

COMMUNICATION METHODS OF THE DENSUS 88 ANTI-TERROR PREVENTION UNIT OF THE POLICE OF CENTRAL KALIMANTAN REGIONAL TASK FORCE IN EFFORTS TO PREVENT RADICALISM AMONG STUDENTS

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Abstract

This study examines the communication methods applied by the Prevention Unit of Densus 88 Anti-Terror Police, Central Kalimantan Regional Task Force, in preventing radicalism among students. The research focuses on strategies, implementation, evaluation, challenges, collaboration, and recommendations, analyzed through a qualitative approach based on in-depth interviews and observations. Findings reveal that the unit employs various communication methods, including verbal, non-verbal, active listening, contextual communication, appropriate channel selection, and the use of digital media. Message delivery is tailored to the audience's age, education level, and background, ensuring effective reception. Face-to-face activities are used to build emotional connections, while social media is used to reach students active in the digital space. Collaboration with educational institutions, community leaders, and creative communities helps expand the program's outreach. Innovations such as nationalism-themed competitions, award-giving, and the dissemination of moderate narratives on social media are part of the implemented strategies. The study recommends strengthening personnel communication skills, enhancing creative use of digital media, and conducting regular evaluations to maintain the program's continuity and effectiveness.

Keywords: *Communication Methods, Radicalism Prevention, Students*

INTRODUCTION

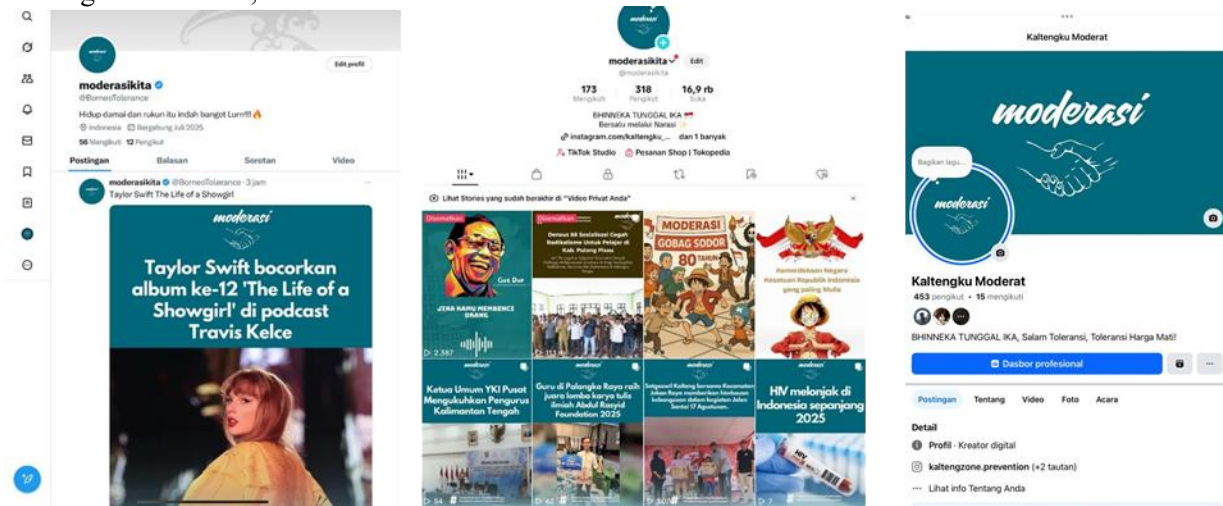
Radicalism is a global phenomenon that has also become a serious concern in Indonesia due to the accelerated spread of extreme ideologies due to advances in information technology and social media (Tawaang & Mudjiyanto, 2021; Sholihin & Kurnia, 2023). This ideology exploits social, economic, and psychological vulnerabilities, particularly among the younger generation who are still searching for their identity (Lewoleba, 2023). Through direct interactions and hate-filled digital content, radicalism poses a threat to national security that requires systematic and ongoing prevention (Sinaga, 2021). Students are among the most vulnerable groups because they are still in the process of character formation, while schools, social circles, and online media often serve as entry points for ideas that challenge national values. Low digital literacy and a lack of guidance make them susceptible to the influence of attractively packaged radical propaganda (Abdullah et al., 2024; Barus et al., 2024).

