Journal of Research and Educational Research Evaluation

The Characteristics of Standard Instruments for Early Detection of Terrorism in the Name of Jihad in High School Students

Ahmad Ro'uf [1✉], **Samsudi Samsudi** [2], **Zaim Elmubarok** [3]

[1]Forum Koordinasi Pencegahan Terorisme, Jawa Tengah, Indonesia
[2,3]Pascasarjana Universitas Negeri Semarang, Indonesia

Article Info	Abstract
	Radical religious understanding has become a horrendous phenomenon, because religion, especially Islam, does not teach radicalism or even terrorism. This study aims to (1) analyze the design of instruments for early detection, (2) analyze the characteristics of the standard's instrument in the form of the level of instrument validity and (3) analyze the level of reliability on the instrument for early detection of terrorism in the name of jihad in students of SMA Negeri 2 Semarang. This research uses descriptive qualitative and quantitative research. The content validity of the instrument was tested by 3 experts. The statement items developed were tested on 30 respondents (small class) and 145 respondents (large class). Data was collected using interview techniques, documentation and questionnaires. The results of this study produced 45 standard instrument items for early detection of terrorism in the name of jihad in the form of a Likert scale of 1-4 and presented online using a google form. The results of validation by experts are that there are 14 items that are declared invalid or have an Aiken V index value of less than 0.3 so that these items must be discarded. The non-test instrument has an interrater reliability coefficient, a small class trial, and a large class trial, respectively, which is 0.88; 0.92; 0.91. There are 17 items that are invalid or less than the correlation coefficient rcount in the small class trial. Based on the large class trial, the final results of the valid items were 45 items with an r-count value greater than 0.1362 and a non-negative value. The results of the KMO in the field trial were 0.803 so that the instrument items could be analyzed further. The instrument is formed into 12 factors. The instrument developed is constructivly valid because it is able to explain the overall variation in the terrorism early detection instrument of 66.79%. The conclusion from this study is that the the non-test instrument in the form of a Likert scale. The characteristics standard's instruments of early detection for terrorism in the name of jihad is constructivly valid and reliable.

✉Correspondence Address :
Forum Koordinasi Pencegahan Terorisme (FKPT)
Provinsi Jawa Tengah
E-mail : roufahmadindo@gmail.com

INTRODUCTION

Terrorism is still an actual socio-religious phenomenon because religion especially Islam does not teach radicalism or even terrorism. According to Ken Setiawan, former activists of the Islamic State of Indonesia (NII) who understand radicals and terrorism will continue to grow and develop in the community because they have member recruitment, regeneration, and narrative programs developed in the name of jihad as a religious command (Uncensored 2021). Jihad is a mandatory method for radical terrorism groups to achieve their goals of implementing an Islamic system (M. A. Wahid 2018, 65).

Radical understanding and terrorism in the name of jihad have exposed almost all generations and circles of society (Aisy et al. 2019). The Institute for the Study of Islam and Peace (LaKIP) UIN Jakarta in its research results explained that 50% of students agreed to radical actions. 25% of students and 21% of teachers stated that Pancasila was irrelevant for Indonesian society. As many as 84.8% of students and 76.2% of teachers agree with the application of sharia as a formal law in Indonesia. Even 52.3% of students and 14.2% of teachers justify bomb attacks to enforce jihad (Robingatun 2017, 103).

The younger generation is the successor of the struggle for the ideals of the nation. However, the younger generation is also the group most vulnerable to being exposed to radicalism and terrorism in the name of jihad. This is because they are experiencing unstable psychological development (Nisa et al. 2018, 6). The findings of *"Pusat Pengkajian Islam dan Masyarakat (PPIM)"* UIN Jakarta in 2017 stated that the level of intolerance and radicalism among students and university students was still high. (51.1%) Tend to be intolerant of other Muslim groups who have different views. However, they tend to be tolerant of followers of other religions (51.9%). 53.74% of students and college students agree that Jews hate Muslims, but 76.22% believe that Christians do not hate Muslims (Nisa et al. 2018, 9–10).

Early detection of radicalism and terrorism in the name of jihad is needed to identify the potential for radicalism so that it can take preventive and counter-radical efforts before the person exposed to commit acts of terrorism. Sofyan Tsauri, a former al Qaeda terrorist stated that before someone becomes a terrorist who commits acts of violence, they will have a "career" in intolerant and radical understanding (Corbuzier 2021). He further explained that a terrorist must be intolerant and have a radical understanding, while an intolerant and radical person is not necessarily an act of terrorism (Corbuzier, 2021).

