PISA 2018 Student Radicalism

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Abstract

Goal: is there a correlation between student activities throughout childhood, the ability to describe news, and the degree of political involvement (radicalism) in the PISA 2018 results? Methods: A quantitative approach was taken in this investigation. Students who are 15 years old and enrolled in school in 2018 make up the study's population, while students who take the PISA test at that age in 80 different countries make up the sample. As 87194 students from 80 different nations responded to a questionnaire that contained the study's data. Results: According to multiple regression analysis, there was a correlation between student actions at PISA 2018 and levels of news description, political interest, and radicalism (r=0.096; r2=0.009; P0.000). The conclusion: According to statistics, all variables have a relationship. However, the three variables only account for 1% of the total contribution. This demonstrates the lack of interest among students in politics and radicalism. Implications: Teachers and school administrators need to take immediate action to stop the dissemination of ideas that are likely to be extremist and inspire acts of terrorism through classroom instruction and textbooks.

Keywords: *politic, radicalism, student, PISA.*

Introduction

No person is born a racist or a radical, according to sociology, but his upbringing will affect his beliefs (Alexandra, 2017). Although radical rights not only directly advance politicization, but also encourage others to draw attention to this problem (Hutter . and Kriesi, 2022). The findings of research by Hao et al (2022) demonstrate that an individual student's surroundings can have both a good and negative impact. The international

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community, however, is now compelled to face reality as a result of the emergence of a new threat in the form of violent terrorist attacks that are strongly suspected of being carried out by extreme groups (Mubarak, 2007). As a result, it is not unexpected that radical movements are prevalent in schools (Akuntono, 2011).

Some students actively participate in religious activities that are viewed as radical and intolerable, according to research from the Ministry of Religion's Research and Development Center, while some adhere to the alumni's halaqah (Sholehuddin, 2017: 320). The results of the Jakarta Institute for the Study of Islam and Peace's (LAKIP) 2010–2011 survey of junior and senior high school students, which found that 48.9% of students approved of radicalism, provide more evidence of radicalism's increasingly vulnerable proliferation (Munip, 1970: 160). Two instances of radical teachings were discovered in Islamic Religious Education textbooks and LKS (Student Worksheets) in Jombang (East Java) and Bandung in 2015 (West Java). Radicalism and bigotry are taught in these books and worksheets. For instance, the language on page 78 of the Koran allows for the execution of those who are believed to worship deities other than Allah SWT and falls under the extremist category (Umro and PGRI, 2017). According to the findings of Anonymous' research from 2018, radicalism can penetrate educational institutions through literature and extracurricular activities. Research on the dissemination of radical religious ideologies that can inspire acts of terrorism is still mostly undertaken in universities and junior high schools (SMP), with very little, if any, research on the spread of extremism in primary schools (Mukhlison, 2022). Radicalization is thought to have affected residents from a very young age, namely school-aged youngsters (Nugraha and Fauzan, 2020: 1-18).

The primary issue with this study is whether political or radical ideas are directly associated with student activities from early life, the degree of describing news, and the degree of interest in politics (radicalism) at PISA 2018. These have a significant impact on student's achievement and learning mastery. According to research by Bos et al (2022) females progressively view the "man's world" of political leadership as they get older. Children also regard politics as a male-dominated field. The notion that women should not work in politics has persisted for decades (Ardiansya et al., 2022). Evidence suggests that in the US, female candidates and aspirant women experience bias in non-partisan racial situations (Saha and Weeks, 2022). According to research by Wagner (2022), women perceive politics as being more familiar to them than men do. As a result, women's political aspirations can be raised without relying on initiatives that specifically address their gender and aspirations (Kalla and Porter, 2022).