Central Kalimantan, with its diverse society, faces a high potential for the spread of radicalism (BNTP, 2020). Ethnic, cultural, and religious diversity can be both a strength and a vulnerability if not managed properly. Widespread access to digital media makes the younger generation increasingly vulnerable to the infiltration of radical ideology, which is now disseminated subtly through misleading moral narratives and calls for goodness (Mustopa, Nawawi & Bisri, 2023). To anticipate this, the Indonesian National Police, through Densus 88 Anti-Terror, established a Prevention Unit tasked with implementing educational and social measures, while the Central Kalimantan Regional Task Force plays a role as the regional implementer, focusing on building effective communication with students so that they are aware of the dangers of radicalism. The communication methods used by the Prevention Unit of Densus 88 Anti-Terror Polri Central Kalimantan Regional Task Force are not only

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informative, but also persuasive and adaptive to the character of the audience. This can be seen from the social media managed as follows;



When interacting with students, they strive to use accessible language, include concrete examples, and utilize media familiar to the younger generation. This approach aims to ensure that the message is not only cognitively accepted but also shapes attitudes and behaviors that reject radical ideology. Furthermore, this communication strategy is designed to build trust, so students feel comfortable engaging in dialogue and asking questions. Preventing radicalism among students is an ongoing process that requires the involvement of various parties, including educational institutions, security forces, and the community (Njaiburahman, 2025). The Densus 88 Anti-Terror Prevention Unit of the Central Kalimantan Regional Task Force understands that the effectiveness of messages depends heavily on selecting the right communication method, such as through face-to-face media, digital media, and collaboration with schools. The combination of these various approaches allows prevention messages to reach students with different backgrounds, interests, and levels of understanding, so they can understand the threat of radicalism and how to avoid it. Based on this, research on the Densus 88 Prevention Unit's communication methods is relevant to examine to describe the strategies implemented, their effectiveness, and the factors that influence their success. The results of this study are expected to contribute to the development of radicalism prevention programs that are adaptive to the social dynamics of the younger generation in Central Kalimantan, while simultaneously strengthening efforts to maintain security stability and national unity on an ongoing basis.

METHOD

This study used a qualitative approach to gain an in-depth understanding of the communication methods implemented by the National Police's Densus 88 Anti-Terror Prevention Unit, Central Kalimantan Task Force, in an effort to prevent the spread of radicalism among students (Niam et al., 2024). This approach allows for direct exploration of communication experiences and strategies through in-depth interviews, observations of outreach activities, and review of related documents (Judijanto, 2024). The research subjects consisted of members of the Prevention Unit actively involved in communication programs and a number of students ranging from junior high to senior high school aged. Informants were selected purposively to ensure involvement and relevant knowledge of the topic. Data analysis was conducted using the Miles and Huberman (1994) model, which includes three stages: data reduction, data display, and conclusion drawing. Validity was maintained through triangulation of sources and methods. The results of the study are expected to provide a comprehensive picture of the effectiveness of the communication methods used, their supporting and inhibiting factors, and their impact on students' awareness in rejecting radical ideology.

RESULTS AND DISCUSSION

a. General Description

1. Persuasive Communication Theory

Stephen W. Littlejohn states that communication studies are interdisciplinary and multidisciplinary because they involve various perspectives from other disciplines that enrich the understanding of the communication process (Littlejohn & Foss, 2014). In line with that, Hendri (2019:41) explains that communication science is the result of the confluence of several branches of pure science such as sociology, anthropology, psychology, and philosophy, each of which contributes to forming the conceptual framework of communication. In this context, persuasive communication is seen as a combination of art and science in composing messages, both verbally and nonverbally, to influence the views, attitudes, or behavior of individuals or groups (Zaenuri, 2017). This communication process is interactive because it requires a reciprocal relationship between the communicator and the audience, with the aim of arousing the thoughts and emotions of the recipient. Its application can be found in various situations, from simple interactions in everyday life to large-scale activities such as social, political, or marketing campaigns that require effective and planned communication strategies.

