PEDAGOGIC IN POST-TRUTH DEMOCRACY IN INDONESIA

Raafi Fauzia Hakim1, Cepi Triatna2
Universitas Pendidikan Indonesia
Dr. Setiabudhi Street Number 229, Bandung, West Java, Indonesia 40154
fauziahakimr@gmail.com1, cepitriatna2015@upi.edu2

Abstract

Indonesia is a country with Pancasila ideology which becomes fundamentally philosophical. Advances in the field of information technology in the era of industry 4.0 and society 5.0 seem to drown out the existence and essence of philosophy and pedagogy. This era is dominated by the role of technology where computers are increasingly intelligent. In the Ancient Greece era pedagogic was a slave who supervised and monitored the academic development of the children who attend school. Human tendencies in the post-truth age are characterized by the difficulty of distinguishing where scientific facts see flash flood conditions in the digital world, lies feel like facts that threaten electoral democracy. Education Administration is a science with a core science in the form of leadership, administration, policy analysis, supervision, and pedagogy. In the context of the post-truth problem, namely by formulating strategies in the form of influence on human reality because post-truth lives in virtual reality, replying to flood the digital world full of post-truth with educational content. Post-truth is a phenomenon that occurs when personal beliefs and emotions take precedence over facts. This study aims to suggest alternative solutions using philosophy and pedagogy to resolve the post-truth problem from the study literature. The conclusion of this research provides a suggestion to overcome and protect society in the post-truth era using philosophy and pedagogy perspective and increase trust in the Indonesian Armed Forces (TNI), Indonesian Police (Polri) Teachers, and lecturers as the shield of Indonesia.

INTRODUCTION

Pedagogic according to Basil Bernstein's proposal on pedagogical rights, education is a necessity that must be practiced, renewed, and revived among people. It is precarious and fleeting. Education is a place to try, which allows one to be better in the context of democracy. According to Ranciere, democracy has the essence of what can be said, seen, and thought of by people in education (Heimans, Singh, & Kwok, 2022). Indonesia is a country with the ideology of Pancasila which has become fundamentally philosophical.
Wawan Setiawan's (2018) advancement of the field of information technology in the industrial era 4.0 and society 5.0 seems to sink the existence and essence of philosophy and pedagogy. In this era, it is dominated by the role of technology where computers are getting smarter. The presence of artificial intelligence (AI) accompanied by a series of trial research makes computer machines become geniuses that can replace the role of humans in the fields of research, business, risk analysis, and pattern matching (Suryadi & Komalasari, 2020). Human tendencies in the post-truth era are characterized by the difficulty of distinguishing which scientific facts see the conditions of flash floods in the digital world, lies feel like facts that threaten electoral democracy (Gunawan & Ratmono, 2021). Cepi Triatna explained that pedagogics in ancient Greece was carried out by a slave who supervised and monitored the academic development of the master's child who attended school (Cepi Triatna, 2022) and explained the philosophy of education according to Ki Hajar Dewantara that in education the role of teachers is very important, namely:

1. Teacher as an encourager for students to move forward in the form of motivational induction (behind students).
2. The teacher guides and directs the interests and talents of the learners (In the middle students).
3. In front of the students, the teacher sets an example as a wise figure.

Naturally, humans are intelligent creatures who have the behavior of observing, seeking information, self-defense, and influencing people (Sukarno, 2011), while in the art education sector in facing the problem of current phenomena, namely coming out of textuality towards contextuality. According to Freire (2011), education between teachers and students is a multidirectional pattern of learning each other critically about themselves and where they live. In life, education is a strategy to fight oppression and move forward to build a wiser future in the face of authoritarianism and intellectualism that alienate people from reality (Herlambang, 2018).

