

## De-Radicalisation Of Religious Ideology Exstremism: The Strategic Role Of Islamic Religious Education

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### ABSTRACT

This research investigates the crucial role of Islamic Religious Education in trackling extremist religious ideologies. It is believed that education, especially Islamic Religious Education, has significant capabilities in shaping the frameork of thinking and the value system of individuals from early age. Islamic religious Education has great potencial to instil moderate Islamic values, including Rahmatal Lil' alamin, tolerance, botherhood, and justice, hich serve as the main foundation in countering the attraction of extrimism. The purpose of the research is to describe the strategic role of Islamic Education in efforts to deradicalise the religious ideology of extrimism. The research uses a qualitative approach, ith the type of case study research, data collection focused on the identificacion, search, and obtaining of accurate ritten sources. The result show tha effective deradicalisation through Islamic Religious Education involves an integrated curriculum that instills peace values, the formation of ana inclusive and tolerance mindset, the wis alignment of religious understanding, and empowerment of teachers as role models and the creation of condusive school environment as an effective deradicalisation edia. In addition, religio-us moderation becomes an essential ledge that needs to be mainstreamed in an effort to stop the spread of exstremism ideology in the educational environment

**Keywords:** Deradicalisation, Religious Ideology Exstrimism, Islamic Religious Education

## 1 Introduction

In recent decades, the issues of extrimism in the name of religion has become a global concern, including Indonesia. This phenomenon not only threatens social security, and order, but also demages the image of religion itself as a peaceful guide to life[1]. One approach in dealing with this issue is deradicalisation, which is a systematic effort to change the views, attitudes and behaviour of indiviuals or groups who have been exposed to the ideology of exstrimism to return to a moderate path. Deradicalisation does not only touch the legal aspect, but also the social dimension, especially education [2].

The ideology of extrimism is rooted in radical thinking that understands religious teachings narrowly and exclusively, hich makes individuals exposed to it tend to be intolerant, and justify acts of violence committed to justify and defend their beliefs. In the Islamic context, takfiri ideologies, misinterpreted jihadism, and transnasional khilafah ideologies have become vehicles for emergence of religious exstremism. This is mostly found in individuals ho lack in depth religious education, and also do not get moderate Islamic education or wasathiyah[3].

Thei Ideology of Exstrimism in Indonesia has experinced an expansion of forms and reach, not only limited to psysiacal terror such as self defeating but to varous sectors of community life, espeacially education. Educational institutions are an effective means of spreading the ideology of religious exstrimism not only in Islamic boarding schools, universities, but also in school[4].

Education holds a central role in shaping learners' character toards life. However, the complexity of challenges in the world of education today is increasingly causing concern, especially regarding the rise of extremism ideologies that are often rooted in radical understanding. This ideology has the potential to destabilise and threaten the harmony of educational environment. In this context, educational

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institutions are not only places of learning, but also act as potential media for the spread of radical ideologies, especially through the influence of teacher role models, the formation of education, especially Islamic Religious Education, has a strategic role as the frontline in deradicalisation efforts, by instilling moderate values and forming a tolerant mindset among student [5]. Departing from this phenomenon, the formulation of the problem: Ho is strategic role of Islamic Religious Education in deradicalising the Ideology of Religious Exstrimism?

## 2 Research Methods

This research uses a qualitative approach, with the aim of describing the strategy and role of Islamic and role of Islamic Religious Education in the efforts to deradicalise the Religious Ideology of Exstrimism, ith the type of case study research, data collection from documentation that focuses on identifying, searching, and obtaining written sorces relevant to the strategy and role of Islamic Religious ideology of extrimism, the triangulating data sources, the data obtained is analysed by the content analysis method. Futhermore, data reduction, data display, and conclusion drawing[6].

## 3 Results and Discussion

### A. Deradicalisation of Religious Ideology Extremism

Extremism is a religious ideology based on narro and radical religious radical religious vies, where a single interpretation is considered absolutely correct and rejects tolerance and diversity[7]. Extrimism, hich is derived from the word extreme meaning going beyond the limits, develops into a violent ideology or doctrine and is often associated ith religion and politics, but can appear in other sosial forms as well[3]. Extrimist groups often use religion as legitimacy for acts of violence and terrorism[8]. Manipulates concepts such as jihad or da'wah for ideological and poer interessts, and seeks to replace the existing sosial order with an alternative system that is considered correct[8], [9]. This phenomenon is not limited to certain religions or groups but can also appear in all religions, so it is important to promote religious moderation as a solution in preventing the spread of extrimist ideology. Deradicalisation can be onterpreted as a series of processes to break the chain of violence, and deradicalisation as a method to influence sosial change, so as too leave the extrimist orldview. Deradicalisation makes religious understanding important because acts of radicalism, extrimism, are carried out due to religious motives, although this is certainly not necessarily true [4]

The essence of deradicalisation is ana effort to detect from beginning, counteract from the beginning, to ward off from early on and lead to various potential layers ith various forms and variants that are relevant to each targeted group. Deradicalisation is ana effort to prevent, to make people aare of the people who have been trapped in exclusive religious teachings ith indications of excessive fanatical attitudes and close themselves to accepting understandings outside their group[10]. The aim is to prevent radicalisation that leads to exstrimism in religion, this approach is ini accordance with the values of Pancasila, especiall the second principle which emphasises sosial justice[11][12].

