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# THE INFLUENCE OF POLITICAL KNOWLEDGE ON POLITICAL BEHAVIOR AMONG HIGHLY EDUCATED MUSLIMS IN INDONESIA

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## Abstract

The purpose of this paper is to describe the influence of political knowledge on the political behavior of highly educated Muslim societies in addressing political issues. The research methodology used in this study is a qualitative analysis, using the content analysis method. The political knowledge gained by respondents in the process of higher education does not automatically have a correlative relationship with their political attitudes. Knowledge of politics raises their negative attitude towards the essence of politics. This paper presents information for politicians that highly educated Muslims cannot always be invited to dialogue-based solely on political knowledge in understanding and responding to political issues but must be invited to understand through thinking channels outside of knowledge, in this case, the religious doctrine they sure. This research shows the opposite of the generality view. There is another dimension that shapes the political attitudes of highly educated Muslims in Indonesia, in this case, the religious doctrine which is more dominant than knowledge. Thus, knowledge is not the main factor in controlling people's actions and attitudes, but only a small part of the accumulation of factors. Among highly educated Muslims the religious doctrine is more dominant in influencing their behavior than the highly acquired knowledge.

**Keyword:** political knowledge; political attitudes; religious doctrine; highly educated Muslim; political behavior

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## Introduction

Highly educated people seemed to have more attention to public affairs and have a maturity level of attitude in understanding various symptoms and realities. The higher education they experience is a substantial factor in shaping social insights and attitudes (Ančić, Baketa, & Kovačić, 2019). Political knowledge learned by students in a university is thought to influence their attitudes and insights on everything related to the political dimension and the reality associated with it. However, on the other hand, some researchers conclude that political science studied by students shapes their negative perceptions of everything related to politics (Oleg & Negrove, 2019).

The debate about the relationship between human knowledge and behavior continues (Nashir, Jinan, & Setiaji, 2019), (Sanbonmatsu, 2003), (Graham, 2020), (Agerberg, 2019), (Henderson, 2014). The theory of *planned behavior* shows that behavior is influenced by attitudes, subjective norms, and control of perceived behavior, not by knowledge. According to this theory, there are indications that context-specific local factors have a greater influence on behavioral preference than the knowledge learned (Payne, 2016). The theory of *epigenetic rules* mentions that human behavior is formed programmatically by a genetic factor, not by knowledge. These genetic factors affect the human choice to perform or abandon certain actions (Squier, 2017), (Dupras, Saulnier, & Joly, 2019), (Caputo, 1998).

It is the case with the socio-psychological theory that the social process forms a person's character, behavior, and even a level of wealth (Zhao, Li, Wang, Lin & Zhang, 2019). Some components of the human self are formed slowly but surely by the social process (Beharlen & McKay, 2017), (Dassonneville, Quintelier, Hooghe, & Claes, 2012). The components of the human self that can be formed by social processes there are three, namely affective components, cognitive components, and affective components. Affective is an emotional component, cognitive is an intellectual component, and is a conative component of habit.

The relationship of knowledge and behavior, especially on political disciplines, is the concern of many researchers (Jerit, & Barabas, 2017), (Pérez, 2015). It is assumed that political education will help prepare the students for their future roles as citizens in the community. Political education assumed an effect to change the wave of declining political participation rates among young age groups, as well as the development of democratic attitudes and behaviors. Dassonneville et al. (2012) studied the relationship of citizenship knowledge with the political attitudes and behavior of students in Belgium. The conclusion of the study suggests that generally, the citizenship education efforts have a positive effect on the political attitudes and behaviors of adolescents and young adults in Belgium. The Dassonneville distinguishes between civilian formal education, open-class climates, and active learning strategies, and their relationship to participation. Formal citizenship education (in the form of class instruction) and active learning strategies have a positive relationship with political attitudes and behavior.