The primary goal of persuasive communication is to create cognitive, affective, and behavioral change in the audience, such as changing their perspective on a particular issue, strengthening their belief in an idea or product, and encouraging concrete actions such as supporting a program or making a purchase (Nida, 2014). To achieve this goal, communicators utilize various techniques, including the use of emotionally engaging language, logical and systematic argumentation, and emphasizing personal credibility to foster audience trust in the message. However, the power of persuasive communication must be accompanied by the application of ethical principles to avoid negative impacts such as manipulation, misinformation, or the breakdown of social relationships (Akbar, Evadianti & Asniar, 2021). Therefore, a communicator is required to maintain honesty, be transparent, and prioritize social responsibility so that the persuasion process is effective and dignified, and is able to build healthy relationships between individuals.

The concept of attitude is the main foundation in persuasive communication theory because changing an individual's attitude is the main goal of persuasion. Mar'at (1982) explains that attitudes cannot be observed directly, but rather interpreted through behavior that reflects an individual's hidden responses. Applbaum and Anatol (1974) emphasize that human attitudes and behavior are strategic elements in the study of persuasion, so a persuader needs to understand the character and tendencies of the audience to design an effective message. This understanding allows the communicator to craft a message that can strengthen positive attitudes or change negative attitudes through a combination of rational arguments, emotional appeals, and credibility, so that persuasive communication can influence the opinions, views, and actions of the communicant more deeply.

The relationship between persuasive communication theory and the research entitled "Communication Methods of the Densus 88 Anti-Terror Prevention Unit of the National Police Task Force in Central Kalimantan in Efforts to Prevent Radicalism Among Students" lies in the shared goal of influencing the attitudes, views, and behavior of the audience through planned communication. In this research, the Densus 88 Prevention Unit acts as a communicator who instills national awareness and rejects radical ideology in students as communicants. The strategy used reflects the principles of persuasive communication, namely the preparation of messages that pay attention to emotional, rational, and credibility aspects in order to raise students' awareness. Therefore, persuasive communication theory becomes a relevant framework to explain the effectiveness of Densus 88's communication methods in efforts to prevent radicalism among students.

Communication Methods

Communication methods are systematic approaches used to convey messages from communicators to recipients in order to achieve a common understanding (Effendi, 1992). This process includes selecting methods, techniques, and media that ensure the message is received and interpreted correctly. Schramm (in Rosyidi, 1985) emphasized that successful communication is influenced by shared experiences, understanding of symbols, and the suitability of the message to the audience's needs, so that communication is not merely the delivery of information, but also an effort to build a common meaning. In the context of education, communication methods serve to transfer knowledge, shape attitudes, and develop students' skills (Asnawir & Usman, 2002). Their effectiveness depends on the educator's ability to adapt communication patterns to the characteristics of the participants, the material, and the learning situation. In line with Rakhmat (2000), effective communication results in understanding, enjoyment, influence on attitudes, positive social relationships, and encouragement to act. Therefore, the application of appropriate communication methods can create interactive, meaningful learning and

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achieve instructional goals. The effectiveness of a communication method is determined by the strategy's suitability to the audience's characteristics and the message's objectives. This strategy includes simplifying content, adapting material to the listener's perspective, selecting appropriate communication channels, using supportive body language, and managing online interactions to maintain focus and efficiency. Furthermore, communication skills can be improved through openness, patience, self-awareness, and acceptance of feedback, including allowing others to lead the discussion (Nafea, 2023). This combination of elements results in clear, structured, and easily understood message delivery.

