

The Role of Education Institutions in Conducting Radicalization Contract in Indonesia

(Case Study: Alkhairaat Foundation Central Sulawesi)

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Abstract - The exposure of students by the radicalization program carried out by the radical group should be a problem that must be considered by educational institution in Indonesia, so later educational institution also pays attention to the charge counter radicalisation in the learning process which is done in their institution. One of the most influential educational institution which in Central Sulawesi was Alkhairaat Foundation which has schools and universities in Central Sulawesi. From research conducted with qualitative methods, it is found that Alkhairaat has been instrumental in implementing counter radicalisation by doing contra-grievances, contra-ideology and contra- mobilization, generally done in the community through da'wah (recitation and social activities carried out by the autonomous organization under Alkhairaat Foundation), and in particular institutionalized of education that is under the Alkhairaat Foundation, through character education by requires the implementation of the "Alkhairataan" curriculum which made directly by Alkhairaat Foundation and it should be applied. Obstacles faced by Alkhairaat Foundation in carrying out counter radicalization especially regarding budget constraints to carrying out the activity and to build supporting facilities activities. The role of Alkhairaat institutions in conducting counter radicalisation has managed to prevent the radicalisation of its environment, by applying "Alkhairataan" local content in schools, madrasah, boarding schools and University. So that the curriculum of Alkhairataan character education can be a model of making a character education curriculum that is currently being persued by the Government to be applied nationally in any school.

IndexTerms—Role of Educational Institution, Counter Radicalization, Character Education

I. INTRODUCTION

Terrorism is still a frightening specter for many countries. Almost every day, we can listen a news about the acts of violence committed by terrorist groups around the world. In addition to terror acts, groups terrorists also continue to make efforts radicalization either through oral and internet (Schmid, 2013). Terrorism, radicalism and extremism become a concept which are continuously happening and transcribing all over the world. In Indonesia, radicalization processis also done orally or through internet. At firstthe, radicalization process can be over the internet and continued orally, as it happensin the case of bombing terror on church in Medan and the case of former Indonesian workers exposed to radicalizationvia the internet by Indonesian terrorist who are abroad, furthermorethe process of oral radicalization is done by the terrorist group that is inIndonesia.

Internet users in Indonesia as large are the younger generation that are is students. From research conducted by Institute Of Islamic Studies and Peace finds evidence of increasing phenomenaradicalism among high school students in Jabodetabek (Jakarta, Bogor, Depok, Tangerang,Bekasi). The study was conducted in private schools as many as 59 schools andat Public School as many as 41 schools, in 10 regions of Jabodetabek, on October2012 through January 2013. The survey in the study took samples of 993 junior high school students and high school students. From the results of the study, it was noted that almost 50% ofStudents surveyed agree with violent action or radical actiondone for the sake of religion, 14.2% of students agree with acts of terrorism committed byBali bombing terrorists namely Imam Samudra, Amrozi, and Noordin M.Top. As much as 84.8% of students alsostates agree with the enforcement of Islamic Shari'a. In 2014, SETARA Institute submit the results of the research conducted by their teamat the Indonesian Conference on Religion and Peace, the results of the studysows that from 300 high school students in Jabodetabek, as many as 46 students agree willavenger the actions of people who burn and close their places of worship. Researchersfrom the State Islamic University (UIN), Prof. Dr. Bambang Pranowo in his researchsaid that high school students who are young generation is still agreewith radical actions with areligious background (Sarwono, 2012). Some researchfrom another institutions in Indonesia show that the growing trend of radicalism is being intensivelydone through education institutions in a level of high school (Gaus, 2011). One of the example is the discovery of a radical charge in the textbook of Islamic Religious Education and Character for the class XI, the first print in the chapter on the characters the renewal of modern-day Islam, the allegedly charged element of radical is the inclusion in the textbook the material about permissible killing of polytheists (Kompas, April 2015). Students in universities are also targeted by the radicalization process, the results from the study of Indonesia Police Institute stated thatmany students are involved in radical groups. Generally, students that involved radical groups are those who study science, such as physics and chemistry. Chief of Indonesia Police Institute, General Tito Karnavian, also requested campus to fortify from the idea of radicalism because students potentially infiltrated dangerous ideology.

