

WHAT ARE IMPRESSIVE ASWAJA'S EDUCATIONAL AND LITERACY STRATEGIES TO PREVENT RADICALISM IN INDONESIA?

¹Muhammad Yahya Abdullah, ²Ridwan

¹Islamic State University of Raden Fatah Palembang

²Doctoral Student of Islamic State University of Raden Fatah Palembang

¹yahyaabdullahpalembang@gmail.com, ²h.ridwanponorogo@gmail.com

Abstract

Ahlu Sunnah wal Jamaah (abbreviated by Aswaja) is one of the Islamic Aqidah adherents in Indonesia. Aswaja has played an important role in the unity and integrity of the Indonesian nation since time immemorial. This role continues in the modern era in maintaining the integrity of the nation from civil divisions, one of which is caused by radicalism in a pluralistic society. In this research, it will be known how Aswaja Islam's strategies are in protecting the integrity of the Indonesian nation from radicalism issues through the fields of education and literacy. The research method used in this qualitative research is a systematic literature review, which aims to synthesize several previous articles in the 2019-2023 period related to Aswaja Islamic education and literacy strategies in countering radicalism. The results of this research construct five literacy strategies and twelve educational strategies that have been applied by Aswaja Islam as a preventive measure against radicalism in Indonesia in this modern era. Through this finding, it can inform policy makers to design and implement educational curricula that incorporate Aswaja's strategies for countering radicalism, fostering a more inclusive and tolerant environment in schools and universities. Furthermore, The government also can develop literacy programs that emphasize critical thinking, understanding of Aswaja principles, and the importance of national unity to prevent radicalism.

Keywords: Education, Literacy, Strategy, Aswaja, Radicalism Issue.

Abstract

Ahlu sunnah wal Jamaah (Aswaja) merupakan salah satu aliran Aqidah islam di Indonesia. Aswaja memegang peran penting terhadap kesatuan dan persatuan bangsa Indonesia sejak dahulu kala. Peran tersebut masih terus berlanjut hingga di era modern ini dalam menjaga keutuhan bangsa dari perpecahan, yang salah satunya disebabkan oleh paham radikalisme di tengah masyarakat yang plural. Dalam penelitian ini akan diketahui bagaimana strategi Islam Aswaja dalam menjaga keutuhan bangsa Indonesia dari paham radikalisme melalui bidang pendidikan dan literasi. Metode Penelitian yang digunakan dalam penelitian kualitatif ini adalah systematic literature review yang bertujuan untuk mensintesis beberapa artikel terdahulu dalam rentang waktu 2019-2023 terkait dengan strategi pendidikan dan literasi islam aswaja dalam menangkal paham radikalisme. Hasil penelitian ini mengkonstruksi lima strategi literasi dan dua belas strategi pendidikan yang telah diaplikasikan oleh islam Aswaja sebagai sebuah Langkah preventif terhadap paham radikalisme di Indonesia di era modern ini. Melalui temuan ini, dapat memberikan informasi kepada para pembuat kebijakan untuk merancang dan menerapkan kurikulum pendidikan yang menggabungkan strategi Aswaja untuk melawan radikalisme, mendorong lingkungan yang lebih inklusif dan toleran di sekolah dan universitas. Selanjutnya, Pemerintah juga dapat mengembangkan program literasi yang menekankan pada pemikiran kritis, pemahaman prinsip Aswaja, dan pentingnya persatuan bangsa untuk mencegah radikalisme.

Kata Kunci: Pendidikan, Literasi, Strategi, Aswaja, Radikalisme.

INTRODUCTION

One of numerous Islam adherents in Indonesia is the belief of *Ahlu Sunnah wal Jamaah*, which dominates religious communities in Indonesia. Concretely, this religious community has a profound influence on the advancement of nation. One of the developing issues that has become a notorious topic among Indonesian society at the moment is the danger of radicalism and terrorism, which are rooted in religious communities (Mohammad Abdul Munjid and Baedhowi 2022), although there are many other factors dominate in giving rise to acts of terrorism and radicalism.

Aswaja practically offered many solutions to prevent acts of terrorism and radicalism that cannot be justified because these understandings are very contradictory to the understanding of nationality adopted by the Indonesian nation, which has a plural society (Saingo 2022). Through this issue, in various fields, some evidence was found that *Aswajaism* is a religious understanding that can ward off these forbidden ideas, which can be traced by looking at a number of former studies (Arif 2018; Fathurrochman and Muslim 2021; Wahyudin 2019).

According to this fact, Aswaja ideology performs a very important part in preventing acts of radicalism that are implemented in various areas of life in society, such as in the field of education (Jazil et al. 2023; Muhayat 2024; Muslimin, Sileuw, and Rahman 2023), in the field of da'wah and social control (Haeron 2022; Masyhar, Rasdi, and Harmoko 2019; Ni'mah 2022), in the field of literacy (Ibda and Sofanudin 2021; Syahputra 2020), in organizational field (Halim, Riza, and Siregar 2020; Wahyudin 2019) and in various other fields.

Some previous literature indicate Aswaja could prevent radicalism, such as the article by (Mukhibat et al. 2024), which explores the design and assessment of a curriculum aimed at fostering religious moderation within Indonesian higher education institutions. Another similar work by (Kanafi et al. 2021) investigates how the theology of Ahlussunnah Waljamaah (Aswaja) has been instrumental in promoting moderate Islamic practices within Indonesia, this study also explores how this theological framework is used to promote religious moderation and thwart radicalism in a number of well-known Islamic groups in Indonesia.

