



Study of Humanity as a Preventive Action Against Terrorism based on Behaviorism Theory

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Abstract

Terrorism is becoming a serious issue, making the world such an unsafe place for humans. According to the European Convention on The Suppression of Terrorism in 1977, terrorism is no longer a criminal behavior against the state, but criminal behavior against humanity. The main cause of terrorism is the spread of radicalism, which semantically means: the notion of wanting change or social and political renewal by violent means. Of course, the eradication of radicalism and terrorism can only be done in a preventive way, namely through learning about the value of humanity from an early age. Based on the theory of Behaviorism, learning is the process of interaction between stimulus and response, so changes in behavior due to learning activities can be tangible. Hence the inclusion of humanitarian studies into the curriculum of education of each country is essential, because the value that is invested early on through the process of learning in the class will be more inherent in the minds of each student, the results and indicators of success can be easily measured. The implementation of the idea is adapted to the culture and educational conditions prevailing in each country, and we are in need of UNESCO involvement which is a Non-Government Organization under the United Nations to carry out the control function as an international organization engaged in education. The outcome of implementing this idea is certainly the decline in the number of radicalism-terrorism that takes place, making the world a more humanist place in the future.

Keywords: Education, Humanity, Preventive, Terrorism

1. Introduction

Humans are social beings who cannot live alone. Human needs for various things make them need help of others in the fulfillment of everyday life. Despite mutual need for each other, there are also people who have another degrading understanding of humanity. This understanding is a doctrine that is instilled or gained by a group of people with particular interests, whether political or religious. Unfortunately the radical understanding possessed by this group of people has led to chaos on the peaceful pattern of life in the world community. Terror, murder, humiliation occur in many places. In fact, not infrequently women and children become victims in their despicable actions. Surely this action is very contrary to international law and humanity. At the time of the war itself, there should be no women and children who become victims, then what about the calm circumstances like in some countries right now? This clearly violates the humanitarian treaties in the world.

Terrorists should not have a place on this earth because the humanitarian offenses that have been committed are even more sadistic than the war. But our fellow human beings must think of ways to be able to eliminate this movement so that in the future there is no longer our generation that is entangled in this very harmful terrorism movement. In Indonesia Criminal Acts of Terrorism, pursuant to the provisions of Articles 8, 9, 10, 11 and 12 of Law Number 15 of 2003 on Combating Terrorism Crimes that characterize a terrorism crime is: (1) The existence of a plan to carry out such action; (2) Conducted by a particular group; (3) Using violence; (4) Taking casualties from civil society, with intent to intimidate the government; (5) Conducted to achieve the fulfillment of a particular purpose of the perpetrator, which may be a social, political or religious motive.¹ This confirms that terrorism can occur in various places and conditions. It can even attack academicians though. In the year 2018 has been found several alumni of a college who was assembling a bomb in the campus. Fortunately this incident was wafted by the police so that it could immediately secure the perpetrators. The bomb is being assembled is aimed at several large government buildings in the city.²

Seeing the vulnerability of terrorism virus in the society, it seems necessary to provide a solution that can prevent the occurrence of terrorism in a sustainable manner. Due to terrorism that is not only a matter of one country but a world problem together, then it is a good thing if this prevention is initiated by the United Nations as a means of connecting all nations to create world peace. The UN through UNESCO will be a means of prevention against terrorism. Why should UNESCO? The United Nations Educational, Scientific and Cultural Organization is a specialized agency of the United Nations (UN) based in Paris. Its declared purpose is to contribute to peace and security by promoting international collaboration through educational, scientific, and cultural reforms in order to increase universal respect for justice, the rule of law, and human rights along with fundamental freedom proclaimed in the United Nations Charter. The goal of the creation of UNESCO is in line with the peace required without the existence of terrorism. In addition, UNESCO focuses on education,

where education itself is the beginning for generation of the world. Based on the theory of behaviorism, the stimulus we give to someone will give appropriate response. Therefore, by providing a stimulus in the form of humanitarian learning at the level of education will provide a good response to the nation's generation. If we are able to prevent terrorism through this study of humanity, surely we will create world peace through our young generation.

