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MANAGEMENT OF *PANCASILA* AND CITIZENSHIP EDUCATION IN THE PREVENTION AND HANDLING OF RADICALISM AND TERRORISM IN THE STATE DEFENSE SYSTEM

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Abstract

Radicalism and terrorism have become a world problem including in Indonesia and become a serious threat to the country's defense system, there are need are global cooperation in the handling of radicalism and terrorism. Indonesia based on Law No. 20 of 2003 Article 37 paragraphs (1) and (2) on the National Education System mentions that Citizenship Education must be contained in the basic education curriculum, secondary education, and higher education. This research aims to find out, how is the prevention and handling of radicalism and terrorism in Indonesia and how is the management strategy of *Pancasila*, and Citizenship Education in the prevention and handling radicalism and terrorism in Indonesia. This study uses a combination research method, of digging data with questionnaires distributed through a google form, and links shared through email messaging facilities and WhatsApp in a chain. The survey was conducted to see how *Pancasila* and Citizenship Education play on radicalism and terrorism and to explore data from various sources, documents, and journals related to the research focus. The results of the study showed that *Pancasila* and Citizenship Education played a significant role in the prevention and countermeasures of radicalism, terrorism reached 99%. The results of this study are expected to be one of the input materials for the relevant parties in taking policies on strategies to prevent and deal with radicalism and terrorism. It also encourages the involvement of the world of education and society towards *Pancasila* and Citizenship education and implements it in the life of the nation and state.

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INTRODUCTION

Efforts to cultivate the values of nationalism through the Education of *Pancasila* and Citizenship to ward off radicalism and terrorism. The words radicalism and terrorism are often considered the same, in fact different, according to the Indonesian Dictionary, radicalism comes from the word radical which means fundamental (up to the principle); it is very difficult to demand change; Advance in thinking and acting. While the word radicalism means radical understanding or flow in politics; understanding or flow that wants social and political change by using violence; Extreme attitudes in the political current (Kamus Besar Bahasa Indonesia, n.d.).

Radicalism, in The Concise Oxford Dictionary comes from the Latin, *Radix*, *Radicis*, meaning root, source, or origin (Hornby, 1995). Radicalism comes from the roots of the word radical. In the Great Dictionary of Indonesian, radicalism is defined as an understanding or flow that wants social and political change or renewal by violent or drastic means. According to Law No. 15 of 2003, terrorism is the use of violence or threats of violence that cause a situation of terror or fear of people widely and cause mass casualties, by seizing the property of others, resulting in damage or destruction of strategic vital means, objects, environment, public facilities, and international facilities. Terrorism is a scourge of modern civilization (Zirojevic-Fatic, 2011). Indonesia is one of the countries that is facing a domestic security crisis characterized by the threat of terrorism movements behavior of terrorism, both actions, motivations, targets, goals, and methods are increasingly widespread and varied (Mulyoto & Samsuri, 2017; Umar, 2010).

Acts of terrorism are carried out brutally and inhumanely therefore the perpetrators of terrorists should get a firm sanction (Windiani, 2017). Acts of terrorism are different from war, terrorists are not subject to the laws of war, the time is usually a

sudden execution, and the victims are random and come from the general public (Nuswanto, 2019). That requires serious handling and cooperation of national and state components nationally and internationally (Wiji et al., n.d.). The government must play a role and be responsible for protecting all citizens and creating a sense of security and peace (Nahak, 2018). Law enforcement is a necessity that every citizen has the same rights and obligations to the law (Sopyan, Islam, & Syarif, 2021).

This research aims to find out whether *Pancasila* and Citizenship Education can prevent acts of radicalism and terrorism. Furthermore, this study tries to figure out how the teaching methods of *Pancasila* and Citizenship Education should have an impact on preventing radicalism and terrorism in the country's defense system. Based on Law No. 20 of 2003 Article 37 paragraphs (1) and (2) on the System National Education mentions that Citizenship Education must be contained in the curriculum of primary education, secondary education, and higher education (Undang-Undang No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, n.d.).

