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STRATEGIC MANAGEMENT OF RADICALISM PREVENTION IN PRIVATE ISLAMIC HIGHER EDUCATION INSTITUTIONS: A MULTI-SITE CASE STUDY IN JAMBI PROVINCE

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Kata Kunci:	ABSTRAK
Deradikalisasi; manajemen strategis; perguruan tinggi Islam; radikalisme	Radikalisme di perguruan tinggi telah menjadi isu strategis yang memerlukan upaya pencegahan secara komprehensif dan berkelanjutan melalui pendekatan deradikalisasi yang terintegrasi. Penelitian ini bertujuan untuk menganalisis formulasi, implementasi, dan evaluasi manajemen strategis dalam pencegahan radikalisme melalui pendekatan deradikalisasi pada perguruan tinggi Islam swasta di Provinsi Jambi, Indonesia. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus multisitus yang dilaksanakan pada tiga institusi, yaitu Institut Islam Ma'arif Jambi, IAI An-Nadwah Kuala Tungkal, dan IAI Yasni Bungo. Data dikumpulkan melalui wawancara mendalam, observasi, dan dokumentasi, kemudian dianalisis menggunakan model interaktif Miles, Huberman, dan Saldaña. Hasil penelitian menunjukkan bahwa ketiga institusi telah merumuskan komitmen strategis yang tercermin dalam visi, misi, tujuan, dan indikator kinerja, khususnya dalam penguatan moderasi beragama dan pencegahan radikalisme. Namun, komitmen tersebut belum sepenuhnya diterjemahkan ke dalam program deradikalisasi yang komprehensif, terstruktur, dan berkelanjutan. Implementasi strategi masih bersifat umum dan belum secara spesifik mengintegrasikan upaya deradikalisasi preventif ke dalam kurikulum, kegiatan kemahasiswaan, literasi digital, dan mekanisme pemantauan institusional. Evaluasi juga mengidentifikasi empat kesenjangan utama, yaitu belum tersedianya program deradikalisasi yang terstruktur, kerentanan mahasiswa terhadap narasi radikal dalam lingkungan sosial dan digital yang heterogen, belum optimalnya mekanisme teknologi dalam mencegah paparan konten radikal, serta terbatasnya integrasi pendekatan deradikalisasi dalam kegiatan akademik dan nonakademik. Berdasarkan temuan tersebut,

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penelitian ini mengusulkan kerangka strategis untuk memperkuat pencegahan radikalisme melalui pendekatan deradikalisasi yang terintegrasi pada perguruan tinggi Islam. Kerangka tersebut menekankan komitmen kelembagaan, integrasi kurikulum, pengembangan mahasiswa, literasi digital, keterlibatan kolaboratif, dan evaluasi berkelanjutan sebagai komponen yang saling terintegrasi dalam membangun pencegahan radikalisme yang berkelanjutan.

Keywords:

Deradicalization;
higher education;
Islamic university;
radicalism; strategic
management

ABSTRACTS

Radicalism in higher education has become a strategic issue requiring comprehensive and sustainable prevention through an integrated deradicalization approach. This study aims to analyze the formulation, implementation, and evaluation of strategic management for radicalism prevention through deradicalization approaches in private Islamic higher education institutions in Jambi Province, Indonesia. Employing a qualitative approach with a multi-site case study design, the study was conducted at three institutions: Institut Islam Ma'arif Jambi, IAI An-Nadwah Kuala Tungkal, and IAI Yasni Bungo. Data were collected through in-depth interviews, observations, and documentation and analyzed using the interactive model of Miles, Huberman, and Saldaña. The findings indicate that the three institutions have formulated strategic commitments reflected in their visions, missions, objectives, and performance indicators, particularly in promoting religious moderation and preventing radicalism. However, these commitments have not yet been translated into comprehensive, structured, and sustainable deradicalization programs. Strategy implementation remains largely general and has not specifically integrated preventive deradicalization into curricula, student activities, digital literacy, and institutional monitoring mechanisms. The evaluation further identifies four critical gaps: the absence of structured deradicalization programs, students' vulnerability to radical narratives in heterogeneous social and digital environments, inadequate technological mechanisms for preventing exposure to radical content, and limited integration of deradicalization approaches into academic and extracurricular activities. Based on these findings, this study proposes a strategic framework for strengthening radicalism prevention through an integrated deradicalization approach in Islamic higher education. The framework emphasizes institutional commitment, curriculum integration, student development, digital literacy, collaborative engagement, and continuous evaluation as interconnected components of sustainable radicalism prevention.

A. INTRODUCTION

Religious-based radicalism and extremism have become increasingly complex global challenges that affect social cohesion, political stability, and educational environments (Alicino, 2022; Anisa & Pettalongi, 2026; Wahid et al., 2025). The rapid expansion of digital transformation has further changed the patterns through which radical narratives are produced, disseminated, and consumed. Radical ideas that were previously transmitted primarily through face-to-face networks can now circulate through social media, digital communities, online discussion groups, and other communication platforms that are relatively open, rapid, and difficult to monitor (Hoeksema, 2023). Higher education institutions, as important spaces for intellectual development, identity formation, and character building among young adults, are therefore not isolated from these developments (Muhajir, 2022). Students may become vulnerable to radical narratives because the university period is characterized by intensive identity development, exposure to diverse ideas, and extensive use of digital information sources (Hatim et al., 2025). Consequently, radicalism prevention in higher education has become an important institutional and policy concern requiring approaches that extend beyond security-oriented interventions.

