THE ROLE OF ENVIRONMENTAL MANAGEMENT EDUCATION IN ISLAMIC BOARDING SCHOOLS (PESANTREN) IN PREVENTING THE RADICALISM OF STUDENTS IN INDONESIA

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Abstract

Environmental management education can prevent radicalism. This study aimed to analyze the influence and role of environmental management education in Islamic boarding schools in preventing the radicalism of students in Indonesia. This is an explanatory research with a combination of quantitative and qualitative methods. Quantitative was used to obtain measurable data and descriptive, while qualitative was used to prove, deepen and expand upon the quantitative data. This study's results prove the positive influence and the strategic role of environmental management education in Islamic boarding schools in preventing the radicalism of students. The implications of this research: schools need the support of adequate infrastructure so that the program of education and socialization for students through an integrated curriculum with a methodological approach can be better laveraged. Boarding school should improve the management of the partnership to be more intensive and sustained by all stakeholders through political, social, cultural and economic cooperation.

Keywords

Environmental Management Education, Islamic Boarding School, Prevention of Radicalism.

1. Introduction

Terror bombing began rise in some countries since the Bali bombing case on 12 October 2002 (Gunawan, 2002) followed by the WTC tragedy in 2001 (Gunandha, 2002) and continued with subsequent terrorist bombings in various countries including Indonesia. For a country that is not in conflict, quite a number of terrorist bombings that occurred in Indonesia is very surprising, given Indonesia is considered as a safe country, peaceful, tolerant and have an independent foreign policy and active. Stigma as a terrorist state immediately approached Indonesia, when it was proven the perpetrators of the terror act was in fact a citizen of Indonesia. Oblique accusations against educational Islamic boarding schools as an educational organization that builds radical Islamic students can not be avoided when the majority of the perpetrators of these acts of terror are the students who had studied at Islamic boarding schools in Indonesia. Radicalism is a notion that wants radical changes without regard to the understanding and development of a growing understanding in the vicinity (Khaeriyah, 2012). Radicalism is believed to be the reason someone

committing acts of terror, because adherents believe that understanding the radicalism of the right, so that adherents of radicalism tends to impose his beliefs to others by violent means. Radicalism actually can happen anywhere to anyone, but why only boarding school accused of being an organization that encourages the emergence of radicalism, especially religious radicalism. (Muzani, 2007) says that every person has the potential to become radical and radical adherents understand (radicalism), depending on whether the environment (habitus) supports it or not. Further (Sirozi, 2005) stated that the real root of the problem of religious radicalism is not a theological issue, but more issue of the gaps issue into the realm of social, economic, and even political.

The results of research conducted by the Organization of Islamic Studies and Peace Jakarta between October 2010 and 2011 against Islamic teachers and students (middle and high school) in Greater Jakarta, showed that 49% of students agree with the action for the sake of religious radicalism (Rokhmad, 2012). This fact is quite surprising, considering the survey conducted on public school students whose understanding of religion is not as good as the students who attend organized religious education (schools). The results of the survey indicate that emotional connection based on religion is very high so as to give birth to religious solidarity. Some of the reasons to be considered in conducting research on environmental management education schools as factors that affect the radicalism of students at boarding schools in Indonesia, among others, the understanding is taught by leader of Islamic boarding schools (Kyai) and religious teacher (Ustadz) tend to strongly influence the curriculum and the material being taught to the students, although the material refers to the curriculum standards set by the government. The second factor is the lack of knowledge of religion of the majority of students, because they generally come from public schools who wish to deepen their religious knowledge through education in schools. In addition, almost all the students are very young with ages ranging from 13-20 years, the age group which is labile phase of the search for identity (Sari, 2012, p. 52). Conditions of the majority of students who lack religious knowledge, the age range is still very young and unstable and high desire to do good road religion, become factors thought to facilitate the entry of various religious understanding to the students, especially if this understanding is conveyed by Kyai and so they respect Ustadz. Because in general the parents of students already fully entrust the education of their children to the head of the boarding school. Also, the people around the Islamic boarding school environment are generally very confident with the educational process at the school. Nurjanah in his writings on Factor Triggers emergence of Islamic radicalism in the name of Da'wah Journal Da'wah (2013: 177), which states that the potential growth of radicalism in Indonesia is quite large because of the knowledge and the vast majority of people on religion tend to be weak and little, though thus, their zeal to do good is very large.