Meanwhile, an open class climate, on the other hand, is significantly related to political belief (Persson, 2013). Persson examines the correlation between the number of voters involved in political activity and the level of education. In most Western countries, the level of education does not cause an increase in the number of voters at the aggregate level. Based on a review of the relative (non-formal) education model, it was found that education is only a proxy for social status and has no direct causal effect. Meanwhile, relative education has a greater effect on the number of voters than absolute (formal) education (Esaiasson & Persson, 2014).

Another study was conducted by Esaiasson and Persson (2014), which concluded that there was a positive relationship between political knowledge and the students' actions that learned it, especially for political science students (Longo, Drury & Battistoni, 2006). This research denies directly against a planned behavioral theory that considers that knowledge does not correlate with behavior. Besides, the study concluded that political science students were more influenced by their political behavior than for law students and communications. Knowledge relations and political attitudes are examined by Longo et.al. through an interview technique. Longo discovers that students viewed that the best political competence can only be gained through the practice of democracy. Longo's research recommends expanding the understanding of non-electoral politics, if it is to attract young people politically involved.

A study by Dominguez et al. (2017) focused on the students in political science majors related to their interests in students' political competition. The research was based on the hypothesis that students who majored in political science were more interested in political competition than others and were more willing to engage in political action than other majors. Through the study of 1,083 students in two universities, Loyola Marymount and San Diego University, Casey et al. found that senior students of political science had a higher interest than new students and were more willing to join organized groups.

Previous studies indicated that, in general, political knowledge has a positive relationship with the involvement of those who study it on political issues and activities. Students who study politics are seemed to be more interested in political affairs than those who are not political science students. This assumption is confirmed otherwise in this article that political knowledge has no positive relationship with political behavior and attitudes. There are other factors beyond the political knowledge that affect the political behavior of those who learn it.

Many researchers assume that there is a close relationship between political knowledge and people's behavior (Braun, Gross, & Rittberger, 2020), (Lamprianou & Antonis, 2019), (Hagelin, 2019), (Nezlek & Catherine, 2019), (Mnguniy & Ebersohn, 2016). The relation of knowledge and behavior, especially in political discipline, is of concern to many researchers. Dassonneville (2012), investigated the relationship between citizenship knowledge and political attitudes and behavior of students in Belgium. The conclusion of the study shows that in general, the citizenship education effort has a positive effect on the political attitudes and behavior of adolescents and young adults in Belgium. Dassonneville distinguishes between formal civil education, an open classroom climate, and active learning strategies, and their relationship to participation. Formal citizenship education (in the form of classroom instruction) and active learning strategies have a positive relationship with political attitudes and behavior. Meanwhile, an open class climate, on the other hand, is significantly related to political trust.

Mancosu (2009) examined the correlation between the number of voters involved in political activity and the level of education. In most Western countries, the level of education does not cause an increase in the number of voters at the aggregate level. Based on a review of the relative education model, an explanation is found that education is only a proxy for social status and has no direct causal effect. Meanwhile, education has a relatively more significant effect on the number of voters than absolute education (Su-Hie & Wan Ahmad, 2018), (Koçak, D., 2020), (Lau, Kleinberg & Ditonto, 2018).

Another study concluded that there was a positive relationship between political knowledge and the actions of students who studied it, especially for political science students. This research directly contradicts the theory of

planned behavior, which assumes that knowledge does not correlate with behavior. Also, the study concludes that students who study political science are more affected in their political behavior than law and communication students (Dominguez, Smith, Keith, Williams, & Michael, 2017).

Dominguez et al. examined the relationship of political science majors to the interests of political competition among students. The research is based on the hypothesis that students majoring in political science are more interested in political competition than others and are more willing to engage in political action than other groups who have not yet studied it. Through a study of 1,083 scholars at two different universities (Layola Marymount University and San Diego), Dominguez et al. found that more senior political science students had higher interests than new student groups and were more willing to join organized groups (Porter, 2020).

From some previous studies, it was concluded that in general political knowledge has a positive relationship with the involvement of those who study it on political issues and activities. The students majoring in political science concluded that they were more interested in political matters than those who were not political science students.