In Indonesia, concerns regarding radicalism in higher education have increasingly been associated with the spread of intolerance, religious exclusivism, and ideological narratives through both offline and digital networks. Swandana (2025), for example, demonstrates that radicalism among university students can develop beyond formal organizations through social media, digital communities, closed religious study groups, and informal networks. These developments suggest that radicalism prevention cannot rely solely on surveillance or security-based mechanisms. Rather, institutions need preventive and educational strategies that strengthen students' religious literacy, critical thinking, resilience to radical narratives, and capacity to engage constructively with religious and social diversity. Within this perspective, institutional prevention should be developed as a continuous process involving policy formulation, educational programs, student development, digital literacy, institutional collaboration, and evaluation.

The issue is particularly significant in Islamic higher education because Islamic Higher Education Institutions (PTKI) have a dual strategic responsibility: developing academic knowledge and cultivating students' religious character (Komariah & Nihayah, 2023; Masturin, 2022; Pujianti & Nugraha, 2024). Islamic education has substantial potential to promote religious moderation, tolerance, inclusivity, social responsibility, and peaceful engagement with diversity. However, without systematic institutional management, religious learning environments may also be vulnerable to the circulation of exclusive interpretations and intolerant narratives. Ainuri et al. (2026) demonstrate that the internalization of religious moderation through curriculum, learning processes, student organizations, and institutional policies can contribute to preventing radical ideological development on campus. Thus, religious moderation and radicalism prevention should not be treated merely as isolated educational activities but as components of broader institutional governance.

The normative foundation for such an approach can also be found in Islamic teachings. The Qur'an emphasizes moderation and balance in religious and social life. QS. Al-Baqarah 2:143 describes Muslims as *ummatan wasatan*, commonly understood as a community characterized by moderation and balance. Similarly, QS. Al-Ankabut

29:45 emphasizes the transformative function of worship in restraining individuals from immoral and unjust conduct. These teachings provide a normative basis for developing an educational environment that promotes peace, justice, balance, and respect for diversity. Accordingly, the role of deradicalization-oriented education in Islamic higher education should not be understood merely as an attempt to remove radical beliefs. It should also involve strengthening moderate Islamic understanding, critical reflection, social responsibility, and the values of rahmatan lil-'alamin that support peaceful and inclusive social life.

Recent studies have examined different dimensions of radicalism prevention, religious moderation, and deradicalization in higher education. Syahriani and Jannah (2025) focus on strengthening moderate Islamic values to empower students as agents of religious moderation and reduce vulnerability to extremist narratives. Sukardi et al. (2025) examine multicultural Islamic education and demonstrate its contribution to developing tolerant attitudes and strengthening students' national awareness. Sapdi and Ali (2022) emphasize the role of integrating Islamic religious education into university curricula to strengthen religious literacy and national insight as mechanisms for preventing radical ideological infiltration. Ainuri et al. (2026), meanwhile, highlight the importance of integrating religious moderation into curriculum, learning, student organizations, and institutional policies. Taken together, these studies demonstrate that educational and religious-moderation interventions constitute important instruments for radicalism prevention. However, their primary emphasis remains on pedagogical practices, value internalization, multicultural education, or specific institutional activities rather than on the strategic management of radicalism prevention as an integrated institutional process.

This body of literature reveals several specific gaps. First, studies such as Syahriani and Jannah (2025) primarily emphasize the development of moderate Islamic values and students' roles as agents of moderation, but do not extensively examine how such initiatives are formulated and evaluated as institutional strategies. Second, Sukardi et al. (2025) demonstrate the importance of multicultural Islamic education in developing tolerance and national awareness, yet the study does not position radicalism prevention within a comprehensive strategic-management cycle. Third, Sapdi and Ali (2022) emphasize curriculum integration and religious literacy, but the institutional dimensions of strategy implementation, monitoring, and evaluation remain insufficiently explored. Fourth, Ainuri et al. (2026) demonstrate the importance of integrating religious moderation across curriculum, student organizations, and institutional policies, but further research is needed to understand how these components can be strategically coordinated and evaluated within different institutional contexts. In addition, much of the existing literature focuses on State Islamic Religious Universities (PTKIN) or general higher education settings, while empirical studies examining Private Islamic Religious Higher Education Institutions (PTKIS) remain comparatively limited.

A further conceptual gap concerns the meaning and institutional position of deradicalization. Deradicalization should be distinguished from radicalism prevention and counter-radicalization. Radicalism prevention refers broadly to proactive efforts designed to reduce students' vulnerability to radical narratives before radical attitudes or behaviors develop. Counter-radicalization generally refers to measures intended to challenge, disrupt, or prevent the dissemination and acceptance of radical narratives.

Deradicalization, in a more specific sense, generally concerns processes aimed at reducing or changing existing radical ideological commitments among individuals who have already developed significant exposure to or engagement with radical ideology. This distinction is important because the empirical evidence in the present study does not demonstrate the existence of formal institutional deradicalization programs in the three PTKIS. Instead, the institutions implement activities such as religious moderation, student orientation, leadership development, public lectures, student organizations, academic activities, cultural programs, and institutional partnerships. These activities are better understood as preventive and educational mechanisms that can constitute the foundation of a deradicalization-oriented institutional framework, rather than as evidence of established formal deradicalization programs.

This conceptual distinction strengthens rather than weakens the significance of the present study. The central problem is not that the three institutions have no efforts to prevent radicalism, but that these efforts have not yet been systematically organized within a comprehensive strategic-management framework. The issue therefore concerns the extent to which existing preventive activities are formulated, implemented, coordinated, monitored, and evaluated as an integrated institutional strategy. From a strategic-management perspective, radicalism prevention requires alignment between institutional vision and mission, strategic objectives, programs, implementation mechanisms, stakeholder involvement, performance indicators, monitoring, and continuous evaluation. Such an approach allows religious moderation and student-development activities to move beyond fragmented programs toward a more coherent and sustainable institutional prevention system.

