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## Student-Centered Learning to Prevent Radicalization at Islamic Junior Schools in Surakarta Indonesia

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**Abstract:** Youth radicalization presents serious threats to the peace and stability of society, particularly in educational environments. The purpose of this study is to investigate how Student-Centered Learning (SCL) at Islamic Junior Schools functions as a deterrent to radicalization. Critical thinking, inclusivity, and active student involvement are all promoted by SCL and are essential in lowering a person's vulnerability to extreme views. This study investigates the use of SCL in promoting an inclusive learning environment through a qualitative method that includes teacher and student interviews. The results show that SCL encourages critical thinking and respect for one another, assisting students in interacting with a range of perspectives and fending off extreme influences. However, obstacles including insufficient training for teachers and a lack of resources prevent SCL from reaching its full potential in counter-radicalization initiatives. To optimize the effectiveness of SCL as a preventive measure against radicalization, the study emphasizes the necessity of professional growth and institutional support. Educational officials and organizations hoping to establish more secure and welcoming learning environments should take note of these findings.

**Keywords:** student-centred learning (scl), radicalization prevention, critical thinking, Islamic junior schools, Indonesia.

### INTRODUCTION

Radicalization poses grave risks to social harmony and stability, especially for the youth, and has grown to be a major worldwide concern. Schools are in a unique position to counteract these impacts because that is where young people spend a significant portion of their formative years [1]–[3]. However, traditional education methods, which usually emphasize memorization by rote and passive learning, may not be able to give students the critical thinking skills necessary to recognize and reject radical ideas. Because of this,

student-centred learning, or SCL, has gained popularity as a more effective method of instruction for promoting diversity, critical thinking, and student involvement. SCL may also play a significant role in preventing radicalization in the future [4], [5].

This study examines SCL's ability to prevent radicalism in the context of Indonesia's secondary school, Islamic junior schools. With SCL, the focus is moved from a teacher-driven, lecture-based model to one that involves students actively in their education. This approach fosters open discussion, problem-solving, and teamwork skills that students need to develop to evaluate radical viewpoints critically and develop more nuanced views on complex societal issues. This study intends to investigate how SCL is implemented at Islamic Junior Schools and its perceived efficacy in halting the propagation of extremist beliefs using qualitative research, including in-depth interviews with teachers and students [6]–[10].

The research delves into the challenges associated with implementing SCL, such as inadequate finance and teacher training, which may impede its complete realization as a counter-radicalization instrument. This research attempts to provide a comprehensive understanding of how SCL can support the creation of a more secure and welcoming learning environment by incorporating secondary data from the body of existing literature on the prevention of radicalization in educational settings [11]–[13].

The findings of this study shed light on the unique circumstances of Islamic junior schools and contribute to a larger discussion on the function of education in averting extremism. Understanding how SCL fosters diversity, critical thinking, and respect for others can be very beneficial for educators, educational policymakers, and organizations worldwide that wish to shield kids from radicalization risk. This study aims to investigate how Student-Centered Learning (SCL) is applied at Islamic junior schools as a deterrent to radicalization [14]–[17].

Additionally, it seeks to determine how well SCL fosters critical thinking, inclusivity, and active student engagement, all of which can lessen students' vulnerability to extremist ideologies. Furthermore, the study intends to look into the difficulties that instructors and students encounter while putting SCL into practice, especially resource constraints and teacher preparation. It also aims to examine how SCL contributes to the development of a more polite, inclusive classroom atmosphere that serves as a deterrent to radicalization. Ultimately, the study seeks to offer perspectives and suggestions for enhancing the application of SCL as a successful tactic for averting radicalization in academic settings [18]–[20].

## LITERATURE REVIEW

The significance of radicalization and the role that education plays in preventing it has gained prominence in recent years, particularly as radical ideologies increasingly target susceptible youth. A rising number of people believe that schools play a significant role in promoting democratic values, inclusivity, and critical thinking—all of which serve as deterrents to radicalization [21], [22]. The relationship between student-centred learning (SCL), inclusionary and critical thinking-focused teaching methods, and the prevention of radicalization were examined in this review of the literature.

