21 dari 34

Bulent Tarman btarman@gmail.com lewat n3plcpnl0083.prod.ams3.secureserver.net   Min, 25 Okt 17.27
kepada saya

Inggris > Indonesia Terjemahkan pesan

Ija Suntana:

Thank you for submitting the manuscript, "The Influence of Political Knowledge on Political Behavior Among Highly Educated Muslims in Indonesia" to Journal of Social Studies Education Research. With the online journal management system that we are using, you will be able to track its progress through the editorial process by logging in to the journal web site:

Manuscript URL: https://jsser.org/index.php/jsser/author/submission/2757
Username: ijasuntana

If you have any questions, please contact me. Thank you for considering this journal as a venue for your work.

Bulent Tarman
Journal of Social Studies Education Research

Journal of Social Studies Education Research

JSSER-INFLUENC....docx   The Influence of P....doc   Article for publicat....eml   Show all

Type here to search   3:42 PM 12/20/2020

---

20 dari 34

Dr. Bulent Tarman btarman@gmail.com lewat n3plcpnl0083.prod.ams3.secureserver.net   Jum, 30 Okt 01.28
kepada saya, Betty

Inggris > Indonesia Terjemahkan pesan

Ija Suntana:

We have reached a decision regarding your submission to Journal of Social Studies Education Research, "The Influence of Political Knowledge on Political Behavior Among Highly Educated Muslims in Indonesia".

Our decision is to: "Decline Submission".

An initial review of your manuscript has made it clear that this submission is not prepared according to the guidelines of the journal. Please review the following link and revise your manuscript according to the guidelines and resubmit if you want us to get the review process started:
https://jsser.org/index.php/jsser/about/submissions#authorGuidelines
Best regards,
Bulent Tarman, Ph.D
Editor-in-Chief, JSSER

JSSER-INFLUENC....docx   The Influence of P....doc   Article for publicat....eml   Show all

Type here to search   3:43 PM 12/20/2020

Gmail

jsser

14 dari 34

[JSSER] Submission Acknowledgement Kotak Masuk

Bulent Tarman btarman@gmail.com lewat n3plcpnl0083.prod.ams3.secureserver.net   Jum, 13 Nov 21.03
kepada saya

Inggris > Indonesia Terjemahkan pesan

Ija Suntana:

Thank you for submitting the manuscript, "The Influence of Political
Knowledge on Political Behavior Among Highly Educated Muslims in Indonesia"
to Journal of Social Studies Education Research. With the online journal
management system that we are using, you will be able to track its progress
through the editorial process by logging in to the journal web site:

Manuscript URL: https://jsser.org/index.php/jsser/author/submission/2817
Username: ijasuntana

If you have any questions, please contact me. Thank you for considering this
journal as a venue for your work.

JSSER-INFLUENC....docx   The Influence of P....doc   Article for publicat....eml   Show all

Type here to search   100%   ENG   3:47 PM 12/20/2020

Gmail

jsser

13 dari 34

Dr. Bulent Tarman lewat n3plcpnl0083.prod.ams3.secureserver.net   Sel, 17 Nov 01.35
kepada saya, Betty

Inggris > Indonesia Terjemahkan pesan

Ija Suntana:

We have reached a decision regarding your submission to Journal of Social
Studies Education Research, "The Influence of Political Knowledge on
Political Behavior Among Highly Educated Muslims in Indonesia".

Our decision is: "Resubmit for review"

Please see the comments of the reviewers given below and revise your
manuscript accordingly. Please also address each of the reviewer's comments
point by point in a cover letter upon resubmission. Proofreading whole paper
and remove spelling and grammar mistakes is necessary. Make sure to
Proof-edited by a native English language specialist. Also the similarity
rate has to be reduced below 15 to be able to consider for further review!
Please revise your manuscript in 10 days and upload it through the online
management system of the journal and please confirm your recipient of this
message.
Best regards,
Dr. Bulent Tarman

JSSER-INFLUENC....docx   The Influence of P....doc   Article for publicat....eml   Show all

Type here to search   100%   ENG   3:48 PM 12/20/2020

Screenshot 1 (top):

Reviewer A:

See the attached files for the comments given on the manuscript.

Relevance of the title with content:
Relevant

Type of manuscript (Research, Lit. review etc.):
Research

Quality of the work:
Fair

Theoretical Framework:
acceptable

Objectives and Rationale:
low

Method:
very low

Screenshot 2 (bottom):

Method:
very low

Findings:
It may be acceptable if rearrangement is made in line with the research quesion and methods

Conclusion:
not so strong, needs improvement

smoothness:
fair

Originality:
fair

Note for Author/s:
major revision required focusing on methods, results and discussion

----
Reviewer B:

Gmail | jsser

13 dari 34

4.395

Reviewer B:

Please address following corrections/suggestions to make this article better for publication.
1-Proofreading whole paper and remove spelling and grammar mistakes.
2- Clearly state the problem of the study and the purpose of the research and align the purpose with the theoretical framework in details.
3-Include theory and conceptional framework in the study.
4-Explain methodology in a scientific way in details: What is the research design? And why is that kind of design selected? Why and how the selected design is appropriate?
5-Results must be clearly explained and discussion section needs alignment with the previous research,
6- Expand the references with current research studies
7- Make sure to use the latest version of APA (7th edition) throughout the paper.

