Comparative analysis of anti-radicalism value project model and conventional model in improving civic commitment

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Abstract
This research aims to compare the results of two learning approaches, namely the anti-radicalism value project model and the conventional model, in enhancing the commitment of young citizens. Through data analysis from two groups of classes, the experimental and control groups, we evaluated the outcomes of both learning models on the improvement of young citizens' commitment, including their knowledge, attitudes, and behaviors towards the values and principles of Indonesia's constitutional democracy. By using a combination of qualitative and quantitative research methods, it is hoped that research findings can be reliable. The study shows that the anti-radicalism value project model has significant advantages in increasing the commitment of young citizens compared to the conventional model. Students participating in the project model demonstrated active engagement in the learning process, meaningful learning experiences, and better development of critical thinking skills. On the other hand, the conventional model tends to be limited in providing opportunities for interaction and the active participation of students in the learning process. Students involved in the conventional model are more inclined to be passive recipients of information and less engaged in the learning process. Furthermore, the conventional model also falls short in encouraging students to think critically and relate the subject matter to a real-life context.

Keywords: anti-radicalism value project; civic commitment; project citizen; radicalism

Introduction

Amid the rapid changes and advancements in science and technology, the threat of radicalism is increasing. The use of social media has become a strategic bridge for radical terrorist groups to spread their ideologies to all segments, including the young generation. Therefore, the formation of young citizens with a strong commitment to the nation's core values, fundamental principles, and social awareness is essential for the continuity of a civilized society. Many countries have implemented various policies as part of the global counter-terrorism movement. This movement is a general term used to express and advocate all policies and actions addressing Violent Extremism (VE) and radicalization (Kaishauri, 2021).

At least two approaches are adopted globally, like Countering Violent Extremism (CVE) and Preventing Violent Extremism (PVE). "Preventing" and "Countering" are two different terms. Prevention is directed towards avoiding something from happening, while countering indicates a reaction or response to specific events or a phenomenon that already exists. One prominent focus of the VPE movement is in the field of education. Why Education? Because education can be conditioned in specific situations through simultaneous and comprehensive approaches(Pettinger, 2017). Educational interventions in the counter-radicalization movement are implemented through teaching subjects that promote tolerance, understanding, and civic education (Aly et al., 2014; Davies, 2009).

Civic education can facilitate the development of students' resilience towards radicalization by providing a safe and comfortable space for debating controversial issues and helping them understand how they can influence and adapt when making decisions. Arifianto (2019) said deradicalisation, that the process of abandoning extreme ideologies and beliefs by radical Islamic groups, has been increasing in Indonesia since the mid-2000s. However, this has led to a shift towards radicalism, a hegemonic project aiming to control the meaning of good Indonesian citizenship and fight against injustice and exclusion. Developing critical analytical thinking skills in civic education allows young citizens to reject extremist narratives based on rational rejection of those ideas, grounded in self-awareness as part of a nation and state with unique citizenship attributes aligned with each state's ideology and constitution.

A study conducted by Chu (2017), stated that the younger generation needs to receive education to meet future challenges. As an alternative, the anti-radicalism value project model emerges as a more modern and interactive learning approach. This model emphasizes active student participation in designing, implementing, and evaluating projects focused on citizenship values and radicalism prevention. In this context, students are not just passive recipients of information but proactive agents of change in addressing complex social issues. Citizenship education is seen as a formal mechanism to attempt to change attitudes, values, and behaviors in a democratic society through teaching in the classroom for learners. The conveyed values are hoped to persuade learners to internalize and integrate orientations such as tolerance and general support for democracy (Finkel, 2003).

This comparative analysis explores the differences in impact and effectiveness between the anti-radicalism value project model and the conventional model in enhancing the commitment of young citizens. By conducting an in-depth comparison of both learning models, this study seeks to provide more precise insights into the strengths and limitations of each model. This comparative analysis aims to determine the difference in the impact and effectiveness of the anti-radicalism value project model and the conventional model in increasing the commitment of young citizens.

By conducting an in-depth comparison of the two learning models, this research seeks to provide a clearer picture of the advantages and limitations of each model. This research aims to provide an alternative for educators to use the anti-radicalism values project learning model to build civic education teaching quality. Thus, the younger generation can think critically and analytically to undermine radicalism and prevent moral neglect of more extremist values. It is

hoped that the younger generation will actively participate in counter-radicalism actions in the short term and the national environment.

