The Role of Islamic Religious Education Teacher In Preventing Radicalism in State Junior High Schools

Muhammad Anas Ma`arif Institut Pesantren Kh. Abdul Chalim Pacet Mojokerto ORCID: 0000-0003-2675-0902	**Ibnu Rusydi** Wiralodra University, Indonesia ORCID: 0000-0003-0906-5612
Ali Usman Hali Shaanxi Normal University, Xi'an, China ORCID: 0000-0002-4964-7847	**Miftakhur Rohmah** Institut Pesantren Kh. Abdul Chalim Pacet Mojokerto ORCID: -

Abstract: The purpose of this study was to analyze and describe the role of PAI teachers in preventing radicalism in SMP Negeri 1 Gondang and to analyze and describe the strategies of PAI teachers in preventing radicalism in SMP Negeri 1 Gondang. The approach used was a qualitative approach to the type of case study research. Data collection was done by observation, interviews, and documentation. Data analysis techniques include data reduction, data presentation, and data verification. From the research conducted, it can be concluded as follows: 1). The role of the Islamic Religious Education Teacher in Preventing Radicalism in Gondang 1 Public Middle School, namely, a) The teacher as a motivator for students, b) The teacher as a guide for understanding moral values, c) Doing good habituation by carrying out positive activities, d) Teacher as an evaluator. 2). The strategy for PAI teachers to prevent radicalism in Gondang 1 Public Middle School, namely, a) Through PAI learning in class, b) Through religious and extracurricular activities.

Keywords: Islamic Religious Education; Teacher Strategy; Preventing Radicalism; Junior High School

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Introduction

The role of Islamic religious teachers in schools is multicultural and national insight as an educational tool to equip students with the correct understanding of Islamic aqeedah, to anticipate and prevent this understanding of radicalism, and to prevent radical actions. It's important to find out (Sodikin & Ma`arif, 2021, 2021). Violence can lead to acts of terrorism. Teachers need to have a comprehensive understanding and skills

regarding the abilities of educators because teachers play a very important role as the main actors in implementing programs in schools (Aprilianto, Sirojuddin, & Afif, 2021; Sirojuddin, Ashlahuddin, & Aprilianto, 2022; Zulaikhah, Sirojuddin, & Aprilianto, 2020).

PAI teachers are to provide a correct understanding of faith, avoid friction between Muslims and religious people, avoid radical teachings, and act in the name of religion, without ignoring the values of diversity and nationality. This is to prevent acts of violence. By playing an educational role, the dangers of religious radicalism can be avoided (Muhtarom, Fuad, & Latif, 2020).

The preventive measures are taken by PAI teachers to prevent radicalism in schools. For example, the teacher is a motivator that radicalism can be prevented with motivation to participate in moderation activities, or the teacher as a guide, namely that the teacher is a director of ideology that is *wasatiyah* (Tarwi & Naimah, 2022; Yamin, Basri, & Suhartini, 2023). Incorporating radicalism into formal and informal educational institutions through religious teachers, religious extracurricular activities and counsellors is certainly a bad thing. If it is not addressed immediately, it will grow and spread the seeds of intolerance among students (Bakri, Nasucha, & M, 2021; Sutrisno & Nasucha, 2022). Therefore, several precautions or actions can be taken by PAI teachers, one of which is the correct explanation of Islam. Islam is the perfect religion (Anam, Padil, & Yahya, 2021).

The debate about religious radicalism has received considerable attention in academic circles, and radicalism has been defined in many ways from various perspectives (Arifin, Masyhar, & Amira, 2020). The issue of religious radicalism against Indonesian Islamic groups is no longer a matter of opinion. The concept of radicalism is growing and increasing from year to year. The concept of radicalism that

affects some people in Indonesia also exists among students and intellectuals (Nur, Nawawie, Fajarwati, & Chusna, 2020; Osipov, 2020; Supriadi, Romli, Islamy, Parhan, & Budiyanti, 2021).