There are several communication methods as follows;

1. Verbal communication
 - 1) Oral: presentations, face-to-face conversations, virtual calls
 - 2) Written: email, notes, bulletin boards
2. Nonverbal communication: facial expressions, tone of voice, body language, gestures
3. Active listening: full focus, clarifying questions, paraphrasing without judgment
4. Contextual communication: taking into account interpersonal relationships and environmental situations
5. Selecting the right communication channel: face-to-face, online, written as needed
6. Use of body language: eye contact, gestures, posture
7. Online communication management: short duration, point recap, quick response
8. Message simplification: short, clear, relevant
9. Adapting the material to the audience: interests, needs, level of attention
10. Audience engagement: participation, two-way interaction

Densus 88 Anti-Terror

Densus 88 Anti-Terrorism is a special unit of the Indonesian National Police (Polri) established under Law Number 2 of 2002 to address the threat of terrorism as part of its mandate to maintain public security and order. This unit carries out investigative, criminal, enforcement, and preventive functions based on the principles of legality, professionalism, and respect for human rights. Under the command of the Chief of Police and accountable to the President, Densus 88 is supported by tactical capabilities, intelligence, and cross-agency cooperation, including with international institutions, in addressing complex and cross-border terror threats.

Law No. 5 of 2018 strengthens the legal basis for Densus 88 by expanding the definition of terrorism to include acts that incite fear, mass casualties, or damage to vital objects. This regulation also authorizes law enforcement officials, particularly the Indonesian National Police (Polri), to carry out special actions such as arrests, detentions, wiretapping, and searches for prevention and enforcement purposes. Furthermore, this law regulates coordination with the Indonesian National Armed Forces (TNI), strengthens the role of the National Counterterrorism Agency (BNPT) as a cross-sector coordinator, and provides protection for victims through state-funded compensation, restitution, and rehabilitation.

In the context of prevention, Densus 88 carries out counter-radicalization and deradicalization activities to raise public awareness, cut off recruitment channels for terrorist groups, and educate former perpetrators to prevent re-involvement. In terms of enforcement, Densus 88 has the authority to conduct intelligence operations, arrest, and detain individuals suspected of involvement in terrorist networks, in accordance with applicable legal procedures. This unit also plays an active role in international cooperation to track funding, hunt down fugitives, and dismantle transnational networks. With a strong legal foundation, Densus 88 is a strategic instrument in the national security system that balances repressive and preventive approaches in accordance with human rights principles.

Strategy for Preventing Radicalism Among Students by the Densus 88 Anti-Terror Prevention Unit of the Central Kalimantan Regional Task Force

Based on an interview with Mahanderi, SH, Head of Intelligence Operations Unit of the Central Kalimantan Task Force, Densus 88 Anti-Terror Police, on Monday, August 4, 2025, radicalism is understood as an ideology that influences an individual's perspective, attitudes, and behavior in an extreme way. Among students, the spread of this ideology occurs more rapidly because they are in the phase of searching for identity and are easily attracted to new ideas packaged persuasively. Mahanderi explained that low national insight, lack of understanding of state ideology, and weak early detection from their surroundings make students more vulnerable to recruitment by radical groups. Characteristics of students who have been exposed can be observed from their

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behavior, such as refusing to attend flag ceremonies, being reluctant to attend PPKN lessons, and rejecting state symbols such as Pancasila, photos of the President, and other state attributes. They also tend to isolate themselves, limit social interactions, and associate only with groups that share similar views, indicating a change in attitude that is in line with their adopted ideology (Yusar, 2015).

Although exact data on the number of students exposed to radicalism cannot be published, Mahanderi cited several cases that have occurred in Central Kalimantan. In 2017, a second-grade junior high school student in Sampit, East Kotawaringin Regency, vandalized a statue at a place of worship, while in 2024 in Palangkaraya City, a second-grade senior high school student withdrew from school after refusing to attend a flag ceremony and civics lessons. Both incidents demonstrate that radicalism can influence students, leading to actions that disrupt social order. To address this, the National Police's Densus 88 Anti-Terror Task Force's Central Kalimantan Prevention Unit is mandated to prevent the spread of intolerance, radicalism, extremism, and terrorism through various strategies, such as face-to-face approaches, nationalistic preaching, formal and non-formal education, and monitoring open and covert recruitment activities. They also utilize mass media, including social, print, and electronic media, to disseminate messages that foster a spirit of unity and strengthen public understanding of the state ideology.

