



Building Anti-Radicalism Learning Spaces: The Synergy of Architecture, Place Authenticity, and Social Networks

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Abstract: *Radicalism remains a widespread global threat, especially in multicultural countries like Indonesia. Educational institutions play an essential role in countering radical ideologies by shaping students' characters to foster resilience against extremism. This paper explores how the synergy between architectural design, the authenticity of the place, and social adaptive learning through social networks and effective curriculum management contributes to creating an effective anti-radicalism learning environment. Using the Systematic Literature Review (SLR) method, this study examines existing literature on educational architecture, place-based learning, effective learning curriculum and integration of social networks in character education. The review highlights how architectural spaces that encourage collaboration and interaction can help foster inclusivity, open dialogue, and social cohesion—key elements in preventing radicalization. In addition, the concept of authenticity of place, which emphasizes the connection between students and their local cultural heritage, is identified as an important factor in building tolerance and social awareness alongside the implementation of an effective learning curriculum. Through place-based learning, students can develop a stronger sense of identity and belonging so that they are less easily influenced by extremist ideologies. Furthermore, integrating social networks into educational environments is examined for their role in promoting socially adaptive learning. Social platforms provide opportunities for students to engage with diverse perspectives, develop critical thinking, and build empathy—skills that are essential to counter radicalization. The SLR method allows for a comprehensive synthesis of research findings, offering new insights into how educational spaces can be designed to foster anti-radicalism character. This study contributes to the body of knowledge on the relationship between architecture, cultural context, effective curriculum implementation, and digital learning and offers recommendations for educational institutions to enhance their role in preventing radicalization.*

Keywords: *anti-radicalism, socially adaptive learning, authenticity of place, educational architecture, social networks, effective curriculum management*

1. INTRODUCTION

Radicalism has become a significant global concern, particularly in how it affects youngpeople, who are often the primary targets of extremist ideologies (Syaâ & Chumaidah, 2020). The rise of radical ideologies poses a serious threat to the social stability of nations, especially in multi-ethnic and multicultural countries like Indonesia. According to the Ministry of Religious Affairs of Indonesia, over 1,057 groups in the country exhibit tendencies toward radicalism, making preventing this phenomenon a critical priority for educators and policymakers (Saputra & Mubin, 2021).

Educational institutions, from elementary schools to universities, play a vital role in combating radicalization. Through curriculum management and social interventions, schools can shape students' attitudes toward tolerance, peace, and respect for diversity (Moreira, 2023). However, addressing radicalization requires more than just traditional methods of teaching. A holistic approach that integrates socially adaptive learning, the authenticity of place, and inclusive architectural designs can more effectively foster anti- radicalism

characteristics among students (Creswell et al., 2011).

Socially adaptive learning refers to a system where the learning process is tailored to individual students' social environments and needs. This type of learning leverages social networks, allowing students to engage with diverse perspectives, which is crucial in building tolerance and countering radical ideologies (Wu et al., 2023). Schools can enhance socially adaptive learning by utilizing architectural designs that encourage social interaction and collaboration among students. For example, open spaces, multi-functional learning hubs, and interactive technologies can foster community and reduce isolation, often exploited by radical groups (Syaâ & Chumaidah, 2020).

Furthermore, the authenticity of place plays a crucial role in the development of character education. Schools embedded in their local cultural and historical context can use these unique elements to instill values of respect, tolerance, and anti-radicalism. Place-based education, which integrates local knowledge and culture into the curriculum, can strengthen students' identities and build resilience against extremist ideologies (Zulkarnain et al., 2021). By connecting students with their cultural heritage, schools can create a deeper understanding of diversity and a strong commitment to preserving social harmony.

Finally, using social media and digital networks in education is an emerging tool in the fight against radicalization. Social networks allow for adaptive learning models tailored to students' needs while promoting critical thinking and empathy through interaction with diverse viewpoints (Lee & Choi, 2019). These platforms can be harnessed to reinforce anti-radicalism messages and create a more connected, tolerant, and resilient student body.

This study examines the relationship between architectural design, authenticity of place, and socially adaptive learning in shaping anti-radicalism character in students. By understanding the role of educational spaces and their interaction with social and cultural networks, this research seeks to contribute to developing more effective strategies for preventing radicalism through education.