Can the above studies confirm the political behavior of students in state Islamic universities in Indonesia, as highly educated people? Does the political knowledge learned by them have a direct relationship with political attitudes and views? A number of these questions are answered in this article.

The public Islamic universities in Indonesia are higher education systems with certain differences. It is estimated that there are visible differences between students who explore political science, law, and communication-related to their attitudes and interests towards politics as reality. These differences need to be raised in a relevant research theme to photograph the actual data, in this case, about the civil implications of political knowledge learned by students with diverse disciplinary backgrounds.

Our paper contributes to the current research gap on political behavior in societies where knowledge has always been considered the dominant determinant of political attitudes and behavior. This paper also identifies Muslims obstacles in assessing political issues and subjects due to bias in beliefs, such as in addressing issues of democracy. In addition to judging based on belief, Muslims need to understand democracy objectively by using political parameters in the aspect of the usefulness of democracy. This paper aims to contribute to politicians and other researchers to consider aspects of religious doctrine and beliefs, not just knowledge, in analyzing the political behavior of Muslim societies.

### **Methods**

This research method uses a descriptive analysis method in the form of content analysis. It describes the views of political science, law, and information students at three State Islamic Universities in Indonesia about the relationship of political science they learn with their behavior and attitudes towards political phenomena. The research approach uses visual research, (Porter, 2020), which combines the reading of quantitative and qualitative data.

Data collection is done through online polling, which is asking several multiple-choice questions via virtual networks (internet), and direct interviews in the form of focus group discussions. The interview is used to deepen information from respondents with a focus on five things, namely political understanding; political reality in society; understanding of democracy; and the relationship between religion and politics.

The instrument used to obtain data in this study was a questionnaire with 5 groups of questions and 15 answer choices. The questionnaire was made in an online form using the Open Access Digital Research application developed by the Center Library of UIN Sunan Gunung Djati. This online instrument is used to collect, examine, investigate, collect, process, analyze, and present research data systematically and objectively. Meanwhile, the number of respondents in this research were 450 students in politics, communication, and law at three state Islamic universities in Indonesia, namely State Islamic University in Bandung, Yogyakarta, and Jakarta.

## **Results and Discussion**

### **Participation in Political Science Lectures**

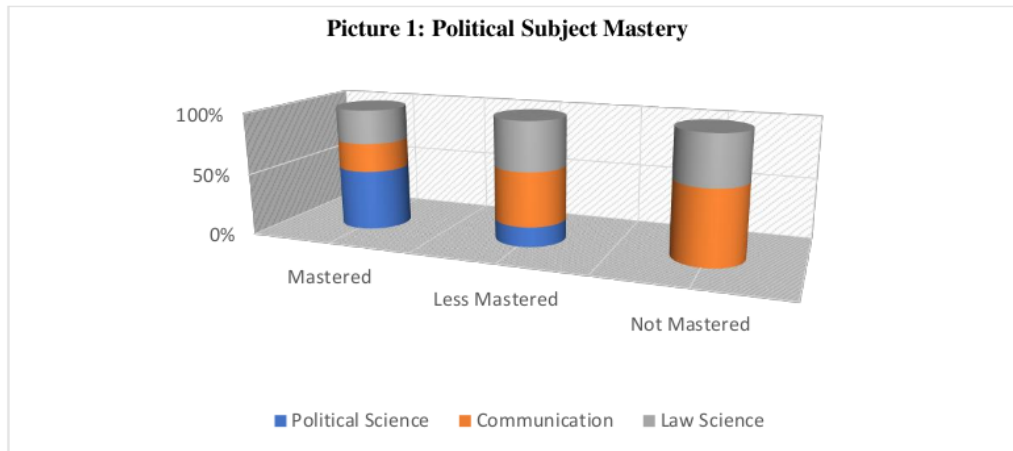
In majority, respondents who were sampled in this study attended political science lectures, both students of political science, law, and communication science students. Significant data was found among respondents of UIN Jakarta, namely the participation of communication students was higher than law students. The results of the poll showed that 72% of communication students attended political science lectures, while the respondents surveyed from among law students were below the Communication Science, which was 63%. The reasons found to show that law students consider political science to be inconsistent with reality, namely political irregularities. Some respondents of law students look irony at political science, so it affects their involvement in attending political science lectures.