2. Review of terrorism and humanity

The word terrorism is derived from the French *le terreur* originally used to refer to the French government's actions that resulted in brutal and excessive violence by beheading 40,000 people accused of anti-government activities. Furthermore, the word Terrorism is used to refer to the anti-government violence movement in Russia. Thus the word Terrorism from the outset was used to refer to acts of violence by government and anti-government activities.³

Terrorism is an anxiety-inspiring method of repeated violent action, employed by (semi-) clandestine individual, group or state actors, for idiosyncratic, criminal or political reasons, whereby - in contrast to assassination - the direct targets of violence are not the main targets. The immediate human victims of violence are commonly chosen randomly (targets of opportunity) or selectively (representative or symbolic targets) from a target population, and serve as message generators.⁴ According to Kusumah The nature of the actions, actors, strategic objectives, motivations, expected and achieved results, terrorism targets and methods are now increasingly widespread and varied. Thus, it becomes increasingly clear that terror is not a crime of ordinary destructive violence, but is a crime against peace and security of mankind.⁵ Although terrorism can be interpreted in various definitions, but according to Crenshaw an initial obstacle to identification of propitious circumstances for terrorism is the absence of significant empirical studies of relevant cross-national factors.⁶ A study by Kusumah explains the urgency of formulating the Law on combating terrorism clearly shows Indonesia's commitment to international cooperation by referring to the UN Security Council's Anti-Terrorism Resolution (September 28, 2001). The resolution calls on all countries to cooperate immediately in preventing and suppressing terrorist acts through the promotion of cooperation and full implementation of international conventions relating to terrorism. Similarly, the convention requires measures such as:

1. Preventing and suppressing the financing of terrorist acts;
2. To declare a criminal act of intentional giving or rendering in any way, directly or indirectly, by the funds of their citizens or in the territory with the intention that the funds will be used or known that the funds will be used to carry out terrorist acts;
3. Immediately freeze funds and financial assets or economic resources of those implementing, attempting to carry out, terrorist acts or contributing to or facilitating the execution of terrorist acts; a business entity directly or indirectly owned or controlled by that person; and any person and business entity acting on behalf of, or on behalf of such person or entity, including funds derived or derived from property which is directly or indirectly owned or controlled by that person and the persons and entities concerned;
4. Prohibit their citizens or any person and entity within their territory from financing, financial assets or other sources or finances or services relating directly or indirectly to the benefit of the person making or attempting to do so or grant facilities or have a share in the execution of a terrorist act, a business entity which is directly or indirectly owned or controlled by that person and any person and business entity acting on behalf of or in favor of such person;
5. Not providing support in any form, either active or passive to business entities or persons involved in terrorist acts including by prohibiting the recruitment of terrorist group members and eliminating the supply of terrorist weapons;
6. Take the necessary steps to prevent the commission of terrorist acts including by providing early warning to other countries by means of information exchange;
7. Refuse a safe haven for those who fund, plan, support or carry out terrorist acts or provide safe shelters;
8. Prevent persons who fund, plan, provide facilities or carry out acts of terrorists to use their respective territories for the purpose of fighting against other states or other citizens;
9. Ensure that anyone engaged in the financing, planning, preparation or execution of terrorist acts or in favor of terrorist acts shall be brought to justice and to ensure that despite other measures against them, terrorist acts shall be established as serious criminal offenses in domestic laws and regulations and that punishment should properly reflect the severity of the terrorist act;
10. Providing mutual assistance in relation to the investigation of criminal offenses or criminal proceedings in relation to funding or the support of terrorist acts including assistance to obtain the evidence they possess that are necessary for judicial proceedings;
11. Prevent the movement of terrorists or terrorist groups under the effective supervision and restriction and supervision of the issuance of identity cards and travel documents and through measures to prevent the use of false or forged identity cards and travel documents;
12. Finding ways to intensify and accelerate the exchange of operational information especially regarding the actions or movements of terrorist parties or networks, false or forged travel documents, illicit trafficking of arms, explosives or other sensitive materials; the use of communications technology by terrorists; and the threat posed by the possession of weapons of mass destruction by terrorist groups;
13. Exchange information in accordance with international and domestic law and cooperate in administrative and legal matters to prevent the commission of terrorist acts;
14. Cooperate, in particular through bilateral and multilateral arrangements and agreements to prevent and suppress terrorist attacks and take action against the conduct of such terrorists.
15. As soon as possible liaise of relevant international conventions and protocols relating to terrorism, including the International Convention for the Suppression of Terrorist Funding dated December 9, 1999;
16. Improving cooperation and fully implementing relevant international conventions and protocols related to terrorism and the decision of the Security Council Resolution no. 1269 (1999) and 1368 (2001);
17. Take appropriate measures in accordance with relevant national provisions and international law, on international standards on human rights, prior to granting refugee status, with a view to ensuring that asylum seekers do not plan, facilitate or participate in acts of terror;
18. In accordance with international law, ensuring that refugee status is not abused by perpetrators, organizers or facilitators of terrorist acts, and that recognition of political motivation is not recognized as an excuse for rejecting the alleged extradition application of terrorists.⁵

Turning to humanity, according to Hutahaean humanity is about human values embraced in terms of relationships with fellow human

beings, such as tolerance, compassion, love, helping, mutual help, prioritizing the common good, and many others. All those values are between man.⁷

