MILENIAL GENERATION'S INFORMATION LITERACY IN PREVENTING RADICALISM

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Abstract: *Radicalism is defined as a terrorism action which is realized in the forms of violence and non-violence (discursive idea). Radicalism is intolerant to differences -for example, opinion. Religious textbooks and religious information which are studied incomprehensively has inspired the researcher to conduct this study. The researcher has used a single case. A study case allows the researcher to carry out an in-depth investigation of a phenomena. This study shows that mostly, college students look for the religious knowledge and information on the Internet. They use it because of its interactive feature, accessibility, and low-price. However, poor ability to read proper information can mislead them. This study concludes that the radicalism addressed here is low reading interest of the students which means they are not able to compare various sources of knowledge and to think critically. Radicalism attached to the students can be anticipated if they can filter and organize information logically, compare, criticize, and evaluate the received information or feedback from the others.*

Keywords: *Information literacy, Milenial generation, Radicalism*

INTRODUCTION

The number of bombings in 1981 until the suicide bombing happened in Surabaya has formed a term "radicalism". The word "radicalism" was originally defined as the way people think of something based on the misleading ideology. Radicalism is translated into a word describing idea or school of social and politic changes which encourage people to use violence (Sinaga et al., 2018). Radicalism can be triggered by various motives such as social, politic, cultural, and / or religious motive(s) which are related to violence, anarchism, and extreme things. Radicalism can be realized through ideas (understanding), belief, and action.

Lack of the religious understanding has potential to form the radicalism, associated with religious value, that is used to attack the other people either psychologically or physically. This type of radicalism gives texts or audio-visual sources meaning in a textual or stiff way (Mareلمان, 1973). As we have observed, meaning is defined as the representative of someone's perspective. Being open minded will produce moderate attitude. Being open minded will improve someone's understanding and interpretation on information which has already been

read. College students whose the moderate attitude probably come up with the different understanding from mine; and their understanding will be seen misleading if it contradicts me.

The misleading information, according to the 2013 BNPT, which can bring up radicalism includes: (1) script that leads the reader to hate the others, (2) scripts that treat the Muslims' comfort, (3) the conspiracy theory, (4) scripts that describe a community receives bad treatment from the others, (5) scripts that emphasizes the action to be intolerant of differences in religion. Colleges students with poor ability to read information tend to show misunderstanding. Based on the definition above, information literacy can be assumed as the ability an individual will need to be able to select, search for, analyze, evaluate, and share information effectively. Information literacy is also seen as the key of lifelong learning which will be the guideline to find the proper information (Marellman, 1973). Generation Z or called as millennial generation refers to the people who are born from 1995 to 2012. The millennial generation is spoiled with the advanced technology such as the Internet so that they can obtain types of information they want. Even though they are still under their parents' supervision, the millennial generation has already been able to get an access to receive information (Greene, 2018). Information technology helps people receive information. The student who is the respondent for this study is one of the millennial generation who is good at socializing in the social media such as Facebook, Instagram, and Twitter. The characteristics of the millennial generation are (1) tend to trust one-way information, (2) prefer smartphone to TV, (3) less interest in reading, (4) have better understanding of technology compared to their parents (Hatlevik, 2018).

In this digital era, college students are bombed with various information. Information which pops up very fast on the Internet causes "the overloaded" situation that the students need to understand. In this situation, the students are required to have ability to read information accordingly. The ability to read information covers (1) identifying the need for information, (2) selecting the information which has been received, (3) choosing the relevant information, (4) organizing the information logically, (5) comparing, criticizing, and evaluating the received information, (6) being open-minded to any feedback and determining the best for their own future, (7) creating new knowledge based on the received information, and (8) delivering information on website (Webber, et al., 2017).

The categorization above requires the students to think systematically; starting from searching for information to conveying it through a text. The ability to think systematically should be practiced regularly. Text is one of the sources to obtain information. The students are challenged to understand the concept and term found in the text. Literacy is seen as the ability to obtain and give information meaning. Speed and efficiency have promoted Internet to be one of the mediums to get information. Based on the interview with some respondents, Internet helps them find information easily and fast. In addition, searching for information through the Internet is cheap. Regarding the validity, the students admit that the information taken from the Internet should be double-checked due to lack of information on the source and reference. This condition causes ineffective and irrelevant information. The Internet, through the social media or

website, can be the medium to spread the virus called radicalism. Radicalism can be spread easily because the social media can be accessed easily by anyone. In the book "Terorisme Kanan", Indonesia has a problem in preventing radicalism in the social media (Sinaga, et al., 2018). Its massive and viral characteristics allow the radicalism to influence anyone. This study aims at proving the hypothesis that information literacy can prevent radicalism.

