Exploring Student-Centered Learning as a Tool to Prevent Radicalization in Islamic Junior Schools: A Case Study of Indonesia and Bangladesh

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ABSTRACT

Purpose – The peace and stability of society are seriously threatened by youth radicalization, particularly in educational environments. This study examines how critical thinking, inclusion, and active student involvement in Student-Centered Learning (SCL) can prevent radicalization in Islamic junior schools in Indonesia and Bangladesh. Through problem-solving and open communication, SCL exposes students to a variety of viewpoints and fosters critical thinking, which lessens their vulnerability to extremist beliefs.

Design/methods/approach – Employing qualitative techniques, such as teacher and student interviews, the research delves into the distinct implementation obstacles of SCL in each nation.

Findings – Results show that although SCL promotes respect for one another and critical thinking, its efficacy is limited by a systemic dependence on conventional techniques, a lack of resources, and inadequate teacher preparation.

Research implications/limitations – The study emphasizes how important it is to have resources, support at the policy level, and professional development in order to adequately utilize SCL as a deterrent to radicalization. For educational policymakers and groups seeking to establish safe and welcoming learning environments in Bangladesh, Indonesia, and other comparable countries, these findings provide insightful information.

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Introduction

Youth radicalization poses a serious threat to social harmony and world peace since it can cause community instability and incite bloodshed. This problem is especially critical in areas where radical ideologies frequently target vulnerable people in educational settings to take advantage of them while they are still developing (Waston, Amini, et al., 2024). Schools are in a unique position to either reduce or increase this danger because they are the main venues for youth development. It's possible that traditional teaching approaches, which frequently emphasize rote memory and passive learning, don't give pupils the critical thinking abilities needed to challenge and oppose radical beliefs. This constraint highlights the increasing interest in alternative pedagogies, like Student-Centered Learning (SCL), which can encourage students to think critically, be inclusive, and participate actively—all of which are vital in preventing radicalization (Waston, Wiranto, et al., 2024).

The emphasis has shifted from teacher-driven instruction to a method that actively incorporates students in their education through the use of student-centered learning (SCL). Through promoting candid communication, teamwork, and critical thinking, SCL equips students to critically interact with nuanced social issues and a range of perspectives. In the context of preventing radicalization, this approach is especially pertinent since it might lessen students' receptivity to narratives that promote extremism by encouraging diversity and critical thinking (Nirwana et al., 2024). An increasing body of research demonstrates the value of SCL as a counter-radicalization strategy, emphasizing its capacity to foster the values of empathy, respect, and open-mindedness that are essential for developing resistance against radical ideas (AN et al., 2024).

This study focuses on the application of SCL in Islamic junior schools in Bangladesh and Indonesia, two nations where radicalization has been identified as an increasing threat and where Islamic education plays a crucial role in shaping young minds. The largest Muslim-majority nation in the world, Indonesia, has seen examples of radical ideas become more popular among young people, especially in some religious education contexts. Comparably, social, economic, and political issues enhance Bangladesh's young radicalization problems. Through inclusive and critical education, both nations offer a rich setting for investigating the possibilities of SCL in lowering the dangers of extremism (Psicolog et al., 2024).

In-depth interviews with instructors and students from Islamic junior schools in both nations are part of the qualitative research used in this study to better understand how SCL can serve as a deterrent to radicalization. The study also looks at the difficulties in putting SCL into practice, including a lack of resources, insufficient training for teachers, and the continued use of conventional teaching techniques. Through examining these dynamics, this study provides useful information for educators, decision-makers, and educational establishments in Bangladesh, Indonesia, and other places who want to provide safer and more welcoming learning environments. To prevent radicalization, this study looks at how well SCL fosters inclusivity, critical thinking, and active student participation. Additionally, it looks at the obstacles that prevent SCL from being as

effective as it may be and makes suggestions for improving its contribution to counter-radicalization initiatives in Bangladeshi and Indonesian educational systems.