This gap is particularly important in the context of Jambi Province. The regional context provides a relevant setting for examining how Islamic higher education institutions respond to the risks associated with radical narratives while maintaining their educational and religious missions. Preliminary observations conducted at three PTKIS Institut Islam Ma'arif Jambi, IAI An-Nadwah Kuala Tungkal, and IAI Yasni Bungo indicate that the institutions have various activities related to religious moderation, student development, academic education, and institutional engagement. However, these activities have not yet been systematically organized as comprehensive radicalism-prevention strategies with clearly articulated objectives, implementation mechanisms, performance indicators, and continuous evaluation. In particular, formal and structured deradicalization programs were not identified during the preliminary investigation. This situation highlights a strategic management problem: existing preventive resources and activities are available, but their integration into a coherent institutional framework remains limited.

Based on this gap, the present study does not claim to establish a new theory of deradicalization. Instead, it examines the strategic management of radicalism prevention and proposes a strategic framework for strengthening radicalism prevention through an integrated, deradicalization-oriented approach. The framework conceptualizes deradicalization not as a formal program already established within the participating institutions, but as a strategic orientation for strengthening existing preventive mechanisms. It connects institutional commitment, curriculum integration, student development, religious moderation, digital literacy, stakeholder collaboration, and continuous evaluation within a strategic-management cycle. This positioning allows the study to contribute empirically to the limited literature on PTKIS while

providing a theoretically grounded and practically applicable perspective on how preventive initiatives can be organized more systematically.

Accordingly, this study aims to analyze the formulation, implementation, and evaluation of radicalism-prevention strategies in PTKIS in Jambi Province and to identify strategic gaps and areas for optimization through a deradicalization-oriented framework. To achieve this objective, the study addresses the following research questions: RQ1. How is radicalism prevention strategically formulated in PTKIS in Jambi Province?, RQ2. How are radicalism-prevention strategies implemented through Islamic education and student-development programs?, RQ3. How are radicalism-prevention strategies evaluated at the institutional level? And RQ4. What strategic gaps and areas for optimization can be identified across the three PTKIS?

Theoretically, this study contributes to the field of Islamic education management by connecting strategic-management processes with an integrated approach to radicalism prevention and deradicalization. Rather than presenting the framework as a newly validated theory, the study proposes an empirically informed strategic framework that can guide future research and institutional development. Practically, the findings are expected to provide recommendations for PTKIS, the Ministry of Religious Affairs, higher education leaders, and other educational stakeholders in strengthening institutional commitment, religious moderation, student ideological resilience, digital literacy, and an inclusive campus culture grounded in moderate Islamic values.

B. METHOD

This study uses a qualitative approach with a multi-site study design (*multi-site case study*). A qualitative approach was chosen because this study aims to deeply understand the phenomenon of strategic deradicalization management in preventing radicalism that occurs in the real context of Private Islamic Religious Colleges (PTKIS). According to Yin (2018), a multi-site study is a development of a case study that involves more than one research location to produce stronger findings through a process of replication and comparison between cases.

Research Design

This study employed a qualitative approach using a multi-site case study design. A qualitative approach was selected because the study sought to gain an in-depth understanding of how radicalism prevention is formulated, implemented, and evaluated within the real institutional contexts of Private Islamic Religious Higher Education Institutions (PTKIS). The multi-site case study design enabled the researchers to examine the phenomenon across three different institutional settings and to identify patterns, similarities, differences, and context-specific characteristics across cases. Following Yin (2018), the use of multiple cases allows findings from one site to be compared with findings from other sites, thereby strengthening the analytical interpretation through replication and cross-case comparison.

The study was conducted at three PTKIS in Jambi Province: Institut Islam Ma'arif Jambi, IAI An-Nadwah Kuala Tungkal, and IAI Yasni Bungo. The selection of these sites was based on their relevance to the research focus and their institutional efforts related to religious moderation, student development, and radicalism prevention. The study adopted a constructivist perspective, which views social reality as constructed through

the experiences, interactions, and interpretations of social actors. Accordingly, the study examined how institutional leaders, lecturers, student-affairs personnel, student-organization supervisors, and students understood and experienced institutional efforts to prevent radicalism.

Importantly, this study distinguishes between radicalism prevention and formal deradicalization. The empirical focus was primarily on institutional strategies for preventing radicalism, including religious moderation, curriculum and learning activities, student development, digital literacy, and institutional engagement. The term deradicalization-oriented framework is used to describe the strategic orientation proposed from the empirical findings rather than to imply that the three institutions already operate formal deradicalization programs.

Research Subjects

The research subjects were determined using the technique *purposive sampling*, namely the deliberate selection of informants based on the consideration that they have knowledge, experience, and direct involvement in the implementation of radicalism prevention programs in higher education. The research informants consist of:

1. Head of higher education (Chancellor and Vice Chancellor);
2. Dean and Head of Study Program;
3. Head of student affairs;
4. Lecturers of Islamic Religious Education and lecturers related to student character development;
5. Student organization supervisor;
6. Student organization administrators;
7. Active students who are involved in academic and non-academic activities.

The selection of informants was carried out in stages (*snowball sampling*) to obtain more in-depth data and ensure that all information related to the deradicalization strategy can be revealed comprehensively (Ting et al., 2025).

Data Types and Sources

The study utilized primary and secondary data. Primary data were obtained directly from participants through semi-structured in-depth interviews and field observations. The primary data focused on five areas: (1) formulation of radicalism-prevention strategies; (2) implementation of prevention through educational and student-development activities; (3) institutional evaluation and monitoring; (4) supporting and inhibiting factors; and (5) strategic gaps and areas requiring optimization.