The outreach activities conducted by the Central Kalimantan Regional Task Force consistently emphasize the dangers of ideologies that contradict the foundations of the state, as terrorist groups seek to alter the legal system and state regulations to suit their own beliefs and reject existing regulations in order to establish an order that benefits their group. According to Mahanderi, each outreach activity focuses on fostering public understanding, including students, of these threats and their impact on the unity and sustainability of the Unitary State of the Republic of Indonesia. The Prevention Unit has a special focus on preventing the younger generation from falling prey to extremist ideologies through programs that strengthen national insight, instill Pancasila values, and foster a sense of pride in national identity. These activities are designed with relevant materials and communicative methods to be easily understood by students, so that they not only understand the theory but also develop the awareness to reject radical ideologies.

An interview with Mahanderi describes the challenges and strategies implemented by the Central Kalimantan Task Force's Prevention Unit to prevent radicalism among students. Understanding the characteristics of exposed students, their experience in handling cases, and preventive measures provides a crucial foundation for developing more effective programs. Through collaboration between the police, schools, and the community, it is hoped that a conducive educational environment will be created so that students grow with a sense of nationalism and are resilient to the influence of radical ideology.

Strategy, Collaboration, and Intervention of the Densus 88 Anti-Terror Prevention Unit of the Central Kalimantan Task Force in Facing Radicalism Among Students

The Densus 88 Anti-Terror Prevention Unit of the Central Kalimantan Regional Task Force implemented a planned strategy to address radicalism among students by providing outreach to teachers and students about preventing radical ideology. This activity was carried out not only by the police but also through collaboration with the Education Office to strengthen early detection and anticipatory measures so that prevention can reach all elements of education. According to Mahanderi, SH, the approach used is flexible and includes educational, persuasive, and repressive methods, although the educational approach is prioritized because it encourages open dialogue and two-way information exchange between students and educators. One form of implementation is the deradicalization program, a series of activities aimed at changing the views and behavior of individuals or groups exposed to extremist ideologies so that they abandon violent ideologies and return to peaceful participation in society (Kamal, 2024).

The deradicalization program implemented by the Densus 88 Anti-Terror Prevention Unit of the Central Kalimantan Regional Task Force is extensive and sustainable, encompassing all levels of education from early childhood to university, with the aim of developing a young generation with a strong sense of nationalism and awareness of the dangers of radical ideology. According to Mahanderi, the material is delivered in stages according to age using engaging and contextual learning methods. Teacher involvement is crucial because they act as mentors who instill national values and as an extension of the Prevention Unit in conducting early detection of indications of the spread of intolerance and radicalism in schools. Collaboration between Densus 88 and educational institutions is realized through outreach activities, providing appeals, and implementing early detection, accompanied by an emotional approach to students and parents. This collaboration also focuses on increasing supervision of the use of social media, which is often used as a means of spreading radical propaganda.

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The collaborative network of the Densus 88 Anti-Terror Prevention Unit of the Central Kalimantan Regional Task Force involves not only educational institutions, but also various community and religious organizations such as Pemuda Pancasila, the Dayak Youth Movement, the Dayak Customary Council, Nahdlatul Ulama (NU), Muhammadiyah, and the Indonesian Islamic Propagation Institute (LDII). According to Mahanderi, this cross-organizational collaboration enables the delivery of national messages through various channels with approaches that adapt to local culture and values, thereby reaching a wider audience. One concrete form of the Prevention Unit's activities is field intervention through coaching in schools, national insight counseling, and routine outreach conducted independently or in collaboration with the Education Office. In each activity, an educational approach is prioritized by using real examples from students' daily lives so that messages about preventing radicalism feel relevant, easy to understand, and remembered by participants.

