

MEDIA LITERACY FOR TEACHER: PREVENTING EXTRIMISM AND RADICALIZATION IN SCHOOLS

Bono Setyo¹, Witriani², Alimatul Qibtiah³

¹UIN Sunan Kalijaga, Jl. Marsda Adisucipto Yogyakarta

²UIN Sunan Kalijaga, Jl. Marsda Adisucipto Yogyakarta

³UIN Sunan Kalijaga, Jl. Marsda Adisucipto Yogyakarta

bonosetyo@gmail.com. witriani.indra@gmail.com. alimatulqibty@gmail.com

Abstract. One of the biggest global challenges of this era is the rise in extreme violent behavior (extremism) and radicalization among the younger generation, especially high school students. The most prominent extremism and radicalism today is religion-based, which is generally driven by the exclusivity of ideological, political, racial or ethnic groups. We cannot deny the fact that the group most vulnerable to extremism and radicalism is a group of middle school students, given their age in the search for identity and sometimes burning by excess energy which if not channeled into positive channels can actually increase the tendency of extremism and radicalization. One of the biggest determinants of extremist tendencies and radicalization towards students is the teacher and the school environment. Compared with parents, teachers have more frequency and intensity of interaction with them, so teachers are expected to be able to teach and give examples of character values such as attitude of respect, tolerance, mutual respect for differences, honesty, and others. Therefore the inculcation of values is characterized by preventing extremism and radicalization and must be preceded by efforts to increase teacher understanding through media literacy. Through teacher literacy media, early prevention of extrimism and radicalization can be carried out in schools.

Keywords: Media Literacy, Teachers, Extremism and Radicalization

INTRODUCTION

Extremism boils down to a psychological condition (insecurity) manifested in intolerance. As said by Albert Einstein^[1] "This world will be more dangerous not because of the crimes committed by the criminals, but because of our actions that let crimes happen around us". Einstein's criticism shows that the impact caused by these criminals is very large compared to the impact of the mistakes made by a society that ignores a crime, indifferent, allows it to escape control which in the end appears apathy and indifference to the crime that occurs. (Einstein, 1949)

Nowadays, extremism and radicalization have been increasing, especially in the Solo Raya (Solo, Boyolali, Sukoharjo, Kranganyar, Wonogiri, Sragen, Klaten). Based on data collected by the National Counterterrorism Agency (BNPT), the city of Solo Raya is the center of the movement and regeneration of jihadists and terrorism in Indonesia. Evidently, almost all of the actors had a past connection with Solo Raya. This city does have a long history with radical Islamic movements. The city became a recruiting center for militant volunteers. Many of the leaders came



from part of Team Hisbah.(Welle, 2016)

Solo Raya was once touted as the center of the Islamic militant movement, with its ideologue Abu Bakar Ba'asyir, who led the Al Ngruki Sukoharjo Islamic boarding school and co-founded the Jemaah Islamiyah terror group. Most of the perpetrators of the 2012 Bali bombings came from this pesantren. Ba'asyir himself has repeatedly expressed his sympathy for the terrorist leader Osama bin Ladin and the Al Qaeda network.

The Indonesian government's efforts to repel the Jemaah Islamiyah and Al Qaeda movements in Indonesia have been quite successful. Many of the group's leaders and members were killed or captured by the Densus 88 anti-terror. Over the years, Jemaah Islamiyah and Al Qaeda has appeared paralyzed. ISIS in Iraq and Syria revived the Islamist militant movement in Indonesia that had previously been divided. ISIS and Bahrin Naim were even more sophisticated in their empowerment and had launched a series of terror acts in Southeast Asia.

The age range of terrorists in Indonesia is between 18-30 years old, which is age range after school. Deputy I for the Prevention, Protection and Deradicalization of the National Counterterrorism Agency (BNPT) Major General TNI Abdul Rahman Kadir stated that the results of research conducted by the Ministry of Foreign Affairs (Kemlu), IN SEP and Densus 88 on 110 terrorists in 2012 based on education

level, were as many as 63.6% of the profiles of terrorists have high school education. From the research, it was also stated that the age range of terrorists was between of 21 and 30 years old, amounting to 47.3%. The results of research conducted by the Ministry of Foreign Affairs, IN SEP and Densus 88, from 110 terrorism perpetrators, 63.6% is a high school education. Then the age of the perpetrators of terrorism is under 30 years old. (Basarah, 2016)

The younger generation, especially students, are very prone to being ridden by violent propaganda through the digital media including social media. This cannot be separated from the existence of students and young people who are very familiar with the digital technology and social media. Students and young people are eager to know all information or reading material. These terrorist groups are very adept at using digital technology. They are able to use the internet, they are able to access all social media to be able to do propaganda, recruitment, incitement and so on. They are also able to take advantage of digital technology and social media to be able to mobilize, recruit, influence and be able to invite, especially teenagers, so that many of our teenage children have been recruited to join the ISIS group in Syria.