**Table 1. Literature Review**

Research Title	Writer	Location/Country	Research Methods	Key findings	Contribution to the Prevention of Radicalization
<b>Implementing Student-Centered Learning in Islamic Junior Schools to</b>	Ali, M. & Rahman, S.	Indonesian	Case studies, interviews, observations	The SCL approach helps develop students' critical thinking, increasing	SCL provides space for critical dialogue and self-reflection, helping students understand peaceful Islamic values and prevent the influence

<b>Combat Radical Ideologies</b>				student participation in discussions about Islamic moderation values.	of radical ideologies
<b>Student-Centered Learning Approaches for Islamic Education: Lessons from Bangladesh</b>	Ahmed, T.	Bangladesh	Surveys, interviews	SCL is implemented by strengthening collaborative learning and open discussion about tolerance and diversity	Student-centred learning helps foster better interaction between students from different backgrounds, promoting tolerance and anti-radicalism
<b>The Role of Critical Thinking in Islamic Schools: A Strategy to Counter Radicalism</b>	Yusuf, A.	Indonesian	Qualitative, content analysis	The application of SCL encourages the development of critical thinking skills that focus on the contextual interpretation of Islamic teachings.	Critical thinking skills in SCL strengthen students to reject extreme interpretations of Islamic teachings.
<b>Integrating Student-Centered Learning in Madrasa Education: A Case Study of Bangladesh</b>	Rahman, N. & Alam, R.	Bangladesh	Field study, classroom observation	The implementation of SCL in madrasahs increases student involvement in understanding Islamic teachings in a comprehensive and balanced manner.	Increasing students' awareness of the importance of a moderate understanding of Islam, preventing radicalization early on
<b>Promoting Moderate Islamic Values through Student-Centered Learning in Islamic Schools</b>	Zainuddin, M.	Indonesian	Qualitative analysis, teacher and student interviews	SCL strengthens character education through discussions, simulations, and reflections on moderate values	Student-centred learning reinforces values of moderation and non-violence

The analysis from the table above is as follows: 1). Implementation in Indonesia and Bangladesh: Both countries are implementing Student-Centered Learning as a strategy in Islamic education to improve critical thinking skills, open discussion, and collaboration in understanding moderate Islamic teachings. 2). The Role of SCL in Radicalization Prevention: SCL helps to create a space for dialogue, self-reflection, and the development of critical thinking skills so that students can understand and internalize the values of peaceful and

tolerant Islam, as well as reject radical ideologies. 3). Strategies Used: A collaborative approach, group discussions, and an emphasis on character education through moderate Islamic teachings are key elements in the implementation of SCL to prevent radicalization [23]–[25].

### **Radicalization in Educational Contexts**

According to a study, Studies on radicalization demonstrate how important early socialization and education are in reducing young people's inclination toward extreme views. Adolescence is a time when radicalization frequently starts since it is a time when people are more open to social influences and identity development [26], [27].

As a result, schools play a crucial role in helping people develop the attitudes, values, and critical thinking skills necessary to prevent radicalization. In this context, schools function as centres for students' academic learning as well as their social and emotional development. They teach them how to interact with others from different backgrounds, confront prejudice, and find a sense of community [28]–[30].

According to several studies, schools run the risk of making pupils feel alone and open to radical beliefs when they don't encourage diversity and critical thinking [31]–[33]. On the other hand, schools that promote inclusiveness, critical thinking, and open discussion of social issues typically produce environments that are resistant to radical influences. Due to this knowledge, there is a growing body of support for teaching strategies that promote critical thinking, discussion, and student involvement—all of which are characteristics of SCL [34]–[38].

### **Student-Centered Learning (SCL) as a Preventive Measure**

Student-centred learning, or SCL, is the term used to describe the pedagogical shift away from traditional teacher-directed instruction and toward a more interactive and participatory approach. Through collaboration, problem-solving, and discussion, students actively engage in their SCL education [39]–[41]. This method has gained a lot of recognition for how well it fosters inclusion, critical thinking, and student participation.