Today, online, where they have access to millions of news articles from numerous sources, political news is being read by more and more students for the level of summarizing news related to politics and its interest (Raza and Ding, 2022). Although some of them are false reports whose objectives include creating political polarization and eroding community cohesion (Mishra et al., 2022). Based on Kominfo statistics, which show that 63 million Indonesians use the internet, it can be concluded that consumption is dramatically increasing every year. It was noted that in 2018 at least 10,449 radical pieces of information were detected, and that number rose to 11,800 in 2019. This demonstrates that radicalism movements cannot be supported since they pose a serious threat to all social groups, particularly students.

The issue in this study is whether there is a connection between student activities from childhood, the degree of describing news, and the level of interest in politics (radicalism) at PISA 2018. This is evident from the numerous descriptions above the final product, form, or state of research art (SOTA). Science on the connection between student activities since childhood, the degree of describing news, and the level of interest in politics (radicalism) at PISA 2018 is useful/can be used by others. This is a characteristic of the originality of this study's research findings.

PISA 2018 does not use the term "reading" (Reading), but uses the term "reading literacy" (Reading Literacy). This is because the aspects to be measured are not only students' ability to read the text (ie change the language of the text to the language of speech) but more than that. In this case, reading literacy includes various cognition and linguistic abilities, ranging from the ability to interpret text and understand the structure of language so that it can interpret with and the integration of these meanings with other understandings of the world around them. Reading literacy also includes metacognition abilities, namely awareness and the ability to use various strategies when processing information presented in text form to achieve goals certain.

This theme is interesting because PISA is part of the bridge to educate the nation's children through validated instruments. I am worried that the content of PISA 2018 is still not pragmatic in implementation in the field, so that a review of the content of PISA 2018 remains current and it is very possible to get intervention from various points of view.

Research Technique

A quantitative research methodology was applied. This method's foundation is tailored to the primary goals of the study, including gathering information from present symptoms and doing fact-checking utilizing the study's data (Safari, 2022a). The PISA 2018 data used in this study was made available to the public and approved for use in research and development (https://www.oecd.org/pisa/data/). The 15-year-old students who are enrolled in school in 2018 and taking the PISA 2018 exams in 80 different countries make up the sample for this study. The sample was chosen because it included students who were taking the 2018 PISA exam.

As 87194 students from 80 different nations responded to a questionnaire that contained the study's data. Five variables made up the study's variables. Variables X1 and X2 best characterize how you read the news about politics. Variable Y indicates how interested you are in politics. There are five different instruments available for the Y variable (Never or hardly ever, Once or twice a year, Once or twice a month, Once or twice a week, Every day or almost every day). For the X1 variable, a choice-based instrument is available (I do not follow the news at all, I only watch or listen to the news e. g. radio, television, and podcasts; I read the news more often on digital devices e.g. tablet, smartphone, computer; I read the news more often on paper e.g. newspapers, magazines; I read the news equally often in paper format and on digital devices). For the X2 variable, a choice-based instrument is available (Not interested at all, Not very interested, Somewhat interested, Very interested).

The research's analytical approach is the analysis of multiple regression. The goal of this investigation is to ascertain whether there is a relationship between the student's early activities, their ability to describe news, and their level of political involvement (radicalism) at PISA 2018. The SPSS 22.00 and Mplus programs are used to analyze and analyze all of the data in this study to achieve correct results from the research analysis. The Winsteps software was utilized to evaluate the instrument's and subject's dependability (Safari, 2022a; Safari, 2022b).

Research Findings

As 87194 students from 80 different countries are listed below, based on the percentage of students who completed the survey.

Figure 1 demonstrates that while the individual's reliability rating is 0.61, the instrument's dependability value, which is 1.00, is excellent. This shows that the instrument's dependability value is higher than an individual's reliability. This demonstrates "actual

reality" in kids' day-to-day experiences at school as the majority of respondents gave subpar answers to the study's questionnaire.

