HIGHER EDUCATION INTERVENTION IN RADICALISM WITH HEBAT (HYPNOTHERAPY, E-LEARNING, COUNSELING, RELIGIOUS ACTUALIZATION, AND TECHNOLOGY)

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Abstract

Purpose of the study: This research has a purpose as a form of intervention efforts against the ingress of radicalism in college.

Methodology: Research conducted using the method of HEBAT (Hypnotherapy, E-learning, Counseling, Religious Actualization, and Technology) at five universities for research.

Main Findings: with game HEBAT aid, it can be seen that the tendency of the character and personality of students leads to individualism as much as 21% and as much as 13% radical. From these results, then conducted a phase of therapy to lower the level of inclination using the application of practice Ahlusunnah Wal Jamaah.

Applications of this study: the research object is the students in the college student organization internally.

Novelty/Originality of this study: The application of practice Ahlusunnah Wal Jamaah Annahdiyah in the form of activities that reflect Tawassuth, Tawazun, I'tidal, and Tasamuh that in activities inserted hypnotherapy techniques. In the last phase of deepening given shape in the form of counseling and provision of material via e-learning.

Keywords: Higher Education, HEBAT Method, Intervention Radicalism.

INTRODUCTION

Radicalism is the main obstacle to realizing a civil society in Indonesia, given the omission of the problems faced by minorities and weak enforcement of the law (Abdullah, 2016; Norton, 2001; Turmudi & Sihbudi, 2005). Handling of radical groups can't be done using violent means, means such as enemies or threats facing the threat of conventional security defenses to take up arms (Aziz, 2016). Violence and radical action does not always have to be confronted violently too; it needs to be a case by case basis. Therefore an approach, thinking and new strategies to reduce the number of radicals (Nurjannah, 2013).

Based on research conducted by Makhmudah (2016), states that the development of radicalism can occur due to the factors including the religious and cultural, social inhibition of the compound. People who do not want to know in politics, the rise of terrorism because of ineffectiveness sense of justice conception (Makhmudah, 2016). Terrorism arises because of skepticism towards democracy, and democracy was considered a pagan system.

Furthermore, the results of research conducted by the Division of Research and Development of Religious Affairs in 1996 has been an increase in religious activity on campus. Even mentioned that the college object of research to be the most potential development of Islamic activities (spiritual) that tend to be proprietary and radical (Aziz, 2016; Mukhibat, 2015; Offer, 1969; Wajdi, 2017). Thus, the revitalization of Islam does not arise from religious-based college, but from a secular or public college. Public college easily becomes the target of the recruitment of radical groups, while religious-based college is considered more difficult. However, due to the recruitment process very frequent and massive in faith-based college makes an increase in religious activities that tend to be proprietary and radical targets students from secondary schools was not based on religion (Naafs & White, 2012).

The references above show that the notion of radical can comfortably fit into society have a college environment. College is supposed to be a sterile environment from the influence of fundamental understand because in fact a form of educated people. But this was not a basis to understand the inclusion of radical therefore requires more focused handling.

A radicalism intervention study in this college is very urgent to do, to soon be a solution to the violent radicalism in college activities. This model offers the solutions that radicalism in universities can prevent activities that provide space for students to pour ideas critically and creatively. Students were given a series of systematic programs to make students able to channeling creativity and critical thoughts. Due to the age of the students is a period of a generation which needs space for expressing views or ideas critically and creatively, so that criticism and creativity of students channeled. Thus highly unlikely student looking escapism (runaway) against radical movements which they give the freedom of expression (Jasper, 2008; Kok, Pheh, & Hor, 2018; Nizaruddin, n.d.; Nurjannah, 2013).

Radicalism in college doesn't appear naturally in the student's activities every day but more towards the way of hidden danger, so the potential risks are often not detected (Mukhibat, 2015; Widyaningsih, Ag, Soedirman, Muda, & Keberagamaan, 2017). But the radicalism of behavior can be identified by the student's personality. Still many colleges

are not able to see the condition of the students' character in the data so that patterns of development and implementation of student programs often are not exactly on target. Therefore we need the data of kinds and types of student's personalities that will be beneficial for higher education institutions. Based on the above issues, this study used method HEBAT approach, the method is a form of therapy that aims gradually to measure the type and degree of radicalism that influences student radicalism, and exposure can be reduced.

METHOD

The research was conducted with digital communications and social approach, called the HEBAT method approach to the stages with three phases. The study takes as long as six months. Data obtained in the testing of students of *Nahdlatul Ulama* Higher Education with the basis of the election and testing object can show in Table 1.

