

Strengthening Patriotism to Prevent Terrorism: A Study on Muhammadiyah *Pesantrens* in South Sulawesi, Indonesia

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ARTICLE INFO

Keywords:

Strengthening;
Patriotism;
Terrorism;
Pesantren;
Muhammadiyah

Article history:

Received 2024-05-20

Revised 2024-07-05

Accepted 2024-08-10

ABSTRACT

The focus of the research aims to analyze the role of Muhammadiyah Pesantrens in instilling the sense of patriotism for the prevention of terrorism. The study is designed with a qualitative setting using a phenomenological approach to understand individuals' experiences and perceptions of the concept of love for their homeland, and a constructivist approach to understand how *pesantrens* actively initiate and implement programs to strengthen such attitudes. The data was collected through observation and interview. The findings of the research indicate several preventive measures taken by Muhammadiyah *pesantrens* in strengthening the love for the homeland to prevent the spread of terrorism seeds, such as education of moderate and progressive Islamic value, cultivation of national character, and teaching of understanding the danger of terrorism. These measures include embedding education with progressive, moderate Islamic values. This is realized by developing a curriculum based on moderate, tolerant, and inclusive Islamic values. Moderate Islam is a humanistic Islam that can accommodate everyone, from various social strata, ethnicities, and religions; tolerance is a fundamental value in Islam; inclusive education is the educational service provided by Muhammadiyah pesantren, which does not discriminate based on skin color, or ethnicity, religion, race, or social group. Another step is the cultivation of national character among the *santri*, which involves reinforcing knowledge of local history and culture based on Al-Islam and Muhammadiyah principles. A relevant future study would be to investigate the causes of the emergence of anti-diversity attitudes and hardline Islam found in some *pesantrens* in Indonesia.

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1. INTRODUCTION

Terrorism in Indonesia is a serious threat that endangers the nation's security and stability. It is crucial to combat terrorism because these violent acts not only result in casualties and material damage but also create fear and instability in society. The specifics of terrorism in Indonesia often involve

extremist groups using radical ideologies to achieve their political or religious objectives. Unfortunately, the monitoring of terrorist activities in Indonesia is still suboptimal, both in terms of early detection and effective law enforcement. The consequence of this lack of oversight is the increased potential for terrorist attacks, which can threaten public safety and tarnish the country's image internationally. Therefore, enhanced surveillance and stricter law enforcement are urgently needed to effectively prevent and counter the threat of terrorism.

A study on the reinforcement of national patriotism in Indonesia is a crucial key in efforts to prevent terrorism. A strong sense of national patriotism can reduce individuals' tendencies to engage in extremist activities and terrorism (Mohamed, Alimi, and Ben Youssef, 2021) (Sun et al., 2022). Through this research, we can understand the factors influencing the development and strengthening of national patriotism within society. With a better understanding of how to foster and reinforce love for the nation, governments and relevant institutions can design effective policies and programs to prevent the spread of radical ideologies and reduce the threat of terrorism (Arifin, Hanita, and Runturambi, 2024). Additionally, such studies can help identify potential social vulnerabilities that extremist groups may exploit to recruit new members (Kristiyanto, Arinanto, and Ghafur, 2023). Thus, research on the strengthening of national patriotism is not only important as a preventive measure in combating terrorism but also as a proactive step toward building a resilient society firmly rooted in national values (Ajide and Alimi, 2021).

Indonesia faces various issues related to radicalism, especially concerning Islamic boarding schools (pesantren). One of the main problems is the penetration of radical ideologies into certain pesantren, which then serve as recruitment and indoctrination bases for potential terrorists (Narayan, Narayan, and Phan, 2022). Although the majority of pesantren in Indonesia teach moderate Islam and national values, a small number of these educational institutions have been identified as hubs for the dissemination of radical teachings (Ahmad et al., 2022). Lack of government supervision and control, as well as minimal efforts in monitoring, have led some pesantren to become hotbeds for extremist groups to recruit and train their members (Srivastava, Meena, and Singh, 2021). Additionally, another challenge is the unequal access to formal education, leading some communities to send their children to pesantren as an alternative, which extremist groups can then exploit to expand their networks (Hastasari, Setiawan, and Aw, 2022). Therefore, addressing the issue of radicalism in pesantren requires a comprehensive approach, including increased supervision, enhancement of moderate religious education, and strengthening cooperation between the government, educational institutions, and communities to prevent the spread of radical teachings.