2. Methodology

This research is explanatory, to clarify a phenomenon that occurs in the empirical world (real world) and trying to get an answer (verificative), which aims to clarify the relationship between variables through data analysis in order to test the hypothesis. The object of the research is the environmental management education and prevention of the radicalism in Islamic boarding schools in Indonesia, while the subject of the study was the Islamic boarding schools students in Indonesia.

The variables used in this study consisted of environmental management education as independent variables and prevention of the radicalism students as the dependent variable. The variable of environmental management education is the process of managing the entire physical and social factors that affect the educational process of students in Islamic boarding schools in Indonesia. The variable of prevention of the radicalism is an activity or program undertaken boarding to prevent radicalism of the students. Measurement of environmental management education variables done using a 20 item questions, and measurement of prevention the radicalism variables is done by using a 20 item questions covering five dimensions, ie enlightenment, motivational orientation, the transformation of thought, educational programs, and socialization programs.

The techniques of measurement variable in this study using a Likert scale is to measure attitudes, opinions and perceptions of respondents to the object (Scruggs, 2006). Data collected by distributing questionnaires to students and conduct in-depth interviews to several sources (key informants) who represent the environmental of Islamic boarding schools. Depth interview techniques was used to promote and reveal the facts behind the findings of the quantitative analysis. Interviews were conducted in more detail by researchers after analyzing quantitative data to most sources (key informants) were considered to be able to provide explanations on the substance of this research study. Data results from in-depth interviews is obtained in two ways: open-closed interviews and documentation of the interviews (Hesse & Leavy, 2011). The sampling technique is done by using purposive sampling method with the purpose to obtain a representative sample, in accordance with the criteria specified (Black, 1993). Criteria was used in this study are students who have more than two years of study at the Islamic boarding schools and have sufficient knowledge to answer the questionnaire research, and the number of samples used in this study were 150 students.

Data analysis performed in this study include: 1) Classical Assumption Test, 2) Test of Instruments Research, 3) Regression Analysis and 4) Hypothesis Testing. 1) Classical Assumption Test done by normality test, multicollinearity test, and autocorrelation test (Ghozali, 2008). 2) Research Instruments Test conducted by validity and reliability test to measure the internal consistency of the indicators of a dimension by using alpha cronbach (Sekaran, 2013). 3) Regression analysis on the data collected is done by using statistical tools that multiple regression analysis. Furthermore, 4) Hypothesis Testing done by calculating the coefficient of determination (R^2) to measure how far the ability of the model to explain variations in the dependent variable, significance of simultaneous (Test Statistic F) to test whether the regression model used fit, and significance parameter individual (Test Statistic t) to indicate how far the influence of the independent variables in explaining the variation of the dependent variable, so that if the independent variables individually have no effect then the hypothesis is rejected, while if the effect on the dependent variable then the hypothesis is accepted (Sugiyono, 2012).

3. Results and Discussion

3.1 Descriptive Analysis of Variables.

Table 1. Average Score Against Students Perceptions of Environmental Management Education and Prevention of Radicalism in Islamic boarding schools

Variable	Dimensions	The average score	Specification
Environmental Management Education	The management of all physical factors	3,6	Good
	The management of all social factors	3,6	Good
Prevention of Radicalism	Enlightenment	4,3	Very Good
	Orientation Motivation	4,4	Very Good
	Transformation Thought	4,5	Very Good
	Education Program	4,3	Very Good
	Socialization Program	4,5	Very Good

Source: Data processed

Based on the results in Table. 1, the average score of perception management across physical factor of 3.6 is a perception scores were entered in both categories, meaning that the entire management of the physical factors that include age-appropriate facilities and infrastructure economically, the number of facilities and infrastructures, and the condition of facilities and infrastructure is already done by operators of Islamic boarding schools in Indonesia. The average score of the perception of the entire management of the social factors of 3.6 is a perception scores were entered in both categories, meaning that the entire management of social factors that include open communication, shared decision making, interaction between clerics with students, intrapersonal communication, and school and community cohesion already done well by the manager of Islamic boarding schools in Indonesia.