The radicalism of religious (Islamic) understanding which is now rife in all circles needs to get more attention through preventive, persuasive, oppressive and curative efforts (Jubba, Awang, & Sungkilang, 2021). Deradicalization efforts in a persuasive way can be done through education. In the world of education, the central figure is the educator. Following radicalism is terrorism (the decision to use violence means creating fear and threats, as a legitimate means of achieving certain goals, usually in the name of religion or ideology) (Hefner, 2011).

One of the environments that must be avoided by radicalism is the school education environment. Schools are places where students are taught, where possible, by teachers who are accredited teachers (Suharto, 2014, 2017). Teaching must be done in an educative and oral way. Cases of radicalism have existed for a long time, not only in big cities and remote villages. Preventing radicalism in schools does not have to wait for victims to be exposed to this radical propaganda, because radical propaganda can attack anyone, including school students (Baidhawy, 2015; Hafidz, 2021; Mujani, Rozali, & Zakaria, 2015; Subchi, Zulkifli, Latifa, & Sa'diyah, 2022).

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Literature Review

Radicalism

Radical comes from the Latin radix. This means root, base, and soil. Or it could mean radical, inclusive, and very difficult to call for change. According to the Big Indonesian Dictionary, radicalism means a radical understanding or flow in politics, an understanding or flow that wants social and political change or reform through violence or a dramatic and extreme attitude in political flow (Arifianto, 2019; Davids, 2017).

Radicalism is the view that, according to religious and ideological interpretations embraced through physical and symbolic violence, we want to make a fundamental change from the time of suicide to the meaning of life that we believe in. The origin of radicalism is fundamentalism, the rapid evolution of religious beliefs in a society that tends to be extreme (feeling the most righteous and misleading others) (Fitriani, 2015; Nur et al., 2020). Some of the things about radicalism above show that radicalism occurs not only for one reason but for various reasons which may be interrelated (Farida, 2015).

Radicalism occurs not because of theological factors, but the politics of various parties which ends in a search for shelter to fight because of the individual or group's unwillingness to interact with the social changes that are occurring (Alawi & Maarif, 2021).

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Deradicalization efforts in a persuasive way can be done through education. In the world of education, the central figure is the educator. Following radicalism is terrorism (the decision to use violence means creating fear and threats, as a legitimate means of achieving certain goals, usually in the name of religion or ideology) (Susanto, 2018).

Syahrin (Harahap, 2011; MA, 2017) stated that ten characteristics characterize radicalizes and terrorists: Text-oriented (literal) and strict (strict) in attitude and understanding of the scriptures. Extreme, fundamentalist, and exclusive. Extreme means an attitude that is always contrary to the mainstream, the general trend, especially the government. Fundamentalists are said to be those who stick to the basics of something strictly. Exclusive. Radicals always see their understanding and method as the correct understanding. Although other people's understanding and views are wrong.

Always trying to correct others. As a continuation of their exclusive attitude, radicalism has a high spirit to correct, reject and even fight other people.

Radicals and terrorists justify violent and frightening ways to correct others and maintain and develop their understanding and ideology. Another feature of radicalism that is very prominent is the often unclear reconstruction of the enemy. This happens because people who disagree with them are reconstructed as enemies (Arif, 2018; Purwanto, Qowaid, Ma'rifataini, & Fauzi, 2019).

Because of the unclear construction of the enemy, they carry out an all-out war against those who are considered enemies of their religion and those who commit munkar, although they are not directly hostile to them, kill and expel them as a condition for religious war (Aprilianto, Rofiq, Sirojuddin, Muchtar, & Mumtahana, 2023; Mumtahanah, 2020).

Islamic Religious Education Teacher Strategy

This teacher's role constantly describes the behaviour patterns expected from various interactions with students, co-workers, and other employees. From the various interactions of education and learning, it can be seen as the center of its role (Azwar, 2022). Part of the teacher's time and attention is spent on managing the teaching and learning process and interacting with students, does that happen (Fatimah, Asy'ari, Sandria, & Nasucha, 2023; Komalasari & Yakubu, 2023; Komariah & Nihayah, 2023).