The same trend is occurring among UIN Bandung Law Sciences students, only 24% of respondents who attend political science lectures, differ significantly from communication students who as a whole take political science lectures. This trend is also the case with law students in UIN Yogyakarta, whose rates are even lower compared to respondents at UIN Bandung. This result shows a very low level of interest in political science among Law Science students.

Meanwhile, communication students have a higher percentage than law, because they view politics in terms of communication, so political activities are communication activities. For students of Communication Studies, public communication that has high appeal is political communication. The majority of respondents from the Communication Science students did not look at irony in political science, because they did not see in terms of normative necessity but rather in terms of the communication process in social reality (Mutmainnah, Muthia, & Afiyanti, 2019).

The involvement of communication students in political lectures is not directly proportional to the mastery of political material. The mastery of communication students in the political science dimension is lower than that of law students. It is estimated that the slices of the subjects of knowledge in legal science are very close, very different from the slices of the subject of political science with the science of communication. Respondents from the communication sciences only mastered 5 political science subjects out of the 10 subjects in question, whereas law students mastered an average of 8 subjects from the 10 subjects in question.

Different when respondents were collected from among students of Political Science at UIN Bandung and UIN Jakarta. All respondents stated that they were involved in political science lectures because political science is an inherent identity in their status and position as students of political science study programs. In terms of mastering the subject of political knowledge, the students of political science master with a high level, so that almost on average they master the 10 subjects of political science asked.



Source: The data were processed by authors based on survey results

There is equitable mastery in terms of mastery of the subject of political science, namely in the subject of democracy. On average, the respondents know the theories related to democracy and related figures. Meanwhile, the subject of political science which is less mastered by respondents is related to the themes of international relations. This finding portrays respondents who lack knowledge of international issues, such as diplomatic theories, political asylum, and several other international relations themes.

#### **Political Issues and Religious Doctrine**

Several political issues were asked to respondents in three upper-class state Islamic tertiary institutions in Indonesia. The issues raised in this study are issues concerning the election of leaders, democracy, the relationship between religion and the state, and legislature.

From many issues raised and asked respondents, the issue of the relationship between religion and the state was very attractive to respondents. Meanwhile, the issue of electing leaders ranks the most desirable political issues and is followed by the issues of democracy and legislature, respectively.

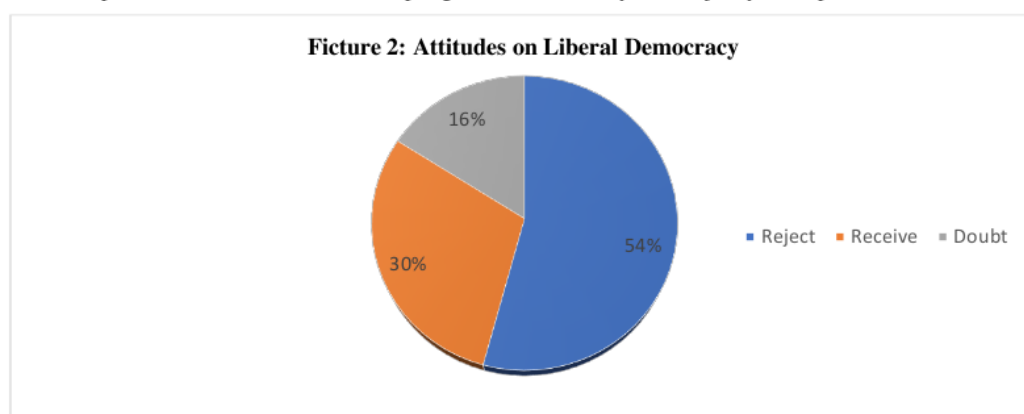
The biggest choice of the respondents on the issue of the relationship between religion and state because they are culturally in the education system related to religion. Their inherent identity influences attitudes, perspectives, and interests in developing political issues. Of the 30 respondents surveyed 24 respondents (42%) were interested in the issue of religion and state relations, both theoretically and in practice. Meanwhile, the issue of democracy was not very attractive to the respondents, only 16% of respondents were chosen or as many as 9 out of 30 people surveyed. Meanwhile, legislative issues, both concepts, and practices, are of lesser interest, with only 6 (10%) people expressing interest.