Pesantren affiliated with the Muhammadiyah organization adopt a moderate approach in their management (Hastasari, Setiawan, and Aw, 2022). As a progressive Islamic organization that prioritizes education, Muhammadiyah implements principles promoting tolerance, diversity, and inclusive understanding of Islam within the pesantren under its auspices (Rokhmanm, Wahidin, and Suharnoko, 2021) (Kustana, 2017). One characteristic of Muhammadiyah pesantren is a balanced approach to education, covering both religious and secular subjects. In addition to Islamic studies, these pesantren provide knowledge in general subjects such as mathematics, science, and languages, preparing students to contribute positively to various fields in society (Supratno, Subandiyah, and Permata Raharjo 2018). Furthermore, Muhammadiyah pesantren encourage interfaith dialogue and promote an inclusive understanding of Islam, thus reducing the risk of radicalization among students (Widodo and Ritonga, 2023). Through this approach, Muhammadiyah pesantren not only produce individuals with a strong religious understanding but also equips them with critical, analytical, and rational thinking skills (Wicaksana et al. 2021). Moreover, Muhammadiyah pesantren's approach to fostering interfaith dialogue and promoting cooperation among religious groups also helps reduce tensions and strengthen peace and harmony in society.

Muhammadiyah pesantren are compelling subjects for research as role models in preventing terrorism in pesantren due to their moderate and inclusive approach to Islamic education (Wicaksana et al., 2021). By focusing on promoting values of tolerance, diversity, and a balanced understanding of

Islam, these pesantren offer educational environments that promote deep understanding of peaceful and humanistic Islamic teachings (Kristiyanto, Arinanto, and Ghafur, 2023). Through comprehensive education covering religious and secular subjects, Muhammadiyah pesantren can shape students who not only have a strong religious understanding but also possess critical thinking, analytical skills, and rationality (Wicaksana et al. 2021). Additionally, Muhammadiyah pesantren's approach to encouraging interfaith dialogue and promoting cooperation among religious groups also helps reduce tensions between religious communities and strengthen peace and harmony in society. Thus, research on Muhammadiyah pesantren can provide valuable insights into best practices in preventing radicalization and terrorism in pesantren and serve as inspiration for other Islamic educational institutions to adopt similar approaches (Supratno, Subandiyah, and Permata Raharjo 2018).

There were some previous study focusing on terrorism topics. Prior research focusing on preventing terrorism issues in pesantren in Indonesia has highlighted various relevant aspects. One such study examined the reorientation of Islamic religious education to prevent radicalism in South Asia (Kiliyamannil, 2023). Its findings concluded that within the framework of Islamic life, a conception of religious priorities is constructed that surpasses the gates of liberal-secular orders, leading to specific insertions controlled by secular constituents. Another study focused on Pesantren and Deradicalization Efforts in Islamic Education (Endrizal and Suharti, 2023). This study found ten deradicalization efforts undertaken by Annuqayah Islamic Boarding School, including the reactualization of learning resources, strengthening anti-radicalism, improving literacy and discussion skills, fostering nationalism, prioritizing moderate principles, applying the theological concept of Ahlus-Sunnah wal Jama'ah, proposing anti-radicalism curricula, implementing progressive methodologies, formulating halaqa (meetings) with scholars, and strengthening friendships and brotherhoods. Another study addressed pesantren amidst the conflict between peace laboratory and terrorism (Rusdiana et al., 2021), concluding that pesantren and students are not triggers of terrorism crimes. Only pesantren graduates have the potential to become triggers for terrorist acts after negative social interactions and understanding religious teachings without guidance. Another study focused on the many pesantren affiliated with terrorist groups (Wicaksana et al., 2021), concluding that the pattern of radicalism spreading within pesantren starts with the emergence of sympathy due to shared beliefs, the attitudes taken by pesantren leaders, and the exclusive learning patterns that have encouraged the development of radical understandings. This has been exploited by terrorist groups for recruitment purposes, ranging from spreading hatred to propaganda through media. From these issues, it is evident that counterterrorism efforts cannot be solely resolved through legal actions (Arfaoui and Naoui, 2022). In the pesantren environment, to prevent radicalism from spreading, improvement of teaching methods within is necessary (Hunt et al., 2024). On one hand, pesantren leaders must be open to new knowledge while maintaining critical and wise principles; absolute truth may exist, but students should also be given the freedom to question what and why something is considered true.