From the several opinions above, in detail the role of the teacher in teaching and learning activities briefly can be stated as follows: Informants, namely teachers who carry out informative sources of information about teaching methods, laboratories, field research, and academic activities (Adiyono, Fadhilatunnisa, Rahmat, & Munawarroh, 2022; Saputro & Darim, 2022).

Organizer means that teachers can manage components related to teaching and learning activities. All of this is arranged in such a way as to achieve the effectiveness and efficiency of student learning (D. L. Anderson, 2011).

Motivators, namely teachers must be able to stimulate and provide encouragement to develop students' potential, and foster activity, and creativity (creativity) of students so that there will be dynamics in the teaching and learning process (Ma'arif, Zuana, & Sirojuddin, 2022).

The director can guide and direct teaching and learning activities so that they are following the desired goals. The initiator, namely the teacher is the originator of ideas in the teaching and learning process. so that these ideas can be a picture for students. Transmitter, namely the teacher acts as a disseminator of educational wisdom and knowledge(Amelia, Aprilianto, Supriatna, Rusydi, & Zahari, 2022; Azwar, 2022).

The facilitator, namely the teacher, will provide convenience in the teaching and learning process, for example by creating a classroom atmosphere that is in harmony with student development, so that the teaching and learning process can take place effectively (Mulyono, Asmawi, & Nuriah, 2018; Rahman, 2019). The mediator, namely the teacher acts as an intermediary in teaching and learning activities. The evaluator evaluates the academic and social performance of students so that he or she can determine whether the student is successful or not (Rachman, Kawakip, Fadhillah, Saputra, & Zulkifli, 2023).

Research Method

This article has used a qualitative research approach (case study). According to (Creswell, 2012), the case study approach is a research approach that includes observations to provide a detailed description of the nature, background, or character of the case.

Case studies focus their views on the subject matter in depth and detail. This study was carried out using in-depth methods regarding conditions coherently from the beginning when observing data collection, and analysis and up to the results of observations, especially related to the role of Islamic religious education teachers in preventing radicalism in SMP Negeri 1 Gondang.

This research was conducted at SMP Negeri 1 Gondang, precisely located on Jl. Raya Karangkuten, Gondang District, Mojokerto Regency. SMP Negeri 1 Gondang is one of the junior high schools in Mojokerto Regency. State status and accredited "A". While the research was carried out from January to March.

The data collection technique used interviews with informants, namely school principals, representatives of the curriculum sector, Islamic Religious Education teachers and staff at junior high schools. Meanwhile, to complete the data using observation and documentation.

As for the data analysis technique using the (Miles, Huberman, & Saldana, 2018) Data collection: Qualitative data can be obtained through interviews, observation, or documentation studies. This data is then analyzed to identify emerging patterns, themes, and issues. Data reduction: At this stage, the researcher looks for ways, differences, or similarities in the data to assist in the analysis. Data display: This stage involves organizing data in tables, matrices, or diagrams to show emerging patterns. Data verification involves cross-checking the analysis results against the original data collected. This data is vital to ensure the accuracy and validity of data interpretation. Concluding: At this stage, the researcher draws conclusions based on the data analysis that has been done. Conclusions can be findings, patterns, or themes from data analysis. Verification of conclusions: Verification is carried out by confirming the conclusions drawn using additional data or through consultation with research partners or experts in the field. Presentation of results: The last stage is presenting the analysis results to the audience or readers. The analysis results can be shown in reports, articles or presentations explaining the findings and conclusions from the data analysis.

Findings

PAI teacher's strategy to prevent radicalism in SMP Negeri 1 Gondang

Radicalism is a problem that has a very big impact, not only in Indonesia but also in other countries, especially among teenagers. Why is that, because teenagers have an emotional level that is said to be still unstable and easily influenced by negative things, and they prioritize their emotions over their minds. Therefore they are more easily influenced by things that are violent or extreme, including the notion of radicalism itself. To prevent this understanding of radicalism in Gondang 1 Public Middle School, there is a need for a strategy for the role of the PAI teacher through PAI learning and religious activities.

