

Islamic References on Anti-Radicalism in Indonesia: Information Repackaging for Education System

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Abstract---This research is explorative conducted with a combination approach, quantitative- qualitative, attempting to uncover the extent of the availability of Islamic anti-radicalism references in Indonesia, how those references are actively cited and utilized, and how such literatures are then projected in educational library collections. Quantitative descriptive analysis conducted on quantitative data to answer the question of the availability and citation records of references. Descriptive qualitative analysis used to answer how the requirements and needs of the related sources for Islamic educators support their knowledge and literacy for teaching and education. The result shows that there are lots of information sources for anti-radicalism both in monographs and journal articles; as being carefully selected from more than 2000 relevant bibliographies on such issue, there are at least 294 titles of monograph, and 85 titles of journal article. Those titles are collected in various online academic libraries. The monograph subject contains various-correlative sub-fields of study. Journal issues of relevant articles published from about 2003 to 2016. The majority of articles on the theme got the rise in 2013-2015. Publication of articles about radicalism and anti-radicalism in these years was very progressive. This description could become a repackaging information and a reader's guide for library collection which can help to provide guidance for selection and acquisition which has been resulted through three approaches: First, based on the information needs of the educators in accordance with the alternative choice of relevant themes and titles. Second, based on the current time of sources which most frequently used, and work from authors which more frequently cited in scientific journal articles. Third, based on the intensity relevance mapping of the references which closer to core content of anti-radicalism subject.

Keywords--*Anti-Radicalism, anti-extremism, Islamic References, Information Repackaging.*

I. INTRODUCTION

Many radical action events are often associated with acts originating from Islamic radicalism. This statement has been widely recognized by the world community, even a president in a country has offered his political vision by prohibiting Muslims from entering the state. Politically, this situation is very unfavorable for Muslims, especially if the situation has caused disunity and hostility between Muslims themselves. Ya'kub also stated that recently the people are being pitted, and the

trigger of it is the presence of mosque priests who are sometimes lacking in knowledge preparation [1]. Therefore, Muslims do not want to be pitied. The way all Muslims must have broad knowledge and true faith in the right process of education.

There are still very few references to teaching materials for anti-radicalism education derived from the values of Islamic teachings in the learning system in Indonesia, as the examples in the book of *Islamic and Character Education* for elementary up to senior high school in the 2013 curriculum, and also in the book *Pancasila and Citizenship Education*. Whereas, for Islamic religious education for higher education, discussions on anti-violence and anti-radicalism also appear very small, as stated in the sub-chapter '*Inter-religious harmony*' in Pulungan's *Islamic Education* [2]. Meanwhile, the condition of the ownership of the reference source is not evenly distributed, there are some higher education institutions presenting quite a lot of reference collections while others do not.

It is necessary to continue to examine the problems that arise by looking at the extent of Islamic references on character building to which educational institutions can contribute to fostering strong personality traits of citizens in rejecting violence and radicalism behind the increasingly complex operational problems of education. If students have a strong understanding as a foundation, they will not fall into the group of radical movements even though they are enticed with prizes or tantalizing compensation. Supposedly, in this global era every citizen has the intelligence and ability to distinguish which groups have social-human responsibility and which do not. Therefore, through both formal and non-formal education, they must proportionally obtain the planting of values of non-violence and anti-radicalism from a concept that has been developed by various parties and experts in this field, so that they are not easily affected and can fortify themselves from the magnetic inducement of radical movements which are full of values of provocation and violence. That is why this research needs to be carried out in order to uncover and discover the composition of a more comprehensive Islamic reference collection as representative teaching materials to carry out these efforts.

Some of the books circulating in schools contain the content

of provocative elements of violence, as indicated in this excerpt that with the spread of radical education via books distributed at school and on the internet, it feels like returning the Islamic tradition to the past educational methodology as previously described that *is still very relevant*. Supervision of religious understanding can be carried out with strict cultural control in the form of teacher and student relations with the chain of knowledge that connects to the Messenger of Allah [3]. Educators need to have the right understanding in the context of anti-radicalism in order to be able to greet the challenge correctly. Therefore, the availability and usefulness of Islamic reference collections, both retrospective and up-to-date, must always be considered, directed and continued to be guided according to their needs in education and learning.