Secondary data were obtained from institutional and policy documents relevant to radicalism prevention and religious moderation. These included institutional statutes, strategic plans (Renstra), academic and student-affairs guidelines, memoranda of understanding (MoUs), student-activity reports, religious-moderation documents, institutional decrees, meeting records, and relevant regulations issued by the Ministry of Religious Affairs. Relevant scientific articles and publications were also reviewed to contextualize and support the interpretation of the empirical findings.

The combination of primary and secondary sources enabled the researchers to compare participants' accounts with institutional policies, documented activities, and observed practices.

Data Collection Techniques

Data collection was carried out using three main techniques, namely in-depth interviews, observation, and documentation.

1. In-depth Interview (*In-depth Interview*)

The interviews were conducted semi-structured using interview guidelines developed based on the research focus. This technique was used to gather information on policies, strategies, experiences, and informants' perspectives on efforts to prevent radicalism through a deradicalization approach.

2. Observation

Direct observations were made of various campus activities related to student development, student organization activities, seminars, religious studies, the implementation of religious moderation programs, and other activities supporting the strengthening of anti-radicalism values. Observations were conducted to obtain empirical data on strategy implementation that cannot always be revealed through interviews.

3. Documentation

Documentation techniques were used to collect various documents related to the research focus. These documents included institutional policies, activity reports, meeting minutes, activity photographs, decrees, and various other relevant archives. Documentation served as supporting data and a means of triangulation to increase the validity of research results.

4. Data Validity Test

To ensure the credibility of the data, this study uses:

1. Source triangulation;
2. Engineering triangulation;
3. Time triangulation;
4. Member checking;
5. Extension of researcher participation in the field.

Through this technique, the data obtained can be verified, thereby increasing the level of confidence in the research results.

Data Analysis Techniques

Data analysis was carried out interactively with reference to the Miles, Huberman, and Saldaña model which includes three main stages (Ludiana & Fitriani, 2025), namely:

1. Data Condensation (*Data Condensation*)

At this stage, researchers select, simplify, code, and organize data obtained from interviews, observations, and documentation. Data relevant to the research focus is retained, while irrelevant data is discarded.

2. Data Presentation (*Data Display*)

The condensed data is then presented in the form of matrices, tables, charts, or narrative descriptions to make it easier for researchers to understand the relationship patterns between research categories and themes.

3. Conclusion Drawing and Verification (*Conclusion Drawing and Verification*)

The final stage involved identifying themes, patterns, relationships, and meanings emerging from the research data. The conclusions drawn were continuously verified through triangulation and cross-checking of field data until valid and consistent findings were obtained.

In addition to the analysis in each research site (*within-site analysis*), this study also uses cross-site analysis (*cross-site analysis*) to compare findings from the Ma'arif Islamic Institute of Jambi, IAI An-Nadwah Kuala Tungkal, and IAI Yasni Bungo. The cross-site analysis aims to find general patterns, specific characteristics, and strategic management models for deradicalization that can be applied to Private Islamic Religious Colleges. The research analysis framework refers to the Strategic Management theory developed by Affandy, (2022) which includes three main dimensions, namely strategy formulation (*strategy formulation*), strategy implementation (*strategy implementation*), and strategy evaluation (*strategy evaluation*). These three dimensions are used as a basis for analyzing how universities design, implement, and evaluate deradicalization programs in order to prevent the development of radicalism in the campus environment.

C. RESULT AND DISCUSSION

1. Formulation of Radicalism Prevention Strategy through a Deradicalization-Oriented Framework

The first objective of this study was to identify how Private Islamic Religious Higher Education Institutions (PTKIS) in Jambi Province formulate strategies for preventing radicalism through a deradicalization approach. Data obtained from interviews, institutional documents, and cross-site analysis indicate that the three PTKIS Institut Islam Ma'arif Jambi, IAI An-Nadwah Kuala Tungkal, and IAI Yasni Bungo implement strategy formulation through three main stages: preparation, formulation meetings, and ratification.

Table 1. Stages of Strategy Formulation at PTKIS Jambi Province

No	Stages	Description
1	Preparation	The Chancellor formed a team consisting of the Chancellor, Vice Chancellor, Lecturers and staff to collect important data.
2	Formulation Determination Meeting	Determination of vision, mission, objectives, work indicators, activity schedule and budget
3	Verification	The formulation is approved as a guideline for implementing activities.

Source: Research Data, 2026

The preparation stage involved establishing a strategic planning team consisting of institutional leaders, lecturers, and administrative staff. The team collected institutional data, identified strategic issues, and analyzed internal and external conditions. During the formulation stage, the collected information was discussed to determine institutional visions, missions, strategic objectives, performance indicators, activity schedules, and budget allocations. The final stage involved ratification, whereby the agreed strategic plans became official guidelines for institutional implementation.

Across the three institutions, stakeholder participation emerged as a common characteristic of strategy formulation. Institutional leaders reported involving lecturers, staff members, and external stakeholders such as the Ministry of Religious Affairs and Kopertais Region XIII Jambi. This participatory process was intended to ensure that institutional planning reflected both organizational needs and external expectations.

Interview findings revealed that all institutions recognized the importance of preventing radicalism and promoting religious moderation. However, the findings also demonstrated that this commitment was primarily reflected in institutional visions and missions rather than in specific anti-radicalism policies or deradicalization programs. Leaders consistently stated that radicalism prevention remained an important issue but had not yet become a separate strategic agenda.

The cross-site analysis showed that all PTKIS included values related to moderation, tolerance, Islamic character, and national identity in their strategic orientations. Nevertheless, none of the institutions possessed a dedicated deradicalization curriculum, anti-radicalism policy framework, or specific performance indicators designed to measure radicalism prevention outcomes. The research findings indicate that the three PTKIS have implemented participatory principles in the strategy formulation process by involving various internal and external stakeholders, such as the Ministry of Religious Affairs and Kopertais Region XIII Jambi.