Educational institutions as candradimuka craters to educate the nation's children should be sterile from intolerant understanding, radicalism and terrorism. However, because radical understanding and terrorism do not recognize educational levels and social strata, everyone has the potential to be exposed to radical understanding of terrorism in the name of jihad (Nurlaila 2018, 281). Therefore, before being exposed to intolerant, radical and terrorism understanding, it would be better if *preventive efforts were made.*

The instrument is a tool to measure a research variable (Burhanuddinsyah, Lestari, and Elmubarok 2016). According to Suharsimi, the instrument is a tool in research to collect data to make it easier and more systematic (Suharsimi 2013, 203). Through valid and reliable instruments, radical understanding and the potential for terrorism in the name of jihad can be read properly.

The school's need for an instrument to measure radicalism and terrorism in the name of jihad has been conveyed by the teachers. This is as conveyed by Layla Undasah, a teacher at Madrasah Darussalam Semarang that her school needs a detection tool to measure the religious understanding of students and even teachers whether they have been exposed to radical ideas and terrorism in

the name of jihad or not and the extent of exposure (Rouf 2021e).

Edi Susanto, a teacher at SMA Negeri 3 Semarang stated that his school does not yet have an instrument to detect the notion of radicalism and terrorism in the name of jihad, so he is very happy if there is research that intends to develop a diagnostic instrument for radicalism and terrorism in the name of jihad in schools (Rouf 2021c). Nanang Qosim, a teacher at SMA Negeri 15 Semarang stated that his school does not yet have an instrument for detecting radicalism and terrorism in the name of jihad (Rouf 2021f). Furthermore, Nanang said that the instrument for detecting radicalism and terrorism in the name of jihad is needed to find out the extent to which students and teachers are exposed to radicalism and terrorism in the name of jihad, where this understanding is part of *an extraordinary crime*.

Ahmad Munif, a religion teacher at SMA Negeri 2 Semarang also conveyed the same thing. According to him, SMA Negeri 2 Semarang does not yet have an instrument that can specifically be used to detect radicalism and terrorism in the name of jihad. Whereas instruments for early detection of radicalism and terrorism in the name of jihad need to be owned by educational institutions in the context of early detection and prevention efforts against terrorism crimes (Rouf 2021a).

Detecting radicalism and terrorism in the name of jihad from someone through valid, reliable and practical instruments is a necessity for all groups. This is because the understanding of intolerance, radicalism and terrorism is very easy to expose anyone regardless of educational status and social strata. Atiek Surniati, Head of the Ideology and Vigilance Division of the Central Java Kesbangpol Agency stated that early detection of radicalism and terrorism in the name of jihad is currently very much needed by the community to measure their understanding, attitudes and actions whether they are classified as exposed to radicals and terrorism or not (Rouf 2021b).

Syamsul Ma'arif, Chair of the Coordination Forum for the Prevention of Terrorism (FKPT) Central Java stated that radicalism and terrorism can expose anyone even though they already have higher education and an established economy. Therefore, all parties must synergize in preventing radical narratives, enlivening tolerant and moderate national insight and supporting the community to preserve local wisdom (Rouf 2021g). Furthermore, Maarif conveyed the research results of the *"Badan Nasional Penanggulangan Terorisme (BNPT)"* in 2019 that people who preserve local traditions and wisdom have a higher immunity against exposure to radical intolerance and terrorism.

The need for instruments to detect radicalism and terrorism in the name of jihad was also conveyed by the Central Java Nahdlatul Ulama Regional Executive, KH. Hudallah Ridwan. According to him, the instrument of detecting radicalism and terrorism in the name of jihad needs to be owned by the community, especially the educational environment, because it is to measure the level of exposure to radicalism and terrorism (Rouf 2021d). Understanding, attitudes and actions on exposure to radical understanding and terrorism in the name of jihad must be known from an early age in the context of preventing terrorism before taking actions that are more detrimental to many parties.

Based on the background of the problem, it shows that educational institutions need to have measuring tools or instruments to detect radicalism and terrorism in the name of jihad, whereas in reality not all schools have instruments to detect radicalism and terrorism in the name of jihad. So, the author intends to conduct a study with the title "The Characteristics of Standard Instruments for Early Detection of Terrorism in the Name of Jihad in High School Students".

The purpose of this study is (1) to analyze the design of instruments for early

detection, (2) to analyze the characteristics of the standard's instrument in the form of the level of instrument validity and (3) to analyze the level of reliability on the instrument for early detection of terrorism in the name of jihad in students of SMA Negeri 2 Semarang.

METHODS

This research method uses qualitative research methods in the early stages that are used to obtain data, describe data, and test the validity of data from an analysis study of the need for early detection of terrorism instruments in the name of jihad in high school students. While the quantitative research method is used to test hypotheses and test data in the form of numbers to find out the profile of the instrument for early detection of terrorism in the name of jihad in high school students.