Reflecting on life and integrating the findings of various investigations to develop a complete and comprehensive understanding of the universe's phenomena, as well as exploring the roles of existence for mankind who play a role in the world of education, for example, using a very clear understanding of general philosophy and a very significant philosophy of education, a person's experience dealing with others in various forms of input. Overall, all touches of experience are arranged in such a way that it becomes a belief, a capital of selfhood, and a complete insight for a person in the course of his life. Philosophy and the philosophy of science in their respective positions and functions explain, support, and strengthen each other. Science provides answers to the problems of human life related to what he wants to know, how to get that knowledge, and what the function of that knowledge is for life. While philosophy seeks to provide the answer to the problem in depth, science as a substance is faced with the reality of its existence. Anyone who traces the meaning of philosophy will find a diverse understanding between philosophy and philosophy. This leads to the absence of agreement on the meaning of philosophy (Hamied, Komar, & Kurniawan, 2018). Students frequently experience positive and frequent negative affection, are quite satisfied with their lives, are quite understanding and accepting of themselves, are less able to build positive relationships with other people, are moderately independent, underprivileged, mastering and regulating their environment, have a purpose in life, seeing importance, and wishing to develop into capable of accepting his social milieu, students are less assured of his potential (Amelia, 2019).
Figure 1. Freire scheme  
*Source:* Herlambang, 2018

Figure 2. Strategic  
*Source:* Processed by the Authors, 2022
METHODS
The essence of this study is to collect information from books, journals, and discussions with historian Achmad Iriyadi. Educational researchers integrated theory pedagogy, philosophy, and observation of a phenomenon in comparative cataloging and classification of objects with the Miles and Huberman method (Creswell, 2019). The literature study research method is a qualitative descriptive strategy to collect data from books and prior studies from a variety of sources. After that, a descriptive analysis is used to go over the data (Jannah & Marjo, 2022). According to constructivism's epistemological logic, knowledge is acquired through the process of constructing the meaning of discussion and physical experience through the adjustment of new experiences from prior understandings (Bintoro, Rochmad, & Isnarto, 2021). According to Khun, a paradigm is a strategy for examining a subject or point of departure, expressing an opinion, developing a theory, and creating a straightforward query or reflection. A paradigm might be described as a comprehensive set of principles, standards, and methods that many scientific communities have adopted. In Thomas Khun's epistemology, the concept of paradigm refers to a pressure point in the revolutionary progress of science, when the old paradigm will coevolve with a new paradigm to arrive at a scientific truth (Kesuma & Hidayat, 2020).

RESULT AND DISCUSSION
Administrative Science Education is a science with the core science in the form of leadership, administration, policy analysis, supervision, and pedagogics should have counter-movement to post-truth for resilience in defense and security, currently, in Indonesia, hoaxes are widespread without any basis.

What is Post-Truth
People have a desire to learn a lot of information and to seek the truth, internet was once thought to be one of the best mediums for finding reliable information sources, but finding the primary source of the source is required for discovering the truth (Septiyadi, Khafifah, Khumairoh, & Hidayatullah, 2021). Bradford Vivian in 2018 defined Post-truth is a phenomenon that occurs when personal beliefs and emotions take precedence over facts, emphasizing that humans are more accepting of emotion and belief based arguments than fact-based arguments (Gunawan & Ratmono, 2021). In construction, post-truth is an epistemological postulate in which the status of truth is affirmed only if it is considered true by a community that supports it (Maulana, 2021). In René Descartes' thinking, the first thing is to distinguish between the subject and the world and then doubt things by not believing too much what is meant by personal belief, by doubting that there is an activity of thinking testing the real truth. Presence of a digital world in which all our common senses can be subverted by the digital world, the second is not to jump to conclusions and judge good or bad too quickly, scepticism teaches that we always test our reasoning then the awareness is formed that it is necessary to discuss with an expert if there is an overconfidence in claiming a truth without being tested by an expert in the field (Descartes, 2020). Rene Descartes is very wise and dislikes showing off science his skepticism by doubting everything including himself makes him discover the true truth. Rene Descartes' self-exile was caused by scientific findings that he eventually decided not to publish his work "La Monde" which in those days was considered a theory containing about the infinite rotation of the earth and the universe (Russell, 2021). Philosophy will never proclaim final truths. Philosophy should humbly limit itself to critique. unrelenting criticism of half-truths, untruths, prejudices, superficiality, intellectual laziness, dogmatism,
intolerance, and fanaticism masquerading as religious truth, popular prejudices, identity claims, and other forms of untruth (Suseno SJ, 2020). An Enigmatic World! Nietzsche’s argument against the world, where the absence of limits to world phenomena is interpreted as a symptom of progress or decline. Implications of today’s digital world accompanied by the symptom of post-truth technological advances are sometimes the cause of national and global chaos (Nietzsche, 2019).