As extremist ideologies target young people in vulnerable settings like schools, the problem of teenage radicalization has drawn more attention in recent years. Particularly in nations with a large Muslim population, educational institutions are viewed as important sites for intervention as well as possible hotbeds of radicalization. Through the promotion of critical thinking, inclusivity, and student participation, Student-Centered Learning (SCL) is examined in this research review as a pedagogical strategy that can aid in the prevention of radicalization (Mahmudulhassan, Waston, Muthoifin, 2024). The assessment also examines the particular difficulties in putting SCL into practice in Bangladeshi and Indonesian Islamic junior schools, emphasizing the link between inclusion, education, and the fight against radicalization.

Radicalization in Educational Contexts

A complicated social process known as radicalization frequently starts in adolescence, when people are most vulnerable to outside influences such as peer pressure, identity development, and ideological indoctrination (Andri Nirwana et al., 2024). Schools, as key institutions in the formation of young minds, are essential to students' intellectual, social, and emotional development. Schools run the risk of cultivating cultures that are fertile ground for radical beliefs when they neglect to foster critical thinking, inclusivity, and a sense of community (Ali & Shobahiya, 2024).

According to research, authoritarian teaching styles and rote memorizing policies prioritized in educational institutions may unintentionally alienate students and make them more receptive to radical narratives (Martin et al., 2016).

On the other hand, schools are more likely to develop resistance to radicalization if they promote critical involvement with societal concerns, open discourse, and respect for variety. In Islamic junior schools, which are frequently perceived as safeguarding cultural and religious identity, integrating inclusion and critical thinking into the curriculum is particularly important for developing a narrative that counters extremism (Naseer & Shaheen, 2023).

Student-Centered Learning (SCL) as a Preventive Measure

A major pedagogical departure from traditional teacher-centered models—where the teacher is the only authority and students only absorb information—has been observed in the form of Student-Centered Learning (SCL) (Prasetyo, 2019). Under the SCL approach, students actively participate in their education by working together on cooperative projects, having group discussions, and solving problems. vital thinking, inclusivity, and student empowerment are highlighted in this approach—elements that are vital in averting radicalization (Caetano et al., 2020).

Several studies have demonstrated how well SCL fosters critical thinking, which aids students in confronting and evaluating radical ideologies. Research by another study, for instance, showed that students who participated in SCL were less susceptible to manipulation by extremist groups because they were better able to analyze information,

take into account other viewpoints, and make informed decisions (Nirwana & Afiyah, 2024). In a similar vein, a study carried out in Jordan discovered that SCL reduced pupils' propensity to embrace extremist ideas by fostering in them a greater sense of personal agency and confidence (Abuzar, 2024).

Additionally, SCL promotes an inclusive learning environment, which is essential in thwarting sentiments of exclusion and marginalization, two things that are frequently connected to radicalism. Students can better appreciate diversity and cultivate empathy for people from diverse ethnic, religious, and social backgrounds by participating in SCL, which promotes collaborative learning and mutual respect. In addition to fostering stronger social ties within the classroom, this inclusivity builds a welcoming environment that can act as a barrier against radical influences (Kelkusa et al., 2023).

Challenges in Implementing SCL

Though it has great potential, putting SCL into practice is fraught with difficulties, especially in places like Bangladesh and Indonesia where traditional, teacher-centered methods are still widely used in educational systems. Insufficient training for teachers is one of the main challenges. Teachers used to traditional methods could find it difficult to adjust to SCL tactics since they need to change from being authoritative figures to being learning facilitators.