Table 1: Data of Research Location and Basic Site Selection

No	Research Site	Rationalization
1.	Universitas Maarif Hasyim Latif Sidoarjo (UMAHA)	The pattern of students who are mostly employees of companies indicated different personality forms with students in general
2.	Universitas KH. Wahab Hasybullah Jombang (UNWAHA)	The pattern of students according to age level, mostly graduates of boarding school.
3.	Universitas Islam Malang (UNISMA)	students are more diverse pattern side of education before entering college
4.	Universitas Islam Madura (UIM)	The pattern of students larger patterned on certain parts and more particularly
5.	Universitas Nahdlatul Ulama Cirebon (UNU CIREBON)	The pattern of students are more predominantly from Eastern Indonesia and patterns of religious communities

In each college student is taken data from a sample that is actively involved in student organizations, it became the basis of those categories is because students have an essential role in changing climate conditions and activities in college, so it needs to be was tested beforehand. HEBAT conducted a form of testing or personality assessment. HEBAT is a method to the test of stages where each test can't skip if the previous trial hasn't been was resolved. The figure of stages can show in Table 2.

Table 2: Stages of Implementation HEBAT Method.

Three steps that use in the application of HEBAT methods in this study.

No	Stages	Implementation Method	Activities
1.	Initiation Phase	Game HEBAT (Technology)	Students play a game that installs on each mobile phone (Murray, Bogost, Mateas, & Nitsche, 2006).
		Results Mapping	Game results can show charts the students on the type of personality tendencies of Nationalists, Individualist or radicals.
2.	Therapy Phase	Hypnotherapy	Students of radical and individualist personality indicated therapy for awareness with hypnotherapy (Latif, 2013; Mansur, 2015; Marganingsih, 2016; Meeker & Barber, 1971; Moursund, 2015; Navis, 2013; Yustisia, 2012).
		Religious Actualization	Debriefing Religion values with the basic rules of *Ahlusunnah Wal Jamaah Annahdiyah* who capable of moderating student at good values (Aziz, 2016; Ekawati, 2016; Fahmi, 2016; Muzakky, 2016).
3.	Deepening Phase	guidance and Counseling	Provision of advice and assistance on an ongoing basis for students (Atkinson, Atkinson, Barhana, Hilgard, & Taufiq, 1987; Hamidah et al., 2017; Mansur, 2015; Navis, 2013; Nugraheni & Rofiq, 2016).
		E-learning	Providing material about nationalism

No	Stages	Implementation Method	Activities
			that can be accessed by students anytime and anywhere (Azwar, 2018).

The stages described above in more detail from now on can be seen in Figure 1 below, which describe mind map the decline radicalism use HEBAT methods.
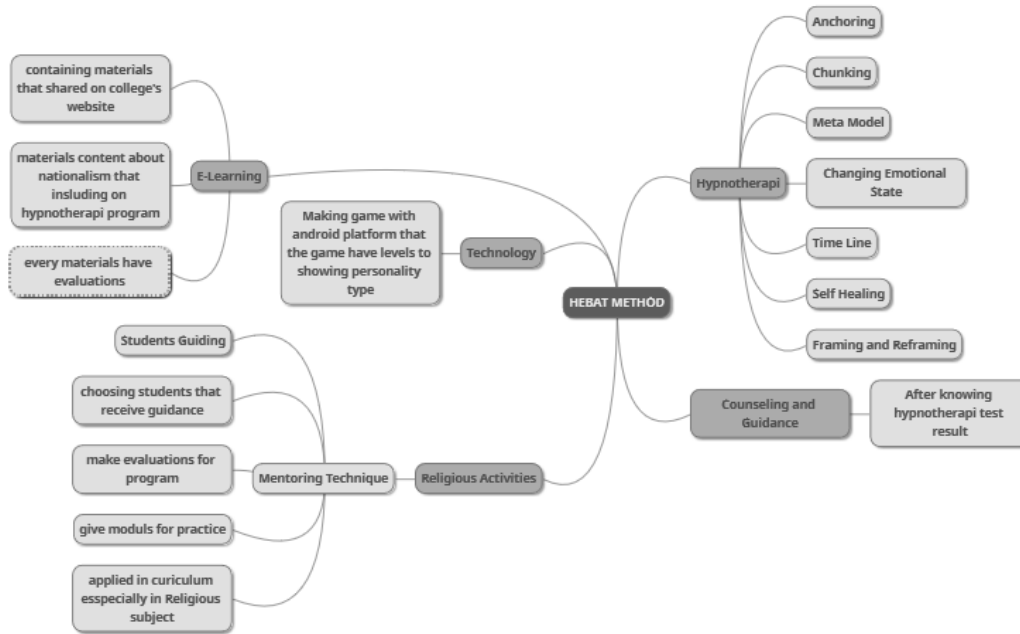

Figure 1: Mind Map application of HEBAT method

From the analysis of the application of HEBAT method is expected to have benefits for college, especially on the student to be able to see the conditions since the beginning of the student's personality patterns and further can be used as a model test and changes in higher education curricula (Dewi, 2018; Juwono, Abdullah, & Permata, 2013; Rosyid, 2017; Ruddle, 2009).