PAI learning is expected to prevent Indonesian radicalism. In other words, through education in schools. In other words, the causes of various movements that can harm society are so complex that it requires the participation of all parties to prevent them. From the results of the research that has been carried out, this study obtained results regarding the strategy of PAI teachers to prevent radicalism in SMP Negeri 1 Gondang. The following is the result of an interview with Ms. Nurul Fikriyah a class VIII PAI teacher at SMP Negeri 1 Gondang:

"The strategy I use here is in 2 ways, namely in the learning process and outside the learning process. In the learning process, there is material about the verses of the Koran regarding tolerance, my students are asked to provide examples or behaviours about tolerance, and outside the learning process by holding religious and extracurricular activities at school."

Based on the results of the interviews above, it can be seen that the strategy used by PAI teachers to prevent radicalism includes an integrated process in PAI subjects by reviewing material regarding mutual tolerance and the learning process outside of religious activities that all students must participate in. With the existence of a

strategy, it is hoped that an institution can achieve its goals optimally.

The strategy carried out by the school is through extracurricular programs/activities and religious activities carried out by the school in preventing radicalism. Extracurricular activities are expected to be able to shape the character of students and the attitude of student discipline. The religious activities are expected to be able to add insight into the religious knowledge and religious attitudes of students. This is following the results of the researcher's interview with Mr Supa'at as a public relations officer at SMP Negeri 1 Gondang as follows.

> "The strategy used by PAI teachers in the learning process here is to discuss the material in the LKS about tolerance by giving a clear picture of how examples of tolerance behaviour fit in the story of the Prophet by showing a video through the LCD projector. As for extracurricular and religious activities, one way is that in every activity that is carried out and related to the school, it will be inserted with directions and motivation to always support a high sense of unity and brotherhood, tolerance and also mutual respect between one friend and another."

Based on the results of the interviews above, it can be seen that the strategy implemented by PAI teachers in preventing radicalism is not only based on the material in the LKS but also on carrying out religious activities that can shape students' personalities for the better. The existence of a strategy can make it easier to achieve goals in a lesson. This is following the results of an interview with Novita Angraini a class VIII-C student at SMP Negeri 1 Gondang.

> "In preventing radicalism, PAI teachers use several strategies such as giving an overview of understanding radicalism by giving examples of tolerance because here they are not only Muslim and also through religious activities such as Duha prayer, BTQ, Qiroah, gemajuza and Friday Taqwa."

The general objective of learning is to train students who have personality, are credible and have faith in Allah SWT. Having skills, creativity, discipline, being able to apply their knowledge in everyday life, in society and as a state, and having good morals under Islamic teachings. One of the ways used to achieve learning objectives is to develop habits that can shape students' personalities both in terms of religious habits and habits of tolerance between religions. Because at SMP Negeri 1 Gondang, the students are not only Muslim but there are also those with religions other than Islam. This indirectly can foster an attitude of tolerance and mutual respect between religious adherents. This is following the results of an interview with Mr Supa'at as a public relations officer at SMP Negeri 1 Gondang.

Based on the results of research conducted at Gondang 1 Public Middle School, the objectives of learning are adjusted to the school's vision, mission, and goals, namely the formation of student character, knowledge, and high creativity in students. This goal is used as the first step in preventing radicalism in students through learning.

Character building is one of the goals that must be achieved by students because having a good attitude can keep students away from attitudes that lead to acts of radicalism. The knowledge aspect aims to make students not only behave but also know the basics of behaving and acting. Moreover, students are not affected by extreme comprehension. So that radicalism can be minimized little by little.

Then besides the important role of the teacher, the family also has an important role in this matter. The family as the smallest social unit in society is expected to be able to minimize radicalism that can affect students' thinking. Because students have a longer time to interact with family than at school. This is

following the results of the researcher's interview with Mrs Nurul Fikriyah as a class VIII PAI teacher at SMP Negeri 1 Gondang as follows.