Several Islamic junior school teachers in Bangladesh and Indonesia receive little professional development in student-centered pedagogy, which hinders their capacity to apply SCL successfully. According to a study, in Indonesian schools, teachers frequently lacked the knowledge and self-assurance necessary to engage students in critical conversations, especially when it came to touchy subjects like radicalization. Limited institutional support makes this problem worse because schools cannot give SCL-based projects enough priority or funding ('Statement of Retraction:Financial Reporting Quality in Pandemic Era: Case Analysis of Vietnamese Enterprises(Journal of Sustainable Finance & Investment, (2023), 13, (1), (330-352), 10.1080/20430795.2021.1905411)', 2023).

The continued use of exam-focused instruction and rote learning in many Islamic junior schools is another important obstacle. The emphasis on memorization and standardized testing in these systems deters students from using interactive, critical thinking-based teaching methods, which are essential to SCL. This dependence on conventional teaching techniques may compromise SCL's transformative power and keep it from reaching its full potential in deterring radicalization (Key et al., 2018).

SCL in the Context of Islamic Junior Schools in Indonesia and Bangladesh

Bangladesh and Indonesia both have particular problems with radicalization, and both countries have Islamic junior schools that present special chances for SCL intervention. Radicalization in Indonesia has been connected to certain religious education environments that support a limited interpretation of Islamic principles (Rahmawati et al., 2024).

Islamic junior schools in Indonesia can potentially deepen pupils' understanding of their faith by including SCL, which also fosters tolerance for differing points of view and encourages critical engagement with religious texts (N & Marshal, 2024).

In Bangladesh, the situation is a little bit different because political unrest and socioeconomic issues frequently serve as catalysts for radicalization. Islamic junior schools in Bangladesh are not able to fully implement SCL due to a lack of resources, especially in rural or underdeveloped areas. However, by enabling students to challenge radical narratives and promoting a feeling of communal inclusion, SCL might, with the right assistance, play a critical role in tackling the root causes of radicalization (Jakir & Faruki, 2019).

Educational Strategies for Radicalization Prevention

In addition to SCL, several pedagogical approaches have been put out to counter radicalization; these approaches all place a strong emphasis on helping students improve their critical thinking, resilience, and democratic principles. Programs that educate pupils on how to assess material critically, such as media literacy and conflict resolution training, have the potential to lessen their vulnerability to extremist beliefs (Abramowicz, 2021).

Studies indicate that the success of measures to prevent radicalization may be increased by incorporating SCL with more comprehensive educational strategies that support diversity and democratic participation. To ensure that resources are available for teacher preparation, curriculum development, and classroom implementation, governments, educational policymakers, and international organizations must provide schools with sufficient support for these initiatives to be successful (Hidayat & Ibrahim, 2021).

Gaps in the Literature

Although a considerable body of research has been done on SCL's ability to deter radicalization, little of it focuses on Islamic junior schools in Southeast Asia. The majority of research on SCL and preventing radicalization has been carried out in Western settings, where sociocultural dynamics and educational institutions diverge greatly from those in Bangladesh and Indonesia. To determine how SCL can be modified for these particular situations and to evaluate its long-term effects in deterring radicalization, more research is required.

Methods

This study examines the impact of student-centered learning (SCL) on preventing radicalization in Islamic junior schools in Bangladesh and Indonesia using a qualitative research design. To learn more about how SCL is applied and understood in educational settings and to investigate the unique opportunities and problems that teachers and students encounter in these two different contexts, a qualitative method was selected. This study aims to capture the complex experiences of educators and students regarding SCL's capacity to resist radicalization by focusing on interviews and thematic analysis.

Research Design

The use of SCL as a deterrent to radicalization in Islamic junior schools was examined using a case study methodology. This methodology facilitates a comprehensive analysis of certain educational methods and environments, enabling the study to identify similarities and contrasts between Bangladesh and Indonesia. The study was carried out in two stages, the first of which concentrated on Indonesia, particularly SMP (Junior High School) Muhammadiyah 8 Surakarta, and the second on Bangladesh. Comparative analysis was employed in both phases to find both common and distinctive patterns between the two contexts.