2. METHODS

This study employs a Systematic Literature Review (SLR) methodology to synthesize existing research on the intersection of educational architecture, place authenticity, socially adaptive learning, and the development of anti-radicalism character. The SLR method was chosen to ensure a comprehensive and structured analysis of relevant academic literature, allowing for the identification of key themes, gaps, and trends within the field (Keele, 2007). The SLR follows the guidelines established by Keele (2007), ensuring a transparent and

replicable process.

Search Strategy

The search was conducted across multiple academic databases, including Google Scholar, Scopus, and Web of Science, to ensure wide coverage of relevant studies. Keywords such as "anti-radicalism education," "socially adaptive learning," "place-based education," "educational architecture," and "social networks in education" were used in combination to identify appropriate literature. Boolean operators (AND, OR) were applied to refine the search results and ensure that only the most relevant studies were included (Petticrew & Roberts, 2008).

The inclusion criteria for selecting articles were:

1. Peer-reviewed journal articles and conference papers published between 2010 and 2023.
2. Studies that explicitly examine the role of educational spaces, place authenticity, or social networks in promoting anti-radicalism character or socially adaptive learning.
3. Articles written in English. Exclusion criteria included:
 - a. Non-peer-reviewed publications (e.g., opinion pieces or editorials).
 - b. Studies not directly related to educational settings or radicalism prevention.

Study Selection and Data Extraction

Once the search strategy was executed, the identified studies were screened based on their titles and abstracts to ensure relevance to the research questions. Articles that met the inclusion criteria were then read in full, and data were extracted using a standardized data extraction form. This form captured essential information such as study objectives, research methods, key findings, and implications for educational practice (Tranfield et al., 2003).

Quality Assessment

To ensure the validity and reliability of the findings, the selected studies underwent a quality assessment process using criteria adapted from the Critical Appraisal Skills Programme (*CASP Checklists - Critical Appraisal Skills Programme*, 2018). Each study was evaluated for methodological rigor, including the clarity of the research design, appropriateness of data collection methods, and the relevance of findings to the research objectives. Studies that did not meet a minimum quality threshold were excluded from the final analysis.

Data Synthesis

The data synthesis was conducted through thematic analysis, a method for identifying, analyzing, and reporting patterns (themes) within the reviewed literature (Braun & Clarke, 2006). Themes related to the impact of architectural design on social interaction, the role of place authenticity in shaping character, and the use of social networks in adaptive learning were identified and organized into a coherent framework. This framework forms the basis for the discussion on how these elements can synergize to promote anti-radicalism character in educational settings.

By systematically reviewing and synthesizing the literature, this study provides a comprehensive understanding of the current research landscape, highlighting both practical implications and areas for future research.

3. FINDINGS AND DISCUSSION

The findings of this systematic literature review (SLR) reveal that the synergy between educational architecture, place authenticity, and socially adaptive learning through social networks is essential in creating a comprehensive environment that fosters anti-radicalism character in students. By analyzing relevant studies, it becomes clear that these three factors—when integrated—can significantly shape the values, behaviors, and resilience of students against radical ideologies. Table 1 summarizes the key themes identified from the literature.

Table 1.

Key Findings Of The Synergy Between Educational Architecture, Place Authenticity, And Socially Adaptive Learning Through Social Networks

Theme	Key Findings	Source
Educational Architecture	Architectural designs that support social interaction and collaboration in educational spaces (e.g., open learning areas, flexible classrooms) promote inclusivity.	Anoir & Khaldi, 2023; Fisher, 2005
Place Authenticity	Place-based learning, which integrates local culture and history, strengthens students' sense of identity and fosters tolerance and resistance to radical ideologies.	Zulkarnain et al., 2021; Rahmanto et al., 2020
Socially Adaptive	Socially adaptive learning models, especially when	Choi & Lee, 2018;

Learning	integrated with social networks, enhance critical thinking and empathy, helping students counter radical narratives. Darmawan et al., 2021
Social Networks in Education	Social networks provide a platform for students to engage with diverse viewpoints, promoting dialogue and reducing the risk of radicalization. Halim et al., 2017; Choi & Lee, 2018
Synergy of Architecture, Place, and Social Networks	The integration of inclusive architectural designs, place-based education, and social networks creates a comprehensive environment that supports the development of anti-radicalism character. Rahmanto et al., 2020; Fang et al., 2021; Darmawan et al., 2021