Pancasila and Citizenship Education management cannot be separated from the two forming words namely education and citizenship. Education is a conscious and planned effort to realize the learning atmosphere and learning process so that learners actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble morals, as well as the skills necessary for themselves, society, nation, and state (Undang-Undang No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, n.d.), while citizenship itself has to do with English literature expressed by the term citizen. (Anggraeni, 2011) It can be seen from several sources and experts that Citizenship Education is something that concerns education about the citizen.

Pancasila and Citizenship education management is a way of instilling the values

of nationalism as a whole and clearly according to the perspective of science. Conceptually, according to Numan Sumantri Citizenship Education is an education program based on political democracy that is expanded through several sciences supported by positive influence from various parties to prepare for democratic life based on *Pancasila* and the 1945 Constitution (Kabatiah, 2021). The learning of *Pancasila* and Citizenship emphasizes the values of statehood instilled in all levels of society as guidelines and handles in a good state, appropriate, and practice-based based on applicable laws.

Each country has its policy in implementing its citizen education management, such as Civics, Civic Education (U.S.), Citizenship Education (UK), *Sachunterricht* (Germany), Civics and Moral Education (Singapore), *Obscesvovedinie* (Russia), and *Fuqarolik Jamiyati* (Uzbekistan). In terms of its application that is not only applied in Indonesia, but it also shows that the management of Citizenship Education is one of the very important learnings and has a large share. In this case, especially in the formation of the character of the younger generation and the personality of Indonesian people.

The objectives of *Pancasila* and Citizenship Education management according to the Ministry of National Education are to develop competencies including thinking critically, rationally, and creatively in response to citizenship issues; actively and responsibly participating, and acting intelligently in community, national, and state activities and anti-corruption; developing positively and democratically to form themselves based on characteristics. Indonesian people live together with other nations; interact with other nations in world regulations directly or indirectly by utilizing information and communication technology (Alifuddin & Suarni, 2021). Challenges faced with the development of science and technology, not boundaries are one of the challenges faced by citizenship

education itself.

The advancement of science and technology affects the civilization of the nation and the country puts how important the management of *Pancasila* and Citizenship Education, as an instrument to instill the values of nationalism in building the character of the nation to be able to live forward and develop together with various nations by not forgetting the identity of the Indonesian nation itself. Based on the description that has been collected, human resource development becomes a joint movement for every country in the world, especially Indonesia (Raets, 2022). It cannot be denied that character education is the key to the progress of the nation, therefore the problems contra with the plan of human development thinking in various countries get many challenges that need to be overcome. Terrorism is directed first and foremost not at killing or terrorizing for the sake of it, but at influencing audiences and policies. Terrorist strategies usually put targets or influences on certain people with long and mature preparation. This is a serious challenge, for the management of *Pancasila* and Citizenship Education must be the earnestness of all parties from the government, the community, especially the world of education so that it will have a comprehensive impact that radicalism and terrorism, is a real threat that must be faced by the entire Indonesian nation.

Pancasila and Citizenship Education management has strategic value in the formation of the character of the nation, a nation that has a strong character by itself will be able to face various threats, obstacles, and disruptions so that its national stability will be maintained because development will only be able to be carried out if national stability is maintained. In the global era terrorism is still a scourge for the world including Indonesia. Acts of terrorism are not an ordinary form of destructive violent crime, but a crime that threatens not only the peace of a country but the peace of the whole world. The importance of solving the

problem of radicalism and terrorism completely, starting with preventive education as well as the application of repressive regulations.

In overcoming terrorism there is a term called counterterrorism, the counter has the meaning of fighting terrorism which means understanding terrorism. In countries that follow a democratic system, anti-terrorism laws are only used to limit and paralyze terrorist ideas and movements. The use of counterterrorist itself is more in the direction of repressive, while the management of *Pancasila* and Citizenship Education is more preventive. It can be concluded that the use of counterterrorist can only be done if there has been a series of activities that smell of terrorism law, but do not expect acts of terrorism in the beloved country of Indonesia. *Pancasila* and Citizenship Education management are more preventive and comprehensive handling by equipping their citizens to have strong national resilience. With the management of *Pancasila* and Citizenship, extremist ideas both to the left, right, and religion that smell of radicalism and terrorism can be countered by the growth of the nationalist sense and soul of patriotism throughout Indonesian society. This is the main purpose of *Pancasila* and Citizenship Education itself which acts as a guide to Indonesian society as citizens who have a high spirit of nationalism and prioritize the interests of the nation above all other interests.