**Why Should Pedagogics Face Post Truth**

For students to develop their critical awareness in the face of oppression, misuse of power, oppression, injustice, social marginalization, ethnic issues, racial issues, and other stifling systems, the educational process must support this. To provide literacy learning strategies that position language as a cultural force that may transform any type of social inequity through pedagogical social action, pedagogical critical literacy is now available. To create a major socio-cultural future for the growth of human resources in Indonesia, students use a variety of literacy skills to function and can give a variety of solutions and use them in daily life (Hendriani, 2018). Recently paper defined cybersecurity strategic leadership and explained how it is used in Finland as a part of a comprehensive security paradigm. Successful strategic leadership of cybersecurity requires finding structures that can change to meet the operational requirements imposed by the environment (Lehto & Limnéll, 2021). Governments and businesses increasingly give cybersecurity a high priority. Streamlining and enhancing strategic pedagogic are essential steps in ensuring the cybersecurity goal is accomplished. Pedagogics in strategic cybersecurity must identify and set goals based on the defense of the digital operations environment. It also advocates foresight, cooperation, and the management of serious issues. In recent years, some academic and industry experts have made clear the damage that different cyberattacks have done to wireless communication technologies and systems. These assaults not only cause losses to private businesses but also governmental organizations. Attackers are developing new strategies to undermine security frameworks, employing sophisticated tools and techniques to open locks of any size, and the confidentiality of individualized and sensitive information is in jeopardy. The development of methods to lessen these assaults has advanced significantly. Along with the issues encountered by the cybersecurity sector recently paper also includes a thorough description of the survey and an assessment of the many advanced cybersecurity standards that have been released. The most recent assaults are thoroughly covered, recorded, and sophisticated (Kaur & Ramkumar, 2021).

Through a method for growing correct instructor facilitation inside and out of the classroom, specifically Design-Based Research (DBR), it’s far ultimately incorporated with an opposite sample of pedagogy referred to as FIBER (Flipped Issue-Based Inquiry Ride). Social Question Learning Academic elegance level, lower, average, and better This integration is applied in formal training d dd studying in better secondary social pedagogy, that’s the situation of discussion, conforms to the principles, practices that do greater than simply explain evidence-primarily based totally instructor facilitation practices (design, implementation, evaluation). When this sample is applied in quite a few formal college environments and within side the context of social humanities training, researchers and educators will benefit from new understanding in growing suitable instructor facilitation strategies (Jong, Chen, Tam, Hue, & Chen, 2022).

**How Pedagogic Deals with Post Truth**

1. Making Religion soothing to romance
problems

2. Prevent from becoming victims of post-truth by reviving pedagogical theory and philosophy in the human mind,

3. Reading books is better than social media which is sometimes different from reality building higher order thinking skills (HOTS) is very important to be developed at all levels learners connect ideas and expand thinking they are by using high-level questions (Kenedi, 2018).

4. Philosophy as the academic controller of the university. The philosophy of science explains the existence of science to other sciences that depend on it for thought and communication in the field. These include verbal and written communication, mathematics, statistics, and other methods of data analysis. Specifications and independence science is confronted with an increasing number of issues that it cannot resolve, so philosophy seems to be the solution. While science continues to advance to its limit and is still profoundly challenged, philosophy offers an explanation or a solution to these serious difficulties. In essence, this process or interaction is a branch of philosophy of science. Therefore, the philosophy of science can be seen as an effort to close the gap between philosophy and science (Widyawati, 2013).