From our study, many students are involved in radical groups. *Generally students majoring in science, such as physics and chemistry.* It is dangerous to be inducted into a suicide bombing, said General Tito Karnavian during a public lecture entitled "*The Era of Democracy and Globalization*" at Bandung Institute of Technology (Kompas, March 8, 2017).

The exposure of students by radicalization programs conducted by radical groups should be a problem that must be considered by educational institutions in Indonesia, so later educational institutions also pay attention to the counter radicalization charge in the learning process undertaken instituted. The National Agency for Combating Terrorism in Indonesia certainly has done deradicalization program as well as counter radicalization, but with the help of other institutions, especially educational institutions that also do counter radicalization in synergy will surely maximize the results obtained.

From some regions in Indonesia that prone to radical group movements, one of them is Central Sulawesi. The influence of violence due to the conflict in Poso is still felt, several incidents of terror acts are also still happening where one of them is still hunting the remnants of Santoso Group. Some time ago also arrested 9 suspected terrorists allegedly associated with the Islamic State Groups in Syria and Iraq (ISIS), according to the explanation of the Chief of Police Public Relations Division, Inspector General Boy Rafli Amar, two of the nine suspected terrorists arrested by The Central Sulawesi Regional Police are known to be underage (Kompas, March 13, 2017), indicating that students in Central Sulawesi are also vulnerable to radicalization by radical groups. One of the most influential educational institutions in Central Sulawesi is Alkhairaat Foundation which has schools and universities in the region of Central Sulawesi. Visits from several national officials to the Alkhairaat Foundation indicate the influence of this foundation in the region. Based on the consideration of the problem of radicalization in Central Sulawesi, then researchers will deepen the role of educational institutions in doing counter radicalization in Indonesia, through a case study in the Alkhairaat Foundation of Central Sulawesi.

II. LITERATURE REVIEW

To analyze the role of educational institutions in Alkhairaat Foundation on counter radicalization at Central Sulawesi, then we use some relevant theories related to the role and counter-radicalization measures according to the expert in accordance with the current developed theory.

Role Theory

Elif (2015) says that role is a set of behavior that is expected by others against a person according to his position in a system. In this case the educational institutions are expected to counter radicalization as part of the system of learning implemented institutionalized. Meanwhile, according Soerjono Soekanto (2014), role is an action or behavior performed by someone who occupies a position in social status, role requirements covering 3 (three) things, namely: (1) Roles include norms relating to positions or places someone in society. In this case the role in question is a series of rules that guide a person in life community; (2) Roles include the concept of behavior about what individuals can do in society as an organization. So it can be said that role as individual behavior, which is important for the social structure of society; and (3) Role is a regular sequence that is caused by a position. In this case human beings as social beings have a tendency to live in groups. So that in, the life of the group will happen interaction between members from one community to another community members. Interdependence grows because there is interaction between them. In the social life that comes what is called the role. A person is considered to play a role if he exercises his rights and obligations in accordance with his position, it occurs because the role is a dynamic aspect of one's position. To provide a clearer understanding we should first understand about the definition of role. From the above explanation, then in this study the role of educational institutions in the Alkhairaat Foundation in counter radicalization can not be separated from the learning system undertaken by the institution.

Counter-Radicalization Theory

To prevent the development of radical ideas, it is necessary a prevention strategies. The prevention strategy of radicalization is known as counter-radicalization. According to Counter Terrorism Implementation Task Force (2008) counter-radicalization is a policy program aimed at people potentially involved in terrorism with the aim of preventing individuals from engaging in terrorism and against the law. The main target in counter-radicalization is not the terrorist actors themselves, but to the wider community. With regard with counter-radicalization, society becomes the object and subject of empowerment and strengthening in tackling radicalism (Schmid, 2013). In relation to the handling of Islamic Radical Movements, the counter-radicalization strategy can be divided into: (1) Counter-grievances as a counter-radicalization strategy focused on problem solving that are local rather than global, faced by the community who are vulnerable to exposure to radical ideas. (2) Counter-ideology is a counter-radicalization strategy aimed at providing resistance to radical group ideology through counter-narration, education to the community, and empowerment of community leaders to fight against radical acts of violence and his ideas. (3) Counter-mobilization is a counter-radicalization strategy by assisting communities in networking, and knowledge in preventing radical cell-building and recruitment.