While previous studies have provided important insights into various deradicalization efforts and the role of pesantren in preventing radicalism, a weakness of these studies is that they tend to focus on aspects of religious education reorientation and deradicalization in a more general context or within specific pesantren, without specifically emphasizing the aspect of patriotism. The study on strengthening patriotism to prevent terrorism has the advantage of exploring how instilling a sense of love for the homeland can be an effective strategy for preventing terrorism, an approach that has not been deeply discussed in previous studies. By emphasizing the values of patriotism and nationalism, this research provides a new perspective that complements the religion-based deradicalization approach and highlights the unique role of Muhammadiyah pesantren in South Sulawesi, which may have a distinct cultural and social context compared to other pesantren in Indonesia.

However, a fundamental difference with research focusing on strengthening patriotism to prevent the seeds of terrorism in Indonesia, particularly studies on Muhammadiyah boarding schools in South Sulawesi, lies in the emphasis on nationalist values as a prevention strategy. The research aims to explore the extent to which the introduction and understanding of Pancasila values, diversity, and

national spirit can shape the attitudes and identities of students to love their homeland, thus making them more immune to the influence of radicalism and terrorism at Muhammadiyah boarding schools in South Sulawesi.

2. METHODS

2.1 Research Design

Qualitative research is a research method aimed at understanding social or cultural phenomena from the perspective of individuals or groups experiencing them. Data collection in this research is conducted through observation and interviews. Observation involves direct observation of subjects, allowing researchers to understand the context and social dynamics deeply within Muhammadiyah Islamic Boarding School. Unstructured interviews enable researchers to explore information directly from informants about their experiences, thoughts, and feelings.

This study employs a qualitative setting utilizing an in-depth approach to comprehend how Muhammadiyah boarding schools in South Sulawesi strengthen the sense of patriotism in efforts to prevent the proliferation of terrorist ideologies in Indonesia. The research methodology encompasses various qualitative data collection techniques, such as in-depth interviews with key figures in the boarding schools, participatory observation of their daily activities, and content analysis of relevant documents.

2.2 Research Subjects

This research observes three Muhammadiyah boarding schools in South Sulawesi; Muhammadiyah Darul Fallah Boarding School in Bossoloro, Muhammadiyah Darul Arqam Gombara Boarding School, and Muhammadiyah Ummul Mu'minin Boarding School in Makassar. The three schools were chosen because they had developed a moderate curriculum and students from different regions in Indonesia. The school also implements various activities to strengthen the students' love for the homeland in the dormitory.

A phenomenological approach is utilized to understand individuals' experiences and perceptions of the concept of patriotism, while a constructivist approach is employed to comprehend how boarding schools actively conceive and implement programs to fortify this attitude. The phenomenological approach in researching terrorism prevention in Muhammadiyah pesantren focuses on gaining a deep understanding of the experiences, perceptions, and thoughts of individuals involved in the context of Muhammadiyah pesantren concerning terrorism prevention and the promotion of patriotism. Qualitative data collected was thematically analyzed, focusing on identifying patterns, themes, and contradictions emerging in the efforts of boarding schools to foster a resilient sense of patriotism as a barrier against the spread of terrorist ideologies.