Method

Based on the issues, this research employs quantitative and qualitative approaches. The researcher aims to compare the implementation results of both models, determined by calculating the n-gain score through pre-test and post-test assessments in the experimental and control classes (Creswell, 2014). The descriptive method used falls under the category of a case study because the research focus has been predetermined: to observe the results of the learning process using the anti-radicalism value project model and the conventional model in civic education to shape the commitment of young citizens. This depicts the characteristics of the qualitative approach as a research instrument, where the researcher acts as the primary data collector in this study and explains the findings rationally and accountably.

Both methods can be integrated with various factors, making the existing issues interrelated and essential to be addressed. The research was conducted at Universitas Pendidikan Indonesia, with a sample size of 250 individuals from six classes in different programs. It consists of three experimental classes, namely Computer Science A, Geographic Information Science A, and Economics Education B, and three control classes, namely Computer Science B, Geographic Information Science B, and Economics Education A. Three data collection techniques were used in this research, including distributing questionnaires, conducting interviews, and utilizing documentation. These are expected to complement each other in obtaining the required data. In this study, the respondents for the questionnaire survey are students. At the same time, the interviewees include civic education lecturers and curriculum development experts in civic education.

Result and Discussion

Radicalisms and Civic Commitment

Interpreting radicalism is problematic because it is bound by values always changing in the context of a particular place and time (Awan et al., 2019). Radicalism underwent a drastic shift in the connotation of the concept. The concept of radicalism usually refers to the real use of violence with increasing form and intensity. Religious radicalism literature often links the phenomenon of radicalism as a form of extremism and terrorism. Radicalism arises because individuals or groups become terrorists (Suyanto et al., 2022).

Before the 19th century, "radicalism" referred to positive connotations that correlated with liberal, anti-church, pro-democracy, and progressive political positions. At the same time, using the concept of radicalism in the contemporary period leads to negative and opposite connotations, such as "radical Islamism," anti-liberalism, fundamentalism, anti-democracy, and regressive (Schmid, 2013). Neumann (2008) stated that there was almost no reference to the term radicalism in the study of terrorism and political extremism books until finally, the tragedy of September 11, 2001, became a turning point in the use of the concept of radicalism throughout the media. So, in the contemporary meaning, radicalism can be interpreted as an understanding that wants fundamental and comprehensive changes through various means, including justifying violence. Being radicalized is a process that involves choices that influence the way one thinks until, eventually, one becomes more extreme in explaining the use of violence to affect social and political change.

Based on the concept of radicalism above it reflects the opinion that young people tend to be "suspects" on radicalism issues because they face a period of thinking and moral change in the field of life (self-identity, family, friendship, and society) (Sieckelinck et al., 2015). It is not a form of justification for the portrayal of young people as criminals but as those who are very vulnerable to radicalism. Radicalism targets various circles of society, and young people will experience a more difficult time than other groups (Weine et al., 2009). From a psychosocial perspective, the risk is high among young people because of social problems. The influence of the environment (family, friendships, and society) is one of the factors in social issues that

indicate that individuals are radical and extreme. Often, radicalism will influence individuals to disrespect the norms and values that are the way of life in society. That brings the perception that they are perceived as a generation of young radicals involved in crime and violence.

The Effectiveness of Project Citizen in Fostering Civic Commitment

Civic Commitment is part of civic virtue that represents based on the principles and fundamental values of constitutional democracy in a nation. Civic commitment involves citizens prioritizing the public interest over their interests (Martínez et al., 2012, 2020). This notion is reinforced by the ideas of Niccolo Machiavelli, a philosopher and political figure, who considered a good state to be one where citizens actively engage in national life and can place the common good above all personal interests (Matei, 2011).

Furthermore, Flanagan et al. (2007) explain that there are at least three main indicators related to the commitment of young citizens, namely: 1) patriotism, 2) building tolerance, and 3) helping people. Patriotism is further detailed with three sub-indicators: helping my country, serving my country, and helping society. Building tolerance is elaborated with two sub-indicators: working to stop prejudice and improving race relations. Helping people in need is characterized by two aspects: helping those who are less fortunate and helping poor people.

