

The Role of Educated Women in Preventing Terrorism: A Feminist Theory Perspective

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ABSTRACT

The topic of educated women's role in terrorism prevention is increasingly relevant in security and gender studies. Educated women have great potential to contribute to terrorism prevention efforts through various social, political, and economic roles. This research aims to identify and analyze how educated women can play an effective role in preventing terrorism, as well as how feminism theory provides an in-depth perspective on their contribution. Feminism theory is used in the analysis process of this research. The results show that educated women who have quality education can significantly contribute to the prevention of terrorism through empowerment and education, deconstruction of patriarchal and militaristic narratives often used by terrorist groups, economic and social analysis, understanding the local cultural and historical context from the perspective of postcolonial feminism, and the perspective of ecological feminism.

INTRODUCTION

Terrorism is one of the biggest threats to global security and stability today. This phenomenon not only causes physical and material losses, but also creates fear, social disintegration, and political instability in various parts of the world. In an effort to tackle terrorism, various approaches have been taken, both through military strategies and security policies. However, these approaches often ignore the important role that educated women can play in preventing terrorism.

Educated women have great potential to contribute to terrorism prevention efforts through various social, political, and economic roles. Through education, women can gain knowledge and skills that enable them to actively participate in society and advocate for change. The role of these educated women is increasingly relevant to be analyzed in the context of security and gender studies.

This research uses feminism theory as an analytical framework to understand the contribution of educated women in terrorism prevention. Liberal feminism theory emphasizes the importance of education and women's empowerment as a means to achieve gender equality and full participation in public life. Based on this background, the author formulates the problems in the research, namely:

1.1 How can educated women play a role in terrorism prevention?

1.2 How does feminist theory provide an in-depth perspective on the contribution of educated women in terrorism prevention?

This research aims to identify the effective role that educated women can play in preventing terrorism. In addition, this research will also analyze the contribution of educated women in preventing terrorism from the perspective of feminism theory. By integrating various feminist perspectives, this research is expected to provide a more holistic and in-depth insight into how educated women can contribute significantly in terrorism prevention efforts, as well as provide a framework that can be used to develop more effective and inclusive prevention strategies.

LITERATURE REVIEW

Feminism

Feminism is a social and political movement that fights for equal rights and opportunities for women. Feminist theory has evolved over time, with different perspectives and approaches emerging to understand and explain gender inequality. Here are some of the main feminist theories and the experts who pioneered them:

Liberal Feminism

Mary Wollstonecraft was an early feminist figure who emphasized equal rights and education for women. In her book "A Vindication of the Rights of Woman" (1792), she argued that women were rationally equal to men and entitled to the same education, employment and political participation. John Stuart Mill was a liberalist philosopher who supported gender equality in his book "The Subjection of Women" (1869). He argued that the subordination of women was an obstacle to social and individual progress.

Marxis Feminism

Friedrich Engels in his work "The Origin of the Family, Private Property, and the State" (1884), Engels analyzed the relationship between patriarchy and capitalism. He argued that the patriarchal family and the gendered division of labor are the foundation of the capitalist system that exploits women. Alexandra Kollontai Russian revolutionary and feminist activist who fought for gender equality in socialist society. She founded Zhenotdel, the women's department within the Bolshevik Communist Party, and advocated for reforms such as accessible divorce, collective childcare, and equal pay.

Radical Feminism

Shulamith Firestone in her book "The Dialectic of Sex" (1970), Firestone argues that women's subordination is rooted in biology and reproduction. She proposed a revolution in technology and social reproduction to liberate women from patriarchal oppression. Germaine Greer: Australian radical feminist figure best known for her book "The Female Eunuch" (1970). Greer denounced patriarchal norms and values that oppress women and inhibit their potential.

Socialist Feminism

Carol Gilligan (1993) is a psychologist famous for her work on "female morality". Gilligan argues that women have a different moral approach than men, which focuses on relationships, empathy, and concern for others. Bell Hooks (2000) is an African-American feminist activist and writer who criticizes racism and sexism in the feminism movement. She emphasizes the importance of inclusivity and intersectionality in the struggle for gender justice.

Postmodern Feminism

Judith Butler (Salih, 2007) is a philosopher famous for her work on "gender performativity". Butler argues that gender is not an essential identity, but a social construction that is shaped through action and performance. According to Donna Haraway (2013) a feminist theorist and scientist who criticizes the representation of women in science and technology. She introduced the concept of "cyborg" to challenge traditional binary categories of gender and identity.

