



Character Education and Teacher's Attitudes in Preventing Radicalization in Junior High School Students in Indonesia

Connie Chairunnisa^{1*}, Istaryatiningtias¹

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ABSTRACT

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Character education, Deradicalization, Junior secondary school, Teacher's attitude.

Purpose: Education is expected to create people who can eventually make the nation a better place, raise public awareness and change public perception. This study aimed to assess the magnitude of the influence of character education and teacher attitudes for deradicalization.

Methodology: This study used the mixed method research design, combining quantitative and qualitative methods. Data collection techniques included questionnaires and surveys. From the population of 257 students of 8 junior high schools in Pondok Aren Regency, South Tangerang City, Banten, Indonesia, a sample of 147 respondents was selected through purposive sampling method. Data analysis utilized the descriptive statistics used SPSS.

Findings: The average score from 147 respondents shows that most respondents gave a high score toward character education in deradicalization. The endogenous variables of character education and teachers' attitudes toward deradicalization had a greater contribution (53.7%) than other factors (46.3%). Although the teacher's attitude towards character education in countering radicalization was 65.4% and the magnitude of the direct influence of the teacher's attitude towards the deradicalization of students was quite high (73%), but it still requires a continuous application for teachers and students as well as equating views between schools and students' parents. **Implementations to Research and Practice:** This research can be implemented by public and private educational institutions to improve teacher attitudes and can help to increase student nationalism. As an activity program, the implementation of deradicalization can take the form of identification, rehabilitation, re-education, and re-socialization efforts for individuals or community groups who are affected by radical beliefs by prioritizing the principles of empowerment, human rights, the rule of law, and equality. In junior high school, exemplary attitudes of teachers and character education can influence students' behavior to counteract extreme behavior that leads to radicalism.

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¹ Department of Education, Postgraduate, University of Muhammadiyah Prof. Dr. HAMKA, Jalan Warung Buncit Raya No.17 Pancoran, South Jakarta, Jakarta 12790, Indonesia. zusconnie@uhamka.ac.id, iis_ningtias@uhamka.ac.id
*Corresponding Author: Connie Chairunnisa, ID ORCID <https://orcid.org/0000-0002-9233-1557>,
E-mail: zusconnie@uhamka.ac.id

Introduction

Indonesia has not managed pluralism well, especially after the fall of the New Order regime. Frequent acts of terrorism and radicalism have spread throughout the country over the past decade. The bombs have erupted everywhere and many radical conflicts have occurred (Muqoyyidin, 2013). This is the evidence of the absence of attempts towards deradicalization and developing power of tolerance in the society. The concept of deradicalization has also not been defined clearly, but, essentially, it is an attempt to educate terrorists and their supporters to abandon the use of violence. Such public diplomacy is aimed at winning hearts and minds (Paloş et al., 2011). Deradicalization can be defined as an attempt to obliterate, eliminate, or remove radical action (Sumarwoto et al., 2020). Substantive deradicalization aims to alter the actions and ideologies of individuals or groups towards disengagement. Disengagement concentrates on facilitating behavioral changes, such as rejecting the use of violence (Kurniasih & Utari, 2018). Deradicalization refers to counterterrorism or preventive measures to neutralize ideologies that are considered radical and dangerous through a nonviolent approach. It is serious for the international world because, at any time, it could endanger national security (Sumarwoto et al., 2020).

The radicalism movement in Indonesia developed not only because of the internal influences but also due to a few external factors (Ansori, 2019), particularly due to the big influence of Wahhabism (Barton, 2009). Additionally, in Indonesia, a few sections of society equate radicalism with terrorism (Ansori, 2019) and therefore hold a different conceptual view about radicalism. Azca (2013) rebukes this phenomenon and asserts that radicalism is not synonymous to terrorism. The term radical comes from the Latin *radix*, which means a root, or thinking up to roots. Meanwhile, radicalism (in extreme terms) in the UK is defined as vocal opposition to fundamental British values, which received a lot of criticism. The reason is that if someone criticized the English democracy or questioned the tolerance, he is automatically called an extremist.

Radicalism has hindered freedom of speech in schools and universities (Radicalisation Awareness Network (RAN), 2019). This was experienced by the Perigi Junior High School (Connie interview, January 31, 2020). Several students were vocal towards their teachers who came late to classes. Although this vocal criticism was a rebuke to only those teachers who lacked discipline. However, according to the Indonesian culture, it is not justified to rebuke a teacher. Yuniarto, the principal of SMPK Penabur, stated that it highlighted the concept of character education, as well as the attitude towards teachers (interview Istaryatiningtias, January 28, 2020) (Akpur, 2020).

