



The Implementation of Pancasila and Civic Education Through the Brainstorming Technique as an Instrument for Radicalism Prevention at Universitas Negeri Yogyakarta

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Abstract

This study aims to (1) analyze the implementation of Pancasila and Civic Education (PPKn) learning at Universitas Negeri Yogyakarta in relation to efforts to prevent radicalism among students; (2) identify and describe the application of the brainstorming technique in PPKn learning, covering the planning, implementation, and evaluation stages; and (3) analyze how the implementation of the brainstorming technique strengthens students' critical attitudes, Pancasila values, and resilience against radical ideology and intolerant attitudes. This study employed a qualitative approach with a descriptive research design. It was conducted at Universitas Negeri Yogyakarta, involving PPKn lecturers, students, and the secretary of the directorate of student affairs and alumni as purposively selected informants. Data were collected through observation, interviews, and documentation, supplemented by data from the university's official website. Data validity was established through source triangulation and member checking. The data analysis technique in this study employs the interactive analysis model proposed by Miles, Huberman, and Saldana (2014), comprising three stages, data condensation, data display, and conclusion drawing/verification, which are carried out continuously and are interconnected throughout the research process. The research findings indicate that: 1) Civics education at Yogyakarta State University has been conducted in a planned and systematic manner, with lecturers acting as facilitators who foster open dialogue and link discussions to the reinforcement of Pancasila values through a brainstorming technique implemented in three stages: planning, execution, and evaluation; 2) this brainstorming technique serves as a tool for preventing radicalism by cultivating open-mindedness, critical awareness, tolerance, and the principle of "agreeing to disagree" among students; and 3) the successful implementation is supported by lecturer competence, a curriculum that emphasizes the strengthening of national character, and the university's institutional commitment, although challenges remain, specifically, uneven student participation and the pervasive exposure to intolerant narratives via social media.

Introduction

Indonesia is a pluralistic nation characterized by diverse ethnicities, cultures, races, and religions, making diversity one of its defining features. While this diversity enriches society, it

also increases the intensity of social interactions that may lead to conflict, particularly in religious contexts, if differences are not managed properly (Rahman et al., 2020). One of the most significant contemporary challenges is the spread of radicalism, fueled by transnational ideologies, rapid technological development, social media, and political and religious dynamics (Lovtasya & Rahmat, 2025). Radicalism has become a serious concern because it threatens national unity, social harmony, and the values of Pancasila, particularly among young people in higher education institutions (Yani et al., 2024; Maunah, 2024; Maksum et al., 2026).

Universities are expected to function not only as centers of knowledge production but also as institutions responsible for developing students' character, critical thinking, and national identity. However, previous studies indicate that university students are increasingly vulnerable to radical ideologies because they are in a period of identity formation, possess strong critical curiosity, and have unrestricted access to digital information and online communities (Sugiarti & Roqib, 2021). Reports from the National Counterterrorism Agency (BNPT) and several academic studies further identify universities as strategic targets for the dissemination of radical ideologies through student organizations, informal discussions, and digital platforms. Consequently, strengthening students' ideological resilience has become an urgent priority for higher education institutions (Aisyah, 2025; Young et al., 2024; Ul Hassan et al., 2025; Petrychenko et al., 2025).

Pancasila and Civic Education (PPKn) plays a strategic role in fostering democratic values, nationalism, tolerance, and respect for diversity. Beyond fulfilling its function as a compulsory university course, PPKn is expected to cultivate students who possess strong moral character and the ability to reject radical ideologies that threaten national integration (Istianah et al., 2021). Likewise, multicultural education has been shown to contribute significantly to preventing religious radicalism by promoting tolerance and respect for diversity, as demonstrated in Islamic boarding schools that successfully integrate multicultural values into their educational practices (Marzuki et al., 2020; Muhajir et al., 2025; Nabilla, 2025). Therefore, PPKn is regarded as one of the primary educational instruments for strengthening national resilience against radicalism.