III. RESEARCH METHOD

This study will use data in the form of words and activities of people or groups of people, as well as supporting documents such as notes, documents administration, photo and others as supporting data. So in this study, researchers chose to use qualitative

research methods. Researcher will carefully and thoroughly examine an activity, event, process or group of individuals within a specified time and area. So in this study, researchers will use a case study approach (Creswell, 2010). In this research, the data source to be used is primary data consisting of informants from officials in Alkhairaat Foundation and officials in element of government of Central Sulawesi Province, researcher will select informant with purposive sampling (Muri Yusuf 2014) by considering representation from government official and several levels of education ranging from elementary, junior high, high school, university, and secondary data in the form of documents relating to the role and strategy of counter-radicalization.

Interviews and observations will be used to obtain primary data and when required focus group discussion will be used. Secondary data obtained from literature study and collection of other supporting documents relevant to the research. According Sugiyono (2015), the most important step in research is a research technique, because the goal is to obtain research data. Therefore, researchers should know the data collection techniques so that data obtained later can meet the established data standards. To analyze the data, we use a analysis model that introduced by Miles and Huberman (2014), known as an interactive model data analysis, whose stages include data condensation, data collection, and data presentation, and conclusion/veryfing (withdrawal or verification). The SMO analysis model for system-related problem solving is also used. To test the reliability and validity of data in qualitative research, explained by Sugiyono (2015) includes test, internal validity, external validity, reliability, and objectivity.

IV. RESULT AND DISCUSSION

The Role and Implementation Counter-Radicalization By Alkhairaat Foundation.

From the results of interviews, observations and study documentation conducted by researchers, the dominant role performed by Alkhairat Foundation in counter radicalization is through da'wah, whether it is done through lectures, lectures in society, and da'wah through educational institutions and social activities carried out by organizations that are part of Alkhairaat's Foundation, this is it in accordance with the terms of role according Soerjono Soekanto (2004).

From the explanation above, then in this study the role of educational institutions in Alkhairaat Foundation doing counter radicalization can not be separated from the learning system undertaken by the institution, through da'wah directly conducted in the community, as well as through educational institutions and social work activities done as described above. In accordance with the theory explanation above, it can be said that Alkhairaat Foundation has been instrumental in doing counter radicalization activities. However, to know whether the role performed by Alkhairaat Foundation is a counter radicalization activity or not, then the discussion about the role of Alkhairaat Foundation in counter radicalization will be analyzed based on counter radicalization theory. According to Schmidt (2013), in relation to counter-radicalization, society becomes the object and subject of empowerment and strengthening in tackling radicalism. So that will be discussed how counter-radicalization strategy, counter-grievances, counter-ideology, and counter-mobilization done by Alkhairaat Foundation.

Counter-grievances:

Activities undertaken by Alkhairaat Foundation as a strategy counter-radicalization focused on problem solving in local rather than global, faced by vulnerable people exposed to radical understandings, particularly in Central Sulawesi and other regions where there are institutions below Alkhairaat Foundation such as in Gorontalo, Papua, Maluku and North Maluku. The activities are conducted among others:

- a) Conducting public services; Alkhairaat Foundation through the existing organization underneath, carrying out public service activities for example through service management of corpse. As described by Plt. Chairman of Alkhairaat Foundation, Habib Alwi Saggaf Aljufri Lc., MA in his interview, he explained that the training had been carried out in the management of corpse in educational institutions under the Alkhairaat Foundation, if required by the surrounding community then Alkhairaat cadres will be able to do the emaciation of the corpse, this has been going well and received appreciation the good from the community. In addition, Alkhairaat also carry out the ministry health to the community although still limited, for example held mass circumcision and treatment, but with limited due capability not yet have the hospital independently.
- b) From the interviews and observations, it can be proved that Alkhairaat Foundation also become a channel and also voiced social aspirations for the community, especially the marginalized groups that exist in the areas where Alkhairaat is located. This is further facilitated by many Alkhairaat cadres who is in government, legislators, as well as public figure.
- c) In order to support and implement law enforcement efforts, protection of human rights, democratization, and welfare improvement, Alkhairaat also play a role, either through the da'wah of the cadres in the community, as well as by the cadres of Alkhairaat who became a public figures, government officials and legislators. Alkhairaat Cadres located in various lines in the community stay connected in Alkhairaat Graduate Organization, so communication with Alkhairaat Foundation is still stay awake.
- d) From the interview with Plt. Chairman of Alkhairaat Foundation, even though individual (person to person) has not been done (especially related to the program undertaken by the government, Alkhairaat has not been involved, but if government involves Alkhairaat then it will be gladly accepted), but in general it can be said that Alkhairaat also provides training and building individual capacity to communities and terrorism victims, especially through the