2.3 Data Analysis Techniques

Qualitative data analysis techniques play a crucial role in understanding the complexity and depth of the phenomena under investigation. Three methods were used in depth to analyze the data of this research: thematic, phenomenological, and constructivist. The detailed steps of these methods are outlined in the following table:

Table 1. Steps of Method

1	Thematic Analysis	Data collected from observations and interviews will be analyzed to identify thematic patterns that emerge. This involves categorizing data based on themes that naturally arise from the collected material.
2	Phenomenological Analysis	Data collected from observations and interviews will be analyzed to identify thematic patterns that emerge. This

		involves categorizing data based on themes that naturally arise from the collected material.
3	Constructivist Analysis	This technique aids in understanding how boarding schools actively conceive and implement programs to strengthen patriotism. This step involves tracing how boarding schools construct identities and narratives about nationalism and patriotism that differ from radical or terrorist ideologies.

Through the combination of these qualitative data analysis techniques, the research can yield a profound understanding of how Muhammadiyah boarding schools in South Sulawesi strengthen the sense of patriotism in efforts to prevent the proliferation of terrorist ideologies in Indonesia. The conclusions drawn from this research will provide deep insights into the role of boarding schools in counterterrorism efforts and offer recommendations for policies and practices that are more effective in reinforcing patriotism in Indonesia.

3. FINDINGS AND DISCUSSION

The purpose of this research is to analyze the role of Muhammadiyah pesantren in instilling patriotism for terrorism prevention. The research findings and discussions are specifically revealed in the data and elaborated broadly in the discussion.

3.1 Result

This research revealed how Muhammadiyah pesantren in South Sulawesi develop education to instill a love of the homeland and prevent terrorism from an early age among students living in dormitories. The following presents the research findings that have been conducted to uncover the role of Muhammadiyah pesantren in fostering patriotism and preventing terrorism. Data is presented qualitatively, collected through observation and interviews with selected research subjects.

The issue of radicalism has become a prominent topic in Indonesia, with one of the most intriguing aspects being the indication that pesantren (Islamic boarding schools) have been infiltrated by radical and terrorist teachings. Therefore, this research aims to explore the extent to which the introduction and understanding of Pancasila values, diversity, and national spirit can shape the attitudes and identities of pesantren participants, thus making them more immune to the influences of radicalism and terrorism. The findings of this research reveal that various strategies have been developed by Muhammadiyah pesantren in South Sulawesi to strengthen patriotism attitudes and prevent the proliferation of terrorism seeds. The thematic analysis results from observations are presented in the following table:

Table 2. Thematic Analysis Results

No	Preventive Measures in Pesantren	Comprehensive Approach
1	Education on Moderate and Progressive Islamic Values	Development of a curriculum based on moderate, tolerant, and inclusive Islamic values Training sessions for teachers with a moderate Islamic approach Development of relevant and contextual teaching materials for students Focus Group Discussions (FGDs) with students regarding their experiences and views on social issues Supervision of learning materials and resources and involvement of parents
2	Cultivation of National Character for Students	Strengthening local history and culture based on Al-Islam and Muhammadiyah principles

		Organizing activities to foster patriotism and nationalism
		Leadership development and teaching leadership values oriented towards the interests of the nation and society through scout activities and Muhammadiyah youth cadre training
		Reinforcement of Pancasila values and national identity
		Collaboration with educational institutions and government agencies
3	Teaching Understanding of the Dangers of Terrorism	Conducting seminars, discussions, or campaigns to raise awareness of the prevention of terrorist teachings in pesantren

Based on the aforementioned Table 2, it is evident that Muhammadiyah pesantren have developed a specific educational concept to strengthen the love of the homeland among their students as a preventive measure against the spread of terrorist ideologies within the pesantren environment. The first preventive step taken is to instill education with moderate Islamic values that are progressive. This step is manifested by developing a curriculum based on moderate, tolerant, and inclusive Islamic values. Furthermore, to reinforce the implementation of this education, training sessions are conducted for teachers and educational staff on teaching with a moderate Islamic approach. Subsequently, based on the developed curriculum, teachers are required to develop relevant teaching materials on Islamic concepts contextualized for instilling patriotism among the students. Additionally, scheduled Focus Group Discussions (FGDs) with students on social issues are conducted, wrapped within the framework of moderate Islam.