The mandate of the opening of the Constitution of the Republic of Indonesia in 1945 is to protect the entire Indonesian nation and all Indonesian blood, promote the general welfare, educate the life of the nation and participate in maintaining world order based on independence and lasting peace and social justice, obliged to protect its citizens from every threat of crime whether national, transnational, or international including in it. Free from the views and understanding of radicalism-terrorism and also the crime of terrorism itself.

Based on the explanation above, this study was conducted to analyze how to prevent and handle radicalism and terrorism in Indonesia and analyze how are the *Pancasila* and Citizenship Education management strategies in preventing and handling radicalism and terrorism in Indonesia.

METHODS

This research aims to find out how the role of *Pancasila* and Citizenship education in the prevention and countermeasures of radicalism and terrorism. This study was conducted by collecting the data through questionnaires in google forms and links that distributed via email messages and WhatsApp. The questions in the questionnaires include year of birth, gender, level of education, frequency of news related to radicalism and terrorism, where did the news come from, the background of radicalism and terrorism, students' perceptions of *Pancasila* and Citizenship Education, and the benefits of inculcating the values of nationalism through *Pancasila* and Citizenship Education. This survey was participated by 145-148 respondents who were successfully netted from various regions in Indonesia.

This survey was conducted to see how millennials in Indonesia viewed the study of *Pancasila* and Citizenship to radicalism and terrorism, and to dig into data from various related sources, to obtain the required data. According to Sugiyono (2007), this study uses a combination research method that is a research method based on pragmatic philosophy (a combination of positivism and post-positivism). Used to examine the natural and artificial object conditions (laboratory), where researchers can as instruments and use instruments for measurement, data collection techniques can use tests, questionnaires, and combined (triangulation), deductive (quantitative), and inductive (qualitative) data analysis. A combination of research results can be useful for making generalizations and understanding meaning. The data obtained

through questionnaires were also dug up from the source.

To sharpen the results, by learning from various sources of literature and documentation techniques. The documentation technique used in the form of record records of acts of terrorism in Indonesia, through the use of this technique is expected to be able to counter the ideology of terrorism and can find solutions and include the values of the spirit of nationalism through the *Pancasila* education and Citizenship. The use of all techniques to get optimal results is then summarized into a technique commonly called the triangulation technique. The triangulation technique is a technique that in the collection of data is glued and uses the above techniques to arrive at the results close to the desired maximum results.

RESULTS

The survey was conducted by using Google Form and links shared through email messaging facilities and WhatsApp. This survey was conducted to see how millennials, in Indonesia, view the influence of *Pancasila* and Citizenship Education on radicalism and terrorism. The following are the results of the survey:

1. Year of Divinity

Based on the year of birth, the survey with questions about when the year of birth, with 2 answer choices is birth before 1980 and after 1980. Although some answered the year of birth specifically, after being grouped into 2 groups, namely the year of birth before and after 1980, this is to map that the respondent represents the millennial generation and the old generation. Of the 145 respondents who entered obtained results can be seen in Figure 1.

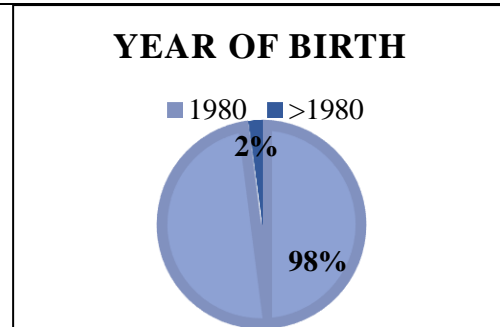


Figure 1. Date of Birth

Source: Survey Results by the Authors, 2021

The answers from respondents obtained data on births after 1980 of 98% and the rest of births before 1980 by 2%, meaning that the target of this study is millennial generals fulfilled because the respondents 98% are millennials. Next, it relates to the gender of the respondent.