### B. The Strategic Role of Islamic Religious Education in De-Radicalisation

The concept of moderate Islamic Religious Education is very relevant in facing the challenges of extremism[11]. In the Islamic orld, religious moderation is knon as moderate Islam or Wasathiyah, wwhich is stated in the Qur'an Surah Al Baqarah verse 143. This concept emphasises a compromise approach in dealing ith various issues, regardless of differences in vies, politics, culture, ethnicity, culture, and understanding. Moderate Islam priorities tolerance, inclusiveness, and mutual respect, and avoids actions that can cause division[10].

The development of extremist religious ideology in Indonesia is increasing quickly[1]. Making deradicalisation through educational institutions an important effort to prevent the entry of extremism, radicalism and intolerance [10]. Educational institutions have great potential as both propagators and antidotes to radicalism [13], therefore, it is important for educational institutions to take seriously the deradicalisation of extrimist religious ideology through Islamic Religious Education. This approach aims to restore religious understanding that is moderate, tolerant, and in line with the principle of Rahmatan Lil 'Alamin, as well as a form of resistance to radical groups [4].

1. Preventing Radicalism early on through a peaceful curriculum One effective way is through the integration of religious moderation values into the PAI Curriculum. Values such as tolerance, egalitarian, balance, harmony, inclusiveness, humanism, patriotism, forgiveness, helpfulness, and justice, must be integrated in the curriculum and learning [10]. Religious moderation needs to be actualised in every line of life because religious teaching do not teach scepticism, discrimination or provocation. Religion contains moral and spiritual role that encourage people to respect diversity and foster harmonious brotherhood[14].
2. Forming an inclusive Tolerant Mindset The rise of radicalism in the name of religion reflects irregularities in the practice of Islamic Religious Education. Religious education institutions are considered the most effective in spreading ideology [4]. Educational and teaching that is doctrinal and plural in nature is needed to provide spiritual understanding that promotes a plural society[14]. Religious understanding based on the moderation paradigm emphasises a balanced attitude, which is reflected in the expression of religious beliefs that are not excessive. This balance is part of tolerance(tasmuh), community (ijtima'iyah), and justice (adalah) in the midst of community diversity[15].
3. Straightening Distorted Religious Understanding Wisely One of the factors underlying the emergence of the ideology of extremism is the interpretation of religious sacred texts in a formalistic textual manner, which gives birth to exclusive religious understanding and attitudes, tends to feel to most right (truth claim), and a passionate spirit to make changes through sporadic actions, even acts of terror in the name of jihad. Perpetrators dare to take shortcuts in the form of self defeating or self destruction in the name of religion[12]. This is in line with Charles Kinball's analysis, that sacred text material is an element of religion that is susceptible to abuse, where extremist groups tend to interpret it literally, so that this incorrect interpretation is often used to justify deviant action. In addition, differences in political views can encourage the formation of identity politics that rejects leadership from different religions or sects, potentially causing conflict and dividing national unity[14]. Therefore, a contextual understanding of the verses that are ministered by radical and extreme groups is needed [12]
4. Empowering Teachers as Agents Of Deradicalisation Teacher, especially PAI teachers, have a crucial role in instilling moderate Islam that is inclusive and tolerant, as well as finding strategic ways to fortify students from the shackles of hardline or extreme Islam. Religious teachers are key to promoting the importance of an open and tolerant understanding of religion[13]. Teachers must educate students about tolerant moderate Islam, the university of Islam as Rahmatan Lil 'Alamin, and instill a sense of nationalism. Educational institutions, both school and Islamic religious universities, have social responsibilities that are inseparable from the Islamic prophetic mission. This responsibility is internalised in the entire dharma of hunger education, both in education or teaching, research, and community service[16]

## 4 Conclusion

Islamic Religious Education plays a crucial and strategic role in deradicalising extremist religious ideologies. Internalisation of religious moderation values in Islamic Religious Education is an essential step in deradicalising extremist religious ideology in the school environment. The effectiveness of deradicalisation through Islamic Religious Education focuses on the curriculum that integrates peace values, the formation of an inclusive and tolerant mindset, the return of deviant religious understanding, and the active role of teacher as role models and creators of a conducive environment.

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#### CITATION:

Alfa Firdausa Auliya (2025). De-Radicalisation Of Religious Ideology Exstremism: The Strategic Role Of Islamic Religious Education. *OASE*, 7(1), 272–275.