For this reason, the role of educators or teachers is very vital and strategic to help save students as the next generation of young people from being exposed to extremism

and radicalism. As stated by the Main Secretary (Sestama) of BNPT, Maj. Gen. TNI R. Gautama Wiranegara, "The case of radicalization in the school environment cannot be taken lightly. Lack of supervision and assistance from schools is one of the factors of ignorance of what kind of activities students have carried out in schools. Schools and even the Education Office are sometimes cheated by the distribution of religious reference books in schools, "

Meanwhile, the Head of the BNPT, Komjen Pol Suhardi Alius, (Saiful, 2017) said that the perpetrators of terrorism that occurred in Indonesia recently were in the age range of 23-27 years. According to him, the younger generation who are included in this group are the ones who are still productive, but in fact many of them are actually the perpetrators of terrorism. Extremism and radicalism are precisely targeted among educational institutions. In the past, terrorists were identical to people who were old and experienced in conflict areas. In the current era, the base of terrorists has shifted to a younger age, because of the massive information technology that is easily accessible to young people.

The latest survey conducted by the Wahid Foundation in 2016 (WF, 2016) shows numbers that make us need to be alert. According to projections, out of 150 million Muslims in Indonesia, around 7.7 percent or 11.5 million people have the potential to act radically, while

0.4 percent or 600 thousand people have been involved. Regarding perceptions of ISIS, the Setara Institute had conducted a survey of public high school students in Jakarta and Bandung in 2015. As a result, 16.9 percent stated that ISIS were fighters who wanted to establish Islam. About the influence of communication on social media on the process of radicalization and recruitment of perpetrators of terror acts was admitted by Ayub Abdurrahman, a former leader of Jemaah Islamiyah who is now converted and helps BNPT in carrying out deradicalization programs in various prisons where terrorists are being held. Therefore, communication and supervision from the family is very important. (Lubis, 2016)

The role of parents and teachers in assisting children in their interactions with social media is very important, and also monitors the children's circle of friends to avoid exposure to radicalism and intolerance. The large number of terrorists from among these young people cannot be separated from the strong influence of radicalism and extremism that is growing in the country. Among the types of radicalism that exist, ideological radicalism is the most dangerous.

According to Badrodin, (Toyudho, 2011) radical groups generally consist of four layers. Respectively, the hardcore layer consists of group ideology and operative layers, namely members of groups with militant spirit, who are

usually armed and fighting in the field. The third layer is supporters, namely the close environment that supports group movements. If they have funds, they will help finance the movement. Meanwhile, the fourth layer is sympathizers who can come from any circle. The closer to hardcore, must be has stronger ideology and more radical.

Extremism and radicalization can be prevented in two ways, namely soft power and hard power. Handling with subtle means is deradicalization. Meanwhile, the hard power method is through pursuit operations carried out by the police to the judicial process. Media literacy for teacher is a form of handling extremism and radicalization in a subtle way (soft power).

METHODOLOGY

This research was conducted at 4 (four) schools in Klaten district, Central Java which is part of the city of Solo Raya. As explained above, Solo Raya is the center of the movement and regeneration of jihadists and terrorism-radicalism in Indonesia. The four schools are representatives of public and private schools, including: SMK Negeri 2, SMA Muhammadiyah 1, SMP Negeri 3 and SMPIT Ibnu Abbas. As for the subjects in this study were the teachers who were representatives of the 4 schools.

In this research, three activities were carried out, namely, interactive dialogue as well as

brainstorming, to invite participants to identify various types of media: print, electronic, online media and social media, including the impact of media in various levels of society. The researcher invited the participants to know about understanding and introducing various media, especially online media and social media such as Facebook, Instagram, Youtube, Whatsapp, Path, Line and others. the facilitator also invites participants to identify various kinds of information, both constructive, provocative and hoaxes, where participants also convey their identification results. In addition, this session also explains the understanding and influence of the media in various dimensions, how to understand and criticize any information heard and read, including news verification, recognizing and stopping hoaxes. At the end, the facilitator or researcher explains how to recognize, understand and criticize any information in various media.

