



The Advocacy and Empowerment of UIN Satu Tulungagung Students in Managing Religious Activities to Prevent Radicalism

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Abstract:

This article elucidates two main aspects: (1) The process of promoting moderate religious concepts and patriotism within student communities at UIN SATU Tulungagung, and (2) The strategies for guiding and empowering students in managing religious activities to counter the radicalism movement at the same institution. Employing a qualitative research approach, this study utilized a Participatory Action Research (PAR) methodology. The process of instilling moderate religious concepts and patriotism within student communities at UIN SATU Tulungagung involved the formulation and modeling of these ideologies by three student organizations within the Faculty of Ushuluddin, Adab, and Dakwah (FUAD). This process focused on internalizing values and shaping the character of basic-level cadres, considering their diverse characteristics and cultural backgrounds within the institution's context. In addressing the radicalism movement, the strategy for guiding and empowering students on managing religious activities employed the Participatory Action Research (PAR) approach. The fortification stages conducted by researchers comprised several steps. Firstly, a survey was conducted using questionnaires among first-semester students in the Faculty of Ushuluddin, Adab, and Dakwah (FUAD) to gauge their understanding of religion. Subsequently, indoctrination sessions were organized within the student organization forums, facilitated by three communities within the faculty.

Keywords: *radicalism, students, indoctrination, PAR, UIN SATU Tulungagung*

Abstrak

Artikel ini menjelaskan dua aspek utama: (1) Proses promosi konsep agama moderat dan cinta tanah air dalam komunitas mahasiswa di UIN SATU Tulungagung, dan (2) Strategi untuk membimbing dan memberdayakan mahasiswa dalam mengelola

kegiatan keagamaan untuk menangkal gerakan radikalisme di institusi yang sama. Menggunakan pendekatan penelitian kualitatif, studi ini menggunakan metodologi Participatory Action Research (PAR). Proses penanaman konsep agama moderat dan cinta tanah air dalam komunitas mahasiswa di UIN SATU Tulungagung melibatkan formulasi dan pemodelan ideologi tersebut oleh tiga organisasi mahasiswa di Fakultas Ushuluddin, Adab, dan Dakwah (FUAD). Proses ini difokuskan pada internalisasi nilai dan pembentukan karakter kader tingkat dasar, mempertimbangkan karakteristik dan latar belakang budaya mereka yang beragam dalam konteks institusi tersebut. Dalam menghadapi gerakan radikalisme, strategi untuk membimbing dan memberdayakan mahasiswa dalam mengelola kegiatan keagamaan menggunakan pendekatan Participatory Action Research (PAR). Tahapan penguatan yang dilakukan oleh peneliti mencakup beberapa langkah. Pertama-tama, survei dilakukan dengan menggunakan kuesioner di antara mahasiswa semester pertama di Fakultas Ushuluddin, Adab, dan Dakwah (FUAD) untuk mengukur pemahaman mereka tentang agama. Selanjutnya, sesi indoktrinasi diselenggarakan dalam forum organisasi mahasiswa, yang difasilitasi oleh tiga komunitas di dalam fakultas tersebut.

Kata Kunci: *Radikalisme, Mahasiswa, Indoktrinasi, PAR, UIN Satu Tulungagung*

Introduction

The movement and network of Islamic radicalism, often associated with acts such as suicide bombings, pose significant threats and have resulted in numerous casualties. Radical groups, often targeting individuals, including students, seek to recruit followers, particularly intellectuals and new students from higher education institutions. However, it's important to note that not all students are susceptible to radical ideologies, and many actively resist such influences.

Religion, across various faiths, emphasizes principles of compassion, cooperation, and tolerance. However, in practice, religion can sometimes be distorted or misused for political or ideological purposes. This can lead to conflicts and the undermining of societal stability.

Universities, as microcosms of society, play a crucial role in shaping the future of nations through the education and development of students. Therefore, efforts to prevent radicalization among students are essential to safeguarding the nation's future.

At UIN SATU Tulungagung, students come from diverse educational backgrounds, including both religious and non-religious schools. While the campus may not be immune to radical influences, efforts to promote moderation and prevent radicalism are underway, including guidance and empowerment initiatives within religious activities management.

The researcher's exploration of guidance and empowerment strategies seeks to address the threat of radicalization among students at UIN SATU Tulungagung. This

research builds upon previous community service efforts in 2019 and focuses on the processes of ideologization regarding moderate religious concepts and patriotism, as well as the strategies for guiding and empowering students to prevent radicalism within religious activities management.

Students, in their quest for self-identity and understanding of religion, may become susceptible to radical ideologies, potentially leading them to volunteer for activities such as suicide bombings. These ideologies often target individuals involved in intra-campus organizations, such as student councils (DEMA), student activity units (UKM), or student press agencies (LPM), as well as Islamic spiritual or Da'wah campus institutes (Lembaga Dakwah Kampus or LDK).

