

DERADICALIZATION OF ISLAMIC TEACHING AT PUBLIC SENIOR HIGH SCHOOL IN PARIAMAN CITY, WEST SUMATRA

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Abstract

The phenomenon of violence in the name of Islam gains various responses by which Muslims are often spacegoated. Jihad value which is thought in Islam is often used as an alibi to justify violence. An education system such as high school is the perfect place to teach religious radicalism. It is like two sides of a coin; on the one hand, the instruction can help religious teachers instill Islamic teachings, but on the other hand, it tends to provoke students to become intolerant. The focus of this research was the teachers and students of Public Senior High School Number 1 of Pariaman City, West Sumatra. Qualitative method was used in conducting this study. It aimed at finding deradicalization activities of Islamic religious learning at Senior High School Number 1 of Pariaman City. The result of the study shows that high school students are the perfect objects to accept the doctrine of radicalization. Hence, high school students are often targeted as terrorist recruitment targets. The government through schools has the capability to make tools to identify radical ideas taught to the students, one of which was carried out at Senior High School Number 1 of Pariaman City through deradicalization of Islamic teaching.

Keywords: Deradicalization; Islamic Teaching; Pariaman City; Senior High School; Social Action.

Abstrak

Fenomena kekerasan atas nama agama Islam memiliki berbagai tanggapan sehingga pemeluk agama Islam sering dikambinghitamkan. Jihad yang terdapat di Islam acap kali digunakan sebagai alibi dalam membenarkan kekerasan. Sistem pendidikan seperti SMA merupakan wadah yang sempurna dalam mengajarkan radikalisme paham keagamaan. Hal ini bagai dua sisi mata uang; satu sisi dapat membantu guru agama untuk menanamkan ajaran Islam, namun di sisi lain Islam yang diajarkan cenderung memancing pelajar menjadi intoleran. Yang akan menjadi fokus dalam penelitian ini ialah guru dan pelajar SMA Negeri 1 Kota Pariaman, Sumatra barat. Adapun tujuan dilakukannya penelitian ini ialah untuk menjelaskan kegiatan Deradikalisasi Pembelajaran Agama Islam di SMA Negeri 1 Kota Pariaman. Metode yang digunakan dalam penelitian ini ialah metode kualitatif. Tujuan penelitian ini untuk mencari tahu tentang kegiatan Deradikalisasi Pembelajaran Agama Islam di SMA Negeri 1 Kota Pariaman. Hasil penelitian menunjukkan bahwa pelajar SMA merupakan objek yang empuk untuk menerima doktrin radikalisasi. Itulah mengapa para pelajar SMA sering dijadikan sebagai target rekrutmen teroris. Pemerintah melalui sekolah punya keleluasaan untuk membuat perangkat dalam mengidentifikasi masuknya paham radikal kepada siswanya, salah satunya yang dilakukan di SMAN 1 Kota Pariaman melalui kegiatan deradikalisasi pengajaran agama Islam.

Kata Kunci: Deradikalisasi; Pengajaran Islam; Kota Pariaman; Sekolah Menengah Atas; Aksi Sosial.

INTRODUCTION

The phenomenon of violence in the name of Islam has an impact on Muslims as the one to blame. The command of jihad contained in Islam is often used as an alibi to justify violence in the name of religion.¹ As the followers of Islam, on the one hand, Muslims' view point will consider that terrorism is not a religious teaching but a response to the political system of developed countries that gives harm to Muslims.² On the other hand, some argue that violence under the pretext of religion is a jihad in upholding the truth, preventing evil, and establishing perfect Islamic teachings.³

However, it often happens that some followers of Islam accuse individuals who are against them before analyzing the real issue.⁴ Is the learnings done by Muslims so far on the basis of negative sentiments towards certain groups and religions? Is it true that radicalism that ignites violence on the basis of religion also arises because of the intolerant Islamic teachings? If the phenomenon of radicalism in the Islamic learning system does occur, how to overcome it?⁵