> "PAI teachers have provided something related to tolerance through continuous shared and motivational learning. We are also involved in various religious activities to minimize students' tendencies to deviate from Islamic values. And of course, parents who communicate more with their children after school will naturally return to their parents, so I expect their role as parents. Here, parents also play a major role in educating their children by supervising activities at home so that they avoid promiscuity."

Based on the results of the interview above, it can be seen that in preventing radicalism, it is not only the understanding of the school, but the family also plays an important role in this matter. Families have more time than teachers to interact with students. The teacher has his way of giving students an understanding of radicalism by presenting material in class, giving examples that students can draw from, and also familiarizing students with positive activities.

Then this understanding will be used as a guide for students to fortify themselves, here the family plays an important role in protecting students from a bad environment. Besides that, students must understand very well about the notion of radicalism. This is following the results of an interview with Novita Angraini a class VIII-C student as follows.

> "Radicalism is a crime that replaces the basic ideology of the nation by breaking the law, then destroys the ideas of the new generation, and violence destroys existing values, and they cannot control themselves. Due to radicalism that appears and wants to achieve all expectations, but does not want to go through natural processes, a person may suffer and be out of control from the surrounding environment."

Based on the interview above, it can be seen that students have understood the meaning of radicalism itself so they can support the PAI teacher's strategy in preventing radicalism to the fullest. PAI teachers do not only provide material understanding but participate by exemplifying it with an attitude of tolerance. In terms of religious activities such as istighosah and lectures which are attended by all Muslim students without exception.

Thus the researcher can conclude from the results of field data related to the strategy of PAI teachers to prevent radicalism in SMP Negeri 1 Gondang, namely, (1) Through Islamic education learning in class such as providing material and exemplifying how tolerance is. (2) Through religious and extracurricular activities. Religious activities are expected to be able to add insight into religious knowledge and students' religious attitudes. Extracurricular activities are expected to be able to shape the character of students and the attitude of student discipline.

Through learning in the classroom (1) Provide explanations about Islam correctly. Islam is a perfect religion. Unfortunately, there are still many people who misunderstand because they have not studied it more deeply. Therefore, several arguments can present the concept of radicalism, one of which is by providing material about tolerance. (2) Prioritizing dialogue in Islamic learning. Don't let students rule out other opinions. Therefore, PAI teachers need to gain broad insight from the whole school to bring understanding to their students.

Through learning outside the classroom, namely monitoring religious activities and extracurricular activities. This is of course very important to do because it is expected to foster religious attitudes, nationalism and cooperation in students. The

following is a summary of the research in Table 1.

Table 1. Title

Actor	Types of assessment	Approach	Assessment Design
Government	National exam	Assessment of learning	1. Higher-order thinking skills 2. Authentic assessment
School	Portfolio Assignment Computer-based test	Assessment as/for learning	
Teacher	Assessment of practice Assessment of project Mid-term assessment End-of-semester assessment	Assessment as/for learning	

Source: Education and Culture Office of Central Java Province (2020)

Discussion

Inter-religious violence is caused by two factors, namely internal and external. Internal and external factors in the form of teachings and supporters of religion itself are economic, educational, political and social factors, and are therefore complex (Arif, Aziz, Harun, & Ma`arif, 2023; Ma`arif, Rofiq, & Sirojuddin, 2022). Ahmad Norma said that the cause of the terrorist attack was first, the wide social distance that separated the poor and the rich as well as educated groups. Second, the instability of socio-economic and political life. And third, strong doctrinal-based religious traditions between the general public and their leaders. In the context of education, internal factors can dominate the emergence of radicalism. The lack of friendly communication between forms of religion (Islam) in the learning process makes it impossible to achieve humanitarian education (Schmidt, 2021; Widjaja, Bhattacharya, Ma`arif, & Aslan, 2022).

