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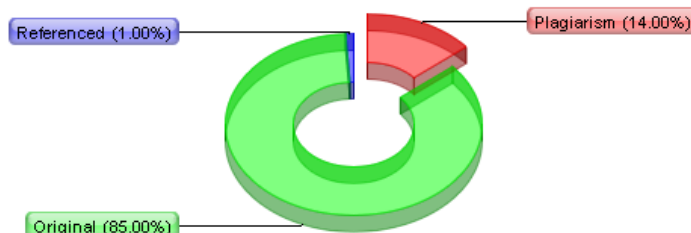
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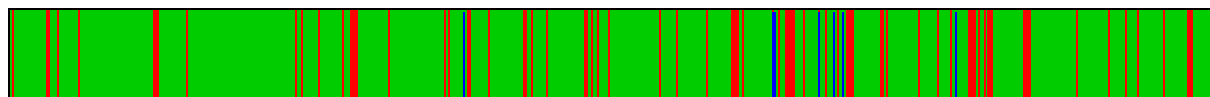
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INFLUENCE OF CHARACTER EDUCATION AND TEACHERS' ATTITUDES ON DERADICALIZATION IN THE	
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CONTEXT OF JUNIOR SECONDARY SCHOOL	

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
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ABSTRACT

Background: Indonesia has not managed pluralism well, especially after the fall of the New Order regime. Acts of terrorism and radicalism have spread throughout the country. Within a decade, bombs have erupted everywhere, and many conflicts have occurred in Indonesia. Education is expected to produce people who will, eventually, make the nation a better place, which will eventually raise public awareness and gradually change the attitude of insecurity into an independent attitude. Education can eventually shape human character in accordance with the need for societal progress.


Purpose: This study aimed to assess

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the magnitude of the influence of character education

and teachers' attitudes on the
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deradicalization of junior secondary school


students.

Methods: This quantitative research involved data collection techniques using questionnaires and surveys. The population was 257 and the sample size was 156, taken from eight

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junior high schools in the

Pondok Aren District, South Tangerang City, Banten, Indonesia; of these, 147 returned responses. Data analysis was completed with descriptive statistics using Statistical Product and Service Solution.

Results: The average score of answers from 147 respondents regarding attitudes of teachers toward character education in deradicalization was 65.4. This result showed that most respondents gave a high score. The highest score for this question was 68.0, and the lowest was 40 (range of 28).

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resources! The direct effect of
character education on

deradicalization amounted to 0.9%, while the indirect effect of 21.9% and the magnitude of the direct effect of teachers' attitudes on student deradicalization was 73%, supported by interviews with the vice-principal, who stated that it was very important to implement character education in schools, but it still requires continuous application for teachers and students and a consensus between school personnel and parents.


Conclusion: The contribution of the endogenous variables of character education and teachers' attitudes toward deradicalization was 53.7%, other factors contributed 46.3%. This means that endogenous variables have a greater influence than other factors.

Keywords: Deradicalization, Character Education, Teacher's attitude.

INTRODUCTION

Indonesia has not managed pluralism well, especially after the fall of the New Order regime. Acts of terrorism and radicalism have spread throughout the country over the past decade. The bombs have erupted everywhere, and many conflicts have occurred (Muqoyyidin, 2013). The concept of deradicalization has not been defined clearly, but, essentially, it is an attempt to encourage terrorists and their supporters to abandon the use of violence. Such public diplomacy is aimed at winning hearts and minds (Paloş et al., 2011). Understanding deradicalization refers to an attempt to obliterate, eliminate, or remove radical action (Zuhdi, 2017). Substantive deradicalization aims to alter the actions and ideologies of individuals or groups. Disengagement concentrates on facilitating behavioral changes, such as rejecting the use of violence (Septian, 2011). Deradicalization refers to counterterrorism or preventive measures to neutralize ideologies that are considered radical and dangerous by means of a nonviolent approach. It is serious for the international world because, at any time, it could endanger national security (Zuhdi, 2017).


In education, there is a systematic process of transforming information and knowledge (Pendidikan and Di, 2014). Thus,

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implementing character education in Indonesia needs to be evaluated to obtain accurate information related to the extent of such achievement (Retnawati et al., 2018). Character education can be

interpreted as a serious effort to develop and encourage positive personality traits as well as empowerment by example (Kurniasih and Utari, 2018). Character education essentially aims to form a nation that is strong, competitive, noble, moral, social, strong, patriotic, dynamic, and science-oriented, all imbued by faith in the Almighty God based on Pancasila (Zulhijrah, 2015).