Generally, there are important points to answer some of the questions above, namely by strengthening religious and moderation understandings which are provided in Islamic religious learning. The reason for strengthening

religious understanding has an inseparable relationship with the efforts to overcome the emergence of conservative religious thoughts that are still reluctant to accept the reality of diversity and differences. However, there is a contradiction from the point of view of this religious understanding which in general is more likely to lead to the efforts to create a new identity in expressing resistant religious attitudes.⁶

The above problems must be resolved immediately so that Islamic learning in the future will be advanced and superior which is based on tolerance and mutual respect and the reflection of Islam as a religion of peace.⁷

Intolerant learning and education systems as well as doctrines that are contrary to religious values are the perfect platform for creating seeds of radicalism for high school students. It is like two sides of a coin, on the one hand, the instruction can help religious teachers instill Islamic teachings, but on the other hand, it tends to provoke students to become intolerant.⁸

According to Azyumardi Azra, students are potential objects in indoctrinating radicalism. It can be seen in several studies which explain that prospective organizational members who are high school students are molded to have radical thinking.⁹ High school students are in

¹ Umi Sumbulah, "Agama, Kekerasan Dan Perlawanan Ideologis," *ISLAMICA: Jurnal Studi Keislaman* 1, no. 1 (2014): 1, <https://doi.org/10.15642/islamica.2006.1.1.1-11>.

² Aprillani Arsyad, "Pandangan Agama Islam Mengenai Terorisme, Kekerasan, Dan Jihad," *Jurnal Ilmu Hukum* 2, no. 4 (2010): 74-79, <https://media.neliti.com/media/publications/43185-ID-pandangan-agama-islam-mengenai-terorisme-kekerasan-dan-jihad.pdf>.

³ Maiti and Bidinger, *Radikalisme Agama Dan Tantangan Kebangsaan, Journal of Chemical Information and Modeling*, vol. 53, 1981.

⁴ Tim Peneliti Yayasan Paramadina, *Kontroversi Gereja Di Jakarta*, ed. Endy Saputro (Yogyakarta: CRCS, 2011).

⁵ Inayatul Ulya, "RADIKALISME ATAS NAMA AGAMA: Tafsir Historis Kepemimpinan Nabi Muhammad Di Madinah," *Addin* 10, no. 1 (2016): 113, <https://doi.org/10.21043/addin.v10i1.1131>.

⁶ Aziz, dkk. *Implementasi Moderasi Beragama Dalam Pendidikan Islam, Paper Knowledge. Toward a Media History of Documents* (Jakarta, 2019).

⁷ E A Rofi'ah, "Implementasi Pembelajaran Pendidikan Agama Islam Dalam Menumbuhkan Budaya Toleransi Antar Umat Beragama: Studi Multisitus Di SMA Nasional Dan ...," 2018, <http://etheses.uin-malang.ac.id/12122/>.

⁸ Muhammad Wildan et al., *Menanam Benih Di Ladang Tandus*, ed. Saptoni (Yogyakarta: CISForm Universitas Islam Negeri (UIN) Sunan Kalijaga, 2019).

⁹ Saifuddin Saifuddin, "RADIKALISME ISLAM DI KALANGAN MAHASISWA (Sebuah Metamorfosa Baru)," *Analisis: Jurnal Studi Keislaman* 11, no. 1 (2011): 17-32, <http://ejournal.radenintan.ac.id/index.php/analisis/arti cle/view/605>.

the middle of transition periode from childhood to adulthood. It means high school students still figure their identity out. Their activities are also related to daily life.¹⁰

James W. Fowler in 2016 explained about the process of developing self-confidence in human's life. According to him, high school students are in the third phase which is considered usual by society. In this phase, high school students are vulnerable to external influences. They have a tendency to be a copycat to justify a belief by a critical thinking.¹¹

High school students are easy target to accept doctrines that are not in accordance with religious values. That is why high school students are often targeted for recruiting terrorist members.¹² In 2017, a postgraduate student of Paramadina College, Marwan Idris, studied the relationship between radical articles and high school students' mentality. The result of this study indicates that students who are exposed more to radical Islamic teachings are high school students. By providing articles containing extremist substance, the students were detected in having urge to take extreme actions.¹³

It also shows that male students are more easily influenced than female students. The result of the study shows that male students who were given the radical content in some media became more extremist. In the investigation, it was also found that they were much inspired by political news. Meanwhile, female students were more interested in entertainment news or soft news.¹⁴