Radicalization is commonly found among youth and adults around the age of 15-30 years (Doret J. de Ruyter, 2011). Youth and Muslims are considered to have a high vulnerability and they can be part of a community group, which is at risk of being affected by terrorist ideology (Thomas, 2016). The seeds of radicalism in junior high school students can be influenced by the environment outside the school. Hence, the teachers' attitude to respond to the emergence of the seeds of radicalism is important. It can be improved through character education, having mutual love, and caring between teachers and all students, as reported at Ricci II Catholic Middle School (Istaryatiningtias interview, 29 January 2020).

It has been reported that 186 youth were recruited to execute terror attacks from a premier school in Beslan, a city in the Republic of North Ossetia (Petkova et al., 2016). It was found that due to the physical and mental vulnerability, young adults and adolescents are easy to be misled and get involved in activities of terrorism (Coppock & McGovern, 2014). Moreover, these young adults and adolescents fail to shield themselves both morally and practically, as most of them also lack adequate financial resources of livelihood, and most importantly, the character education. This leads them to be easily fall prey to terroristic activities (ISIGUZO & OZURU, 2020).

Character education emphasizes the importance of three components to build a good character namely moral knowledge, moral feelings, and moral actions (Lickona, 1997). Character education is implemented in two ways, namely through intra-curricular and extracurricular. Moral knowledge can be instilled through classroom learning, while moral feelings and moral actions are instilled both inside and outside the classroom. Of the three components, moral actions must be developed as a daily habit. However, teachers in kindergarten and elementary school emphasize upon having good family relationship as an important factor to provide character education. If there is a good parental involvement and moral support to children, they would grow up with good character traits. This is different from the opinions of a few parents who believe that character education is the responsibility of schools without parents' involvement. According to them, the characteristics and methodologies relevant to moral adaptation and formation of good character are available only in schools (Correia & Marques-Pinto, 2016).

There are studies that have asserted that character education plays an important role in the formation of the human character. Character education comprises curriculum related to etiquettes, manners, and customs that are reflected in the real behavior of a child (Radicalisation Awareness Network (RAN), 2019). These studies believe that character education in schools can foster an attitude of mutual understanding and care for one another. In order to make teachers adopt a more constructive perspective for character education, they need to gain a broader and deeper understanding of the integration of character education in the curriculum, and to implement it in their pedagogy. Teachers also need to increase their awareness of the potential impact that character education can make in the development of an individual into a moral citizen. Hence, teachers should also be encouraged to imbibe skills to teach character education and get pedagogically oriented to moral and character education in their teaching (Vermeulen et al., 2017). The knowledge and skills teachers require will differ depending on the content being taught and the pedagogical goals. This can vary from increasing learning effectiveness in school subjects to promoting the development of special skills, such as lifelong learning and learning to learn (Aksoy-Pekacar et al., 2020; Duke & Osim, 2020; Ecclestone, 2010).

Besides, in the Indonesian context, individuals can be believed to have a good or bad personality based on the prevailing cultural norms. The concept of deradicalization is much related to the contribution that cultural or religious values make to character education. These cultural and religious values are given specific attention in some schools, which results in some children adopting practices that lead them to or dissuade them from violence and extremism (Shabana, 2017). However, the right cultural and

religious education can equip young students with necessary skills that can help them to overcome various challenges and problems in their social environment including radicalism. While cultural and religious values build good character traits in them, they also learn moral values develop abilities to discern between right and wrong in life (Nurhasanah & Nida, 2016). This also transforms them into good citizens capable of taking responsible decisions (Cubukcu, 2012). Furthermore, a highly morally embedded education improves their learning achievement (Nurhasanah & Nida, 2016) and develop social-emotional and cognitive aspects of students.

Another big concern is the development of right attitudes among teachers to prevent radicalization. Many curriculums development programs and material production centers have taken initiatives to help teachers at the Indonesian universities to deal with problems related to their attitude, in the context of students' character development. Teachers are shown how, when, and why to discuss moral principles in classrooms; what makes moral decision making and differentiate between right and wrong decisions. While teachers practice policies and guidelines in classrooms, it develops their attitude towards moral education. It reflects their commitment to character education and a positive attitude to make sincere efforts in developing the required pedagogical skills. Studies have shown that by involving teachers in character education and developing the required pedagogy, it improves teacher and student-teacher attitudes toward character education in public-school classes (Mathison, 1999; Wallenius et al., 2020).

Problem Statement

The problem faced by many universities in the current time is the seeds of radicalism developing in most middle and high school circles. Such radical ideologies are evident in schools that they might threaten the survival of the unitary nature of the Republic of Indonesia (Rustan & Hanifah, 2018). As many as 48.9% of students in Jabodetabek expressed their agreement and willingness to involve in radical activities (Munip, 2012). This has necessitated educational institutions to review and examine the extent to which character education and teacher attitudes can help in reducing the seeds of radicalism among students in Indonesia. Moreover, there is a dearth of studies on deradicalization in the Indonesian perspective, where educational institutions could play a role. Accordingly, this study sought to address this research gap by investigating the state of deradicalization and how far character education contributed to its accomplishment. This study therefore primarily aimed to assess the magnitude of the influence of character education and teacher attitudes in checking the spread of deradicalization.