Despite its strategic role, empirical evidence suggests a considerable gap between the intended objectives of PPKn and its implementation in universities. At Universitas Negeri Yogyakarta (UNY), PPKn learning is still predominantly theoretical, cognitive, and lecturer-centered, providing limited opportunities for students to actively discuss, reflect upon, and internalize Pancasila values within real-life contexts (Wijaya & Suharno, 2025; Nurdiansyah et al., 2025). Research conducted at UNY indicates that students' civic skills remain largely confined to cognitive understanding and electoral participation, while the internalization of democratic values and critical awareness remains insufficient (Slam & Rozak, 2023). Other studies also highlight that technological advancement and socio-political dynamics continue to influence the spread of radical ideas among university students, emphasizing the need for more interactive and reflective civic education approaches.

International findings support these concerns. Research conducted by Gaffney and Silke (2024) involving educators across Europe and the Middle East found that citizenship education often fails to prevent radicalization due to ineffective teaching methods, limited instructional time, and educators' lack of confidence in addressing radicalization issues. These findings suggest that merely offering citizenship education courses is insufficient without employing participatory and student-centered instructional strategies. Similar challenges are evident in

Indonesian universities, where conventional lecture-based approaches limit students' opportunities to develop critical thinking, dialogue, and tolerance (Kholis, 2025).

One instructional strategy that has shown considerable promise is the brainstorming technique. Brainstorming encourages students to express ideas openly, engage in collaborative discussions, critically evaluate different perspectives, and develop solutions collectively within an inclusive learning environment (Gaurifa, 2023). Previous studies have demonstrated that participatory approaches, including brainstorming, significantly improve civic awareness, critical thinking, democratic participation, and tolerance compared with conventional teaching methods (Sukardi, 2018; Wahyudi, 2020; Rahmawati, 2021). Such learning experiences are expected to strengthen students' resilience against radical ideologies by fostering openness, dialogue, and respect for diversity.

Based on these conditions, this study addresses the existing gap between the ideal role of Pancasila and Civic Education as an instrument for preventing radicalism and its current implementation at Universitas Negeri Yogyakarta. The study aims to (1) examine the current implementation of PPKn in relation to radicalism prevention, (2) identify how brainstorming techniques are applied during PPKn learning, (3) analyze the effectiveness of brainstorming in strengthening students' resistance to radical ideologies, and (4) formulate a contextual model of brainstorming-based PPKn implementation for preventing radicalism in higher education. The findings are expected to contribute theoretically by enriching the literature on participatory civic education and radicalism prevention, practically by providing recommendations for lecturers and university administrators to develop more interactive learning strategies, and at the policy level by supporting the development of university curricula that are more responsive to ideological challenges and national resilience.

Method

Research Design

This study employed a descriptive qualitative research design to explore the implementation of Pancasila and Civic Education (PPKn) as an instrument for preventing radicalism at Universitas Negeri Yogyakarta (UNY). A qualitative approach was selected because it enables an in-depth understanding of participants' perspectives, particularly those of students and PPKn lecturers, regarding radicalism and its prevention within the university environment. Descriptive qualitative research emphasizes systematic and factual descriptions of social phenomena rather than numerical analysis (Moleong, 2008). Accordingly, this study aimed to provide a comprehensive description of how PPKn contributes to strengthening students' resilience against radical ideologies based on empirical findings from the field.

Research Site and Period

The research was conducted at Universitas Negeri Yogyakarta (UNY), located at Jl. Colombo No. 1, Karang Malang, Caturtunggal, Depok District, Sleman Regency, Special Region of Yogyakarta 55281, Indonesia. The study involved PPKn lecturers, university students, and the Secretary of the Directorate of Student Affairs and Alumni. UNY was selected because it consistently implements Pancasila and Civic Education and has a diverse student population, making it an appropriate setting for examining radicalism prevention within higher education. Data collection was carried out from April to July 2026, following the academic calendar for the 2025/2026 even semester.

Data Sources

The study involved six purposively selected informants, consisting of PPKn lecturers, students, and the Secretary of the Directorate of Student Affairs and Alumni, who were considered capable of providing rich and relevant information. In addition to primary data collected from these participants, secondary data were obtained from books, official UNY publications, and the official UNY website to strengthen the findings. Documentation was also collected to provide authentic evidence supporting the research process and the analysis of radicalism-related issues within the university.