According to Marwan, high school students are easily influenced by excessive Islamic news content. It happened due to lack of ability to confirm or check the content. The intended data is regarding strict agreements that are read legally. The underlying data can transmit what information should or should not be titled in order to limit the potential of radicalism.¹⁵ Schools are not the only shield against Islamic radicalism. The authorities through schools have been careful in making instruments to identify parts of extremist thinking by their students, of which was completed by Senior High School Number 1 of Pariaman City.¹⁶

The Mayor of Pariaman City, Genius Umar, conveyed the importance of preventing radicalism or deradicalization activities among the students of Senior High School Number 1 of Pariaman City. High school students must improve their critical thinking to see and analyze the development of radicalism around them. Usually, this doctrinal process went unnoticed by the students of Senior High School Number 1 of Pariaman City and later it expanded, so that many students were possessed by radicalism. Deradicalization activities were started for high school students with the socialization through Islamic religious learning to provide understanding to high school students about the dangers of radicalism and terrorism. No matter how strong the terrorist doctrine is put into high school students, the spirit of deradicalization should be even stronger. This deradicalization among high school students

¹⁰ Guspri Devi Artanti Khusnul Khotimah, Shinta Doriza, "Perbedaan Kemandirian Remaja Berdasarkan Status Pekerjaan Ibu," *FamilyEdu* 1, no. 2 (2015): 99–120.

¹¹ Johan Hasan, "Sumbangsih Pemikiran James W. Fowler Dalam Pendidikan Agama Di Perguruan Tinggi Indonesia," *Respons: Unika Atma Jaya* 23, no. 02 (2018): 185–204.

¹² Faridi, "Internalisasi Nilai-Nilai Pai Di Sekolah," *Progresiva: Jurnal Pemikiran Dan Pendidikan Islam* 5, no. 1 (2014): 1–12, <https://doi.org/10.22219/progresiva.v5i1.2050>.

¹³ Zalik Nuryana, *Kurikulum 2013 Dan Masa Depan Pendidikan Agama Islam Di Indonesia*, ed. Arif Rahamn, 1st ed. (Depok, 2019), <https://doi.org/10.31219/osf.io/4j6ur>.

¹⁴ Nuryana.

¹⁵ Nuryana.

¹⁶ S Usman, Z Qodir, and J Hasse, "Radikalisme Agama Di Indonesia," *Yogyakarta: Pustaka Pelajar*, 2014, 1–240, [http://repository.umy.ac.id/bitstream/handle/123456789/28248/Bab I Pendahuluan.pdf?sequence=1](http://repository.umy.ac.id/bitstream/handle/123456789/28248/Bab%20I%20Pendahuluan.pdf?sequence=1).

continues to be echoed by the Mayor of Pariaman City starting from the smallest unit.¹⁷

Pariaman Mayor's statement is also in line with the statement given by the Pariaman City Police Chief who assessed the need for intensive socialization to counter radicalism in schools and campuses. This is an effort by the police by the police to prevent the entry of radicalism in education.

The Pariaman Police Chief said educational institutions such as schools and campuses were prone to terrorist groups infiltrating and spreading radicalism. "The arrest of 3 perpetrators in Riau University campus early 1st month was a warning that radicalism has begun to attract students," he said during an anti-tolerance, radicalism, and terrorism socialization at STIE campus of West Sumatra. According to the Police Chief, a deradicalization process is needed to be carried out at Pariaman schools. Efforts to detect early radicalism is necessary. In addition, this step must get support from the community.

Based on the description of the background above, the researcher focuses the study on the deradicalization of Islamic learning in Senior High School Number 1 of Pariaman City. Qualitative method was used in conducting this research.¹⁸ Creswell defines qualitative study as an approach to develop knowledge statement based on constructive and participatory perspective. Creswell also explains more detail that in this study knowledge is developed from various sources and data obtained by the researcher.¹⁹

In this case, the author describes the activities of deradicalization of Islamic religious teaching carried out by Senior High School Number 1 of Pariaman City by using qualitative data in the form of words, documents, and

images related to the object of research. The problem formulation of this research is how is the form of deradicalization activities in Islamic religious learning at Senior High School Number 1 of Pariaman City.