The successful implementation of citizen projects in civics learning is supported by several previous studies such as Vontz et al. (2000) and Vontz & Nixon (1999), several countries related to the citizen project model concluded that this model could develop three main competencies of civics, namely civic knowledge, civic skills, and civic disposition. This citizen project's strength lies in the skills and attitudes achieved through an active learning process.

The Formulation of Anti-radicalism Value Project Learning

Citizenship education always refers to public values and moral education emphasizing individual virtues or personal character qualities (Halstead & Pike, 2006). Kennedy & Fairbrother (2004) found that the most dominant value is the sense of responsibility required to become a good citizen. Moral education is not confined to a single value but integrates various values, particularly in countering radicalism.

Developing a value-based learning model to strengthen moral education is an alternative option to instill anti-radicalism values in the education sector. Building an effective learning environment for implementing the value-based learning model requires formulating a project citizen through model development. Lisievici & Andronie (2016) emphasized that the advanced value clarification technique in moral education involves creating portfolios related to five value techniques and preparing and presenting reports in class. The underlying assumption for developing this model is to achieve a more practical moral education technique influenced by depth and consistent behavior aligned with moral principles (Tan et al., 2018)

The value learning process is the first step to strengthen the values chosen by students in finding alternative answers to problems identified together (Simon et al., 1972). The value learning model is designed to meet the values of education objectives internalized in civic education. The application of the value learning model must be based on the characteristics, objectives, material, conditions of students, and the learning environment. The value learning model has a goal so that students get used to working together and exchanging ideas. Therefore, this value learning model is considered suitable for increasing civic disposition because it emphasizes how students build value by finding, searching, and determining values in everyday life in society.

Meanwhile, project-based learning (project citizen) is intended for students to be more active in learning activities. They collect data and information needed to answer problems, which are compiled and documented systematically (Adha et al., 2019; Rahayu & Setiyadi, 2018). The implementation of the project citizen model in Civic Education learning requires

students to determine for themselves a case/issue, examine problems, formulate material related to problems, seek information from various sources, account for the results of material collection and analysis in the form of portfolios and present the results with creativity in group presentation.

The model of the anti-radicalism Value Project is developed through a learning syntax that combines project-based learning and the reinforcement of values to build resilience in students to confront radical ideologies, prevent moral degradation, and promote young citizens' participation by engaging in problem-solving activities. This project is named I-PROTECT and consists of eight learning steps (syntax): introduction, problem selection, resiliency of radicalism, open data, team building for designing the project, expo the plan, celebrate and apply and take commitment from the experience, each with its respective explanations.

1. Introduction: At the initial stage of the syntax, students are introduced to the concepts of national integration, radicalism-terrorism, anti-radicalism values, resilience against radicalism, and an overview of the Anti-radicalism Value Project to be implemented in the class. During the introduction process, students are encouraged to develop their thinking based on clear, logical, and meaningful values. Pancasila is expected to act as a filter for critical thinking, openness, and careful acceptance of other values outside Pancasila.

2. Problem Selection: In this stage, students are tasked with selecting and identifying several issues related to radicalism and then selecting them. The issue selection is done by providing various case references related to radicalism, and then the root causes of the problems are analyzed. To choose relevant and meaningful issues, several approaches can be used, such as Urgency, Seriousness, Growth (USG) analysis, Strengths, Weaknesses, Opportunities, Threats (SWOT) analysis, and Actual, Problematic, Feasibility, and Desirable (APKL) analysis.

3. Resiliency of Radicalism: After students are introduced to Pancasila values as the moral and philosophical foundation in Indonesian society's development and have identified issues, the next step is to allow students to connect the issues with the anti-radical moral values based on Pancasila. Students are encouraged to consider how Pancasila values can serve as the basis for preventing and addressing radicalism in society.

4. Open Data: In this stage, students are individually directed to engage in literacy from various sources, both digital and non-digital, to ensure that each student possesses strong bibliographic resources before proposing their issues within the groups they will form.

5. Team Building for Designing the Project: In this step, students are divided into four major groups and tasked with designing the anti-radical project. Group division in the anti-radicalism project has significant purposes and objectives in achieving effective learning goals and promoting moral thinking resilience.

6. Expo the Plan: The next step is to allow students to present the project plan and action plan they have prepared. Expo The Plan is a crucial stage in the anti-radicalism project learning, where students comprehensively present their plans to the audience. The objective of this presentation is to validate the project's feasibility and receive feedback related to the project's implementation.