Data Collection Techniques and Instruments

Data were collected using four techniques: interviews, observation, documentation, and online document review. 1) Semi-structured interviews were conducted with students and PPKn lecturers, both face-to-face and via WhatsApp, using an interview guide consisting of open-ended questions derived from the research objectives; 2) Observation was undertaken to examine learning activities, interactions, and classroom situations related to the implementation of brainstorming techniques in PPKn courses. An observation guide and field notes were used to systematically record relevant behaviors and events; 3) Documentation was employed to collect supporting materials, including lesson plans (RPP), brainstorming discussion outputs, university policies on radicalism prevention, and visual records of learning activities. A documentation checklist and recording devices were used during this process.

To complement the primary data, online document analysis was conducted using information from the official UNY website, including institutional policies, news, and official programs related to civic education and radicalism prevention. An online document review sheet was used to organize and verify the collected information.

Result and Discussion

Implementation of Pancasila and Civic Education through Brainstorming Techniques at Universitas Negeri Yogyakarta

Based on interviews with the course lecturer, students, and the leadership of the Directorate of Student Affairs and Alumni at Universitas Negeri Yogyakarta (UNY), the implementation of Pancasila and Civic Education (PPKn) through the brainstorming technique has been carried out in a planned and systematic manner throughout the learning process. The PPKn lecturer explained the objectives of applying this technique as follows:

"I use the brainstorming technique to sharpen students' critical thinking skills through case analysis while simultaneously fostering character, responsibility, and respect for others' opinions. I believe this technique remains highly relevant because it enhances students' sensitivity to social and national issues, encourages active participation, and trains them to appreciate diverse viewpoints in accordance with democratic values."
(Dsn/Fh/6/5/2026)

This statement indicates that the lecturer views brainstorming not merely as a teaching method but also as a means of cultivating students' social awareness and democratic attitudes, in line with the intended learning outcomes of PPKn.

The implementation of brainstorming followed a systematic sequence of activities. The planning stage began with selecting current issues or case studies relevant to the PPKn curriculum, followed by explaining discussion rules emphasizing that no idea is inherently wrong, thereby encouraging students to express their opinions freely. Students were then asked

to record the ideas generated during the discussion, and the session concluded with an evaluation and a reflection linking the discussion outcomes to the course content (Dsn/Fh/6/5/2026). During the implementation stage, the lecturer acted as both a facilitator and moderator, guiding the discussion without dominating it and serving as a mediator whenever disagreements arose that had the potential to create conflict (Dsn/Fh/6/5/2026).

This implementation pattern was also confirmed by the students. One student explained that the learning process began with the lecturer introducing the topic, followed by group discussions in which students explored more complex issues before the lecturer clarified and summarized the discussion at the end of the session (Mhs2/Af/6/5/2026). Another student added that during the early semesters, learning was primarily conducted through group presentations, followed by direct feedback from the lecturer, which effectively encouraged student engagement (Mhs1/Nr/6/5/2026).

Students reported that brainstorming provided ample opportunities to express ideas and opinions freely while maintaining responsibility. One student stated that the lecturer gave students considerable freedom to express their views while actively guiding the discussion, making the learning process more dynamic and participatory (Mhs1/Nr/6/5/2026). Another student noted that the lecturer facilitated discussions effectively, creating a supportive environment in which students felt comfortable voicing their opinions (Mhs2/Af/6/5/2026). Similarly, another participant emphasized that brainstorming sessions promoted tolerance by training students to accept differing opinions from their peers (Mhs4/AI/6/5/2026).

In practice, brainstorming sessions were often accompanied by additional mutually agreed rules, such as deliberation (*musyawarah*) or voting whenever differing viewpoints could not be reconciled. Under this mechanism, students whose opinions were not adopted were still expected to respect and accept the collective decision (Mhs2/Af/6/5/2026). Likewise, the principle of agree to disagree was applied to reduce prolonged debates while encouraging students to control their personal egos during discussions (Mhs1/Nr/6/5/2026).

The findings indicate that the implementation of brainstorming techniques in PPKn classes at Universitas Negeri Yogyakarta has fostered a participatory and dialogical learning environment that promotes the development of students' critical thinking skills. Through this strategy, PPKn functions not only as a medium for knowledge transfer but also as an instrument for cultivating democratic, responsible, and civic-minded character.