_____

Journal of Social Studies Education Research
http://www.jsser.org/index.php/jsser

Gmail | jsser

13 dari 34

4.395

Hapus

Determinants Factors:

2817-6963-1-RV.doc   2817-6963-2-RV.pdf

Ija Suntana <ijasuntana@uinsgd.ac.id>   17 Nov 2020 06.16
kepada Bulent

Dear Dr,

Thank you for the feedback from the reviewers and we will revise it soon.

Warm regards

Ija Suntana

...

Balas   Teruskan

mail.google.com/mail/u/0/?tab=rm&ogbl#search/jsser/FMfcgxwKjdtDdPjCKvHVkXKQTNQsDHhV

Gmail

🔍 jsser

8 dari 34

Dr. Bulent Tarman lewat n3plcpnl0083.prod.ams3.secureserver.net   Kam, 26 Nov 01.13
kepada saya, Betty

🔤 Inggris ▾   →   Indonesia ▾   Terjemahkan pesan   ✕

Ija Suntana:

We have reached a decision regarding your submission to Journal of Social Studies Education Research, "The Influence of Political Knowledge on Political Behavior Among Highly Educated Muslims in Indonesia".

Our decision is to: "Revisions required".

Please see the comments of the reviewers given in the attached file and revise your manuscript by using the Track Changes feature of the Word program. Please make sure to use the latest version of APA throughout the manuscript. Please also address each of the reviewer's comments point by point in a cover letter upon resubmission. Proofreading the whole paper and removing spelling and grammar mistakes is necessary. Please revise your manuscript in seven days and upload it through the online management system of the journal and please confirm your recipient of this message.
Best regards,
Bulent Tarman, Ph.D
Editor in Chief JSSER

JSSER-INFLUENC....docx   The Influence of P....doc   Article for publicat....eml   Show all

Type here to search   100%   ENG 3:51 PM 12/20/2020

---

mail.google.com/mail/u/0/?tab=rm&ogbl#search/jsser/FMfcgxwKjdtDdPjCKvHVkXKQTNQsDHhV

Gmail

🔍 jsser

8 dari 34

📄 2817-7094-1-RV.d...

Ija Suntana <ijasuntana@uinsgd.ac.id>   Kam, 26 Nov 04.41
kepada Bulent

Dear Editor,
Thank you for your response and we will revise it soon.

Warm regards

Ija Suntana

...

↩ Balas   ➡ Teruskan

JSSER-INFLUENC....docx   The Influence of P....doc   Article for publicat....eml   Show all

Type here to search   100%   ENG 3:52 PM 12/20/2020

Ija Suntana <ijasuntana@uinsgd.ac.id>   3 Des 2020 05.55
kepada Bulent

I hereby submit the final script which has been revised and adapted to the JSSER template. Hopefully this revised manuscript is perfect according to the wishes of the editor.

Kind regards,
Ija Suntana

Kind regards,
Ija Suntana

...

Template JSSER (1...

JSSER-INFLUENC....docx   The Influence of P....doc   Article for publicat....eml   Show all

Type here to search   3:56 PM 12/20/2020

---

bulent tarman
kepada saya

Inggris > Indonesia   Terjemahkan pesan

Received. Thank you!
Regards,

...

bulent tarman
kepada saya

Inggris > Indonesia   Lihat pesan yang diterjemahkan   Jangan terj

Dear Ija Suntana:

JSSER-INFLUENC....docx   The Influence of P....doc   Article for publicat....eml   Show all

Type here to search   3:59 PM 12/20/2020

[JSSER] Editor Decision - ijasunta... | **#2817 Summary** | **New Tab**

mail.google.com/mail/u/0/?tab=rm&ogbl#search/jsser/FMfcgxwKjdzqBBbpQkkSwFLdCmDCsxWR

Gmail

🔍 jsser

6 dari 34

Dr. Bulent Tarman lewat n3plcpnl0083.prod.ams3.secureserver.net — Sen, 30 Nov 17.32
kepada saya, Betty

Inggris → Indonesia → Terjemahkan pesan

Ija Suntana:

We have reached a decision regarding your submission to Journal of Social Studies Education Research, "The Influence of Political Knowledge on Political Behavior Among Highly Educated Muslims in Indonesia".

Our decision is to: "accept submission."

