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Cogent Social Sciences (Open Research) - Invitation to Review Manuscript ID QASS-2024-1089

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20 Juni 2024 pukul 12.08

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20-Jun-2024

Dear Dr Saepudin Mashuri,

We have recently received a manuscript entitled "Civics and Pancasila Education as Preventive Strategies against Radicalism among University Students" for Cogent Social Sciences (Open Research). The abstract can be found at the bottom of this email.

Given your expertise in the field, we consider you to be an ideal candidate to peer review the manuscript. We would greatly appreciate your expert assessment of this article.

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Manuscript Information:

TITLE: Civics and Pancasila Education as Preventive Strategies against Radicalism among University Students

ABSTRACT: The primary objective of this study is to examine a wide range of issues, not simply to prevent religious radicalism but also to promote love for the Indonesian country and state through civic education. Preventing radicalisation at the university level requires integrated and comprehensive strategies involving several different parties, both within and outside the campus. Interviews and structured questionnaires were used to collect data, in addition to relevant literature studies from many sources such as scientific journals, books, and other scientific publications. Preventing radicalism among youth and university students through civic education requires tailored approaches to address their specific needs and vulnerabilities. This includes strengthening their understanding of religion and diversity, developing critical thinking skills, introducing radical ideologies and their dangers, encouraging active participation in democratic life, collaborating with parents and the community, and training civic education lecturers and facilitators. Civic education can play an important role in preventing radicalism among students and facilitating the formation of a generation that is tolerant, inclusive, and capable of thinking critically.



Saepudin Mashuri <saepudin@iainpalu.ac.id>

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Kepada: saepudin@iainpalu.ac.id

20-Jun-2024

Dear Dr Saepudin Mashuri,

Thank you for agreeing to review the manuscript entitled "Civics and Pancasila Education as Preventive Strategies against Radicalism among University Students" for Cogent Social Sciences (ORG) We look forward to receiving your comments by 09-Jun-2024.

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Academic Editor
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Cogent Social Sciences

Civics and Pancasila Education as Preventive Strategies against Radicalism among University Students

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02-Jul-2024

Dear Dr Saepudin Mashuri

Thank you for reviewing manuscript QASS-2024-1089 entitled "Civics and Pancasila Education as Preventive Strategies against Radicalism among University Students" for Cogent Social Sciences (Open Research).

The Editors are grateful for the voluntary contribution of every reviewer for the Journal. Your comments are very much appreciated.

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Sincerely,
Dr Geng Yuqing
Academic Editor
Cogent Social Sciences (Open Research)

The review results for manuscript QASS-2024-1089 entitled:

CIVICS AND PANCASILA EDUCATION AS PREVENTIVE STRATEGIES AGAINST RADICALISM AMONG UNIVERSITY STUDENTS

After I have read, understood, and analyzed all parts of this article's manuscript carefully, I can provide the view that this article is the result of original research that needs to be respected. This article wants to communicate to Cogent Social Sciences readers about Pancasila and Citizenship Education as a Strategy to Prevent Radicalization among Students. This article can develop the field of counter-radicalism studies at the university level, especially in Indonesia.

In the next section, I will describe in detail several points from the review (ideas, suggestions, and improvements) to improve the quality of this article manuscript so that it meets the criteria for publication in an internationally reputable journal.

Title

1. This research theme is exciting, and given the current Indonesian government's program to counter religious radicalism in all institutions and national life, including among students, it needs to be well appreciated.
2. According to my field of study, the article's title describes the research problem, research object, and current trends and informs readers about the mainstreaming of counter-radicalism in Indonesia. Therefore, this article can contribute academically and practically to supporting the prevention of radicalism in Indonesia and globally.
3. However, geographically, the locus of this research has yet to be described in the title. Hence, it is difficult for readers to understand the social setting, characteristics, and position of the university studied in the counter-radicalism landscape at the university level in Indonesia. Authors should briefly write the name of the research location in the title of this manuscript so that it is easy for readers of the Cogent Social Sciences Journal to understand.

Abstract

1. At the beginning of the abstract, the authors outline a statement sentence on the main elements studied and briefly formulate the research gap.
2. The authors should write research questions explicitly and briefly so that readers can clearly understand the purpose and direction of this research.
3. The authors should not use the word "challenge" in the research because it is not outlined in the research results, which outline several strategies used in Pancasila and Citizenship Education to prevent radicalism among students.
4. In a brief description of the research method, the authors should explain the number of participants, classification of informants, time for conducting the research, methodological arguments for why only structured interview techniques were used, and techniques for validating the data from this research.