Education in Indonesia is very complex because there are problems that need to be solved. One example is the challenges teachers and school principals faced while implementing the SMP 2013 Mandiri curriculum in the district of Beji, Depok in 2013. These constraints include learning and supervision that includes the mastery

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of Information, Communication and Technology (ICT


). This may impede active, character-based learning, and learning assessments are considered complicated (Febriantina, 2018).

An effective character education model is a comprehensive, multi-method approach to planting, modeling, facilitating values, and developing skills, accompanied by the development of a positive school culture. School principals and staff members, teachers, and parents must be involved in character education. Learning activities must be carried out in class, outside the classroom, and at home (Zuchdi, 2006). Character education also emphasizes the importance of three components of good character (components of good character), namely knowledge of morals, feelings about morals, and moral acts (Lickona, 1997).


Character education is implemented in two ways, namely intracurricular and extracurricular. Moral knowledge is instilled through classroom learning, while moral feelings and moral actions are instilled both inside the classroom and outside the classroom. Of the three components, moral action must be developed as a daily habit. In Indonesia, character education has been carried out intensively since the introduction of the Competency Based Curriculum in 2004 (Retnawati et al., 2018). However, the opinions of teachers in kindergarten and in elementary school emphasize family relations, such as parents' involvement and support for their children in school. This is different from the opinions of parents leave all the character education to the schools without getting involved, the characteristics and methodologies relevant to adaptation (Correia and Marques-Pinto, 2016).

To make teachers adopt a more constructive perspective, they especially need to gain a broader and deeper understanding of what is expected from ICT integration in the classroom. They also need to greater confidence by increasing the ICTs' independence and their awareness of ICTs' potential. Furthermore, encouraging teachers' experimental behavior and training them with ICT skills that are pedagogically oriented can be a strong determinant of ICT adoption in teaching (Vermeulen et al., 2017). In fact, the knowledge and skills teachers require will differ depending on the content being taught and the pedagogical goals. This can vary from increasing learning effectiveness in school subjects to promoting the development of special skills, such as lifelong learning and learning to learn (Ecclestone, 2010).


A large number of curriculum programs and materials have been developed to help teachers deal with their students' character development problems. Yet, does this discussion of moral principles, about rights and wrongs, about moral decision making, really take place in the classroom? Do the policies and practices in the classroom reflect a commitment to character education? Do teachers see character education as an important part of public-school education? The main objective of

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the study was to assess teacher and student teacher attitudes toward character education in

public-school classes (Mathison, 1999). This study aims to assess

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[resources!](#) the magnitude
of the influence of character education and teacher attitudes


toward deradicalization. Currently there is the potential for the seeds of radicalism to emerge from the middle and high school circles. Radical ideology could threaten the survival of the Unitary Republic of Indonesia (Rustan, Hanifah and Kanro, 2018) As many as 48.9% of students in Jabodetabek expressed their agreement with radical actions (Munip, 1970). This makes us realize

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the importance of character education and teacher attitudes in

reducing the seeds of radicalism among junior high school students.


METHOD

The research used a quantitative method on a studied phenomenon to obtain certain conclusions through values produced from a statistical procedure and process. Data collection techniques used questionnaires and surveys. The population was 257, and the sample was 156 teachers at eight junior high schools in Pondok Aren District, South Tangerang City, Banten, Indonesia. Of the sample population, 147 responded to the questionnaire. Data analysis was completed with descriptive statistics using Statistical Product and Service Solution (SPSS) version

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[resources!](#) 24. This study
focused on,
and was limited to, the magnitude of the influence of character education and teacher attitudes

toward deradicalization. Previously, this study proposed three hypotheses for this objective, namely:

There is

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[resources!](#) a direct and
positive

influence of character education on deradicalization;

There is a direct and positive influence on teachers' attitudes toward deradicalization; and

There is a direct and positive influence of character education on teacher attitud

es.