Please find the comments given in the attached file. Although it is accepted, please make sure to address the final comments given on the attached paper and use the latest version of APA throughout the manuscript. Please expect to get further instructions to follow in the near future for the publication procedure.
Best regards,

Bulent Tarman, Ph.D
Editor-in-Chief, JSSER

JSSER-INFLUENC....docx ⌃ | The Influence of P....doc ⌃ | Article for publicat....eml ⌃

Show all

Type here to search | 100% | ENG | 3:52 PM 12/20/2020

[JSSER] Copyediting Review Ack... | **#2817 Summary** | **New Tab**

mail.google.com/mail/u/0/?tab=rm&ogbl#search/jsser/FMfcgxwKjnVGCZKHRgJCztdZdPgtZZIc

Gmail

🔍 jsser

4 dari 34

[JSSER] Copyediting Review Acknowledgement Kotak Masuk

Dr. Bulent Tarman lewat n3plcpnl0083.prod.ams3.secureserver.net — Sab, 5 Des 15.19
kepada saya

Inggris → Indonesia → Terjemahkan pesan

Ija Suntana:

Thank you for reviewing the copyediting of your manuscript, "The Influence of Political Knowledge on Political Behavior Among Highly Educated Muslims in Indonesia," for Journal of Social Studies Education Research. We look forward to publishing this work.

Dr. Bulent Tarman
Editor-in-Chief,
Journal of Social Studies Education Research
btarman@gmail.com

Journal of Social Studies Education Research
http://www.jsser.org/index.php/jsser

JSSER-INFLUENC....docx ⌃ | The Influence of P....doc ⌃ | Article for publicat....eml ⌃

Show all

Type here to search | 100% | ENG | 4:01 PM 12/20/2020

[JSSER] Proofreading Request (Author) Kotak Masuk ×

Dr. Bulent Tarman lewat n3plcpnl0083.prod.ams3.secureserver.net   Kam, 17 Des 18.41 (3 hari yang lalu)
kepada saya

文A Inggris > Indonesia > Terjemahkan pesan   ×

Ija Suntana:

Your submission "Political Knowledge and Political Behavior among Highly Educated Muslims in Indonesia" to Journal of Social Studies Education Research now needs to be proofread by following these steps.

1. Click on the Submission URL below.
2. Log into the journal and view PROOFING INSTRUCTIONS
3. Click on VIEW PROOF in Layout and proof the galley in the one or more formats used.
4. Enter corrections (typographical and format) in Proofreading Corrections.
5. Save and email corrections to Layout Editor and Proofreader.
6. Send the COMPLETE email to the editor.

Submission URL:

[JSSER] Proofreading Acknowledgement (Author) Kotak Masuk ×

Dr. Bulent Tarman lewat n3plcpnl0083.prod.ams3.secureserver.net   Kam, 17 Des 22.50 (3 hari yang lalu)
kepada saya

文A Inggris > Indonesia > Terjemahkan pesan   ×

Ija Suntana:

Thank you for proofreading the galleys for your manuscript, "Political Knowledge and Political Behavior among Highly Educated Muslims in Indonesia," in Journal of Social Studies Education Research. We are looking forward to publishing your work shortly.

If you subscribe to our notification service, you will receive an email of the Table of Contents as soon as it is published. If you have any questions, please contact me.

Dr. Bulent Tarman
Editor-in-Chief,
Journal of Social Studies Education Research

Screenshot 1:

FROM INTERNALIZATION TO FO... | #2817 Summary

jsser.org/index.php/jsser/author/submission/2817

JSSER Journal of Social Studies Education Research

HOME   ABOUT   USER HOME   SEARCH   CURRENT   ARCHIVES   ANNOUNCEMENTS

Home > User > Author > Submissions > #2817 > Summary

#2817 Summary

SUMMARY   REVIEW   EDITING

Submission

Authors	Ija Suntana, Betty Tresnawaty
Title	Political Knowledge and Political Behavior among Highly Educated Muslims in Indonesia
Original file	2817-6918-1-SM.DOCX 2020-11-13
Supp. files	None ADD A SUPPLEMENTARY FILE
Submitter	Ija Suntana
Date submitted	November 13, 2020 - 02:02 PM
Section	Multicultural and Intercultural Education
Editor	Bulent Tarman
Author comments	Dear Editor,

Herewith we present the article entitled, The Influence of Political Knowledge on Political Behavior among Highly Educated Muslims in Indonesia.

Warm regards,

Ija Suntana

Abstract Views   0

OPEN JOURNAL SYSTEMS

Journal Help

USER
You are logged in as...
ijasuntana
- My Profile
- Log Out

NOTIFICATIONS
- View (5 new)
- Manage

AUTHOR
Submissions
- Active (1)
- Archive (8)
- New Submission

JOURNAL CONTENT
Search
[   ]
Search Scope
All
[Search]
Browse

Article for publicat....eml   [Show all] [x]

Type here to search   100%   ENG   3:21 PM 12/20/2020

Screenshot 2:

FROM INTERNALIZATION TO FO... | #2817 Summary

jsser.org/index.php/jsser/author/submission/2817

Submission Metadata

Authors

Name	Ija Suntana
Affiliation	UIN Sunan Gunung Djati Bandung, Indonesia
Country	—
Competing interests	—
CI POLICY	
Bio Statement	—

Principal contact for editorial correspondence.