The learning process at the school is expected to take place more effectively in accordance with the vision and mission of schools as formal educational organizations based on religion Islam which provides benefits to the entire community. Haningsih (2008) in Strategic Role boarding school, Madrasah and Islam in Indonesia in the Journal of Islamic Education, which states that the Islamic boarding schools, begins by setting the vision and mission (purpose) is appropriate, build students who are experts in the field of religion and qualified in social affairs, then with government building partnerships to formulate policies and programs Islamic boarding schools in the future.

Perceptions of students against the management of all physical factors boarding school with an average score of both (3.6) shows that the students tend to be able to understand and accept the limitations of existing learning infrastructure in Islamic boarding schools, because all of the limitations of the management of all physical factors schools can be tolerated. Perception of

students that a good average (3.6) in the management of the entire social factors already foreseeable, given the level of compliance of the students against the entire leadership of the Islamic boarding schools to make students easy to accept all of the policies implemented and carried out by schools. Susanto (2006) in a paper entitled Religion-Based Multicultural Education (Strategic Efforts to Avoid Radicalism), in which the core activities in the Islamic boarding schools education organization includes three pillars: Kyai / Mudir, the mosque and the Book. The first pillar, namely clerics, has a set of values that verbally can be viewed by students, because the clerics continuously 24 hours along with students at the boarding school, so it caused a degree of influence of clerics against the students is very high. Environmental management education of Islamic boarding schools emphasizes the openness of communication between the entire family of schools, both open communication between the clerics with the masters (senior students who assist in teaching students of junior clerics), between clerics with the students and between students with other students (Sari, 2014, p. 210). Islamic boarding schools generally has a close relationship with the people who occupy Islamic boarding schools, so they often participate in activities of schools, such as the celebration of religious holy days of Islam and the construction of boarding facilities.

3.2 Influence Analysis Between Variables

Table 2. Results of Testing of Influence of Environmental Management Education Islamic boarding schools of the Enlightenment as a dimension of the Radicalism Prevention

Dimensions Variable of Environmental Management Education Islamic Boarding Schools (*Independent*)	Variable Not Free (*Dependent Variable*)		
	Dimensions Prevention Radicalism: Enlightenment (Y11)		
	Unstandardized Coefficients (β)	P-Value	F-Value
Management of physical factors	0,099	0,224	0,012
Management of social factors	0,391	0,0015	

Source: Appendix 1, the processed SPSS 21

In table 2 show that the management of physical factors had no influence on enlightenment as preventive dimension of radicalism. Meanwhile, second dimension of Islamic boarding schools environmental management is the management of social factors that have a positive and significant impact on the prevention of enlightenment as a dimension of radicalism. The process of enlightenment to students is usually performed after evening prayers in congregation while waiting for evening prayers, or sometimes enlightening process is also done after finishing the dawn prayer in congregation until sunrise, then topped with Duha prayer.