These eight junior secondary schools could be classified as three State Junior High Schools, namely SMP 5, SMP 12 and SMP 14, and five Private Schools namely SMP Ricci 2, SMP Alazhar 3, Penabur SMP, SMP Pembangunan Jaya and Baitul Maal Islamic Middle School. From the eight junior secondary schools, this study involved 147 teachers as respondents as the following table.

Table 1

List of schools and number of respondents

No. The name of a school Address The amount of respondent

- 1.
- 2.
- 3.

4.

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8 AlAzhar3 junior secondary school

Public Junior secondary School 12

Public Junior secondary School 14

Pembangunan Jaya Junior secondary School

Penabur Junior secondary School

Public Junior secondary

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id: **13**

School 5

Ricci 2 Junior seconda

ry School

Perigi Junior secondary School

AmountRegency of Pondok Aren

Regency of Pondok Aren

Regency of Pondok Aren

Regency of Pondok Aren

Regency of Pondok Aren

Regency of Pondok Aren

Regency of Pondok Aren

Regency of Pondok Aren

23

23

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14

18

147

RESULTS

The study results are based on the questionnaire data sent back from the eight schools. The processed data includes one independent variable, which captures 14 deradicalization items, 20 character education items, and 17 items on teacher attitudes, especially regarding the teacher's concerns about the seeds of radicalization. In total, 147 respondents (teachers) returned questionnaires to the researchers, with a total of 7,497 items.

Table 2. Number of items processed according to school and variable

NO.School	V A R I A B	LETOTAL	EducationAttitude	Deradicalization
1	AlAzhar3 junior secondary school	460.039132211732	Public Junior secondary school	12460.039132211733
2	Public Junior secondary school	14400.034028010204	Pemba.Jaya Junior secondary school	300.02552107655
3	Penabur Junior secondary school	340.028923886776	Public Junior secondary school	5340.02892388677
4	Ricci 2 Junior secondary school	280.02381967148	Perigi Junior secondary school	360.0306252918
5	Amount	2940.0249920587497		

From Table 2 above, it can be concluded that all the schools included in the study have submitted research questionnaires; the highest number of respondents came from Al-Azhar 3 Middle School and 12 Middle School (reflecting the

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conditions of public and private schools)

, respectively, by 15.7%, while the lowest number of respondents
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came from Ricci 2 Junior High S

chool, by 9.6%. A graphical depiction is provided in Figure 2 below.

Figure: 1. Percentage of respondents' answers according to school

Statistical analysis was done by using SPSS version 24. Descriptive analysis for the three research variables on the respondent's answers for each variable is as follows.

Table 3. The Result of Descriptive Statistics of

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"Character Education Variables"

CHARACTER EDUCATION IMPLEMENTATION	Mean	71.0	Standard Error	0.5	Median	71.0	Mode	74.0	Standard Deviation	6.0	Sample Variance	36.3	Kurtosis	-0.1	Skewness	-0.6	Range	25.0	Minimum	55.0	Maximum	80.0	Sum	10440.0	Count	147.0	So
Data Processing through SPSS Version																											

24

Table 3 shows that the average score of answers from 147 respondents regarding character education intensity is 71. The highest score was 80 and the lowest was 55 (range of 25). Considering the standard deviation as a measure of diversity of data shows that a score of 6.0 implies that there is little diversity of respondents' answers even though some did show variation. In terms of the answer mode, the respondent's most frequent answer score is

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74 (greater than the average

value of 71 and a median of 71). This illustrates that respondents' answers are concentrated on the right-hand side in the frequency distribution graph. Therefore, most respondents believe that character education activities in schools are of high intensity.


The same tendency is also shown by skewness (in this case equal to .06). The score with this negative sign shows that the frequency distribution graph is left-slung, meaning that the respondent's answer is far from the lowest score. Descriptive analysis shows that, in the respondents' opinion, implementing character education in schools is highly intense according to various statistical information conducted by researchers (in terms of average scores, mode and skewness, and standard deviations).