Theoretical Framework

This study focused on the magnitude and the extent to which character education and teacher attitudes toward deradicalization influence the minds of the students. The research was carried out on high school students in the Pondok Aren sub district with the target objective to obtain information about the implementation of character education at these schools. The focus of this study was to find out whether the attitude of the teachers helped in preventing the seeds of radicalism. The framework of this study is shown in Figure 1:

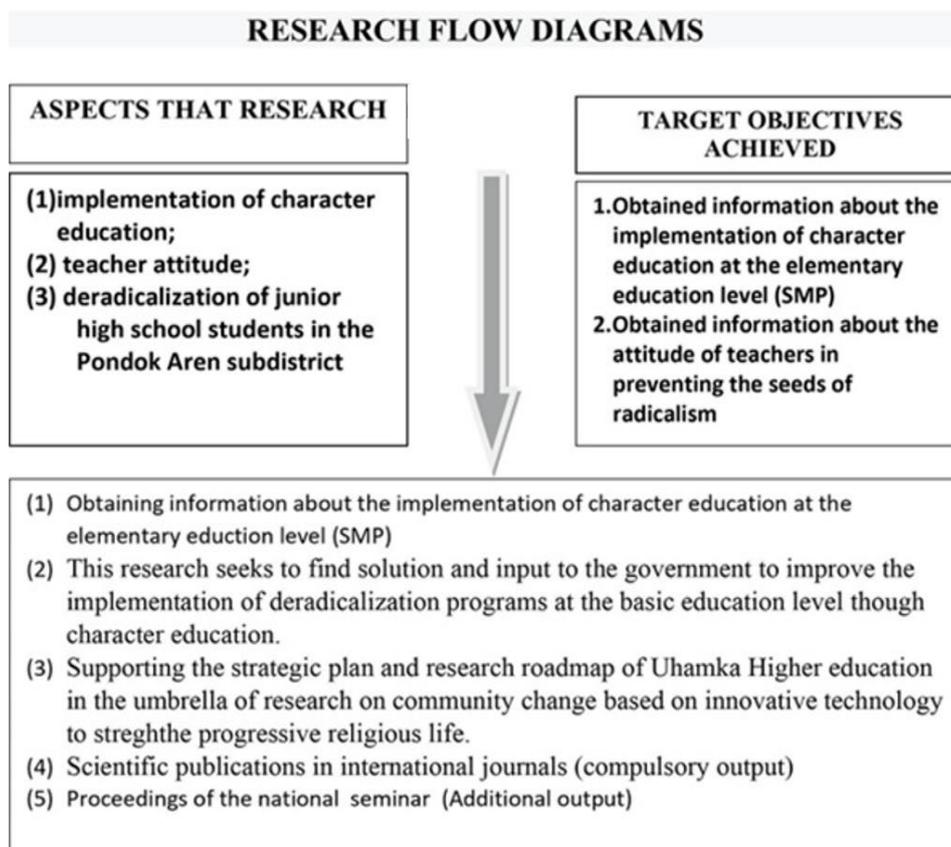


Figure 1. Framework of the study

Methodology

Research design

A quantitative research design was utilized for this study through a studied phenomenon obtaining certain conclusions through values produced from a statistical procedure and process. Through the cross-sectional research design, (Sugiyono., 2014) the study used an experimental approach to test the effects of one variable on another.

Research sample

The target population comprised 257 teachers at eight junior high schools in Pondok Aren District, South Tangerang City, Banten, Indonesia. These eight junior secondary schools could be classified as three State Junior High Schools, namely SMP 5, SMP 12, and SMP 14, and five Private Schools namely SMP Ricci 2, SMP Alazhar 3, Penabur SMP, SMP Pembangunan Jaya, and Baitul Maal Islamic Middle School. Of this population, a sample of 156 teachers was randomly selected through purposive sampling method whom questionnaires were sent. A total of 147 respondents finally responded to the questionnaire (Table 1).