Name	Betty Tresnawaty
Affiliation	UIN Sunan Gunung Djati Bandung, Indonesia
Country	—
Competing interests	—
CI POLICY	
Bio Statement	—

Title and Abstract

Title   Political Knowledge and Political Behavior among Highly Educated Muslims in Indonesia

Abstract   The purpose of this paper is to describe the influence of political knowledge on the political behavior of highly educated Muslim society in addressing political issues. This research used cohort-based quantitative method through data collection, interviews, and documentation. To collect information from respondents, this research used questionnaire to reveal their political knowledge levels and behaviors. Interviews towards respondents were also conducted to directly confirm the information in the questionnaire. This paper presents information 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. 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.

Indexing

INFORMATION
- For Readers
- For Authors
- For Librarians

Article for publicat....eml   [Show all] [x]

Type here to search   100%   ENG   3:22 PM 12/20/2020

Dear Authors,

We are done with the initial review of your paper. As JSSER is a Q1 international journal, kindly please perform the maximum quality of your paper. It needs of course an extensively work timely.

Your paper needs major improvement for the core aspects

1. Rearrange the Methods as suggested that indicate a strong understanding on research methods. As you declare you use a content analysis, and involve 450 participants, your design becomes confused. Have a good and correct understanding on your design, data and proper data analysis techniques.
2. You have no RQ, so that the presentation of your data that are the answer of your RQ, are confused. The presentation of the findings needs rearrangement.
3. The discussion is not yet specified to give comments on the results, show the gaps of this research, implication and novelty.
4. Conclusion needs improvement coherent with RQ (after you develop)
5. Improvement on reference is required.

The Influence of Political Knowledge on Political Behavior among Highly Educated Muslims in Indonesia

Abstract

The purpose of this paper is to describe the influence of political knowledge on the political behavior of highly educated Muslim society in addressing political issues. The research methodology used in this study is a qualitative analysis, using the content analysis method. This paper presents information 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. 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.

Keywords: political knowledge; political attitudes; religious doctrine; highly educated Muslim; political behavior

Commented [H1]: You are confused here with the term methodology, method, and approach. Please use the proper term to show your actual research design,

An abstract should have
-purpose
-methods with appropriate details on design, participant, data collection and data analysis

Allowing 200-300 words

Introduction

Highly educated people seem to have high interest in public affairs and have a maturity level of attitude in response to various situations and realities. Their educational exposure is a substantial factor in shaping their social insights and attitudes (Ančić et al., 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 studying political sciences help shape students' negative perceptions on everything related to politics (Oleg & Negrove, 2019).

The debate about the relationship between human knowledge and behavior continues (Nashir et al., 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 et al., 2019; Caputo, 1998).

It is in line with the socio-psychological theory that the social process forms a particular person's character, behavior, and even level of wealth (Zhao et al., 2019). Some components of one individual are formed slowly but surely by the social process (Beharien & McKay, 2017; Dassonneville et al., 2012). Three social components form the self of human: 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 relation between knowledge and behavior, especially in political sciences, 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 aims to reverse the wave of declining political participation rates among young age groups, and at the same time nurtures the development of democratic attitudes and behaviors. Dassonneville et al. (2012) study the relation of civic knowledge with the political attitude and behavior among students in Belgium. The conclusion of the study suggests that generally, the civic education have a positive effect on the political attitude and behavior among adolescents and young adults in Belgium. Dassonneville distinguishes between formal civic education, open-classroom climate, and active learning strategies, and their relationship to participation. Formal civic 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).

A study by Esaiasson et al. (2014) reveals that there is a positive relationship between political knowledge and students' actions, especially among students in political sciences (Longo et al., 2006). This research denies the planned behavioral theory claiming that knowledge does not correlate with behavior. Besides, the study concludes that political science students' political behavior tends to change compared to students of law and communication. The relation of political knowledge and political attitudes is the focus a research by Longo et.al.. From extensive interviews Longo discovers that students argue that they can only gain the best political competence by practicing democracy. Longo's research recommends the expansion of the understanding of non-electoral politics to attract young people to be more politically involved.

A study by Dominguez et al. (2017) focuses on the relation of students' majoring in political sciences and their interests in political competition. The research was based on the hypothesis that students who major in political sciences have more interest in political competition than others and are more willing to engage in political action than those in other majors. Through the study of 1,083 students in two universities, Loyola Marymount and San Diego University, Casey et al. find that senior students of political sciences have a higher interest than new students and higher willingness to join organized groups.