There are two advantages of this research: First, theoretical advantage. For scientists, this research contributes to creating abilities in sociological studies. For readers, this exploration is expected to provide accurate data related to the deradicalization of Islamic learning at Senior High School Number 1 of Pariaman City. Second, practical advantages for millennial Muslims: this research is expected to provide to all components in the area of teaching related to the interaction of deradicalization of syar'i learning at high school level. For the city: this research gives hope to increase the knowledge of community deradicalization in Islamic learning at Senior High School Number 1 of Pariaman City.²⁰

PROFILE OF SENIOR HIGH SCHOOL NUMBER 1 OF PARIAMAN CITY

Senior High School Number 1 of Pariaman City is the oldest high school in this city which was built on October 31st, 1955. This school is located in the center of Pariaman City which is approximately 1 KM from the center of Pariaman City Government which is located on Jalan Prof. M. Yamin SH, No. 38, Pariaman, Kampung Baru Village, Pariaman Tengah Sub-district, Pariaman City. The school's statistic number is 301080501001 and its National School Number is 10207309. This school is accredited A which was received in 2016.

In the academic year of 2020/2021, this school had 862 students. There were 9 classes of 10th graders (288 students), 9 classes of 11th graders (288 students), and 9 classes of 12th

¹⁷ Pariaman.go.id, "Pariaman.Go.Id," 2019.

¹⁸ Farida Nugrahani, *Metode Penelitian Kualitatif Dalam Penelitian Pendidikan Bahasa*, ed. Farida Nugrahani, 1st ed., vol. 1 (Surakarta, 2008), <http://digilibfkip.univetbantara.ac.id/materi/Buku.pdf>.

¹⁹ A. Supratiknya, *Metode Penelitian Kuantitatif Dan Kualitatif Dalam Psikologi*, ed. A. Supratiknya, 1st ed. (Yogyakarta, 2015).

²⁰ Supratiknya.

gaders (286 students), who were taught by 64 teachers.

Senior High School Number 1 of Pariaman City is an *adiviyata* school where all school personnel play a role in supporting this program. It will help create the perfect and solid school climate. This *adiviyata* school can broaden the awereness of the school community about the importance of a strong lifestyle in behavior and increase the tendency through the practice, particularly about how to protect, prevent, and really focus on climate, problem solving, and bringing individuals closer to the importance of climate and the potential around it as an ally of life.

Potential and resources of Senior High School Number 1 of Pariaman City:

1. Human resources. Each of the teachers has bachelor degree based on the subject she/he teaches and promises to improve their ability to be advanced (mindset, teaching approach, school culture);
2. More developed infrastructure;
3. Great support and participation of parents and community as part of school committee;
4. The potential of school location which is in coastal area shows the characteristics of the zone;
5. The students have academic potential that result in achievements. In 2017, there were 2 students who passed the student exchange selection to America and Belgium.
6. The students also receive many non-academic acheivements such as FLS2N and O2SN.

Based on this analysis, in academic year of 2020/20221 this school has developed a curriculum which is appropriate to the global level.

Senior High School Number 1 of Pariaman City believes that its *Civitas Académica* are ready to compete in local, national, and global level.

Education planning of this high school is regarding teaching and learning practice, methodologies, particularly the variety of

insights approach, dynamic learning approach, and teaching civic values.

Dynamic learning is expected to empower various potential of students' learning outcomes. The implementation of dynamic learning will boost the development, creativity, empowerment of social learning goals, and national character in the field of public schools. This aim will be effective if the teachers focus on students' learning inspiration which is supported by reliable administration.