The Role of Brainstorming Techniques as an Instrument for Preventing Radicalism at Universitas Negeri Yogyakarta

The findings demonstrate that the brainstorming technique plays a significant role as an instrument for preventing radicalism within Universitas Negeri Yogyakarta. According to the student participants, radicalism is understood as an attitude seeking drastic social change that tends to involve violence (Mhs1/Nr/6/5/2026), or as an ideology that pursues immediate change through violent or extreme actions, characterized by rigidity, intolerance, and the tendency to impose the interests of one's own group on others (Mhs3/Rr/6/5/2026). Another participant described radicalism as the tendency of some students to seek recognition and assert their ego, resulting in intolerance and attempts to impose their views on others (Mhs2/Af/6/5/2026). The PPKn lecturer further emphasized that the primary objective of the course is to instill nationalism and a profound understanding of the ideology of Pancasila so that students are able to protect themselves from ideologies that contradict the nation's foundational values (Dsn/Fh/6/5/2026).

The brainstorming technique contributed to broadening students' perspectives by encouraging the exchange of ideas and diverse viewpoints. One student explained that through discussion and opinion sharing, they gained a better understanding of other people's perspectives, which broadened their thinking and reduced the tendency to impose their own opinions because they had learned to appreciate external input (Mhs2/Af/6/5/2026). Another participant stated that brainstorming effectively promoted critical thinking by encouraging students to challenge arguments constructively while remaining open to different viewpoints (Mhs1/Nr/6/5/2026). When radical or extreme ideas emerged during discussions, they could be immediately questioned, corrected, or debated in a constructive manner by other students, enabling narrow perspectives to become more open after considering more peaceful alternatives (Mhs3/Rr/6/5/2026).

Another important contribution of brainstorming was the internalization of democratic values, tolerance, and non-violence. One student explained that tolerance was the value most strongly emphasized during PPKn discussions. As a result, they sought to respect friends from different religious backgrounds without making such differences an issue and were committed to resolving conflicts without violence (Mhs1/Nr/6/5/2026). Another participant stated that the values of tolerance, respect for diversity, and patriotism developed through classroom discussions made them less likely to judge others based on differences in ethnicity, religion, or political beliefs (Mhs4/Al/6/5/2026).

Brainstorming-based PPKn learning also encouraged students to become more critical in evaluating information obtained through social media. One participant explained that the freedom to discuss radicalism openly in class helped them better understand both the positive and negative impacts of information, making them more cautious when encountering online content (Mhs1/Nr/6/5/2026). A similar experience was reported by another student, who became more selective in filtering information on social media after participating in PPKn courses (Mhs2/Af/6/5/2026).

Institutional support for radicalism prevention beyond the classroom was emphasized by the Secretary of the Directorate of Student Affairs and Alumni, who stated:

“UNY strongly supports extracurricular initiatives aimed at preventing radicalism, including inviting representatives from the National Counterterrorism Agency (BNPT), the Indonesian National Armed Forces (TNI), and the Indonesian National Police to provide insights into terrorism and radicalism from various perspectives. Nevertheless, the university continues to uphold the principle of academic freedom. Therefore, discussions concerning non-mainstream ideologies are not prohibited as long as they remain within an academic context. What should be restricted is the negative impact or consequences of such ideologies when they are translated into real actions.”
(Sdka/Ip/13/5/2026)

This statement suggests that UNY's institutional support for preventing radicalism is not implemented by restricting academic freedom but rather by broadening students' perspectives through collaboration with external institutions such as BNPT, the Indonesian National Armed Forces (TNI), and the Indonesian National Police. Consequently, the brainstorming technique functions not only as a learning method but also as a preventive instrument that cultivates students' critical awareness, enabling them to reject radical ideologies based on personal understanding and critical reflection rather than merely because of prohibitions or doctrinal instruction (Sdka/Ip/13/5/2026).

Supporting and Inhibiting Factors in the Implementation of Pancasila and Civic Education through the Brainstorming Technique

The first supporting factor is the lecturer's competence in managing participatory and dialogical learning during the implementation of Pancasila and Civic Education (PPKn) through the brainstorming technique at Universitas Negeri Yogyakarta. The course lecturer described their role in facilitating classroom discussions as follows:

"I always maintain a neutral position and uphold ethical standards in expressing opinions, such as listening carefully and responding with responsible arguments, particularly when discussions involve sensitive issues such as intolerance and radicalism." (Dsn/Fh/6/5/2026)

This statement indicates that the lecturer's neutrality is a fundamental prerequisite for ensuring that brainstorming sessions remain a safe environment where students can freely express their opinions, including when discussing sensitive topics such as intolerance and radicalism.