Despite the call for compassion towards all humanity across religions, as exemplified by the concept of "*Rahmah li al-'Alamin*," religions also emphasize the importance of fostering cooperation and tolerance among followers. Additionally, religion does not mandate the coercion of individuals to adhere to its teachings, as underscored in the Qur'an, which states, "There shall be no compulsion in [acceptance of] the religion" (Al-Quran, al-Baqarah: 256).

In reality, religion is often portrayed in a daunting manner, particularly in the realms of politics, security, and global stability. While religion itself seldom poses a threat to other faiths, there are instances where it has been exploited for group interests, with religious motives concealed. Religion frequently serves as a tool for legitimizing both support and opposition, particularly in connection with political and state administration. Variations in perspectives regarding the presence or absence of a statehood system within Islamic teachings are evident (Harianto & Syalafiyah, 2019).

Universities serve as microcosms of society, fostering intellectual development and serving as hubs for the exchange of knowledge, technology, and culture through education, research, and community engagement. The future trajectory of a nation can be discerned through the condition of its students. If students earnestly fulfill their roles and responsibilities, they have the potential to contribute to a bright future. However, if radical ideologies influence students, the nation may face the threat of destruction.

At UIN SATU Tulungagung, students are experiencing rapid development. They come from diverse educational backgrounds, including religious institutions like Madrasah Aliyah and Pondok Pesantren (Islamic boarding schools), as well as secular institutions such as senior high schools and vocational schools. This diversity fosters an understanding and appreciation of different religious perspectives. While most students do not have a background in forceful religious indoctrination, they remain susceptible to radical influences.

Although radicalism is not pervasive among students on this campus, recent reports of non-active students with connections to terrorism networks have raised concerns. Additionally, the researcher's assumptions and hypotheses, stemming from

a small-scale study, have prompted further inquiries, revealing that some students may hold rigid religious views.

Consequently, the researcher delves into the outcomes of guiding and empowering students in managing religious activities to combat radicalism at UIN SATU Tulungagung. This article serves as a synthesis and expansion of findings from the 2019 community service research conducted at UIN SATU Tulungagung. It elaborates on (1) the process of promoting moderate religious concepts and patriotism within student communities and (2) the strategies for guiding and empowering students in managing religious activities to counter radicalism.

Method

This study constitutes a field research endeavor aimed at exploring guidance and empowerment strategies regarding religious activities management to counter the influence of radicalism at UIN SATU Tulungagung. The research adopts a qualitative approach, recognizing religion as a manifestation of cultural and social dynamics that can be analyzed both qualitatively and quantitatively. Qualitative research involves the collection of empirical and systematic data to comprehend and elucidate social phenomena (Neumen, 2016).

Theological considerations guide the approach taken in this study, incorporating viewpoints from various theological disciplines such as anthropology, feminism, phenomenology, philosophy, psychology, sociology, and theology. Theology serves as the subject of inquiry, encompassing religion as doctrine, structure, and a dynamic aspect of society (Harianto, 2016).

Qualitative methodologies are commonly employed in research endeavors, offering diverse approaches to knowledge production. Qualitative data, by conventional definition, comprises non-numeric information expressed through language, which functions as a structural and communicative system (Afandi, 2011).

As a field research initiative, data collection primarily relies on participative observation and interviews. The exploration of guidance and empowerment strategies concerning religious activities management to counter radicalism at IAIN Tulungagung employs action research informed by PAR (Participatory Action Research) theory. Action research, as defined by Corey (1953), involves a collaborative process within a social community aimed at studying natural problems, directing improvements, and evaluating decisions and actions.

PAR research involves active engagement from all stakeholders, drawing from their experiences as the basis for identifying issues, initiating actions, and effecting improvements. Critical reflection on historical, religious, political, cultural, economic, geographical, and other pertinent contexts underpins the PAR process. The impetus for conducting PAR lies in the pursuit of desired changes, rendering PAR theory relevant to the objectives of this research (IAIN Sunan Ampel, 2008).

Additionally, library research supplements the data collection process. Data are

subjected to analysis through processes of data reduction, display, and conclusion. Data reduction aligns with the study's objectives, while data display involves narrative presentation. Conclusions are drawn following the completion of the data collection phase.

Result and Discussion

1. The process of an Ideology of Moderate Religion Concept and Nationalisme On Student

The model and formulation of ideology moderate religion concept and love motherland (nationalism) done by three groups of a student organization at UIN SATU Tulungagung especially in faculty of Ushuluddin, Adab, and Dakwah (FUAD) done by internalization process of value and format the character on basic level cadre who has characteristic and different culture suitable with environment condition and typology of student character on certain institution level or faculty. The stage of explain and depth analysis to help manage in each level of the institution to decide of a method, link and direction of output want to achieve through the cadre process. Beginning from complexity condition, the ideologization method is running by each tutor of student organization group have characteristic culture and more complex challenges. This case is a separate challenge for a tutor to more innovative and progressive on running the agenda of cadre in each institution.