In the *preliminary stage,* the instruments used to collect data were interview guidelines and a checklist of documents Interview guidelines were used to collect data using interview techniques, while document checklists were used to collect data using documentation study techniques (Lia, Isnaeni & Rusilowati, 2020). To determine the characteristics of the instrument required a process of testing the validity and reliability. Content validity uses the AIken-V formula, small and large class validity uses item correlation between scores and total scores through the help of SPSS 18.0. Interterrater reliability uses Hoyt's formula and internal consistency reliability uses Cronbach's alpha.

RESULTS AND DISCUSSION

The form of the standard instrument for early detection of terrorism in the name of jihad is at an early stage carried out by compiling the specifications (lattice) of the instrument. The results of the preparation of the instrument grid for early detection of terrorism are carried out by determining a conceptual definition which is further

elaborated in an operational definition. From the operational definition then translated into several indicators.

Based on Law Number 5 of 2018 concerning Amendments to Law Number 15 of 2003 concerning Stipulation of Government Regulations in Lieu of Law Number 1 of 2002 concerning Eradication of Criminal Acts of Terrorism into Law, and Presidential Regulation Number 7 of 2021 concerning Action Plans The National Prevention and Control of Violent Extremism that Leads to Terrorism 2020-2024 defines terrorism as an act that uses violence or threats of violence that creates an atmosphere of terror or widespread fear, which can cause mass casualties, and/or cause damage or destruction. against strategic vital objects, the environment, public facilities, or international facilities with ideological, political, or security disturbance motives.

Jihad is a term that has many meanings. Apart from *debatable,* the meaning of the word jihad is also *interpretable* (Sefriyono, 2021). Broadly speaking, the meaning of jihad can be divided into two, *first is* war with enemies outside of oneself. *Second,* the war against the enemy within oneself. In this study, what is meant by jihad in the title "an instrument for early detection of terrorism in the name of jihad" is the term jihad which is used as the legality of acts of terrorism based on an extreme understanding of Islam.

The instrument for early detection of terrorism in the name of jihad is a tool to gather information through a scientific and systematic procedure that is used to find out the existence, assumption, or fact that a person is exposed to radical ideas that lead to theorizing actions in the name of jihad. The measurement results can be used as a basis for knowing the potential for acts of terrorism in the name of jihad in students. So that students who have the potential to follow radical understanding of terrorism in the name of jihad can be fostered more by schools and related parties as an effort to counter radical terrorism in the name of jihad.

Several indicators are then described in instrument points. Detection of radical understanding of terrorism in the name of jihad can be measured through indicators: 1) Intolerance and judgment of religious understanding of others who are different from themselves or their group, 2) Anti-social and local wisdom, 3) Forcing Islam as the state ideology, 4) Forcing Islamic law as a constitution (all provisions and rules regarding state administration (basic constitution and so on), 5) Rejecting the Unitary State of the Republic of Indonesia and all products of its government system, 6) Justifying violence and crime to uphold religious teachings, 7) Define jihad as physical warfare to obtain martyrdom, 8) Support or affiliation with extremist organizations.

The instrument is designed from the preparation of an instrument grid based on the relevant concepts and theories of radical terrorism in the name of jihad. After the instrument grid was compiled, the standard instrument for early detection of terrorism in the name of jihad was designed for high school students. The self-concept assessment instrument grid is in the form of a questionnaire consisting of 45 statement items derived from 8 indicators in accordance with the previously mentioned theory.

The rating scale provided is 1 for the answer choice 'STS' which means Strongly Disagree; 3 for the answer choice 'S' means Agree; 2 for the answer choice 'KS' means Disagree; and 1 for the answer choice 'TS' means Disagree.

Scoring system for early detection of terrorism instruments in the name of jihad for high school students by applying 4 gradations of the Likert scale. The 4 gradations are: very positive, positive, negative, very negative.instrument items *favorable* have the highest score, namely 4 when answering very positively, and the lowest score being 1 when answering very negatively.instrument items *unfavorable* will be given a score of 4 if the answer is very negative and a score of 1 when the answer is very positive.

The characteristics of terrorism early detection instruments which include validity and reliability can be explained as follows.

Validity and Reliability Tests the *Content*

The form of standard early detection instruments developed before field trials must first pass the content validity test stage carried out by experts to see the suitability of the grid and instrument whether these items are worth testing or need revision. . Experts involved in instrument validation are 3 people who are competent according to the research conducted. by experts (*expert judgment*) consisting of 3 people, namely: 1 instrument development expert, 1 terrorism study expert, namely officials at the Terrorism Prevention Coordination Forum Central Java Province, and 1 PAI teacher as an educational practitioner with teaching experience. minimum 5 years.