Participants

Purposive sampling was used in the study's participant selection to guarantee a variety of viewpoints on the application of SCL in preventing radicalization. Ten educators and fifteen pupils from Islamic junior schools in Bangladesh and Indonesia made up the sample. In Indonesia, participants are students and teachers of Muhammadiyah 8 Surakarta Junior High School. While students were picked from a variety of backgrounds and academic levels to capture a wide range of experiences, teachers were chosen based on their knowledge of and expertise with SCL approaches. Incorporating educators and learners offers a more comprehensive perspective on the application and outcomes of SCL.

Table 1. The Participants Characteristics

Participant	Country	Gender	Education
Teacher 1	Indonesia	Male	Masters
Teacher 2	Indonesia	Female	Bachelor's
Teacher 3	Bangladesh	Male	Bachelor's
Teacher 4	Bangladesh	Male	Masters
Teacher 5	Indonesia	Female	Bachelor's
Teacher 6	Bangladesh	Male	Bachelor's
Teacher 7	Indonesia	Male	Master's
Teacher 8	Bangladesh	Female	Master's
Teacher 9	Indonesia	Male	Bachelor's
Teacher 10	Bangladesh	Female	Bachelor's
Student 1	Indonesia	Male	Junior Level
Student 2	Indonesia	Male	Junior Level
Student 3	Bangladesh	Male	Junior Level
Student 4	Bangladesh	Female	Junior Level
Student 5	Indonesia	Male	Junior Level
Student 6	Bangladesh	Female	Junior Level
Student 7	Indonesia	Male	Junior Level
Student 8	Bangladesh	Female	Junior Level
Student 9	Indonesia	Male	Junior Level
Student 10	Bangladesh	Female	Junior Level
Student 11	Indonesia	Male	Junior Level
Student 12	Bangladesh	Female	Junior Level
Student 13	Indonesia	Male	Junior Level
Student 14	Bangladesh	Male	Junior Level
Student 15	Indonesia	Female	Junior Level

The study's selected schools were found in areas that had been classified as susceptible to radicalization because of a combination of sociopolitical variables and the prevalence of extreme beliefs within the community. The degree to which SCL has previously been implemented into the curriculum, administrators' willingness to engage, and accessibility were among the selection factors for schools.

Data Collection

Teachers and students participated in semi-structured, in-depth interviews that yielded data. While guaranteeing that important subjects were covered, semi-structured interviews gave participants leeway in how they explored their experiences. The purpose of the interview questions was to explore several facets of SCL, such as its influence on inclusiveness, critical thinking, and student involvement, along with the difficulties encountered during its execution. Included questions were:

(1) How do you perceive the role of SCL in fostering critical thinking and inclusivity?

(2) How has SCL impacted your (or your students') ability to critically engage with societal and religious issues?

(3) What challenges have you encountered in applying SCL in the classroom?

(4) In your opinion, how can SCL be more effectively integrated into the curriculum to prevent radicalization?

The interviews were conducted in the local language (Bahasa Indonesia and Bengali) to ensure participants could express themselves fully and comfortably. Participants were guaranteed confidentiality and anonymity, and each interview lasted between forty-five and an hour.

Secondary data were acquired from a survey of pertinent literature on radicalization, SCL, and education in Bangladesh and Indonesia in addition to primary data collection. This made the interview data more broadly contextualized and made it possible to triangulate the results.

Data Analysis

Thematic analysis, a qualitative analytic technique that finds patterns and themes in data, was used to examine the interview material. For analysis, the interview transcripts were translated into English. Six steps were taken in the analysis process:

(1) Familiarization with Data: To become acquainted with the material, researchers went over the transcripts several times.

(2) First Coding: Recurring themes were used to build a coding framework, and keywords, phrases, and concepts were found.

(3) Looking for Themes: To find recurring themes about SCL and deradicalization prevention, the codes were categorized into more general groups.

(4) Examining Themes: To make sure the themes appropriately depicted the facts; they were examined and improved.