The wealth of scientific study in faculty of Ushuluddin, Adab, and Dakwah (FUAD), with various scientific discipline and especially learning certain scientific discipline, it is a basic modal tutor to maximally their potential of faculty through mapping and development program academic potential cadre in scientific implementation on each institution. The development of potentials above will be able to implement the value got in an implant the ideologization process through the academic institute, student interest, and talent institute on the campus. Besides, the implant of values moderates Islamic and understanding about love motherland suitable with their portion through non-formal cadre and culture, so that the understanding values can realize contextual or textual, and smoothly on explaining to understood than manage rhythm cadre on next level. Beginning from the building of the concept finally can answer the challenging in the present context with shifting mindset and student behavior on understanding, the importance of Islamic moderate and love motherland with answering student need.

a. The strategies of moderate Islamic ideologization and Nationalism

Nowadays, the student can understand through dive into a way of think means do not student force to following our way of thinks. Maybe, as a primer way in other than the student can receive that organization. In another word, do not student for the first must follow the way of think student organization group, the strategy is namely going into their door then go out from our door.

First, the strategy of recruitment, according to Sun Tzu, if u want mastery of war, you must mastery of the field. The battlefield is a campus, how is the anthropology our campus? Certainly are more understood with our campus condition..

But, generally campus deveide into many spot includes park, mosque, library, canteen, etc. Our target is new student withvarious interent and hobby, as comfortable place for them to spend time to decided their interest and their hobby, certainly thei have potency. To maximally recruitment, all cadre spread in each spot of campus suitable with their soul.

Second, the Implementation of moderate Islamic ideology and love motherland, the strategy is made flexible, not orientation the time of implementation but orientation on "material" cadre/ new cadre.

b. Guidance of member

The time recruitment period of a new member is a cadre system early formal level applies by student community where inside there is a process vital regeneration on of them is guidance. The guidance is a process of handling includes planning, controlling, and evaluation to achieve the target. To achieve the expectation of guidance it-self is need knowledge in others that suitable with guidance on realize mission, role, and function in an organization, social, or patriotic. The student has ideology is a prospective member or cadre.

Cadre can carry out the mandate, have knowledge capacity and skill, baton holder, and cover the existence and sustainability of the organization. Cadre is spearhead and backbone of continuity organization. While cadre means a process stage and continuously suitable with their level, achievement, situation, and certain need, they can develop their potential, physical ability, moral, and social. The cadre can help other people, and their-self t improve the condition to realize a better future suitable with expectation, the values believed, and struggle mission. Although everyone has a different guidance model but consists of directed to the cadre of ideologization which is sources of values and principle moderate Islamic and love motherland. The first spirit of movement of skill and intellectuality as a student; believe, understanding, implementation, and total comprehension of moderate Islam religion; and knowledge, concept, commitment, and protection continuity of Indonesia. Expression, moderate Islamic value, and love motherland and model of the movement championed refers to three pillars are student affairs, Islamic, and Indonesia. Therefore guidance is directed suitable with the capacity and character of the member without forget three pillars.

Moderate Islamic idiologisation and love motherland is an effort to create student awareness as an agent of change, an agent of control, and agent of social, and create Indonesia Muslim personality who faith to Allah, noble moral, knowledgeable, competent, and responsibility to the practice of their knowledge and commitment of an expectation of Indonesia independent. Through the activities process, student awareness as generation and bring baton relay to an understanding of radicalism in higher education latest.

2. The Strategy of Guidance and Empowerment of Student on Religion Activities Management Prevent Radicalism

The Faculty of Islamic Studies, Arts, and Da'wah at UIN Satu Tulungagung plays a crucial role in ensuring that its students not only receive quality education on religion but also are holistically empowered to prevent radicalization. For instance, if a student in this faculty begins to show signs of tension and social isolation, the faculty management, particularly the professors, need to understand that such issues can be triggers for radical behavior. Consequently, collaborative efforts are made to engage trained mental health counselors to work with these students. Through collaborative efforts between faculty members and top management, psychological support is offered, and their concerns are listened to empathetically. This strategy not only helps students overcome their personal issues but also reduces the risk of them being drawn into radical circles.

Additionally, as faculty managers, designing a curriculum that emphasizes the importance of a balanced education between religious knowledge and a broad understanding of the modern world is imperative. Therefore, the Faculty of Da'wah, Arts, and Islamic Studies ensures that the curriculum covers topics on religious tolerance, interfaith dialogue, and critical skills to evaluate information. During teaching sessions, faculty members also encourage open and critical discussions on sensitive religious issues. Consequently, students can be empowered to understand their religion more deeply and critically while remaining open to diverse beliefs.