Table 1

List of Schools and Number of Respondents

No.	The name of a school	Address	The amount of respondent
1.	Al Azhar 3 junior secondary school	Regency of Pondok Aren	23
2	Public Junior secondary School 12	Regency of Pondok Aren	23
3	Public Junior secondary School 14	Regency of Pondok Aren	20
4	Pembangunan Jaya Junior Secondary School	Regency of Pondok Aren	15
5	Penabur Junior secondary School	Regency of Pondok Aren	17
6	Public Junior secondary School 5	Regency of Pondok Aren	17
7	Ricci 2 Junior secondary School	Regency of Pondok Aren	14
8	Perigi Junior secondary School	Regency of Pondok Aren	18
	Amount		147

Research instruments and procedure

The research was conducted with the quantitative approach; a questionnaire was distributed to all respondents. The validity and reliability of the scale was determined with the help of three experts from different universities who gave a few suggestions, which were incorporated (Retnawati et al., 2018). This step was followed by a semi-structured interview with three selected respondents who had identified radicalization in students.

Data Analysis

The data analysis was completed with descriptive statistics using Statistical Product and Service Solution (SPSS) version 24. The analysis aimed at examining the relationships between the variables of character education on deradicalization. The data was also analyzed to check the following hypotheses:

1. There is a direct and positive effect of character education on deradicalization (X1 to X3).
2. There is a direct and positive influence on the attitude/care of teachers towards deradicalization (X2 to X3).
3. There is a direct and positive effect of character education on teachers’ attitudes/care. (X1 against X2).

The research hypotheses are written into statistical hypotheses as below and the scheme is presented in Figure 2:

- H₀: p₃₁=0
- H₁: p₃₁≠0
- H₀: p₃₂=0
- H₁: p₃₂≠0
- H₀: p₂₁=0
- H₁: p₂₁≠0

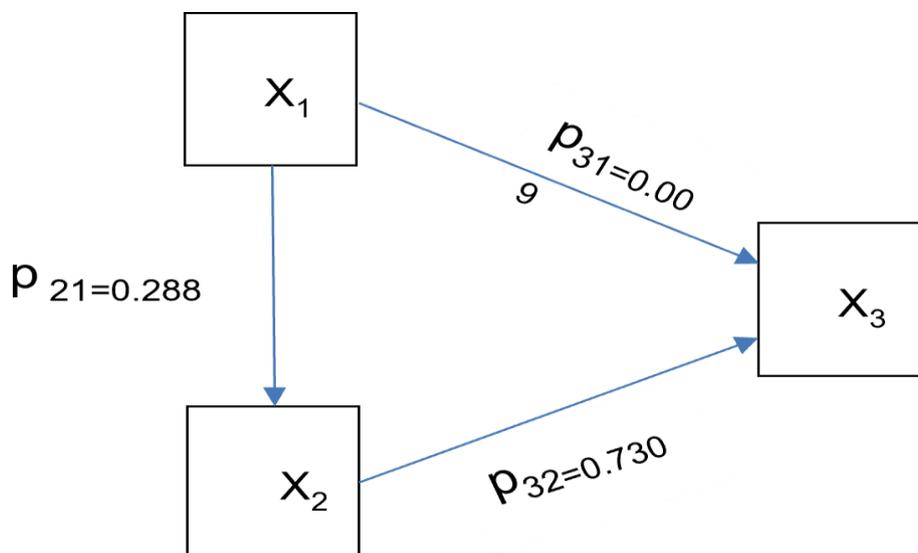


Figure 2. Constellation Effect of X1, X2 on X3

Results

The study results are based on the questionnaire data received back from the sampled eight schools. The processed data included one independent variable, which included 14 deradicalization items, 20-character education items, and 17 items on teacher attitudes, especially regarding the teacher's concerns about the seeds of radicalization. In total, 147 respondents (teachers) returned questionnaires, making a gross total of 7,497 items.

Table 2 shows that all the schools included in the study submitted research questionnaires; the highest number of respondents came from Al-Azhar 3 Middle School and 12 Middle School (reflecting the conditions of public and private schools) respectively, by 15.7%, while the lowest number of respondents came from Ricci 2 Junior High School, by 9.6%. A graphical depiction is provided in Figure 3.

Table 2

Number of Items Processed according to School and Variable

No.	School	Variable		
		Education	Attitude	Deradicalization
1	Al Azhar 3 Junior secondary school	460.0	391	322
2	Public Junior secondary school 12	460.0	391	322
3	Public Junior secondary school 14	400.0	340	280
4.	Pemb. Jaya Junior secondary school	300.0	255	210
5	Penabur Junior secondary school	340.0	289	238
6	Public Junior secondary school 5	340.0	289	238
7	Ricci 2 Junior secondary school	280.0	238	196
8	Perigi Junior secondary school	360.0	306	252
Amount		2940.0	2499	2058