(5) Defining and Naming Themes: To convey the core of each, themes were precisely defined and given names.

(6) Writing the Report: The findings were documented, and the themes that were found were reinforced by participant quotes that served as examples.

The analysis revealed several themes, including the need to foster critical thinking, empower students, be inclusive, and address the difficulties associated with implementing SCL. The experiences of the individuals in Bangladesh and Indonesia were then compared and contrasted using a comparative analysis.

Result and Discussion

Crucial novel data about the function of student-centered learning (SCL) in averting radicalization was obtained from the analysis of the teacher and student interviews conducted in Islamic junior schools in Bangladesh and Indonesia. The results are divided into four main themes:
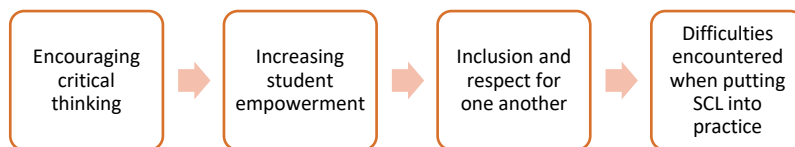

Figure 1. Key Themes from Interviews on SCL's Role in Preventing Radicalization

Encouraging critical thinking; (2) increasing student empowerment and involvement; (3) inclusion and respect for one another; and (4) difficulties encountered when putting SCL into practice. These principles were true for both countries, but certain contextual variations became apparent, especially when it came to the difficulties of putting SCL into practice. Four themes are identified from the results
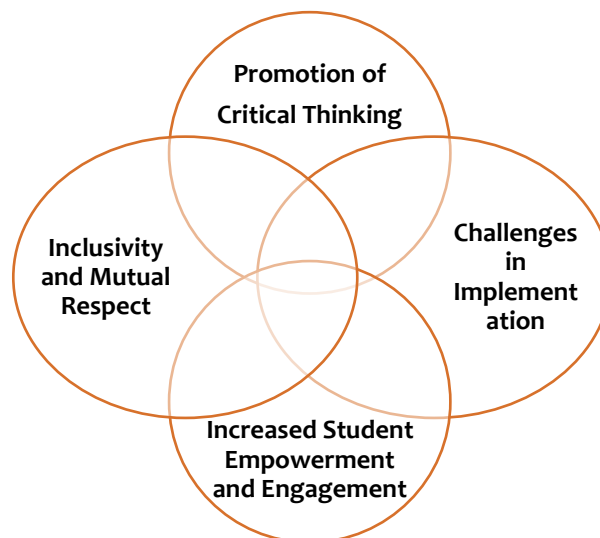

Figure 1. Key Components of Effective student-centered Learning

1. Promotion of Critical Thinking

It has been repeatedly noted by educators and students in Bangladesh and Indonesia that SCL encourages critical thinking, which is essential for lowering susceptibility to radicalism (Musharyanti et al., 2021). Teachers observed that students are encouraged to connect with a variety of opinions and think more critically about political, religious, and social issues through SCL's interactive and discussion-based methods.

Several educators in Indonesia stated that SCL encourages pupils to critically examine contentious issues and challenges limited interpretations of religious beliefs. One teacher remarked:

> "Students in our SCL classes debate the meaning of religious texts in contemporary culture rather than merely memorizing them. This aids in their understanding of Islam's diversity and opposition to radical ideologies."

Similarly, teachers in Bangladesh stated that SCL challenges students to consider extremist narratives critically that they may come across outside of the classroom, for example, on social media or in their neighborhoods. A teacher shared:

> "SCL encourages students to think critically and ask questions. They are more inclined to question extreme ideas than to simply accept them when they come upon them."

Students in both nations expressed similar views, saying that SCL's emphasis on critical thinking had given them greater flexibility in how they approached challenging subjects. Students said they felt less vulnerable to extreme ideas after learning how to critically assess information. A student of SMP Muh 8 expresses her hope

> "I hope teachers instill a critical attitude in their students. So that all students do not hesitate to ask questions and are willing to respond well to the lesson."