RESULTS AND DISCUSSION

Initiation Phase by Playing Games HEBAT and Mapping Results

In the first phase, respondents consisting of 138 students in the whole object of research are given the test by playing the game, the game consists of several levels. Starting from the earliest stages of the game are students asked to create an avatar herself with various attributes of accessories that can be worn and can indicate the beginning of a character or personality. Then the game begins with the player to finish the game, and the results can be known. The following images can be shown in Figure 2 game HEBAT.
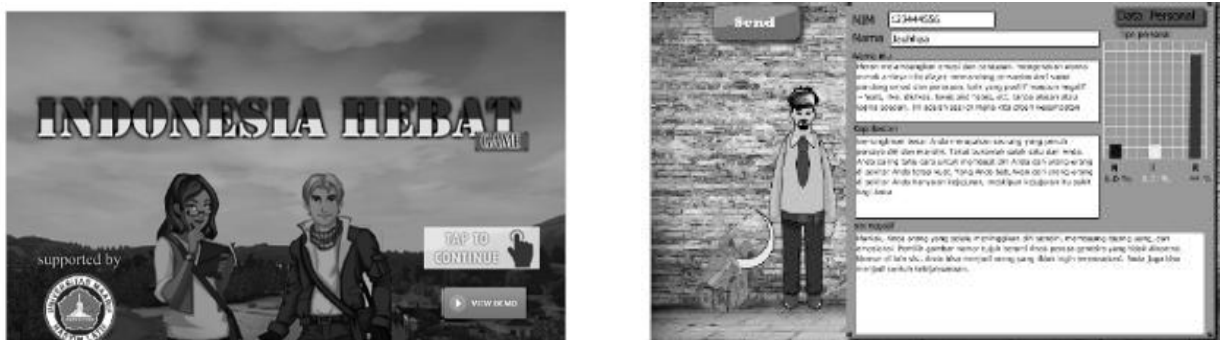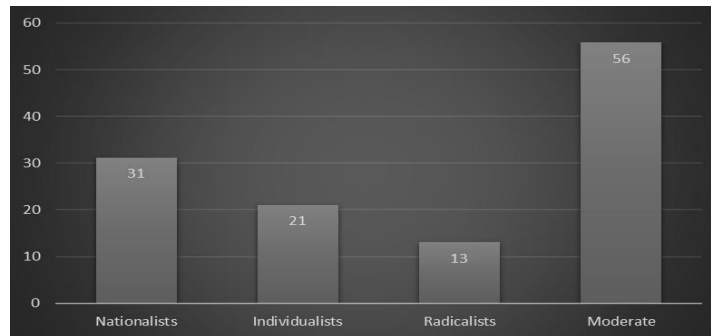

Figure 2: Display of Game HEBAT and Game Results

Respondents who played a game HEBAT are composed of 38% men and 68% women. Indicate that the test results through the game can be seen in figure 3.

Figure 3: Graph of Game Testing Results Percentage

It can be explained that the results of the game testing showed a specific response to the needs of students who have 13% and 21% radical tendencies and individualist tendency could not also ignore that there are 56% who have a moderate value. Moderate values have meant that there were doubts and a tendency towards three types of personalities so still requires treatment and assistance. As for the 31% of students who had a nationalist value, it is then given the stabilization of the material to assist other students regarding reducing radicalism.

Therapy Phase with hypnotherapy and Religious Actualization

Having seen the results of the tendency of the character/personality student is then performed with the approach that uses inside religious actualization techniques to sink confidence hypnotherapy to students. Religious actualization approach used with moderation techniques way *Ahlusunnah Wal Jamaah Annahdiyah* by the teachings of Islam's primary mission is to free humanity from various forms of anarchy and injustice. Because Allah is fair, it is not possible in His holy book contains concepts that do not reflect justice if no values or norms that are not in line with the principles of justice and human rights are universal. Then the values and norms of the need re-actualized interpretation (Azwar, 2018; Fahmi, 2016).