7. Celebrate and Apply: After the project plan is approved, students implement the anti-radicalism project according to the designed steps. They actively engage in activities related to preventing radicalism, such as organizing seminars, workshops, social campaigns, or other community activities.

8. Take Commitment from The Experience: In this final step, the activities carried out include four main activities: evaluation, reflection, building commitment, and Follow-up Plan. Project Evaluation: Evaluation of the achieved results is conducted, involving assessment of project objectives' achievement, impact, and effectiveness of the steps taken. Individual and Group Reflection: Students reflect individually and as a group on the process and results of the project they have implemented. Building Anti-Radicalism Commitment: Based on the

evaluation and reflection, students then build anti-radicalism commitment by writing one or two sentences expressing their stance against radicalism. Follow-up Plan: The Follow-up Plan is developed through the identification of concrete follow-up steps they can take to continue promoting anti-radicalism values and preventing the spread of radicalism on campus and in society.

Anti-Radicalism Value Project in Influencing Radical Resilience

This learning model was developed based on adequate and relevant stages to counteract the spread of radicalism on campus. The Anti-Radicalism Value Project provides a new color to the learning process of civic education by emphasizing the competence of knowledge, skills, and attitudes. The values contained in Pancasila and the UUD 1945 have proven to protect various societal differences. So, it is necessary to excavate and give mastery to students. Their values are embodied in their daily social behavior, serving as a powerful tool to prevent the emergence of radicalism and terrorism seeds (Tanamal & Siagian, 2020).

In addition, it is necessary to cultivate a love for the ideology of Pancasila, return to the spirit of the ideology of Pancasila, and carry out the practice of Pancasila in everyday life. Pancasila, as the philosophy of the Indonesian state, is full of ethics, wisdom, and morality, and it must be implemented by every individual and group, as well as activities on campuses. Pancasila must be used as a guideline in the process of organizing as an effort to defend against radicalism, intolerance, and terrorism.

Therefore, in addition to strengthening values through implementing learning projects in the anti-radicalism value project model, students will be required to do a solution project on the problem of radicalism in Indonesia, especially on campus. That way, civic education, and Pancasila learning have a very appropriate relevance today as an effort to assemble a sense of nationality, harmony, and unity. The project's learning activities will bring them real problem-solving, thus providing good feedback in fostering attitudes and actions under Pancasila and the nation's constitution.
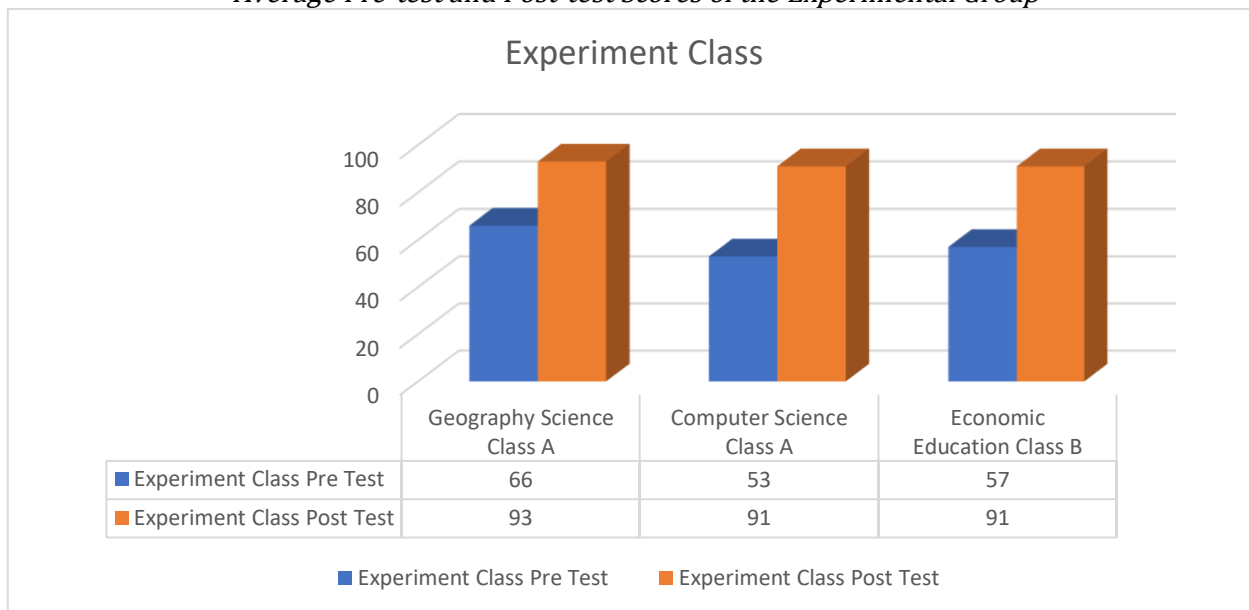
Comparison of Implementing the Anti-radicalism Value Project Model and the Conventional Model in Enhancing Civic Commitment among Young Citizens.