The three experts who were involved in providing an assessment of the standard instrument for early detection of terrorism on the validation sheet that has been provided by the researcher. After the three experts gave an assessment, the results obtained were in the form of qualitative data in the form of suggestions and input, and quantitative data was obtained from a rating scale of 1 to 4 with the provisions that number 1 was not appropriate, number 2 was not appropriate, number 3 was appropriate, and number 4 was very appropriate. The score results from the 3 experts were then tabulated and analyzed using the *Aiken's V Below* is Table 1 the coefficient of expert agreement on the content validity of the standard early detection instrument using the *Aiken V.*

Based on Table 1, there are 14 items that are declared invalid or have an Aiken index value V is less than 0.3 so those items should be discarded. In addition to quantitative results, there are responses and suggestions from the validator about the design of the instrument that has been made written on the validation sheet. The responses and suggestions are:

(1) Items *favorable* and *unfavorable* has not been balanced, so to produce a good quality instrument, the number of items must be balanced or at least all indicators are represented by *favorable* and *unfavorable*. (2) Instrumental diction must be adapted to children at the high school level or equivalent. (3) There are several items that are almost similar so one of them must be discarded. (4)

In indicator point 4, "Forcing Islamic law as a constitution" the editor added the sentence "all over the territory of the State" because in an autonomous region such as Aceh, it is possible to fully implement Shari'a, but at the National level it cannot. (5) In indicator point 5, it is the basic key for people to be exposed to terrorist networks.

Table 1. Expert Agreement Coefficient

Item number	Indeks Aiken's V	Criteria	Conclusion
5.6.26. 31.39.53	1.0	Valid	Used
1.10.11.12.14.15.16.32.42.43.45.46.51.54.55	0.9	Valid	Used
19.20. 21.22.34.37.40.41.52	0.8	Valid	Used
13. 47. 56	0.7	Valid	Used
3. 25. 27	0.6	Valid	Used
24	0.4	Valid	Used
2.7.8.9.18.28.29.33	0.2	Invalid	Removed
4. 17. 23. 30. 35. 44	0.1	Invalid	Removed

In addition to the content validity assessment, an instrument validity assessment was also carried out. There are 5 question items. Aspects assessed include: (1) Conformity between indicators and instrument items (2) The language used is communicative, (3) Instructions for filling out the instrument are clear, (4) The scoring guidelines are easy to understand, (5) Unbiased statement points/ multiple interpretations. The results of achievement (percentage) in the assessment of the instrument are presented in Figure 1.
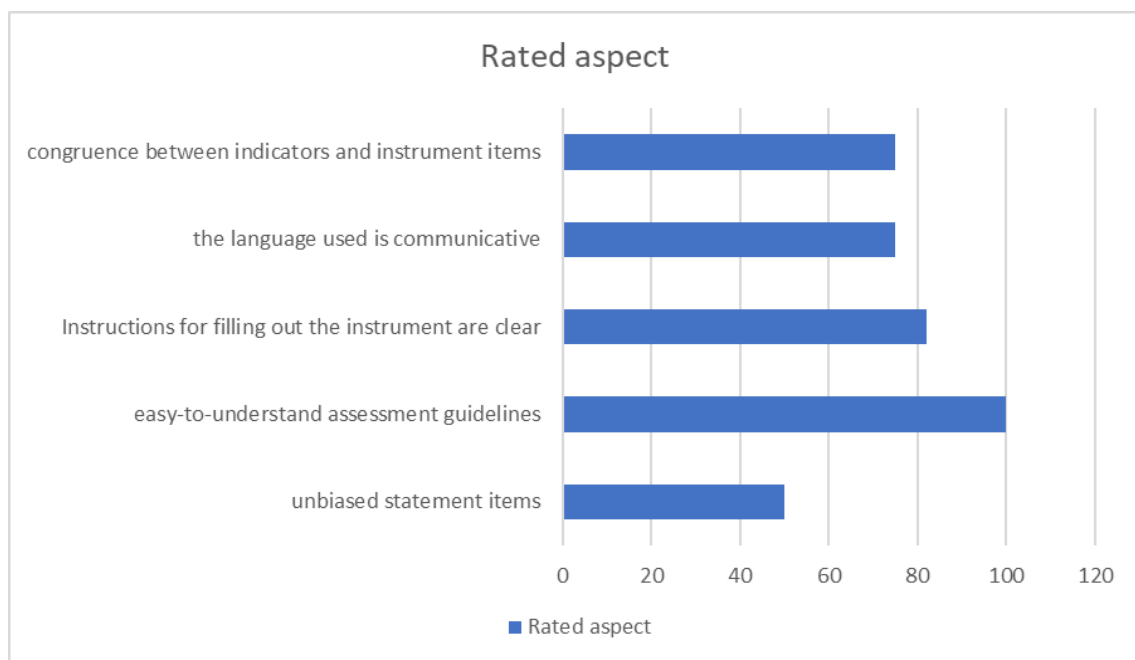