2. Gender

Based on gender, significant data can be obtained because it turns out that the gender of women, is more than men, this information is very important for further research, especially research related to policy, or maps about market needs, lifestyle, and so on, but in this study will only map about the role of *Pancasila* and Citizenship Education in countering Terrorism and Radicalism, of the 148 incoming respondent data can be known as can be seen in Figure 2.

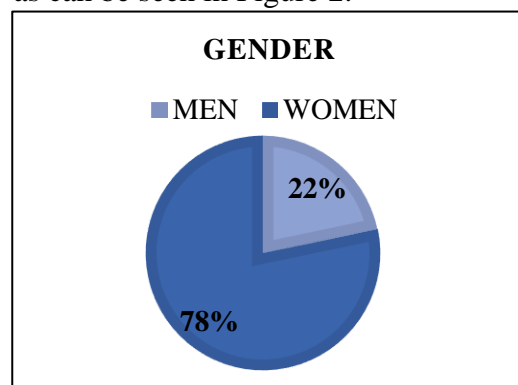


Figure 2. Gender

Source: Survey Results by the Authors, 2021

Answers from respondents obtained the following data Men 22 % Women 78%. The data turned out that the number of women was more than the number of men.

3. Level of Education

Based on the level of education, a survey with the question of what level of your education with the choice of answers categorized education; Elementary School, Junior High School, Senior High School, Diploma, and Bachelor's degree. Of the 148 respondents obtained the results can be seen in Figure 3.

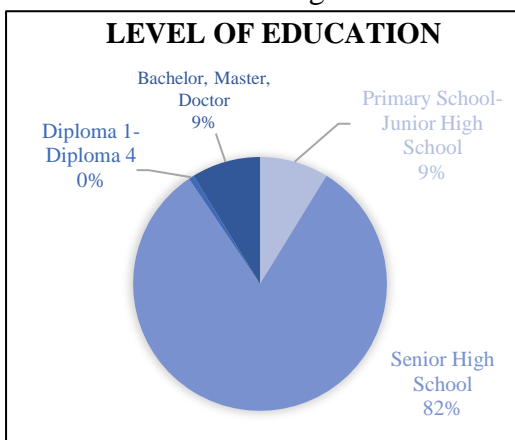


Figure 3. Education Level Data
Source: Survey Results by the Authors, 2021

The answers from respondents obtained data as follows Primary School-Junior High School = 9%, Senior High School = 82%, Diploma 1-4 = 0%, Level 1-3 = 9%, the data there is conformity between the year of birth and the level of education, meaning that the data is increasingly convincing that respondents are true millennials who represent almost all regions of Indonesia, this is to map the Indonesian millennial generation about its views on *Pancasila* and Citizenship Education and its effect on the prevention of terrorism and radicalism.

4. News of Terrorism and Radicalism

Furthermore, data related to terrorism and radicalism related to the title of this study on a frequency related to news that

smells of terrorism, obtained results as can be seen in Figure 4.

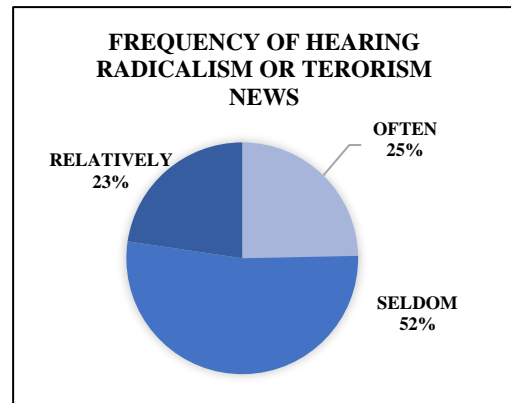


Figure 4. Frequency of Terrorism News
Source: Survey Results by the Authors, 2021

From the 147 respondents who gave answers, as many as 25% indicated terrorism-related news that tends to be frequent, then 52% rare, while those who answered relative 23 %.