In this research finding, the researcher conducted the learning process in the experimental and control groups, which consisted of Science of Geographic Information A, Computer Science A, and Economics Education B classes as the experimental group. Meanwhile, Science of Geographic Information B, Computer Science B, and Economics Education A classes were the control group. The learning process in the experimental group was conducted by implementing the anti-radicalism value project model. In contrast, the conventional model was applied in the control group.

The comparison between these two models was done by examining the results of the n-gain score calculation obtained from the pre-test and post-test scores data collected from the experimental and control groups, which were subsequently analyzed using SPSS for Windows version 26. Before participating in the learning process, both groups were given a pre-test to measure their initial understanding of radicalism issues. After going through the learning process with their respective approaches, a post-test was conducted to measure the final level of students' understanding.

The Figure 1 present that the average pre-test scores of the experimental group before implementing the anti-radicalism value project model are 66 for the Geography Information Science A class, 53 for the Computer Science A class, and 57 for the Economics Education B class. Subsequently, it increased in the post-test after implementing the anti-radicalism value project model to 93 for the Geography Information Science A class, 91 for the Communication Science A class, and 91 for the Economics Education B class.
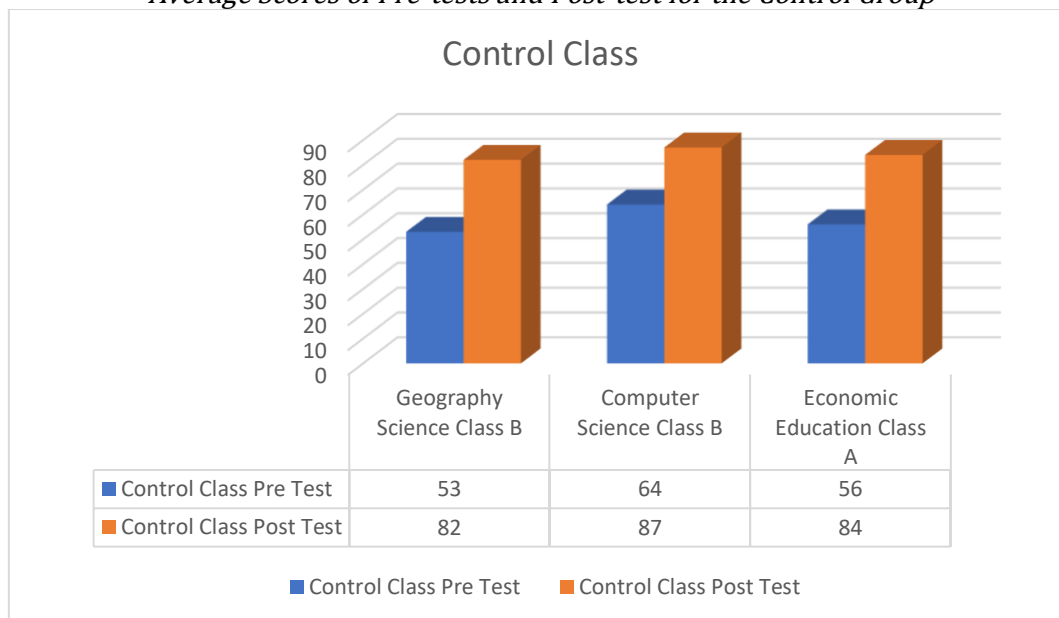
Figure 1.
Average Pre-test and Post-test Scores of the Experimental Group

Experiment Class

	Geography Science Class A	Computer Science Class A	Economic Education Class B
■ Experiment Class Pre Test	66	53	57
■ Experiment Class Post Test	93	91	91

■ Experiment Class Pre Test   ■ Experiment Class Post Test

(source: research result, 2023).