RESULTS AND DISCUSSION

Definition of Extremism and Radicalism

According to Merriam Webster's English Dictionary, Extremism is the belief and support for a thought that is very far from accepted and generally accepted rational values and norms. The view that is understood is usually very subjective and does not take into account the differences.

The key word for extremism is that there is excessive belief in something that is believed to be true and cannot accept the truth other than what it believes. Meanwhile, radicalization is a term whose meaning is still being debated according to experts. In the context of extremism and extreme violence, radicalization can mean a process of movement carried out by a person or group of people with extreme views to change the political and social order prevailing in their environment, by legitimizing the use of violence. The key word for radicalism here is that it allows the use of violence to achieve ideological change goals. (UNESCO, 2017)

Attractors and Drivers of Extremism

Furthermore, in the book “A Teacher's Guide on the Prevention of Violent Extremism”, published by UNESCO, it is explained about the factors that attract and drive extremism. (Choi, 2016) What is meant by pull factor is an individual's motivation that pushes the inward process to take extreme actions, including:

1. The psychological background of the individual such as self-seeking, boredom, wanting to do heroics and so on.
2. The desire to join and share in collective emotions which is usually caused by leaders who are able to move emotions, for example charismatic leaders who are able to ignite and provoke.

3. An understanding of beliefs, religions and ideologies through the perspective of violence
4. The feeling of "being part of" a group or community that wants to change in an extreme way, usually driven by manipulation of radical group leaders and members during the "recruitment" process.

Meanwhile, what is meant by driving factors, namely external factors that are conducive to the development of extremism, include:

1. Poverty, unemployment, low levels of education etc.
2. Group marginalization, injustice, discrimination and stigmatization in various sectors (economic, social, educational)
3. A government that is considered corrupt, dictatorial, which causes human rights violations, social conflicts, and the absence of law enforcement.

In addition to recognizing the factors that attract and encourage extremism and radicalism, teachers also need to know the early signs of involvement of children / students in extremism and radicalism, including:

1. Cut off ties with family, run away from home, or cut off friendships;
2. Conflicts with teachers, schools and friends;
3. A striking change in lifestyle;
4. Pull away and be quiet

5. The tendency of activities on social media is quite extreme (for example, posting content that provokes or contains hate speech)
6. Often debating matters of an extreme nature with his friends (for example about changing leaders or demanding a revolution)

Media Literacy

Literacy is an individual's ability to process and understand information when writing or reading. Literacy in Latin, *Literatus*, means people who learn. However, according to UNESCO, literacy is defined as a set of skills, especially cognitive skills, reading, writing and recognizing ideas visually. (UNESCO, 2017) A person's understanding of literacy is influenced by academic competence, social context, institutions, cultural values and experiences of each individual or group.

According to Eisenberg (2004), the characteristics of network literate people are ; (1) having awareness of the wide use of networked information sources and services, (2) having an understanding of how networked information systems are created and managed, (3) being able to re-search certain information from the network by using a series of information retrieval tools, (4) can manipulate networked information by combining it with other sources and increase the value of the information for specific

purposes, (5) can use networked information to analyze and solve problems related to decision making, both for task and personal, and produce services that can improve the quality of life, (6) have an understanding of the role and use of networked information to solve problems and lighten basic life activities.

Digital literacy has become an urgency for all people because this term is the basis for knowing something. Literacy and media as well as information are three different things but become an inseparable unit. Literacy culture is actually the habit of the community to confirm, or to double-check the correctness of information, either through other media sources, experts, books, and other sources that are competent and credible. This literacy is becoming increasingly important in the world of education, where the Framework for 21st Century Learning states that one of the cores of education in this century is innovative learning and skills, life learning and career skills, as well as the use of media information using skills to utilize technology. (Susanto, 2013) The proficiency aspect of the use of information media and technology is functioned to support the world of education in building habits to be able to obtain, process, evaluate, determine relevance and function, and check the accuracy and validity of the information obtained. This is of course important considering that students today are the millennial generation who are in the digital era.

The application of media literacy to students certainly cannot happen spontaneously. Given that currently digital media has become part of life, so it is possible for students to have access and use it. Even so, students need to get proper guidance so that they can be literate properly and correctly. Teachers with backgrounds and professions should be media literate groups of people who can also provide education for their students, related to media literacy. The teacher's role in warding off and anticipating hoax news against students is absolutely necessary. (Goldine, 2017) However, in the brainstorming that was carried out, what was the form, characteristics of hoax news, and the extent of the intended impact and how to ward off and criticize fake news, were new things for most of the teachers present. This experiment is indeed limited to online and social media, where teachers are already active and familiar with this media.