Introduction

1. In the introduction, the author presents a theoretical dialogue from several experts' views and the results of previous research on the impact of radicalism, intolerance, and terrorism in Indonesia. Based on the reading results, the conceptual dialogue in the article was less focused on previous research findings, knowledge, and current relevant references that represent theoretical perspectives in counter-radicalism studies. The author should explain the concept or initial findings regarding the counter-radicalism program based on the Indonesian government's current mainstreaming trend.
2. In this section, the author needs to dialogue with the latest research results that are relevant to the trend of Pancasila and Citizenship Education as a counter-radicalism strategy at various universities in Indonesia. I suggest the authors add the primary reference to refer to, namely Ali Muhammad and Eric Hiariej's article, "Deradicalization program in Indonesia radicalizing the radicals," *Cogent Social Sciences*, 5 April 2021 7:1, 1905219, DOI: 10.1080/23311886.2021.1905219
3. In this introduction, the authors broadly explore the dangers of radicalism to national life, including at universities. Even though the main focus of this research is Pancasila and Citizenship Education as a strategy to ward off radicalism among students, researchers should focus more on exploring this lesson strategy in countering radicalism in educational institutions by continuing to build a nationalist attitude based on the philosophical values of Pancasila. For this context, the authors can adapt the article: Saepudin Mashuri et al. "Schools Strategies in Countering Religious Radicalism in Post-Conflict Community in Poso Regency Central Sulawesi, Indonesia." <https://doi.org/10.32996/jhsss.2022.4.1.2>.<https://www.al-kindipublisher.com/index.php/jhsss/article/view/2730>.
4. This research focuses on Pancasila and Citizenship Education as a strategy to ward off radicalism. The authors should explain the perspectives of experts and the results of previous research related to the concept of this lesson, the content and approach to curriculum implementation, the use of digital media, and extracurricular programs implemented in learning at the university under study. Does this lesson synergize the values of religiosity, nationalism, and local wisdom so that it can be positioned as a unique strategy to ward off radicalism among students at universities? For this study, the authors need to add the following important article citation: Bouchier, DM. "Two Decades of Ideological Contestation in Indonesia: From Democratic Cosmopolitanism to Religious Nationalism." *Journal of Contemporary Asia*, 49 (5), 713–733, 2019. <https://doi.org/10.1080/00472336.2019.1590620>. Article: Leonie Schmidt, "Aesthetics of authority: 'Islam Nusantara' and Islamic 'radicalism' in Indonesian film and social media, religion," 5 June, 2021 51:2, 237-258, DOI: 10.1080/0048721X.2020.1868387.
5. In this introductory section, the authors have yet to express scientific arguments for why this research is essential for students at the university being researched and where the research gap lies. The author should formulate the research gap, urgency, and significance precisely according to the focus of the study as a differentiator from previous research.

Method

1. Based on the results of reading the research method, this research was carried out differently than complete qualitative research standards. The author can maintain this method by completing structured interview instruments with university leaders, clear informant selection criteria, data collection, and validation processes by indicators of mainstreaming counter-radicalism in Indonesia.
2. The authors stated that the participants in this research consisted of two lecturers and 118 students in the 5th semester. The number of two lecturers does not represent the university context, which has many Pancasila and Citizenship Education lecturers. It would be better for the authors to add and elaborate on lecturers in other faculties as an ecosystem that supports counter-radicalism.
3. I also did not find the involvement of the chancellor, vice chancellor for curriculum, and faculty deans in decision-making on counter-radicalism concepts and practices at the universities studied. It would be best for the authors to interview the universities' leaders because they have a strategic role in determining learning and training policies related to Pancasila and Citizenship Education that can ward off and protect students from radical movements. If this is not done, then the data from this research will not comprehensively describe counter-radicalism efforts at the top actor level.
4. The authors needed to be more consistent in presenting structured interview instruments because they only presented questions for students. I need help finding examples of questions for lecturers and university leaders. Inconsistencies can also be seen in the data display, which does not provide interview quotations. Consistent displays from these informants are essential so that readers understand the attitudes, practices, and mental models of lecturers and university leaders as roles and mental models for students in counter-radicalism. The author should consistently present interview instruments for lecturers and university leaders as policymakers who support efforts to counter radicalism at universities.
5. The authors only used structured interview techniques to collect data. However, they did not explain the methodological arguments behind this decision or how to validate the interview data. Therefore, the author should explain why this research only uses structured interviews and how to validate this research data.
6. The research method shows that the authors did not explain the characteristics of the participants of the two lecturers and 118 students, which could protect students from radicalism at the university studied. The authors should explicitly map out several criteria for the lecturers and students interviewed, such as the typology of religious understanding, attitudes, and practices, and whether they are theologically affiliated with an intolerant religious group or not. The crucial authors also reveal data on the involvement of 2 lecturers and 118 students in intolerant mainstream religious organizations, their attendance at interfaith meetings, religious moderation training, their activeness in fostering the Pancasila ideology on and off campus, their participation in programs to counter radicalism in society, how their lecturers and students use digital media to ward off radicalism through learning Pancasila and Citizenship Education.