Furthermore, research conducted by (Jannah, Rodliyah, and Usriyah 2023) analyzes implementation of Aswaja values through religious activities and culture at al-Ikhlas Wuluhan Islamic boarding school. Similar work also made by (Ali and Halim 2023), which examines literacy topics in Islamic boarding schools related to motivation, development models, efforts

made by Islamic boarding schools, and the literacy contribution of santri-alumnae in strengthening religious moderation. And another study, which focuses on peace education in planning, implementation, and its implication on students' behavior and attitude in Al Qodiri Islamic Boarding School Jember to find a learning model with an integration pattern of aswaja teachings both through intensive class-based intra-curricular practice and doctrinal extracurricular activities in Islamic boarding schools(Asnawan, Dahri, and Sarwan 2023).

Through several facts and former literature reviews, there are numerous studies according to Aswaja's educational and literacy strategies in preventing radicalism in Indonesia, but researchers have not found any studies which try to map those strategies. Thus, this research, will investigate the forms of Aswaja's strategies for countering radicalism in the education and literacy fields. Both are very crucial and dominate the strategies that have been pursued by Aswaja movements in countering radicalism systematically and comprehensively, so we will comprehend how the strategies appear in several recent years starting from 2019-2023.

RESEARCH METHOD

This qualitative research employed a systematic literature review (SLR) approach. SLR is a literature review method that identifies, assesses, and interprets several well-provided studies' findings to answer a research question (*Kitchenham 2007*). This method is carried out systematically to avoid bias and confusion in answering research question, which has three core stages (Kondaveeti et al. 2021). In the process of answering the research question systematically, there are:

1. Formulating the research question.
2. Carrying out thorough data search procedures to find appropriate publications
3. Collecting important data that is useful for answering research questions originating from these published sources

This research originated the data source from journals' articles and proceedings indexed on Google Scholar, applying Publish or Perish (PoP) to collect all the related sources that were published within the year interval criteria starting from 2019 to 2023. Furthermore, the keyword used in this research, to search for articles and proceedings that match the research question is "Islam Aswaja Menangkal Radikalisme" with additional keyword configurations in the Publish or Perish application. After data collection, those sources will be excluded by some inclusion criteria that can be used as data sources in answering research questions. The table below presents some inclusion criteria conducted in this contemporary work.

Table 1. Inclusion Criteria

No.	Inclusion Criteria
1.	The research represents adequately about the strategies encountering radicalism issues
2.	The research was published between 2019-2023
3.	The Research is written in Indonesian and English
4.	The type of document source is only articles and proceedings
5.	The PDF Document should be available online

Next, articles obtained from search results in the publish or perish application are filtered using exclusion criteria with the following explanation, which can be traced through Figure 1.