On another front, faculty managers, especially professors, are directed to monitor students who are actively involved in campus religious activities and begin to show excessive interest in small groups advocating radical views. Understanding the importance of comprehending the social factors influencing the radicalization process is fundamental for faculty management. Therefore, mobilizing faculty staff to conduct more careful monitoring of such small groups while respecting academic freedom is crucial. Faculty managers coordinate with community members and local religious leaders to provide a broader understanding of sensitive religious issues to students, ensuring that they do not become isolated in narrow and radical views.

With a holistic and coordinated approach, it is evident that the entire faculty structure, including top management, professors, and educational staff, can empower students to become critical, tolerant, and useful thinkers in a diverse society. (Reason & Bradburi, 2008).

According to Mansour Fakih, Participatory Action Research (PAR) is a research approach that combines social, work education, and political action, utilizing the concept of participative research within the context of material histories. Kasam defines PAR as research organized through democratic interaction between the researcher and society at large (Fakih, 2007). The essence of democratic PAR lies in conducting research "by, with, and for humans," rather than "research to people." PAR

encourages researchers and participants to collaborate at all stages of the research process.

The foundation of PAR lies in engaging all active stakeholders in an ongoing study, utilizing their experiences as the basis for identifying problems and implementing direct changes and improvements. Therefore, critical reflection on historical, political, cultural, economic, geographic, and other related contexts is essential. The core objective of PAR is to achieve desired changes (Afandi, 2013).

Data for this research are sourced from primary data collected through phrases, actions, additional documents, and other related written materials, images, figures, and statistics (Arikunto, 2010). Data in this research context encompass all information collected from well-known informants who provide detailed and clear insights into the research focus. Additionally, data are gathered from supporting documentation, which helps contextualize phrases or actions. This research will explore various types of data related to each observed focus, with detailed stages of research dedication outlined in the final report.

The research stages began with a survey using a questionnaire distributed to first-semester students at the Faculty of Ushuluddin, Adab, and Dakwah (FUAD) to gauge their understanding of religion on Tuesday, September 10th, 2019. The questionnaire was randomly distributed among FUAD students, revealing that 30% of students possess a rigid understanding of religion, which, if left unaddressed, may lead to radicalism.

On Monday, September 16th, 2019, moderate Islamic indoctrination and national identity concepts were presented to first-semester students majoring in religious sociology during the department's recreational activity (MAKRAB). However, not all students in the religious sociology department were able to attend this activity due to other commitments.

Thursday, September 19th, 2019, saw the continuation of moderate Islamic indoctrination and national identity concepts, this time presented to a group of FUAD students affiliated with the IMAKA student organization. Lastly, on Tuesday, September 24th, 2019, a similar activity was conducted for another FUAD student group affiliated with an extracurricular organization, with the participation of early formal cadres.

Through these activities, the research aims to gather data and insights to inform further interventions aimed at preventing radicalism among students.

Conclusion

The ideologization process moderate Islamic religion concept and love motherland on student community at UIN SATU Tulungagung used model, and formulation of the ideologization of moderate religion concept and love motherland is done by three groups student organization at *UIN SATU Tulungagung* especially, in faculty of *Ushuluddin, Adab, and Dakwah (FUAD)*. With technical on the internalization

process of values and format character on a basic level of cadre have characteristic and different culture suitable with the condition of environment and typology student character on the level institution and certain facultative. The stage of display and depth analysis, and the final will help management in each level institution decided the method, channel, and direction of output that want to achieve through the cadre process. Beginning from complexity condition, ideologization method is running by each management of group student organization have characteristic culture and challenging more complex. It is challenging it-self for management to more innovative and progressive on running the agenda of cadre in each institution.

The strategy of guidance and empowerment of students on religion activities management to prevent radicalism at UIN SATU Tulungagung is done with use *Participatory Action Research* (PAR) approach. the stages done are: first doing a survey with questionnaire sampling to student semester 1 in faculty of *Ushuluddin, Adab, and Dakwah* (FUAD) about an understanding of religion on Tuesday, September 10th, 2019. The questionnaire is shared with a student in FUAD at random. From the result, the researcher concluded that there is 30% student have stiff understanding religion. Next Monday, September 16th, 2019 done moderate Islamic indoctrination and nationality concept to a student in department religion sociology semester 1 in MAKRAB activities. Then Thursday, September 19th, 2019 doing moderate Islamic indoctrination and nationality concept on a student in FUAD incorporate on student organization in area (IMAKA). On Tuesday, September 24th, 2019 do moderate Islamic indoctrination and nationality concept on a student in FUAD incorporate on a student organization extra campus. This activity is done together with the early formal cadre.

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