Challenges, Evaluation, and Directions for Developing Strategies to Prevent Radicalism Among Students

According to Mahanderi, SH, the main challenge in implementing radicalism prevention among students lies in their age, as they are still minors. This situation requires special handling of every preventative measure to avoid negative psychological impacts on children. The strategies used must be both educational and protective, so that prevention messages can be conveyed effectively without causing excessive fear or pressure (Muhammad, Muchtar & Anggraeni, 2021). Furthermore, activities involving students must adhere to applicable regulations and ethics for child protection, considering that they are a group whose rights and personal development must be protected. The community and educational institutions generally support the Prevention Unit because this deradicalization program offers a new approach to raising awareness of the dangers of radicalism in schools. However, this support needs to be accompanied by ongoing communication to ensure the program's objectives are better understood. Mahanderi explained that challenges still arise from some schools being less cooperative in providing data for early detection. Therefore, a persuasive approach and constructive dialogue are needed to encourage schools to be more open and actively collaborate in implementing prevention programs.

In terms of evaluation, the Densus 88 Anti-Terror Prevention Unit of the Central Kalimantan Regional Task Force continues to strengthen its oversight of educational institutions, parents, and relevant agencies. Mahanderi emphasized that students involved in acts of terrorism are generally victims of indoctrination, so evaluation focuses not only on program outcomes but also on preventing children from falling into radical environments. This effort is carried out through cross-stakeholder collaboration to maintain consistent oversight. Indicators of successful prevention are seen in areas or schools that are free from the influence of radicalism, measured through random sampling, field observations, and data from relevant agencies. Success is marked by increased student understanding of the dangers of radicalism, while failure occurs when children receive less attention from parents or teachers, making them more vulnerable to the influence of extremist ideologies.

Mahanderi highlighted that the spread of radical ideology among students is now largely occurring through social media, where the search for identity leads some students to choose to migrate or study religion independently, but this is not always done with a moderate understanding. Certain groups exploit this situation to insert radical ideology through religious narratives, necessitating increased digital literacy and balanced religious guidance so that students can discern information wisely. Moving forward, prevention strategies will focus on strengthening support from relevant ministries and institutions in expanding deradicalization activities within the student environment, including revitalizing national education and fostering patriotism through extracurricular activities. Furthermore, the community plays a crucial role as partners with the Prevention Unit in disseminating education and information about the dangers of radicalism, ensuring more effective and sustainable prevention efforts across multiple sectors.

b. Communication Method of the Densus 88 Anti-Terror Prevention Unit of the Indonesian National Police, Central Kalimantan Task Force in Efforts to Prevent Radicalism Among Students

Strategy, Implementation, and Communication Content of the Central Kalimantan Task Force Prevention Unit in Counter-Radicalism Efforts

Based on an interview with IPTU Ganjar Satrino, S.Sos., Head of the Prevention Team of the Central Kalimantan Regional Task Force, and Raka Sabda B., SH, Head of the Intelligence Operations Unit of the Central Kalimantan Regional Task Force, Densus 88 Anti-Terror Police, on Tuesday, August 5, 2025, the main task of the Prevention Unit in countering radicalism is to carry out education, outreach, and appeals to the public regarding the dangers of radicalism, the characteristics of individuals exposed to it, and preventive measures that can be taken.

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This unit also plays a role in preventing the spread of radical issues so as not to cause social unrest. Deradicalization programs targeting students have been intensified since 2020 because students are considered more vulnerable to outside influences due to the phase of searching for identity they are experiencing. Radical groups often exploit this vulnerability by offering misleading spiritual narratives, so that fostering national ideology from an early age is a strategic step to strengthen students' resilience against extremist views.

The communication strategy of the Densus 88 Anti-Terror Prevention Unit of the Central Kalimantan Regional Task Force is tailored to the characteristics of the audience through various methods, such as verbal, nonverbal, mass, and digital communication, while considering the effectiveness of message delivery to each target group. Collaboration with parents, education offices, educational institutions, and related agencies is also carried out to strengthen the prevention of radicalism among students. According to Kusuma, Supardi, et al. (2023), educational level is an important consideration because each level has a different way of understanding information, so that material for elementary school students is designed simply and interactively, while for secondary and university students it is provided in more depth with real examples of the phenomenon of radicalism. This adaptive approach is strengthened by the use of social media to reach young people who are active in the digital world, and involve them in positive activities such as becoming anti-radicalism ambassadors, members of the flag-raising team (Paskibraka), or participants in national-themed competitions. In addition, Prevention Unit personnel are also provided with special training to be able to deliver material effectively and professionally.