Several research works have illustrated how SCL can help deter extremism by promoting critical thinking and autonomous decision. According to another research, claim that SCL makes students less susceptible to manipulation by extremist organizations by encouraging them to critically engage with ideas and concepts as opposed to passively accepting information [42], [43]. SCL fosters a learning environment where a variety of perspectives are taken into account and students are motivated to critically and nuancedly explore societal issues by encouraging student engagement and dialogue [44]–[46]. This is especially crucial in avoiding radicalization since environments that lack critical thinking skills are typically breeding grounds for extremist views.

Additionally, it has been demonstrated that SCL promotes inclusion, which is a crucial component in the avoidance of radicalization. According to research, radicalization may be facilitated by sentiments of marginalization and exclusion [47]–[50]. SCL contributes to the development of a sense of community and belonging among students, which acts as a buffer against radical influences by encouraging cooperative learning and respect for one another.

### **Challenges in Implementing SCL**

Even though SCL has been shown to have advantages, several obstacles may prevent it from being used effectively in educational contexts. The absence of preparation and training for teachers is one of the main obstacles. Due to a lack of training and experience with student-centred approaches, teachers frequently find it difficult to use SCL methods [51], [52]. Furthermore, SCL's ability to completely prevent radicalization may be limited in schools due to a lack of institutional support and funding.

According to other studies, SCL techniques are frequently resisted by conventional educational systems that place a strong priority on rote learning and rigorous testing [53], [54]. The inability of established academic criteria to evaluate student-centred initiatives is the root cause of this reluctance [55]. The ability of SCL to promote diversity and critical thinking may be compromised in environments where teacher-centred methods and rote memorization are prevalent. For SCL to be a useful instrument in deterring radicalization, educational institutions must offer sufficient funding, opportunities for professional growth, and an encouraging institutional climate [56]–[58].

### **Educational Strategies for Radicalization Prevention**

In addition to SCL, several educational approaches have been put out to stop radicalization, and they all emphasize the value of helping students improve their resilience, critical thinking, and democratic principles. To combat extremist ideas, education that fosters communication, comprehension, and conflict resolution is crucial [59], [60]. Extremist narratives can be lessened by initiatives to teach students how to critically evaluate information in conjunction with programs designed to raise their awareness of the risks associated with becoming radicalized [61], [62].

In the literature on preventing radicalization, critical thinking, inclusion, and democratic engagement are frequently discussed topics. Education should, according to a paper, emphasize teaching students how to think critically about social, political, and religious concerns in addition to creating a feeling of community and belonging in the classroom [63], [64]. Thus, inclusive education has a critical role in reducing the likelihood of marginalization and isolation, which are two main causes of radicalization. It accomplishes this by promoting interaction and intellectual engagement among students from all backgrounds [65].

Research suggests that student-centred learning (SCL), which emphasizes inclusivity, critical thinking, and student participation, has considerable potential to prevent radicalization. Students who participate in SCL are given the tools they need to counter radical ideologies by creating an atmosphere of open communication and active learning. However, obstacles including poor teacher preparation, a lack of institutional backing, and the continued use of conventional teaching techniques may hinder SCL from realizing its full potential in deterring radicalization [66], [67].

If educational institutions want to profit from SCL, they must prioritize teacher development, provide adequate resources, and cultivate a culture that values student-centred approaches. Furthermore, the larger body of research highlights how important it is to include diversity, democratic values, and critical thinking in the curriculum as part of a comprehensive strategy to prevent radicalization in schools [68]–[70].

### **METHODOLOGY**

This study used a qualitative research approach to examine how Islamic junior schools use student-centred learning (SCL) as a barrier to radicalization. To gain a comprehensive knowledge of the viewpoints and experiences of the participants on SCL and its ability to prevent radicalization, a qualitative method was selected. This approach made it possible to investigate in-depth how SCL affects students' involvement with varied viewpoints, inclusion, and critical thinking [71]–[73].