These results are consistent with earlier research that emphasizes the importance of critical thinking in developing resistance against radicalization. SCL gives students the tools they need to make wise decisions by promoting discussion of opposing ideas and self-reflection. This lessens the chance that students will be influenced by radical ideologies.

2. Increased Student Empowerment and Engagement

Within the SCL model, students in Bangladesh and Indonesia expressed feeling more involved and empowered in their education. They observed that SCL increases interaction and teamwork in the classroom and gives them a stronger sense of control over their education. Since it strengthens the bonds between students and their school community, this greater engagement has been considered a deterrent to radicalization (Musharyanti et al., 2021).

In Indonesia, students described feeling more confident in expressing their opinions and participating in discussions. One student noted:

> "We are encouraged to voice our opinions and participate in SCL classes. I feel more accountable for my education as a result, and I'm less likely to be swayed by harmful beliefs outside of the classroom."

In Bangladesh, students similarly reported feeling more involved in their education and more willing to challenge extreme viewpoints. One student explained:

"We become active learners thanks to SCL. Participating in group projects and discussions helps us feel more engaged with the material we are studying. We can fend off concepts that want to split us apart because of this."

Higher levels of student participation were also noted by teachers in both nations, and they felt that this strengthened the kids' resistance to extreme influences. They observed that pupils are more likely to grow a sense of accountability for their deeds and ideas when they actively participate in their education.

These results lend credence to the notion that student empowerment via active participation can foster a student population that is more resilient and able to withstand radical beliefs. The focus that SCL places on student involvement cultivates a sense of agency, which is essential in thwarting the radicalization process.

3. Inclusivity and Mutual Respect

In Bangladesh and Indonesia, educators and students alike cited the development of tolerance and respect for others as one of SCL's most important advantages. Students from a variety of backgrounds may collaborate and have conversations thanks to SCL, which fosters empathy and understanding in them. Since inclusivity lessens emotions of marginalization and isolation, which are frequently connected to extreme ideologies, it is especially crucial in preventing radicalization (Begum et al., 2024).

In Indonesia, teachers reported that SCL fosters a more inclusive classroom environment, where students from different religious and social backgrounds learn to work together. One teacher remarked:

"Students get together via SCL. They discover that diversity is a strength rather than something to be terrified of and learn to accept and value differing points of view."

In Bangladesh, where socio-economic disparities can contribute to radicalization, SCL was also seen as a tool for promoting social cohesion. A teacher noted:

"Students from diverse backgrounds can more easily cross barriers thanks to SCL. They come to understand the importance of everyone's voice, which helps avert the kind of isolation that can breed radicalism."

Students from both nations concurred that SCL aided in their growth in respecting the opinions of others and cultivating a deeper awareness for variety. They stated that they were able to dispel prejudices and forge closer social ties when they worked in groups with pupils from various backgrounds.

These results are in line with earlier studies that emphasize the protective effect of inclusion against radicalism. SCL contributes to the development of a learning environment that dissuades radical ideas and strengthens social cohesion by fostering respect and understanding between students.

4. Challenges in Implementation

Teachers and students in Bangladesh and Indonesia recognized considerable obstacles in putting SCL into practice, despite its benefits. Four themes are identified from this point:
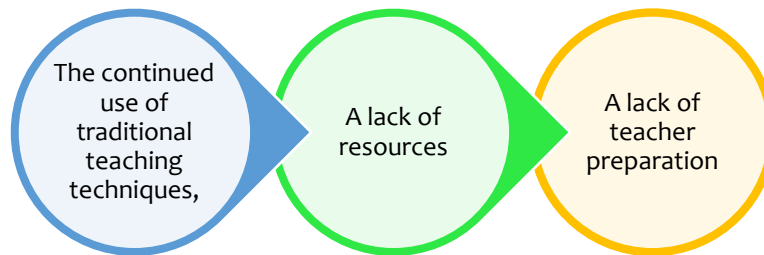