Source: Authors, 2024

The findings presented in Table 1 highlight the multi-dimensional approach required to build anti-radicalism learning spaces. Educational architecture, which promotes collaboration and social interaction, is a foundation for creating inclusive environments. Place-based learning emphasizes the importance of students' connection to their local culture, fostering a strong sense of identity and belonging. Additionally, social networks provide an adaptive platform for students to engage with diverse perspectives and build empathy, further reinforcing the development of an anti-radicalism character. These insights demonstrate that integrating architectural design, cultural context, and social networks is critical for educational institutions aiming to prevent radicalization. By adopting this holistic approach, schools can create learning environments that not only promote academic excellence but also actively contribute to social cohesion and peace.

1. Educational Architecture: Promoting Social Interaction and Collaboration

One of the key findings from this review highlights the critical role of educational architecture in fostering social interaction and collaboration among students. Schools and universities that prioritize the design of open and flexible learning environments enable students to engage more freely with one another, encouraging dialogue and collaborative problem-solving. This is essential in building resilience against radical ideologies, which often prey on isolated individuals. By creating spaces that promote inclusivity and communication, educational architecture directly contributes to a school culture that values diversity and dialogue (Anoir & Khaldi, 2023).

For instance, open-plan classrooms—where walls and physical barriers are minimized—allow for greater student mobility and interaction. These designs facilitate formal and informal learning, where students can gather in small groups to discuss, collaborate, and engage in peer learning. In contrast to traditional classroom designs that enforce hierarchy and distance between students and educators, open-plan spaces create a more egalitarian and participatory learning atmosphere, reducing the risk of isolation and encouraging students to express their ideas openly (Fisher, 2005).

Case Example: The Green School, Bali

A notable example of educational architecture fostering anti-radicalism values is The Green School in Bali, Indonesia. This school is renowned for its sustainable, open-air classrooms made from bamboo, which seamlessly blend with the natural environment. The school's design fosters a deep connection between students and their surroundings, encouraging open communication, collaboration, and respect for diversity. The open, inclusive design allows students from different backgrounds to interact freely, fostering mutual respect and learning (Alimin et al., 2021).

In this case, the school's architecture reflects and reinforces its educational philosophy: that learning should be a collaborative, community-driven experience. This approach is particularly important in combating radicalism because it emphasizes the importance of social bonds, peer support, and developing critical thinking through interaction with others. The Green School's design demonstrates how architectural spaces can physically manifest inclusive educational values, supporting the development of student's social and emotional resilience (Alimin et al., 2021).



Figure 1. Geen School Bali, Indonesia. Photos: a) by Sally Ho, 2020. b) by Aksaramaya, 2023.

c) by verdeschools, 2006.

Supporting Evidence: The Role of Space in Social Learning

Research supports the idea that space is crucial in shaping social learning environments. According to Fisher (2005), educational spaces that encourage fluid movement and allow for multiple modes of engagement—such as individual study areas, collaborative zones, and presentation spaces—foster greater interaction and shared learning experiences. This is vital for building anti-radicalism character, as students are exposed to diverse viewpoints and develop the skills needed for dialogue and critical analysis. When students can freely engage with one another in a well-designed space, they are more likely to form social bonds that protect against extremist ideologies (Fisher, 2005).

Furthermore, studies have shown that schools with such interactive spaces report higher student satisfaction, engagement, and social cohesion (Cleveland & Fisher, 2014). These spaces support an inclusive school culture where differences are celebrated and collaboration is the norm. As a result, students in these environments are less vulnerable to radicalization, as they are part of a community that values openness, dialogue, and collective problem-solving (Cleveland & Fisher, 2014).

2. *Place Authenticity: Strengthening Identity and Resilience Against Radicalism*

The second key finding from this review emphasizes the importance of **place** authenticity in educational settings for building resilience against radicalism. Place-based education, which integrates the local culture, history, and environment into the curriculum, is crucial in shaping students' sense of identity and belonging. By grounding education in the unique cultural and historical contexts of a particular place, students can develop a deeper understanding and appreciation of diversity. This connection to place helps foster tolerance, empathy, and mutual respect, essential for countering radical ideologies (Rahmanto et al., 2020).