The respondents of this study are the students who actively participate in Unit Kegiatan Keagamaan at Indonesia University of Education. Their motivation to join this unit is to explore information related to religious knowledge. Some of the respondents are from theology and non-theology departments. Information on religious is usually taken from textbooks, newspapers, TV, lecture, and Internet. One of the attempts to enrich religious knowledge is attend any religious event, discuss material with peers or lecturers, etc.

New problems will probably come up if the information literacy is being misunderstood. There is famous jargon, "Internet is the solution for any problem." This jargon is applicable for the students who can use the Internet accordingly. Being capable of reading information properly on the Internet gives the students chances to understand and criticize information they receive. The students with poor information literacy will be struggling with knowledge development. This condition leads them to be radical.

Research questions proposed to describe the social reality related to information literacy of the millennial generation in preventing radicalism at Indonesia University of Education are (1) how does the information literacy identify the need for information? (2) How does the information literacy help the millennial generation select the relevant information? (3) How does the information literacy help the millennial generation organize information logically, and (4) how does the information literacy help the millennial generation compare, criticize, and evaluate the obtained source?

RESEARCH METHODOLOGY

This study applies a case study approach. According to Yin (cited in Hich & Alison, 2015), a case study refers to the in-depth empirical research investigating a contemporary phenomenon in the reality. Compared to the other types of research, a case study aims at describing and comprehending the object which is being observed specifically as a case.

A case study can be used to response the questions started with how, who, and why. The strength of a case study is it allows the researcher to explore an event

in the contemporary context. A case study applies famous methods such as interview, survey, or empirical investigation. A case study is known as the empirical research because it is based on knowledge and experience or more practical way using the collection of data analysis (Hick & Alison, 2015).

LITERATURE REVIEW

Previous studies have the similar knowledge and topics related to technology and radicalism (Coklar & Yurdanul, 2011). Some of the previous studies have explored on the issue happening in the developing countries focusing on the propaganda and recruitment of the terrorism and radicalism action (Furnell & Waren, 1993) (Charlie & Luke, 2013). These studies relate to the literacy media and solution of the information literacy used to enhance the community's understanding of the danger of radicalism Rahma, 2013) (Greene et al., 2013) (Hetlevik, 2018). The organized study is the combination of the radicalism and terrorism in the developing countries. The issue is then analyzed using the literacy media and digital communication.

RESULT AND DISCUSSION

The data have been collected through an interview with some students or expert. The result of the interview is elaborated based on the research questions. Some of the experts who have been willing to participate in this study are (1) Yunus Abidin, an author of the multi-literacy book, (2) Ir. Hamli, M.E., Director of Badan Nasional Penanggulangan Terorisme Republik Indonesia, (3) Dr. Munawar Rahmat, M.Pd., a researcher of radicalism and expert of Islamic Education and (4) Dr. Yakub Malik M.Pd. Also, the other respondents who have been willing to participate are some students who join Unit Kegiatan Mahasiswa Agama; they are (1) Dede Selpiyana, (2) Bayu Sunarya, (3) Dodi Gustiana, (4) Suryadi, (5) Dzilla Mardiah Nurzakiah, (6) Fatini Sabrina Azzahra, (7) Tina Aprilia, (8) Indah Nurmala, (9) Ahivi Maghifiroh, (10) Zia Nurmala, (11) Ika Lestari, and (12) Tatang Hidayat.

IDENTIFYING THE NEED FOR INFORMATION

Information literacy is defined as the required ability to identify, search for, and discover the necessary information (Rahmah, 2015). Dodi, one of the respondents, knows how to search for information through the Internet since he was a senior high school. At that time, he was so interested in learning about the religion. A discussion is the alternative to obtain more knowledge about religion. When he was a senior high school, Dodi joined a religious club. His knowledge of religion was given by his senior. He would then recheck the information he had got by searching for the similar information on the Internet. Dodi would read some websites that gave him information in fiqh discussing younger people and khalifah (a leader).