5. News Sources were Obtained

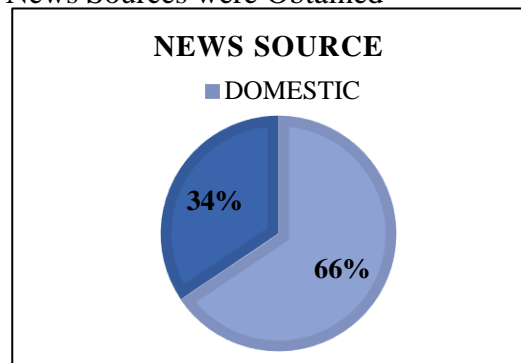


Figure 5. Data Sources of Terrorism Radicalism News
Source: Survey Results by the Authors, 2021

After combining the frequency of reporting rates of acts of terrorism and radicalism, and the source of news in the can, then be mapped simply, about whether the occurrence of terrorism that respondents see or hear is inside Indonesia or outside Indonesia. This will be strongly related to the process of supporting the learning of *Pancasila* and Citizenship education in efforts to prevent and deal with terrorism and radicalism.

It can be seen from the data that of the 148 responses, which said as much as news from Indonesia/domestically, the remaining 66% said that the number of news from abroad amounted to 34%. Thus we can conclude, with the value of correspondents who say that the crime of terrorism is growing in Indonesia, reaching 65.3% then the learning intrusion has a strategic role in the prevention and handling of radicalism and terrorism by planting the values of nationalism based on *Pancasila* and the 1945 Constitution.

That is because based on the data obtained, acts of terrorism in Indonesia are relatively many cases, although some cases of terrorism when this study is conducted, the frequency of news is relatively small, when compared to the news of the COVID-19 Pandemic or other news.

6. Background in Terrorism and Radicalism

After we mapped the frequency and sources of news, to better support the data we will look at the background of terrorism and radicalism, to find out then based on the question of research what is the background of terrorism and radicalism, result of this question can be seen in Figure 6.

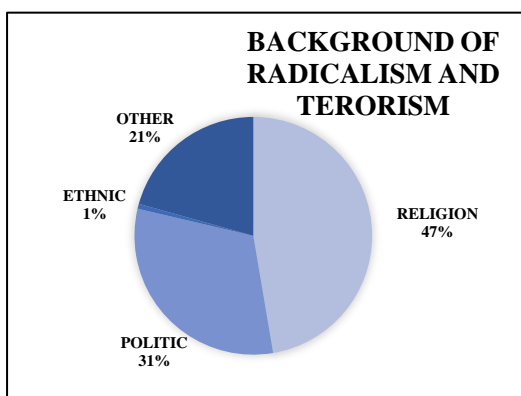


Figure 6. Terrorism Radicalism Background Data

Source: Survey Results by the Authors, 2021

Based on the data obtained, 146 respondents answered that Religion by

47%, politics 31%, ethnic 1% another 2% while relatively small tribes, meaning that the learning of *Pancasila* and Citizenship Education, especially discussions related to religion has a significant role, it cannot also be denied political issues, *Pancasila* and Citizenship Education related to the political field, to emphasize political understanding as a whole, Avoid political understanding as just a power struggle.

After discussing the background of radicalism and terrorism, according to the focus of this study, this study then discussed about the learning of *Pancasila* and Citizenship Education to find the common thread. The question is whether *Pancasila* and Citizenship Education is important.

7. Perception of *Pancasila* Education Learners and Citizenship

Based on survey data, with the question of whether learning *Pancasila* and Citizenship Education is important, less important, and not important. The data obtained can be seen in Figure 7.