The main objective of the communication conducted by the Densus 88 Anti-Terror Prevention Unit of the Central Kalimantan Regional Task Force is to ensure that the target audience truly understands the message, especially regarding the importance of upholding the four basic consensuses of the state: Pancasila, the 1945 Constitution, the Unitary State of the Republic of Indonesia, and *Bhinneka Tunggal Ika*. This outreach aims to foster national awareness among students so that they are not easily influenced by ideologies that conflict with these values. Before delivering the message, the Prevention Unit considers the age, education level, and background of the audience to adjust the most effective method. One technique used is to show real-life examples of terrorist group propaganda and their recruitment processes, so that the audience can recognize the patterns of spreading radical ideology, protect themselves from its influence, and play an active role in maintaining security in their environment.

Based on the data obtained, the Central Kalimantan Task Force's Prevention Unit's communication strategy employs a structured approach, taking detailed audience segmentation into account. This process relies not only on conventional methods such as face-to-face outreach, but also utilizes digital media to reach young people who are active online, demonstrating adaptation to technological developments and changing information consumption patterns. The media selection and delivery style are tailored to age and education level to effectively convey counter-radicalism messages through simple narratives and interactive activities for elementary school students to instill national values from an early age, as well as in-depth discussions with concrete examples for high school and university students to better understand and anticipate the spread of radical ideology.

The Prevention Unit's communication efforts also involve collaboration with educational institutions, parents, and relevant agencies to expand the program's reach and build a sustainable student development network. Activities such as the formation of anti-radicalism ambassadors and national-themed competitions serve as educational tools while strengthening students' emotional engagement in upholding national values. Furthermore, the presentation of material through concrete examples of propaganda and recruitment methods of radical groups provides a realistic picture for the audience, encouraging critical thinking and active vigilance against the threat of extreme ideologies in the surrounding environment.

Evaluation, Challenges, Collaboration, and Recommendations in Preventing Radicalism Among Students

The Central Kalimantan Regional Task Force's Prevention Unit is continuously increasing the number and quality of communication activities within its deradicalization program by increasing the frequency of activities, enriching materials, and implementing more varied delivery methods. These efforts aim to reach a wider audience, particularly students, to raise awareness of the dangers of ideologies that conflict with national values. The main challenge faced is adapting the material to the age and education level of the audience, as each group has different ways of thinking and absorption capacities. To overcome this, officers are required to be able to design messages that are relevant, easy to understand, and appealing to each target segment. The conducive situation without any public resistance indicates that the implemented communication strategy has been effective in building public trust in the counter-radicalism messages being conveyed.

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Collaboration with educational institutions, community organizations, and creative communities is a strategic step to expand the program's reach and strengthen the impact of the message conveyed (Putri, Rasyid & Yazid, 2025). A persuasive approach combined with emotional closeness makes communication more natural and memorable for the audience. Innovations such as giving prizes to students who actively participate in activities, using interactive learning methods, and utilizing social media with moderate narratives are effective strategies in reaching the younger generation. This approach not only provides theoretical understanding but also encourages active student participation in rejecting radical ideologies and instilling national values in everyday life.

To strengthen future counter-radicalism communication efforts, public speaking training and basic communication skills development are needed for personnel (Sutana, 2022). This training includes strengthening communication foundations, understanding audience psychology, mastering digital media, and establishing extensive networks. Furthermore, the implementation of measurable evaluation mechanisms through surveys, interviews, and analysis of public responses needs to be conducted periodically to assess program effectiveness. With a structured and adaptive strategy to social dynamics, the Central Kalimantan Task Force Prevention Unit is expected to further strengthen the ideological resilience of the younger generation and protect them from the influence of radical ideology.