#### **Participants**

The participants of this study were selected using purposive sampling to ensure a diverse range of views and experiences. Ten instructors and fifteen students from Islamic junior schools made up the sample. The kids were chosen to represent a range of academic backgrounds and grade levels, and the instructors were chosen based on their commitment to adopting SCL in their classrooms. The selection process aimed to gather as much information

as possible about how SCL is perceived to help prevent radicalization and how it operates inside the school [74].

### **Data Collection**

Teachers and students participated in extensive, semi-structured interviews that served as the main means of gathering data. These interviews addressed the main study topics while giving participants the freedom to communicate their ideas and experiences in a conversational style. The interviews centred on the participants' opinions about SCL, how it affects their experiences teaching and learning, and how it helps foster critical thinking while lowering the likelihood of radicalization [75], [76].

Secondary data was gathered from a survey of pertinent literature on SCL, radicalization, and preventive education tactics in addition to the interviews. By presenting comparisons with related studies and instructional strategies, this secondary data helped the interpretation of the findings and offered a more comprehensive contextual framework [77]–[80].

### **Data Analysis**

The interview data was analyzed using thematic analysis. Using a coding system, the transcripts were examined for recurrent themes and patterns about the application and effects of SCL in the classroom. Themes were categorized under headings such as “challenges in SCL implementation,” “inclusivity in learning,” “promotion of critical thinking,” and “student empowerment” [81]–[83].

Through this procedure, the researchers could make links between the study's overall goals and the responses provided by the participants. Secondary data from the literature study was incorporated to enhance the conclusions from the interviews and provide a more thorough picture of how SCL might be utilized as a tool for preventing radicalization [84], [85].

The integration of primary and secondary data helped to validate the conclusions and offered a balanced view of both the potential and limitations of SCL in this context.

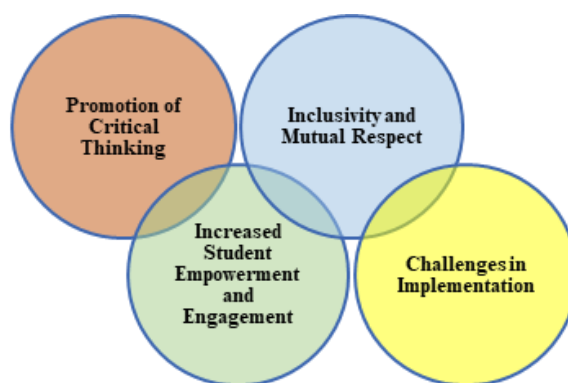
### **Ethical Considerations**

Strict adherence to ethical principles was maintained during the research project. All participants gave their informed consent after being given guarantees of anonymity and confidentiality. Additionally, participants were made aware of their unrestricted ability to discontinue participation in the study at any time. The study complied with the ethical guidelines for qualitative research, guaranteeing that the opinions of the participants were fairly and appropriately reflected at all times. A comprehensive and nuanced examination of the application of SCL to counter radicalization at Islamic junior schools was made possible by the combination of interviews and secondary data analysis, providing insightful information for policymakers and educators alike [86]–[88].

## **RESULTS AND DISCUSSION**

The information gathered from Islamic junior school teachers and student interviews gave important new insights into how student-centred learning (SCL) works to stop radicalization. The results are categorized into four themes:





**Figure 1. Key Components of Effective Student-Centred Learning**

### **Promotion of Critical Thinking**

It has been noted by educators and students alike that SCL fosters critical thinking, which is essential in lessening vulnerability to extreme ideas. Teachers emphasized that assignments involving problem-solving, debates, and group discussions encouraged pupils to interact with a variety of perspectives. They saw that pupils were becoming more analytical and thoughtful, particularly when it came to societal and cultural concerns. Students agreed, saying that SCL increased their awareness of extreme ideologies and assisted them in evaluating these concepts critically before forming opinions [89], [90].