More focused on the study of Islam as a religion that teaches tolerance, respect differences and love each other against all of humanity, including against followers of different faiths. This is in line with the conclusions of research written by Abdul Munip on Counteracting Religious Radicalism in Schools (Munip, 2012), which states that Islam teaches peace, tolerance and far from radical behavior that harm themselves and others. In the process of enlightenment of students are also

invited to introspection, to contemplate and reflect on the essence of the existence of students as a servant of God, as messengers (Caliph) of God on earth, to be an honest person, be tolerant towards each other and promote religious approach in solving problems occurring in the community. The findings of field data also shows there are some schools that do economic approach in the process of enlightenment to his students. Shape economic approach that made them in the form of lectures on entrepreneurship materials and the provision of entrepreneurial skills training to the students. Economic approach conducted as part of efforts to prepare students to be independent and financially productive after they complete the education process organized schools. Economic approach until now believed to be one of the most effective ways to prevent radicalism students in addition to the religious approach and socio-cultural approach (Sirozi, 2005).

Table 3. Testing Results Effect of Environmental Management Education in Islamic boarding schools of the Orientation Motivation as a dimension Prevention Radicalism

Dimensions Variable of Environmental Management Education Islamic Boarding Schools (*Independent*)	Variable Not Free (*Dependent Variable*)		
	Orientation Motivation (Y12)		
	Unstandardized Coefficients (β)	P-Value	F-Value
Management of physical factors	0,290	0,012	0,002
Management of social factors	0,389	0,0015	

Source: Appendix 1, the processed SPSS 21

Based on the test results in Table 3 indicate that the management of physical factors have a positive and significant impact on the orientation of motivation as a preventive dimension of radicalism. The better physical facilities provided by the leader of Islamic boarding schools are expected to take reasonable precautions against the radicalism of the students at the school. The value of 0.290 and a positive coefficient means that the management of physical factors have a positive and significant impact on the orientation of motivation as a preventive dimension of radicalism. Limitation of infrastructure of education is an objective fact in many Islamic boarding schools in Indonesia, when the students most need, especially educational facilities that can help students to more easily gain access to knowledge. If the students have knowledge of a broad religious, then the learning process carried out by the method of enlightenment that is oriented to the study of the science of religion is true, with the process of supervision right from the clerics and Ustadz, it is believed to be able to prevent radicalism among students (Masduqi, 2012).

The second of dimensions of environmental management education is social factors have a positive and significant impact on the orientation of motivation as a preventive dimension of radicalism. Also, influence the management of social factors greater to the orientation of motivation compared to influence the management of physical factors indicate that the openness of communication, interaction and intrapersonal communication between clerics with students fairly harmonious and involvement of students in the decision making process on activities that has been done by boarding proved to be quite effective. Social factors that management is done through a family approach to

intensify communication between students with clerics and Ustadz proved effective enough to restore and reinforce the motivation of students in studying in Islamic boarding schools (reorientation of motivation). Reorientation of motivation on the students needs to be done because not all students who study in Islamic boarding schools on their own, but because of the insistence of parents (forced). Reorientation process motivation of students emphasize the personal formation of students who are honest and trustworthy, simple and ascetic in living life to the community. This interdisciplinary approach is the approach multidisciplinary reorientation of students are through the study of science. Pupils are invited to examine the religious knowledge of the various perspectives of different disciplines, ranging from philosophy, social, cultural, history, psychology, mathematics to economics. The methods was used vary widely, ranging from lectures, case discussions and problem solving. Troubleshooting methods are always based on the real problems that occur in the community, both economic issues, socio-cultural, political, education etc. (Carolyn, 2011). This interdisciplinary approach to the reorientation of motivation can also be done in a way that is more personal through intrapersonal communication between the chaplain to students, especially students who have personal problems. Strengthening and improvement of learning motivation of students to make them more excited and enthusiastic in accepting the learning process (Lerdpornkultrat, 2012). Efforts to prevent radicalism are also done by the organization through the integration of our Islamic boarding schools with community organizations in various activities. Islamic boarding schools always actively participates in every activity undertaken in the community, such as Kyai who are willing to give regular recitals and lectures on religious holidays activities organized by the community. Islamic boarding schools leaders also did not hesitate to send reinforcements of the students when the community needed, e.g. for bathing the corpse, prayering to drive to the cemetery. Tolerance and solidarity made by the majority of Islamic boarding schools is expected to be a form of closeness and camaraderie between the students and the community (Hansen: 2011).