Cultural Heritage and Place-Based Learning

Place authenticity refers to the genuine reflection of a location's cultural and historical heritage in the educational experience. Schools that integrate these elements into their curriculum not only teach students academic subjects but also foster an appreciation of local traditions, practices, and narratives. This connection to local culture is vital in shaping anti-radicalism character because it strengthens students' ties to their communities, making them less susceptible to ideologies that seek to undermine social cohesion (Zulkarnain et al., 2021).

For example, schools that teach local history, cultural diversity, and heritage allow students to engage critically with their environment, instilling a sense of pride in their identity. This can serve as a protective factor against radicalization, which often preys on individuals who feel disconnected or alienated from their cultural roots. By learning about their local surroundings and the shared values of their communities, students are better equipped to reject extremist ideologies that threaten social unity.

Case Example: The Pesantren Model in Indonesia

One example of how place authenticity can shape character education is the Pesantren (Islamic boarding schools) model in Indonesia. Many Pesantren emphasize local traditions, Islamic teachings, and community values, creating a curriculum deeply rooted in local culture and identity. These schools often focus on social harmony, respect for diversity, and peaceful coexistence, integral to the Indonesian concept of "Bhinneka Tunggal Ika" (Unity in Diversity). By grounding students in local cultural and religious traditions, Pesantren contributes to developing resilience against radical ideologies that seek to disrupt these values (Ali et al., 2021).

In this context, the Pesantren model demonstrates how place-based education can instill a sense of collective identity and responsibility, reinforcing values that counteract radicalism. The emphasis on local religious and cultural traditions allows students to engage with their heritage meaningfully, creating a strong foundation of values that promote peace and tolerance (Ali et al., 2021).

Supporting Evidence: The Role of Place in Character Development

Research shows that schools incorporating place-based learning into their curricula contribute significantly to character development. According to Sobel (2005), students who engage in learning activities connected to their local environment and culture show higher levels of civic engagement and empathy toward others. By understanding the social and historical contexts in which they live, students are more likely to develop a strong sense of social responsibility and community engagement, which are critical in preventing the spread of radical ideologies (Sobel, 2004).

Moreover, studies have shown that students taught in environments that emphasize cultural heritage are more likely to reject extremist narratives, as these narratives often conflict with the values of community and cultural pride instilled through place-based education (Rahmanto et al., 2020). This demonstrates that place authenticity is not just about physical

spaces but about connecting students to the deeper values and history that surround them, shaping their worldview in ways that promote inclusivity and resilience.

3. Socially Adaptive Learning: Enhancing Critical Thinking and Empathy through Social Networks

The third key finding of this review highlights the crucial role of socially adaptive learning in promoting critical thinking, empathy, and resilience against radicalization. Socially adaptive learning refers to an educational approach that leverages the unique social and cultural contexts of students to provide personalized learning experiences. By utilizing social networks as a learning tool, socially adaptive learning fosters an environment where students can engage with diverse perspectives, enabling them to develop the skills necessary to navigate complex social issues, including radical ideologies (Margaris et al., 2020).

Social networks foster peer-to-peer learning, encouraging students to collaborate, share knowledge, and engage in open dialogue. These interactions allow students to explore different viewpoints and challenge their biases, ultimately promoting critical thinking and empathy. The ability to critically assess information and empathize with others is essential in countering the simplistic, often emotionally charged narratives characteristic of radical ideologies (Choi & Noh, 2020).

Case Example: Social Media Campaigns in Schools

One practical example of socially adaptive learning through social networks is using social media campaigns in schools to promote tolerance and counter extremism. Several schools have implemented programs encouraging students to create and share digital content about peace, inclusivity, and anti-radicalism. For instance, in Indonesia, some schools have integrated social media platforms such as Instagram and Facebook into their character education curriculum, where students engage in campaigns promoting tolerance and respect for diversity (Borelli, 2023).

These campaigns are not only effective in fostering digital literacy but also in encouraging students to reflect on the values of empathy and critical thinking. By interacting with a global audience, students are exposed to different cultural and social perspectives, which enhances their understanding of global citizenship and makes them more resilient to extremist ideologies. This method leverages the adaptive nature of social learning environments, ensuring that students are not passive consumers of information but active participants in creating and disseminating content that promotes social harmony (Lee &

Choi, 2019).