One of the efforts to answer this problem is through fostering a reference *collection* of Islamic information sources that contain teaching materials relevant to anti-radicalism. If in the realization there are so many cases of violence to date, it can also be interpreted that the teaching materials used in the national education system may not be adequate or have not been used properly for the character building for students. So, these teaching materials must continue to be studied and developed in order to answer the educational needs of community. That is why comprehensive information on references is needed for Islamic education, so the research problems are formulated as follows: 1). To what extent is the availability of Islamic references on anti-radicalism in Indonesia? 2). To what extent is the use of Islamic anti-radicalism references on scientific journals and for other users? 3). How is information repackaging of Islamic references on anti-radicalism for educational collection development in Indonesia?

II. METHOD

Conceptually, religious radicalism can be understood as a very fanatical religious understanding of the most basic religious doctrine as the text of the teaching teaches. However, empirically today in the implementation of religious doctrine, adherents of the religious understanding are seen by the general public as religious groups that are very rigid, hard, extreme, exclusive and intolerant. Even then they were also known as hardline intolerant religious groups and used violence in the name of religious teachings against different religious groups. Thalbah expressed his opinion about what the reasons for violence against religion in Indonesia were also 'because of a certain sense of threat'. Religious groups that feel threatened by social, economic, power, or even the threat of religious adherence due to conversion or relocation to other religious groups can also lead to the rise of religious radicalism, or opposition to violence in the name of religion [4]. According to him, religious radicalism can rise and develop when fellow members or similar religious groups in other places are persecuted by other religious groups. This is called solidarity among religious groups. He reminded the desecration of religious teachings by individuals or groups of different religions through words, writing, pictures or behavior can trigger groups of adherents who are tainted and will rise to be radical triggers [4].

Information repackaging in this activity is primarily to

provide a method as a set of finding tools in the form of specific bibliographies related to a topic of anti-radicalism concept as described by George, that a bibliography is a finding tool that identifies sources of any sort that has a specific scope, because people cannot capture sources if they don't know what they are looking for [5]. In essence, bibliography is an information search tool that can identify a variety of sources in a particular subject scope. Generally speaking, you won't get what you are looking for if you don't know it. Further finding tools can be used by various parties both for tracking and as a reference in terms of developing library collections related to the topic of anti-radicalism and non-violence, especially in universities that develop religious study programs and education programs that are preparing educators. They need a Reader's Guide.

Information repackaging is an important effort in the selection and development process of library material collection, because the products produced can reflect the results of library material selection conducted intensively in certain fields of study. For implementation, the selection criteria are used in the selection process, including: 1). Library materials are best selected the basis of suitability for inclusion in the collection; 2). The collection should be an unbiased source of information that represents as many as points of view as possible; 3). Subjects should be covered in the manner appropriate to the library's anticipated user's needs; 4). No material should be excluded from the collection because of the race, religion, gender, national origin, sexual preferences, or political view of the author, the material, or the user [6].

This study uses a combination of quantitative and qualitative method with the main objective is to obtain information about the availability and usefulness of anti-radicalism literature sources as a reference for guiding references in the development of collection in the field of character building as being needed by educators in the education system. Thus, there will be an increase in public literacy, especially for educators and education personnel, as well as students as part of efforts to prevent radical acts through strengthening literature for educational institution. This study has analyzed more than 2000 bibliographic records for the theme of anti-radicalism.

III. FINDINGS AND DISCUSSION

A. *The Availability of Book References Within Last 20 Years*

In the analysis of Islamic anti-radicalism references, bibliographies are presented from various sources, especially monograph-based reference sources and journal articles. Other sources are not included in this study. The reference bibliographic exposure was viewed from the field and sub-field of study, such as Al-Quran, hadith, Islam and humanism, contemporary Islam, jihad, aspects of Islam, anti-violation Islam, or multiculturalism. While, publication description included famous publishers, such as Muhammadiyah, Airlangga, Mizan, Raja Grafindo Perkasa, Pustaka Al-Kausar, Religious Affairs Ministry. They played significant role in spreading the Islamic books and other references that could be accessed by the public easily. Their publication were recorded since 1996 to 2015 as found on table 1 and 2.