Table 4. Results of Testing Influence of Environmental Management Education Islamic boarding schools of the Transformation Thought as a dimension of Radicalism Prevention

Dimensions Variable of Environmental Management Education Islamic Boarding Schools (*Independent*)	Variable Not Free (*Dependent Variable*)		
	Thought Transformation (Y13)		
	Unstandardized Coefficients (β)	P-Value	F-Value
Management of physical factors	0,422	0,002	0,000
Management of social factors	0,468	0,001	

Source: Appendix 1, the processed SPSS 21

Based on the test results in Table 4 show that the management of physical factors have a positive and significant impact on the transformation of thought as a preventive dimension of radicalism. This means that the better physical facilities provided by the manager Islamic boarding schools are expected to take reasonable precautions against the occurrence of radicalism understanding of the students at the school. The transformation of the students thought characterized by the ability of

students to be able to think and act by systematic thinking, methodological and in accordance with the rules of scientific thinking (*manhaji*). Based on the findings in the field, primarily educational infrastructure feasibility study media will greatly motivate students to be more vigure and enthusiasm in the learning process. Pupils will be members of the public to understand the plurality (*ta'addudiyyah*), respect for differences, not being able to keep the balance even exclusive ideology of inclusiveness (*infitahiyah*). Respect for differences, be tolerant and maintain balance in a pluralistic community life is the attitude of students to prevent radicalism in Islamic boarding schools.

The second dimensions of environmental management education is social factors have a positive and significant impact on the transformation of thought as a preventive dimension of radicalism. Based on the findings in the field, most of the schools implemented a system of kinship among fellow residents Islamic boarding schools (Kyai, Ustadz and the students). According to the majority leader of the Islamic boarding schools, the kinship system is believed to further strengthen the relationship between Islamic boarding schools implement a system of kinship in the learning process, but some of the Islamic boarding schools also has a unique method of thinking students in the transformation process, including the *'Jagong Maton'*. Jagong Maton is a tradition to build closeness of interaction between Ustadz with students through light discussion while sitting chatting on the veranda of the mosque/mosque, coridor of study room or Islamic boarding schools page (open space) while playing a gong-gong, play music or do other activities which can further strengthen the relationship between the leadership of the cottage with students.

Approach friendship (srawung) also conducted leadership of Islamic boarding schools to the community environment around schools. The integration of schools with very intense community through various forms of joint activities and joint discussion. Shared decision-making between the leadership of the Islamic boarding schools with community leaders or local village officials to resolve specific cases sometimes also done to eliminate these differences and potential conflicts that may occur as a result of dis-harmony (Aspinall et.al., 2011). Islamic boarding schools leaders are also open and appreciate any feedback and information received from the public to the Islamic boarding schools, particularly information regarding the system of values and policies that should be understood by the students. Information from the community around the Islamic boarding schools environment becomes a source of reference used in the transformation process of thought to the students, so that after students finish their studies students in Islamic boarding schools expected to be adaptable and able to work together with the community in their knowledge (Darmadji, 2011). Orientation process of thinking students also performed together with elements from outside the Islamic boarding schools, including from local officials Regional Government (Village Head) and religious and traditional leaders of local communities. The inclusion of elements from outside the Islamic boarding schools students in the orientation process thinking aims to provide insight knowledge as possible to the students about the facts and information from different sides (Esin, 2011). The high effectiveness of the orientation process marked by the students thought students can think and act manhaji, behave modest and humble, and be able to establish a balance between inclusiveness (*infitahiyah*) with a plurality (*ta'addudiyyah*), is expected to become an example of a

method that is effective enough to do prevention of radicalism in Islamic boarding schools (Ridlwan, 2013).