Previous studies indicate that, in general, political knowledge has a positive relationship with the involvement of those who study political issues and activities. Students who study politics are seemed to be more interested in political affairs than those in other fields. 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 other than having knowledge of it.

Many researchers assume that there is a close connection between political knowledge and people's behavior (Braun et al., 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 relation 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 classroom 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, it explains 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, 2020; Lau et al., 2018).

Another study concludes that there is a positive relationship between political knowledge and the actions of students who study 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 (Dominiguez et al., 2017).

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

From some previous studies, it is concluded that general political knowledge has a positive relation with the political involvement. The students majoring in political sciences conclude that they were more interested in political matters than those who are from the same field.

Can the above studies confirm the political behavior of students in state Islamic universities in Indonesia, as highly educated people? Does their political knowledge have a direct relation with political attitudes and views? This article aims to answer the questions.

The Indonesian Public Islamic Universities in Indonesia is a chain university with some distinguishes among them. It is estimated that there are visible differences between students who study political sciences, law, and communication in relation to their attitudes and interests towards politics. A research need to pinpoint these claimed differences to portray the actual data in regards of the civil implications of political knowledge among students of diverse disciplinary backgrounds.

Our paper contributes to the current research gap on political behavior in societies where knowledge has always been considered to be 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 of the usefulness of democracy. This paper aims to contribute to politicians and other researchers to consider aspects of religious doctrines and beliefs, not just knowledge, in analyzing the political behavior of Muslim societies.

Research Questions

Method

Research Design---do you mean you apply content analysis as your research design?

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.

This section is poor.

Sources of Data and Collection Techniques

You did not describe your data and sources of data, rather data collection. Your description jumped from one point to another, missing the research instrument as the tool to collect data. It is confused; what several multiple questions, interview, and FGD are confused!.

Please look at your descriptions that make this section confused

1. Participants of 450 students
2. Questionnaire with 5 options
3. Interview
4. FGD

Each does not match with what is actually you used.

Data is collected from an online polling that asks respondents several multiple-choice questions, and direct interviews in several 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.

Poor.

Results and Discussion

Participation in Political Science Lectures

In majority, respondents in this study attend political science lectures, both students of political science, law, and communication science students. Significant data was found among respondents from UIN Jakarta: the lecture participation of communication students was higher than that of the law students. The results of the poll showed that 72% of communication students attended political sciences lectures, while the respondents surveyed from among law students were below that of the communication sciences students, which was 63%. The result shows that the law students consider political science as inconsistent with reality, namely political irregularities. Some respondents of law students see some ironies in political science, so it affects their involvement in attending political science lectures.
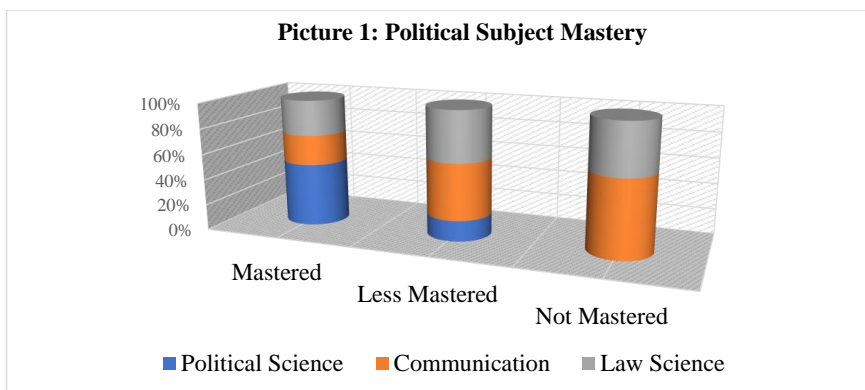
The same trend occurs among UIN Bandung's Law Sciences students, only 24% of respondents who attended political science lectures. It differs significantly from communication students who all take political science lecture. This is similar as the participation of the law students in UIN Yogyakarta, whose rate is even lower than that from 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 those from law students, because they view politics from the viewpoint of communication, so political activities are considered as communication engagements. Students of Communication Studies view that political communication is

the highest appeal of any kinds of public communication. The majority of respondents from the Communication Science students do not find any ironies in political science, because they do not see it in terms of normative necessity but rather in terms of the communication process in social reality (Mutmainnah et al., 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 is lower than that of law students. It is estimated the subjects of legal science have bigger common area with political science that those of communication. Respondents from the communication sciences only master 5 political science subjects out of the 10 subjects in question, whereas law students master an average of 8 subjects from the 10 subjects in question.

It is different from what is collected from among students of Political Science at UIN Bandung and UIN Jakarta. All respondents state that they are 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 sciences in average are able to show satisfactory responses to the 10 subjects of political science being asked.

Picture 1: Political Subject Mastery

Source: The data from survey results as processed by the author

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 the respondents show lower mastery 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 are asked to respondents in three top-tier Public Islamic Universities in Indonesia. The issues raised in this study are those concerning the election of public leaders, democracy, the relationship between religion and the state, and legislature.