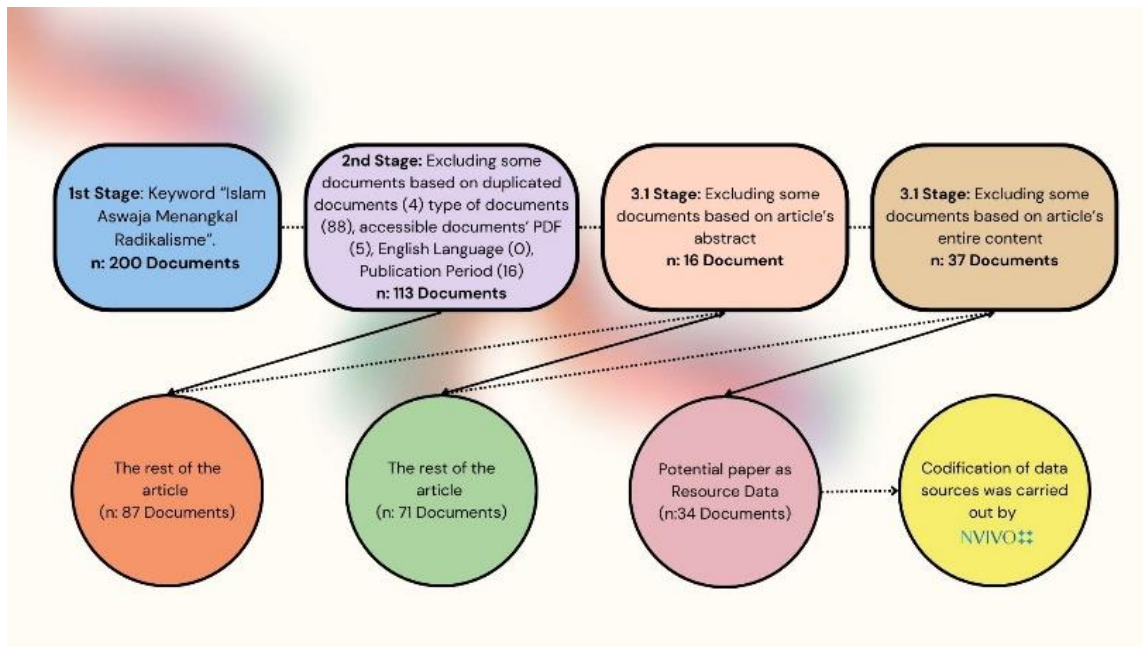


Figure 1. The Process of Systematic Literature Review

RESULT

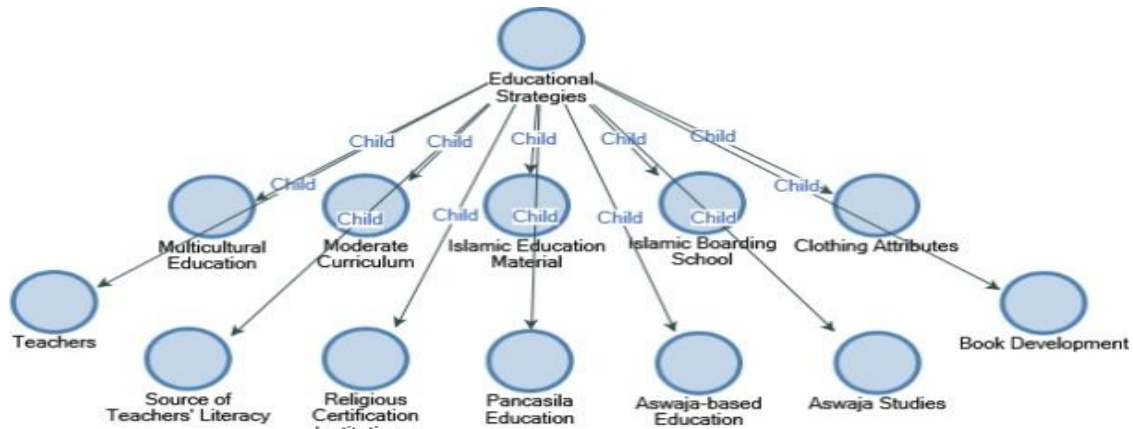


Figure 2. Educational Strategies

Several Aswaja Islamic Education Strategies for Counteracting Radicalism. Using the systematic literature review method, we systematically and comprehensively found several strategic steps that have been attempted by Aswaja Muslims in countering the issue of radicalism and terrorism as a form of real solution in Indonesian society, after the data was analyzed and codified with the help of the Nvivo 12 Pro application. Thus, it can be implied that there are twelve impressive educational strategies that have been implemented practically in public communities, Pay attention to Figure 2 above for more details.

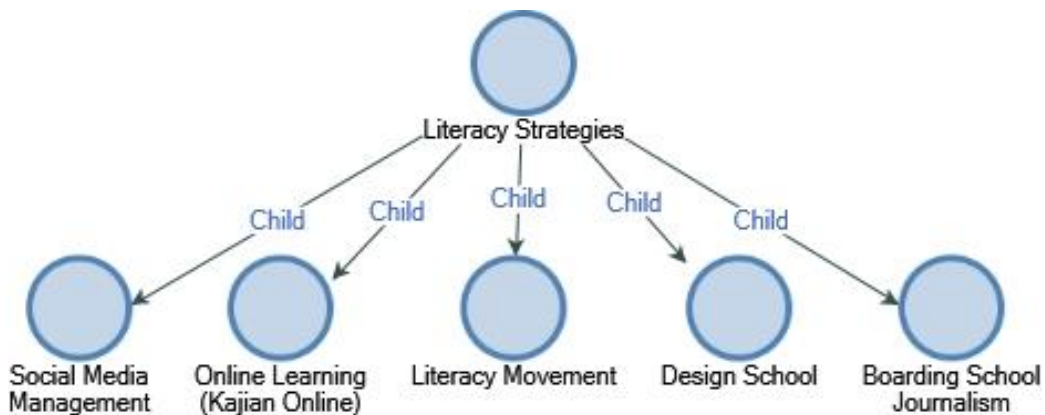


Figure 3. Literacy Strategies

Furthermore, in the second field, there are five strategies that have been found and implemented by Aswaja to ward off the flow of radicalism and terrorism occurring in Indonesian society. The five strategies are online study, literacy movements, Islamic boarding school journalism, social media management, and design school, which can be seen clearly in figure 3 below.

DISCUSSION

Educational Strategies

First, we will discuss the strategies implemented by Aswaja to prevent radicalism in Indonesia in the field of education, as can be seen in Figure 2. The most important strategy used in the educational sector is the aswaja-based Islamic education strategy, which was formed by the notorious Islamic organization in Indonesia, *Nahdhatul Ulama*, with the basic foundations of *tawasuth* (moderation), *tawasuh* (tolerance), *tawazun* (balance), *Al'Adalah* (justice), and *amar ma'ruf nahi munkar* (the spirit of doing good and avoiding evils) (Muhammad Husnur Rofiq and Riza Ahmad Ridwan 2019). This aswaja-based education has been implemented starting from the *Madrasah Ibtidaiyyah* level (Istiyani, Ichsan, and Samsudin 2021), *Madrasah Tsanawiyah* (Amir, Baharun, and Aini 2020), *Madrasah Aliyah* (Labiba 2021) and Vocational High School (Thohiri and Rizqiyah 2021) even at the universities (Arifin and Syaiful 2019) and also in Islamic boarding school environments (Ma'mun 2020).