Figure 1. Strategy Management Model for Preventing Radicalism with a Deradicalization Approach (Source: Research Data, 2026)

The findings indicate that the strategy formulation process has successfully incorporated institutional awareness regarding radicalism prevention. However, the resulting strategic plans remain largely general and have not yet translated into specific institutional mechanisms designed to address radicalism directly.

To further compare the strategic management components across institutions, a cross-site analysis was conducted.

Table 2. *Analysis of Strategy Formulation Based on Strategic Management Components*

Strategic Management Component	Institut Islam Ma'arif Jambi	IAI An-Nadwah Kuala Tungkal	IAI Yasni Bungo
Vision and Mission	✓ Available	✓ Available	✓ Available
Strategic Objectives	✓ Available	✓ Available	✓ Available
General Institutional Performance Indicators	✓ Available	✓ Available	✓ Available
Dedicated Deradicalization Program	✗ Not available	✗ Not available	✗ Not available
Specific Anti-Radicalism Policy	✗ Not available	✗ Not available	✗ Not available
Deradicalization-Specific Performance Indicators	✗ Not available	✗ Not available	✗ Not available

Source: Research Data, 2026

The cross-site findings demonstrate that all three institutions possess formal strategic-management components, including institutional visions, missions, strategic objectives, and general performance indicators. However, these components have not been specifically translated into radicalism-prevention or deradicalization-oriented mechanisms. None of the three institutions has established a dedicated deradicalization program, a specific anti-radicalism policy framework, or performance indicators specifically designed to measure radicalism-prevention outcomes. This finding indicates a gap between general institutional strategic planning and the strategic institutionalization of radicalism prevention.

2. Implementation of Radicalism Prevention Strategies through a Deradicalization-Oriented Approach

The second objective of this study was to examine how the formulated strategies were implemented within the three PTKIS. Findings indicate that strategy implementation primarily occurred through academic activities, student development programs, institutional partnerships, public lectures, seminars, community engagement initiatives, and organizational development activities. A total of 9 implementation activities were identified at Institut Islam Ma'arif Jambi, 3 activities at IAI An-Nadwah Kuala Tungkal, and 14 activities at IAI Yasni Bungo.

For analytical purposes, institutional activities were categorized qualitatively according to their relevance to radicalism prevention. Indirect relevance refers to activities that do not explicitly address radicalism but may contribute to general character development, academic development, social cohesion, or institutional capacity. Preventive/supportive relevance refers to activities that explicitly promote religious moderation, tolerance, inclusion, critical thinking, leadership, social cohesion, or student character development. Explicit relevance refers to activities specifically designed to address radicalization, extremist narratives, digital extremism, ideological resilience, or structured deradicalization. Because the three institutions did not implement formal deradicalization programs, the empirical activities identified in this study were predominantly categorized as indirect or preventive/supportive.

Table 3. Implementation of Strategy at the Ma'arif Islamic Institute Jambi

No	Activity	Description	Relevance to Radicalism Prevention
1	Collaboration with MonTECH University of Montana, America	Seminar "The Role of Higher Education in Creating an Inclusive Education and Environment for People with Disabilities"	Moderate
2	Joint seminar with Jambi Police	The role of students and the community in addressing social issues	Moderate
3	2025 LP3H BPJPH National Working Meeting	Strengthening the national halal certification system	Low
4	80th Indonesian Independence Day Competition	Tug of war, nail punching, balloon dance, eating crackers, reading poetry	Low
5	Integrated PPL and KKN Provision	Building a generation with character and competitiveness	Moderate
6	Benchmarking to UIN Raden Fatah Palembang	Management of the Islamic Education Masters Program	Low
7	Field study to the tomb of Datuk Rangkayo Hitam	Education based on Islamic values and historical awareness	Moderate
8	Signing of MoA with IAT Study Program, UIN STS Jambi	Development of study programs and Tri Dharma collaboration	Low
9	IAT Study Program Webinar	"Answering the Challenges of the Times: The Role of Qur'anic Knowledge and Interpretation in Building a Civilized Digital Civilization"	Moderate

Source: Research Data, 2026

Table 4. Strategy Implementation at IAI An-Nadwah Kuala Tungkal

No	Activity	Description	Relevance to Radicalism Prevention
1	Collaboration with PT Sentra Vidya Utama (SEVIMA)	Digital transformation of campus with integrated academic system	Low
2	Signing of MoU with the West Tanjung Jabung Religious Court	Academic development, research, and enhancement of students' practical experience	Moderate
3	Field assessment for the opening of the PAI Masters Study Program	Verification of academic and non-academic readiness	Moderate

Source: Research Data, 2026

Table 5. Strategy Implementation at IAI Yasni Bungo

No	Activity	Description	Relevance to Radicalism Prevention
1	<i>Benchmarking</i> with similar colleges	Comparison of educational focus, quality of teaching staff, facilities	Low
2	Field assessment for the opening of the master's program	Evaluation of infrastructure readiness and quality	Low
3	Scholarship selection	170 students participated in the selection	Moderate
4	MoU with the Postgraduate Program of UIN Mahmud Yunus Batu Sangkar	Academic collaboration	Low
5	International Seminar of Islamic Education Study Program	The future of Palestinian education and Indonesia's contribution	Low
6	PAI Master public lecture	Islamic Religious Education in the Midst of Globalization	Moderate
7	Field Assessment of PIAUD Study Program Accreditation	Academic quality assessment by LAMDIK	Low
8	Public lecture welcoming 502 new students	Outstanding students in the digital era	Moderate
9	PBAK (Introduction to Academic and Student Culture)	Building superior students, with academic culture, and Islamic character	Moderate
10	Socialization of the S1 PIAUD and S2 PAI Programs	Socialization at Ad-Dhuha Islamic Boarding School	Moderate