missionary in the community, lecturer, and activities undertaken by the organizations that are under Alkhairaat Foundation such as ties of alumni.

- e) Alkhairaat Foundation also oversees and evaluates counter-terrorism carried out by the government, especially through its cadres which is widespread in society.

Counter-ideology:

From the results of interviews, observation and literature studies, a counter-radicalization strategy aimed at providing opposition to radical group ideologues through counter-narrative, community education, and empowering community leaders to resist radical violence and his ideas are also carried out by Alkhairaat, and his tracks are quite lengthy, especially if we look at the efforts made by armed rebel groups that have occurred in Indonesia such as PRRI/Permesta, DI/TII Kahar Muzakar, which seeks to influence Alkhairaat cadres for participate in their support, but because of obedience to the their teacher in Alkhairaat, and through the understanding of Hubbul Wathon, then the cadres of Alkhairaat continue to defend the Unitary State of the Republic of Indonesia. Similarly, the radicalization phenomenon carried out by radical groups today, Alkhairaat also do among others:

- a) Provide socialization of peace, tolerance, security, pluralism, and danger terrorism to the community, especially through its missionaries in the community (as a concrete example is presented with examples of the activities of its cadres who were once conflicted areas like in Ambon and Poso). This is also done in educational institutions under the auspices of Alkhairaat Foundation by incorporating Alkhairataan Curriculum all levels of education owned. This curriculum is character education derived from the main values brought by the old teacher in establishing Alkhairaat as his propagation organization. Character education through AlkhairaatCurriculum has produced Alkhairaat cadres who are tolerant, moderate and respectful of differences.
- b) Alkhairaat also builds public support and understanding of counter-terrorism efforts through education, limited counter-opinion through dakwah or limited discussion but does not use public debate (because it is inconsistent with the principles taught), and counter-narrative is also done primarily by the Alkhairaat Cadres which is now scattered in various lines in government and community leaders, either directly or through the media space propaganda owned.

Counter-mobilization:

Alkhairaat Foundation provide assistance to community communities in building networks, and knowledge in preventing the efforts of cell formation and radical recruitment. The efforts made include:

- a) Alkhairaat build cooperation with other actors, such as civil society and religious government organizations in efforts to prevent radicalism, it can be proved its role in time of riots hit Ambon and Poso. For now, the role is done through the activities of Alkhairaat cadres who are in autonomous organizations under Alkhairaat Foundation, such as alumni and other ties. According to Plt. Chairman of Alkhairaat Foundation, he will be very receptive if it can be held training of state defense, if there is such a program from the Ministry of Defense, if it can be held in Palu (Alkhairaat as host), according to him in this region has not been touched practice of defending the country. If there is a government program then Alkhairaat gladly willing to be involved, for example in Alkhairaat universities, if necessary by bringing Alkhairaat cadres from other provinces (other than Central Sulawesi province).
- b) Alkhairaat also basically monitors vulnerable groups/individuals who are exposed to radical understanding, according to Plt. Chairman Alkhairaat Foundation, efforts are made through representatives in the structure, for example at the district level, level of twigs, administrators to the village/branch, in the sense still in the Alkhairaat organizational structure, which is not in the structure done by teachers, dakwah, if they receive information will be submitted to the central board (Alkhairaat Foundation), and will follow through by conveying the information to the authorities, and it has happened at the time of the Poso riots, for example when there are groups who want to attack an area, the information was delivered wrongly one Alkhairaat ustadz next information is notified to Korem, Polda.

Role according to Elif (2015) is a set of behavior expected by others against a person according to his position in a system. In this case the Alkhairaat educational institution has performed the role by doing counter radicalization as part of the institutionalized learning system instituted.