Chairman and structure as well as with the approval of Senior High School Number 1 of Pariaman City set the program goals for short term, mid term, and long term. The program targets are expected to understand the potential and quality of the school unit as follows:

Table 1. Program Objectives

1 YEAR-PROGRAM GOALS (2016/2017) (Short Term Program)	4 YEAR-PROGRAM GOALS (2018/2021) (Midterm Program)	8 YEAR-PROGRAM GOALS (2022/2029) (Long Term Program)
Attendance of students, teachers, and employees is more than 95%	Attendance of students, teachers, and employees is more than 98%	Attendance of students, teachers, and employees is more than 100%
The target of achieving the average score of the national exam is 8.5	The target of achieving the average score of the national exam is 8.7	The target of achieving the average score of the national exam is 9.0
85% of graduates can be accepted at state universities either through SNMPTN or SBMPTN	95% of graduates can be accepted at state universities either through SNMPTN or SBMPTN	99% of graduates can be accepted at state universities either through SNMPTN or SBMPTN
80% of Muslim students can recite the Quran properly and correctly	85% of Muslim students can recite the Quran properly and correctly	90% of Muslim students can recite the Quran properly and correctly
Excellent self-development or extracurricular groups (science,	Excellent self-development or extracurricular groups (science, sports, and arts) can win at the	Excellent self-development or extracurricular groups (science, sports, and arts) can win at the

sports, and arts) can win at the city, provincial, and national level	city, provincial, and national level	city, provincial, national, and international level
75% of students can speak/use English actively	85% of students can speak/use English actively	95% of students can speak/use English actively
80% of students are able to operate Ms Word, Ms Excel, Power Point and Internet programs	95% of students are able to operate Ms Word, Ms Excel, Power Point and Internet programs	99% of students are able to operate Ms Word, Ms Excel, Power Point and Internet programs
75% of teachers are able to operate Ms Word, Ms Excel, Power Point and Internet program	85% of teachers are able to operate Ms Word, Ms Excel, Power Point and Internet program	99% of teachers are able to operate Ms Word, Ms Excel, Power Point and Internet program
10 classrooms are equipped with computer and LCD permanently	20 classrooms are equipped with computer and LCD permanently	27 classrooms are equipped with computer and LCD permanently
Having 1 reading room in the library that is air conditioned and using ICT service	Having 2 reading rooms in the library that is air conditioned and using ICT service	Having 3 reading rooms in the library that is air conditioned and using ICT service

DERADICALIZATION ACTIVITIES OF ISLAMIC RELIGIOUS TEACHING

Deradicalization can be done in various ways. Peace education is one of the effective ways. This education is run in teaching the reality of diversity in religion, race, ethnicity, culture, and language. Students will be able to distance themselves from extreme and radical attitudes and actions, especially those in the name of religion.²¹ Several deradicalization activities in Islamic religious learning carried out by Senior High School Number 1 of Pariaman City are:

1. The synergy of ideal and real conditions of Senior High School Number 1 of Pariaman City

Ideal school is about teaching with high requirements and quality. Schools function as units for improving education programs such as schedules, learning procedures, and evaluation frameworks in accordance with deradicalization interactions.

One of the concrete steps in the cycle of deradicalization is to make schools a fundamental organization to provide teaching by providing quality practice. Schools are given broad powers and work to plan and deliver practice according to the situation and conditions, but still refers to the basic norms set by public authorities through national education standards.

General school guidelines are the basic rules of the education system in all areas of the Republic of Indonesia and become the reason for compiling, implementing, and managing teaching in the context of providing quality education.

Public agency establishes general practice guidelines in accordance with the unofficial law number 19 of 2005 on general practice guidelines which include: 1) content principle, 2) graduate skill norm, 3) interaction guideline, 4) teacher and instructor guideline, 5) office norm and framework, 6) board guidelines, 7) funding guidelines, 8) principle instructive assessment.

Educational institutions should plan and carry out activities to meet the original standards and adapt to actual conditions (considering the consequences of test determination). Some of the assets that can be accessed inside and outside the school are:

- a. Satisfaction of content norms can be done through changing situations and implementing *KTSP* in accordance with the material components and strategies of

²¹ M. Syahid Effendi, "Deradikalisasi Agama Melalui Pendidikan Agama Islam Berwawasan Multikultural Di

Sekolah Menengah Pertama Negeri 1 Probolinggo," *Ayan* (2019).

KTSP, both internally and remotely, assess and agree with *KTSP*.

- b. Satisfaction of graduate skill norms can be realized by planning the *SKL* of school unit and the *SKL* of subject; using public assessments in improving learning.
- c. The achievement of the principles of interaction through quality work on learning tools (schedules, planning picture, and teaching aids); advancing the learning system.