The majority of respondents interested in the relationship between religion and the state is a code that religious issues are still susceptible among students and also in society in general. Not just in developing countries, modern countries that have more advanced religious issues are still a sensitive issue and become a major concern (Masuda, Kazuya, & Yudhistira, 2020).

Although the role of religion experienced a very drastic decline in modern society, especially in several countries in West Erofa, the issue of its relationship with the state remained a concern of the people. In Sweden, for example, religion experienced a remarkable deterioration in the role of society, but its issues remained the concern of the people (Shukri & Hossain, 2017). As for Turkey, religious and state discourse has not experienced any shrinkage from classical Turkish times to modern and modern Turkey (Noble, 2016).

The issue of democracy is not of particular concern and high among respondents, defeated by the issue of electing leaders. This issue is a signal that the promotion of democracy experiences cultural and intellectual barriers among respondents specifically and UIN students in general. The low interest of respondents on democratic issues indicates that total democracy still faces obstacles among students. The results of discussions in the focus group discussion with the respondents seemed polemic in terms of total democratic acceptance, especially liberal democracy.

When respondents were asked about accepting liberal democracy, the majority of respondents refused.



Source: The data were processed by authors based on survey results

When the respondents were asked why the respondents refused against liberal democracy, the majority of respondents stated that they were contrary to religious teachings, other respondents answered that they were opposed to the culture and philosophy of the state (Pancasila).

The reason for rejecting liberal democracy based on religion is very high, reaching half of the number of respondents surveyed. This data shows that there are still obstacles to the harmonization of religion and democracy within society, so the assumption that religion and democracy can coexist only in certain aspects, not for every aspect of social life, as predicted by several researchers (Lăzăroiu, 2018), (Ogland & Bartkowski 2014), (Hassell, Hans, & Wyler, 2019).

In general, religion and democracy experience obstacles to coexist because there are values that cannot be compromised. Religion teaches that humans are limited beings, while democracy highlights that humans are free beings. Of course, there is a clash of principles, as understood by the generality of the respondents in this study.

There is a percentage difference among respondents who accept liberal democracy. Respondents from among Political Science students were higher than respondents from Communication and Law students. This data shows that



the respondents who received from among the Law Sciences students were lower than the Communication Sciences students.

Based on the data presented above, it can be analyzed that liberal thinking can easily develop among political science students while experiencing obstacles if developed among Law Science students. Meanwhile, the potential for developing liberal thinking has little room for Communication Studies students. However, this data cannot portray whether liberal thought will conform to socially liberal attitudes and attitudes because it is not certain that people who have liberal symmetrical thinking with liberal attitudes and actions (Ilc, 2017).

The percentage of rejection of liberal democracy occurs evenly among students of Political Science, Communication Studies, and Legal Studies at three UINs, with the number of percentages approaching the similarity, which is around 30%. This percentage can portray the typology of the campus where they learn knowledge, so in general, the State Islamic University campus refuses liberal democracy.

### **The Role of Political Science for Life**

Some research results report that in general society views politics positively for human life because it is considered as a noble knowledge. Politically intrinsically valuable, because it contains teachings about good governance and management of power, but extrinsically politics can be worthless. Several political factors and phenomena cause negative perceptions of politics. Poor socio-political cases are the basis of society to give a negative view of politics, not based on the nature of politics (Ceresola, 2016).