Constraints in implementing counter radicalization

In general, the constraints faced by Alkhairaat in implementing counter radicalization with the constraints faced by other organizations, namely the ability budget to carry out activities and to build facilities supporting these activities. For example, for service activities to the community which later can be used as a bridge to ward off radicalization in the middle of society, the activities undertaken are still limited due to health facilities (not have hospitals) and other facilities such as hearse for service to the community. This community service activity is needed to build trust through activities that can overcome the difficulties of the community, then can be build communications that can counteract the radicalization efforts made by radical groups. Another obstacle is the lack of education for Alkhairaat cadre so that it is necessary to carry out training internally about understanding the state defending in Alkhairaat environment by the Alkhairaat cadre. Alkhairaat cadre independently still limited to the planting of Hubbul Wathon principle which has been taught since the establishment of Alkhairaat. So that the cultivation of the values of

contemporary state defending which is currently intensively carried out by the government, still not so feels echo in the environment Alkhairaat. Whereas the number of educational institutions large enough (currently Alkhairaat has 1651 madrassas / schools, and 36 boarding schools, as well as universities scattered in some provinces) is a great potential to spread the spirit of defending the state within the school environment and in the community. Thousands of active cadres are organized under PB Alkhairaat and alumni cadres of Alkhairaat who are not active in the organization but still communicate with alumni is also a potential cadre of state defendants that can not be ignored, so it would be better if the training of state defense against the cadres of Alkhairaat done, especially in the province of many schools of Alkhairaat. If the government is also experiencing problems with the state defense budget, then to overcome budget constraints in conducting training in state defense in Alkhairaat or in Central Sulawesi, it is preferable for the central government and local government to influence (without violating any applicable law or regulation) overcome budget constraints by involving State Owned Enterprises and mining companies that operate around the city of Palu through Corporate Social Responsibility funds.

Central Sulawesi is one of the areas vulnerable to radicalization by groups that have been causing riots in Poso and its surroundings, making it a common practice if CSR funds are used to tackle social problems with the education of state defense in the context of counter radicalization. Problems that occur in an institution or society, we believe not stand alone but related to other problems. So we say one relation to the other as a system. To solve the problems associated with this system it is necessary to approach the system (Billy Tunas, 2010). To overcome the constraints associated with the system, then we can use subjects, methods, objects (SMO) analysis to overcome these constraints. In relation to the above obstacles, the government as subjects can use the method of defending the state to Alkhairaat Cadre as an object to disseminate understanding of the values of state defense to the community, especially through Alkhairaat educational institutions that scattered in some Provinces. To facilitate these activities, initial training can be conducted in Palu city (Alkhairaat Foundation), by involving cadres from other provinces, or simultaneously not only followed by Alkhairaat Cadre but also followed by other components/social organizations. For other constraints is, if the implementation of 5 school days is required to be applied in public schools, similar to other educational organizations that organize "diniyah" or religious schools conducted in the afternoon for students of public schools, the education "diniyah" and others conducted by Alkhairaat will be affected also, because students who come from public schools can not follow it. Though this model education is an education that many interested parents of children whose children go to school in public schools. As stated by Mr. Ridwan (Secretary General of Alkhairaat Foundation) that the obstacle for Alkhairaat, regarding the regulations issued by the government through the ministry of education, related to full day school, basic knowledge of religion by Al Khairaat founder is "diniyah" in the afternoon, this is the first pattern that opened, Madrasah Diniyah Awaliyah is the foundation of strong religious education, basically all there. Those who study in the morning, formal school, from third grade to sixth grade to study in the afternoon. They come home from school at two-thirty, then half-past three or three in school again, so who comes home must back to school again at three o'clock to five o'clock, he thinks the most important is how to instill religious education from an early age, if from a small already woke up with well, god willing will wake up well because it's the best diniyah awaliyah foundation. But according to the general education supervisor of Alkhairaat, Mr. Hafizudin, that Alkhairaat had experienced/tested a program like full day school twice, in high school had 5 days study, tried 3 months, provincial government then evaluate and the result is not effective. Children have a passion or enthusiasm to learn, if it has entered at 2 o'clock, has begun to decline. Finally after three months of down policy from the central government back to six days of study. Other constraints relating to education assistance through Ministries (Kemenag, Kemendikbud, Kemendikti) experienced by educational institutions within Alkhairaat are generally similar to those experienced by other non-governmental education institutions, namely the limited aid funds that can be channeled to Alkhairaat. Though Alkhairaat carrying out education with the intention of da'wah (non-profit), so that the education budget assistance from the government will greatly help the quality of education and continuity of education conducted by Alkhairaat.