2. Strengthen the philosophical, sociological, psychopedagogical, theoretical, and juridical foundations

a. Philosophical Foundation

Philosophical stance in the advancement of educational plans determines the cycle of deradicalization. The education plan of Senior High School Number 1 of Pariaman City is developed with philosophical foundation that provides the premise on the cycle of deradicalization and progress of all students who are expected to become quality Indonesian individuals, have character, and be non-extremism which are recorded in the general practice objectives. Therefore, the education program at Senior High School Number 1 of Pariaman City was developed using the following mindset:

- 1) The school was founded in a moderate public culture to build the non-extremist existence of the current and future country. This viewpoint results in the education program of Senior High School Number 1 of Pariaman City to develop in terms of culture. The moderate and diverse state of Indonesia is intended to structure the current life and build the foundation for a superior life for the country in the future. Preparing students for future has generally been the focal point of educational programs which implies that educational programs are educationally planned to prepare nation's youth forever.

Furthermore, the task of developing the nation's youth is the main objective of the education plan. To prepare students for life now and in the future, the education program of Senior High School Number 1 of Pariaman City fosters growth opportunities that give students the widest opportunity to acquire the skills needed for now and in the future, while continuing to develop the culture of their community. Replacement and capacity of individuals concerned with current social and public issues. Students are the beneficiaries of the country's innovative lifestyle. According to this philosophical view, the achievements of the state in various fields of life in the past is something that must be remembered for the content of educational programs for students to study. The learning cycle is an interaction that provides an extraordinary open door for students to form their real capacity into normal reasoning capacity and scholastic splendor by prioritizing what is seen, heard, read, and obtained from social heritage that it is still in the air by the social focal point and appropriate with the level of development. Mental and actual development of students. In addition to cultivating rational and noble thinking skills in scholasticism, the education program of Senior High School Number 1 of Pariaman City positions these social benefits to be realized in the form of deep satisfaction, to be applied and manifested in personal life, in friendly cooperation in the local environment that surrounds it, and in the life of today's society.

- 2) The practice is directed at creating scientific knowledge and scholastic greatness through focused teaching. This way of thinking directs that the content of educational programs is a logical discipline and learning is a learning discipline (essentialism). This way of thinking is

intended so that educational programs have subjects that are similar to the name of the discipline.

Thus, the educational planning of Senior High School Number 1 of Pariaman City involves the way of thinking as above in fostering students' **intelligence** abilities in religion, work, creativity, correspondence, values and various components of insight that are appropriate for students and needed by society, the state and mankind.

b. Sociological Foundation

The education plan for Senior High School Number 1 of Pariaman City was made based on the need for changes in plans and teaching cycles to meet the elements of regional and state, as stated in the goals of general schooling. Today, the progress of **practice** in Indonesia cannot be separated from the improvement of science, innovation, and expertise. This change is likely in the view of the increasing new demand in the moderate society, the universe of work, and the universe of science which has suggestions for the demand for changes to educational plans. The practice and educational program are expected to continue to respond to the demands of progress according to the current development. Thus, the results of teaching will really contribute ideally with the aim of forming an information-based society.

c. Psychopedagogical Foundation

The education program of Senior High School Number 1 of Pariaman City is planned to focus on improving students and their lives order which are **described** in the organizational system. This need is very important in planning a good education. Therefore, the implementation of practice in schools needs to be formed into an educational plan that outlines the most common ways to create perspectives, information, and abilities of students through various scientific and instructive methodologies.

DERADICALIZATION OF ISLAMIC RELIGIOUS TEACHING: ANALYSIS THROUGH SOCIAL ACTION THEORY

In this section, the author examined the aims and objectives of Senior High School Number 1 of Pariaman City to deradicalize Islamic education. This study uses Weber's hypothesis about social activity. According to Weber, a person in action not only does it, but also puts himself in an atmosphere of reasoning and behavior of others. Thus, here it can be seen how the intentions and goals of Senior High School Number 1 of Pariaman City are to deradicalize the teachings of Islam, regardless of whether they have thought about it or not. In addition, scientists can also understand how the way other people behave can affect people.

However, before proceeding to the investigation stage, the link between the deradicalization of Islamic teachings carried out by Senior High School Number 1 of Pariaman City will be explained first. The deradicalization practice which is carried out more focused on sustainable characteristics, because there is no doubt that there are basic characteristics of radicalism. Thus, the effects can be narrowed down into deradicalization studies assuming the extreme side effects that analysts find in the field can be found with some exploratory results and consequent expansion of the basic documentation.

Meanwhile, the teachings of Islamic deradicalization at Senior High School Number 1 of Pariaman City show that the side effects are carried out by looking at existing practices. This examination of the **deradicalization** of Islamic education is part of the investigation of social activities. The deradicalization of Islamic teachings at Senior High School Number 1 of Pariaman City shows Weber's four speculations about social activities, to be precise: Customary Activities, Emotional Activities, Instrumental Sanity Activities, and Justice Values.

First of all, Traditional Actions, according to this hypothesis, are not governed by

tendencies that have been inherent from one age to another and are still protected from one age to the next.

Senior High School Number 1 of Pariaman City no longer displays its own environmental content but is coordinated through broad subjects for group B as outlined in the table below:

Table 2. Integrated Subjects

No	Subject	Types of Integrated Local Content Subject
1	Art and Culture	Contemporary Music, Talempong
2	Physical Education	Silat (Ulu Ambek)
3	Crafts and entrepreneurs hip	a. Pariaman traditional food (sala lauk, fish head curry, etc) b. Naras embroidery

Second, affective action or feeling-based activity, based on this hypothesis, the appropriateness of the way of behaving is not entirely determined by the state and desired direction. In this review, the experts see how enthusiastic mentality plays an important role in the activities carried out by Senior High School Number 1 of Pariaman City. As shown by the Education Planning Agency of this school, deradicalization in presenting Islamic lessons at Senior High School Number 1 of Pariaman City was carried out on the grounds that they needed to restore the practice of moderate Islam.

Third, instrumental rationality, with this type of theory the researcher analyzes how the deradicalization of Islamic religious teaching carried out by this school cannot be separated from the conscious thought that the extended family of this school has the capacity or ability to do so. There are five main interrelated actions to frame this action, namely Religion, Patriotism, Honor, Joint Collaboration, and Independent.

Character Strengthening Teaching (so-called *PPK* in Indonesia) can be done through adjustments to inspirational perspectives and ways of behaving in schools, starting from the framework of directing new students to

graduation. In this action, schools are encouraged to become parks to encourage positive people for students. Fortifying persons teaching is brought out, for example, routines and redundancies starting from the beginning until they graduate.

The implementation of *PPK* Guidance is changed according to the educational program in each school unit and must be made possible in four ways, namely:

1. Habituation of experience with diversity. Senior High School Number 1 of Pariaman City includes subjects in the development of education programs and local content subjects through intra-curricular and co-curricular exercises. As an intra-curricular and co-curricular action, each educator prepares to prepare a basic learning plan indicated by their respective subjects. The principle of the advantages of *PPK* is included in subjects according to the main values of *KDP* that will be made/reinforced in learning meetings and in accordance with the quality of each subject. For example, a Physics subject for high school coordinates the value of patriotism by supporting energy protection in materials about energy.
2. Exploring inclusive values in local culture. Senior High School Number 1 of Pariaman City provides adjustment exercises through a non-extremist Islamic culture that is formed in an unlimited daily schedule. Practices are carried out outside of learning hours to strengthen character placement according to the situation, conditions, accessibility of offices and foundations in each learning unit.
3. Developing a culture of non-violence. Habituation carried out by Senior High School Number 1 of Pariaman City in the implementation of character development through basic values and the scope of activities for strengthening character building are as follows:
 - a. Shake hands between students and the teacher before entering classrooms.

