaneous and exemplary activities in an effort to prevent radicalism are carried out by strengthening character, combining learning activities, nurturing and habituation in the form of worship activities, order, neatness and cleanliness, eating and drinking, and social behaviour.*

Kata Kunci: *Strategy, Prevent, Radicalism, Islamic Elementary School*

Abstrak: *Tujuan dari penelitian ini adalah untuk mengetahui strategi sekolah dalam pencegahan radikalisme di SD Islam terpadu. Jenis penelitian yang digunakan adalah kualitatif dengan teknik pengumpulan data observasi, wawancara dan dokumentasi, kemudian data dianalisis secara reduksi. Hasil penelitian ini menunjukkan, Pertama: Integrasi kurikulum pembelajaran SD Islam Terpadu di kota Padang terbagi menjadi empat jenis, yaitu penguatan kurikulum yang berlaku untuk penguatan karakter, dan penguatan pribadi siswa dalam rangka menghadapi global. tantangan. Kedua, strategi dalam kegiatan ekstrakurikuler dilakukan dengan pola yang terstruktur dan sistematis. Ketiga strategi penciptaan lingkungan tersebut ditempuh dalam suasana islami, tidak diskriminatif, berdasarkan sifat genetik, menjunjung tinggi nilai-nilai etika, menghargai pluralisme budaya, dan bersikap santun kepada warga sekolah.*

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Empat strategi kegiatan rutin, spontan dan keteladanan dalam upaya pencegahan radikalisme dilakukan dengan penguatan karakter, memadukan kegiatan belajar, pengasuhan dan pembiasaan berupa kegiatan ibadah, ketertiban, kerapian dan kebersihan, makan dan minum, serta perilaku sosial.

Kata Kunci: *Strategi, radikalisme, Sekolah Dasar Islam Terpadu*

Introduction

Radicalism is not about some groups and their networks. However, more than that, radicalism is an action rooted in beliefs, doctrines, and ideologies that can attack consciousness. Radical root flow depends on the soil in which it grows and develops. The most targeted places as good targets are educational institutions. Radicalization activities in education through the imitation process in adults are elementary to do. (BNPT, 2018).

Data on schools or foundations exposed to plural radicalism are indicated in the Integrated Islamic School (SIT). The Integrated Islamic Boarding School was initiated by a group of Islamic mass organizations that adhered to a radical-exclusive ideology/ideology, even Noorhaidi Hasan stated that an integrated madrasa was established and also politically affiliated (Noorhaidi Hasan, 2009). Yusup's research states in the results of his study of the Yogyakarta Integrated Islamic School Network (JST), that exclusivist religious styles have a place in Integrated Islamic educational institutions (Yusup, 2017). This indication can be seen from the character of the Integrated Islamic School through an approach to understanding Islam that is textual in nature, rejecting other religions (truth-claim), the existence of separation between Islam and the state (anti-secularization), and believing that there is a conspiracy between the Indonesian government and Christians (and/ or Jews or infidels in general) to weaken the political power of Islam (believing the existence of a taghut conspiracy). This is supported by the results of a survey conducted by the Institute for the Study of Islam and Peace (LaKIP) which shows that almost 50% of students in Jakarta and its surroundings support violence in dealing with religious problems and conflicts (www.BBC.com).

From these facts, radicalism in education is a serious threat to future national education and to realizing the continuity of the quality of education. The target is anyone and can be developed and developed anywhere, anytime. Not only colleges

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and high schools were targeted, but even elementary schools were also slowly and surely infiltrated. Therefore, it needs to be handled comprehensively. Observing the results of the Maarif Institute study on the spread of radicalism in Indonesia to 6 regions including West Sumatra, it was concluded that extracurricular activities are an entry point for radicals to target junior high and elementary school students (Maarif Institute, 2018). Apart from taking advantage of school hours, he also assessed that the school has not been able to monitor activities outside of school hours.

For this reason, radicalism in elementary schools is a significant threat. Because schools must guarantee to be a place for children to learn science and physical and mental development. Unfortunately, radical groups use it as a place to sow the seeds of belief and understanding. Schools are used as fertile ground for the doctrinal process of beliefs or religions that should not occur at the age of learning while playing.