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-------------------------------------------------------------------------
| PERSON  610049 INPUT   610049 MEASURED              INFIT       OUTFIT   |
|             TOTAL    COUNT   MEASURE  REALSE     IMNSQ  ZSTD  OMNSQ  ZSTD|
| MEAN       128.6      2.9     -.10     .11        .34   -.9    .42   -.7|
| P.SD        66.5       .4      .38     .21       1.53   1.0   1.53   1.0|
| REAL RMSE    .24 TRUE SD      .30  SEPARATION 1.25  PERSON RELIABILITY .61|
|-----------------------------------------------------------------------|
| ITEM        3 INPUT     3 MEASURED                   INFIT       OUTFIT   |
|             TOTAL    COUNT   MEASURE  REALSE     IMNSQ  ZSTD  OMNSQ  ZSTD|
| MEAN    26029604  585426.3     .00     .00        .71   -.4    .56  -9.7|
| P.SD    18318598   12936.1     .06     .00        .49   8.1    .25    .3|
| REAL RMSE    .00 TRUE SD      .06  SEPARATION 580.5  ITEM  RELIABILITY 1.00|
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Figure 1: Person and Instrument Reliability Results of the Winsteps Analysis

Based on the analysis done with Mplus, the model fit data in this study shows that the Root Mean Square Error of Approximation (RMSEA) estimate has a value of 0.000 while the Chi-Square Test of model fit has a P-value of 0.000. This number falls within the 90% C.I. range of 0.000 to 0.000. This suggests that even though the value of each instrument in this study was minimal, they all fit the model. The results of the standard model shown in Table 1 and Figure 1 support this.

Table 1 shows the results of the standardized model using the Mplus

Variable	Estimate	Est./S.E.	P-Value	Decision
Child	2,123	663,028	0.000	Valid
Describe	0,264	212,216	0.000	Valid
Interest	0,176	139,218	0.000	Valid

Table 2. Crosstabulation Activities With The Child And Describes The News

Activities With The Child	Describes The News					Total
	I do not follow the news at all.	I only watch or listen to the news (e.g. radio, television, podcasts).	I read the news more often on digital devices (e.g. tablets, smartphones, and computers).	I read the news more often on paper (e.g. newspapers, and magazines).	I read the news equally often in paper format and on digital devices.	
Never or hardly ever	1201 (49.0%)	8838 (30.6%)	4848 (16.6%)	1239 (19.2%)	2430 (12.0%)	18556 (21.3%)
Once or twice a year	299 (12.2%)	3604 (12.5%)	3549 (12.1%)	693 (10.8%)	1765 (8.7%)	9910 (11.4%)
Once or twice a month	421 (17.2%)	7105 (24.6%)	8675 (29.7%)	1691 (26.2%)	5389 (26.7%)	23281 (26.7%)
Once or twice a	318 (13.0%)	6359 (22.0%)	8614 (29.5%)	1979 (30.7%)	7162 (35.4%)	24432 (28.0%)

week					
Every day or almost every day	211 (8.6%)	2958 (10.2%)	3544 (12.1%)	842 (13.1%)	3460 (17.1%)	11015 (12.6%)
Total	2450 (100%)	28864 (100%)	29230 (100%)	6444 (100%)	20206 (100%)	87194 (100%)

According to Table 2, the majority of students' activities when they were younger included reading books once or twice a week (28%) and watching the news on digital and paper media the most (35.4%). To read a book once or twice a month (26.7%), and the majority of respondents (26.7%) said they get their news from digital and physical sources.