Apart from aswaja-based Islamic education, there is also an interesting strategy that has been implemented, namely the strategy through clothing attributes. The *songkok*, which depicts the symbol of the *Nahdhatul Ulama* as an attribute of clothing that is required to be worn by students as a dress code regulation at school, turns out to have a positive impact on the *songkok* wearer. It is because, the *songkok* wearer will indirectly act more moderately by remembering the symbolism of the clothes worn, namely the symbol of the *Nahdhatul Ulama* as the most dominant organization in echoing moderate attitudes in the life of religion (Muslim and Werdiningsih 2023).

In the field of education, the teacher is also the most crucial person for the success of educational programs. Teachers have a strategic role in warding off radicalism in the field of education. Apart from teaching religious insight properly and correctly to counteract radicalism, teachers must also have a clear scientific background to support it (Fatorina, Mukhlisin, and Sutikno 2022). Teachers also have a role in supervising students' social activities early since they spend much more time in school than home (Amiruddin and Sholihah 2019). Further, something that cannot be separated from the teacher is also the literacy source that is used as a reference for teaching in the learning process. This source must also contain good religious knowledge values and be able to prevent radicalism and intolerance in its implementation (Fauziyah, Nabil, and Syah 2022).

By teaching this education from an early age, it is hoped that it will give birth to a generation that is truly moderate in the following years. So, in this way, teachers are not only teachers, but also conservators of Islamic moderation values, innovators to update ideas in implementing Aswaja values, transmitters with systematic learning methods inside and outside the classroom (Fikar and Saefudin 2022), motivators and facilitators in understanding these values (Alifa, A'yun, and Zakaria 2022; Shidqi 2023).

Apart from teaching aswaja-based Islamic education, there are also special Islamic study programs to discuss the *aqidah of ahlu sunnah wal jamaah* in protecting students against radical ideology, namely by introducing the main elements of the aswaja adherents (Mashuri, Muttaqin, and Faishol 2020), then also avoid textual understanding of issues that support someone to become a radical person (Ilmi and Ardiansyah 2020), as well as non-formal counseling outside the classroom that discusses the goals of Aswaja education (Mujahidin and Naim 2023).

The next strategy is to integrate Aswaja-based Islamic religious education with Pancasila education to strengthen counter-radicalization (Abidin and Fitriana 2021) as well as various activities inside and outside the classroom that are integrated with the Pancasila theme (Pramita and Listyaningsih 2022). In universities, Pancasila education is used as a vision and mission to strengthen student character so that they can foster a sense of nationalism. An analysis is also carried out in the internal and external environment of the campus to formulate long-term goals for academic activity plans in various social fields based on Pancasila values (Pribadi et al. 2023).

The strategy that has also been implemented by Aswaja in countering radicalism is multicultural education, which was initiated by Said Aqil Siroj (Baharun and Badriyah 2020) which is implemented in four ways: optimizing the role of *Kiai* in society, strengthening the curriculum at Islamic educational institutions, creating cadre of the nation guided directly by *Kiai*, and instilling a spirit of nationalism in the community. There are also other strategies, namely, developing reading products by internalizing Islamic values of moderation in them (Imron et al. 2024), and also evaluation and assessment in the form of self-assessments so that students can assess the tolerant attitudes that exist in themselves individually (Andriyani, Yulistianti, and Sai'dah 2019). Not only that, in the field of education, there is also the formulation of a moderate curriculum to anticipate attitudes toward radicalism and also monitor its implementation inside and outside the classroom (Fransisca 2019).

The other strategy is religious certification institutions, which one of Aswaja Islam's strategies for systematically preventing radicalism in the field of education, by issuing certificates that aim to standardize religious competencies, including *Aswajaism* and Islamic boarding school understanding, the Koran, and fiqh issues (Fawaid and Astutik 2023). This strategic step is unique from several other strategies and can foster moderate comprehension.

If it was explained earlier that aswaja-based Islamic education is a strategy, then there is also learning about Islamic religious education in general (Abidin and Fitriana 2021) as a step to prevent radicalism. With the concept of internalization to teach the value of tolerance (Amiruddin and Sholihah 2019; Batula et al. 2023), which is carried out using a continuous habituation method, for instance, providing advice, motivations, and supervisions (Rukmana 2021).

The final strategy systematized by Aswaja for preventing radicalism is Islamic boarding school-based education. Islamic boarding schools have three main value traditions that continue to be maintained, namely the value of worship, the value of love for religious knowledge, and the value of sincerity (Rokhim and Wasi 2021). Apart from that, this educational institution is also known as an educational place that examines Islamic religious studies comprehensively and contextually (Dzulfirki and Muharom 2021; Hannan 2022) thus distancing its students from radicalism, which only relies on a few religious sources as the legality of this forbidden adherent.

Literacy Strategies

Apart from several educational strategies, there is another course that is the focus of this current research, a literacy course. Literacy is something that cannot be separated from the field of education: the two are mutually sustainable and do not contradict each other. After the source data was analyzed, there were several strategies carried out by Aswaja to ward off radicalism in this field, as can be seen in Figure 3.

The first strategic step in the field of literacy that has been well implemented by Aswaja in Indonesia is journalistic Islamic boarding school activities. This program is one of the activities held by the *Nahdhatul Ulama* Student Association (IPNU) and the *Nahdhatul Ulama* Female Student Association (IPPNU). This agenda aims to train its members in written work so that, in the future, these writings can be published online. This is also considered part of *da'wah* on social media to fight narratives that are not in accordance with the Islamic teachings of the *Ahlu Sunnah wal Jamaah* (Syahputra 2020).