The reason for the importance of the radicalism prevention movement requires our attention. The aim is to narrow the space for radicalism, and if necessary eliminate it. In the context above, the role of the Integrated Islamic Elementary School is very important in stopping the rate of radicalism. The prevention of radicalism in the Integrated Islamic Elementary School is very significant, therefore researchers feel the need to research to see the role of the school in Padang City in preventing and tackling radicalism.

The problem in this research is formulated as follows: a) What strategies are used to integrate the subject in preventing radicalism? b) What strategies are used in extra-curricular activities to prevent radicalism? c) What strategies are used to create an Integrated Islamic Elementary School environment in preventing radicalism? d) What strategies are used for routine activities, activities, and spontaneity, and examples in efforts to prevent radicalism?

Historically, radicalism has penetrated the wider realm of radical understanding with the process of radicalization, which was launched to have an understanding of the need for change, replacement, and improvement of the existing social system in society towards it. root, can not but must be done. Ideas that want a total change, replaced by a system of deal agreements, are better than the current one and can dream of full equity and benefit. Efforts are carried out in extreme ways in the form of violence, many even become victims of their activities.

Educational institutions are very vulnerable to opportunities to spread the seeds of radicalism or radical Islam. Many studies of radicalism are suspected because certain Islamic educational institutions (especially non-formal ones) have taught radicalism to students. Recently, formal schools have also begun to teach elements of radical Islam, for example teaching students not to respect the Red and White flag during flag ceremonies.

In the field of prevention, BNPT uses the first two strategies, counter-radicalization, namely efforts to instil Indonesian values and non-violent values. In its development, this strategy is carried out both through formal and non-formal education. Countering radicalization is directed at the wider community through collaboration with religious leaders, educational leaders, community leaders, traditional leaders, youth leaders, and other stakeholders in providing national values. The second strategy is deradicalization. The field of deradicalization is aimed at sympathizers, supporters, core groups, and militants who are carried out both inside and outside prisons. The goal of deradicalization of core groups, sympathizers, and supporters of the militants is to abandon the ways of violence and terror in fighting for their mission and to moderate their radical ideas in line with the spirit of moderate Islamic groups and by the national mission of strengthening the Unitary State of the Republic of Indonesia.

Integrated Islamic Schools nationally have more than 200 under the auspices of the Integrated Islamic School Network (JST). At the elementary level, it is called the Terpad Islamic Elementary School, it is said to be SD IT because this school combines the national curriculum (Diknas) with a curriculum other than the national curriculum and the pesantren curriculum (pesantren). Integrated Islamic School is a member of JSIT (Network of Integrated Islamic Schools) Indonesia which is a community organization engaged in education, is non-partisan, non-profit, and open in the sense that it is ready to cooperate with any party as long as it brings benefits and benefits to members and is by the vision, mission, goals, and objectives of JSIT Indonesia. The members of JSIT Indonesia are Integrated Islamic schools and other schools that make Islam the ideal, conceptual, and operational foundation (www.jsit.indonesia.com).

At a practical level, the implementation of SD IT means schools that are trying to make learning breakthroughs through a learning implementation approach by

integrating general education with religion in one curriculum (Zaenal, 2009; Nurhasanah, 2008). Thus, it cannot be separated from the frame of teachings and messages of Islamic values, negates the dichotomy of science, negates the separation of knowledge, negates secularization (where lessons and all discussions are separated from the values of Islamic teachings), or sacralization (Islam), the teachings are separated from the teachings of Islam. the context of the benefit of present and future life). General subjects such as science, social studies, language, and others are guided by Islamic values. Meanwhile, religious lessons, such as aqidah, and diniyah/religion, are fully built with the present context, benefits, and nuances of the practice, and are applied in an integrative way.