Figure 1. Achievement in Instrument Assessment Aspects

The graph in Figure 1 explains that the aspect of achievement in the assessment of the instructions for filling out the instrument is clear, as evidenced by the achievement of a percentage of 83%. Aspects of language and conformity between indicators and instrument items get the same percentage of achievement, which is 75%, meaning that the language used is communicative and indicators with instrument items are appropriate. In the assessment of the question items, the three experts agreed to rate with point 2 (disagree), meaning that there are several items that are biased/multi-interpreted so that they must be revised or discarded. The scoring guideline aspect gets a score of 4 or gets a percentage of 100% because the initial instrument for early detection of terrorism is equipped with clear scoring guidelines.

Interrater

Reliability Inter rater reliability is calculated after calculating the content validity between 3 validators. The level of agreement between the 3 validators can be explained through the reliability coefficient between raters (appraisers) using a two way annova analysis with the Ebel formula. Two way annova analysis using SPSS 16.0 produces a reliability coefficient of 0.88. If the reliability coefficient value of the rating results obtains a coefficient value of 0.6, the diagnostic assessment instrument can be said that the experts are consistent in providing assessments (Nugroho et al 2016).

Validity and Reliability of Small Class Trial Instruments

Limited validity was carried out on 30 samples to measure how precisely the instrument was able to produce the data it actually wanted to measure. The data produced by testing the standard instrument for early detection of terrorism in the name of jihad is a score with a scale of 1-4. The small class trial instrument amounted to 45 items. The instrument being tested has undergone a revision process which previously amounted

to 54 items. This validity was analyzed by person correlation using the SPSS version 16 program. The condition used is the Pearson correlation coefficient rcount must be greater than rtable of 0.361 (for 30 samples). If it is less than 0.361, then the item is considered to have low discriminatory power (Nastasia & Kurniawan, 2020) so that the items are revised and reviewed in terms of their diction. Based on the results of the analysis of instrument trials on small-scale trials, there are 28 items of instruments that have a correlation coefficient of rcount 0.361 rtable. There are 17 items that are not valid or less than the correlation coefficient rcount. Invalid items are revised and refined for future trials.

Analysis of the reliability of the standard instrument for early detection of terrorism in the name of jihad in this small-scale trial using the Cronbach Alpha reliability test with SPSS 16.0 software. The results of the Cronbach Alpha reliability measurement obtained the instrument reliability coefficient value of 0.923.

Test the Validity and Reliability of the Large-Class Trial Instrument

In the large-scale trial, the respondents were taken as many as 145 students of class X and XI. The test was carried out online at SMA N 2 Semarang. The distribution of respondents who filled out the instrument was from 6 classes and 1 unknown class. The six classes are class X IPS 1 (coded with A), X IPS 2 (coded with B), X MIPA 2 (coded with C), X MIPA 4 (coded with D), X MIPA 7 (coded with E), XI MIPA 9 (coded with F), as well as respondents who did not fill in the class identity or unknown (coded with G). The large-scale trial tested the large-scale validity, construct validity and instrument reliability. The large-scale validity was analyzed using the Pearson correlation formula using the SPSS version 16.0 program. The condition used is the Pearson correlation coefficient r must be greater than rtable of 0.1362 (for 145 samples).

Based on the results of the SPSS output there are 3 items that show a correlation number of less than 0.1362. If it is less than 0.1362 then the item is considered to have low discriminatory power (Nastasia & Kurniawan, 2020).

Construct Validity Test The construct

validity of the instrument is carried out to determine the factors formed from several dimensions that can be revealed, obtained through exploratory factor analysis using the help of the SPSS version of the program 16.0. Through factor analysis, the researcher identifies a structure and then determines how large the variables can be explained by each dimension. After the dimensions and explanations of each variable are known, the main objectives of factor analysis can be carried out, namely data summary and data reduction.

Santoso stated that several important values that need to be considered in interpreting the output of exploratory factor analysis are the KMO and Bartlett's Test, Anti Image Matrix, Total Variance Explained, Screen Plot, Component Matrix, and Rotated Component Matrix values (Heri et al., 2017, p.26).