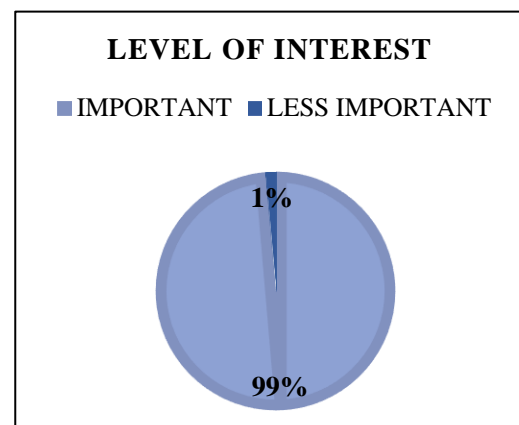


Figure 7. Data on the Level of Interest in *Pancasila* and Citizenship

Source: Survey Results by the Authors, 2021

Based on data from 147 respondents, gave important answers of 99%, and only 1% gave less important or unimportant answers, this indicates that civic education has a significant role as an instrument to prevent and deal with

the problem of radicalism and terrorism. Furthermore, with questions related to the learning of *Pancasila* and Citizenship Education.

8. The Cultivation of Nationalism Values through *Pancasila* and Citizenship Education

The question is whether learning *Pancasila* and Citizenship Education can instill the values of nationalism or not. The data can be seen in Figure 8.

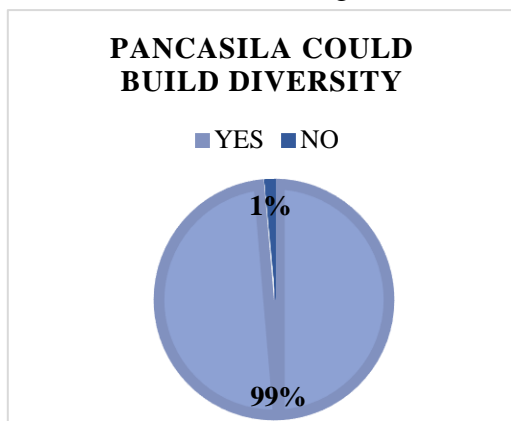


Figure 8. Data on *Pancasila* and Citizenship Education in Cultivating Nationalism Values

Source: Survey Results by the Authors, 2021

Based on data from 148 respondents, giving answers can be 99%, only 1% who give answers less can or can not, this indicates that civic education learning has a significant role as an instrument to instill the values of Nationalism, meaning that civic education learning plays a role in the prevention and handling of radicalism and terrorism.

DISCUSSION

This study aims to find out how the role of *Pancasila* and Citizenship Education in the prevention and countermeasures of radicalism, and terrorism. This study uses primary data from questionnaires distributed via google form and secondary data obtained from previous research, and other data sources from internationally accredited articles searched through the Scopus database at

<https://www.scopus.com>. The research technique used is descriptive analysis, where the processed data is analyzed, concluded based on scientific principles, and presented in scientific writing so that it can be understood in general.

The Bali Bombings have captured the attention of the world, especially the majority of the victims are foreign nationals, since the Bali 1 and 2 bombing attacks on two clubs, Sari and Paddy's, the event has put Indonesia in a difficult position, indeed the threat of terrorism is real, although only carried out by a group of radicalism (Bela, Nurmandi, Muallidin, & Kurniawan, 2021). Indonesians condemned the terrorist attack. Terrorism has strategic social interaction at the domestic and global levels (Sarinastiti & Vardhani, 2017).

This radicalism can be triggered by inequality and dissatisfaction that leads to despair Sadarusalam (Anshori, 2019). The gap in understanding ideology can destroy the state and the nation (Windiani, 2017). Radicalism and terrorism view the behavior of society and the state as a picture of a bad, evil, discriminatory, corrupt, society (Prakasa, Al-Fatih, & Haqqi, 2021). The mandate of the opening of the 1945 Constitution is to maintain the integrity of the nation's sovereignty.