Students also acknowledged the lecturer's role. One participant explained that when disagreements arose at the beginning of a discussion, the lecturer did not reprimand the students but instead mediated the conflict, clarified misconceptions, and only afterward reinforced the course material, thereby maintaining a constructive learning atmosphere (Mhs1/Nr/6/5/2026). Another student added that the lecturer consistently acted as a mediator, making students feel secure from the influence of extremist ideologies during discussions (Mhs4/Al/6/5/2026).

The second supporting factor is the integration of Pancasila values, nationalism, and moderation into the curriculum and the Lesson Plan (Rencana Pelaksanaan Pembelajaran/RPP) of the PPKn course. The lecturer emphasized that these values have been incorporated into the intended learning outcomes so that the material is not only presented theoretically but also connected to social issues, tolerance, and democracy through classroom discussions and case studies (Dsn/Fh/6/5/2026).

The third supporting factor is institutional support from Universitas Negeri Yogyakarta through the Directorate of Student Affairs and Alumni. According to the Secretary of the Directorate, the university strengthens the role of internal student organizations, including the Student Executive Board (BEM), Student Activity Units (UKM), and the Student Regiment (Menwa), all of which strongly promote national values. In addition, programs addressing violence prevention, discrimination, and bullying have been incorporated into student activities in accordance with the university's institutional performance contract (Sdka/Ip/13/5/2026).

The first inhibiting factor is differences in students' confidence when expressing their opinions. The lecturer explained that one recurring challenge is that some students have difficulty accepting differing viewpoints, which can potentially lead to unproductive arguments (Dsn/Fh/6/5/2026). From the students' perspective, confidence and mastery of the discussion topic also influence participation. Not all students possess the same level of confidence to speak publicly, and their understanding of the issues being discussed significantly affects the quality of their arguments (Mhs3/Rr/6/5/2026).

The second inhibiting factor is the dominance of certain students during group discussions, resulting in unequal opportunities for participation. One student suggested that every group member should be given an equal opportunity to express their opinions rather than allowing only one representative to speak, thereby making the learning process more inclusive (Mhs3/Rr/6/5/2026).

The greatest challenge, however, originates outside the classroom, namely the overwhelming flow of information through social media. This issue was highlighted by the Secretary of the Directorate of Student Affairs and Alumni:

“The influence of social media is extremely widespread and difficult for the university to control, unlike internal factors such as the curriculum and student organizations, which remain under institutional authority. While the university can regulate the activities of external organizations within the campus environment, it cannot directly monitor the flow of information on social media or students’ interactions outside the university. Therefore, the institution’s efforts are primarily limited to providing guidance and encouraging constructive discussions.” (Sdka/Ip/13/5/2026)

This statement indicates that the most significant obstacles originate beyond the university’s direct control. Consequently, the successful implementation of Pancasila and Civic Education through the brainstorming technique depends on the synergy among lecturer competence, curriculum support, institutional policies, active student participation, and the university’s ability to respond effectively to challenges arising from the digital information environment.

Strategies for Overcoming Barriers to the Implementation of Pancasila and Civic Education through the Brainstorming Technique as an Instrument for Preventing Radicalism at Universitas Negeri Yogyakarta

Based on the obstacles identified above, the interview and observation findings indicate that lecturers, students, and university administrators have already implemented several strategies to address these challenges. Four major solutions emerged from the research findings.

Strengthening the lecturer’s role as a neutral facilitator and discussion mediator was identified as the first solution. The course lecturer consistently maintained a neutral position and upheld ethical standards in expressing opinions, particularly when discussions involved sensitive topics such as intolerance and radicalism (Dsn/Fh/6/5/2026). The lecturer’s presence as a mediator during disagreements enabled students to feel secure from extremist influences throughout the discussion process (Mhs4/AI/6/5/2026). Therefore, lecturer neutrality and mediation skills are essential for ensuring that brainstorming sessions remain safe and productive spaces for academic argumentation.