Table 5. Test Results Effect of Environmental Management Education Islamic boarding schools Programme for Education as Prevention Dimensions Radicalism

Dimensions Variable of Environmental Management Education Islamic Boarding Schools (*Independent*)	Variable Not Free (*Dependent Variable*)		
	Education Program (Y14)		
	Unstandardized Coefficients (β)	P-Value	F-Value
Management of physical factors	0,281	0,0615	0,001
Management of social factors	0,679	0,0000	

Source: Appendix 1, the processed SPSS 21

Based on the test results in Table 5 shows that the management of physical factors have a positive and significant impact on the educational program as a preventive dimension of radicalism. Educational programs are conducted based on integrated curriculum, the curriculum set by the government and the local curriculum established by the local authorities as well as the curriculum characteristic of Islamic boarding schools. For the expected efforts by the central and local governments to improve the quantity and quality of educational infrastructure in schools so that schools can implement an integrated curriculum in accordance with the applicable national curriculum (Gibson, 2011). While the curriculum is more dominant characteristic of schools teach students about the study of the Al-Qur'an and the principles of Islamic law was in public life. Kosin in his writings on Islamic boarding schools and Discourse Radicalism stated that in general, the attitude of religious and teaching tradition the Al-Qur'an in between Islamic boarding schools, particularly Islamic boarding schools in Java, is homogeneous (Kosin, 2006). The process of educating students so far been dominated by lecture method with poor infrastructure facilities, so that a modern infrastructure and advanced education in the educational process is not overly prioritized. Nevertheless, should the fulfillment of infrastructure appropriate and adequate education is essential to the educational process is made more effective to prevent radicalism among students.

The second dimension of environmental management education Islamic boarding schools of social factors have a positive and significant impact on the educational program as a preventive dimension of radicalism. The process of managing social factors that do schools through open communication, shared decision making, interpersonal interaction and communication between the clerics, chaplain to the students and the integration of public schools with a very positive influence and significant impact on the prevention of radicalism education as students at the school. Educational programs to students done in a planned and systematic application of various approaches and methods. Educational programs have been started since 03.00 am local time, which is started with the *tahajjud* prayer in congregation and *tadabbur* Al-qur'an until near dawn prayer time arrives. After that the dawn prayer in congregation, students shower and breakfast then proceed with the Duha prayer in congregation. Educational programs continued in the form of a formal learning process

around 07.00 am until the time of the first break around 09.30 am, and around 10:00 am, the students continue the process in class until the azan dzuhur around 12:00 am. Before lunch, students will usually dzuhur congregation first, after which it then students will take a break until 13.00 pm and continue until Ashr prayer time arrives. After that, students are given the freedom to use the time for personal purposes and rested until 17:00 pm. At 17:00 pm students already have to regroup in the mosque / boarding hall to do tadabbur Al-qur'an until maghrib prayer time arrives. After evening prayers in congregation, educational programs continued by reviewing the Al Qur'an and the hadiths authentic until it's time evening prayers, to perform evening prayers in congregation. At 21:00 pm the students back to the room to prepare the material that will be studied tomorrow.

Length of time learning in Islamic boarding schools long (twelve hours) create an integrated curriculum based educational program very freely applied. Islamic boarding schools based on curriculum implementation of Islamic law are also methodological and applicable in public life (Noorhaidi, 2010). Islamic boarding schools curriculum development is generally done as a positive response from the school to the aspirations and dynamics that exist in the community (especially the environment around schools), as a result, and follow-up of the integration between the organization Islamic boarding school with community stakeholders (Masduqi, 2012). Educational programs to students not only done in the form of concepts of science that is the theory, but also practice (implementation) of the concept. Pupils are required to practice the knowledge they have in everyday life both in schools and outside schools through interaction with the people around boarding environmentally. This is evident from the increasing insight into the knowledge of the majority of students, ways of thinking and perception of the students are more mature and wise in addressing problems that occur in the community as well as the behavior of students were polite, respectful, humble and have empathy, tolerance and solidarity to fellow students and citizens other communities. For the leadership of the Islamic boarding schools are always working to improve the management of social factors through various ways such as by increasing the quantity and quality of the relationship (Sruweng) in internal and external organization of schools, prioritizing family approach in finding a solution to any problem and increase the openness and togetherness between the leadership of Islamic boarding schools with all students. Efforts of the leader Islamic boarding schools to continually improve the effectiveness of educational programs to the students should be able to prevent radicalism on students in Islamic boarding schools (Ummah, 2012).