11	Academic Week and Lecturer Task Distribution	Strengthening student competencies by improving the quality of teaching staff	Moderate
12	Inauguration of ORMAWA Management	Building responsive, innovative, solution-oriented and progressive student leadership	Moderate
13	Lecturers as judges for debate competitions	Forming students' mindsets to think critically, wisely and politely	Moderate
14	Festival of Arts, Culture and Religion (FEKSIMA)	Preservation and development of local religious arts	Moderate

Source: Research Data, 2026

The findings show that most activities focused on academic strengthening, leadership development, institutional collaboration, and character education. The findings show that most institutional activities focused on academic development, leadership development, institutional collaboration, student orientation, religious moderation, character education, and student organizational development. These activities may contribute to radicalism prevention by strengthening tolerance, social cohesion, Islamic character, critical thinking, and students' engagement with diverse social environments. However, they should not be interpreted as formal deradicalization interventions because none of the three institutions had established a structured program specifically targeting existing radical ideological commitments.

At Institut Islam Ma'arif Jambi, activities such as inclusive education seminars, collaboration with the Jambi Regional Police, digital civilization webinars, and historical field studies provided opportunities to strengthen social awareness, nationalism, and moderate religious perspectives. At IAI An-Nadwah Kuala Tungkal, institutional implementation was primarily oriented toward academic development, external collaboration, and religious moderation. At IAI Yasni Bungo, activities were more diverse and included student orientation, leadership development, public lectures, student organization development, and cultural-religious activities. Across the three sites, however, radicalism prevention was generally embedded within broader educational and character-development activities rather than implemented as a dedicated institutional program.

Interview findings further indicate that lecturers introduced values of moderation, tolerance, and openness through classroom discussions. Nevertheless, these practices depended considerably on individual lecturers rather than institutional requirements. Students also reported limited opportunities to receive structured learning concerning radical narratives, online extremism, and critical evaluation of potentially extremist content circulating through digital platforms. These findings indicate that existing preventive practices provide an important foundation, but their institutional integration remains limited.



Figure 2. The Relationship between Strategy Implementation and the Deradicalization Approach (Source: Research Data, 2026)

The implementation of strategies in the three PTKIS (Islamic Higher Education Institutions) in Jambi Province shows that the activities carried out are more oriented towards academic development and institutional partnerships, not specifically directed at deradicalization programs. This finding is in line with the results of initial observations that indicate that the management of radicalism prevention strategies using a deradicalization approach has not been optimal. Based on the strategy implementation theory by Abdul Rasyid et al. (2022), effective implementation requires: (a) developing an execution mindset, (b) integration between processes and functions of different units, (c) creating a sense of ownership among managers, (d) different skills, attitudes, knowledge and abilities, (e) thorough implementation preparation, (f) clear and effective communication, and (g) facilitating new learning. The three institutions have demonstrated some of these aspects, particularly in terms of communication and partnership development, but are still lacking in terms of developing specific deradicalization programs.

The findings indicate that implementation activities contributed indirectly to radicalism prevention through character education, religious moderation, and leadership development. However, implementation remained fragmented and lacked a comprehensive deradicalization framework.

3. Evaluation of Radicalism Prevention Strategies and Strategic Gaps

The third objective was to identify how the effectiveness of radicalism prevention strategies was evaluated. Findings reveal that all PTKIS conducted periodic evaluations through meetings, activity reports, and performance reviews. However, the evaluations primarily focused on administrative achievements and institutional outputs.

Table 6. Results of Strategy Evaluation at PTKIS Jambi Province

No	Evaluation Findings	Ma'arif Islamic Institute	IAI An-Nadwah	IAI Yasni Bungo
1	There is no specific and sustainable program related to radicalism	✓	✓	✓
2	Vulnerability to the spread of radicalism in heterogeneous environments	✓	✓	✓
3	Vulnerable to exposure to radicalism due to unfiltered technological developments	✓	✓	✓
4	There is no integrated deradicalization program with a preventive approach.	✓	✓	✓

Source: Research Data, 2026

The cross site evaluation identified a consistent gap between institutional activity monitoring and the assessment of radicalism-prevention outcomes. All three institutions conducted routine evaluations through meetings, activity reports, and institutional performance reviews. However, these mechanisms primarily assessed whether activities had been implemented rather than whether they had produced measurable changes in students' knowledge, attitudes, critical awareness, or resilience toward radical narratives.

Four strategic gaps were consistently identified across the three institutions. First, none of the institutions had a dedicated and sustainable radicalism-prevention program. Second, institutional mechanisms for managing ideological and social diversity remained limited. Importantly, diversity itself was not identified as a problem; rather, the challenge concerned the capacity of institutions to provide structured mechanisms for dialogue, inclusion, and constructive interaction across differences. Third, students' exposure to digital information created a need for stronger digital and critical media literacy. Fourth, radicalism-prevention activities had not yet been integrated into a coordinated institutional framework involving academic affairs, student affairs, curriculum, leadership development, and institutional policy.

Interview findings further revealed that evaluation rarely measured changes in students' understanding of radicalism, tolerance, religious moderation, or their ability to critically assess radical narratives in digital environments. The absence of such outcome-oriented indicators limits the institutions' ability to determine the effectiveness of existing preventive activities and to identify areas requiring strategic improvement.