One of the environments that must be avoided by radicalism is the school education environment. Schools are places where students are taught, where possible, by teachers who are accredited teachers. Teaching must be done in an educative and oral way. Cases of radicalism have existed for a long time, not only in big cities and remote villages. Preventing radicalism in schools does not have to wait for victims to be exposed to this radical propaganda, because radical propaganda can attack anyone, including school students.

A teacher in an overview is someone who educates or develops students through school-based educational institutions to maximize their potential and basic skills, both those held by the government and the private sector (Estiani & Hasanah, 2022). Currently, many theories say that the role of the teacher is very much, but researchers include several

theories that are already common such as the teacher as a motivator for students, the teacher as a guide for understanding moral values, carrying out good habits by carrying out positive activities, the teacher as an evaluator (Banzon-Librojo, Garabiles, & Alampay, 2017).

The main component in an educational institution is a teacher and the existence of a teacher greatly influences behaviour, attitudes, personality and learning outcomes in the school environment. The nature of the teacher is to be responsible for the development of students by developing all their potential optimally and in balance with Islamic values. Teachers need to have a comprehensive understanding and skills regarding the ability of educators.

There are several references stating that the teacher's role is in preventing radicalism, but researchers include some of the most important ones (Azmiyah & Astutik, 2021; Vieluf & Göbel, 2019). The first is the teacher as a motivator for students, the motivator, namely the teacher must stimulate and provide encouragement to develop student potential, and foster activity, and student creativity so that there will be dynamics in the teaching and learning process. That's why motivation is one of the main factors to foster a better student personality (Ma'ruf & Fitri, 2022).

The teacher has an important role in fostering motivation in students, and it can be proven that the teacher is a motivation for students or a driving force for the development of potential students (Brooks-Lewis, 2012). The teacher as a motivator must be able to encourage students to have enthusiasm, and creativity and be active in learning in the classroom and classrooms. To provide motivation, teachers can direct changes to achieve the goals desired by students (Riinawati, 2022).

Gondang 1 Public Middle School also applies the teacher's role as a motivator,

evidenced by the teacher providing understanding in the classroom through learning and activities outside the classroom such as religious and extracurricular activities as a form of encouragement so that students have a good religious personality.

Researchers found that carrying out these religious and extracurricular activities went well, which was able to prevent radicalism from entering the school environment and students could find out about radicalism.

The second is the teacher as a director of understanding moral values, namely to revive moral values that exist within students, as a form of prevention from bad environmental influences and students are expected to have good morals in the future.

Teachers have an important role in the world of education, especially in instilling moral values. It is considered important because it is the teacher who interacts directly with students in the learning process, during the process that is the role of the teacher in instilling moral values in his students (R. C. Anderson et al., 2022).

At SMP Negeri 1 Gondang the teacher's role as a guide in instilling religious moral values in students is evidenced by the teacher conveying to students that before starting and ending learning do not forget to read a prayer first and starting all activities must read basmallah and end with hamdallah so that everything that is done is worth worship.

Then an example of the role of the teacher at SMP Negeri 1 Gondang in instilling democratic values in students is that the teacher gives students the freedom to express their opinions and students must also respect differences of opinion.

The inculcation of moral values by the teacher aims to revive the moral values that exist within the students, as a form of prevention from the bad influence of radicalism and students are expected to have

good moral values in society in the future (Fuadi & Suyatno, 2020).

The teacher instils moral values in students through their role, by knowing in advance the role of a teacher towards students, then the teacher can insert moral values while in the learning process or even the teacher himself is an example to students, because it is more meaningful and more quickly accepted by students.

The third is good habituation by carrying out positive activities, namely the process of forming attitudes and behaviours that are relatively sedentary and automatic through a learning process that is repeated both jointly and individually. It will also produce competency.

At Gondang 1 Public Middle School, they carry out weekly habituation activities related to increasing students' religion, such as the Friday Taqwa activity which is held every Friday, namely the Duha prayer, followed by istiqosah and lecture activities. This activity is expected to foster positive habits that can be applied in the community.

Not only that, the role of the PAI teacher also provides other positive activities that are carried out in class such as BTQ, Qiroah and Gema Juza and for each implementation there is an absence available in each class.