7. The authors need to present the facts, phenomena, events, and activities in number 4 above so that readers get a complete, precise, and synchronous picture of the data with the aim of this research in protecting students from radicalism movements. By describing the criteria above, this research data can answer research questions related to how Pancasila and Citizenship Education play a role in protecting students from radicalism and movements at the universities studied.
8. Furthermore, the authors need to mention the name of the university studied so that readers can understand the social setting and characteristics that are the main characteristics of the research location in the context of preventing radicalism among students. For the Indonesian people, ideal-conceptual Pancasila and Citizenship Education is an appropriate approach to preventing radicalism because it contains the philosophy, values, principles, and foundations of the national constitution that all Indonesian people can accept despite their different religions and ethnicities. However, in practice, many universities have been infiltrated by exclusive religious studies so that their students are easily exposed to radicalism and movements.
9. From the description of the research method, I did not find any corroborating data that confirmed that Pancasila and Citizenship Education play a strategic role in protecting students from radicalism and movements. The trend of radicalism continues to increase, reaching 39% of the educated group. The authors should present distinctive and unique data according to the trend of mainstreaming counter-radicalism in Indonesia as a novelty for the results of this research.

Results

1. In the presentation section of the research results, I found that the authors had presented the research results substantively in accordance with the focus of the problem and objectives and explained the research results that had been found. However, the discussion on each topic is not supported by interview data and quotations from informant sources. It is best for authors to display the data completely by writing down the data source so that readers can differentiate between data from informants and the author's analysis.
2. Based on the analysis of this research, I found that the authors presented research data in general, focusing on something other than the counter-radicalism programs carried out by lecturers and students in learning activities, both in and outside of class. For example, research findings on pages 6 to 10 regarding strengthening understanding of religion and diversity, developing critical thinking skills, introducing the concept of radical ideology and its risks, encouraging active participation in democratic life, and collaborating with parents and the community as well as training lecturers are general activities that can be carried out in all subjects when discussing counter-radicalism at Indonesian universities.
3. From the general research findings above, the authors should describe the characteristics and uniqueness of Pancasila and Citizenship Education as a strategy to ward off radicalism among students at the universities studied. Of course, this distinctive uniqueness is presented by the standard concept and implementation of the counter-radicalism program carried out by the Indonesian government through the BNPT, strengthening religious moderation, which is a priority program of the

Indonesian Ministry of Religion Affair and fostering the Pancasila ideology carried out by BPIP in all state institutions and social organizations.

4. In the context of mainstreaming counter-radicalism in Indonesia, many research findings have been carried out by other researchers. The authors have yet to reveal the novelty of the different strategies used by lecturers and students in Pancasila and Citizenship Education at the universities studied. The counter-radical program not only builds lecturers' and students' understanding of the dangers of radicalism ideology for the Indonesian nation but requires the active role of actors who become mental models for students. Of course, the success of countering radicalism at the university level is strongly supported by interpersonal, intercultural, and interreligious cooperation from all relevant elements. Therefore, in the research results, the authors need to present an analysis of how university leaders are involved in policies, what counter-radicalism programs are in learning, who religious and community leaders play a role, and what forms of government support in preventing radicalism among students need to be disclosed in the results section—this research.
5. The authors need to reveal what institutions are involved in learning Pancasila and citizenship education so that it becomes the right strategy to support counter-radicalism programs among students at the universities studied. For example, collaboration with the National Counter-Terrorism Agency (BNPT), implementation of cross-cultural religious literacy programs with interfaith NGOs, religious moderation training for university leaders, lecturers, and students by the Indonesian Ministry of Religion Affair, and ongoing development of the Pancasila ideology from the Pancasila Ideology Development Agency (BPIP).
6. Pancasila and Citizenship education must integrate several counter-radicalism mainstreaming programs above in the curriculum content and learning process so that students are not easily exposed to radicalism, either at universities or in society. The authors should present the unique strategy carried out by the university leadership, two lecturers, and 118 students in implementing Pancasila and Citizenship Education so that it can be seen as new from the results of previous research that has previously existed in Indonesia.
7. Based on the study of the presentation of the research results, I strongly recommend that the authors rewrite the research results; of course, they must be strengthened by quoting data from interviews with informants. This suggestion is intended to display valid results that can be scientifically justified when quoted by subsequent researchers.

Discussion

1. The discussion of this research's findings still needs to be more comprehensive; the author only provides a little analysis at the beginning. In mapping the six sub-discussions of research results, the authors did not present a single reference source as a theoretical perspective in analyzing the main findings of their research.
2. In the first sub, on the topic of strengthening understanding of religion and diversity, I did not find any dialogue between the theory of religious pluralism, which is the reference for this research's findings. The authors should expand the discussion regarding several main topics resulting from this research so that they can produce novelties for scientific development in this field of study.