The position and geographical condition of Indonesia, Indonesia's natural wealth, security, and capabilities of the population must be strengthened including:

1. The resilience of the Field of Ideology, Pancasila is the basis of the state which is the view of the life of the Indonesian nation it contains values that reflect the life of the Indonesian people because the basis for Pancasila values is extracted from the soul and character of the Indonesian nation since ancient times, from literature related to Pancasila, political ethics, and also the political dynamics of Indonesian society (February & Dewi, 2021). Resilience in the Political field, Indonesian National Army (TNI) army force has an impact on the emergence of new forces like political parties, and neighborhood associations that can preserve national resilience. However, because Indonesia's democratic process is still in its infancy, such constraints are insufficient. The TNI is expected to continue to play a vital role in addition to fostering national resilience even in the face of threats to the existence of the Indonesian country and state. The TNI itself continues to interact with the public through programs with a larger socio-social orientation, such as the Village Entry Army, etc., realizing the importance of establishing foundations outside of the sphere of military force (Yusuf AR, 2021). A government based on the people's sovereignty is the core of democracy. Definitionally, it implies that everything related to national welfare is comprehensively based on the wishes of the entire population and is not motivated by the interests of a select few. To ascertain whether the government's policies have reflected the will of the people, a more thorough investigation into those policies must be conducted. In this setting, there needs to be more interaction and opportunity for citizen participation in the development of public policy (Muthhar, 2016).

2. Economic Resilience both developed and developing nations place a high premium on financial inclusion in their policies. However, one in every four people worldwide, the majority of whom live in impoverished countries, is financially excluded. Financial resilience refers to a person's capacity to perform well in challenging financial circumstances. It can help us better support people in overcoming financial hardship, create efficient policies, and ultimately, enhance economic development (Salignac, Hanoteau, & Ramia, 2022).
3. Socio-Cultural Resilience, for example, the viability of urban life is at risk due to the rise in disasters that occur in cities. Understanding how residents become devoted to their homes is one strategy for enhancing the community's resilience and shed more light on how place attachment affects a community's capacity for coping in metropolitan settings with a range of socio-demographic and social variables. In an urban village in Makassar City, Indonesia's Tallo sub-district, 323 homes that have regularly been impacted by floods participated in the study. The psychological, social, physical, and cultural dimensions of place attachment are quantified using basic linear regression analysis (Indayani, Trisutomo, & Ramli, 2021).

4. Separatism must be defeated, and separatist movements in Papua, Maluku, Riau, West Sumatra, and Aceh. According to international law, foreign governments are not allowed to meddle in the issues of other nations. Since the involvement took the form of widespread false information about Papuan rebels spreading on Twitter, an analytical technique that made it simple to understand propaganda by foreign parties was required. Propaganda from other countries on the Papua crisis. This qualitative study takes advantage of modern propaganda theory. Twitter account's @FreeWestPapuaNL techniques and strategies were clear, and the results showed that the propaganda it posted on Twitter could be identified (Samad & Indrajit, 2022). Foreign intervention on the Papuan issue, an organization called the Separatist Terrorist Group Movement (KST) wants to break away from Indonesia. A large obligation that must be carried out is the public's desire for the police to protect national security in the Republic of Indonesia. Open source intelligent-based information is later transformed into intelligence information (Sembiring & Simon, 2022).