Table 4. Descriptive Statistics of Teacher Attitudes and Concern Variables

CARE OF THE TEACHER

Mean 65.4 Standard Error 0.4 Median 68.0 Mode 68.0


Standard Deviation 4.7 Sample

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Variance 21.9 Kurtosis 6.8 Skewness -2.4 Range 28.0 Minimum 40.0 Maximum 68.0 Sum 9617.0 Count 147.0 Source: Data Processing through SPSS Version

24

Table 4 shows that the average score of answers from 147 respondents regarding

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the attitudes and concerns of teachers toward character education

and deradicalization is 65.4. The highest score was 68.0, and the lowest score was 40 (range of 28). Considering the standard deviation as a measure of diversity of data shows a score of 4.7 implies that there is little diversity of respondents' answers even though some did show variation. In terms of the answer mode, the most frequent score of respondent's answers is


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68 (greater than the average

value (65.4)). This illustrates that the respondent's answers are concentrated on the right-hand side in the frequency distribution graph. Therefore, most of the respondents believe that teachers care about character education and deradicalization efforts in schools are of high intensity, the same tendency is also shown by skewness (in this case as -2.4).

Scores with this negative sign indicate that the frequency distribution graph is left-slung which means that the respondent's answer is far away from the lowest score. Descriptive analysis shows that, in the respondents' opinion, the teacher's attitude or teacher's concern for character education in schools is high, as viewed from various statistical information conducted by researcher (judging from the average score, mode, and skewness, as well as standard deviations).

Table 5. The Result of Descriptive Statistics of Deradicalization


Deradicalization Mean 50.0 Standard Error 0.3 Median 50.0 Mode 52.0 Standard Deviation 3.2 Sample

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Variance 10.0 Kurtosis -0.5 Skewness -0.4 Range 15.0 Minimum 41.0 Maximum 56.0 Sum 7357.0 Count 147.0 Source: Data Processing through SPSS Version

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Table 5 shows that the average score of answers from 147 respondents regarding

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the attitudes and concerns of teachers toward character education

and deradicalization is 50.0. The highest score was

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56.0 (highest

score), and the lowest score

was 41.0 (range of 15). Considering the standard deviation as a measure of diversity of data shows a score of 3.2 implies that there is little diversity of respondents' answers even though some did show variation. In terms of the answer mode, the most frequent score of respondent's answers is

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52.0 (greater than the average


value 50.0), and also the median (50.0). This illustrates that the respondent's answers are concentrated on the right-hand side in the frequency distribution graph, which means that most of the respondents believe that teachers care about character education and the deradicalization efforts in schools are of high intensity; the same tendency is also shown by skewness (in this case

as -0.4). Scores with this negative sign indicate that the frequency distribution graph is left-slung, which means that the respondent's answer is far away from the lowest score. Descriptive analysis shows that, in the respondents' opinion, the teacher's attitude for character education in schools is high viewed from various statistical information conducted by researchers (judging from the average score, mode, and skewness, as well as standard deviations). Figure 1 below visually reinforces these conditions.

Figure: 2. Histogram Deradicalisation

The tabulation results, shown in Table 6, indicate that 51.02% (75 people) of teachers stated that deradicalization efforts had been carried out in schools, and 48.98% (72 people) teachers stated that schools had carried out high-intensity deradicalization.

Interval class Frequency Cumulative %
 2500.00% 25-4500.00% 45-652617.69% 65-85121100.00%
 Table 6. The Cumulative Frequency Percentage

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of Deradicalization

Source: Data Processing through SPSS Version

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Notes:

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
25-45 Medium

45-65 Height

65 Very high

Table 7. Correlation between Character Education, Teacher Attitudes and Deradicalization Correlations

EDUCATION ATTITUDE DERADICALIZATION EDUCATION Pearson Correlation 1.288** .219** Sig. (2-tailed) .000 .008 N 147 147 147
 ATTITUDE Pearson Correlation .288** 1.733** Sig. (2-tailed) .000 .000 N 147 147 147
 DERADICALIZATION Pearson Correlation .219** .733** 1 Sig. (2-tailed)

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
resources!

.008 .000 N 147 147 147** . Correlation is significant at the 0.01 level (2-tailed)

d). Source: Data Processing through SPSS Version 24

Discussion

Hypothesis testing of this research used regression and correlation formula. The first, second, and third hypotheses were analyzed by simple regression and correlation formula. Then, the next step is correlation using Path Analysis. The three research variables are positively and significantly interrelated at alpha 0.01. The relationship between character education and deradicalization is low, but the relationship between teacher attitudes and deradicalization is moderate. The data show that building teacher attitudes or caring teachers is very important for effective deradicalization among students. Our study results are consistent with previous research from (Hoover, 2014)

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conducted on Effects of


Character Education on

the Incidences of Physical Altercations Among Eighth Grade Boys, and research on Deradicalization in the Implementation of Islamic Education Curriculum in SMA Masamba South Sulawesi by Rustan, Hanifah, and Kanro in 2018.