This is not surprising, because both social media and online media are new media platforms, which have developed very rapidly in the last few decades, but unfortunately have not been followed by adequate media literacy education, for any group. In DailySocial.id Research, in 2018, for example, it was stated that 44% of Indonesians could not detect hoax news. This means that almost half of the online media user community, get all the information without cross-checking the truth. As met in a workshop conducted by researchers, almost all teachers involved were

aware that hoax news was very negative and dangerous for the community, but did not really realize the wider impact. So it is not surprising that most of them feel there is no need to clarify the truth of the news or information received. The same thing was also found in Dailysocial.Id. Research, which stated that the majority of respondents (51.03%) chose to remain silent (and did not believe in information) when encountering hoaxes. From this data, hoax information is mostly found on the platforms Facebook (82.25%), WhatsApp (56.55%), and Instagram (29.48%). (Tribun, 2018)

Furthermore, the Director General of Aptika, Ministry of Communication and Information, Samuel Abrijani Pangerapan, said that out of around 132 million internet users in Indonesia, 65% of them are still easily provoked by fake news. This data refers to data from the IPSOS 2017 Center for International Governance Innovation (CIGI). Based on the DailySocial.id Research survey, about 72% of respondents have a tendency to share information that they consider important. In the discussion session, researchers also found that this is what teachers often do, when they get news and information. When considered important and useful, it is very easy to share with fellow colleagues or students, without having to cross-check the truth first.

Hoax News

In this research, researchers also try to identify various types of

hoax news and how to check the truth of news or images, complaint sites if they get hoax news to community groups who care about this issue. how to recognize the source of truth of information, introduce and anticipate various kinds of hoax sites, hoax news elements, provocative, intolerant and irresponsible. Facilitators recognize how to detect the truth of information, in various ways, including the Socialization of the ITE Law, sanctions for spreading fake news, hate-speech and hate-spin in the media. What is interesting for these teachers is, even though they have been using social media and online for a long time, the understanding of media literacy is considered something new. And due to the media being so massive lately, these teachers feel this media literacy education must reach all circles, not only teachers, but students and parents.

Hoax or fake news is a major problem that becomes a concern in media literacy. Based on data from the Ministry of Communication and Information, there are at least 800 thousand media producing hoaxes and hate speech in Indonesia. Meanwhile, according to data from the Press Council, in Indonesia there are around 43,000 websites that claim to be news portals. Of these, less than 300 have been verified as official news sites. This means that there are at least ten of thousand sites that have the potential to spread fake news on the internet which must be

watched out. The aims of these hoax are various depends on its needed, it may relate to business to political interests or any other topic. People who are disadvantaged in this case are consumers, especially social media users. Focus Group Discussion (FGD) which held for this research was found that almost all teachers had difficulty distinguishing between true and false news, and were not sure that they had the expertise to detect hoax news. This shows that hoax news has really spread and become part of the community. Why is that? There are at least 3 (three) factors that make it easy for hoax news to spread in society: (1) Indonesian culture, (2) The existence of social media, (3) Low public literacy

The first factor is community culture. Like it or not, this is a fact that our society prefers to talk about unnecessary things, such as fake news or even the ugliness of other people who tend to slander. This is evident from the fact that broadcast programs on several Indonesian televisions with such content have received high ratings in terms of number of viewers. This kind of culture will accelerate the spread of hoax news in the community.

The second factor is the existence of social media. Apart from the many advantages that social media has, the negative impact can still be felt, one of which is becoming a media to accelerate the spread of hoax news in the community. The first factor is

that the Indonesian people have a culture of liking news or content that matches the person's thoughts and beliefs, and unfortunately, this loophole is used by hoax news creators to create controversial news and content which tends to lead to a hoax news. Furthermore, the hoax which is facilitated by social media becomes increasingly widespread and flourishes in society. Actually, the hoax phenomenon has been around for a long time, when the first man was created by Allah SWT, from then on, hoaxes existed. However, the existence of these hoaxes was not as fertile as today where there is social media support.

The third factor is low public literacy. The results of the World's Most Literate Nations survey, compiled by Central Connecticut State University in 2016, Indonesia's literacy ranked in the second lowest position out of 61 countries. Thus, it is only natural that hoax news is so easily developed in the community. Literacy is related to someone's knowledge, insight and logic. The low level of community literacy shows the low level of knowledge, insight and logic of public thinking, so that hoax news is easily accepted and developed in the community. In connection with this third factor, community literacy is an urgent and crucial thing to do, and one of the activities is media literacy for teachers.