5. Terrorism must be defeated. Global jihadi networks, Islamic groups that are capable of implementing extreme doctrine, and acts of terrorism perpetrated in the name of a particular religion are all too common. Azyumardi Azra's claim that the government uses soft power or accommodating politics to deal with modernist groups that are prone to radicalization by examining the level of political accommodation made by the government since the Dutch East Indies, the Japanese occupation, the old order, the new order, and post-reformation (Nasution et al., 2021). As a result of the radical acts, there have been cases of terrorism perpetrated in the name of religion, which has had an impact on social life in society. Muslim scholars' function is essential in preventing the development of terrorism and extremist views in society. Muslim scholar approach to countering radicalism among students in the Aceh Jaya area using the qualitative descriptive methodology. The results reveal that the dayah ulama's strategy for battling radicalism is to propagate da'wah, which involves imparting nationalist knowledge to students and promoting the idea of patriotism while also working with the Indonesia National Army (TNI) and Indonesian national police (Polri) and setting an example of good behavior (Paisal, Hasnadi, & Anwar, 2021). The Islamic State of Iraq and Syria (ISIS) in Indonesia following ISIS's loss in the Middle East, the group wanted to broaden its influence and started to establish other regions as bases for its conflicts, such as Southeast Asia. How to counteract ISIS's expansion from the Philippines to Indonesia, particularly in Marawi. ISIS's existence in Indonesia was also inextricably linked to its expansion in Marawi, in the southern Philippines. The Philippine government
is having trouble paralyzing ISIS in Marawi. Even though President Duterte would destroy ISIS in the Philippines (Kibtiah & Yustikaningrum, 2018). There is a group that wants to make Indonesia a Caliphate state. focused on ethnography and employed a socio-legal research methodology. There is no denying the growing number of Islamic boarding schools that have ties to terrorist organizations like ISIS. According to the most recent information made available by the national counterterrorism agency (BNPT), at least 198 Islamic boarding schools, including those connected to the Anshorut Khalifah congregation, the Islamiyah congregation, and the Daulah Anshorut Jamaah, are vulnerable to radicalization (Prakarsa, Arifin, Hariri, Harris, & Efendi, 2021).

6. The problem of economic justice attempts to investigate the importance of justice for Indonesia's honorary teachers. John Rawls' core paradigm, defined as justice as fairness, has been embraced. One of the study's key conclusions is that to foster social collaboration and a just distribution of fundamental values, social justice concepts must be put into practice (Fauzan, 2021).

7. China's Claims to Natuna Island in the South China Sea, Natural riches abound in the South China Sea, a strategically important body of water. The South China Sea conflict, in which China and the majority of ASEAN countries are indirectly involved, is the most contentious conflict of the twenty-first century. Indonesia and other neighboring nations have reacted to China's unilateral ownership claim over the South China Sea area by using the nine-dash line theory and maritime might. Maintaining national security and defending the delicate island of Natuna are Indonesia's top priorities in this battle. The dynamics of the China Maritime Militia confrontation in the South China Sea against the sovereignty of the Indonesian state and ASEAN (Benyamin & Almubaroq, 2021).

8. The inability of the general infrastructure to provide the data that is required to overcome urgent social problems that cause a change in nature to a post-truth disposition in contemporary social life, then the need to accurately assess information is necessary so that there is no mistake to see the greater centrality of post-truth data than the actual data. The two things are related and appear together. Cyber warfare, in addition to the dynamics of the spread of misinformation through social media and right-wing media channels, the practice of collecting, analyzing, and visualizing everyday data is another factor that creates another dynamic where data is simultaneously subjectively assessed as well as valued and ignored, superior and completely useless (Shelton, 2020).

9. The emergence of the post-truth world is a result of changes in the megatrends of society in a form of increasing polarization, economic inequality, declining trust in science, and the increasing fractionation of the media. Technological solutions must be involved and integrated with psychological principles to deal with this problem. Based on the results of the exploration of the much misinformation (fake news) that results in post-truth, it has become commonplace in public discourse in the past year, influencing humans and raising questions about how to deal with it. A way of analyzing the identified information has an impact on being polemic for humans. Effective steps are to classify and clarify how society responds to the correction of information that is contrary to reality in a larger social, technological, and political area.

A technological picture will be obtained through interdisciplinary research methods (Lewandowsky,
This study suggests the idea of a pedagogical strategy against post-truth, which is seen as an alternative way of phenomena against polemics to reduce the potential post-truth danger posed by democratic communities by illustrating the relationship between truth and post-truth, the idea of post-truth identification consensus theory. It provides perspective on why post-truth is currently a trendy issue and shows the difference between post-truth, lies, and nonsense. It is based on focusing on Habermas' popular consensus theory of truth to show that truth and post-truth have more in common than is often thought (Bufacchi, 2021). Defined cybersecurity strategic leadership and explained how it is used in Finland as a part of a comprehensive security paradigm. Successful strategic leadership of cybersecurity requires finding structures that can change to meet the operational requirements imposed by the environment (Lehto & Limnell, 2021).