These activities were confirmed during interviews with the deputy director responsible for curriculum development in the three Muhammadiyah schools. As stated by one of the deputy directors:

One of the focuses of curriculum development in Muhammadiyah pesantren is the development of knowledge with the concept of moderate and progressive Islam.

This indicates that Muhammadiyah pesantren are committed to educating progressive and moderate students.

Another interview result adds that:

This issue is also discussed uniformly through Muhammadiyah pesantren forums throughout Indonesia to prevent radical teachings from entering pesantren.

Thus, Muhammadiyah strives to teach students to love their homeland uniformly across all pesantren in Indonesia. These values of patriotism become commitments of Muhammadiyah pesantren in South Sulawesi and throughout Indonesia to teach love for the nation and state. This agreement becomes an official document for pesantren supervisors to develop curricula and teaching materials based on attitudes of patriotism and tolerance.

Phenomenological analysis results indicate that Muhammadiyah Pesantren has developed educational concepts to cultivate the concept of patriotism. This concept development is carried out by fostering students' national character. The steps taken include strengthening knowledge of local history and culture based on Al-Islam and Muhammadiyah principles. The pesantren also design activities in fostering patriotism and nationalism, leadership development, and teaching leadership values oriented towards the interests of the nation and society through scouting activities and the cadreship program of the Muhammadiyah Youth Union (Ikatan Remaja Muhammadiyah - IRM).

Furthermore, in Table 2, to realize the pesantren education with moderate values, Muhammadiyah pesantren actively initiate and implement programs to strengthen the spirit of patriotism. For instance, a national seminar program is conducted by inviting moderate figures as an effort to teach students about the dangers of terrorism in Indonesia as a diverse nation. A sense of national defense is also implemented through various activities such as providing aid to disaster victims, visits to historical sites significant to Indonesia in South Sulawesi, and youth discussions organized by IRM involving students.

3.2 Discussion

In order to increase the understanding of Pancasila values and the spirit of nationality to students in Islamic boarding schools, Muhammadiyah schools are committed to shaping students' attitudes and identities to love their homeland. The efforts that have been made to prevent acts of terrorism in Muhammadiyah Islamic boarding schools are education of moderate and progressive Islamic values, instilling national character, and teaching the dangers of terrorism to the unity of the nation.

3.2.1 Education on Moderate and Progressive Islamic Values

Moderate Islamic values education plays a crucial role in shaping the sense of patriotism among students in Muhammadiyah boarding schools. This is because moderate Islamic values education provides a strong understanding of religious teachings that emphasize the importance of loving and respecting one's homeland and its people. Islam, as a religion of mercy to the worlds, teaches the importance of positively contributing to the well-being of the community, including one's homeland (Nashir et al., 2019). Furthermore, moderate Islamic values education equips boarding schools with principles of tolerance, peace, and justice, which form a solid foundation for fostering unity and diversity within the framework of pluralism (Qodir, Nashir, and Hefner, 2023). Consequently, boarding schools become educational institutions that not only teach about Islam but also delve into essential human and national values to shape a generation that loves their homeland and is ready to actively participate in nation-building. With moderate and progressive Islamic education, embedded in students with a solid attitude of love for the homeland, they will become patriots of the nation who always fight for the integrity of their country and nation.