Table 6. Testing Results Effect of Environmental Management Education Islamic boarding schools Programme for Prevention Socialization as a dimension of Radicalism

Dimensions Variable of Environmental Management Education Islamic Boarding Schools (*Independent*)	Variable Not Free (*Dependent Variable*)		
	Socialization Program (Y15)		
	Unstandardized Coefficients (β)	P-Value	F-Value
Management of physical factors	0,415	0,025	0,001
Management of social factors	0,465	0,001	

Source: Appendix 1, the processed SPSS 21

Based on the test results in Table 6 shows that the management of physical factors have a positive and significant impact on the socialization program as a preventive dimension of radicalism. The socialization of Islamic boarding schools as an educational organization that promotes the science of the application of Islamic law in society is done by formal and informal approaches. The informal approach is generally carried out directly during the learning process (Gilbreath, 2012), by inserting information about the essence of the purpose of establishing the organizational boarding students. Business schools felt the need to provide information about the organization of schools in a comprehensive, ranging from the history of the Islamic boarding schools as an Islamic educational organization, the role of schools in public life, especially gait schools in the process of boarding the struggle for independence and participation in human development, especially the development of Indonesia. The students are generally less understood that the actual Islamic boarding schools are part of a community of people who synergize in solving, preventing and anticipating the problems that occur in the community, especially people in the neighborhood schools. The socialization of organizational boarding formally which is done through a legal approach involving government officials Village (Village Head) together with the leaders of schools socialize organizational Islamic boarding schools as an organization of Islamic education that has a position equal with other educational organizations. The students were informed about the Regulation of the Minister of Religious Affairs of the Republic of Indonesia Number 13 Year 2014 About the Islamic Religious Education that explains equality Islamic boarding schools as formal education organizations together with other formal educational organizations. The formal approach in the process of organizational socialization schools generally done by involving the citizens of the various organizations in the community in various forms of activities. Both activities is a visit to Islamic boarding schools gathering and carrying out joint activities with schools such as religious festivities and the implementation of government programs including the election committee, improvement of infrastructure of rural communities, etc. Feasibility and completeness of infrastructure make boarding socialization program can be done with greater involvement of the community element of the approach of the legal, political, social, cultural and economic. Socialization program can be made more planned and sustainable, which is expected to open up horizons of students to be more comprehensive and realistic in addressing the existing problems in the community, and this can be an effective instrument to prevent radicalism among students (Burhani, 2012).

The Second dimension of environmental management education Islamic boarding schools is social factors have a positive and significant impact on the socialization program as a preventive dimension of radicalism. Management of social factors are more focused on information disclosure, intrapersonal interaction between managers boarding school with students and involvement of students in the decision making process in Islamic boarding schools have a greater influence on the socialization program as a preventive dimension of radicalism on the students. Giving priority to dialogue and discussion in socialization program proved effective enough to instill an understanding to students about the purpose and role of the Islamic boarding schools in public life (Ramli, 2013). Dialogue and discussion becomes important because students are generally asked critically about the role of what should be done by the Islamic boarding schools in solving the problems that occur in the community (Lubis, 2011). Dialogue and methodological discussions are also to be put

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forward in response to the questions of the students about the many information and accusations from the media and a group of people to the Islamic boarding schools as a growing radicalism. Intrapersonal communication between students and the leaders of Islamic boarding schools do not only during the learning process, but also carried out during the activity-activity that is more casual, such as eating together (especially dinner), exercise together and mingle courtyard of the mosque or breezeway class (Smith, 2005). Socialization program was also carried out by involving various stakeholders boarding elements through a variety of approaches, both approaches religious, social, cultural, political, legal and economic. Islamic boarding schools in generally approaches friendship (*srawung*) in involving stakeholders willing to participate in the program in order to disseminate the students. Friendship approach (srawung) proved to be quite effective at getting the community stakeholders from various communities and professions to participate socialize Islamic boarding schools of various approaches.