Implementing deliberation (*musyawarah*) and the principle of *agree to disagree* was identified as the second solution for resolving disagreements that could not easily reach consensus. In practice, students agreed to use deliberation or voting whenever conflicting viewpoints persisted, while those whose opinions were not selected were expected to respect and accept the collective decision (Mhs2/Af/6/5/2026). The principle of *agree to disagree* was also applied to prevent prolonged debates while encouraging students to manage their personal egos (Mhs1/Nr/6/5/2026). This mechanism effectively transformed potentially conflicting differences of opinion into constructive democratic learning experiences.

Ensuring equal opportunities for participation in group discussions was identified as the third solution to overcome the tendency of certain students to dominate discussions. One participant suggested that every group member should be given an equal opportunity to express their opinions rather than relying on a single spokesperson, thereby creating a more inclusive learning environment (Mhs3/Rr/6/5/2026). This recommendation reflects students’ own awareness of the importance of balanced participation as part of the continuous improvement of brainstorming activities.

Strengthening institutional collaboration and responding proactively to digital information challenges emerged as the fourth solution, particularly for addressing obstacles beyond the university's direct control. The Directorate of Student Affairs and Alumni confirmed that UNY collaborates with the National Counterterrorism Agency (BNPT), the Indonesian National Armed Forces (TNI), and the Indonesian National Police to provide students with multidisciplinary perspectives on radicalism and terrorism while preserving academic freedom (Sdka/Ip/13/5/2026). Since social media and students' interactions outside campus cannot be directly monitored, the university focuses on providing guidance and promoting constructive discussions (Sdka/Ip/13/5/2026). These findings suggest that strengthening students' awareness through inter-institutional collaboration represents the university's primary strategy for addressing external influences that cannot be directly controlled.

Discussion of the Implementation of Pancasila and Civic Education through the Brainstorming Technique at UNY

These findings are consistent with Osborn's (1953) brainstorming theory, which emphasizes that a criticism-free environment during the initial stage of discussion is essential for encouraging the open generation of ideas, as reflected in the lecturer's rule that "*there are no wrong ideas*" in PPKn classes. The systematic stages of brainstorming including topic selection, explanation of discussion rules, idea generation, documentation, and evaluation also support Siregar's (2019) view that brainstorming is a collaborative learning technique designed to gather ideas from students with diverse backgrounds before collectively evaluating them. The lecturer's role as a facilitator and moderator who prevents discussion domination further reinforces Heater's (2004) concept of *citizenship competence*, which emphasizes that critical thinking and active civic participation can only develop within an environment that promotes equal dialogue.

From the perspective of Lickona's (1991) character education theory, these findings primarily illustrate the development of moral knowing and moral feeling, whereby students learn and internalize values such as freedom of expression, respect for differing opinions, and responsibility in discussion before translating these values into moral action, as discussed in the subsequent section. These findings also support the study by Hulu and Laia (2023), which found that the consistent application of brainstorming significantly improved students' learning outcomes in civic education by encouraging active participation and open idea exchange.

This conclusion is further supported by Widiastuti, Murtini, and Anto (2022), who demonstrated that brainstorming effectively enhances students' critical thinking when instructors consistently pose challenging questions, reflecting the role of UNY's PPKn lecturers as facilitators who actively stimulate students' ideas. Likewise, the meta-analysis by İnciman Çelik and Akay (2025) found that brainstorming produces a moderate positive effect on academic achievement and a strong effect on creative thinking, thereby strengthening the relevance of the theories proposed by Osborn (1953) and Siregar (2019). Furthermore, Rosdiana (2023) found that brainstorming in professional ethics courses effectively develops students' values and attitudes in addition to knowledge, reinforcing the relationship between moral knowing and moral feeling within Lickona's (1991) character education framework and the implementation of brainstorming in PPKn classes at Universitas Negeri Yogyakarta.