Fourth is the teacher as an evaluator, meaning that the teacher's role is to collect data or information about the success of learning and the activities that have been carried out. Aims to determine student success in achieving predetermined goals or determine student success in absorbing curriculum material and to determine teacher success in carrying out all programmed activities (Sirojuddin, Amirullah, Rofiq, & Kartiko, 2022).

SMP Negeri 1 Gondang the role of the teacher as an evaluator has been carried out well. This can be seen in the learning process, the teacher helps students in reflecting on deficiencies in learning outcomes. For activities that have been programmed, the role of the teacher as an evaluator has also been carried out well. This can be seen clearly in the strict supervision of every activity carried out at school and when there are students who do not take part in activities they will receive a warning from the school so that students can be disciplined and responsible (Ciptaningsih & Rofiq, 2022; Laili, Hasanah, & Roifah, 2022).

PAI teacher's strategy to prevent Radicalism in SMP Negeri 1 Gondang

First, through PAI learning in the classroom, namely giving explanations about Islam correctly. Islam is a perfect religion. Unfortunately, there are still many people who misunderstand because they have not studied it more deeply. Therefore, several arguments can present the concept of radicalism, one of which is by providing material about tolerance.

This is seen in Gondang 1 Public Middle School, which has been implemented through PAI learning, which contains material about tolerance by setting an example to students of mutual respect, and respect for others.

Second, through religious and extracurricular activities, namely monitoring religious activities and extracurricular activities. This is of course very important to do because it is expected to foster religious attitudes, nationalism and cooperation in students.

This has been done well at Gondang 1 Public Middle School with religious activities such as BTQ, Gemajuza, Qiroah, Friday Taqwa and extracurricular activities such as Scouting, PMR, Dance, Music, Tartil and Hadrah Arts, etc. Religious activities aim to create a religious attitude and extracurricular

activities aim to foster a spirit of nationalism and cooperation in students.

Teachers are central to providing students with clear directions, and teachers in other subject areas are also obligated to provide motivational boosts to students. One way that is done by the teacher is by using several activities that are religious in nature such as BTQ (Read and Write Al-Qur'an), GemaJuza (Movement to Memorize Juz Amma), Qiroah and on Friday Duha prayers are held then continued with Friday taqwa activities which are istiqosah activities and lectures.

This activity aims to increase students' knowledge of religious teachings. The obstacles faced in religious programs/activities are the low level of student awareness, such as the implementation of sunnah prayers. Prayers are obligatory, sometimes students still need to be given firmness to carry out their obligations. Even the reading of the letters recited is still not fluent, there are still many students who cannot read the Koran properly and correctly. And to overcome these obstacles, a teacher must provide motivation and a good example to students.

The teacher is responsible for his development, trying to maximize his potential both cognitively, emotionally and psychomotor, and is responsible for his physical and mental development to increase his maturity (Azizah, Rahman, Farida, & Nurmilasari, 2021; Brito, Rodríguez, & Aparicio, 2018). To achieve the goal of Islamic education which is more motivating for students, students must also follow the rules that exist in school.

Conclusion

Based on the results of research on the role of Islamic Religious Education Teachers in Preventing Radicalism in Gondang 1 Public Middle School, it can be concluded as follows: The role of Islamic Religious Education Teachers in Preventing Radicalism in Gondang 1 Public Middle School is: (1) The teacher acts as a motivator for students. (2) Teachers as guides about understanding moral values. (3) Make good habits by carrying out positive activities. (4) The teacher is an evaluator.

The strategy of Islamic Religious Education Teachers in Preventing Radicalism is: (1) Through Islamic Religious Education learning in the classroom. (2) Through religious and extracurricular activities.

The next research recommendation is that it is hoped that it will be able to further develop the Role of Islamic Religious Education Teachers in Preventing Radicalism and add more insight and experience in teaching and learning activities. For researchers who will conduct research, it is hoped that this research can be used as material for consideration and reference material for subsequent research.

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