The bar chart in Figure 2 shows that the average pre-test scores for the control group are 53 for the Geography Information Science B class, 64 for Computer Science A class, and 56 for Economics Education B class. Subsequently, there is an increase in the post-test scores, even when using the conventional learning model (without the anti-radicalism value project model), which is 82 for Geography Information Science B class, 87 for the Computer Science B class, and 84 for the Economics Education A class.

Figure 2.
Average Scores of Pre-tests and Post-test for the Control Group

Control Class

	Geography Science Class B	Computer Science Class B	Economic Education Class A
■ Control Class Pre Test	53	64	56
■ Control Class Post Test	82	87	84

■ Control Class Pre Test   ■ Control Class Post Test

(Source: research result, 2023).

Then, the obtained scores are analyzed to find the n-gain score, which is clearly shown in the table below.

Table 1.
Calculation on N-Gain Score

Group	Mean	Median	Minimum	Maximum	Std. Deviance
Experiment	82,3139	82,323	66,67	100.00	7,95758
Control	43,1358	42,8337	-10,26	89,36	17,80989

(Source: research result, 2023).

Table 1 shows that the calculation of N-Gain scores in the experimental class, which uses the anti-radicalism project-based learning model, resulted in a mean score of 82.31, with a minimum score of 66.67 and a maximum score of 100. Meanwhile, the N-Gain score test results in the control class, which uses the conventional learning model, resulted in a mean score of 43.13, with a minimum score of 10.26 and a maximum score of 89.36. Based on the categories of interpretation of n-gain scores and the calculation results, the average n-gain score for the experimental class using the anti-radicalism values project learning model is 82.31, which falls into the effective category. Meanwhile, the average n-gain score for the control class, which uses the conventional learning model without the anti-radicalism values project, is 43.13, falling into the less effective category. Therefore, it can be concluded that implementing the anti-radicalism values project learning model effectively increases the civic commitment of young citizens against radicalism. This result is also evident from the bar chart comparing the n-gain scores of the experimental and control classes below.

Figure 3.
Comparison of N-Gain Score Calculation Result
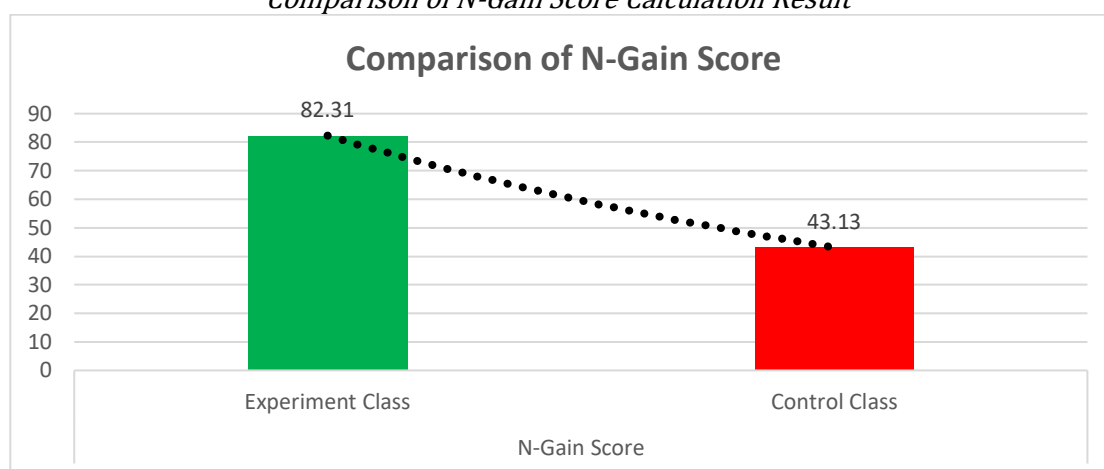
(source: research result, 2023)

The findings indicate that the class group that implemented the anti-radicalism values project model showed a significant increase in citizens' commitment after the learning process. In contrast, the class group that applied the conventional model (lectures and presentations) experienced lower or insignificant improvements. This suggests that the anti-radicalism values project model is more effective in enhancing citizens' commitment than the conventional model. This detailed explanation is supported by quantitative data that has been processed and statistically analyzed, providing strong evidence that the anti-radicalism values project model may be a better choice in increasing citizens' commitment than the conventional learning model.