The elements contained in humanity are a tribute to human relationships. Quoted from Wikipedia humanity is a virtue associated with basic ethics of altruism derived from the human condition.⁸ Confucius said that humanity is a "love of people" stating "if you want to make a stand, help others make a stand."⁹

3. Theory

According to Thorndike, learning is the process of interaction between stimulus and response. Stimulus is what stimulates learning activities such as thoughts, feelings, or other things that can be captured through the sense device. While the response is a reaction that students learn when learning, which can also be a thought, feeling, or movement and action. So behavioral changes due to learning activities can be concrete, i.e. that can be observed, or not concrete that is not observable.¹⁰

Watson defines learning as a process of interaction between stimulus and response, but the stimulus and response are intended to be observable and measurable. So although he acknowledges the mental changes in a person during the learning process, he considers them to be unnecessary because they cannot be observed. The main suggestion of this theory is that teachers should be able to associate appropriate response stimuli. Learners should be guided to do what they have to learn. In managing the classroom teachers should not provide tasks that may be ignored by the children.¹¹

According to Skinner, the relationship between the stimulus and the response that occurs through interaction with the environment, which then leads to changes in behavior, is not as simple as suggested by previous figures. According to the response received by someone is not that simple, because the stimulus will interact with each other and interaction between the stimuli will affect the response generated. This response has consequences. These consequences will later influence the emergence of behaviour.¹⁰

Another behaviorism theory comes from Bandura which mentions four important factors in observation during the learning process, namely: (1) Attention, including imitation events and observer characteristics; (2) Storage or recall process, encompassing symbolic coding codes; (3) Reproduction in motor, including physical ability, imitative ability, accuracy of feedback; (4) Motivation, including external encouragement and self-esteem. In addition to these four factors, there is a model or exemplary factor that influences the success of behaviorism theory where the highest level of learning from observation is obtained by organizing from the beginning and repeating the behavior symbolically and then doing so, the individual prefers the behavior imitated if it corresponds to the value it possesses, the individual will like the behavior imitated if the model or role model is liked and appreciated and its behavior has a useful value. This theory is known as the theory of cognitive behaviorism which means the theory of social learning that helps understand the occurrence of aggression behavior and psychological aberrations and how to modify behaviour.¹²

So behaviorism is an educational theory that emphasizes the change in one's or students' behavior based on the principle of stimulus and response interaction. Stimulus is a stimulus in learning activities, can be actions, speech, thoughts and others. Response is the reaction that students produce in the learning process, can be speech, behavior, feeling or action. Stimulus and response interact with each other, which ultimately results in attitude or behavior.

4. Research Method

The method used in this research is descriptive method analysis. According to Nazir in the book of research methods, descriptive method is a method in examining the status of a group of people, an object, and a set of conditions, a system of thought or a class of events in the present. The purpose of this descriptive study is to create a description, or painting systematically, factually and accurately about the facts, properties and relationships between phenomena investigated.¹³ As according to Sugiyono, descriptive method is a method that serves to describe or give an idea of the object under study through the data or samples that have been collected as is, without doing analysis and make conclusions that apply to the public.¹⁴

It can be concluded that descriptive method analysis is a method of research that attempts to describe an object, symptoms, events, or cases that occur systematically.

5. Results and discussions

5.1. Study of Humanity System

System is the unity of relationships between components to achieve a goal. Hamalik defines the system as a set of components or elements that interact to achieve a goal. An integrated system is needed to achieve the expected study or learning objectives.¹⁵

Study of humanity system that is built requires a shelter for more widespread and integrated benefits. In this case UNESCO is one of the world organizations that accommodate the field of education and culture, then UNESCO can be used as a means of spreading study of humanity system to over corners of the world to cope with terrorism.

The value of humanity must be taught from upstream to downstream so that the value is embedded in the soul, so that it becomes aware of the position of anyone as a human being, as well as the rights and obligations of a human being. The system of study to be used should start from the level of primary school, and tiered according to the student's level of study.

UNESCO as a world organization in education sphere can cooperate and recommend to every education department in all country, a system of study of humanity since early in elementary school. One of the methods for learning system that can be used is thematic human learning system in some subjects. So that the students early has been nurtured by a sense of humanity in every aspect of life. According to Jumsai and Ayudhya in Sukayasa there are several ways to integrate human values into subjects including:

1) Express the values that exist in the course.

- 2) Direct integration where human values become an integral part of the subject.
- 3) Using parables and making comparisons with occurrences of similar events in the lives of students.
- 4) Turn negative things into positive ones.
- 5) Express values through discussion and brainstorming.
- 6) Using stories to bring up values.
- 7) Play a game of human values.
- 8) Telling the life story of great people.
- 9) Use songs and music to integrate values.
- 10) Using drama to describe events that contain values.
- 11) Using various activities such as service activities, field trips and clubs or groups of activities to elicit humanity values.