To promote patriotism through moderate Islamic values, it is crucial to implement a curriculum based on moderate Islam in Muhammadiyah boarding schools. As Amirudin (2023) highlights, a strong Islamic foundation encourages students to explore Islam more deeply and helps counter radical ideologies. This aligns with Cahyono and Efianingrum (2021), who emphasize that a curriculum focused on moderate, tolerant, and inclusive Islamic values is essential for preserving the institution's identity and strengthening its core values. Muhammadiyah boarding schools are committed to teachings that prioritize tolerance and diversity. By developing a curriculum rooted in these principles, these schools aim to not only provide religious education but also cultivate individuals who appreciate differences, uphold diversity, and promote peace in society (Nashir et al., 2019). In doing so, Muhammadiyah boarding schools become platforms for fostering strong character and contributing to a harmonious and inclusive society.

The results of the interviews are also in line with and support the interview data where the informant stated that the curriculum concept developed is moderate knowledge development and Islamic progression. This is in line with (Cahyono and Efianingrum, 2021) that the development of the education system in pesantren contains tolerance, moderation, and inclusive Islam. Thus, Muhammadiyah Islamic boarding schools want a balance between moral formation and love for the nation and homeland.

In addition to focusing on curriculum development, boarding schools must also equip teachers with ideal understanding of moderate values, it is support by (Supriadi et al., 2021), by training teachers to use a moderate Islamic approach, Muhammadiyah boarding schools can ensure that teaching is not merely academic but also integrates relevant religious values with social and

contemporary contexts. Training teachers with a moderate Islamic approach is crucial in Muhammadiyah boarding schools as a strategic step to ensure that education aligns with the institution's vision and mission, based on moderate, inclusive, and tolerant Islamic values. Muhammadiyah boarding schools, as part of the Muhammadiyah movement, have a strong commitment to Islam that emphasizes mercy to the worlds, including tolerance, justice, and peace (Amirudin, 2023). Moreover, this training can equip teachers with the skills and knowledge needed to effectively manage classrooms, facilitate discussions that encourage critical thinking, and build harmonious relationships between teachers and students (Kurniawan et al., 2023). Thus, training teachers with a moderate Islamic approach in Muhammadiyah boarding schools is an important investment in improving the quality of education and shaping morally upright generations with a deep understanding of inclusive religious teachings that benefit all.

Another step is to conduct focus group discussions (FGDs) with students, it is line stated by (Cahyo et al., 2024), through discussions, students can learn how to apply moderate Islamic principles in their daily lives and understand that Islam teaches peace, tolerance, and justice. The importance of holding discussions with students regarding moderate and progressive Islam and their responses to issues, especially radical movements, in boarding schools cannot be overstated. Such discussions serve as effective means to provide a profound understanding of inclusive moderate Islamic values and foster critical thinking in understanding complex issues. Discussions also provide space for students to share their views and experiences, creating an open and supportive environment for learning from one another. Furthermore, discussions about radical movements allow boarding schools to identify and address potential negative influences that may arise among students, as well as provide a strong understanding of the dangers of radicalization and how to address them (Nashir et al., 2019). Thus, discussions of this nature are not only crucial for maintaining the safety and stability of boarding schools but also for shaping students with a mature understanding of moderate and progressive Islam, ready to face contemporary challenges wisely and firmly.

3.2.2 Cultivation of National Character for Students

In the enhancement of patriotism and prevention of radical teachings within Muhammadiyah boarding schools, fostering national character is carried out by strengthening the understanding of local history and culture (Supratno, Subandiyah, and Permata Raharjo, 2018). The finding is line by (Prayitno et al., 2022) if strengthening the comprehension of local history and culture grounded in Al-Islam and Kemuhammadiyah plays a crucial role in the cultivation of national character among students. This is because local history and culture are integral parts of the nation's identity and selfhood, and when understood within the context of Islamic values and Muhammadiyah teachings, they can serve as a strong foundation for nurturing noble and virtuous character traits (Iswary, 2014). Through a profound understanding of local history and culture related to Islam and Muhammadiyah, students can develop a sense of love, pride, and responsibility towards their cultural and spiritual heritage. They will also learn to respect differences and appreciate diversity within society, as Islam and Muhammadiyah promote tolerance and respect for others. By strengthening local history and culture based on Al-Islam and Kemuhammadiyah, boarding schools make a significant contribution to shaping students' characters rooted not only in religious values but also capable of being positive agents of change in building a civilized, just, and peaceful nation.