The low relationship between teacher attitudes and education suggests that character education efforts are not followed by attitudes or concerns of teachers toward deradicalization. This conclusion needs to be continued with a path analysis that can show the influence between the

three research variables. This research was built on the basis of testing the


 id: 29

 **Plagiarism detected: 0.74%** <https://www.researchgate.net/public...> + 4 resources! hypothesis as follows:

There is a direct and positive influence of character education on deradicalization of 0.009

The data analysis results showed that the coefficient of direct and positive influence of character education on

deradicalization was $p_{31} = 0.009$ or 9% (very small). In contrast to research by (Hoover, 2014), violent

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behavior among junior high school stu

dents and general boys in particular has increased and the problem is not resolved, as well as opinions from the results of research by (Sukarieh and Tannock, 2016) Education is a powerful weapon. Anti-radicalization policies in schools can equip young people with knowledge, skills, and critical thinking to challenge and debate in an informed way, and education can play a strong role in encouraging young people to challenge deviant ideas.

2. There is a direct and positive influence on teachers attitudes toward deradicalization of 0.730

The data analysis results showed that the coefficient of the direct and positive influence of the teacher's attitude toward deradicalization was $p_{32} = 0,730$ or 73%, which is quite high. This is supported by (Trees Pels, 2012), in his

 id: 31

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"Influence of Education and Socialization on Radicalization: An Exploration of Theoretical Presumptions and Empirical Research."

There is a

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gap in the influence of education on

preventing radicalization because schools and families are socially underappreciated. Therefore, the gap must be closed with a better understanding

 id: 34


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education to help parents and teachers prevent radicalization.

3. There is a direct and positive influence of character education on teacher attitudes of 0.288

The data analysis results showed that the large coefficient of direct and positive influence of character education on teacher attitud

es was $p_{21} = 0.288$ or 28.8% (small). The results of this study are consistent with previous research (Mathison, 1999). The teacher strongly supports

 id: 35

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
education in schools

(75%), and agrees that the main responsibility for character education lies at home (85%), and teachers and students who do not agree that moral education is more important in elementary classes (53%)

Furthermore, the above hypothesis can be described in the following constellations. The results of data processing produce path coefficients as below.

Hypotheses

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
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Quotes detected: **0.25%** in quotes: "there is a direct and positive relationship between character education and deradicalisation" id: 37

are rejected, because (H0 is accepted), p value for Education α is 0.882 0.05 (see the output table of

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Coefficients") states that there is a direct and positive influe


nce on teachers' attitudes/exceptions toward deradicalization. This is accepted because (H0 is rejected), p value Attitude/Concern α is 0,000 0.05. (see the output table for

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"Coefficients"

). The hypothesis which states that there is a direct

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
character education on teacher attitud


es/concerns is accepted (H0 rejected) because the r value α is 0,000 0.05. (see the output table

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"Correlations"

). The data analysis results show that the coefficient of direct and

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character education on deradicalization is $p_{31} = 0.009$ (very small), while the influence of the attitudes/concerns of teachers toward deradicalization is $p_{32} = 0.730$ medium high (medium high), and the effect of character ed

ucation on teacher attitudes/concerns is = 0.288 (small).

Processing with SPSS produces three tables as follows:

a. Summary Model

Anova

Coefficients

Table 7. Determination Coefficient Summary Model

Model R Square Adjusted R Square Std. Error of the Estimate 1.733a .537 .5302 .181a. Predictors: (Constant), ATTITUDE, EDUCATION


Source: Data Processing through SPSS version 24

The table model summary shows that the magnitude of the contribution of endogenous variables (character education and teacher attitudes) to deradicalization is 53.7%. This shows that other factors, amounting to 46.3%, contribute to the formation of deradicalization. The correlation table above shows that the level of correlation

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between education and teacher attitudes is also small even though there is a significant relationship between education and teacher attitudes.