Therefore, thematic learning is one of the methods that can be used by UNESCO in terms of education or early study of humanity in elementary schools. This can shape the character of students who are always given a stimulus about humanity, and is expected to give a positive reaction so as to shape the behavior of the nation's generation of educated and humanist. This method is only one of the many methods that can be used in the study of humanity required.

The system recommended by UNESCO to all areas of world education, especially schools, should be systematic and integrated from each element. The influential elements in this system are elements of government, schools, and teachers. Everything must be integrated and can work together to create a harmonious and humane educational environment in line with the expected objective of counter terrorism. In addition, the system used should be tiered according to the needs of students or student levels.

5.2. Preventive Action Against Terrorism

Study of humanity is a preventive action in tackling terrorism early in the education sector. The education sector is an important factor in the prevention of terrorism in every country, because students in schools must be properly educated to be aware of the dangers of terrorism for the state and their self. Below is explained how study of humanity can prevent terrorism and its relation to behaviorism theory in education.

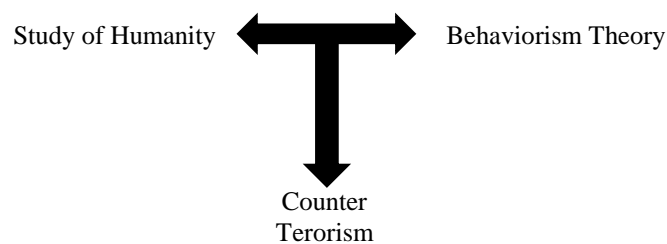


Figure 1: Mind Map of Preventive Action Against Terrorism

In study of humanity in schools, students will be taught about the rights and duties of every human or human rights. Things that can be told in the form of normative values in life such as love, human compassion, discipline, responsibility, social awareness, spirit, peace, and love. Even the values of religious that cannot be separated from humanity, such as love and trust in God, patient, sincere, helping others, respect others, and most importantly respect the rights of life of others. So if the learning in school is always associated with the value of humanity, students will be familiar with the things that are humanist, more over if the environment also supports them. Hopefully in the end this can affect the behavior of students at school or outside school to always be good according to human values and the important thing is their behavior that will keep in their mind and soul until they grow up.

In contrast to the terrorist doctrine as a person in the name of religion or politic. They teach about things that are radical and exaggerated in terms of religion or politic. Among the misguided terrorist doctrines is, they inculcate that anyone who stands not in their way and does not conform to their teachings may even be killed. It certainly contrasts with the value of humanity that upholds a person's right to life. Religious doctrines that do not conform to the original rules or misappropriation of the meaning of the original rules will lead to errors of thought and conviction, resulting in many falling because it feels it is the truth. Terrorists are not only in terms of diversity, in other ways it can happen like politics, business, and others. Surely the terrorists have ignored the human aspect of getting what they want, so they do everything like kill other people, even themselves.

In terms of recruitment of terrorism will usually affect anyone who allows to receive their teachings. The fertile fields to spread terrorist understanding are in the field of education, both formal and non-formal. Young children or students tend to be easy to influence because they still have a high curiosity about something, so education is a fertile field for recruitment. Therefore, the main form of terrorism prevention is on the aspect of education.

If it is associated with behaviorism theory, what can be taken is the principle of stimulus and response. The form of study of humanity is a process of stimulus and response interaction to produce humanist behavior in students, and the doctrinalization process undertaken by terrorism is also a form of stimulus and response. The resulting behavior will vary depending on what stimulus is given and what response is generated in each interaction. So if the students at school have been given a positive stimulus about humanity and give a positive response to the process, the resulting behavior will not be far from the principle of humanity. Then if the understanding of humanity has been imprinted in students and they are convinced that humanity is the thing that should be prioritized. When there is another stimulus present in their mind in the form of an understanding of terrorism, such as the false religious doctrine of murder and suicide, students who have been educated by the principle of humanity will give a negative response because it is not in accordance with what they believe, and will produce a generation who understand that terrorism is wrong, then it is the result or action expected of the stimulus and response process in behaviorism.

5.3. Positive Impact of Study of Humanity

Early study of humanity in schools will produce students who behave in accordance with humanitarian positive values and uphold human rights, such attitudes will prevent from a terrorist understanding that ignores the humanity aspect. The education sector will provide a real function to the Government and the World through UNESCO by helping to prevent acts of terrorism with a preventive attitude through learning in school.

6. Conclusion

Based on the above description can be concluded that:

1. UNESCO as a world organization that focuses on education and culture can be a means to spread the study of humanity system to prevent terrorism in the world, because the terrorist issue is not just in the country alone.
2. Study of humanity can provide a positive stimulus and response to produce a generation of nation capable of acting to prevent terrorism.

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