Furthermore, organizing activities that foster patriotism and nationalism is a crucial step in nurturing national character among students in Muhammadiyah boarding schools. Such activities help reinforce national identity awareness and cultivate love and responsibility towards the homeland (Habiburrahim et al., 2020). Muhammadiyah boarding schools can organize various activities such as flag ceremonies, visits to historical sites, or discussions on national values and contributions of heroes. Through these activities, students will understand the importance of dedication to the nation and country, as well as experience direct involvement in the nation-building process and preservation of national integrity (Ikhwan Izzat Zulkefli et al., 2018). Additionally, activities that foster patriotism and

nationalism can also serve as a means to counter potential influences of extremism and radicalism by teaching students that being good citizens also means respecting differences and working together for common interests (Putra et al., 2024). Thus, through activities that strengthen patriotism and nationalism, Muhammadiyah boarding schools not only play a role in shaping strong national characters but also take the forefront in shaping generations who love their homeland and are ready to contribute positively to the nation's progress and development.

The development of leadership and teaching leadership values oriented towards national and societal interests through activities such as the Women's Association and the Youth Association of Muhammadiyah (IRM) has a significant impact on nurturing national character among students in Muhammadiyah boarding schools. Through these activities, students are given the opportunity to develop leadership skills, teamwork, communication, and responsible leadership (Wachid B.S. et al., 2018). They learn to lead by prioritizing common interests, understanding societal dynamics, and resolving issues constructively. Additionally, the instilled values of leadership also teach the importance of integrity, ethics, and social responsibility, which are strong foundations for effective and sustainable leadership (Dietz, 2013). The cadreship of the Youth Association of Muhammadiyah also provides a platform for students to participate in community service-oriented activities, such as social activities, community service, and self-development programs. Through these firsthand experiences, students can understand the vital role they play in addressing social issues, improving the surrounding environment, and making positive contributions to the nation and society (Habiburrahim et al., 2020). Overall, the development of leadership and leadership values oriented towards national and societal interests through the activities of the Youth Association of Muhammadiyah not only assists students in their personal development as competent and responsible leaders but also shapes strong national characters, ready to actively contribute to building a better society and achieving shared aspirations as a nation.

The strengthening of Pancasila values and national identity plays a crucial role in enhancing love for the homeland and preventing terrorism teachings in Muhammadiyah boarding schools. Pancasila, as the foundation of the Indonesian state, embodies universal values such as the belief in one God, just and civilized humanity, the unity of Indonesia, democracy guided by the wisdom of deliberation/representation, and social justice for all Indonesian people (Prayitno et al., 2022). By internalizing these Pancasila values, students will understand the importance of unity, justice, and diversity in national life. Moreover, the reinforcement of national identity also provides a strong foundation for students to understand their identity and responsibilities as Indonesian citizens (Rokhmanm, Wahidin, and Suharnoko, 2021). By recognizing and cherishing the cultural heritage, history, and noble values of the nation, students will feel emotionally and spiritually attached to their homeland (Iswary, 2014) (Heinemann and Lisa, 2016). This will cultivate a robust sense of patriotism and make them more resilient to radical ideologies that seek to undermine national unity and stability.

Furthermore, strengthening Pancasila values and national identity in Muhammadiyah boarding schools also serves as a defense against terrorism teachings. By understanding the values of diversity, tolerance, and peace contained within Pancasila and national identity, students will have a strong moral foundation to reject radical and extremist teachings that contradict humanitarian and just values (Rokhmanm, Wahidin, and Suharnoko, 2021). Therefore, through the reinforcement of Pancasila values and national identity, Muhammadiyah boarding schools not only shape students who love their homeland and uphold national values but also safeguard the safety and peace within the boarding school environment and the broader society from the threat of terrorism teachings (Baidhawiy 2007).