Table 3: Crosstabulation of Political Interest and Activities with Children

Activities With The Child	How Interest				Total
	Not interested at all	Not very interested	Somewhat interested	Very interested	
Never or hardly ever	3347 (54.3%)	5321 (36.8%)	7112 (18.9%)	2515 (10.0%)	18295 (22.0%)
Once or twice a year	662 (10.7%)	2136 (14.8%)	4826 (12.9%)	1793 (7.2%)	9417 (11.3%)
Once or twice a month	942 (15.3%)	3418 (23.7%)	11358 (30.3%)	5986 (23.9%)	21704 (26.1%)
Once or twice a week	716 (11.6%)	2493 (17.3%)	10477 (27.9%)	9367 (37.4%)	23053 (27.7%)
Every day or almost every day	492 (8.0%)	1083 (7.5%)	3769 (10.0%)	5372 (21.5%)	10716 (12.9%)
Total	6159 (100%)	14451(100%)	37542 (100%)	25033 (100%)	83185 (100%)

Table 3 shows that reading books once or twice a week was the majority of kids' activities when they were young (27.7%), and the majority of respondents said they were highly interested (37.4%). One or two books per month (26.1%), and the majority of respondents (23.9%) said they were highly interested.

Table 4. Model summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
.096	.009	.009	.910

Table 4's correlation coefficient (R) of 0.096 shows that there is a significant relationship between the variables. The variation in the criterion is 0.1%, as indicated by the R Square (R^2) value of 0.009. Y= How the predictor's effect affects how interested you are in politics. While X1 = Activities with the child relating to politics and X2 = Best represents how you read the news of politics are both highly significant, 99.1% of the variance is due to residuals, or other unstudied or unrelated factors. The size of the coefficient of

determination will therefore determine how accurate the regression line is as a tool for predicting study variables. This suggests that when the coefficient of determination increases, the precision of the regression line will also increase.

Table 5. Regression Risult

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	3.989	.015		257.810	.000
Which of the following statements best describes how you read the news (e.g. politics, culture, sport, local news)?	.008	.003	.010	2.415	.016
How interested are you in the following issues? Political or social issues in your country	.100	.004	.094	23.003	.000

According to Table 5, the regression equation Y=3.989+0.008X1+0.100X2 suggests that the average Y criteria score is expected to change by 0.008 and 0.100, respectively, for each unit change in X1 and 0.100 in X2.
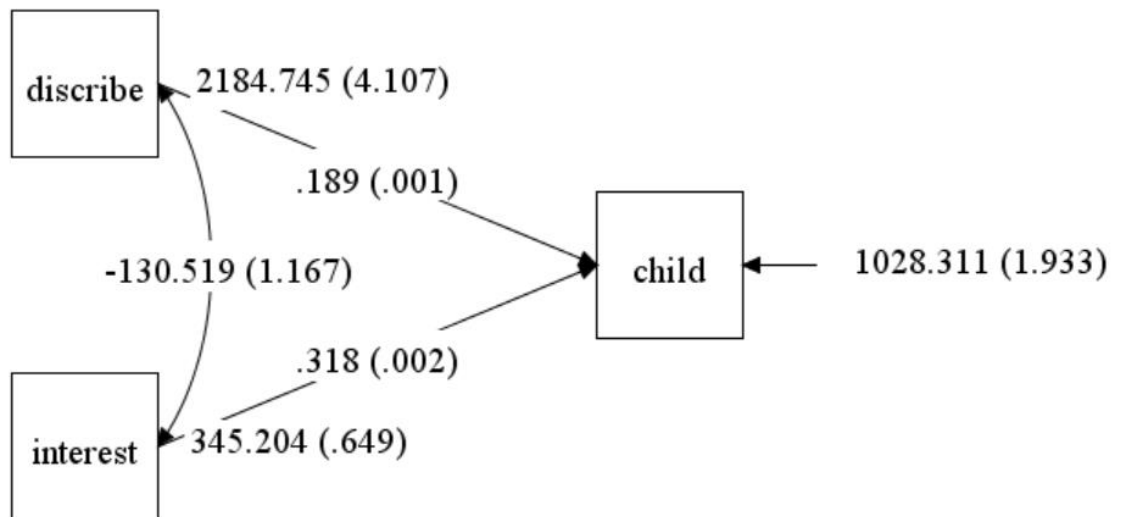

Figure 2: Relationship Between Variables Based on Standardized Mplus Analysis Results

Figure 2 shows that there is a strong correlation between the factors (standardized). The child's level of interest has the strongest correlation with variable activities (0.318), followed by the variable that best characterizes how you read the news (0.189).