TABLE 1. LITERATURE DESCRIPTION

No	Sub-field of study	Title of Books
1	Al-Qur'an, Tafsir	3
2	Democracy	5
3	Extremism	3
4	Fiqih	5
5	Fundamentalism	17
6	Islamic Movement	8
7	Islam and Humanism	3
8	Contemporary Islam	6
9	Islamic organizations	4
10	Jihad	14
11	Aspects of violence	10
12	Anti-violence Islam	6
13	Multiculturalism	10
14	Nationalism	3
15	Islamic thought	4
16	Education Aspects	38
17	Civilization and Culture	19
18	Pesantren	12
19	Pluralism and Tolerance	18
20	Islamic politics	19
21	Islam and politics	8
22	Islamic psychology	4
23	Radicalism and Deradicalism	35
24	Islam and Sociology	4
25	Teological aspect	13
26	Terrorism	18
27	Wahabi	5
	Total	294

TABLE 2. PUBLICATION DESCRIPTION

No	Publisher	Total	Publication (1996-2015)	
			Date	Total
1	Mizan	18	1996	6
2	Wahid Institute	8	1997	2
3	LKiS	8	1998	6
4	Kompas	10	1999	8
5	Raja Grafindo Persada	8	2000	12
6	Paramadina	9	2001	21
7	Erlangga	7	2002	15
8	LP3ES	4	2003	22
9	Pustaka Pelajar	9	2004	15
10	Kemenag/Depag	6	2005	17
11	Gramedia	3	2006	14
12	Muhammadiyah	4	2007	23
13	Pustaka al-Kautsar	5	2008	9
14	UIN Jakarta Press	3	2009	20
15	PPIM IAIN/UIN	3	2010	14
16	Interfidei	3	2011	14
17	Serambi	3	2012	5
18	Eureka	3	2013	12
19	BNPT	6	2014	21
20	LIPI Press	2	2015	3

From the data on table 1 and 2, it can be identified that Islamic reference productivity related to radicalism and anti-radicalism is growing very rapidly both in monograph and journal articles. For monograph format there are approximately 290 relevant bibliographic titles which have been obtained. This collection discusses various related subjects, which has been classified into 27 sub-fields of Islamic studies that are very correlative. Some of the subject categories are as follows: education aspects 38 titles, fundamentalism 17 titles, jihad 14 titles, aspects of violence 10 titles, multiculturalism 10 titles, civilizations 19 titles, *pesantren* 12 titles, radicalism and de-radicalism 35 titles, theological aspect 13 titles, and terrorism 18 titles. From those figures also identify 20 publishers which are most popular in publishing the literatures. *Mizan* is the most popular and progressive publisher, which issued around 18 titles books. Then, followed by *Kompas*, *Pustaka Pelajar*, *Paramadina*, *Raja Grafindo*, *LKiS*, *Wahid Institute*, and etc. From the classified years, it is shown that in 2001, 2003, 2007, and 2014 such collection could be mostly acquired.

B. The Availability of Journal Articles, and the Usability of Book References

The data about journal articles on radicalism and de-radicalism published since 2003 to 2016 are available on table 3 below.

TABLE 3. DESCRIPTION OF JOURNAL ARTICLES REFERENCES: DATE OF PUBLICATION, CITATIONS, AND JOURNAL TITLE

Date of Published Articles						
No	Date	R	D	ED	DP	Total
1	2016	2	2	2	1	7
2	2015	4	3	7	5	19
3	2014	7	6	2	3	18
4	2013	4	3	5	2	14
5	2012	2	0	2	0	4
6	2011	4	1	0	0	5
7	2010	1	1	0	1	3
8	2009	1	0	0	0	1
9	2008	1	0	0	0	1
10	2007	2	0	0	0	2
11	2006	0	0	1	1	2
12	2005	0	0	0	0	0
13	2004	0	0	0	0	0
14	2003	3	0	0	0	3
15	Unidentified	3	1	1	1	6
	Total	34	17	20	14	85

R= Radicalism, D = De-radicalism, ED =Education on De-radicalism
DP = De-radicalism in Pesantren

From the published data on table 2, it is known that the range of the articles obtained almost entirely from 2003 to 2016, some of which were not known in the year of publication. Further, the majority of published articles about radicalism and anti-radicalism were issued in around 2013 - 2015, respectively with 14, 18, and 19 relevant titles. This showed very progressive productivity compared to the previous years. In 2016, there were still 7 titles, while in 2011

to 2012, it had 5 and 4 titles respectively. Journal articles under 2010 were not widely found but on the contrary the writings after this year are very progressively published.

The analysis of the use of reference sources is mainly based on the productivity of scientific article writing on the theme of radicalism and anti-radicalism, and how these works actively cite the authors of relevant reference sources. Azra, was the holder of the highest suitability with 35 citations, followed by 16 quotes by Majid, Esposito got 14 quotes, and Wahid and Abdullah each got 13 citations, while Nasution and Qodir received 10 citations. A number of 40 authors above gave concern on radicalism and anti-radicalism in Indonesia.