Gender Equality

Gender equality, in the context of gender equality, focuses on achieving equal conditions between men and women in fulfilling rights and obligations. Gender equality does not only mean equality in all respects, but further means equal opportunities to fulfill the rights and potentials possessed by each individual, regardless of gender. In this context, gender equality allows men and women to contribute equally in various aspects of life, including political, economic, social and cultural, and have equal opportunities to enjoy the results of these developments.

Women's Education

The right to education for all Indonesians is a fundamental right guaranteed by the constitution, namely the 1945 Constitution of the Republic of Indonesia. This is stated in:

Pasal 28C Ayat (1): "Setiap orang berhak mengembangkan diri melalui pemenuhan kebutuhan dasarnya, berhak mendapat pendidikan dan memperoleh manfaat dari ilmu pengetahuan dan teknologi, seni dan budaya, demi meningkatkan kualitas hidupnya dan demi kesejahteraan umat manusia."

Pasal 31 Ayat (1): "Setiap warga negara berhak mendapat pendidikan."

Pasal 31 Ayat (2): "Pemerintah wajib menyediakan fasilitas untuk memperoleh pendidikan dan membiayainya."

The right to education is a basic right that is mandatory for every citizen and must be financed by the government, as stipulated in Pasal 31 Ayat (2) UUD 1945. Education must be accessible to all people without discrimination, in accordance with Pasal 4 Ayat (1) Undang-Undang Nomor 20 Tahun 2003 on the National Education System. In addition, quality education is a right that must be fulfilled by the government, as stated in Pasal 5 Ayat (1) Undang-Undang Nomor 20 Tahun 2003. To fulfill the right to education, the government has made efforts to build educational infrastructure by establishing schools in all corners of the country, providing educational assistance in the form of scholarships, Smart Indonesia Cards (KIP), and Performance BOS, as well as improving the quality of education through improving teacher competence, curriculum development, and providing adequate educational infrastructure.

Terrorism

Terrorism is a real threat to national security. The word "terror" etymologically comes from the Latin "terrere" which means 'to thrill'. The notion of terrorism is used to describe a deliberate attack on public order and security. Terrorism can also be defined as an act that frightens or causes fear, while terrorists are individuals or groups that consistently cause fear in others. According to the United States Department of State, terrorism is premeditated and politically motivated violence, directed against unarmed targets by specific groups or agents with the aim of influencing audiences.

In the 1970s, the term terrorism was applied to a wide range of phenomena, from bomb blasts in public places to poverty and hunger issues. Some governments even stigmatized their enemies as "terrorists" and referred to their actions as "terrorism". The United States became the first country to declare a "War on Terrorism". Terrorism is a form of asymmetric warfare that requires special attention and must be watched out for. Therefore, the presence of state apparatus such as the police is needed to maintain national security.

METHODOLOGY

This time the author used qualitative research methods. According to Sugiyono (2019) qualitative research is a research and understanding process based on a methodology that investigates a social phenomenon and human problems. Sugiyono (2019) argues that the object becomes the target of research to be studied so as to achieve the objectives of a study to get answers, solutions, or input to a problem. The object that will be targeted is the role of educated

women in preventing terrorism from the perspective of feminism theory. In collecting data that will be used by researchers are as follows:

Literature Documentation Study Data in writing the research that will be carried out by the author this time, the author has collected data from document sources and literature (librar research) which comes from various literature obtained by researchers in the form of books, journals, articles, documents and various other literature. The data obtained will be used as a reference in providing information or a theoretical basis for research objectives and answering problem formulations. In addition, the data is also used as a source of information in the form of empirical studies to strengthen the argument in the research.

RESEARCH RESULT

The Role of Educated Women in Terrorism Prevention

Educated women play a significant role in terrorism prevention efforts through various social, political, and economic roles. Education provides women with the knowledge and skills needed to actively participate in society and encourages them to become agents of change in their communities. In the context of terrorism prevention, educated women can contribute through empowerment and education, educating families and communities about the dangers of extremist ideologies, and the importance of tolerance. By raising awareness about social and political issues related to terrorism, women can help prevent radicalization in their communities.

In addition, educated women can challenge and deconstruct patriarchal and militaristic narratives often used by terrorist groups to recruit and motivate new members. They can also contribute to policy analysis and research to understand the root causes of terrorism, including economic and social injustice. Understanding local cultural and historical contexts from a postcolonial feminist perspective allows educated women to provide insights into how cultural and historical factors influence local dynamics related to terrorism. An ecological feminism perspective is also important, where educated women can advocate for ecological approaches in terrorism prevention, identify the link between environmental degradation and conflict, and push for sustainable and peaceful solutions.