From many issues raised and asked, the issue of the relationship between religion and the state turns out to be the most appealing to respondents. Meanwhile, the issue of electing leaders ranks the most desirable political issues and followed by the issues of democracy and legislature, respectively.
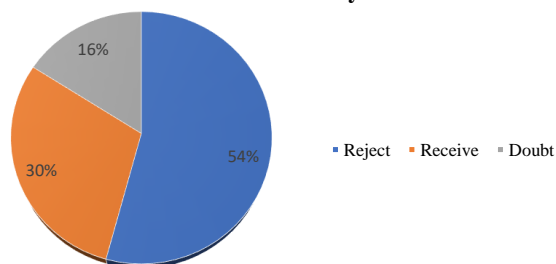
The respondents' preference to the issue of the relation between religion and state because is understandable as they are within the education system related to religion. Their inherent identity influences attitudes, perspectives, and interests in developing political issues. Out of the 30 respondents 24 (42%) show interest in the issue of religion and state relation, both in theory and in practice. Meanwhile, the issue of democracy is not very attractive to the respondents as only 16% of them declare this (9 out of 30). Meanwhile, legislative issues, both as concepts and practices, are of the least interest, with only 6 (10%) people expressing their attraction.

The majority of respondents' high inclination to the relation between religion and the state is a symptom 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 matters are still a sensitive issues and are of a major concern (Masuda et al., 2020).

Although the role of religion is drastically declining in modern society, especially certain countries in West Europa, the issue of its relationship with the state remained a concern of the general people. In Sweden, for example, even though religion has lost a remarkable function in the society, the religion-state issues remains the concern of the people (Shukri & Hossain, 2017). As for Turkey, religious and state discourses has not similarly decline from that of the classical Turkish era (Noble, 2016).

The respondents, on the other hand, show no particular concern and do not highly rate democracy issues. They have more preference to elections. This issue is a signal of some cultural and intellectual barriers among respondents specifically and UIN students in regards of understanding democracy. It indicates that democracy as a whole still faces obstacles among students. The results of discussions in the focus group discussion with the respondents reveal their ambiguities in accepting democracy acceptance, especially the so-called liberal democracy. The majority of respondents refuse to accept the latter term.

Ficture 2: Attitudes on Liberal Democracy

Probed with follow-up questions, the majority of the respondents state that it is in contrary to their religious teachings; other respondents answer that they oppose to Indonesia's state ideology (the *Pancasila*). The religious background for the refusal is very high, as much as half of the number of respondents engaged. This data shows that there are still obstacles to the harmonization of religion and democracy within the society, so the assumption that religion and democracy can coexist only in certain aspects, but not in every aspect of social life, as predicted by several researchers (Lăzăroiu, 2018; Ogland & Bartkowski 2014; Hassell et al., 2019).

In general, religion and democracy have some barriers 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 majority of the respondents in this study.

The acceptance rate liberal democracy differs among the students. Respondents from Political Science show higher acceptance than those from Communication and Law. In the other hand, the data shows also that the respondents from Law Sciences students have lesser acceptance than the Communication Sciences students do.

Based on the data as presented above, it is argued that political sciences students are more easily to develop liberal thinking than their counterpart from law department. Meanwhile, the potential of developing liberal thinking has even lesser room for communication studies students. However, this data cannot portray whether liberal thoughts will conform to socially liberal attitudes because it is not certain that people who have liberal thinking have corresponding liberal attitudes and actions (Ilc, 2017).

The percentage of rejection of liberal democracy spreads evenly among students of three different majors from three different universities. The number is pretty much similar at around 30%. This percentage is a snapshot of the typology of students' refusal against liberal democracy at the State Islamic Universities.

The Role of Political Science for Life

Some research results report that in general, people view politics positively because they view it as a noble knowledge. Politics is inherently 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. People take some poor socio-political instances as negative precedence of their view on politics, not based on the inherent 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 shows that negative views on politics reached 10%. Also, those who are unclear stance or are doubtful of politics

reach 27%. Meanwhile, 63% of respondents perceive politics positively. Respondents consider that politics is essential, as much as other social supra-structures.

The highest percentage of positive views are from Political Science students, while the lowest are from Law Science students. Law students are have more negative perception on politics due to the phenomenon of irregularities in political activities. Law students are less critical of political irregularities, while Political students are more tolerant of the phenomena. Likewise, students of Communication Studies are more tolerant of political deviations than Law students are.

Negative attitudes towards politics cause social effects towards politics. However, some respondents associate their negative views with religious doctrines 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 relation with Muhammad Abduh's view which states that all political content is bad (El-Thalaqani, 2020). Negative views also come from the reality of political irregularities, and it is caused by the people's lack of knowledge of politicians' irregularities, either in the form of corruption or other irregularities. The findings show that the respondents, with various reasons, pessimistically look the behavior of politicians. Law students are more pessimistic than Politics and Communication students.