KMO and Bartlett's Test

The main requirement for factor analysis to test construct validity is to look at the value of KMO (Kaiser Meyer Olkin Measure Of Sampling). The KMO value varies from 0 to 1. If the KMO value is > 0.5 then factor analysis can be done, but if the KMO value is < 0.5 then the factor analysis cannot be continued (Ghozali, 2016, p378).

In the standard instrument for early detection of terrorism in the name of jihad that was developed, exploratory analysis with the help of the SPSS version 16.0 program produces outputs that must be interpreted on Table 2.

Table 2. The Result of KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.803
Bartlett's Test of Sphericity	Approx. Chi-Square	3.180E3
	Df	990
	Sig.	.000

Based on the output of SPSS version 16.0 in table 4.6 the value of KMO and Bartlett's Test obtained a value of 0.803. This proves that all items of the instrument meet the criteria because the value of KMO and Bartlett's Test 0.5. Therefore, it can be concluded that the results of the instrument analysis in the field trials have met the criteria and requirements for further analysis using factor analysis using the SPSS version 16.0 program. The next step is to analyze the correlation between the instrument items.

Anti Image Correlation Matrix

In addition to the KMO and Bartlett's Test values, factor analysis was continued because it was strengthened by the correlation value of each item of more than 0.5. Based on the results of SPSS data processing the Measure of Sampling (MSA) coefficient, the correlation number marked "a" (diagonal direction from top left to bottom right) from the results of the Anti-Image Correlation analysis did not find items that had a correlation value below 0.5 with MSA criteria. > 0.5 this indicates that the data from the large-scale trial is declared feasible to continue with exploratory factor analysis.

Total Variance Explained

Total variance explained shows the percentage of total variance that can be explained by the diversity of the formed factors. Based on the results of the SPSS, it shows that there are 12 components formed and can represent the number of indicators. A total of 45 items analyzed turned out to have eigenvalues above 1 there were 12 components, meaning that the 45 items could be grouped into 12 groups of factors. Component 1 has a value of 10.506 and is able to explain the variance of 23.347 then component 2 has a value of 3.917 and is able to explain the variance of 8.705 and component 3 has a value of 2.879 and is able to explain the variance of 6.398 until component 12 has a value of 1.024 able to explain the variance of 2.276. To determine how many components/factors are used in order to explain the total diversity, judging from the large eigenvalues, components with eigenvalues > 1 are the components used. Overall results Total of variance can be depicted in the scree plot Figure 2.
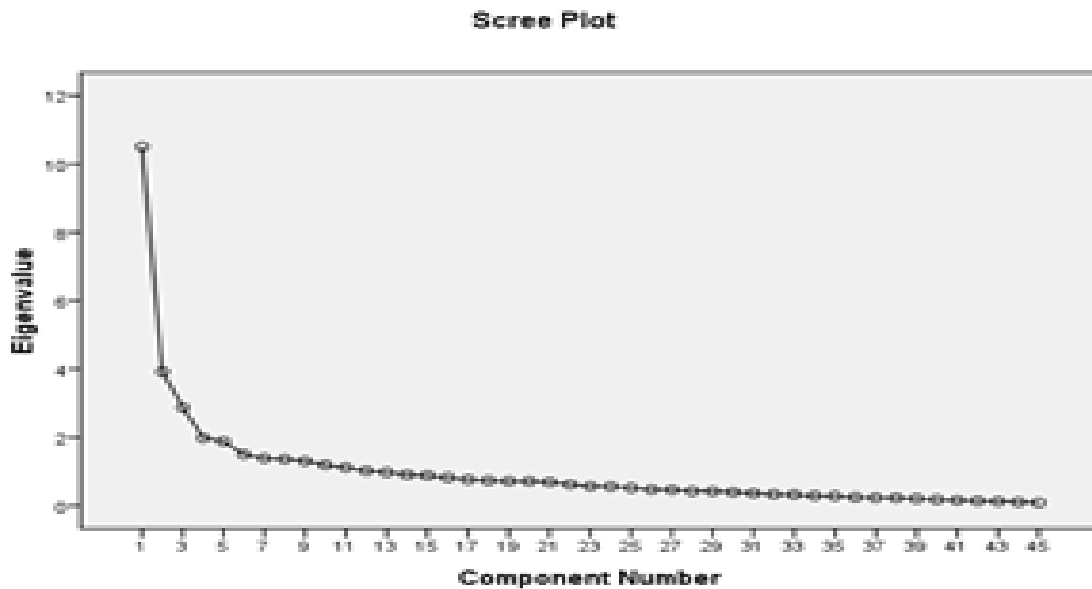

Figure 2. Scree Plot Analysis of Terrorism Early Detection Instruments

Based on the scree plot above, it appears that from factor 1 to 3, the eigenvalues are still above 1, as well as from factors 3 to 5, 5 to 7, 7 to 9, 9 to 11.11 to 12, the eigenvalues are still above 1, while from the 13th factor onwards, the eigenvalues are already below 1, so the number of factors is 12.