Data Analysis

Evaluation of the Comparison Between the Anti-Radicalism Values Project Model and The Conventional Model

The anti-radicalism values project-based learning model aims to increase the commitment of Indonesian students towards the fundamental values and principles of the constitution. This model combines values-based education with project-based learning, focusing on morals and fostering resilience against radical ideologies. Students gain enriched conceptual knowledge through real-life case studies, which are presented in portfolios and showcases. The conventional model often provides theoretical knowledge without connecting it to real-world situations, making it challenging for students to relate lecture material to their daily lives.

The learning process emphasizes discussion methods, such as question and answer (brainstorming), which encourage students to focus on the core problem of radicalism. Students are then assigned to design projects, which are carried out through collaborative

development among individuals. This model encourages collaborative activities, real-life application of values, development of critical thinking skills, and active participation through project assignments, making it more relevant and effective in the modern era.

The Urgency of The Anti-Radicalism Value Project in Civic Education Learning

The anti-radicalism value project model is a learning approach to teach citizenship values, tolerance, and a comprehensive and in-depth understanding of radicalism issues. The essence of this learning lies in integrating active and contextual teaching processes with the cultivation of values that promote critical thinking, empathy, and awareness of radical issues . In essence, the anti-radicalism value project model encompasses several main objectives, including 1) internalizing anti-radicalism values, 2) enhancing critical-analytical thinking skills, and 3) developing participatory abilities through determining alternative solutions and decisions in problem-solving.

The anti-radicalism value project aims to instill anti-radicalism values in students, encouraging them to be active, caring, and contributing positively to society. This model adopts constructivism theory, encouraging critical thinking, problem-solving, and problem-solving skills through real-world experiences. It is recommended for civic education as it is more effective than conventional teaching methods like one-way lectures. Students engage in meaningful learning experiences, understanding the implications of radicalism issues and seeking concrete solutions. Through project-based learning, they can present specific solutions in portfolios and demonstrate them through showcase activities. This model focuses on developing knowledge related to Citizenship Education learning.

The implementation of the anti-radicalism values project is crucial for several reasons. *First,* it aims to prevent radicalism by equipping students with the knowledge and skills to identify and address signs of radicalism in their environment. Civic knowledge is directly related to participation, as those with it tend to be more consciously engaged in public issues. Civic skills refer to citizens' abilities to analyze, evaluate, take positions on public issues, and use their knowledge to participate in civil and political societal processes. Citizenship participation in a democratic society should be based on information, critical reflection, understanding, and acceptance of the rights and responsibilities that accompany membership.

Second, this model helps students appreciate societal differences and diversity, promoting political tolerance and allowing individuals with different views to express themselves freely. Teaching citizenship education in schools can potentially train citizens to participate in political affairs effectively, ensuring their rights to freedom, life, and the pursuit of happiness are guaranteed through the rule of law.

Lastly, it instills strong citizenship values, transforming students into responsible, caring, and active citizens in nation-building. Values are fundamental principles and beliefs that serve as justifications for activities in the public domain and as general guides for personal behavior. Citizenship education is based on different positions intended to bring students to the attitudes, dispositions, virtues, and values needed to build a strong and evolving community.

Conclusion

Through a comparative examination of the implementation of the anti-radicalism values project model and the conventional model, it can be inferred that the anti-radicalism values project model is more efficacious in bolstering the dedication of young people in comparison to the conventional model. The study's major findings reveal that the experimental group, which used the anti-radicalism values project model, had a much greater rise in citizen commitment compared to the control group that utilized the traditional methodology. Students that took part in the anti-radicalism values project model were involved in more dynamic, pleasurable, and pertinent learning experiences. During the project, students engaged in collaboration, critical thinking, and problem-solving to address complex issues. They documented and presented their work in portfolios and showcases, which helped strengthen their understanding and dedication to the values and fundamental principles of Indonesia's

constitutional democracy. The anti-radicalism values project concept aims to engage students in identifying and discerning radical and extremist views that may pose a threat to both their own well-being and the broader societal fabric.

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