Based on the research results, the implementation of communication strategies by the Densus 88 Anti-Terror Prevention Unit of the Central Kalimantan Regional Task Force in the deradicalization program is proven to be in line with the principles of persuasive communication theory. Efforts made through socialization, education, and emotional approaches reflect the function of communicators who seek to influence the attitudes, views, and behavior of the audience in a planned and ethical manner as explained by Littlejohn & Foss (2014) and Zaenuri (2017). Messages that are formulated by paying attention to rational, emotional, and credibility aspects are able to raise students' awareness of the dangers of radical ideology while strengthening their national values. Thus, persuasive communication theory is the right conceptual basis to explain the success of Densus 88 in implementing communication methods that are not only informative, but also transformational in encouraging changes in students' attitudes and behavior to move away from radicalism.

The results of the study indicate that the Central Kalimantan Task Force Prevention Unit's communication strategy in countering radicalism aligns with the theoretical concepts explained by Effendi (1992), Schramm (in Rosyidi, 1985), and the persuasive communication theory of Littlejohn & Foss (2014). The selection of message delivery methods is structured by considering audience characteristics, the suitability of the material, and communication channels appropriate to field conditions. Face-to-face socialization is used to build emotional closeness and shared understanding, while social media is utilized to reach students in the digital space. Verbal and nonverbal elements such as body language, facial expressions, and active listening techniques are also used to strengthen the appeal of the message and encourage audience engagement. This approach aligns with the views of Zaenuri (2017) and Rakhmat (2000) who explain that persuasive communication is effective when the communicator is able to combine logical, emotional, and self-credibility to change the attitudes and behavior of the communicant. Adapting the message to the context and characteristics of the audience makes two-way communication more open and can encourage the formation of awareness to reject radical ideology.

Recommendation

The research recommendations focus on developing communication strategies that adapt to digital trends and are based on the principles of ethical persuasion, as explained by Akbar, Evadianti, & Asniar (2021). Social media should be utilized creatively and interactively so that deradicalization messages are not only known but also understood and internalized by students. Collaboration with educational institutions, religious leaders, and creative communities is a step to expand the reach of messages and strengthen public acceptance of prevention activities. Training for Prevention Unit personnel in speaking skills, understanding audience psychology, and mastery of digital communication technology will improve the accuracy of message delivery and maintain the quality of interactions. By consistently applying persuasive communication theory, counter-radicalism activities carried out by Densus 88 Task Force Central Kalimantan serves as a process of building shared awareness and strengthening national values among students.

CONCLUSION

Based on the overall research findings, it can be concluded that the communication methods used by the Densus 88 Anti-Terror Prevention Unit of the Central Kalimantan Regional Task Force demonstrate adaptive, planned, and structured implementation in conveying counter-radicalism messages to students. The selection of

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methods such as verbal and nonverbal communication, active listening, and the use of digital media is carried out by considering the characteristics of the audience, their educational level, and the environmental situation. This approach allows the message to be conveyed not only cognitively but also forms emotional awareness and a critical attitude of students towards radical ideology. The use of simple language, concrete examples, and relevant communication channels are key factors that strengthen the connection between the communicator and the recipient, so that the message can be well received.

The strength of the Prevention Unit's communication strategy is evident in its ability to synergistically combine face-to-face and digital media, and to involve various parties such as teachers, parents, community leaders, and creative communities in the messaging process. This collaboration broadens audience reach and ensures that deradicalization materials are packaged in an engaging, contextual, and memorable format. Innovations such as involving students in national-themed creative activities, awarding awards, and disseminating moderate narratives on social media also demonstrate the application of interactive communication methods. By prioritizing a persuasive and emotional approach, the Prevention Unit has succeeded in building trust and openness, thus encouraging audiences to actively engage in dialogue and radicalism prevention activities.

The success of this communication method also demonstrates that preventing radicalism among students requires a multi-layered strategy that combines educational, participatory, and adaptive aspects. Regular evaluations, communication skills development for personnel, and creative use of information technology are essential steps to maintain message relevance. Through an approach that integrates communication theory with field practice, the Prevention Unit can continue to develop communication models that are responsive to changing trends among the younger generation. Thus, counter-radicalism efforts serve not only as a means of transferring information but also as a process of developing a strong national character in students, enabling them to develop ideological resilience capable of countering radical influences in the future.

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