Governments and businesses increasingly give cybersecurity a high priority. Streamlining and enhancing strategic pedagogic are essential steps in ensuring the cybersecurity goal is accomplished. Pedagogics in strategic cybersecurity must identify and set goals based on the defense of the digital operations environment. It also advocates foresight, cooperation, and the management of serious issues. In recent years, several academic and industry experts have made clear the damage that different cyberattacks have done to wireless communication technologies and systems. These assaults not only cause losses to private businesses but also governmental organizations. Attackers are developing new strategies to undermine security frameworks, employing sophisticated tools and techniques to open locks of any size, and the confidentiality of individualized and sensitive information is in jeopardy. The development of methods to lessen these assaults has advanced significantly. Along with the issues encountered by the cybersecurity sector recently paper also includes a thorough description of the survey and an assessment of the many advanced cybersecurity standards that have been released. The most recent assaults are thoroughly covered, recorded, and sophisticated (Kaur & Ramkumar, 2021). There are several practical steps to deal with cyber threats in the BSSN 2018 module (BSSN, 2022):

1. Be wise in uploading personal data to the digital world
2. Activation of encryption for safe data integrity
3. Use an online signature
4. Avoid digital addiction
5. Use a Password that is difficult to guess
6. Report cybercrimes in the form of hate speech, cyberbullying, and so on
7. Identify the characteristics of cyberattacks in the form of hacking, phishing, ransomware, viruses, and spyware

CONCLUSIONS, RECOMMENDATION AND LIMITATION
This study produced a scheme and also a pattern that in general and specifically to facing post-truth is to provide a strategy to overcome and protect society and increase widespread trust in the state and the role of the function of universities to intervene on behalf of their citizens to better function and input the administrative sciences of Education, philosophy, and pedagogy into the mind and also in the educational curriculum to face reality in the future now to accelerate Indonesia's progress in the global world and of course, awareness of the importance of studying state defense science which makes the awareness that the shield of the Indonesian people is the synergy of the TNI, Polri, Teachers, and Lecturers.
REFERENCES

Amelia, C. (2019). *Studi Korelasi antara Pemaaaan (Forgiveness) dengan Kesejahteraan Subjektif (Subjective Well-Being)* Mahasiswa Universitas Pendidikan Indonesia Tahun Akademik 2018/2019. Universitas Pendidikan Indonesia, Bandung.

Benyamin, J., & Almubaroq, H. Z. (2021). *The Dynamics of The China Maritime Militia Conflict in South China Sea on Sovereignty Indonesian Countries and ASEAN Region Countries.* *Journal of Education on Social Science*, 5(2), 185–193. Retrieved from http://jess.ppj.unp.ac.id/index.php/JESS/article/view/385/165

Bintoro, H. S., Rochmad, & Isnarto. (2021). Model Problem Based Learning dalam Perspektif Ontologi dan Epistemologi Filsafat Pendidikan Matematika. *Prisma: Prosiding Seminar Nasional Matematika*, 223–227. Semarang: Jurusan Matematika Universitas Negeri Semarang. Retrieved from https://journal.unnes.ac.id/sju/index.php/prisma/article/view/44972/18510

BSSN. (2022). Masyarakat. *bsn.go.id*. Retrieved from https://bsn.go.id/masyarakat.

Bufacchi, V. (2021). *Truth, Lies and Tweets: A Consensus Theory of Post-Truth.* *Philosophy and Social Criticism*, 47(3), 347–361. https://doi.org/10.1177/0191453719896382

Descartes, R. (2020). *Diskursus dan Metode* (terjemahan). Yogyakarta: Ircisol.