Those three factors show how fake news that called hoax now-days is

become fertile in the midst of society. Related to cybercrime, actually this thing has been set legally on law number 11 of 2008 concerning electronic information and transactions (ITE) which can be used as a legal basis when someone produces fake news. However, the extent to which the effectiveness of the law operates in controlling media and protecting the public has not been well socialized.

Teachers felt that they gained new knowledge, insights and understanding after the treatment in Media Literacy workshop. Furthermore, they realized how big impact of extremism and radicalization was carried out by irresponsible people who wanted to divide the unity and integrity of the Indonesian nation and did not want NKRI to remain upright. With this awareness, teachers then have a commitment to instill character values in the teaching and learning process at school. Through this explanation, media literacy becomes an urgency that must be mastered immediately by teachers in schools so that they can provide appropriate discourse and guidance for students.

Assistance pattern

After teachers acquire media literacy, what needs to be improved and done is the problem of student mentoring patterns. The pattern of mentoring students is very decisive in the early prevention of extremism and radicalization in schools. The

mentoring pattern here consists of 2 (two) things, namely: (1) developing communication, (2) creating a communication system or pattern. What is meant by developing communication is that the teacher in addition to carrying out teaching activities in the classroom is also expected to give special attention to their students if there is a change in attitude or behavior, both verbally and non-verbally. This is very important to note because when someone is exposed to radicalism, they will experience changes in attitudes and behavior. For example, someone who has been exposed to radicalism will tend to blame others if there is a difference in understanding, besides that usually in terms of appearance will also experience changes. Relevant with this pattern of mentoring, it is hoped that teachers and parents will really understand the factors that attract and drive extremism / radicalism, besides that they also understand the early signs of one's involvement in extremism and radicalism.

In addition to developing communication, another thing that needs to be done is to create a good and effective communication system or pattern. In this communication system and pattern, the teacher cannot be alone, but needs the cooperation of parents and students themselves. Communication systems or patterns serve to provide easy access and effectiveness of communication between the three important elements in education, namely teachers, parents and students. So that if there is a change

in attitude and behavior in students, it will be known and handled early.

An example of a simple communication system or pattern is a teacher, especially a homeroom teacher, making WhatsApp Group (WAG) for parents of students who are expected to be a medium of communication between teachers and parents. In addition, schools should have a hotline number that can be access to communication between parents and parents. students at the school, so that if there is information that must be conveyed to the teacher or the school it can be easily and quickly received.

CONCLUSION

The phenomenon of extremism and radicalization movements has been increasing. Concerns is that who are exposed to extremism and radicalism are teenagers or high school students. This group is very vulnerable to being ridden by violent propaganda through the digital world, especially through social media. This cannot be separated from the existence of students who are very familiar with the digital world and social media.

The information advance and the speed of access to technology in this millennial era, needs for media literacy is very urgent, even crucial, especially in preventing the early growth and development of extremism and radicalization movements in society. The role of educators or teachers is very vital

and strategic to help save students as the next generation of young people from being exposed to extremism and radicalism. Teacher media literacy become an urgency to do in order to prevent extremism and radicalization in schools from the beginning. Media literacy for teachers will open up knowledge, insight and understanding of the importance of cultivating character values through the process. teaching and learning at school.

Besides having many advantages, social media can still be felt the negative impact, one of which is being a media that can accelerate the spread of hoax news in the community. The culture of the Indonesian people who like to gossip and talk about the badness of other people is further facilitated by social media so that hoax news becomes increasingly widespread and flourishes in society. The low level of public literacy also contributes to the spread of hoax news. Meanwhile, hoax news has become a powerful spearhead in the spread of extremism and radicalization. Therefore, through teacher literacy media it is hoped that it can increase the knowledge, insight and logic of teacher thinking so that it can ward off extremism and radicalization early.

Teachers, through pro-tolerance and peaceful learning content, can help create conditions conducive to stopping the spread of understanding that justifies violence. Teachers can also be places that

encourage positive innovation and creativity for students, which can encourage them to create fun situations within a diverse individual. Cultivating peace, tolerance, constructive dialogue, creativity, openness to accept differences, and innovation and positivism are challenges for every teacher in schools today. Schools must be a place for students to interact and socialize with colleagues who have diverse backgrounds. In other words, schools must be able to prepare millennial generations who realize that they are global citizens who uphold solidarity among human beings.

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