The next strategy that was also discovered was a social media management program. This program presents certain notorious people who have a good skill in social media management with the aim of making its members wiser in using social media, as well as providing guidance to ward off hoax news, especially those with radical narratives. Apart from that, it also trains its members to organize content schedules as a result, it will have considerable impact on all of the social media users on various platforms(Syahputra 2020).

In the context of literacy, there is also a program that has been implemented, namely the design school program (Syahputra 2020) which is held regularly every year. The aim of this program is to develop all of the members who have interest and talent in this field, therefore, it can become a medium for Aswaja-style da'wah, and *Aswajaism* content can be presented in an interesting way and can be consumed by the wider community regarding Aswaja-style understanding, which will minimize the level of radicalism through digital literacy.

Apart from the programs above, there are also online study programs (Syahputra 2020) via social media, in the form of webinars in various fields such as scholarship opportunities, Islamic business, Islamic studies and several other fields. Through this online study, it is intended that IPNU and IPPNU cadres who adhere to *Aswajaism* can be educated. Therefore, they can fit into social communities and apply the knowledge when facing public concern. Through this online study, it is hoped that they can spread effective preaching and provide an understanding of the importance of *tabayun* (Syahputra 2020).

Another strategic step implemented by Aswaja is to form literacy movements. Such as the Maarif Literacy Movement (GLM), which is a priority program of the *Maarif* education institution of Nahdhatul Ulama in Central Java (Ibda and Sofanudin 2021). This movement refers to old literacies with four types of written work: journalism, scientific, literacy, and digital types. The aim of this movement itself is to strengthen the literate character with old and new literacy paradigms through habituation, learning, and example. Thus, teachers and students become a nationalist, religious, independent, cooperative generation, and also integrated with the values of Aswaja. Apart from this movement, there is also the Nahdhatul Ulama literacy movement, which publishes the AULA PWNU, East Java magazine, as a guide for spreading the latest news and information about the largest Islamic organization, Nahdhatul Ulama (Ghulam and Farid 2019).

CONCLUSION

In the last five years since 2019-2023, at least Aswaja has contributed to counteracting radicalism in the fields of education and literacy with several strategies described above. In the educational sector, there are twelve strategic steps, namely Aswaja-based Islamic education strategy, clothing attributes, teachers, Aswaja Aqidah studies, Pancasila education, multicultural education, book development, moderate curriculum, religious certification institutions, Islamic religious education materials, teacher literacy sources. and Islamic boarding schools. Meanwhile, in the field of literacy, five strategies were found to be implemented, namely online study programs, literacy movements, Islamic boarding school journalism, social media management, and design schools. This research confirms that Aswaja, in the last five-year interval, has made a huge contribution to the Indonesian state in countering the issue of radicalism and terrorism through the fields of education and literacy with the strategic steps that have been mapped out in this research.

The implication of this research will inform policy makers to design and implement educational curricula that incorporate Aswaja's strategies for countering radicalism, fostering a more inclusive and tolerant environment in schools and universities. Furthermore, The government also can develop literacy programs that emphasize critical thinking, understanding of Aswaja principles, and the importance of national unity to prevent radicalism.

REFERENCES

- Abidin, Zaenal, and Rizha Ulfatul Fitriana. 2021. "Inculcating Religious Moderation Values to Counter Radicalism in Islamic Junior Secondary School Students." *Edukasia Islamika : Jurnal Pendidikan Islam* 6(1):54–71. doi: 10.28918/jei.v6i1.559.
- Ali, Ali Muhdi, and Fachrizal Halim. 2023. "The Role of Pesantren and Its Literacy Culture in Strengthening Moderate Islam in Indonesia." *Edukasia Islamika : Jurnal Pendidikan Islam* 8(2):205–26. doi: 10.28918/jei.v8i2.1729.
- Alifa, Alifia Zuhriatul, Qurroti A'yun, and Zuhkhriyan Zakaria. 2022. "Peran Guru Aswaja Dalam Menanamkan Nilai-Nilai Pendidikan Keaswajaan Sebagai Upaya Strategi Deradikalisasi Di Mtsn 17 Jombang." *Vicratina : Jurnal Ilmiah Keagamaan* 7(3):1–10.
- Amir, Amir, Hasan Baharun, and Lina Nur Aini. 2020. "Penguatan Pendidikan Aswaja An-Nahdliyah Untuk Memperkokoh Sikap Toleransi." *Jurnal Islam Nusantara* 4(2):189–202. Doi: 10.33852/Jurnalin.V4i2.224.
- Amiruddin, Muhamad Faiz, and Arini Bintang Sholihah. 2019. "Keterlibatan Guru Pendidikan Agama Islam Dalam Menangkal Radikalisme Padasiswa Di Sekolah." *Proceeding: Faqih Asy'ari Islamic Institute International Conference (FAI3C)* 2:137–51.