Based on the data in the picture above, it appears that in general, respondents show a pessimistic attitude towards political irregularities. They consider that the general politicians are corrupt, hence their negative views on politics and on other matters related 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 utility for the human beings. However, upon witnessing massive political irregularities on media or by their own eyes, their objectivity changes through time.

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, 55% rarely followed the political events, 43% always followed, and as many as 2% had never followed. This data shows that respondents from the Law Sciences do not know factual political events too well, so it influences their literacy on political issues. Predictably, 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 while 52% of them says only rarely.

Responding to the most frequently followed political development material, students respond in a variety of ways. The majority of respondents answer with political parties, followed with government cabinet change, freedom of the press in political coverage, and dynamics in the legislature. In regards of

political parties, respondents' highest interest is regarding the events of the general meeting, congress, and national meeting. Respondents believe that in those moments, political dynamics take place, despite the fact that those events are widely covered by the media.

The lowest sensitivity is on international political issues. Respondents' answers, in general, have never followed developments in international politics, except those regarding Palestine. They rarely observe the development and dynamics of contemporary international institutions.

Some international political instances that attract the respondents' to the attention, although in a very small number, are about trade wars between the United States and China. However, in terms of substance, the respondents do not understand what is really happening: tariff wars and import/export embargo of certain commodities to and from two countries at war (Silver, 2018). The respondent number who worry about the trade disputes between America and China is smaller those who are not worried and are not sure that it would bring major effects on the domestic economy. Meanwhile, the majority of respondents are unaware of the impact of the trade war, one of which is the instability of regional trade and the imbalance of international trade in the East Asia region (Park & Stangarone, 2019).

Respondents who state they are not worried about the effects of the war, which reached 33% pick their stand arguing that the war is far from where they live, that is in other countries. Meanwhile, the opposing group state that they hear from the media about the consequences that would arise from the war. Another group respond that they never know about the trade war between the two big countries, hence they do not know the implications of such conflict.

The proportion of the responses is distributed evenly among Law, Communication, and Political Science students at three universities. There are no significant data differences between respondents and tend 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 are interested in becoming politicians, 56% say they are not, and 11% said they do not know. Meanwhile, respondents from the Legal Sciences are less interested in becoming politicians than respondents from the Communication Sciences. The respondents from the Legal Sciences students who respond with interest is only 13%, while those who answer with no interest is 87%. The responses from the Political Science students is as much as 74% with interest, 12% with no interest, and 14% not knowing.

When accumulated from the total respondents from the three universities, the respondents, Political Sciences students had a greater percentage than the other respondents. This percentage is related to their contact with more intensive political exposures than other respondents, thus forming their responses.

The students respond to a question on political jobs that they would like to take, 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 choice.

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

The reason Law students are not really attracted to become political teachers is because of their negative perceptions of politics, as stated above. Meanwhile, the respondents of Communication Science are more in becoming politic teachers because it is part of 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. Even though there is a percentage difference, it is not significant. Even so, the data 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.
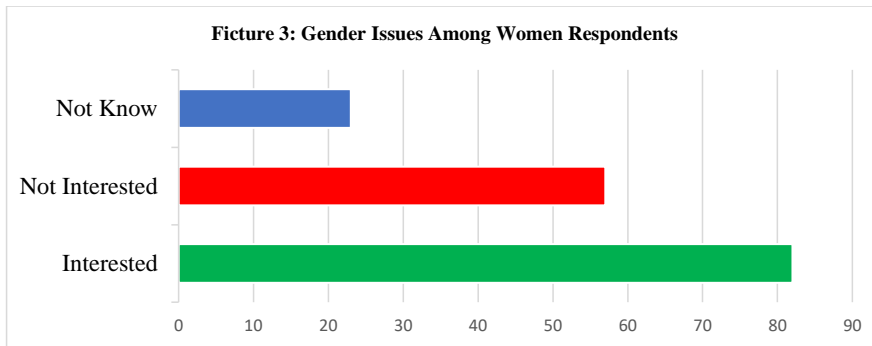
However, some respondents answer of more interest in becoming soldiers and entrepreneurs. The choice of the legal profession overrides the practical political jobs, as stated above. Meanwhile, respondent number from the Communication Sciences who have interest in practical politics are quite high because they do not have specific professional targets. Communication graduates have more various fields of job (Yeger, 2015). As a knowledge system inherent in various occupations, communication students do not attribute themselves to specific areas. They can implement their communication skills and theories in any activity, as long as it entails the process of sending messages (Lacayo, 2013). The results of this research also portrayed the views of Communication Science students who do not put too much emphasis on specific types and forms of work that they desire.

The Intensity of Political Discussion

Political discussion is not a very attractive activity among the whole groups of respondents. The percentage of those who occasionally engage themselves in discussion circles with their colleagues is not overwhelming, reaching only 35%. Meanwhile, 40% answer that they rarely have discussions about politics, and 25% never.