Fauzan, G. A. (2021). Guru Honorer dalam Lingkaran Ketidakadilan. *Journal on Education*, 4(1), 197–208. Retrieved from https://jonedu.org/index.php/joe/article/view/418/314

Febrian, F. S., & Dewi, D. A. (2021). Nilai-Nilai Pancasila dan Dinamika Etika Politik Indonesia. *Jurnal Pendidikan Indonesia*, 2(4), 690–695. https://doi.org/10.36418/JAPENDI.V214.139

Gunawan, B., & Ratmono, B. M. (2021). *Demokrasi di Era Post Truth.* Jakarta: Gramedia.

Hamied, F. A., Komar, O., & Kurniawan, E. (2018). *Filsafat Ilmu: Rujukan Bagi Para (Calon) Cendikiawan.* Bandung: UPI Press.

Heimans, S., Singh, P., & Kwok, H. (2022). Pedagogic Rights, Public Education and Democracy. *European Educational Research Journal*, 21(1), 71–82. https://doi.org/10.1177/14749041211011920

Hendriani, A. (2018). Pedagogik Literasi Kritis: Sejarah, Filsafat, dan Perkembangannya di Dunia Pendidikan. *Pedagogia: Jurnal Ilmu Pendidikan*, 16(1), 44–59. https://doi.org/10.17509/PGDIA.V1611.10811

Herlambang, Y. T. (2018). Pedagogik: *Telahah Kritis Ilmu Pendidikan dalam Multiperspektif.* Jakarta: Bumi Aksara.

Indayani, M., Trisutomo, S., & Ramli, M. (2021). We are Getting Stronger as We Stay Longer: The Influence of Place Attachment to Urban Community Resilience. *IOP Conference Series: Earth and Environmental Science*, 884(1). IOP Publishing. https://doi.org/10.1088/1755-1315/884/1/012034

Jannah, R., & Marjo, H. K. (2022). Etika Profesi Konselor dalam Layanan Bimbingan Konseling Virtual. *Jurnal Paedagogy*, 9(1), 55–61. https://doi.org/10.33394/jp.v9i1.4556

Jong, M. S.-Y., Chen, G., Tam, V., Hue, M.-T., & Chen, M. (2022). Design-Based Research on Teacher Facilitation in a Pedagogic Integration of Flipped Learning and
Social Inquiry Learning. Sustainability, 14(2). https://doi.org/10.3390/SU14020996

Kaur, J., & Ramkumar, K. R. (2021). The Recent Trends in Cyber Security: A Review. Journal of King Saud University - Computer and Information Sciences, 34(7). https://doi.org/10.1016/J.JKJSUSICI.2021.01.018

Kenedi, A. K. (2018). Desain Instrument Higher Order Thinking pada Mata Kuliah Dasar-Dasar Matematika di Jurusan PGSD. Ar-Riayah: Jurnal Pendidikan Dasar, 2(1), 67–80. Retrieved from http://journal.iaincurup.ac.id/index.php/JPD/article/view/440

Kesuma, U., & Hidayat, A. W. (2020). Pemikiran Thomas S. Kuhn Teori Revolusi Paradigma. Islamadina: Jurnal Pemikiran Islam, 21(2), 166–187. Retrieved from http://journal.nasional.ump.ac.id/index.php/ISLAMADINA/article/view/6043

Kibtiah, T. M., & Yustikaningrum, R. V. (2018). ISIS Defeat in The Middle East: It’s Impact on The Increase of ISIS Power in The Southeast Asia (Case Study: The Increasing Number of ISIS Member in Indonesia). Journal of Strategic and Global Studies, 1(2), 43–65. https://doi.org/10.7454/jsgs.v1i2.1009

Lehto, M., & Limnell, J. (2021). Strategic Leadership in Cyber Security, Case Finland. Information Security Journal: A Global Perspective, 30(3), 139–148. https://doi.org/10.1080/19393555.2020.1813851

Lewandowsky, S., Ecker, U. K. H., & Cook, J. (2017). Beyond Misinformation: Understanding and Coping with the “Post-Truth” Era. Journal of Applied Research in Memory and Cognition, 6(4), 353–369.