Percentage of Respondents' Answers Per School

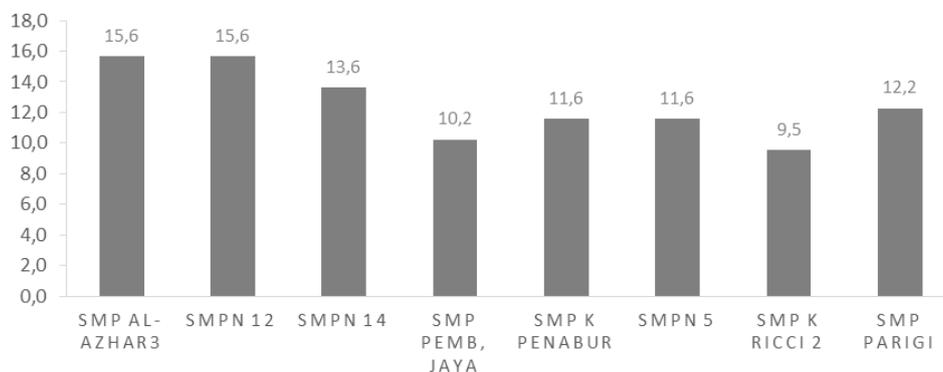


Figure 3. Percentage of Respondents' Answers according to School

Statistical analysis was done by using SPSS version 24. Descriptive analysis for the three research variables on the respondent's answers for each variable is presented in Table 3. Table 3 shows that the average score of answers from 147 respondents regarding character education intensity is 71. The highest score was 80 and the lowest was 55 (range of 25). Considering the standard deviation as a measure of the diversity of data, it is revealed that a score of 6.0 implies that there is little diversity of respondents' answers even though some variation was seen. In terms of the answer mode, the respondent's most frequent answer score was 74 (greater than the average value of 71 and a median of 71). This illustrates that respondents' answers are concentrated on the right-hand side in the frequency distribution graph. Therefore, most respondents believed that character education activities in schools were of high intensity.

Table 3

The Result of Descriptive Statistics of Character Education Variables

Character education implementation	
Mean	71.0
Standard Error	0.5
Median	71.0
Mode	74.0
Standard Deviation	6.0
Sample Variance	36.3
Kurtosis	-0.1
Skewness	-0.6
Range	25.0
Minimum	55.0
Maximum	80.0
Sum	10440.0
Count	147.0

The same tendency is also shown by skewness (in this case equal to .06). The score with this negative sign shows that the frequency distribution graph is left-slung, suggesting that the respondent's answer is far from the lowest score. Descriptive analysis shows that, in the respondents' opinion, implementing character education in schools is highly intense according to various statistical information conducted by researchers (in terms of average scores, mode and skewness, and standard deviations).

Table 4 shows that the average score of answers from 147 respondents regarding the attitudes and concerns of teachers toward character education and deradicalization is 65.4. The highest score was 68.0, and the lowest score was 40 (range of 28). Considering the standard deviation as a measure of diversity, the data shows a score of 4.7 implying that there is little diversity of respondents' answers even though some variation was seen. In terms of the answer mode, the most frequent score of respondent's answers was 68 (greater than the average value (65.4)). This illustrates that the respondent's answers were concentrated on the right-hand side in the frequency distribution graph. Therefore, most of the respondents believed that teachers cared about character education and deradicalization efforts in schools were of high intensity. This same tendency is also seen by skewness (in this case as -2.4).

Table 4

Descriptive Statistics of Teacher Attitudes and Concern Variables

Care of the teacher	
Mean	65.4
Standard Error	0.4
Median	68.0
Mode	68.0
Standard Deviation	4.7
Sample Variance	21.9
Kurtosis	6.8
Skewness	-2.4
Range	28.0
Minimum	40.0
Maximum	68.0
Sum	9617.0
Count	147.0

In Table 4, the scores with a negative sign indicate that the frequency distribution graph is left-slung which means that the respondent's answers are far away from the lowest score. Descriptive analysis also shows that, in the respondents' opinion, the teacher's attitude or teacher's concern for character education in schools is high, as viewed from various statistical information conducted by researcher (judging from the average score, mode, and skewness, as well as standard deviations).

Table 5

The Result of Descriptive Statistics of Deradicalization

Deradicalization	
Mean	50.0
Standard Error	0.3
Median	50.0
Mode	52.0
Standard Deviation	3.2
Sample Variance	10.0
Kurtosis	-0.5
Skewness	-0.4
Range	15.0
Minimum	41.0
Maximum	56.0
Sum	7357.0
Count	147.0

Table 5 presents the average score of responses from 147 respondents as 50.0, an outcome of teachers’ attitudes and concerns towards character education and deradicalization. The highest score was 56.0 (highest score), and the lowest score was 41.0 (range of 15). Considering the standard deviation as a measure of diversity, the data shows a score of 3.2, implying that there is little diversity of respondents’ answers even though some variation was seen. In terms of the answer mode, the most frequent score of respondent's answers was 52.0 (greater than the average value 50.0), and also the median (50.0). This illustrates that the respondent's answers are concentrated on the right-hand side in the frequency distribution graph, which means that most of the respondents believe that teachers care about character education and the deradicalization efforts in schools are of high intensity. The same tendency is also seen in skewness (in this case as -0.4). Scores with this negative sign indicate that the frequency distribution graph is left-slung, which means that the respondent's answer is far away from the lowest score. Descriptive analysis further reveals, in the respondents’ opinion, that the teacher's attitude for character education in schools is highly viewed from various statistical information conducted by researchers (judging from the average score, mode, and skewness, as well as standard deviations). Figure 4 visually reinforces these conditions.