Based on the results of a poll distributed to students of Political Science, Legal Studies, and Communication Studies at three State Islamic Universities (Bandung, Jakarta, and Yogyakarta) it was found that negative views on politics reached 10%. Also, those whose attitudes were unclear or doubtful among them reach 27%. Meanwhile, 63% of respondents looked positively at politics. Respondents consider that politics is essential for life, as are other social supra structures.

The highest percentage of positive views occurred among Political Science students, while the lowest was among Law Science students. Law students are more negative about politics due to the phenomenon of irregularities that occur in political activities. Law students are less careful of the reality of political irregularities, while Political students are more tolerant of the phenomenon of irregularities. Likewise, with students of Communication Studies, they are more tolerant of political deviations than Law students.

Negative attitudes towards politics are related to the social effects of politics. However, some respondents associate their negative views with religious doctrines (religiosity) taught by authoritative scholars who state that politics is the source of evil. Meanwhile, a minority of respondents correlated their views with their lack of understanding of the nature of politics.

Negative perceptions of politics that are based on religion have a relationship with Muhammad Abduh's view which states that all political content is bad (El-Thalaqani, 2020)). Meanwhile, negative views are based on the reality of political irregularities because of their knowledge of politicians' irregularities in power, in the form of corruption or other irregularities. The findings show that the respondents looked pessimistically about the behavior of politicians, with varied reasons. Law students are more pessimistic than Politics and Communication students.

Based on the data in the picture above, it appears that in general, respondents showed a pessimistic attitude to political irregularities. They consider that the generality of politicians is suspected of having deviated so that it affects their negative views on politics, not even on politics but on other matters relating to politics.

The findings show that the majority of respondents' views on the role of politics in life are connected to the socio-political facts. Objectively they view that politics has a use-value for the human being. However, the assessment becomes dim along with the events of massive political irregularities that were witnessed through the media or directly met them.

### **Sensitivity to Political Development**

Political students have a high level of sensitivity compared to Law and Communication students. Even so, the percentage of those who are less sensitive to political developments is quite significant, reaching 31% of the total respondents surveyed.

As for the respondents from the Legal Sciences circle, 55% rarely followed the political developments that took place, 43% always followed, and as many as 2% had never followed. This data shows that respondents do not know political events too well from the Law Science students, so it has an effect on their literacy on political themes. Indeed, on the contrary sensitivity to political development is stronger among Communication Science respondents compared to Law Science students, even though the percentage difference is only 3% adrift. As many as 48% of respondents from the Communication Sciences always follow the political developments that occur and 52% said rarely.

When the respondents were asked the most frequently followed political developments material respondents responded in a variety of ways. The majority of respondents answered that what was most often followed was about political parties, and sequentially the level of cabinet change, freedom of the press in reporting politics, and dynamics in the legislature. Political parties were the respondents' serious concern regarding the moment of the general meeting, congress, and national meeting. Respondents assume that in those moments, political dynamics always occur, other than because of the mass media that broadcast them.

The lowest sensitivity of respondents was on international political issues. Respondents' answers, in general, have never followed developments in international politics, except in the case of Palestine. Development and dynamics in contemporary international institutions are rarely observed.

Cases of international politics that are quite interesting to the attention of respondents, although in very small numbers, are cases of trade wars between the United States and China. However, in terms of substance, the respondents do not understand what is happening, such as tariff wars and stopping import/export of products certain products to and from two countries at war (Silver, 2018). The respondents who answered worry about the case of the trade war between America and China were smaller than respondents who answered not worried and were not sure would have a major effect on the domestic economy. Meanwhile, the majority of respondents were unaware of the impact of the trade war, one of which was the instability of regional trade and an imbalance in the focus of international trade in the East Asia region (Park & Stangarone2019).

Respondents who stated they were not worried about the effects of the war, which reached 33% because of what happened far from where they lived, happened in other countries. Meanwhile, respondents who answered worry

was because they heard from the media the consequences that would arise from a trade war. Meanwhile, those who responded did not know about the implications of the trade war because they never knew there were cases of the trade war between China and America.