Additionally, collaboration with educational institutions and government plays a crucial role in fostering national character among students in boarding schools, particularly in efforts to prevent the infiltration of radical teachings. Through this collaboration, boarding schools can obtain support, resources, and guidance necessary to develop effective educational programs in building strong characters and raising awareness of the dangers of radicalism (Amirudin, 2023). Educational

institutions and government bodies have access to extensive knowledge and resources, including pedagogical guidance, staff and teacher training, and relevant teaching materials related to radicalism prevention efforts (Endrizal and Suharti, 2023). This collaboration also facilitates the exchange of information and experiences among boarding schools, schools, and government institutions regarding prevention strategies and effective interventions against radicalism. By supporting each other and working together, boarding schools can strengthen character development activities that encompass national values, tolerance, and peace, thereby making students more informed and resilient to the influence of radical teachings.

Furthermore, collaboration with the government also enables boarding schools to receive support in the form of regulations and policies that support efforts to prevent radicalism. This includes strengthening supervision and monitoring of boarding school activities, as well as support in developing curricula that align with national values and moderate religious understanding (Cahyo et al., 2024). Thus, collaboration with educational institutions and government bodies is a crucial strategy in maintaining the safety and stability of boarding schools and preventing the infiltration of radical teachings that can undermine students' characters and threaten national security (Sukabdi, 2021).

3.2.3 Teaching Understanding of the Dangers of Terrorism

Finally, conducting seminars, discussions, or awareness campaigns on preventing terrorist teachings in boarding schools is of paramount importance. Boarding schools, as institutions of Islamic education, play a significant role in building a correct understanding of peaceful and tolerant Islamic teachings and preventing the infiltration of radical teachings that can threaten the peace and stability of society (Kustana, 2017). Such activities provide an opportunity for students and boarding school staff to gain a deeper understanding of the dangers of terrorism teachings, their dissemination methods, and effective prevention strategies (Kiliyamannil, 2023). Discussions and seminars also create an open and inclusive environment where ideas can be exchanged, doubts can be expressed, and a broader understanding of humanitarian and just values in Islam can be obtained. Additionally, awareness campaigns on preventing terrorist teachings aim to increase collective awareness within the boarding school community about the importance of recognizing signs of radicalization and reporting them to authorities (Nir, 2019). Thus, conducting activities such as seminars, discussions, or awareness campaigns on preventing terrorist teachings in boarding schools is a proactive step in ensuring the safety and well-being of students and the wider community, while also strengthening a correct understanding of peaceful and tolerant Islamic teachings.

For further research, it is necessary to examine the development of classroom learning models that can foster and develop a sense of love for the homeland. With effective learning models, students will more easily understand and apply a deeper attitude of love for the homeland so that the prevention of the seeds of terrorism can be overcome earlier.

4. CONCLUSION

This research emphasizes the important role Muhammadiyah pesantren in South Sulawesi play in fostering patriotism and preventing terrorism among students. By integrating moderate Islamic values, national character education, and awareness of the dangers of terrorism, these schools effectively strengthen students' patriotism and resilience against radical ideologies. Key strategies include curriculum development, teacher training, student discussions, and activities that promote national pride and leadership. The study highlights the value of creating a learning environment rooted in moderate Islamic principles and national identity. It also suggests that the approaches used by Muhammadiyah pesantren could serve as a model for other Islamic schools in Indonesia and beyond. Future research could explore the long-term impact of these interventions, the role of technology in promoting moderate values, and the influence of external factors like socioeconomic conditions on radicalization. This research points to education as a critical tool in counterterrorism efforts, offering insights for policy development and educational practices.

Acknowledgments: Acknowledgments to LP3M Universitas Muhammadiyah Makassar for facilitating this research until publication.

Conflicts of Interest: The authors declare no conflict of interest in this research

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