Figure 2. Obstacles in Education

The most often mentioned obstacles were the continued use of traditional teaching techniques, a lack of resources, and a lack of teacher preparation. Teachers in both countries voiced their dissatisfaction with the meager assistance they were given to put SCL into practice. Numerous educators stated that they found it difficult to transition from more conventional, teacher-centered methods and that they had not received enough training in SCL techniques. An Indonesian educator said:

"While I recognize the benefits of SCL, we do not receive the necessary training. To effectively use these techniques, we require more assistance."

In Bangladesh, the issue of resource constraints was particularly acute, with teachers reporting that overcrowded classrooms and a lack of educational materials made it difficult to implement SCL. One teacher explained:

"We lack the resources and our classrooms are too big to adequately engage every student. This makes implementing SCL entirely challenging."

Additionally, students expressed that although they valued SCL's interactive features, they sometimes had teachers who went back to using old-fashioned rote learning techniques, which limited the program's ability to keep students from becoming radicalized. These difficulties show that to fully achieve the promise of SCL in preventing radicalization, there is a higher need for institutional support, including professional development for teachers and increased investment in educational resources. SCL may become far less successful as a counter-radicalization strategy in the absence of sufficient training and funding (Yin, 2019).

5. Comparative Analysis: Indonesia and Bangladesh

The comparative research highlights opportunities and problems that are both common and specific to Islamic junior schools in Bangladesh and Indonesia when it comes to the role that Student-Centered Learning (SCL) plays in preventing radicalization. Although radicalization is a problem in all nations, the social, political, and educational environments in which these problems emerge are different, which affects how SCL is implemented and how effective it is. In this section findings are categorized into four themes:

Figure 3. Comparative Analysis: Indonesia and Bangladesh

6. Critical Thinking and Religious Diversity (Indonesia)

In Indonesia, diversity in religion has a direct bearing on fostering critical thinking. Teachers and students stressed the value of interacting with other points of view within the Islamic tradition, given that Indonesia is the country with the greatest Muslim majority in the world and has a wide range of Islamic practices and interpretations (Yin, 2019). Students are encouraged by SCL to investigate various readings of religious texts and to engage in dialogue regarding the wider applicability of Islamic principles in a contemporary, pluralistic society. It is believed that challenging limited, radical interpretations of Islam requires critical engagement with a range of viewpoints (Yin, 2019).

Teachers in Indonesia noted that SCL has played a significant role in influencing pupils to challenge dogmatic religious narratives and adopt a more inclusive view of their faith. As one educator put it,

> *"We debate the meanings and applications of religious texts in today's world, which helps students appreciate the diversity within Islam. Our discussions go beyond memorizing religious texts."*

Students who critically interact with religious content are better able to fend off extreme ideologies that frequently take advantage of limiting interpretations of religious literature.

7. Social Cohesion and Socio-Economic Disparities (Bangladesh)

In Bangladesh, although critical thinking is still vital, SCL has a greater influence on promoting social cohesion and resolving socioeconomic inequalities. Significant political unrest and economic disparities exist in Bangladesh, especially in rural regions, making the

country more susceptible to radicalization. These areas' Islamic junior schools educate a student body that is frequently disadvantaged by poverty, leaving them open to radical beliefs that provide a vent for resentment and frustration(Viswanath, 2021).

As SCL fosters collaboration and respect for one another's viewpoints, it aids in the closing of socioeconomic gaps by bringing students from diverse backgrounds together. Teachers in Bangladesh saw that SCL helps children develop a feeling of connection and belonging, which is important because isolation can push young people toward extremism.

"Students learn in our SCL classes that everyone's voice matters, regardless of their economic background," said one teacher. This promotes the development of social ties that ward off radical beliefs.