Figure 3. Evaluation Model for Radicalism Prevention Strategy
(Source: Research Data, 2026)

The findings suggest that evaluation systems remain procedural rather than outcome-oriented. Although institutions conduct regular evaluations, they currently lack standardized indicators capable of measuring the effectiveness of radicalism prevention efforts. Four key evaluation findings indicate that the three institutions face similar challenges in preventing radicalism: (1) the absence of a dedicated and sustainable program, (2) vulnerability in a heterogeneous environment, (3) vulnerability to the influence of unfiltered technology, and (4) the absence of an integrated preventive deradicalization program. These findings support research by Saifullah & Afrizal (2021), which states that the National Counterterrorism Agency (BNPT) warned universities that many students are beginning to be exposed to radical ideology, and that campus mosques and religious study activities on campus are becoming gateways for radical ideology to students. Therefore, universities are asked to actively create clear regulations in the field of student activities.

4. Strategic Optimization of Radicalism Prevention through a Deradicalization-Oriented Framework

The final objective of this study was to identify strategic areas requiring optimization to strengthen radicalism prevention efforts. Analysis of interview data and cross-site findings resulted in four major optimization areas.

Table 7. Areas for Optimizing Radicalism Prevention at PTKIS Jambi Province

No	Optimization Area	Strategic Steps	Success Indicators
1	Special and Ongoing Programs	Develop special programs that provide comprehensive explanations regarding radicalism.	Availability of structured anti-radicalism curriculum and activities
2	Communication and Togetherness	Optimizing communication and activities by prioritizing togetherness in unity and oneness	Reducing the potential for conflict between student groups
3	Technology Filter	Optimizing existing filters to distance yourself from the vulnerability of being exposed to radicalism	Increasing students' digital literacy
4	Integrated Deradicalization Program	Optimizing integrated programs with a preventive approach	Implementation of a holistic deradicalization program

Source: Research Data, 2026

The first area concerns the development of specific and sustainable anti-radicalism programs. Institutional leaders, lecturers, and students consistently emphasized the need for structured activities addressing radicalism directly. Suggested initiatives included anti-radicalism curricula, regular seminars, workshops, mentoring programs, and student awareness campaigns.

The second area involves strengthening communication, togetherness, and social cohesion among students. Informants highlighted the importance of collaborative activities involving students from diverse backgrounds to strengthen tolerance, mutual understanding, and social solidarity.

The third area focuses on strengthening technological filtering mechanisms and digital literacy. Leaders, lecturers, and students recognized the increasing influence of social media on students' beliefs and attitudes. As a result, digital literacy programs were identified as a strategic priority for helping students critically evaluate online content and recognize extremist narratives.

The fourth area concerns the development of integrated deradicalization programs involving all institutional stakeholders. Informants emphasized the importance of connecting academic activities, student affairs, leadership programs, community service, and institutional policies into a unified preventive framework. Students also proposed more innovative approaches, including digital campaigns, social media content creation, peer-education programs, moderation ambassador initiatives, and safe discussion forums. These suggestions reflected students' preference for participatory and technology-based approaches to radicalism prevention.



Figure 4. Optimization Model for Radicalism Prevention with a Deradicalization Approach (Source: Research Data, 2026)

Cross-site findings indicate that optimization efforts should not focus solely on individual activities but rather on establishing an integrated institutional ecosystem that promotes moderation, critical thinking, digital literacy, and resilience against extremist ideologies. The findings demonstrate that future improvements require stronger policy support, curriculum integration, systematic evaluation mechanisms, and active student involvement to ensure sustainable implementation of deradicalization strategies. Overall, the findings reveal that while PTKIS in Jambi Province have demonstrated commitment to religious moderation and radicalism prevention, the institutionalization of deradicalization strategies remains incomplete. Strategy formulation, implementation, evaluation, and optimization efforts are present but require further integration to create comprehensive and sustainable radicalism prevention systems within higher education institutions.

Discussion

This study examined the formulation, implementation, evaluation, and optimization of radicalism-prevention strategies through a deradicalization-oriented framework in three Private Islamic Religious Higher Education Institutions (PTKIS) in Jambi Province. The central finding is that the three institutions demonstrate normative commitments to religious moderation, tolerance, Islamic character, and national identity, but these commitments have not yet been fully institutionalized into specific, measurable, and sustainable radicalism-prevention strategies. The findings therefore reveal a gap between institutional commitment and strategic institutionalization. This distinction is important because the study does not find evidence of formal deradicalization programs in the three institutions. Instead, existing activities function

primarily as general preventive and educational mechanisms that provide a foundation for a more integrated deradicalization-oriented strategy.

The first important finding concerns strategy formulation. All three PTKIS have formal strategic-planning processes involving preparation, formulation meetings, and ratification, with participation from institutional leaders, lecturers, administrative personnel, and relevant external stakeholders. However, the strategic documents primarily contain general institutional objectives and performance indicators rather than specific objectives for radicalism prevention. No institution has established a dedicated anti-radicalism policy, formal deradicalization program, or specific indicators for measuring radicalism-prevention outcomes. This finding suggests that radicalism is generally understood as a broader social and educational concern rather than as an institutional strategic issue requiring a dedicated management mechanism. One possible explanation, supported by the empirical findings, is that religious moderation and character education are already perceived as implicit preventive mechanisms. Consequently, institutions may consider existing educational activities sufficient without developing a separate strategic system for radicalism prevention. From the perspective of strategic management, however, normative commitment becomes strategically meaningful only when it is translated into explicit objectives, operational programs, responsible units, measurable indicators, and systematic evaluation. Thus, the main challenge is not the absence of institutional commitment but the limited conversion of that commitment into an integrated and measurable prevention strategy. This finding is consistent with previous studies showing that Islamic higher education institutions increasingly promote religious moderation but continue to face challenges in translating these values into systematic institutional mechanisms (Pribadi et al., 2023; Tanshzil et al., 2023).