When respondents were asked about the four topics of political discussion, the majority responded that the religious and state relation topic is the most appealing, and followed by the country's future, democracy, and gender issues. The future of the country is among those discussed by a number of respondents because it concerns their future. Meanwhile, gender issues are the least attractive of a discussion for the respondents.

The respondents find that issues on gender are unattractive because for them, the issues are no longer crucial in Indonesia. Both sexes may access public activities, so it is considered as irrelevant to discuss. Several respondents from women answer that they are not interested in addressing gender issues, because of their religious teachings that they consider is more important than gender issues.

Ficture 3: Gender Issues Among Women Respondents

Category	Value (approx.)
Not Know	~23
Not Interested	~57
Interested	~82

(Horizontal bar chart with x-axis scale 0, 10, 20, 30, 40, 50, 60, 70, 80, 90)

Source: The data taken from the survey as processed by the author

One of the questionnaire topics is about state female leadership. Respondents' answers vary between that it is legitimate, illegitimate and not knowing.

In general, the respondents agree (choosing "legitimate") with women's leadership provided that they are more qualified than their counterparts. The reasons for the respondents varied in accepting and rejecting women as state leaders. Some respondents state that a woman is a legitimate leader of a country as an act of emergency when there is no sufficient man with comparable quality. Some respondents pick that it is "legitimate" because they believe in the freedom principle of democracy, in which all have equal access to public positions without gender restrictions.

Women's political leadership in Islamic constitutions is a legal theme with polarized standings. 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 et al., 2016). Culturally, women face barriers in many cultural systems to assume men's social roles (Cassese & Holman, 2016). In European countries, too, there are still cultural barriers that shape social barriers for women to take a dominant role in the political system (Tsyrendorzhiev & Bagaeva, 2016). The emergence of a gender revolution in the 1960s, together with the sexual revolution campaigned by feminists, is not strong enough to eradicate the cultural barriers of women's social roles, especially in a country dominated by religious doctrine (Harahap, 2016). Even so, Indonesia made a breakthrough by providing affirmative measure for women through the Law Number 10 of 2008. The Law mandates that women are entitled with political opportunities by forcing political parties to allocate a minimum number of female candidates for the national and local elections.

Some respondents support the granting of political privileges to women, and others do not. The respondents' who disagree say that the political process is a competitive activity, without any gender restriction.

Conclusion

Refer to your RQ then adjust your conclusion properly.

The political behavior of Muslim students in Indonesia does not correlate with the political knowledge that they get from formal education. Instead, the political attitudes of those who study politics are shaped by the environment, their engagements in some organizations and their religious doctrines.

Their responses to political issues, such as liberal democracy and gender equality, are mostly influenced by the religious teachings they hold and the influence of the views of the social groups to which they affiliate. Respondents' rejection of liberal democracy and gender issues, for example, are not based on the political knowledge they have gained from formal education but on the influence of the group and the religious teachings they have received. This research proves that no civil implications from political knowledge to political behavior among Muslim students, especially among female students.

This paper recommends that there should be an integration between political knowledge and religious doctrine to find common ground in addressing political issues. It can be done so in formal education that incorporate political and religious studies, so the balance of religious doctrine and political knowledge can be achieved, through the development of a political curriculum in Indonesia.

References

-add at least two references from JSSER, RESSAT, REPAM

-update your reference with 2020 sources from the journals

Abbott, D. M., Harris, J. E., & Mollen, D. (2016). The impact of religious commitment on women's sexual self-esteem. *Sexuality & Culture, 20*(4), 1063-1082. http://dx.doi.org/10.1007/s12119-016-9374-x

Agerberg, M. (2019). Curse of Knowledge? Education, Corruption, and Politics. *Political Behavior, 41***,** 369–399. https://doi.org/10.1007/s11109-018-9455-7

Ančić, B., Baketa, N., & Kovačić, M. (2019). Exploration of Class and Political Behavior in Croatia. *International Journal of Sociology 49*(4), 264–81. https://doi.org/10.1080/00207659.2019.1634826

Beharie, N., Jessell, L., Osuji, H., & McKay, M.M. (2017). The Association between Shelter Rules and Psychosocial Outcomes among Homeless Youth Residing in Family Shelters. *Families in Society*, *98*(2), 113–120. https://doi.org/10.1606/1044-3894.2017.98.16

Braun, D., Gross, M., & Rittberger, B. (2020). Political Behavior in the EU Multi-Level System. *Politics & Governance*, *8*(1), 1–5. http://doi.org/10.17645/pag.v8i1.2706

Caputo, R. K. (1998). Economic well-being of a youth cohort. *Families in Society*, *79*(1), 83-92. Retrieved from https://search.proquest.com/docview/230157868?accountid=38628

Cassese, E. C., & