

# Deradicalization of Religion in Madrasah Ibtidaiyah Through Character Education

Linda Indiyarti Putri, Ali Imron  
 Faculty of Islamic Studies  
 Wahid Hasyim University  
 Semarang, Indonesia  
 lindaputri5@gmail.com

**Abstract**—*Character education position has a strategic position concerning with caunter to religious radicalism and various acts of violence happened in soceity. Madrasah Ibtidaiyah (Islamic Elementary School) as a means of formal education based Islamic value is expected to be a basic filter and efforts in suppressing the flow of religious radicalism (deradicalization) in the field of education.*

*By teaching and giving understanding to students that human beings are diverse either in culture, tribe or even religion makes them respect, as well as accept the difference. This value must be embedded to students as early as possible. So they can act tolerant to others even with different belief (religion). In addition, radical ideology and radical actions can be avoided.*

**Keywords**—*deradicalization; character education; Madrasah Ibtidaiyah*

## I. INTRODUCTION

Islam never teaches its people to violence. This is in accordance with the word of Allah i.e. "Islam is a religion of peace. Therefore, Islam does not really like war. War is just an unwanted emergency exit or compulsion (QS Al-Baqarah: 216). Based on that verse, Muslims should try their best to avoid violence, especially on behalf of Islam.

One of background Islamic radical movements emerged is the understanding and narrow perspective in interpreting the text contained in the Qur'an, for example the concept of jihad. Jihad in this case interpreted as war. Whereas in era like now, war is done through science, not merely interpreted by taking up arms and killing each other.

The existence of terrorism and radical movement is driven in understanding of texts inside al-Qur'an without understanding to dynamic social context. Therefore to counter radicalism movement "education" is one of the answer. By giving right understanding toward Islamic teaching to students they will be able to avoid violance and radicalism on behalf of religion.

School is a strategic medium in conveying the truth of Islamic teachings to human beings, especially for the youth generation (students). Moreover for elementary level (Madrasah Ibtidayah)

## II. THE METHOD OF RESEARCH

This research is included in the category of data-based research or literature in the library so this research is library research.[1] That is collecting and analyzing data taken from literatures; book, journal, bulletin, article, and etc.

Researcher examined various kinds of literature that have relevance with deradicalization of religion.

## III. RESULT AND DISCUSSION

### A. Radical Movement of Religion

HTI (Hizbut Tahrir Indonesia) is Hard-line Islamic group who tries to propagate their teachings to wider community, this group uses Islam as its ideology and rise of Islamic nation as its goal, although always carries the name of Islam, *shari'ah* and *da'wah*, but firmly, they say not as a spiritual organization (like *jam'iyyah thoriqoh*), not a scientific institution, not an educational institution and not a social institution.[2]

Islam is full of humanity, peace, and virtue, now it has been tarnished over the attitude of group (HTI) on behalf of Islam, but the ways to do are contrary to Islamic principles and teachings.

The model of dissemination is done by first introducing, disseminating and indoctrination of ideas and thoughts to general public (soceity). In the process of disseminating they (HTI) actively print and distribute Da'wah Al-Islam Bulletin freely to mosques, religious organizations and public figures. They also conduct studies (halaqah) in mosques that have been successfully 'mastered' by displaying interesting themes like *Khilafah Islamiyah*. [3]

### B. The Importance of Character Education In Madrasah Ibtidaiyah

Education is a very important factor in the formation of human characters. So to build up tolerance and open-minded character is strated from education.

Character is a reflection of the whole personality of a person that is mentality, attitude and behavior. Character education is learning about etiquette, manners, and customs, making character education more emphasis on actual behaviors about how one can be called good or bad personality based on contextual and cultural norms.

There are several nomenclature names refer to the study of character, commonly known are: Moral Education, Values Education, Religious Education, Manner Education, and Character Education itself. Each naming is sometimes used inter-exchanging, for example character education is also a value education or religious education itself (Kirschenbaum, 2000).

Schools are required to play their roles and responsibilities to inculcate and develop good values and help students shape and build their character with good values.

Since the establishment of Indonesia, character education continues to be implemented, as proof is President Soekarno launched nation and character building in order to build and develop the nation's character in order to realize the ideals of the nation, that is a just and prosperous society based on Pancasila (Five principle). Continued in the new order, the desire to become a dignified character nation has never subsided. Soeharto, as the leader of the New Order, wanted the Indonesian nation to be always with the values of Pancasila and wanted to make Indonesian citizens understand Pancasila's value through P-4 upgrading (Guidance on Practice of Pancasila).

### C. Deradicalization of Religion In Madrasah Ibtidaiyah

Supardi says the opposite of radicalism is deradicalization. Deradicalization is an attempt to persuade radical actors and their supporters to abandon the use of force, such as a public diplomacy effort aimed to "win hearts and minds".[4] One of the efforts of deradicalization is through the process of multicultural education. Multiculturalism itself can be understood as a perspective that recognizes and glorifies the differences and phenomena of cultural pluralism, nation, ethnicity, ethnicity, race, class and religion to interact or even contest within the boundaries of a country's territory.[5]

The goal to be achieved with multiculturalism is social cohesion through understanding, appreciation, and recognition on the basis of social justice and human dignity. In multiculturalism there is no predominant cultural dominance and tyranny over minority cultures.[6]

All parties hope that the goal of national education is successful, namely to develop the potential of learners to become human beings who believe and fear Allah Almighty, have noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Today more and more efforts to thwart the goals of national education, including the radicalism movement that increasingly prevalent and hit the educational institutions. Children in elementary and secondary schools and even kindergartens risk influenced by the teachings of intolerance and radicalism.

NU (Nahdatul Ulama) religious organizations in 2016 have called for the government through Kemdikbud (Education Minister) to withdraw all textbooks of kindergarten in which it is considered contains content of radicalism. The books should be immediately revoked from circulation because it is potentially a means of brainwashing for the nation's generation began to embrace the idea of radicalism from an early age.[7]

This shows how the public concern about the threat of radicalism. If it's not anticipated early will endanger the safety of the nation's generation. It seems that this network has been rooted and spread in various schools, so it needs to be studied and responded seriously, both by school, government, and even parents.

Character education is a very important key in shaping child's personality either at home, school or social

environment. In essence, education has a purpose to help people become intelligent and grow into a good man. Understanding of religious tolerance and accepting the existence of others is an important part of Islamic Education. The lesson and the planting of this doctrine must be taught from an early age especially in elementary school because they are the forerunner of the nation's generation. Understanding to love to God, love to man, and love to nature is an inseparable unity and should always be embedded in the students from an early age. So that, when they have grown up have a broad understanding of the meaning of life that can accept the existence of different people religion, culture, ethnicity and others.

Understanding of mutual respect, caring and accepting the existence of others must be embedded in the learners as early as possible. Attitude and character is the embryo for students to live in peace. As learners grow older, they can act tolerant to others with different beliefs. And also by having an understanding of mutual respect can avoid radicalism and radical actions that make others feel threatened and even hurt.

The efforts to tackle radicalism in Madrasah Ibtidaiyah, as follow:

1. Providing an adequate explanation of Islam, especially Islam is a peace religion,
2. Providing an explanation of tolerance teaching (Surat al-Kafirun: 1-6, Surat Yunus: 40-41, Surat Al Kahf: 29).
3. Introducing to the relationship of Islamic teachings with local wisdom
4. Increasing the attitude of religious inclusive to students intensively
5. Implementing religious culture in schools
6. Making effective the activities of *Rohis* (religious organization in school) in school guided by *Rahis* coach team
7. Selective in cooperation with outsiders related to the students' religious development
8. Breaking the chain with the intolerant alumni
9. Massive, herarchic and comprehensive socialization
10. Providing intensive supervision of teachers who are potentially intolerant because the radicalism is part of the character. So the teachers should be fostered their nationality mindset.

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