Rotated Component Matrix

Rotated component matrix is an output that describes the grouping of items on standard instruments for early detection of terrorism into several formed factors. In this study, the 45 instrument items after being extracted became 12 components or factors. It can be seen that the loading of the rotated factors has given meaning as expected and each factor can be interpreted clearly.

The magnitude of the component factor must be 0.3, if there are component factors that are both 0.3 then the largest is taken. Judging from the summary in Table 4.7, if there is no distribution rotation, then the 45 items will be included in the analysis results as follows. Factor 1 consists of the most items among other factors, namely a number of 25 items. Factor 2 has 10 items, and Factors 6, 9, 10, 11, and 12 have no items.

After the instrument items are grouped into factor components, the next factor

components are named according to the dimensions of the standard instrument for early detection of terrorism in the name of jihad. Factors that are formed based on a strong relationship between items by looking at the eigenvalues loading factor with the criteria for the number of eigenvalues > 1 will

form a factor. The formed factors are items that have a loading factor > 0.3, then each factor formed is named according to the aspects of the developed instrument. The naming of the formed factors can be seen in Table 3.

Table 3. Naming Factor

No	Gruping of Factor	Total item	Factor's name
1	Factor 1	25 item	Favorable's item
2	Factor 2	10 utem	Unfavorable's item
3	Factor 3	3 item	Items on indication of intoleransce and judging other pepole's religious understanding
4	Factor 4	2 item	Item on the indicator of religious force and extremist organizations
5	Factor 5	2 item	Item rules on state administration and Islamic teaching
6	Factor 6	0 item	
7	Factor 7	1 item	Unfavorable item forcing islam as state ideology
8	Factor 8	2 item	Unfavorable item intolerance and jihad
9	Factor 9	0 item	
10	Factor 10	0 item	
11	Factor 11	0 item	
12	Factor 12	0 item	

Based on Table 3, it can be seen that there is a strong relationship between all the favorable items gathered into one. Likewise, the 10 unfavorable items also collect into one factor, except for items number 18 and 20 which have irregularities or do not have a strong relationship according to the grid mapping. It turns out that after being traced to the output of the validity test, the item is not valid. Therefore item numbers 18 and 20 separate from the grouping of unfavorable items.

Large Class Reliability Test

Analysis of the reliability of the standard instrument for early detection of terrorism on a large scale trial using the Cronbach Alpha reliability test with SPSS 16.0 software. The results of the analysis on the output of SPSS version 16.0 for the large class reliability test can be seen in Table 4.

Table 4. Output of the Large Class

Reliability Statistics

Cronbach's Alpha	N of Items
.907	45

Table 4 shows the reliability coefficient based on the analysis using the SPSS version 16.0 program is 0.907. Good reliability is when the index is equal to or greater than 0.70 (Mardapi, 2016:115). The results of this analysis can be concluded that the standard instrument for early detection of terrorism in the name of jihad has a very good level of reliability in large-scale trials.

CONCLUSION

The results of this study resulted in 45 standard instrument items for early detection of terrorism in the name of jihad in the form of a Likert scale of 1-4 and presented online using

a google form. The results of the validation by experts are that there are 14 items that are declared invalid or have an Aiken V index value of less than 0.3 so that these items must be discarded. In addition to assessing the validity of the content, an assessment of the validity of the instrument, totaling 5 aspects, was also carried out. The non-test instrument has an interrater reliability coefficient, a small class trial, and a large class trial, respectively, which is 0.88; 0.92; 0.91. There are 17 items that are invalid or less than the correlation coefficient rcount in the small class trial. Based on the large class trial, the final valid item results were 45 items with an r-count value greater than 0.1362 and a non-negative value. The results of the KMO in the field trial were 0.803 so that the instrument items could be analyzed further. The instrument is formed into 12 factors. The instrument characteristic is constructivly valid because it is able to explain the overall variation in the terrorism early detection instrument of 66.79%. The conclusion from this study is that the the non-test instrument in the form of a Likert scale. The characteristics standard's instruments of early detection for terrorism in the name of jihad is constructivly valid and reliable.

REFERENCES

Adnan, M., & Amaliyah, A. (2021). Radicalism VS Extremism: The Dilemma of Islam And Politics In Indonesia. *Jurnal Ilmu Sosial Volume*, *20*(1), 24-48.

Aisy, B. R., Ibrahim, D. O., Intang, K. K. H., & Tindage, M. A. (2019). Penegakan kontra radikalisasi melalui media sosial oleh pemerintah dalam menangkal radikalisme. *Jurnal Hukum Magnum Opus*, *2*(1), 276592.