In simple terms, all teachers at IIS or SD IT must be able to master Islamic values, and it can be seen how teachers can internalize Islamic values into general science, social studies, Mathematics, Civics, and Language lessons in their learning materials. In addition to being religious teachers, they must have broad insight, and be capable, so that they can relate religious values (Islam) to the realities of real life and along with the times, do not even dream of going back to the past. the glorious days of Islam long before. Ideally, this is not an easy job, hardly any qualified college tries to do what integrated Islamic primary schools have done. This is a challenge in itself.

Tarbawi Alhairi's journal (2017) with the title "Anti-Radicalism Education: Efforts to Cut Radical Movements" explains that radicalism that has taken root in Indonesia must be prevented. Anti-radicalism education can be used as a preventive and anticipatory effort against the development of terrorism and radicalism networks in Indonesia. Anti-radicalism education is carried out by instilling anti-radicalism values in students through the education and teaching process. Anti-radicalism education was initiated as a solution to the growing problem of radicalism in Indonesia. The values of anti-radicalism in Islam that are sourced from the Qur'an and the Hadith of the Prophet Sallallahu 'alaihi wasallam are integrated with the subjects.

Then the writings of Abu Rokhmad (2012) in the journal Walisongo, Islamic radicalism and efforts to deradicalize radicalism, by producing several deradicalization strategies that can be applied, namely preventive deradicalization, conservative deradicalization of moderate Islam, and curative deradicalization.

So far, in educational institutions, violence and intimidation are still common, known as radicalism in education (Muchith, 2016). Radicalism in education can arise from teachers to students, from school leaders to teachers, and from the community or parents of students to teachers and schools with various forms of intimidation. One way to reduce the emergence of radicalism in education must begin with enforcing the mandate of the Law on Teachers and Lecturers, especially in terms of protecting teachers in carrying out their professional duties.

Research Method

This research is qualitative field research (Lexy J. Moleong, 2018). This study examines the Integrated Islamic Elementary School (SD IT) in Padang City as many as 2 schools. The subjects of this study were principals, teachers, and students of SD IT Padang City. The data collection methods used in this study were documentation, interviews, and observations (Sugiyono, 2013).

Observations were made to take a closer look at the activities of SD IT Padang City. In some cases, involved (participatory) observation will be carried out where the researcher will be involved in the subject activity while continuing to observe or examine the implementation of the curriculum that is manifested in learning activities. In addition to observation, researchers will also use the interview method.

Interviews were conducted with several key figures in a semi-structured and open manner. This means that the interview will be fluid, and flexible, but still focused on the focus of extracting the data that will be found. The documentation method aims to examine written archives, pictures, photos, videos, and other documents relevant to the research.

The document is used to clarify the problem under study. In addition to taking existing documents, researchers also document moments and evidence that support and enrich the research data.

After the data is collected, data analysis will be carried out. There are several steps to take. First, data reduction will be carried out which includes selection, categorization, and sorting. Second, data exploration is carried out to clarify and deepen the data found. Third, data verification is carried out to prove the accuracy of the existing data, by cross-checking with other data. The fourth stage is data

contextualization, which is combining field data with data from library research. The whole process will result in a descriptive-analytical presentation.

Result and Discussion

Integrated Islamic Elementary School (SD IT) is a basic religious education institution that functions as a "nursery" for young Muslim cadres at an early age. It is not impossible that the understanding of Islamic radicalism among students has been infiltrated through the religious learning model. The discourse on the application of Islamic law and the establishment of a caliphate and the replacement of Pancasila as the state ideology, support for the ISIS movement, and other forms of Islamic radicalism are not impossible to influence the minds of students.

Based on this explanation, this study finds its significance to determine radical indications in learning, extracurricular activities, environment, and routine activities. more specifically the response to school activities. Therefore, to find out the tendency of SD IT students in Padang City toward Islamic radicalism is the urgency of this study. In this study, several significant aspects were examined and questioned at each stage, namely observation, documentation, and interviews.