The second finding concerns strategy implementation. The three PTKIS have implemented various academic, student-development, leadership, religious-moderation, cultural, and institutional-partnership activities. These activities can contribute indirectly to radicalism prevention by strengthening tolerance, social cohesion, Islamic character, leadership, and students' engagement with diverse perspectives. However, the findings indicate that these activities remain fragmented and are not explicitly coordinated as a radicalism-prevention strategy. Lecturers, for example, may introduce moderation and tolerance through classroom discussions, but such practices depend substantially on individual initiatives rather than institutional requirements. Similarly, student orientation, leadership programs, public lectures, student organizations, and cultural activities provide preventive opportunities but do not specifically address radical narratives or digital extremism. This pattern indicates that existing educational practices should be viewed as preventive foundations rather than formal deradicalization interventions. The distinction is important because deradicalization generally implies a more targeted process, whereas the empirical evidence in this study primarily concerns preventive education and institutional development. Strengthening these existing practices therefore requires greater curricular integration, coordination between academic and student-affairs units, structured student mentoring, and explicit learning opportunities addressing religious moderation, critical thinking, and responsible engagement with ideological diversity.

The third and most significant finding concerns strategy evaluation. Although all three institutions conduct evaluations through meetings, activity reports, and institutional performance reviews, evaluation remains predominantly output-oriented. Existing mechanisms generally determine whether activities were conducted rather than whether they produced meaningful changes in students' knowledge, attitudes, critical awareness, or resilience toward radical narratives. The institutions have not developed specific indicators for assessing students' understanding of radicalism, tolerance, religious moderation, ideological resilience, or their ability to critically evaluate potentially extremist content in digital environments. This creates an important strategic-management gap because institutional leaders cannot determine with sufficient evidence whether existing preventive activities are achieving their intended outcomes. The finding also explains why the institutions have difficulty improving their prevention strategies: without outcome-oriented indicators, evaluation remains primarily administrative rather than strategic. Therefore, future evaluation should move beyond attendance, activity completion, and documentation toward indicators that examine learning outcomes, critical awareness, social inclusion, digital literacy, and students' capacity to respond constructively to ideological differences. Such an evaluation system would allow institutions to identify areas requiring improvement while avoiding unsupported claims about the effectiveness of existing programs.

The fourth finding concerns the relationship between digital exposure, ideological diversity, and institutional prevention capacity. Students and institutional actors identified digital platforms as an important environment through which radical narratives may circulate. However, the findings do not suggest that social or ideological diversity itself constitutes a vulnerability. Rather, the challenge lies in the limited institutional mechanisms available to manage diversity through structured dialogue, inclusive educational practices, religious moderation, and constructive student interaction. Similarly, the appropriate institutional response to digital exposure should not be limited to technological filtering. Excessive filtering may create concerns regarding academic freedom, privacy, freedom of expression, and overblocking. A more educationally appropriate strategy is to strengthen digital and critical media literacy, source verification, counter-narrative education, and responsible institutional mechanisms for identifying and responding to potentially extremist content. Such interventions may help students critically evaluate information, recognize potentially extremist narratives, and become more resilient to ideological manipulation; however, their actual effectiveness requires further empirical assessment. Thus, digital literacy should be positioned as an educational component of radicalism prevention rather than simply as a technological surveillance mechanism.

Finally, the cross-site findings indicate four strategic areas for optimization: (1) development of specific and sustainable radicalism-prevention programs; (2) strengthening communication, inclusion, and social cohesion; (3) strengthening digital and critical media literacy; and (4) integrating prevention mechanisms across institutional units. These areas provide the empirical basis for the proposed strategic framework. The framework connects strategic management—formulation, implementation, and evaluation—with the substantive contribution of Islamic education through religious moderation, tolerance, inclusive interpretation, Islamic character, critical thinking, and student mentoring. In this framework, deradicalization

is positioned as a strategic orientation for strengthening existing preventive mechanisms rather than as a formal program that has already been implemented by the participating institutions. The proposed framework should therefore be understood as an empirically informed strategic framework derived from cross-site findings, not as a validated theory or model. Its principal contribution is to demonstrate how existing preventive practices in PTKIS can be systematically organized into a more coherent institutional strategy with explicit objectives, coordinated implementation, measurable outcomes, and continuous evaluation. In this sense, the study extends previous research on religious moderation and multicultural education by shifting attention from individual programs toward the institutional management of radicalism prevention.

CONCLUSION

This study concludes that the three institutions, the Ma'arif Islamic Institute of Jambi, IAI An-Nadwah Kuala Tungkal, and IAI Yasni Bungo, have formulated strategies that include a vision, mission, objectives, and performance indicators integrated into the campus development master plan. However, these formulations have not explicitly accommodated specific and sustainable programs that comprehensively explain radicalism and deradicalization. The implementation of strategies that have been carried out through various academic activities, partnerships, and student development is still general and not specifically directed at preventive deradicalization efforts, resulting in a gap between the formulated ideal conditions and the reality on the ground. The evaluation of the strategies revealed four critical findings that constitute common challenges: the absence of a structured deradicalization program, the vulnerability of students in heterogeneous environments, the lack of technological filters against exposure to radical content, and the lack of integration of deradicalization approaches into the curriculum and student activities. This study recommends strengthening strategic management through the development of an integrated deradicalization program that includes early detection, rehabilitation, re-education, and social reintegration. Improving digital literacy and monitoring radical content; strengthening collaboration with the National Counterterrorism Agency (BNPT), the Ministry of Religious Affairs, and related institutions; and developing a curriculum based on religious moderation that is consistently implemented across all study programs. Further research is recommended to assess the effectiveness of local wisdom-based deradicalization models and develop instruments to measure student resilience to radicalism in the context of Indonesia's multicultural society.

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