Educated women are not only those who pursue formal education to a high level, but also include women who have a deep awareness and knowledge of their environment. This includes knowledge about terrorism, which enables them to have a positive impact on those around them. Formal education certainly provides a strong foundation, but knowledge gained from life experience, community engagement and self-learning is also invaluable. Educated women in this context are able to recognize early signs of radicalization and can provide education and support prevention efforts at the grassroots level.

In addition, women with high environmental awareness can play an important role in deconstructing extremist narratives often used by terrorist groups. They can advocate for tolerance, empathy and intercultural dialogue, and promote inclusive values that reduce the appeal of radical ideologies. As

such, these educated women become agents of change within their communities, helping to prevent the spread of terrorist ideologies through education and empowerment.

The role of educated women in terrorism prevention also includes policy advocacy and critical analysis of the social and economic factors underlying terrorism. Through a feminist perspective, women can provide unique insights into how gender inequality and social injustice contribute to radicalization. By combining theoretical and practical knowledge, educated women can lead collective efforts to create safer and more peaceful societies.

Feminism Theory Perspective on the Contribution of Educated Women in Terrorism Prevention

Feminism theory provides a rich and in-depth framework to understand the contribution of educated women in terrorism prevention. The liberal feminism perspective emphasizes the importance of women's education and empowerment as a way to achieve gender equality and full participation in public life. Educated women have the ability to participate in policy-making and advocacy, which is crucial in terrorism prevention efforts. Educating women opens up opportunities to become leaders and decision-makers who can contribute to national security.

From the perspective of Marxist feminism, analyzing the relationship between patriarchy and capitalism helps us understand how economic and social structures affect terrorism. Educated women can use their knowledge to advocate for systemic changes that reduce economic and social injustices, which are often the root causes of radicalization. Radical feminism highlights the importance of changing power structures that oppress women. In the context of terrorism prevention, this means educated women can play an important role in deconstructing patriarchal narratives used by terrorist groups and advocating for social change that reduces reliance on violence and increases gender equality.

The perspective of postmodern feminism, as described by Judith Butler, emphasizes that gender identity is a social construction. Educated women can help create new narratives that challenge gender stereotypes and promote inclusive values that can reduce the appeal of extremist ideologies. Ecological feminism highlights the link between environmental exploitation and gender oppression. Educated women can advocate for a more holistic and sustainable approach in addressing security issues, which includes environmental stewardship as an integral part of terrorism prevention.

According to data from the National Counterterrorism Agency (BNPT) in 2017, the average education level of perpetrators of terrorist acts is: 63.3 percent have high school education, 16.4 percent have college education, 5.5 percent have not graduated from college, and 3.6 percent have elementary school education. This data shows that most of the perpetrators of terrorism have medium to high education levels, which emphasizes the importance of quality education and women empowerment in terrorism prevention efforts. By utilizing education to promote critical understanding and tolerance, educated women can play a significant role in reducing radicalization and improving national security.

CONCLUSIONS AND RECOMMENDATIONS

This research reveals that educated women have a very significant role in terrorism prevention. Through education, women can contribute in various social, political, and economic aspects that help reduce radicalization and improve national security. Education allows women to acquire the knowledge and skills necessary to actively participate in society, advocate for change, and educate families and communities about the dangers of extremist ideologies and the importance of tolerance.

In the perspective of feminism theory, the role of educated women in terrorism prevention can be analyzed through various approaches. Liberal feminism emphasizes the importance of women's education and empowerment to achieve gender equality and full participation in public life. Marxist and radical feminism highlight the relationship between patriarchy, capitalism, and power that oppresses women, as well as the importance of advocating for systemic and social change to reduce the injustices that are the root causes of radicalization. Postcolonial and ecological feminism perspectives emphasize the importance of understanding local cultural and historical contexts as well as the relationship between environmental damage and conflict in terrorism prevention efforts.

Data presented by the National Counterterrorism Agency (BNPT) shows that most of the perpetrators of terrorism have secondary to higher education levels. This emphasizes the need for quality education that not only provides technical knowledge, but also builds critical awareness and tolerance. Thus, educated women can play an important role in creating a safer and more inclusive society, through empowerment and education that can reduce the level of radicalization and increase social stability.

This research provides a holistic and in-depth insight into how educated women can contribute to terrorism prevention efforts, and offers a framework that can be used to develop more effective and inclusive prevention strategies in the future.

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