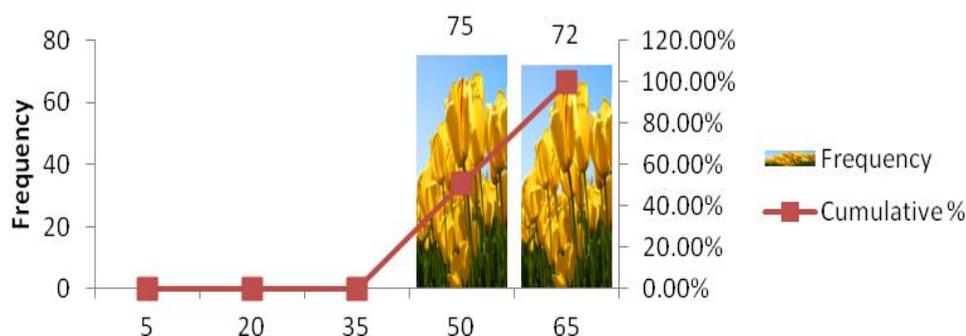


Figure 4. Histogram of Deradicalization

The tabulation results, shown in Table 6, indicate that 51.02% (75 people) of teachers stated that deradicalization efforts had been carried out in schools, and 48.98% (72 people) teachers stated that schools had carried out high intensity deradicalization.

Table 6

The Cumulative Frequency Percentage of Deradicalization

Interval class	Frequency	Cumulative %
25	0	0.00%
>25-45	0	0.00%
>45-65	26	17.69%
>65-85	121	100.00%

Notes:

= <25 Low

> 25-45 Medium

> 45-65 Height

> 65 Very high

The low relationship between teacher attitudes and education suggests that character education efforts are not seriously followed by attitudes or concerns of teachers toward deradicalization. This conclusion needs to be continued with a path analysis that can show the influence between the three research variables as follows:

1. A direct and positive influence of character education on deradicalization of 0.009 value was seen. This data analysis results showed that the coefficient of a direct and positive influence of character education on deradicalization was $p_{31} = 0.009$ or 9% (very small). In contrast to research by Gordon Jr (2014), who observed that violent behavior among junior high school students and general boys would always increase and the problem cannot be resolved, which is also consistent with the results of research by Sukarieh and Tannock (2016) Education is a powerful weapon. Anti-radicalization policies in schools can equip young people with knowledge, skills, and critical thinking to challenge and debate in an informed way, and education can play a strong role in encouraging young people to challenge deviant ideas.
2. A direct and positive influence on teachers' attitudes toward deradicalization of 0.730 value was seen. This data analysis results showed that the coefficient of the direct and positive influence of the teacher's attitude toward deradicalization was $p_{32} = 0.730$ or 73%, which is quite high. This is supported by Pels and De Ruyter (2012), in his research on the "Influence of Education and Socialization on Radicalization: An Exploration of Theoretical Presumptions and Empirical Research." This reveals a gap in the influence of education on preventing radicalization because schools and families are socially underappreciated. Therefore, the gap must be closed with a better understanding of the influence of education to help parents and teachers prevent radicalization.
3. A direct and positive influence of character education on teacher attitudes of 0.288 value was seen. The data analysis results showed that the large coefficient of a direct and positive influence of character education on teacher attitudes was $p_{21} = 0.288$ or 28.8% (small). The results of this study are consistent with previous research (Mathison, 1999) who stated that a teacher strongly supports the existence of character education in schools (75%) and agrees that the main responsibility for character education lies at home (85%), and teachers and students who do not agree that moral education is more important in elementary classes (53%).

The first hypothesis of this study aimed to test the direct and positive relationship between character education and deradicalization. It was rejected because (H_0 is accepted), the p-value for Education $> \alpha$ is $0.288 > 0.05$ (see Table 7 of output results "Coefficients"). The second hypothesis aimed to test the direct and positive attitude/care for teachers towards deradicalization. It was accepted because (H_0 is rejected), p-value Attitude/concern $< \alpha$ is $0.000 < 0.05$. (See Table 7 of output results "Coefficients"). The third hypothesis stating that there is a direct and positive effect of character education on teachers' attitudes/cares is accepted (H_0 is rejected) because r value $< \alpha$ is $0.000 < 0.05$. (See Table 7 of output results "Correlations"). The results of data analysis show that the coefficient of the direct and positive influence of character education on deradicalization was $p_{31} = 0.009$ (very small). Meanwhile, the influence of teachers' attitude/concern towards deradicalization is $p_{32} = 0.730$ (medium-high). While the effect of character education on teacher attitudes/cares is $= 0.288$ (small).