Attitudes about the relative

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importance of character education in

K-6 classrooms and 7-12 classrooms are somewhat different. More than half the teachers and student teachers disagree that moral education is more important in elementary classrooms

(53%). (Mathison, 1999). This study's results confirm that classical educational factors are no longer effective factors in shaping students' positive character or deradicalization. Likewise, the teacher's concern for character education does not show a large contribution.

Table 8. Anova Regression test

ANOVAaModelSum of SquaresdfMean SquareFSig.1Regression793.8722396.93683.464.000bResidual684.8351444.756Total1478.707146a. Dependent Variable: DERADICALIZATIONb. Predictors: (Constant), ATTITUDE, EDUCATION

Source: Data Processing through SPSS version 24

The Anova table above shows the regression model can be used to predict the


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level of deradicalization. Character education and teacher attitudes/

concerns together can be used to predict the level of student deradicalization. This is indicated by p value α which is 0,000 0.05.

Table 9. The path coefficient test of character education and teacher attitudes

CoefficientsaModelUnstandardized CoefficientsStandardized CoefficientstSig.BStd. ErrorBeta1(Constant)17.3282.9225.930.000Education.005.031.009.149.882Attitude.497.040.73012.329.0

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resources!
DERADICALIZATIONSource: Data Processing through SPSS version

24

The coefficients table above shows that the multiple regression model... can be formulated as follows.

$$X_3 = 17.3 + 0.01 X_1 + 0.497 X_2$$

This equation informs us that changing 1 unit X_1 will change the amount of X_3 by 0.01 unit X_1 what if X_2 is in control, and changing 1 unit X_2 can change X_3 by 0.497 units X_2 if X_1 is in control.

From

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the statistical analysis of the data

from 147 respondents indicates that:


1. Judging from descriptive statistics, respondents' answers indicate that they lead to

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"high or very high"

answers. This reflects a very positive answer.

2. The character education variable indicates teacher attitudes show positive and significant relationships. The relationship is high medium (medium high), which is between the variable attitudes / concerns of teachers and deradicalization. While


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the relationship between character education and deradicalization is low, so too is the relationship between character education and teacher caring attitudes is low.

3. The relationship between character education and teacher attitudes,

although small, is significant.

4. The

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hypothesis

that there is a direct and positive relationship between

character education and deradicalization is rejected because (H0 is accepted). This concludes that there is



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no influence of character

education on

deradicalization.

5. The hypothesis which



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states that there is a direct and positive influence on teacher attitudes / exceptions toward deradicalization is accepted because (H0 is rejected). This states that there is a positive

direct effect on the attitude / concern of the teacher toward deradicalization.

6. The endogenous variables' contributions (character education and teacher attitudes / concerns) to deradicalization is 53.7%. That other factors contributed 46.3%.

Conclusion

The analytical results of the answers of the 147 respondents was 71. The high score of 80 and the standard deviation score of 6.0 means there was little diversity in respondents' opinions of character education. Likewise, from the qualitative analysis, based on interviews with eight principals, showed that implementing character education in schools was carried out in an integrated manner with other lessons. However, there are still obstacles to implementing character education in schools (SMP) including: (1) not all teachers can understand



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the value of character

education; (2) students' habits at school are different from home, not good at home; (3) not all parents support character education. The contribution of endogenous variables of character education and teacher attitudes

toward deradicalization was 53.7%; other factors contributed 46.3%. This value indicated that endogenous variables make a greater contribution than other factors.

Recommendation:

1. Character education still needs to be improved in the form of student involvement outside of classical learning. Implementing character education through the classical method will only inform mere knowledge, even though the character must be formed in the form of real behavior that can be observed when students interact well in anything else outside of school.

2. Teacher modeling is another choice factor that can strengthen the effectiveness of deradicalization among students. The influence of teacher role models will undoubtedly complement character education that is done either classically integrated or separately because teacher role models should be part of the student character development curriculum.

3. Increasing the strengthening of attitudes / concerns of teachers toward the formation of student character because it is proven that the attitudes / concerns of teachers can affect the deradicalization. The portion of time integrated character education needs to be increased to further ensure



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the effectiveness

of character education. The po

rtion of time allocated to character education while this is not sufficient in counteracting opportunities for planting radicalization by parties who are not responsible.

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
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
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- 1
- p31 = 0,009
- p32 = 0,730
- X1
- X2
- X3
- p 21 = 0,288

Figure 3: Influence Constellation X1, X2 to X3



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