Discussion of the Role of the Brainstorming Technique as an Instrument for Preventing Radicalism at UNY

The participants' understanding of radicalism as a rigid, intolerant attitude characterized by the imposition of one's own beliefs aligns with the characteristics of radicalism identified by Khoir (2021), namely intolerance, unwillingness to respect others' opinions, excessive fanaticism, a belief in one's exclusive correctness, and revolutionary tendencies. The finding that brainstorming sessions enable students to critically examine and challenge extremist ideas through healthy discussion supports Azra's (2017) argument that education fostering critical, open, and dialogical thinking constitutes an effective strategy for deradicalization, as students are encouraged not only to understand the dangers of radicalism but also to develop reflective thinking.

The internalization of values such as tolerance, patriotism, and critical evaluation of information on social media, as expressed by the participants, reflects the role of Pancasila Education as an ideological safeguard, as proposed by Kaelan (2013). Viewed through Lickona's (1991) grand theory of character education, these findings indicate that the previously developed dimensions of moral knowing and moral feeling gradually evolve into moral action, reflected in students' willingness to reject violence, respect diversity, and critically assess information that may encourage intolerance.

Institutional support from UNY through collaborative programs with the National Counterterrorism Agency (BNPT), the Indonesian National Armed Forces (TNI), and the Indonesian National Police further demonstrates that brainstorming functions not as an isolated instructional method but as part of a broader institutional strategy for preventing radicalism, consistent with Azra's (2017) emphasis on collaboration among educators, institutions, and society. These findings are also consistent with the international study by Sklad, Park, van Venrooij, Pickard, and Jantine (2022), which concluded that curricula strengthening social and civic competencies possess significant preventive potential against student radicalization. Nevertheless, Gaffney and Silke (2024) cautioned that the effectiveness of citizenship education as a deradicalization strategy depends heavily on consistent implementation, as limited instructional time and uneven teacher preparedness may reduce its preventive impact.

The relationship between brainstorming and radicalism prevention is further supported by the meta-analysis conducted by Jugl, Lösel, Bender, and King (2021), which concluded that psychosocial interventions emphasizing education and value development are more effective than purely doctrinal approaches, consistent with the dialogical learning approach implemented by PPKn lecturers at UNY. These findings are reinforced by Barus et al. (2024), who found that civic education serves as an effective medium for preventing radicalism among students by strengthening national values and tolerance, and by Mantri, Ramdani, and Ginanjar (2024), who highlighted the strategic role of civic education instructors in preventing the spread of radical ideologies within educational institutions. The consistency of these findings with Khoir's (2021) characteristics of radicalism and Azra's (2017) deradicalization framework demonstrates that the brainstorming technique implemented at UNY is not merely a localized instructional strategy but is aligned with broader national and international research recognizing education as an effective instrument for preventing radicalism.

Discussion of the Supporting and Inhibiting Factors in the Implementation of Pancasila and Civic Education through the Brainstorming Technique

Overall, the three supporting factors demonstrate that the successful implementation of brainstorming-based Pancasila and Civic Education (PPKn) depends on the synergy among lecturer competence, curriculum design, and institutional support. This finding is consistent with Bahrudin (2020), who argued that Pancasila Education in higher education plays a strategic role in fostering Pancasila-based character when supported by a consistent learning ecosystem. It also aligns with Heater's (2004) view that citizenship competence can only be developed through a dialogical environment that is kept safe and equitable by educators, as well as Siregar's (2019) argument emphasizing the importance of systematically planning and managing brainstorming activities to effectively accommodate students' diverse ideas.

The supporting factor related to lecturers' competence in facilitating discussions impartially and responsibly further reinforces Heater's (2004) concept of *citizenship competence*. Critical thinking and active civic participation, which constitute the core of this theory, can only be cultivated by educators who maintain an inclusive and secure dialogical environment. Likewise, the integration of Pancasila values, nationalism, and moderation into the curriculum and lesson plans (RPP) is consistent with Bahrudin's (2020) perspective that Pancasila Education in higher education strategically develops students' Pancasila-based character while strengthening their ideological resilience.

Conversely, the principal inhibiting factor the massive flow of information through social media, which is difficult for universities to control reflects Zuhdi's (2017) concern that social media serves as an effective channel for disseminating extremist ideologies beyond the reach of educational institutions. From the perspective of Lickona's (1991) grand theory of character education, the supporting factors strengthen the integrated development of moral knowing, moral feeling, and moral action within the classroom. In contrast, the inhibiting factors, particularly the influence of social media, indicate that these three dimensions are also shaped by external environments beyond the direct influence of brainstorming activities. Consequently, the effectiveness of PPKn as an instrument for preventing radicalism cannot be separated from the integration of character education theory, citizenship education theory, brainstorming theory, and radicalism prevention theory.