Another respondent named Tina Apriliani tends to look for information she needs through YouTube. She finds that textual source put her into sleep and in Tina's opinion, listening preach on YouTube is more fun; moreover, she lives in a *kostan* (it looks like a dorm) and does not have TV so that she uses her phone to look for religious information. Dede Selpiyana states that mostly, the students obtain information through audio medium such as listening to a preach or their favorite songs. They rarely read printed books. The college students in this millennial era seem to be not interested in improving their learning using conventional medium (i.e. textbook). Referring to a quite relevant theory, the students tend to put their trust on the user generated content. They do not trust the conventional source such as textbook and prefer their own phone

to get information (Hatlevik, 2018). As the description above, the respondents would go to google and start a forum.

For the students, the Internet is not something new because they always use it every day and are good at using it. However, they are still struggling with filtering information they need; they tend to be provoked by their social environment where they are not able to differentiate the negative and positive effects of the Internet. Bayu Sinarya states that if in their hometown, the students only learn about Fiqh and Thaharah, they will learn other materials in the campus. Their challenges will be identifying the need for information and discovering media that can give information that can be trusted.

SELECTING THE RELEVANT INFORMATION

Relevance is defined as the information that is needed based on the topic. Ignoring this relevance aspect, the obtained information will be something wasteful (Scott, 2017). When the researcher gave the students a test, the search on the Internet is sometimes useless. Lack of academic vocabularies is the cause. The respondents have problems with the limited keywords.

Information literacy is important as the technology grows so fast. Abundance of information requires the community to have the information literacy. Million of information confuse the users to obtain the relevant information. A proper method is needed to obtain the relevant information. Literacy helps the community find the relevant information quite fast. The respondents are able to filter information that is being spread.

Based on his reading, Dodi Gustiana states that radicalism should be listed based on the history. Imperialism causes injustice to the Muslims all over the world. The search for relevance has been started when he was a member of a religious club in a senior high school. At that time, he had many questions and needed solutions. In Dodi's opinion, relevance should be built continuously and that is the reason he has been learning religion. The history of imperialism continuously develops into a topic about khalifah. Dodi read the concept of khalifah for the very first time when he was a senior student. Previously, he had been familiar with the concept and discussed it with his senior. The information on khalifah has relevance to the imperialism concept. The Muslims are suggested having ideology that adjusts to the development and solution to the capitalism concept. Some of the people have stigma about khalifah ideology; it is khalifah is similar to radicalism. Whereas they cannot give evidence if their statements are valid if they are demanded to search for the relevant information. Having different though does not mean people can blame for each other.

The respondent with ideal information literacy will look for the information which is relevant to the topic. Dodi, Bayu, Fatin, and Suryadi analyze that information should contain the useful value. A topic will be specifically discussed in the science article / journal rather than in the blogspot. The three respondents use every information as the discovery function, information actualization function, research function, and motivation function.

The students tend to be trapped in the situation as Bayu has described; that is, they are trapped in the misleading information. Dodi has experience that he once obtained the information telling him to not follow Alloh S.W.T. This type of misleading information can be prevented if the students read information that is relevant to their needs. Dodi's experience can be the reflection to look for the truth continuously.

ORGANIZING INFORMATION LOGICALLY

Organizing information is an activity organizing and categorizing information which has been obtained and determining information that is popular in the community. Regarding the information organization, the advanced technology cannot guarantee that searching for the relevant information will be an easy thing (Shao, 2016).

Four out of 11 respondents have poor ability in categorizing information. They are merely able to collect information from two printed textbooks. Being not interested in reading newspaper or magazine gives them a challenge to discover something new. Those four respondents do not follow the science development. Also, their poor ability in using digital medium gives them another challenge to maximize the source search.

Seven out of 11 respondents have used an organizing technique to solve the problem. Those respondents are able to catch up the information. They can collect different information from different sources and they do a note-taking approach to make a conclusion. The respondents such as Ika Sulastri, Bayu Sunarya, Fatin Sabrina Azzahra, Suryadi, and Dodi Gustiana have logically-organized information technique. Some information give solution to a theme or sub-theme. Each of the four respondents comes up with the ideas that are relevant to the changes. When organizing information, some respondents have often found radical information. Fatin describes the radical information is shown in the form of video in YouTube about beheading committed by the radical Islamic group. In Fatin's opinion, such video cannot be accepted in the attempts to create a peaceful world. Organizing information involves an activity looking for ideas used to improve knowledge (Shao, 2016). Fatin has learned her religious values since she was a junior high school student; she thought that Islam does not uphold the value encouraging radicalism. Based on the website belongs to Ustadz Adi Hidayat and the others, the Islamic ideas should be dynamic; it means it can be adjusted to the millennial era. The younger. Muslims who want to preach Islamic values through a preach should have good Islamic knowledge not power to trigger any violence.