### **Increased Student Empowerment and Engagement**

Students reported feeling more empowered and responsible for their learning under the SCL paradigm. Numerous individuals expressed that their active participation in the educational process improved their comprehension of intricate topics, such as those about radicalization. They claimed that their increased feeling of accountability as a result of this empowerment made them more wary of extreme beliefs and better equipped to confront them. Instructors corroborated this finding by reporting that there was a noticeable improvement in student engagement and participation, creating more dynamic learning settings [91]–[93].

### **Inclusivity and Mutual Respect**

Teachers reported that SCL helped students develop a respectful and inclusive culture. Students were exposed to a variety of viewpoints through collaborative learning activities, which resulted in a more inclusive knowledge of difficult topics, such as political and religious ones. Being inclusive was thought to keep students from becoming radicalized by preventing them from isolating themselves behind radical or restricted beliefs. Students also mentioned how mutual respect was fostered and how appreciating variations in viewpoints and backgrounds was made easier by working in varied groups [94]–[96].

### **Challenges in Implementation**

Despite positive consequences, educators and learners alike recognized obstacles in the application of SCL. Instructors brought out the issue of inadequate resources and training for implementing SCL approaches properly. Even though they understood the benefits of SCL, many of them were unprepared to abandon conventional, teacher-centred methods. Furthermore, some students pointed out that the occasional employment of more conventional teaching techniques, such as rote memorization, reduced the potential benefit of SCL in averting radicalism [97]–[99].

The study's conclusions are consistent with the body of research on how education might prevent radicalization by encouraging critical thinking, diversity, and student involvement. Students are less likely to fall victim to extremist beliefs in a setting where critical reflection

and active engagement are prioritized in SCL. The study shows how SCL exercises like group debates and problem-solving give students the skills they need to question radical narratives and think critically on their own. This is in line with earlier studies that emphasize the value of encouraging critical thinking and questioning as a means of reducing youth radicalization [100], [101].

SCL not only fosters critical thinking but also contributes to the development of an inclusive learning environment. SCL fosters a climate of respect for one another by allowing students to interact with diverse viewpoints via discussion and teamwork. This inclusiveness is crucial in preventing kids from becoming radicalized because it dismantles the echo chambers that extremist organizations frequently use. The results bolster the claim that, by exposing pupils to a range of viewpoints and promoting understanding, inclusion in education can serve as a deterrent against radicalization [102], [103].

But the report also points up several issues that must be resolved if SCL is to fulfill its promise as a deterrent to radicalization. A recurrent theme in the interviews was the absence of institutional support and teacher preparation. Although they were in favour of SCL, teachers had worries about the lack of resources and training, which prevented this strategy from being fully implemented. This result is consistent with earlier studies that highlight the significance of appropriate teacher preparation and resource allocation for the effective implementation of SCL [104], [105].

The occasional continuation of conventional teaching techniques posed another difficulty and constrained SCL's capacity for transformation. Students expressed a strong desire for more participatory instruction, but they also noted that more conventional approaches, including rote memorizing, were occasionally still in use. This implies that a thorough adoption of SCL necessitates a systemic change in instructional strategies, which could require more institutional support and effort [106]–[108].

## CONCLUSION

This study demonstrates how encouraging critical thinking, diversity, and active engagement through SCL can help students at Islamic junior schools avoid becoming radicalized. Although SCL is successful in building resistance against radical ideas, its complete implementation is constrained by issues including inadequate teacher preparation, a lack of funding, and a sporadic dependence on conventional techniques. Subsequent investigations may concentrate on carrying out extended surveys to evaluate the enduring consequences of SCL, contrasting it with alternative pedagogical frameworks, and integrating quantitative techniques to gauge its efficacy in countering radicalization. Furthermore, examining how institutional and policy support might improve the implementation of SCL and looking into the creation of specialist teacher training programs could yield important insights for enhancing educational techniques to prevent kids from radicalization.

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## Author Contribution

Waston, Mahmudhassan, Andri Nirwana: Conceptualization, Methodology, Writing–review & editing, Article administration. Muthoifin, Ishmah Afiyah, Nuha: Methodology, Writing – review & editing, and finishing.

## Conflicts of Interest

All authors declare no conflict of interest.



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