The supporting factors identified in this study particularly lecturer competence and the integration of Pancasila values into the curriculum are also consistent with the findings of Hasyim and Junaidi (2023), who demonstrated that strengthening religious moderation is an effective strategy for preventing radicalism and intolerance among students. Similarly, Khoirunnissa and Syahidin (2023) emphasized the importance of religious moderation education as a strategy for countering radicalism among university students. Meanwhile, the inhibiting factor related to the overwhelming influence of social media, as highlighted by Zuhdi (2017), is further confirmed by Witarsa and Muhammad (2023), who found that strengthening students' critical thinking skills through project-based civic education can help counterbalance the rapid spread of unfiltered information. Therefore, the supporting and inhibiting factors identified in this research are interconnected and reinforce the theoretical framework of character education, citizenship education, and radicalism prevention.

Discussion of Strategies for Overcoming Barriers in the Implementation of Pancasila and Civic Education through the Brainstorming Technique as an Instrument for Preventing Radicalism at Universitas Negeri Yogyakarta

The four identified strategies demonstrate that successfully overcoming barriers to implementing PPKn through the brainstorming technique depends on the synergy among lecturer competence as facilitators, students' awareness in managing differences democratically, and institutional support that is responsive to external challenges. This finding is consistent with Heater's (2004) view that citizenship competence can only develop through a dialogical environment that remains safe and equitable, as well as Bahrudin's (2020) argument that the success of Pancasila Education in higher education relies on a consistent learning ecosystem supported by all stakeholders.

These strategies are also consistent with the findings of Momo et al. (2024), who demonstrated that implementing project-based civic education using a scientific approach significantly enhances students' critical thinking skills while strengthening civic awareness, making it a relevant strategy for reinforcing participatory PPKn learning. Likewise, Salsabila, Montessori, Indrawadi, and Purnama (2026) found that participatory PPKn learning effectively prevents radicalism among young people when implemented consistently and supported by institutional policies.

Therefore, the strategies identified in this study are not merely context-specific to Universitas Negeri Yogyakarta, but are also consistent with broader national and international literature emphasizing the importance of synergy among educators, curriculum design, and institutional support in establishing civic education as an effective instrument for preventing radicalism.

Conclusion

The research findings and discussion, several conclusions can be drawn regarding the implementation of Pancasila and Civic Education (PPKn) through the brainstorming technique as an instrument for preventing radicalism at Universitas Negeri Yogyakarta. PPKn learning has been implemented in a structured and systematic manner to support radicalism prevention. Lecturers act as facilitators and moderators who encourage open dialogue, active student participation, and the integration of Pancasila and national values. The learning process is further supported by curriculum integration, lesson plans (RPP), and institutional initiatives such as national seminars and student development programs promoting tolerance, non-violence, and anti-discrimination. The brainstorming technique is implemented through three stages: planning, implementation, and evaluation. Lecturers select relevant contemporary issues, establish discussion rules that ensure equal participation, facilitate open discussions, and evaluate students' participation and argument quality while reinforcing Pancasila and civic values. The brainstorming technique has proven effective as a preventive instrument against radicalism by fostering open-mindedness, critical thinking, tolerance, and nationalism. Through dialogue and idea exchange, students learn to evaluate opinions rationally, respect differences, and resolve disagreements through discussion, thereby reducing tendencies toward intolerance and extremist thinking. The successful implementation of this approach is supported by lecturer competence, curriculum integration, and strong institutional commitment. However, several challenges remain, including unequal student participation, dominance by certain students during discussions, and the widespread influence of intolerant and radical narratives on social media beyond the university's control. The implementation of PPKn through the brainstorming technique at Universitas Negeri Yogyakarta has created a participatory and dialogical learning environment that strengthens students' civic character and

serves as an effective instrument for preventing radicalism. Nevertheless, these conclusions are interpretative and based on qualitative evidence from a limited number of participants and a single research setting; therefore, they do not establish measurable causal relationships or long-term impacts.

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