COMPARING, CRITICIZING, AND EVALUATING THE OBTAINED INFORMATION

Generally, evaluating information is categorized into three criteria. The complete information will be provided in each type of evaluation. Those three criteria are (1) authorship: checking the author's credibility, (2) relevance: checking the relevance of the needed reading source, (3) currency: it is used to catch up with the science development. Currency can help the people detect the development level (Dilip, 2013).

After evaluating information, the students need to criticize it. Information literacy helps them develop knowledge, skills, and self confidence to share their ideas and points of view of the events happening surround them. Building positive thinking will encourage the students to think critically. Positive thinking can be started with being an open-minded, diligent, independent, and thirsty-for-knowledge person. Thinking habits are defined as an activity that an individual should take to make a decision to solve a problem (Abidin, 2018).

Dodi's motivation to learn Islam gets improved. He wanted to focus on searching for the truth. Comparing, criticizing, and evaluating are the steps to search for the truth:

"After getting the required information, I will recheck it all. Clarification is conducted with the help of my friends and Ustadz. Asking for a question is one of the examples getting information. Not only that, discussing is my favorite ways to exchange arguments with the others. After I collect all the information, then I will make a decision."

All the respondents have tried to evaluate the information they got based on their own capability. Bayu used other information to evaluate the information he had received. In addition, consulting the information with the lecturer as the expert would be the wise decision. The weakness of the respondents to evaluate the information they have is they lack knowledge to search for the up-to-date information. Based on the statement, it seems that the respondents do not follow the knowledge development of religion. Some of the respondents are not familiar with either national or international topic. They are too dependent upon the Internet, yet they do not pay attention to the journal address so that they get irrelevant information.

Bayu has a friend who is very enthusiast to learn about ISIS. His friend collects the information on the radical movement through the Internet and social media. All of his postings are about ISIS. Bayu admits that his friends wanted to argue ISIS. Based on Bayu's experience, he has witnessed some of his friends trapped in the misleading school. For example, his friend was requested to steal and leave his family for the preach movement. The command is not right because Islam never teaches the followers to hurt family and steal the other's property. Propaganda on the social media has led his friend to the negative life. The respondents have attempted to evaluate different sources to obtain the relevant information. Islam does not teach the followers about violence; indeed, it teaches the followers to be tolerant of difference. Beside fighting for his religion, Bayu also has thought that he has to fight for his country.

According to Yunus Abidin (2018), a multi-literacy expert, there are some methods to help people read critically. The methods are used to develop the students' critical literacy ability. Critical ability involves the ability to comprehend a text in-depth, criticize, and produce new-relevant information. Critical reading method can be applied to read various texts containing provocative, persuasive, and problematic texts or messages.

Tina Aprilia, a student who was suspected to have experience to join a radical group, has poor ability to think critically and evaluate information. Tina used to get confused to discover the truth because she did not understand the definition of radicalism. Tina's understanding of religious was influenced by her friends. She also rarely clarified the information she had received due to her poor literacy skill. Evaluating information was only the abstract concept for her. She admits that she dislikes arguing something even in the class room, she indeed always tries to avoid it. If she is requested to give her argument, she always has weak statement. She has always doubt to discuss the topics with her lecturer. Dzila Mardiah Nurzakiah tends to review similar information. For her, contradictive information should be something she has to avoid. Dzila tends to be conservative and look for the similar information as her evidence to obtain her truth.

CONCLUSION AND RECOMMENDATION

Radicalism can be prevented if the students are able to identify, select, organize, compare, criticize, and evaluate the information they have received logically and critically. Mostly, the respondents are struggling with obtaining the relevant information. They have poor literacy skills, poor critical thinking skill of the information they have obtained from the Internet. They also doubt to discuss the information they have got with the expert. Those indicators cause the ideal understanding of religion is hard to find. Therefore, to solve the problem, information literacy which is given either in a formal way (in schools) or non-formal way is needed so that the radicalism can be anticipated.

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