Table 7

Correlation between Character Education, Teacher Attitudes and Deradicalization Correlations

		Education	Attitude	Deradicalization
Education	Pearson Correlation	1	.288**	.219**
	Sig. (2-tailed)		.000	.008
	N	147	147	147
Attitude	Pearson Correlation	.288**	1	.733**
	Sig. (2-tailed)	.000		.000
	N	147	147	147
Deradicalization	Pearson Correlation	.219**	.733**	1
	Sig. (2-tailed)	.008	.000	
	N	147	147	147

** . Correlation is significant at the 0.01 level (2-tailed).

Processing with SPSS produces three tables as follows:

- a. Summary Model
- b. Anova
- c. Coefficients

The table model summary (Table 8) shows that the magnitude of the contribution of endogenous variables (character education and teacher attitudes) to deradicalization is 53.7%. This shows that other factors, amounting to 46.3%, contribute to the formation of deradicalization. The correlation table above shows that the level of correlation between education and teacher attitudes is also small even though there is a significant relationship between education and teacher attitudes. Attitudes about the relative importance of character education in K-6 classrooms and 7-12 classrooms are somewhat different. More than half the teachers and student teachers disagree that moral education is more important in elementary classrooms (53%) (Mathison, 1999). This study's results confirm that classical educational factors are no longer effective factors in shaping students' positive character or deradicalization. Likewise, the teacher's concern for character education does not show a large contribution.

Table 8

Determination Coefficient Summary Model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.733 ^a	.537	.530	2.181

a. Predictors: (Constant), ATTITUDE, EDUCATION

The ANOVA table (Table 9) shows the regression model can be used to predict the level of derad-icalization. Character education and teacher attitudes/concerns together can be used to predict the level of student deradicalization. This is indicated by p-value <α which is 0,000 <0.05.

Table 9

ANOVA Regression Test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	793.872	2	396.936	83.464	.000 ^b
	Residual	684.835	144	4.756		
	Total	1478.707	146			

a. Dependent Variable: DERADICALIZATION

b. Predictors: (Constant), ATTITUDE, EDUCATION

The coefficients table (Table 10) shows that the multiple regression model can be formulated as follows:

$$X3 = 17.3 + 0.01 X1 + 0.497 X2$$

This equation informs us that changing 1 unit X1 will change the amount of X3 by 0.01 unit X1 what if X2 is in control, and changing 1 unit X2 can change X3 by 0.497 units X2 if X1 is in control.

Table 10

The Path Coefficient Test of Character Education and Teacher Attitudes

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	17.328	2.922		5.930	.000
	Education	.005	.031	.009	.149	.882
	Attittude	.497	.040	.730	12.329	.000

a. Dependent Variable: DERADICALIZATION

From the statistical analysis of the data from 147 respondents indicates that:

1. Judging from descriptive statistics, respondents' answers indicate that they lead to "high or very high" answers. This reflects a very positive answer.
2. The character education variable indicates teacher attitudes show positive and significant relationships. The relationship is high medium (medium high), which is between the variable attitudes/concerns of teachers and deradicalization. While the relationship between character education and deradicalization is low, so too is the relationship between character education and teacher caring attitudes.

3. The relationship between character education and teacher attitudes, although small, is significant.
4. The hypothesis that there is a direct and positive relationship between character education and de-radicalization is rejected because (H0 is accepted). This concludes that there is no influence of character education on deradicalization.
5. The hypothesis which states that there is a direct and positive influence on teacher attitudes/exceptions toward deradicalization is accepted because (H0 is rejected). This states that there is a positive direct effect on the attitude/concern of the teacher toward deradicalization.
6. The endogenous variables' contributions (character education and teacher attitudes/concerns) to de-radicalization are 53.7%. That other factors contributed 46.3%.

Discussion

Deradicalization is the most important instrument in combating radicalization (Elshimi, 2015). Radicalism is caused by two factors, from own self (internally), as well as from environmental factors and technological/external developments (Rustan & Hanifah, 2018). Radicalization and terrorism cannot be considered as mere social movements, but as ideologies that cannot be easily eradicated by one party (Hasibuan & Alvian, 2017). Therefore, it is important to carry out early detection, prevention, and rapid handling of radicalization, such as character education in schools, and habituation that is carried out by teachers with commendable examples and behaviors that become role models for students. However, this habituation must also be supported by parents at home, so they consistently behave with noble character (Connie's interview January 30, 2020, at Al-Ashar Middle School).