3. Reference sources do not support the analysis of the findings of this research, so the discussion needs to meet the ideal standards of an article. I suggest that the authors should use theories that are more focused on issues, trends, and counter-radicalism programs, such as the theory of religious pluralism, concepts and indicators of religious moderation from the perspective of the Indonesian nation, theory of civil society justice, limits of tolerance in the public sphere, theory peacebuilding, situation theory, and social construction that lead to acts of extremism.
4. In analyzing the research findings, I also found that the authors explained the shortcomings of their research in terms of the demographic conditions of the informants and the limited time for conducting the research. This description should be placed at the end of the conclusion of this research, not in this discussion.
5. Based on a review of the discussion of this research, I strongly recommend that the authors rewrite their analysis interactively by completing relevant theoretical perspectives. This suggestion is intended to produce the significance of this research in the development of the field of Pancasila and Citizenship Education based on field research data dialogue and theoretical perspectives. This dialogue can give birth to a counter-radicalism strategy contextual to the current trends developing in Indonesia.

Figures and Tables

1. The authors should draw a chart regarding the research location's setting or social situation, the site's meaning or event, building assumptions, drawing conclusions, and implementing actions involving university leadership actors, religious figures, and state officials to strengthen curriculum content and various counter-radicalism programs among students. The authors need to photograph the phenomenon above and whether it has been implemented in Pancasila and Citizenship Education at the university researched.
2. The chart above is essential to helping the authors concretely describe the process and contribution of Pancasila and Citizenship Education as a strategy to ward off radicalism among university students and the Indonesian nation at large.
3. The authors should make a comparison table of the characteristics of two lecturers and the number of students who were interviewed with other lecturers and students. Do those in the same ecosystem have the same religious views, attitudes, and practices to support the counter-radicalism program on the studied campus and in the social life of the community?

Conclusion

1. In the conclusion, the authors repeated the sentences outlined. The author should construct narrative sentences that can cover all the main findings of this research, not just move the same editorial as a conclusion.
2. In the conclusion section, the author should not need to explain the research objectives and write down the results of this research explicitly because they have been explained in the introduction and presentation of the results section.
3. In the conclusion section, the author should reveal the limitations of this research's results from just a few main aspects so that future researchers can follow up and develop them.

Reference

1. The use of references in this manuscript is relevant to the title and focus of the research. However, it is necessary to improve the quality of several primary and credible references. The authors should upgrade references to articles most relevant to this study's theme in the last five years in journals of international reputation.
2. In this manuscript, the authors only used 26 references, predominantly in Indonesian. In my opinion, this number does not meet international-level article reference standards. I suggest that the authors increase the number of references to international standard articles to a total of 40 references.
3. It would be better if the authors re-examined several references that are written in Indonesian and less focused on the theme of studying Pancasila and Citizenship Education as a strategy to counter radicalism in universities.
4. The authors can improve the quality of references according to article publication standards in internationally reputable journals by validating DOI via Crossref. <https://apps.crossref.org/SimpleTextQuery>.
5. From the reading results and linguistic sense, the article manuscript is not free from validity. I suggest the authors strengthen the linguistic aspects through proofreading at a credible and reputable institution.

Recommendation

This manuscript is major revision. The article manuscript requires substantial changes in terms of content, methods, and literature. The authors must make up for the shortcomings of the abstract by writing the research question and its urgency. In theoretical studies and previous research results, authors should focus on exploring theories, knowledge, and research results most related to Pancasila and citizenship education strategies for preventing radicalism among students. The authors need to expand their review by elaborating on cross-cultural religious literacy concepts and programs to build inclusive religious attitudes, practice religious moderation, and approach to fostering Pancasila ideology as an agenda for mainstreaming counter-radicalism in the national education landscape of the Indonesian nation.

The authors need to make substantial improvements to the weaknesses of the qualitative research method, including presenting inconsistent interview instruments and making flow charts from observing the social situation of students at the university studying to concluding implementing learning and extracurricular programs that support counter-radicalism. The author must also make a table of research location settings, informant characteristics, and anti-radicalism programs in Pancasila and Citizenship Education. Next, the authors need to explain the methodological reasons why this data collection only uses structured interview techniques and how to validate the data to avoid speculative elements in displaying the data in the research results section.

In the research results, the author needs to present data excerpts from structured interviews with two lecturers and 118 students who were interviewed. The authors must

rewrite the results and discussion to find a quality research substance appropriate to this research question. The authors need to formulate a substantive and representative conclusion that represents the main findings of this research, not just transfer a description of the same research results. Authors need to update, add, and validate references through the DOI application so that this manuscript meets the criteria according to publication standards in internationally reputable journals such as Cogent Social Sciences.

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2024

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Saepudin Mashuri

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