Maulana, A. M. R. (2021). Covidiot di Masyarakat Post-Truth: dari Anti-Otoritarianisme ke Anti-Religiusitas. Jurnal Pemikiran Sosiologi, 8(1), 91–113.

Muthhar, M. A. (2016). Membaca Demokrasi Deliberatif Jurgan Habermas dalam Dinamika Politik Indonesia. Ushuluna: Jurnal Ilmu Ushuluddin, 2(2), 49–72. https://doi.org/10.15408/USHULUN.A.V2I2.15180

Nasution, I. F. A., Miswari, Daulay, M., Wildan, T., Syafieh, & Mufid, A. (2021). The Spread of Radicalism Movements in Indonesia: The State’s Accomodative Political Gradation Post-Reform. Journal of Legal, Ethical and Regulatory Issues, 24(1).

Nietzsche, F. W. (2019). The Will to Power: Kekuatan dan Hasrat yang Melampaui Kemampuan Diri Manusia (Terjemahan; D. Saktiani, Ed.). Yogyakarta: Narasi.

Paisal, J., Hasnadi, & Anwar. (2021). Strategi Ulama Dayah dalam Penangkalan Radikalisme pada Kalangan Santri. Tazkir: Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman, 7(2), 207–220. https://doi.org/10.24952/TAZKIR.V7I2.4460

Prakarsa, S. U. W., Arifin, S., Hariri, A., Harris, N. R., & Efendi, A. B. (2021). Patterns of Spreading Radicalism in Muhammadiyah Islamic Boarding Schools in East Java. Petita: Jurnal Kajian Hukum Dan Syariah, 6(2), 145–154. Retrieved from https://petita.araniry.ac.id/index.php/petita/article/view/120/198

Russell, B. (2021). Sejarah Filsafat Barat dan Kaitannya dengan Kondisi Sosio-Politik dari Zaman Kuno Hingga Sekarang (Terjemaha). Yogyakarta: Pustaka Pelajar.

Salignac, F., Hanoteau, J., & Ramia, I.
(2022). Financial Resilience: A Way Forward Towards Economic Development in Developing Countries. *Social Indicators Research*, 160, 1–33. https://doi.org/10.1007/S11205-021-02793-6

Samad, M. Y., & Indrajit, R. E. (2022). The Implementation of Social Media Analytics Tool “Social Bearing” to Comprehend Foreign Propaganda Related to Papuan Separatis Issues. *Jurnal Pertahanan*, 8(1), 66–79. https://doi.org/10.33172/JP.V8I1.164

Sembiring, M. E. P., & Simon, A. J. (2022). Papua Separatis Terrorist Groups Detection Through Osint and Counter Intelligence Effort (Osint Detection Study on The Baintelkam Polri Separatist Management Unit). *Konfrontasi Journal*, 9(1), 62–69. Retrieved from https://www.konfrontasi.net/index.php/konfrontasi2/article/view/192/203

Septiyadi, C. A., Khafifah, Z., Khumairoh, A. S., & Hidayatullah, A. F. (2021). Truth dan Post Truth dalam Perspektif Al-Kindi pada Era Milenial (Media Sosial). *Jurnal Penelitian Humaniora*, 22(1), 40–50. https://doi.org/10.23917/humaniora.v22i1.9344

Shelton, T. (2020). A Post-Truth Pandemic? *Big Data & Society*, 7(2). https://doi.org/10.1177/2053951720965612

Sukarno, I. (2011). *Aku “Tiada” Aku Niscaya: Menyingkap Lapis Kabut Intelijen*. Jakarta: Yayasan Obor Indonesia.

Suryadi, K., & Komalasari, K. (2020). *Dinamika dan Tantangan Pendidikan: Senarai Pemikiran Guru Besar UPI dalam Pidato Pengukuhan Tahun 2002-2020*. Bandung: UPI Press.

Suseno SJ, F. M. (2020). Philosophy, a Challenge to Post-Truth, Also in Indonesia. *Jurnal Filsafat*, 30(1), 1–