It is evident in the current scenario that students who had the potential to become radical in junior high schools underwent significant changes, in terms of paradigm shifts in curriculum and pedagogies, religious ideologies, national ideologies, as well as in daily interactions. Several students were earlier involved in bullying and extortion against other schools and underclassmen. And at the beginning of the program, those students still had radical and extreme thoughts. One of the students, for example, had a view that the interaction between Muslim and non-Muslim students is not necessary and the other student even thought that the disbeliever must be killed, there was no need to respect teachers nor to participate in the flag ceremony. However, the program led the paradigm shift to a positive direction. After being fostered by the principal and teachers, they were willing to memorize Pancasila, participate in the flag ceremony, interact with non-Muslim students, respect teachers, and accept the opinions of other students (Istaryatiningtias, interview, 2020).

In this study, regression and correlation formula were used for hypothesis testing. The first, second, and third hypotheses were analyzed by simple regression and correlation formula. Then, the next step was measuring correlation using Path Analysis. The three research variables were positively and significantly interrelated at alpha 0.01. The relationship between character education and deradicalization was found low, but the relationship between teacher attitudes and deradicalization was seen moderate. The data showed that building teacher attitudes or caring teachers was very important for effective deradicalization among students. These study results are consistent with previous research of Gordon Jr (2014), who studied effects of character education on the incidences of physical altercations among eighth grade boys. The results are also in line with the research on deradicalization in the implementation of Islamic education curriculum in SMA Masamba South Sulawesi (Rustan & Hanifah, 2018).

This study shows that character education in Indonesia has a positive impact on developing student character, especially to counteract the seeds of radicalism. This is supported by Agboola and Tsai (2012) that the implementation of character education in schools gives positive results, reducing the number of dropouts and negative behavior on students. Doosje et al. (2016) found that character education reduces negative behavior and increases students' understanding of values/characters. Character education also affects teachers' attitudes related to deradicalization or prevention of radical behavior. According to the results, the magnitude of the influence of teacher's attitudes towards deradicalization was quite high (0.730) and the results of interviews with respondents show that schools have incorporated character education into the curriculum. Several factors influence the successful implementation of character education in Indonesia, one of which is the teacher's example as a role model in setting a good example and teaching good values to students. The inculcation of character education values is done by habituation.

How do radicals respond to deradicalization? Previous research has positively taken deradicalization as an important form of intervention to tackle violent radicalism (Chernov Hwang, 2017; Fink & Hearne, 2008; Horgan & Braddock, 2010; Muhammad & Hiariej, 2021; Neumann, 2010). In Indonesia, the effort to deradicalize religion in the 2013 curriculum was to integrate character education with all subjects. The difference in the New Order era is that character education in the curriculum has been listed as an Islamic Religion subject, along with Pancasila and Citizenship Education (PPKn) subjects. Indonesia urgently needs such interventions to counter the existing violence and prevent similar problems from reoccurring in the future.

Conclusion, Implications and Limitations

The implementation of character education still needs to be improved in the form of student involvement outside of classical lessons. The implementation of character education through the classical method will only inform knowledge. Although the character must be formed in the form of real behavior that can be observed when students interact well inside or outside school. In an example, the teacher is a factor that can strengthen the effectiveness of deradicalization among students. The influence of exemplary teachers will undoubtedly complement character education that is carried out classically, both integrated and separately because teacher exemplary should be part of the student character-building curriculum. This study can improve the teacher attitudes/cares for the formation of student character because it is proven that teacher attitudes/cares can affect deradicalization. The time portion of integrated character education needs to be increased to ensure the effectiveness of character education. The portion of time allocated to character education is temporarily not sufficient in countering radicalization by irresponsible parties. As an activity program, the implementation of deradicalization can take the form of identification, rehabilitation, re-education, and re-socialization efforts for individuals or community groups who are affected by radical beliefs by prioritizing the principles of empowerment, human rights, the rule of law, and equality. In junior high school, exemplary attitudes of teachers and character education can influence student behavior to counteract extreme behavior that leads to radicalism.

The scope of future studies includes further research on the implementation of character education, the role of teachers, and the role of parents in SMA in Pinang District,

Tangerang Municipality, Banten. Research can also be carried out on parenting perspectives for the sustainability of character education and early prevention of the seeds of radicalism in Pondok Aren District, South Tangerang, Banten. The implication of this study lies in making significant changes, in terms of paradigms, religious ideologies, national ideologies, as well as in daily interactions. It is important to educate students to develop religious tolerance and avoid radical and extreme thoughts and stay away from bullying and extortion against other schools and classes, or against the non-Muslims.

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