Supporting Evidence: The Impact of Social Networks on Learning

Research supports the view that social networks are powerful tools for facilitating socially adaptive learning, particularly in promoting values of tolerance and critical engagement. According to Bordignon et al. (2021), social networks provide a platform for students to engage in meaningful discussions, exchange ideas, and collaborate on projects that address pressing social issues (Bordignon et al., 2021). This interaction fosters critical thinking, as students must analyze and respond to diverse perspectives while also developing the empathy necessary to understand the experiences of others.

Additionally, Lee and Choi (2019) found that students who regularly use social media for educational purposes are more likely to develop socially responsible behaviors and reject extremist ideologies. These platforms facilitate adaptive learning, where students can customize their learning experiences based on interactions with peers and the broader social environment. In the context of anti-radicalism education, socially adaptive learning helps students to critically assess extremist narratives and develop the emotional intelligence needed to empathize with those from different backgrounds (Lee & Choi, 2019). Furthermore, Ghosh et al. (2017) suggest that socially adaptive learning can act as a buffer against radicalization by building students' resilience through collaborative learning. The dynamic and interactive nature of social networks provides a fertile ground for students to question, analyze, and critically engage with ideas, which is key to forming an anti-radicalism character (Ghosh et al., 2017).

4. Social Networks in Education: Fostering Dialogue and Reducing Radicalization Risk

The fourth key finding from this review highlights the critical role of **social** networks in education, particularly in fostering open dialogue, promoting exposure to diverse perspectives, and reducing the risk of radicalization. Social networks provide a platform for students to interact beyond the boundaries of the classroom, enabling them to engage with a wide range of social, cultural, and ideological viewpoints. This broad exposure is essential for developing critical thinking skills and fostering empathy, which are crucial in countering radical ideologies (Lee & Choi, 2019).

In the context of anti-radicalism education, social networks create an environment where students can safely explore complex issues, such as religious extremism or cultural

differences, in a supportive and constructive setting. These platforms allow students to challenge extremist narratives by providing access to counter-narratives and facilitating discussions that promote tolerance and inclusivity. The ability to participate in such discussions not only helps students to question and deconstruct radical views but also equips them with the skills needed to engage in civil discourse (Margaris et al., 2020).

Case Example: WhatsApp as a Collaborative Learning Tool

One practical example of using social networks in education is the integration of WhatsApp as a collaborative learning tool in schools. In some Indonesian secondary schools, teachers have created WhatsApp groups where students can discuss pluralism, tolerance, and respect for diversity. These groups serve as platforms for students to exchange ideas, share educational resources, and reflect on current social issues. By participating in these discussions, students are exposed to a variety of perspectives, which helps them develop a broader understanding of social dynamics and critical thinking skills that are essential for resisting radical ideologies (Aziz & Halim, 2019).

Furthermore, these WhatsApp groups are used not only to facilitate discussion but also to engage students in peer-to-peer learning. For instance, students often collaborate on group projects or share articles and videos about peace and tolerance, which are discussed within the group. This interactive approach helps to foster a sense of community among students, reinforcing values of cooperation and mutual respect, which are key to building resilience against extremist views.

Supporting Evidence: The Impact of Social Networks on Critical Thinking and Empathy

Research has shown that social networks can be powerful tools for promoting critical engagement and empathy among students. According to Choi and Lee (2018), students actively participating in social media discussions are likelier to develop social responsibility and engage in pro-social behaviors. These platforms allow students to interact with a diverse range of ideas, helping them to understand and appreciate differences in opinion, which is crucial for countering the polarizing effects of radical ideologies.

Moreover, Hertanto et al. (2022) found that social networks can facilitate adaptive learning, where students can personalize their learning experience based on their interactions with peers and their broader social environment. This adaptability is key in developing resilience to radicalization, as students become better equipped to critically analyze extremist

propaganda and engage in dialogue that challenges such narratives (Hertanto et al., 2022). In addition, Ghosh et al. (2017) argue that social networks can help build social capital, the networks of relationships that provide students a sense of belonging and support. This is particularly important in preventing radicalization, as extremist groups often exploit feelings of isolation or alienation. By facilitating connections and creating a sense of community, social networks reduce the vulnerability of students to radical ideologies by promoting social cohesion and mutual understanding (Ghosh et al., 2017).