- Andriyani, Santi, Hayu Dian Yulistianti, and Nusrotus Sai'dah. 2019. "Pengembangan Reading Supplementary Material Sebagai Upaya Menangkal Radikalisme." *Lingua Didaktika: Jurnal Bahasa dan Pembelajaran Bahasa* 13(2):99. doi: 10.24036/ld.v13i2.106180.
- Arif, Muhamad. 2018. "Revitalisasi Pendidikan Aswaja An Nahdliyah (Ke-Nu-An) Dalam Menangkal Faham Radikalisme Di Smk Al-Azhar Menganti Gresik." *J-PAI: Jurnal Pendidikan Agama Islam* 5(1). doi: 10.18860/jpai.v5i1.6052.
- Arifin, Siful, and Ach Syaiful. 2019. "Urgensi Mata Kuliah Aswaja di Perguruan Tinggi Islam." *Kariman: Jurnal Pendidikan Keislaman* 7(2):239–54. doi: 10.52185/kariman.v7i2.117.
- Asnawan, Asnawan, Harapandi Dahri, and Sarwan Sarwan. 2023. "The Grounding Islamic Washatiah-Based Peace Education At al Qodiri Islamic Boarding School Jember Indonesia." *Qalamuna: Jurnal Pendidikan, Sosial, Dan Agama* 15(1):453–64. doi: 10.37680/qalamuna.v15i1.2382.
- Baharun, Hasan, and Farah Nuril Badriyah. 2020. "Pendidikan Multikultural Dalam Bingkai Islam Nusantara Perspektif Kh. Said Aqil Siroj." *Tafaqquh: Jurnal Penelitian Dan Kajian Keislaman* 8(1):37–51. doi: 10.52431/tafaqquh.v8i1.240.
- Batula, Abu Warasy, Ayu Wulandari, Bilqis Nafilah Febrianti, Silvia Siti Rachmawaty, and Muhamad Parhan. 2023. "Konsep Toleransi Dalam Susut Pandang Ormas Aswaja Dan Implikasinya Terhadap Pembelajaran Pendidikan Agama Islam." *Ta'rim: Jurnal Pendidikan Dan Anak Usia Dini* 4(3):18–29. doi: 10.59059/tarim.v4i3.153.
- Dzulfirki, Abdulloh Al-Al Haris, and Fauzi Muharom. 2021. "Strategi Pondok Pesantren Dalam Mencegah Paham Radikalisme Agama (Studi Kasus Pondok Pesantren Ummul Qurok Klego Boyolali)." *Jurnal Al-Fatih* 4(2):252–68.
- Fathurrochman, Irwan, and Abu Muslim. 2021. "Menangkal Radikalisme Dengan Penguatan Pendidikan Karakter Nasionalisme Melalui Amaliyah Aswaja Di SD Islamiyah Magetan." *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama* 13(2):801–18. doi: 10.37680/qalamuna.v13i2.1071.
- Fatorina, Fetri, Mukhlisin Mukhlisin, and Chamid Sutikno. 2022. "Pencegahan Radikalisme Bagi Remaja Tingkat Sekolah Menengah Atas Di Man Purbalinggater." *Jubaedah : Jurnal Pengabdian Dan Edukasi Sekolah (Indonesian Journal Of Community Services and School Education)* 2(3):246–53. doi: 10.46306/jub.v2i3.88.
- Fauziyah, Nur Laily, Nabil Nabil, and Aldian Syah. 2022. "Analisis Sumber Literasi Keagamaan Guru PAI Terhadap Siswa dalam Mencegah Radikalisme di Kabupaten Bekasi." *Edukasi Islami: Jurnal Pendidikan Islam* 11(01):503–18. doi: 10.30868/ei.v11i01.2092.
- Fawaid, Ahmad, and Windi Astutik. 2023. "Strengthen the Mainstreaming of Religious Moderation in Higher Education Through Certification Agency." *Al Qalam: Jurnal Ilmiah Keagamaan Dan Kemasyarakatan* 17(3):2046–62. doi: 10.35931/aq.v17i3.2195.
- Fikar, Sirojul, and Ahmad Saefudin. 2022. "Penanaman Nilai-Nilai Pendidikan Ahlussunnah Wal Jamaah An-Nahdliyyah Di SMP Islam Pecangaan Jepara." *JASNA : Journal For Aswaja Studies* 2(1):79–94. doi: 10.34001/jasna.v2i1.3266.