8. Challenges in Implementation

While Bangladesh and Indonesia both have difficulties putting SCL into practice, these difficulties differ in kind. The main challenge in Indonesia is the requirement for more thorough teacher preparation. Many educators stated that while they understand the benefits of SCL, they do not have the professional development necessary to use these techniques in the classroom. Traditional, teacher-centered approaches are still often used, and the transition to SCL has been sluggish in the absence of sufficient support. Teachers proposed that to fully achieve the potential of SCL in preventing radicalization, there needs to be continuing, systematic training programs centered around SCL methodology (Mukhametzaripov, 2020).

In Bangladesh, limited resources are more directly linked to the implementation issues. Teachers often reported that major obstacles to the successful integration of SCL were crammed classrooms, a dearth of resources, and subpar facilities. Teachers find it challenging to include students in the interactive and collaborative activities that are essential to SCL because of these resource limitations. Notwithstanding these obstacles, some educators have managed to modify SCL techniques to fit their particular situation; however, they have stressed that more funding for education is required to facilitate these endeavors (Tripathi, 2023).

9. Policy Implications and Future Directions

The comparative examination of Bangladesh and Indonesia highlights the necessity of customized strategies for putting SCL into practice as a deterrent to radicalism. Policy initiatives in Indonesia ought to concentrate on improving teacher preparation programs so that instructors have the knowledge and abilities needed to lead thought-provoking conversations regarding diversity and religion. On the other hand, governments in Bangladesh should place a higher priority on resolving resource imbalances in schools, especially in rural regions, to foster the environment required for SCL to flourish.

International cooperation and support would be advantageous for both nations as they developed plans to include SCL more thoroughly in their educational frameworks. Through the resolution of these particular issues, Bangladesh and Indonesia can fully utilize

SCL's capacity to foster inclusion, social cohesion, and critical thinking, which will lower the likelihood of youth radicalization in Islamic junior schools.

Conclusion

This study shows that by encouraging critical thinking, diversity, and active student engagement, student-centered learning (SCL) is an effective means of reducing radicalization in Islamic junior schools in Bangladesh and Indonesia. Systemic problems including inadequate teacher preparation in Indonesia and significant resource limits in Bangladesh prevent SCL from realizing its full potential, even as it encourages students to confront extremist ideologies via conversation and collaborative learning. More funding for educational materials and extensive teacher training programs are two important policy interventions that must be implemented to optimize the effectiveness of SCL as a counter-radicalization strategy.

Future research should examine SCL's long-term effects on preventing radicalization, maybe utilizing quantitative techniques to gauge the program's efficacy across broader, more varied student populations. Furthermore, comparative studies involving different geographic areas or educational frameworks may offer other perspectives on how SCL may be modified and applied globally to combat radicalization. The study's conclusions have significant ramifications for educational practice and policy. SCL must be seen by governments and politicians as a strategic weapon for promoting societal stability and deradicalization, rather than just as a teaching methodology. A generation of students who are resistant to radical ideologies can be produced by the adoption of national policies that support the development of critical thinking in the educational curriculum. Furthermore, international cooperation between Bangladesh, Indonesia, and other countries with comparable problems might establish a worldwide network of best practices that would enable SCL to be customized for various cultural contexts.

Declarations

Author contribution statement

Funding statement

Data availability statement

The data for this study were derived from two sources: a case study conducted by the research team from UIN Sunan Kalijaga at SMP Muhammadiyah 8 Surakarta, Indonesia, and a case

study in Bangladesh that carried out by the research team from Universitas Muhammadiyah Surakarta (UMS).

Declaration of interests statement

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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List of Indonesian Interviewee: Rusmanto (Teacher/ headmaster), Pur (teacher), Arwan (teacher), Azhar (teacher), Galuh (Student), Ilma (Student), Nugroho (Student), Zahra (Student), Nafila (Student)