5. A synergy of Architecture, Place, and Social Networks: Creating Comprehensive Anti-Radicalism Learning Environments

The fifth and final key finding of this review emphasizes the synergy between educational architecture, place authenticity, and social networks, which together create a comprehensive learning environment that fosters anti-radical character development. Integrating these three elements allows educational institutions to go beyond traditional teaching methods by creating an immersive and interactive learning space that promotes inclusivity, critical thinking, and social responsibility (Rahmanto et al., 2020). By leveraging the strengths of architecture, local culture, and digital platforms, schools can create environments where students are encouraged to engage meaningfully with their physical surroundings and the wider social context.

This synergistic approach combines the best aspects of educational design physical, cultural, and virtual, allowing students to experience learning in a way that is both place-based and globally connected. Educational spaces designed with collaboration and interaction in mind provide the physical foundation, while place authenticity connects students to their local context, grounding them in their cultural identity. Social networks, in turn, bridge the gap between the local and global by allowing students to engage with diverse perspectives and participate in digital discourse (Magnisalis et al., 2011).

Case Example: A School Campus that Embodies Synergy

A strong example of this synergy can be seen in schools that integrate modern architectural design with place-based learning and digital platforms. For instance, schools in rural areas of Indonesia have adopted flexible, open-space classrooms that reflect local architecture while incorporating cultural elements in their design. These schools use social networks such as WhatsApp and Instagram to connect students with peers from urban areas and even other countries, allowing them to discuss topics such as pluralism, social justice,

and radicalization (Ali et al., 2021). This blend of physical design, cultural relevance, and digital engagement creates a powerful learning environment where students feel connected to their immediate community and the larger world.

In these schools, classrooms are designed with open layouts that encourage collaborative learning. Students sit in groups, working together on projects that reflect local cultural issues but are shared and discussed online with a broader audience. The integration of local traditions into both the curriculum and the school's physical design fosters a strong sense of identity. At the same time, digital platforms allow for the sharing of ideas with peers from different cultural backgrounds. This approach not only strengthens anti-radicalism values but also teaches students the importance of understanding and respecting diversity at multiple levels, locally and globally (Ali et al., 2021).

Supporting Evidence: The Power of a Multi-Dimensional Approach

Research supports the notion that the synergy of these elements—architecture, place, and social networks—creates a holistic learning environment that is particularly effective in preventing radicalization. According to Wu et al. (2023), when students are allowed to engage with their environment both physically and virtually, they develop deeper cognitive and emotional connections with the subjects they are studying. This is critical in shaping anti-radicalism character, as students are encouraged to think critically about their role within their community and the wider global context (Wu et al., 2023). Moreover, Rahmanto et al. (2020) argue that place-based learning, when combined with interactive learning spaces and social network platforms, fosters a sense of ownership and responsibility among students. Using culturally relevant spaces alongside digital engagement helps students form a strong, positive identity, making them less vulnerable to the appeal of radical ideologies that often exploit feelings of alienation and disconnection (Rahmanto et al., 2020).

Additionally, the interactive nature of this multi-dimensional approach promotes social cohesion within the classroom as students learn to collaborate and problem-solve in diverse groups. This experience of working together, both physically and through digital networks, helps students develop the skills needed to engage in constructive dialogue and counter extremist narratives (Sya'roni, 2019). By integrating these three elements, educational institutions can create a more inclusive, adaptive, and resilient learning environment that promotes anti-radicalism values.

4. CONCLUSION

The synergy of educational architecture, place authenticity, and social networks plays a pivotal role in creating comprehensive learning environments that foster anti-radicalism character in students. By integrating architectural designs that promote social interaction and collaboration, schools can create physical spaces that encourage open dialogue and inclusivity. Place-based education, which emphasizes the connection between students and their local culture and history, strengthens students' sense of identity and belonging, making them more resilient against radical ideologies. Furthermore, the use of social networks in education facilitates exposure to diverse perspectives and enhances critical thinking and empathy—essential skills for countering extremist narratives.

This multidimensional approach underscores the importance of holistic strategies in education to prevent radicalization. By combining the physical environment, cultural context, and digital engagement, educational institutions can cultivate a learning atmosphere that not only imparts academic knowledge but also promotes social cohesion and peace. The findings of this study highlight the need for collaboration among educators, architects, and policymakers to design and implement educational spaces that effectively address the challenges of radicalism. Future research should explore the long-term impacts of these integrated approaches and consider their applicability in diverse cultural and educational settings globally.

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