- Fransisca, Malia. 2019. "Moderat Antar Umat, Organisasi Dan Pendidikan." *JUSPI (Jurnal Sejarah Peradaban Islam)* 3(1):85–92. doi: 10.30829/juspi.v3i1.4375.
- Ghulam, Zainil, and Achmad Farid. 2019. "Ideologisasi Identitas Aswaja An-Nahdliyah Di LP. Ma'arif NU Lumajang Dalam Menangkal Gerakan Islam Transnasional." *Tarbiyatuna: Jurnal Pendidikan Islam* 12(2):177–200. doi: 10.36835/tarbiyatuna.v12i2.401.
- Haeron, Haeron. 2022. "Counter Radikalisme Melalui Pendidikan Akademis-Kultural Oleh Pemuda Bangkalan Madura." *TARBAWI* 11(1):1–18. doi: 10.36781/tarbawi.v11i1.260.
- Halim, Abdul, Faisal Riza, and Febri Ikhsanul Siregar. 2020. "Peranan Lembaga Mahasiswa Fakultas Ushuluddin Dan Studi Islam UINSU Dalam Menangkal Radikalisme Di Uinsu." *Al-Hikmah: Jurnal Theosofi Dan Peradaban Islam* 2(2). doi: 10.51900/alhikmah.v2i2.8810.
- Hannan, Abd. 2022. "Sinergi Kearifan Lokal Dan Pendidikan Pondok Pesantren: Strategi Meredam Isu Ekstremisme Di Madura." *Asketik: Jurnal Agama Dan Perubahan Sosial* 6(2):311–21. doi: 10.30762/asketik.v6i2.922.
- Ibda, Hamidulloh, and Aji Sofanudin. 2021. "Program Gerakan Literasi Ma'arif Dalam Meningkatkan Moderasi Beragama (Wasatiyyah Islam)." *Tatar Pasundan: Jurnal Diklat Keagamaan* 15(2):166–81. doi: 10.38075/tp.v15i2.232.
- Ilmi, Syaiful, and Ardiansyah Ardiansyah. 2020. "Peran Pesantren Dalam Mencegah Gerakan Radikalisme Di Kalimantan Barat." *Cakrawala: Jurnal Studi Islam* 15(1):67–85. doi: 10.31603/cakrawala.v15i1.3378.
- Imron, Kristina, Muhammad Yahya Abdullah, Qoim Nurani, Enok Rohayati, and Jamanuddin Jamanuddin. 2024. "A New Direction of Arabic Language Teaching: Integration Muthala'ah Text Book and Religious Moderation Concept." *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 12(1):69–88. doi: 10.23971/altarib.v12i1.7779.
- Istiyani, Alifatul Azizah, Ahmad Shofiyuddin Ichsan, and Samsudin. 2021. "Pembelajaran Aswaja Sebagai Basis Kekuatan Pendidikan Karakter Cinta Tanah Air Di Mi Ma'arif Sambeng Bantul Yogyakarta." *Tarbiya Islamia: Jurnal Pendidikan Dan Keislaman* 11(No 1):36–53.
- Jannah, Ike Nur, Rodliyah Rodliyah, and Lailatul Usriyah. 2023. "Cultural Transformation in Religious Activities Based on Ahlussunnah Wal Jama'ah Values in Islamic Boarding Schools." *Nazhruna: Jurnal Pendidikan Islam* 6(2):306–19. doi: 10.31538/nzh.v6i2.3404.
- Jazil, Saiful, Muhammad Fahmi, Wiwin Luqna Hunaida, Fathur Rohman, M. Sukron Djazilan, Senata Adi Prasetya, Muh Sholihuddin, and Ali Mas'ud. 2023. "Strengthening Aswaja An-Nahdliyah to Anticipate Radicalism for Islamic Education Teacher Candidates." *Edukasia: Jurnal Penelitian Pendidikan Islam* 18(1):135–44. doi: 10.21043/edukasia.v18i1.24595.

- Kanafı, I., H. Dahri, S. Susminingsih, and S. Bakhri. 2021. "The Contribution of Ahlussunnah Waljamaah's Theology in Establishing Moderate Islam in Indonesia." *HTS Teologiese Studies / Theological Studies* 77(4). doi: 10.4102/hts.v77i4.6437.
- Kitchenham, Barbara. 2007. *Kitchenham, B.: Guidelines for Performing Systematic Literature Reviews in Software Engineering. EBSE Technical Report EBSE-2007-01*. United Kingdom: EBSE Technical Report EBSE.
- Kondaveeti, Hari Kishan, Nandeesh Kumar Kumaravelu, Sunny Dayal Vanambathina, Sudha Ellison Mathe, and Suseela Vappangi. 2021. "A Systematic Literature Review on Prototyping with Arduino: Applications, Challenges, Advantages, and Limitations." *Computer Science Review* 40:100364. doi: 10.1016/j.cosrev.2021.100364.
- Labiba, Sayyidatul. 2021. "Pembelajaran Aswaja Untuk Menangkal Paham Radikalisme Intoleran Pada Peserta Didik Di Ma Maarif Al-Asy' Ari Ranggeh Pasuruan." *Turatsuna : Jurnal Keislaman Dan Pendidikan* 3(1):122–38.
- Ma'mun, Mohamad. 2020. "Menangkal Faham Radikal Berbasis Pondok Pesantren Bahasa Arab." *El-Faqih : Jurnal Pemikiran Dan Hukum Islam* 6(1):49–79. doi: 10.29062/faqih.v6i1.102.
- Mashuri, Imam, Ahmad Izza Muttaqin, and Riza Faishol. 2020. "Penguatan Aqidah Aswaja Dalam Rangka Membentengi Siswa Sman 1 Genteng Dari Radikalisme." *Abdi Kami: Jurnal Pengabdian Kepada Masyarakat* 3(2):246–58. doi: 10.29062/abdi_kami.v3i2.409.
- Masyhar, Ali, Rasdi Rasdi, and Fendi Setyo Harmoko. 2019. "Peran Khutbah Jumat Dalam Mengantisipasi Radikalisme Beragama." *Jurnal Pengabdian Hukum Indonesia (Indonesian Journal of Legal Community Engagement) JPFI* 1(2):178–83. doi: 10.15294/jphi.v1i2.28578.
- Mohammad Abdul Munjid and Baedhowi. 2022. "Faktor Penyebab Radikalisme Di Indonesia | Al-Lubab : Jurnal Penelitian Pendidikan Dan Keagamaan Islam."
- Muhammad Husnur Rofiq And Riza Ahmad Ridwan. 2019. "Menangkal Radikalisme Melalui Pendidikan Agama Islam Berbasis Aswaja Nahdlatul Ulama™ | Andragogi : Jurnal Ilmiah Pendidikan Agama Islam."
- Muhayat, Imam. 2024. "Actualization of Pancasila Through Aswaja Student Profiles in the Information and Technology Era." *EDUKASI: Jurnal Pendidikan Islam* 12(1):89–103. doi: 10.54956/edukasi.v12i1.567.
- Mujahidin, Achmad, and Ahmad Ainun Naim. 2023. "Penyuluhan Dan Internalisasi Faham Ahlussunnah Wal Jama'ah Untuk Meningkatkan Pemahaman Aqidah Peserta Didik Di SDN Besowo 5 Kediri." *Jurnal Pengabdian Kepada Masyarakat Desa (JPMD)* 4(2):152–61. doi: 10.58401/jpmd.v4i2.1005.
- Mukhibat, M., Mukhlison Effendi, Wawan Herry Setyawan, and M. Sutoyo. 2024. "Development and Evaluation of Religious Moderation Education Curriculum at Higher Education in Indonesia." *Cogent Education* 11(1):2302308. doi: 10.1080/2331186X.2024.2302308.