Burhanuddinsyah, M. H., Lestari, W., & Elmubarok, Z. (2016). Pengembangan Instrumen Pengukuran Sikap Siswa Terhadap Radikalisme Atas Nama Agama Islam. *Journal of Research and Educational Research Evaluation*, *5*(1), 64-71.

Ghozali, I. (2016). Aplikasi Analisis multivariete dengan program IBM SPSS 23 (Edisi 8). *Cetakan ke VIII. Semarang: Badan Penerbit Universitas Diponegoro*, *96*.

Halliday, F. (2011). Terrorism in historical perspective. *Arab Studies Quarterly*, 139-148.

Hassan, R. (2011). *Suicide bombings*. Routledge.

Hawkins, J. M. (1981). *Oxford Universal Dictionary*. Oxford: Oxford University Press.

Heri, L., Rusilowati, A., & Raharjo, T. J. (2017). Pengembangan Instrumen Penilaian Psikomotor Senam Lantai Dalam Pembelajaran Penjasorkes Pada Siswa Sekolah Dasar. *Journal of Educational Research and Evaluation*, *6*(1), 20.

Huntington, S. P. (1996). The Clash of Civilizations and the Remaking of World Order. London: Simon & Schuster.

Langley, B., Ariel, B., Tankebe, J., Sutherland, A., Beale, M., Factor, R., & Weinborn, C. (2021). A simple checklist, that is all it takes: a cluster randomized controlled field trial on improving the treatment of suspected terrorists by the police. *Journal of experimental criminology*, *17*(4), 629-655.

Lia, R. M., Rusilowati, A., & Isnaeni, W. (2020). NGSS-Oriented chemistry test instruments: validity and reliability analysis with the rasch model. *REiD (Research and Evaluation in Education)*, *6*(1), 41-50.

Djemari, M. (2008). Teknik penyusunan instrumen tes dan nontes. *Yogyakarta: Mitra Cendekia*.

Nastasia, K., & Kurniawan, H. (2020). Hubungan Antara Kontrol Diri Dengan Gaya Hidup Hedonisme Remaja Di Kafe Kota Padang. *Psyche 165 Journal*, *13*(1), 1-9.

Syafruddin, D., Ropi, I., Nisa, F. N., & Hendarmin, L. (2018). Gen Z: Kegalauan Identitas Keagamaan. *Jakarta: PPIM UIN Jakarta*.

Nugroho, B. S., Djuniadi, D., & Rusilowati, A. (2016). Pengembangan Penilaian Kinerja Menggambar Teknik Potongan di SMK pada Kurikulum 2013. *Journal of Research and Educational Research Evaluation*, *5*(1), 01-07.

Nurlaila, N. Radikalisme di Kalangan Terdidik. *Ilmu Al-qur'an*, *1*(02), 266-285.

Pape, R. (2006). Dying to win: the strategic logic of suicide terrorism.[Point blank. Edited version of an address to the Australian Defence Force Academy, delivered on 5 Sept 2006.]. *Australian Army Journal*, *3*(3), 25-37.

Pels, T., & De Ruyter, D. J. (2012, June). The influence of education and socialization on radicalization: An exploration of theoretical presumptions and empirical research. In *Child & youth care forum* (Vol. 41, No. 3, pp. 311-325). Springer US.

Scanlon, J. R., & Gerber, M. S. (2014). Automatic detection of cyber-recruitment by violent extremists. *Security Informatics*, *3*(1), 1-10.

Sefriyono, S. (2021). Jihad Bukan Hanya Perang Suci: Telaahan Teoritik Terhadap Ayat-Ayat Jihad dalam Al-Quran. *Turast: Jurnal Penelitian dan Pengabdian*, *9*(2), 152-169.

Senghaas, D. (2005). *The clash within civilisations: Coming to terms with cultural conflicts*. London: Routledge.

Smith, H. (1976). *Forgotten Truth: The Common Vision of the World's Religions*. HarperOne.

Smith, S. R. (2005). *Clear and Distinct perception in Descartes's Philosophy*. University of California, Berkeley.

Suharsimi, A. (2013). *Prosedur Penelitian, Suatu Pendekatan Praktik*. Cetakan ke. Jakarta: Rineka Cipta.

Torok, R. (2013). Developing an explanatory model for the process of online radicalisation and terrorism. *Security Informatics*, *2*(1), 1-10.

Van de Weert, A., & Eijkman, Q. A. (2020). Early detection of extremism? The local security professional on assessment of potential threats posed by youth. *Crime, Law and Social Change*, *73*(5), 491-507.