C. *The Need and Availability of Anti-Radicalism Literature in College and Schools from Lecturers' and Teacher's Perspectives*

Academic institutions normally give freedom of access to information, so there are no reference sources that are prohibited by lecturers for students who read books that contain provocative or hardline contents. Regarding the availability of collections of Islamic anti-radicalism for lecturers in academic institutions, it has been being realized that there are so many sources of references that lead to the concept that Islam is *rahmatan lil alamin*, but still it is understood differently [7]. In Muhammadiyah, the availability of related collections relies more on the main reference of organizing the educational institution, namely the ideology of *Kemuhmadiyah*, *Baitul Arqom* for the cadre of Muhammadiyah. With this guideline, all lecturers or students must follow it. In this case, because the lecturer has been directed and already understood the ideology of freedom of worship, there cannot be extreme ideologies entered [8]. On the other hand, for school there is no such thing as a reference source, because in school the existing books follow the 2013 curriculum [9]. Several teachers said that they don't have a book against it (radicalism) because they already feel it is enough in the curriculum. So far, none of this government composed such a book is against it. If related, just inform, the easiest to discuss it is not true, but for the curriculum and the book, it is still nothing. And even then, if teachers make it themselves, they cannot do it either [10]. So, if it is a radical problem, they might realize but it is not fully discussed there. So they focus on their lessons, how children get right, and not be influenced by the outside world [11]. There is nothing of such a book from the department, the references are handbooks from Islamic religious education books and the curriculum. Talking about the problem of radicalism, it depends on each teacher [12]. Some teachers said that it may be there in the book, but we don't know that [13]. Nobody has thought of it so far, so it is in accordance with needs. If there is something like that we will anticipate from the start and maybe education towards it will be an important part [14].

IV. CONCLUSION

A. *Availability of Islamic references*

The Publication of Islamic references for radicalism and

anti-radicalism is now continually growing and fluctuates with the number more than 290 titles. It had been progressive in 2001, 2003, 2007 and 2014. In these years, significant number of reference sources were obtained, each year it was exceeded 20 monograph titles. *Mizan* is one of the most productive publishers. In the scientific journal sources, it can be obtained about 85 significant articles, with very progressive issues were in 2011 to 2015. *Walisongo* is the most productive journal. If being classified according to the subject distribution, radicalism gets 34 titles (40%), de-radicalism for 17 titles (20%), de-radicalism in education was 20 (23.53%), and de-radicalisms in *pesantren* has 14 titles (16.47%). Although there are lots of such reference, they are not widespread distributed and not majority well understood.

B. *Utilization of Reference in Academic Journals and The Projection for User Needs.*

The majority work is written by scholars from higher educations, some of them are from the *pesantren* and some of those are from related institutional organizations. Works from popular authors are more frequently used in writing relevant articles, some of them are less. Azra is the most frequently cited author on the theme, followed by Majid, Esposito, Wahid, and Abdullah. Nasution and Qodir also get lots of citations in the scientific articles. The middle low level of utilization can be seen as illustrated in the 40 authors list of above citation analysis. For school institutions, the majority of teachers said that the sources of de-radicalism references did not exist. The use of references on anti-radicalism and non-violence relies more on the use of existing reference sources, based on the curriculum which contains limited aspects of character education on the topic. There is no much discussion about what radicalism and anti-radicalism. Thus, this result can be used as a guideline for collection selection and acquisition both for academic, school libraries, and others as being needed for students' character building. Librarians and stake holders must be able to anticipate user's needs and maintain un-biased collection in libraries.

C. *Repackaging Information of Anti-Radicalism for Collection Development*

To foster anti-radicalism, reference collection needs to be based on several considerations. First, it is based on the information needs of education implementers both in the middle and high-level education systems according to the alternative choices of relevant themes and available titles. Second, it is based on the frequency citation and majority use of certain writer's works, especially for monographs, and the recent year when the reference source was published, especially for scientific journal articles. Third, it is based on the results of mapping the intensity of subject relevance to the anti-radicalism field. In this study the selected bibliographic sources are mapped into 239 titles for the main source and 55 titles for supporting sources, while all Islamic journal articles (85 titles) function as the main sources. This information repackaging model becomes a method that can be used to compile reference collections about anti-radicalism as a reliable reader's guide for various users.

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