Terrorism in law, criminal acts of terrorism are categorized as extraordinary crimes that not only cause tangible but also intangible losses (Pradana & Setiyono, 2021). In counter-terrorism, the government establishes a task force consisting of elements of related government agencies by their respective duties, functions, and authorities (Sibuea, 2017). While Zulfikar & Aminah, 2020; Santoso (2013) argues that terrorism is a criminal offense, so the only way is to fight it by hunting down and punishing the perpetrators by applicable laws and regulations. The author concludes the need for a combination approach between formal and persuasive law or what is often said to be a soft and hard approach education of *Pancasila* and Citizenship. Management or

treatment of *Pancasila* and Citizenship Education, should not be just knowledge, but more emphasis on the cultivation of nationalism values and how to implement them in the life of the nation and state. The realization of nationalism values is considered to have the potential to be a real threat to the security of the country (Santoso, 2013).

Terrorist attacks in various areas in Indonesia are not only carried out by adults, but also by children of student age (Sarinastiti & Vardhani, 2017). How the values of nationalism in character education for children of student age. Character education through *Pancasila* and Citizenship Education is expected that students can apply, tolerance values, love for the nation, feelings of state defense, honesty, and open-mindedness (Analyses, 2011). Character education contributes to building the quality of society (Iskandar, Possumah, Aqbar, & Yunta, 2021). Meanwhile, *Pancasila* education contributes to countering radicalism and terrorism (Prakasa et al., 2021). *Pancasila* education in the New Order era has been implemented massively and comprehensively, through the provision of *Pancasila* Guidance and Practice based on Decree of the People's Consultative Assembly No. II of 1978 concerning Guidelines for the Realization and Practice of *Pancasila* (Winarno, 2014). At the beginning of the reforms abolished the education system in Indonesia, based on the Decree of the People's Consultative Assembly No. XVIII, 1998, since 2003 *Pancasila* and Citizenship Education, has been implemented again based on Law No. 20 of 2003 Article 37 paragraphs (1) and (2) on the National Education System mentions that Citizenship Education must be contained in the basic education curriculum, education secondary, and higher education (Undang-Undang No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, n.d.).

Through *Pancasila* and Citizenship education have the responsibility to carry

out comprehensive development. Character education is considered capable of countering radicalism and terrorism. (Sibuea, 2017). School is a conducive place to educate the community, with qualified teachers playing an important role (Pradana & Setiyono, 2021). Human development as a whole is an inevitability, there are students scientifically accomplished but in character 'empty' conditions that are currently very vulnerable to infiltration of radicalism and terrorism (Bela et al., 2021). The student age segment is very vulnerable to contamination of the value of radicalism and terrorism (Sinaulan, 2016). There is a need for character education through *Pancasila* and Citizenship Education (Iskandar et al., 2021).

The focus of this research is in addition to a formal approach, as well as a comprehensive non-formal approach. *Pancasila* and Citizenship Education with methods adapted to the development of science and technology and faced with threats from inside and outside in the global era can be one of the efforts to inculcate the values of nationalism and state defense to prevent the growth and development of radicalism and terrorism, especially among the younger generation who are the sole inheritors of the future of the nation and state, to create state resilience

CONCLUSION, RECOMMENDATIONS AND LIMITATIONS

Based on the existing data after being processed and analyzed, it can be concluded that the ways to prevent and deal with radicalism and terrorism include inculcating the values of nationalism and state defense towards the younger generation or millennial generation from the start. The *Pancasila* and Citizenship Education management strategy is to become one of the means to educate the younger generation or millennial generation to instill values. nationalism and state defense in the national defense system to

prevent and deal with radicalism and terrorism.

Awareness, involvement, and responsibility of all parties are needed in preventing and handling radicalism and terrorism. *Pancasila* and Citizenship Education should be taught from the start among the younger generation or millennial generation according to the situation and conditions, especially in terms of inculcating the values of nationalism and state defense in the national defense system to prevent acts of radicalism and terrorism. The limitation of this research is only discussed management of *Pancasila* and Citizenship Education in the prevention and handling of radicalism and terrorism in the national defense system. The number of respondents in this study is between 145-148. It is necessary to do further research with a larger number of respondents and more developed problems. The novelty of this study is *Pancasila* and Citizenship Education is not only aimed at science alone, but the emphasis is on inculcating the values of nationalism and defending the country, it is necessary for quality teacher.

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