Socialization program undertaken by the stakeholders of the students in general are also utilized by the leader of Islamic boarding schools to invite stakeholders to participate in the management of the Islamic boarding school. Various forms of participation that has been done including providing financial support for the financing of the educational process in schools, both cash donations for operating expenses or in-kind infrastructure for education. Some of the benefits that arise in connection with the inclusion of stakeholders Islamic boarding school in socialization program include the provision of opportunity (invitation) to clerics or Ustadz to fill the lecture and recitation on religious activities carried out by the community.

Application of the method involves stakeholders srawung in Islamic boarding schools in socialization program to date is believed to be quite effective for the institutional strengthening of schools, because it is through friendship leader of Islamic boarding schools can meet directly with organizational stakeholders boarding. The meeting will establish direct communication openness, ease of access to information and develop mutual trust that will eventually culminate in the decision-making process (deliberation) to address any problems that occur in the community (Jamali, 2013). Friendship also been proven to improve the quality of interpersonal communication, so that schools can make cooperation in various fields with organizational stakeholders boarding. Cooperation in various fields will also reinforce the integration of schools with community organizations (Neal, 1997). One example of cooperation between organizations boarding school with the community include the participation of students in the process of repair of village roads, renovation of places of worship (mosque, praying), voluntary work regularly for cleanliness and participate maintain the security of the region through the security system environment (*siskamling*) together with the community. Nonetheless, the process of socialization by the organization during the boarding is still not optimal. The program socialization is not effective because the lack of infrastructure in the Islamic boarding schools (Nokwanti, 2013). During communication between Islamic boarding schools and stakeholders schools rely solely on friendship, although there are some schools that use letters and proposals to invite them. Increasing the effectiveness of outreach programs through the management of the Islamic boarding schools social and physical factors expected to be the optimal prevention efforts radicalism in Islamic boarding schools students.

4. Conclusions

Prevention of radicalism students in Islamic boarding schools can be done more effectively and comprehensively through the optimization of environmental management education Islamic boarding schools in Indonesia. Results of linear regression calculations show that the organization's environmental management education in Islamic boarding schools have a significant positive effect on the prevention of radicalism students at Islamic boarding schools in Indonesia. Influence of environmental management education Islamic boarding schools that focuses on the management of physical factors requires Islamic boarding schools provide a decent education infrastructure and adequate in terms of both quantity and quality. Educational programs that use the integrated curriculum methodological approach can do better leveraged with the supporting infrastructure adequate education. Socialization programs often involve external stakeholders of the activities are generally mass (involving many influential figures who come from outside the Islamic boarding schools) and several activities are largely ceremonial. In support of outreach programs that are effective, efficient and sustainable, the availability of adequate educational infrastructure is needed to optimize the socialization program (Isnaeni, 2013).

Influence of environmental management education Islamic boarding schools that focuses on the management of social factors greatly influence the prevention of radicalism students (Dimyati et al., 2013). Social factors that management focuses on building family system, transparency of information and communication and interaction between the clerics with the students proved positive and significant effect on the prevention of radicalism students. The approach of a personal nature (personal approach) was very effectively done, especially on enlightenment programs, motivational orientation and transformation of thought towards the students, so that students can think and behave manhaji. Managers of schools also apply the methods of friendship (srawung) to increase the intensity of interaction and cooperation between the students and society of the environment around schools and also used to solve problems by consensus and develop tolerance, resulting in a balance of the ideology of inclusiveness (infitahiyah) and a plurality (ta'addudiyyah). Those are believed to increase the effectiveness of the prevention of radicalism students at Islamic boarding schools in Indonesia.

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