There are three main characteristics of Islamic teachings *Rahmatan Lil Alamin*, or we call *Ahlussunnah Wal Jamaah* always taught by the Prophet Muhammad and his companions (Abdusshomad, 2009) which to with the practice *Annahdiyah*. Furthermore, as the basis for the application of therapy to students can be shown in Table 3.

Table 3: Approach Ahlusunnah Wal Jamaah Annahdiyah. The consideration uses this approach that the object of research universities uses the teachings of Nahdlatul Ulama that need strengthening values.

No	Values Doctrine / Practice	Activities
1.	*Tawassuth* (Attitude Moderate)	With *Tawassuth* students are directed into Muslims (believers) are moderate, not extreme right and hard as Islamist who always considered himself most completely and forcing others must conform to his thinking. Instead, we are also not extreme left which causes be liberal (Abdusshomad, 2009; Muzakky, 2016). Students are given guidance to the material behavior of the prophet and his companions and leaders Muslim of Nahdlatul Ulama struggle. Hypnotherapy techniques used in the form of instilling confidence with anchoring and self-healing methods.
2.	*Tawazun* (Fair in all things)	Students are given an understanding attitude *Tawazun* (balanced) if we're both about God, then we must be also good to his neighbor either Muslims or non-Muslims. With the boundaries of the Islamic brotherhood (the bond of faith for fellow Muslims), *Ukhuwwah Basyariyyah* (brotherhood for humanity bond) and *Ukhuwwah Wathaniyyah* (brotherly love Homeland Republic of Indonesia). In deciding our law should be fair in using the argument of 'Ali (propositions derived from rational minds) and propositions naqli (derived from the Qur'an and Hadith). Students are given guidance about the scientific basis for decision making by the

		law of the most appropriate (Abdusshomad, 2009). Conducted a study with hypnotherapy Insert the delivery method. Hypnotherapy techniques used in the form of instilling confidence with anchoring and self-healing methods
3.	*I'tidal* (Consistent)	With I'tidal attitude as a student must be consistent in guarding the truth to make it happen in everyday life with justice (Abdusshomad, 2009). Given the shape of the Nahdlatul Ulama *amaliyah* application activities include activities Istighosah, Tahlil Activity, Activity book reviews and Hadith. Hypnotherapy techniques used in the delivery of framing and reframing
4.	*Tasamuh* (Tolerance)	Cultivating an attitude of tolerance to students with diverse forms of conducting discussions to appreciate the difference (Abdusshomad, 2009). Hypnotherapy inserted technique is the technique of changing emotional state.

Deepening Phase by Counseling and E-Learning

After the initiation phase and subsequently implemented therapy is the last part of an effort to lower or intervene student radicalism. At this stage, the students who previously had radical and individualist tendencies began to acknowledge an understanding of the values of Nahdlatul Ulama. To maintain the consistency that the values remain a conviction for students deepening phase is done with counseling and e-learning. Deepening guidance and counseling undertook by cooperating and train the Higher Education Research Object of the Student Council. So in the student affair formed an advisory center for student counseling.

Material counseling and deepening of the others given through e-learning technology that can be accessed by the Student Council and student mentoring so that the pattern can maintain.

CONCLUSION

The dynamics of the radicalism entry process to the students was remarkable. Thus, the research conducted as a form of intervention efforts, especially among the higher education community. This study many using technology approaches and produce the HEBAT method. There are three phases of testing and handling to intervene to have had the result that, in the initial phase with the aid of a HEBAT game can be seen that the tendency of the character and personality of students leads to individualism as much as 21% and as much as 13% radical.

SUGGESTION

From these results, I then conducted a phase of therapy to lower the level of inclination using the application of practice *Ahlusunnah Wal Jamaah Annahdiyah* in the form of activities that reflect *Tawassuth*, *Tawazun*, *I'tidal*, and *Tasamuh* that in activities inserted hypnotherapy techniques. In the last phase of deepening given shape in the form of counseling and provision of material via e-learning. In other words, in this modern era of touch technology combined with substantive religious values can be used as an attempt to intervene in radicalism

LIMITATION AND STUDY FORWARD

This article based on students of *Nahdlatul Ulama* Higher Education. Based on the results of the study still found to support a phase of therapy to lower the level of inclination using the application of practice *Ahlusunnah Wal Jamaah Annahdiyah* in the form of activities that reflect *Tawassuth*, *Tawazun*, *I'tidal*, and *Tasamuh* that in activities inserted hypnotherapy techniques

IMPLICATION

This research will contribute to the knowledge of the concept of decreasing radicalism based on religious actualization and technology.

ACKNOWLEDGMENTS

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