



# Digital Platforms as Ideological Incubators: Rethinking Youth Radicalisation in Singapore

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## **Digital Platforms as Ideological Incubators: Rethinking Youth Radicalisation in Singapore**

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### **SYNOPSIS**

*The recent Restriction Order against a 14-year-old boy highlights how gaming platforms have developed into channels for self-radicalisation. Extremists exploit these immersive spaces to blend ideologies and normalise violence, challenging traditional detection methods. This commentary advocates shifting from surveillance to safeguarding, emphasising specialised digital literacy, stronger platform partnerships, and clearer reporting pathways to enable families to intervene early.*

### **COMMENTARY**

Singapore's Internal Security Department recently issued a Restriction Order against a [14-year-old boy](#) who became self-radicalised through extremist Islamic State (ISIS) propaganda encountered online, notably through multiple ISIS-themed servers within gaming environments like Roblox. In these virtual spaces, the 14-year-old role-played as a militant, took the pledge of allegiance, and produced propaganda videos by superimposing extremist symbols onto gameplay footage. These actions blurred the line between gameplay and ideological commitment.

While self-radicalisation, especially among youth, has been a [concern](#) in Singapore's security landscape over recent years, the growing role of gaming platforms as channels for radical content warrants specific analytical attention. [Research](#) shows that extremist actors exploit games not only to spread propaganda, but also to create immersive experiences and social settings where identity-based hate and violent narratives can flourish. These environments, centred around play, community, and user-generated content, are inherently attractive to young people and can act as incubators of ideology by hiding harmful messages within familiar, engaging interfaces.

This goes beyond social media feeds to platforms where millions of young users spend hours interacting, communicating, and forming peer networks. The “game world” therefore becomes a hybrid space where entertainment, identity exploration, and ideological exposure intersect, lowering psychological barriers that might otherwise shield youth from extremist content.

### **Ideological Blending and Exposure Pathways**

A prominent feature of youth-related cases is the blending of ideological influences rather than strict adherence to a single extremist doctrine. [Current trends](#) indicate that self-radicalised youths have drawn from a mixture of Islamist extremist, far-right, and other exclusionary narratives, with online social and gaming platforms serving as the shared medium for this exposure.

This ideological mixing complicates threat identification, as radicalised youth may not display the usual markers of one ideology but instead develop personalised belief systems by piecing together fragments of content from various platforms. The [algorithms](#) that tailor content to user behaviour further amplify exposure to increasingly extreme material, creating a feedback loop where engagement leads to deeper immersion and reinforcement.

In the case of the 14-year-old, repeated exposure to extremist content not only shaped his perception of ISIS but also led him to produce and share propaganda actively. Active participation in such troubling online spaces helps promote the internalisation and dissemination of radical ideologies.

### **The Challenge of Early Reporting**

We have learned that family and peers were aware of the youth’s troubling behaviours but did not report them early enough, possibly due to a lack of clarity about what constitutes a red flag or fear of the consequences of reporting, including concerns about stigma, misunderstanding, or potential overreach by authorities.

Families might see extreme online interests as teenage angst or just harmless online play rather than as signs of ideological risk. Moreover, even when concerned parents act correctly, a lack of transparent information and processes may deter reporting. While state agencies have protocols to protect individuals and calibrate their responses, the public narrative around reporting often emphasises security enforcement more than support, counselling, and safeguarding.

Stakeholders might consider public communication strategies that clearly explain the reporting process, the protective and rehabilitative measures available, and how early intervention aims to help the individual and safeguard the wider community. Greater transparency can help overcome fears that reporting will automatically result in criminalisation rather than support.

## **Policy Implications: Beyond Surveillance to Safeguarding**

Recognising social and gaming digital platforms as environments that can promote harmful ideologies should lead to reconsideration of policy frameworks and community responses, focusing on three key steps:

### *Enhancing Digital Literacy and Resilience*

The focus should be on tackling not only social media literacy but also the subtleties of gaming environments, empowering young people to recognise extremist narratives hidden in gameplay, chat interactions, and user communications.

### *Enhancing Monitoring Capabilities*

Regulators, stakeholders, and platform owners must strengthen monitoring capabilities by collaborating closely to improve contextual moderation and identify harmful user-generated content. While most gaming platforms are not inherently dangerous, malicious actors can exploit design features to normalise violence and exclusionary ideologies, necessitating vigilant oversight.

### *Empowering Community Intervention*

We must strengthen our efforts to empower community-based early detection. Family members, teachers, and peers are often the first to notice behavioural changes. Providing these groups with clear indicators, supportive pathways, and assurances regarding reporting processes and outcomes will encourage earlier intervention and disrupt the path towards radicalisation.

## **Conclusion**

This case, along with other youth radicalisation cases, is a stark illustration of how digital and gaming environments have become potent incubators of ideology. This reality underscores the need to treat such platforms not just as technological challenges but as social and developmental contexts in which our young digital natives form beliefs, identities, and worldviews.

The past decade has demonstrated that the online dimension of radicalisation remains a significant threat to Singapore. What is now necessary is a nuanced adjustment of responses that emphasise awareness, early reporting, and public understanding of how digital spaces can promote harmful ideologies while reinforcing protective networks that help vulnerable youth find safer pathways.

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