The above data occurs evenly among Law, Communication, and Political Science students at three UINs. There were no significant data differences between respondents and even tended to be similar. This data indicates that international political literacy is very low among respondents. Hence, it is crucial for special handling in that field, both in the lecture process and in the process of preparing the political science curriculum.

### **Interest in Practical Politics**

There was a significant difference in the respondents' interest in practical politics. Some 33% of respondents from Communication Science students answered that they were interested in becoming politicians, 56% said they were not interested, and 11% said they did not know. Meanwhile, respondents from the Legal Sciences were less interested in becoming politicians than respondents from the Communication Sciences. The respondents from the Legal Sciences students who answered were interested in only 13%, while those who answered were not interested reached 87%. As for the respondents from among the Political Science students as much as 74% answered interested in becoming a politician, 12% answered no, while as many as 14% answered doubtfully.

When accumulated from the total respondents at three State Islamic Universities, the respondents from Political Science students had a greater percentage than the other respondents. This percentage is related to their contact with political science which is more intensive than other respondents, thus forming their personalities.

Respondents were asked several political professions, including party officials, legislators, political volunteers, observers, government officials, NGO activities, political journalists, and political lecturers. Two professions, namely legislative members and government officials, get the most choices from respondents.

The political profession that is the least desirable by respondents is to become a political volunteer and NGO activist and political teacher. Politics lecturers are more in demand by respondents from among Political Science students, while the lowest interest is from the Law Science students.

The reason Law students are not too interested in becoming political teachers is because they are related to their negative perceptions of politics, as stated above. Meanwhile, the respondents of Communication Science were quite interested in becoming political teachers because it was related to communication activities. According to students of Communication Science, teaching knowledge is a process of communication between communicators and communicants in delivering messages (Soukup, 2014).

The distribution of specialization tendencies in the practical political profession tends to be flat in the three State Islamic Universities. However, there is a difference in percentage, but it is not significant. Even so, the data found shows that there is a rather striking difference in the interests of Law students in Yogyakarta. The law students in Yogyakarta have a higher interest in becoming members of the legislature compared to law students in Bandung.

However, some respondents answered more interested in becoming soldiers and entrepreneurs. The choice of the legal profession overrides the practical political profession, as stated above. Meanwhile, respondents from the Communication Sciences who are interested in practical politics are quite high because they do not have a specific professional area. After all, communication can enter various professional areas (Yeger, 2015).

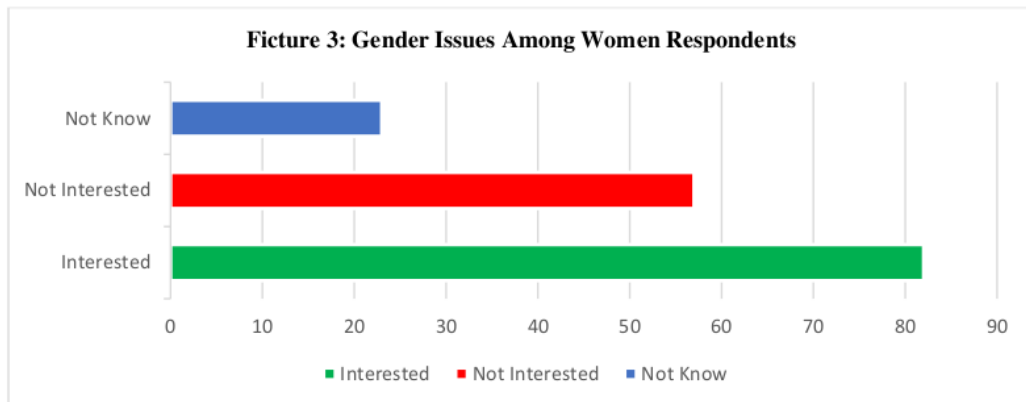
As a knowledge system that is included in various professional fields, communication enthusiasts do not map specifically to what areas and where. They can develop communication systems in any activity, as long as it is a process of sending messages (Lacayo, 2013). The results of this research also portrayed the views of Communication Science students who did not put too much emphasis on specific types and forms of work.