Discussion

According to the study's findings, the three variables are correlated with one another, Y is a measure of political interest (radicalism), X1 = student activities from childhood, and X2 = proficiency in summarizing news in the PISA 2018 test. The correlation coefficient (R), which is highly important, is 0.096. This implies that if students' activities are low but their ability to describe news is strong, then their interest in politics (radicalism) will also be high, or the opposite will be true. The three factors' combined contribution is 0.009. According to this research, the PISA 2018 criterion Y = degree of political

involvement (radicalism), X1 = student activities from childhood, and X2 = level of characterizing news all exhibit a variation of 0.1%. Comparatively, the residuals with the regression equation Y=3.989+ 0.008X1+0.100X2 are factors outside the study region that have an impact on the remaining 99.1% of the data. There aren't yet any outcomes from this study that match those from earlier investigations. This demonstrates that no prior research has been done on these factors. However, some of them are the outcomes of the subsequent research, which is relevant to the subject of this study.

According to the experimental findings of Yin and Nhung (2022), 76.99% of students on average understood the teaching model of thought and politics (radicalism). Students' political, ideological, and moral perspectives are typically sound and upbeat (Wang, 2022). The findings of White et al (2022) demonstrate that the profession of education trains aspiring instructors who will instruct students who are becoming more politically conscious and engaged. Putting particular emphasis on the notion that, in moral and political philosophy and social theory, injustice takes precedence over fairness (Chen, 2022). Additionally, personal economic conditions have an impact on political attitudes and actions (Hall and Yoder, 2022). For instance, the majority of high-level corruption has political roots, and influential political figures largely escape the anti-corruption campaign (Siddiquee and Zafarullah, 2022). Another illustration from Munis (2022) reveals that those in rural areas, those who are younger, have a strong sense of place, and those who have a strong sense of race hatred likely to have greater levels of place hatred. Justice, freedom, and equality are therefore still crucial issues that must be pursued (Burelli, 2020).

The findings of Fischer and Schott's research from the year 2022 demonstrate that parents act as role models for their kids, which influences the industry they choose to work in. It is implied that parental socialization affects children's "passion for politics," and that this idea in turn promotes jobs in the public sector. The findings of Kim's research (2022) demonstrate that conspiracy theories can motivate students to engage in politics and lead to beneficial behaviors. Early adolescents define news broadly. They primarily passively consume news, perhaps for lack of internal motivation. They view news as vital, but frequently find it to be monotonous, repetitious, and negatively geared at youth (Tamboer et al., 2022). Social media has a big impact on how the younger generation makes political judgments. 60.6% of Generation Z, or young people born between 1995 and 2005, access political news via social media, according to research by the Indonesian Institute of Sciences (LIPI) (Seyowati, D., 2022). According to research findings from 2022, there is a 46.5% fluctuation in political news exposure channels. It was shown that social networks had the greatest influence on the choice of political news, followed by internal motivation, the benefits of being exposed to political news, special aspects of the Internet, and the research question. It is possible to explain 44.6% of the volatility in political news selections. Higher political awareness was connected with traditional and online news sources (Castro et al., 2022). Even though students need to be able to combat problems As well as address issues like false information and fake news, it's important to consider psychological processes like motivated reasoning during the exposure process and selective attention, how students respond to evidence and fact-checking, the role of political alignments, and political polarization over factual beliefs (Stromback et al., 2022). According to Rhodes' research (2022), individuals who were exposed to circumstances that suited their political viewpoint saw fake news as more reliable than those who were exposed to a heterogeneous mixture of news stories that complemented both worldviews. In every case, the impact of the pathway from political involvement to inadvertent news exposure was greater than that of the opposite pathway (Lee and Xenos, 2022).