First, the guidelines for observing the learning aspects include planning, implementing and evaluating the lesson plan (RPP), in the extracurricular aspect the researcher observes extracurricular activities in the form of scouting, commemoration of Islamic holidays (PHBI), sports, and the arts. and cultural activities. While the environmental aspect is more about observing symbols, school atmosphere, student-teacher closeness, classroom atmosphere, and rules, strengthened also by paying attention to the elements of values that are cultured in schools in the form of religious values, nationalism, inclusiveness, modernity, critical thinking, moderation. , creativity, communication, cooperation, diversity, appreciation, cooperation, togetherness, democracy, kinship, and help.

The aspects of routine activities, spontaneity and exemplary activities such as daily, weekly, monthly, semi-annual and annual activities are being addressed. In addition, they also observed spontaneous activities in the form of greetings, handshakes, disaster donations, community service, and visits from friends. In

exemplary activities, the indicators include neatness, punctuality, waiting in line, welcoming guests, telling the truth, respecting differences, having a good attitude, and anti-labelling. Medium as documentation data in the form of school data, learning processes and photos of activities or school environment. The last is an important activity in the data-deepening process, namely asking questions about learning activities at SD IT (Ngaisah & Nurfalah, 2020).

The first finding is from the background of the establishment of the IT SD school in Padang City by the initiators or founders feeling worried or concerned about the phenomenon of the life of the younger generation experiencing moral decadence that can threaten people's lives, people's future, such as promiscuity, drugs and eroded values. the religion of the people. In addition, SD IT Adzkia has the same anxiety because students from an early age must be equipped with the guidance of faith, noble character and accustomed to worship properly, where SD IT has a strong determination to be able to educate the Rabbani generation. Likewise, the opinion of SD IT Arroyan is that student competence must be balanced between knowledge of kauniyah and science of qauliyah, between fikriyah, ruhiyyah and jasadiyah, to be able to give birth to a young generation of Muslims who are knowledgeable, broad-minded and beneficial to the ummah. So this same anxiety is the basis for the founders and initiators of building schools, social conditions that are not conducive for children, all schools direct or emphasize the importance of preparing the moral values that students will have later.

Second, judging from the paradigm of vision carried out by SD IT schools there is no difference, SD IT schools are prepared with the vision of realizing a superior generation, Islamic personality, achievement, global insight and creating a Rabbani generation. There is also an IT Elementary School which has a balanced, inclusive forward vision. Both visions are characteristic of an open and moderate thinking style. Therefore, at the level of the concept of vision, mission, goals and orientation there is no indication of radicalism, on the contrary, by showing several concepts of vision, mission, goals and orientation, the researcher sees that all the schools that the author's study have the same goals and orientations. Islamic elementary schools in West Sumatra share the same view and understanding that basic Islamic education is held to

equip students with noble character and strong character and are ready to face global challenges.

In the third case, most of the students generally come from the upper middle class, there is some understanding of this, first, the parents are busy working so there is no time to build character, then SD IT is the choice, and the second reason is that they have no other choice to become models in the delivery of education other than the general school model, the choice is in SD IT as an alternative because while there is no third option. The second understanding seems to be a dilemma because the education model in West Sumatra has not had much variety and models, apart from the city of Padang there are still many alternative schools that do not have religious sects and schools. Most parents know that the school where the child goes to school has an ideological base even under the network, but they are not so worried about it happening, parents are more concerned about the moral future of their child, so think about how. understand what to plant. to his child is not a deep concern (Mizani, 2021).

Fourth, there are several types of curriculum in SD IT in Padang City. The first type of school uses the curriculum of the ministry of education and culture (Kemendikbud) and the curriculum of religion and multicultural education (Retnasari, 2018). This type of Islamic school curriculum only provides religious learning as an addition or plus religion. Social studies education is delivered in an integrated manner with the Islamic religion so that it is by the achievement of material delivery, but students also understand all the knowledge that has been integrated with Islamic teaching methods, but still holds the main characteristic of the school is tahfizd quran. Integrated Islamic School in Padang City and Indonesia in general.

The second type uses the Ministry of Education and Culture curriculum, religion is added to the special school curriculum or Foundation curriculum. In its development, it is divided into four groups with general lesson content, local content lessons, basic lessons and a special program group, namely tahfidz Quran. This second type of learning integration is still very vague, general lessons with a thematic approach but are also added with lessons with basic content such as Arabic, Aqidah and Adab. Apart from that, it's the same as any other school.