### **The Intensity of Political Discussion**

Political discussion is not a very dominant activity among respondents, both among students of Law, Communication Studies, including Political Science. The percentage of those who used to (often) carry out discussions with their colleagues is not conspicuous, reaching only 35%. Meanwhile, 40% answered that they rarely had discussions about politics, and 25% never at all.

When respondents were asked about the four themes of political discussion, the majority responded that the themes that were most interesting to them were religious and state relations, and sequentially the country's future, democracy, and gender issues. The future of the country is among those discussed by many respondents because it concerns their future. Meanwhile, respondents at least discussed gender issues.

The issue of gender became a theme that was less desirable by the respondents because, for them, the issue of gender in Indonesia was no longer crucial. The openness of public space activities for all sexes is open, so it is considered less relevant to discuss gender issues. Several of respondents from women answered that they were not interested in addressing gender issues, based on religious teachings so that it could be said that their ideology was more influential than gender.



Source: The data were processed by authors based on survey results

One of the gender issues in politics that are asked of female respondents is related to state leaders of women. Respondents' answers varied between those who said they were valid, illegitimate, and did not know.

In general, the respondents agreed (declared legitimate) to women's leadership provided that they were more qualified than men. The reasons for the respondents varied in accepting and rejecting women as state leaders. Some respondents stated that a woman is a legitimate leader of a country in an emergency of male quality. Some respondents

based their legitimacy on being leaders of the state on the principle of freedom in democracy, which gave broad freedom to all parties to access public positions without gender restrictions.

The issue of women's political leadership in the study of Islamic constitutionality is a legal theme discussed by experts among the pros and cons. And in the last few decades, the movement to expand women's political rights, according to Gilia (2018), has become a symptom in many regions, especially countries that have culturally placed women in second-class positions in their social lives (Abbott, Harris, & Mollen, 2016). Culturally, women face barriers in many cultural systems to take over men's social roles (Cassese & Holman, 2016). In European countries, too, there are still cultural barriers that shape social barricades for women to take a dominant role in the political system (Tsyrendorzhieva & Bagaeva, 2016). The emergence of a gender revolution in the 1960s, together with the sexual revolution campaigned by feminists, was not strong enough to push up the cultural barriers of women's social roles, especially in a country dominated by religious doctrine (Harahap, 2016). Even so, Indonesia made a breakthrough forward by providing affirmative action for women through a law (Law Number 10 of 2008) that was made. Women are given political privileges in the form of pegged opportunities to occupy legislative positions in the electoral process by placing them in the serial number of potential legislative candidates to win the political competition.

When the respondents were asked about the granting of political privileges to women, some of them expressed their agreement, and others were not. The respondents' disagreement with the granting of political privileges in the form of affirmations, because the political process is a competitive activity, without having to connect with gender reasons.

#### **Conclusion and Implications**

The political behavior of Muslim students in Indonesia is not related to political knowledge that gets from formal education. The political attitudes of respondents who studied politics were shaped by the environment, their interactions in the organizational environment in which they were active and religious doctrines.

Their response to political issues, such as about liberal democracy and gender equality, are mostly influenced by the religious teachings they hold and the influence of the views of the social groups in which they work. Respondents' rejection of liberal democracy and gender issues, for example, was not based on the political knowledge they learned but because of the influence of the group and the religious teachings they received did not accept these two political issues. This research proves that no civil implications occur from political knowledge they've learned to political behavior among Muslim students, especially to female students.

This paper recommends that political knowledge and religious doctrine be integrated to find common ground in addressing political issues. In formal activities can be done by integrating political and religious studies, so that there is a harmonious communication between religious doctrine and political knowledge, through the development of a political education curriculum in Indonesia.

In this research, co-authors contribute significantly to the analysis of the concept of harmonization of political knowledge and religious doctrine, where the main expertise of the co-author is an expert in political communication.

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