V. CONCLUSION

The role of educational institutions under the responsibility of Alkhairaat Foundation in implementing counter radicalization and the obstacles faced in its implementation, became the focus of this research. From result of analysis to result of research based on role theory and counter radicalization theory, and system theory to solve problems that arise because of obstacles encountered, hence next can be concluded, as follows:

- a) Alkhairaat has been play a role in carrying out counter radicalization by conducting contra-grievances, contra-ideology, and contra-mobilization, generally done in the community through da'wah (lecturer and social activities undertaken by autonomous organizations under Alkhairaat Foundation), and specifically instituted education which is under the Alkhairaat Foundation, through education character by requiring the application of Alkhairataan curriculum made directly by Alkhairaat Foundation and must be applied in the educational institution. Education character through Alkhairatan curriculum this includes Alkhairaat basic principles, history that contains exemplary Teacher who must be followed and followed by learners. Based on the opinion of some sources and observations, as well as literature study by the researcher, this character education has been proven to counteract the radicalization of learners in the educational institutions under Alkhairaat, so that Alkhairaat alumni become tolerant with difference, and moderate minded and acceptable in various circles in the community (political parties, government, community leaders).
- b) Constraints faced by Alkhairaat in implementing counter radicalization especially regarding budget constraints to carry out activities or to build facilities to supporting activities. Government assistance is very minimal, so many activities use the cost from Alkhairaat internal funds. Another obstacle is the lack of education cadre for depend the country in Alkhairaat environment so that to carry out training internally for understanding the state defending in accordance with the government program has not been done. What Alkhairaat did in the environment of defending the country by the

Alkhairaat cadre independently is still limited to the planting of the principle of Hubbul Wathon which since the establishment of Alkhairaat by the teacher has been implanted. So that the cultivation of the values of contemporary state defending which is currently intensively carried out by the government, still not so feels echo in the Alkhairaat environment. For other constraints that may arise is, if the implementation of 5 school days are required to be applied in public schools, together with other educational organizations that organize diniyah or religious schools conducted in the afternoon for students of public schools, the education diniyah and others conducted by Alkhairaat will be affected too, because students from public schools can not follow it.

VI. RECOMMENDATION

The results of research that has been done, there are some recommendations in the form of feedback recommendation both from theoretical point of view for the development of science and practical advice to improve the implementation of counter radicalization activities. Such suggestions include;

Theoretical Recommendation

The role of Alkhairaat educational institutions in implementing counter radicalization has successfully prevented the radicalization of its cadre environment, by applying it Alkhairataan local content curriculum in schools, madrasah, pesantren and university. So that the curriculum of Alkhairataan education character can be a model of curriculum development of character that is currently being pursued by the government to be applied nationally in schools. Research on the role of educational institutions in implementing counter radicalization is also still relevant to be done by further researchers, because there are still many things that can be exploited in research for the advancement of science.

Practical Recommendation

The results of research that has been done, then some things become recommendation to be a consideration of decision makers from both circles government and stakeholders with an interest in counter issues radicalization among others as follows;

- a) Education budget provided by the government to the institution education through ministries, do not always have to be shared equally but can also using priority scale, for example for private schools that providing relief payment of school tuition allowance to their students can be given greater assistance.
- b) Government regulations on full day school (through a 5-day school) will impact so it is necessary to consider the model of the religious school done in the afternoon as a continuation of public school (diniyah awaliyah) because this model of religious education has helped character education for their students.
- c) Training of state defending needs to be conducted in educational institutions such as Alkhairaat, as it will have a significant impact on the success of the cadre training program defend nationally. Budget limitations for training implementation defending the country especially in areas prone to social unrest such as in Central Sulawesi, can be overcome by involving CSR funds of state-owned companies as well as the private sector operating in the area, due to the state defense training can prevent the occurrence of social unrest that can inhibit operations of the company.

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