The third type is the basic concept of the curriculum with integrated activities and integrated curriculum. This means that all student programs and activities at

school, ranging from learning, playing, eating, and worshipping are packaged in an Islamic education system (Islamic Values) so that everyday culture becomes a single unit in learning activities (Hasim, 2015). The implementation of the school curriculum combines the applicable National Curriculum, namely Curriculum 2013 and the typical curriculum of the Integrated Islamic School Network (JSIT) using a thematic and scientific approach. In addition to improving local and global skills, the scope is through efforts to optimize students' social and personal skills. This is evidenced by the choice of activities that adopt life skills such as entrepreneurship, and industrial visits. And seriously develop students' social skills with Islamic character-building activities who like to help, care for the environment, and develop Muslim personalities. The strategy taken by the teacher in preventing the value of radicalism is by providing education about radicalism, habituation through religious activities, getting used to empathizing with others, instilling a love for the homeland and religion, and strengthening the attitude of tasamuh and tarahum (Izzah, dkk. 2022).

Based on the results of the research above, a) the integration of the learning curriculum at SD IT Padang City is divided into four types, the four types or models of curriculum development strengthen the applicable curriculum, but generally apply to character strengthening, personal strengthening of students to face the global, and from the results research shows no indication of radical seeding since elementary school age, b) Strategies in extracurricular activities to prevent radicalism are carried out in a structured and systematic way, both within the school environment and under the control of parents or guardians, in addition to involving and selecting students' interests in extracurricular activities, extracurricular activities also designed to personally equip students such as entrepreneurship classes, industrial visits, interest selection through fingerprints, and character strengthening, in extra-curricular activities, the school also holds activities that are beneficial to students such as scouting activities, sports, arts and religion. In this activity, SD IT has carried out various activities, such as national elementary school math competitions, and sports competitions with various branches such as taekondo, silat and others. In the field of religion, speech activities are also held, and home service activities are held to strengthen friendships. c) The strategy for creating an IT SD environment in preventing radicalism is well designed, the environment is strived for in an Islamic atmosphere, is

not discriminatory, based on genetic characteristics, upholds ethical values, respects cultural diversity, and the culture of courtesy for school members. In addition, the environment is also created with the insight of loving the environment, beautiful, and inclusive, there is even an IT Elementary School that provides rewards to parents who provide input to the school, lastly d) The strategy of routine activities, activities and spontaneous and exemplary in efforts to prevent radicalism is carried out by strengthening character and combine activities with learning activities, parenting and habituation (habits) in the form of worship activities, order, tidiness and cleanliness, eating and drinking, social behaviour.

Conclusion

Based on the research findings, it can be concluded that: First, the process of integrating the learning curriculum at SD IT in Padang City is divided into four types, the four types or models of curriculum development strengthen the applicable curriculum, but in general, it applies to character strengthening, personal strengthening of students to face globally, and from the results of the study there was no indication of radical seeding since elementary school age. Second, the strategy in extra-curricular activities in preventing radicalism is carried out with a structured and systematic pattern, both within the school and under the control of parents or guardians, in addition to involving and selecting students' interests in extracurricular activities, extracurricular activities are also designed to personally equip students such as entrepreneurship classes. , industrial visits, interest selection through fingerprint, and character strengthening. Therefore, indications of the strengthening of radical ideology in SD IT have not been proven so far. Third, the strategy for creating an SD IT environment in preventing radicalism is designed properly, the environment has strived for according to an Islamic atmosphere, non-discriminatory, based on genetic nature, upholding ethical values, respecting cultural pluralism, and polite culture for school members. In addition, the environment is also created with the insight of loving the environment, beautiful, and inclusive, there is even an IT Elementary School that gives rewards to parents who provide input to the school. Fourth, the strategy of routine, spontaneous and exemplary activities to prevent radicalism is carried out by strengthening character and integrating activities with learning, parenting, and

habituation activities in the form of worship activities, order, neatness, and cleanliness, eating and drinking, social behaviour.

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