- Muslim, Abu, and Wilis Werdiningsih. 2023. "Pendidikan Moderasi Beragama Dan Simbol Keagamaan (Pembentukan Identitas Islam Moderat Anak Melalui Songkok NU Perspektif Teori Konstruksi Sosial Peter Berger)." *Southeast Asian Journal of Islamic Education Management* 4(1):29–42. doi: 10.21154/sajiem.v4i1.135.
- Muslimin, Muslimin, Marwan Sileuw, and Hendra Yulia Rahman. 2023. "Internalisasi Nilai Ahlussunah Waljama'ah Dalam Menangkal Radikalisme Pada Santri Di Pondok Pesantren Nurul Anwar Kabupaten Jayapura Provinsi Papua." *Innovative: Journal Of Social Science Research* 3(4):1780–90. doi: 10.31004/innovative.v3i4.3638.
- Ni'mah, Zetty Azizaton. 2022. "Pengarusutamaan Moderasi Beragama Melalui Media Sosial Sebagai Upaya Menangkal Radikalisme Di Kalangan Pelajar Millennial Sltu Kota Kediri." *Jurnal Pendidikan Dan Pemikiran* 1–9.
- Pramita, Rahma Dona, and Listyaningsih Listyaningsih. 2022. "Strategi Guru Ppkn Dalam Meningkatkan Karakter Cinta Tanah Air Untuk Mengantisipasi Gerakan Radikalisme Di Smp Islam Al A'la Loceret Nganjuk." *Kajian Moral Dan Kewarganegaraan* 10(3):508–22. doi: 10.26740/kmkn.v10n3.p508-522.
- Pribadi, Mas Agung, Syarifudin Bashar, Muhammad Akmansyah, and Ahmad Fauzan. 2023. "Manajemen Strategi Pencegahan Radikalisme di Perguruan Tinggi Keagamaan Islam Kota Metro." *Edukasi Islami: Jurnal Pendidikan Islam* 12(02). doi: 10.30868/ei.v12i02.4222.
- Rokhim, Moh Ainur, and Ubaidillah Wasi. 2021. "Eksistensi Pesantren Ditengah Pusaran Radikalisme Dan Ideologi Transnasional." *Jurnal Ilmiah Ar-Risalah: Media Ke-Islaman, Pendidikan Dan Hukum Islam* 19(2):170–91.
- Rukmana, Ating. 2021. "Internalisasi Nilai-Nilai Akhlak Dalam Upaya Menangkal Radikalisme Di Madrasah Aliyah Hidayatul Faizien Garut." *JIECO: Journal of Islamic Education Counseling* 1(2):101–16. doi: 10.54213/jieco.v1i2.94.
- Saingo, Yakobus Adi. 2022. "Penguatan Ideologi Pancasila Sebagai Penangkal Radikalisme Agama." *Jurnal Filsafat Indonesia* 5(2):147–61. doi: 10.23887/jfi.v5i2.40994.
- Shidqi, Shidqi Ahyani. 2023. "Peran Guru PAI Dalam Mencegah Paham Radikalisme Pada Peserta Didik (Studi Kasus di SMK Addimyati Lalang, Wonojati, Kec. Jenggawah, Kabupaten Jember)." *Tarlim: Jurnal Pendidikan Agama Islam* 6(1):23–32. Doi: 10.32528/Tarlim.V6i1.485.
- Syahputra, Muhammad Candra. 2020. "Gerakan Literasi Digital Pelajar Nahdlatul Ulama." *Tarbiyatuna : Kajian Pendidikan Islam* 4(2):217. Doi: 10.29062/Tarbiyatuna.V4i2.425.
- Thohiri, M. Kholid, and Aini Rizqiyah. 2021. "Implementasi Pendidikan Aswaja sebagai Strategi Pencegahan Paham Radikalisme Siswa SMK." *Dirasat: Jurnal Manajemen dan Pendidikan Islam* 7(1):79–94. doi: 10.26594/dirasat.v7i1.2292.
- Wahyudin, Aji. 2019. "Peran Organisasi Nahdlatul Ulama' Dalam Menangkal Faham Radikalisme." *Proceeding: Faqih Asy'ari Islamic Institute International Conference (FAI3C)* 2:88–103.