- b. Teachers and students pray together according to their respective beliefs before and after the lesson led by students in turn.
 - c. Make it a habit to perform congregational prayers at school which is directly guided by the teacher who teaches in the class.
 - d. Get used to the celebration of religious holidays with simple and wise activities.
 - e. Carry out a flag ceremony every Monday by wearing a uniform or clothing that is in accordance with school regulations.
 - f. Introduce various unique regional potentials through various activities, such as inter-class competitions.
 - g. Carry out celebrations of national holidays by reviewing or introducing the thoughts and spirit that underlie them through various media and activities.
 - h. Carry out a movement of concern for fellow school members by visiting those who are experiencing disasters, such as illness, death and others.
 - i. Foster senior movement, in which a senior guides a junior who has just begun his/her study at Senior High School Number 1 of Pariaman City.
 - j. Invite parents to take report cards for midterm exams and semester exams to have friendly meetings with them for their children' learning progress
 - k. Get used to the efficient use of school resources (water, electricity, telephone, etc.) through various creative campaigns from and by students
 - l. Organize a canteen that meets health standards.
 - m. Build a culture of students to always maintain cleanliness in their seats as a form of individual responsibility and cleanliness of the classroom and school environment as a form of shared responsibility.
 - n. Students carry out class cleaning schedule
 - o. Maintain and care for plants in the school environment, taking turns among classes
 - p. Carry out waste bank activities in collaboration with Pariaman City environmental cleaning service
 - q. Build a culture of questioning and train students to ask critical questions and get students to raise their hands as a sign to ask questions.
 - r. Students carry out positive activities periodically according to their potential.
4. Building open-minded character. Senior High School Number 1 of Pariaman City has carried out a process of building open-minded students. One of the activities that has been carried out at this school is directing students to develop lesson themes, the direction will provide space for students to work creatively without worrying about breaking the rules. The clarity of directions and themes challenge students to do their best so that the expectation of adults can be fulfilled and at the same time, students' creativity is not twisted. Teacher's restriction on students can appear in the form of "strict control" which can limit students' ideas. Hence, the best way is to provide clear rules.
- Fourth, rationality of value, according to this theory the actions taken are based on the values that can be taken. In this context, value is an important parameter that the big family of Senior High School Number 1 of Pariaman City wants to get.
- By using the theory of value rationality, it shows that the deradicalization of Islamic education completed by Senior High School Number 1 of Pariaman City has been functioned. Dynamic learning is expected to make various possibilities from the students. The implementation of effective learning will encourage the development and improvement of creativity and empowerment of social education beliefs for the nation's personality. This goal will be successfully achieved with the assumption that the instructor inspires students.

In addition, moderate Islamic traits are reflected in the way of behaving or daily habits, for example, shaking hands between students and teachers before entering the classroom.

CONCLUSION

High school students are the perfect objects for accepting doctrines that are not in accordance with religious values which can ultimately damage them. That is why high school students are often used as targets for recruiting terrorist members.

The authorities have the ability to teach deradicalization of Islam to students of Senior High School Number 1 of Pariaman City by Strengthening philosophical, humanistic, psychopedagogical, hypothetical, and juridical foundations. The philosophical stance in the advancement of educational plans determines the cycle of deradicalization. The education plan of Senior High School Number 1 of Pariaman City has been developed by a philosophical foundation that provides a premise on the cycle of deradicalization and progress of all students who are expected to have quality, strong character, and to become non-extremist Indonesian individuals recorded in the general practice objectives. The education program of Senior High School Number 1 of Pariaman City has been created based on the need for changes in plans and educational cycles to meet the elements of individual, state, and region, as defined in the general school objectives. Today, the progress of teaching in Indonesia cannot be separated from the progress of science, innovation, and work. This change can be imagined as a result of the development of new demands in moderate society, the universe of work, and the universe of science that have proposals for demands for changes in non-stop educational programs. It is planned that the practice can continuously respond to the demands of progress according to the era. Senior High School Number 1 of Pariaman City

is expected to achieve outstanding academic standards.

From the results of the exploration that has been completed, the authors make suggestions to:

1. Senior High School Number 1 of Pariaman City to pay more attention in preparing programs, especially those related to deradicalization.
2. Following the practices both in terms of preparation and assessment so that in strict questions broadcast by the school, students definitely stand out.
3. Educators of Senior High School Number 1 of Pariaman City to continue assessing, refining and compiling lesson plans, especially in *MGMP* meetings by adding subjects on specificities that are made locally, so that students have a strict agreement that is comprehensive, plural and open-minded.

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