In general, four topics are used to investigate politics (radicalism): (1) Equity, considering how power relationships affect trauma; (2) Interpersonal harmony and consensus; anger, conflict, and group action; (3) Collaboration; independence; and initiative led or

controlled by survivors; and (4) Inclusion; partnership barriers; and opportunities for students with mental illness or disabilities (Be, 2022). Depending on one's social background, gender, and personality, people express their political aspirations in different ways. Understanding how competition influences political conduct is important since politics is sometimes viewed as a zero-sum game (Peterson and Palmer, 2022). Politics is often seen as a zero-sum game, so understand how competition affects political behavior (Mansell et al., 2022). This is because political scientists overstate the size of the elite-public political opinion gap and incorrectly identify the causes of it, many of which are caused by variances in the basic makeup of the elite rather than their domain-specific knowledge (Kertzer, 2022). Students in many nations are therefore motivated to fundamental radical social change and fight for democratization (Ordorika, 2022).

The findings of Perry's research (2022) demonstrate that religion continues to play a significant role in all polarization-related phenomena, and sociologists increasingly place religion at the center of their analyses. History has seen a tremendous political contribution from the student movement. In many countries, they work toward democratization and are dedicated to a profound, dramatic transformation of society (Ordorika, 2022). Fake news may be entertaining, but most people are hesitant to spread it. Why? Even for politically motivated fake news, four pre-registration tests (N = 3.656) demonstrated that spreading false information harms one's reputation in ways that are challenging to reverse (Altay et al., 2022). According to the findings of an experimental survey conducted by Stubenvoll and Matthes (2022) with a sample size of N = 413 residents, people have inclined toward statistics that at first glance seem wrong even when they experience recollection and mistrust of the misinformation supplied. According to Nigmatullina and Rodossky (2022) many factors, such as the website's goal, the nature of news media, and local information policies, affect the emotional responses to news items that provide reasons to be concerned.

Conclusion

In light of all the explanations provided above, the study's findings can be translated into the following conclusions and suggestions. The instruments employed in this investigation had flawless reliability values of 1.00, however the human reliability value of 0.61. This shows that the instrument's dependability value is higher than an individual's reliability. This suggests that the majority of study participants gave inadequate answers to the questionnaire, which accurately captures "the real life" of students' experiences at school every day. The correlation coefficient (R), which is highly important, is 0.096. This implies that if students' activities are low but their ability to describe news is strong, then their interest in politics (radicalism) will also be high, or the opposite will be true. The three factors' combined contribution is 0.009. According to this research, the PISA 2018 criterion Y = degree of political involvement (radicalism), X1 = student activities from childhood, and X2 = level of characterizing news all exhibit a variation of 0.1%. Comparatively, the residuals with the regression equation Y=3.989+ 0.008X1+0.100X2 are factors outside the study region that have an impact on the remaining 99.1% of the data.

Reading books once or twice a week (28%) and generally describing news both on paper and digital devices (35.4%) were the activities that students engaged in the most when they were young, according to the results of crosstabulation activities with the kid and describing the news. To read a book once or twice a month (26.7%), and the majority of respondents (26.7%) said they get their news from digital and physical sources. Reading books once or twice a week was the activity that students engaged in the most when they were young (27.7%), and the majority of respondents said they were extremely interested (37.4%), according to the results of crosstabulation activities with the child and the level of student interest. One or two books per month (26.1%), and the majority of respondents

(23.9%) said they were highly interested. The Mplus analysis's findings, which demonstrate the relationship between variables is very significant, help to clarify this conclusion (standardized). The child's level of interest has the strongest correlation with variable activities (0.318), followed by the variable that best characterizes how you read the news (0.189). In PISA 2018, there is a statistical correlation between student activities starting at a young age, the degree of characterizing news, and the level of involvement in politics (radicalism). However, the three variables only account for 1% of the total contribution. This demonstrates the lack of interest among students in politics and radicalism.

Acknowledgments

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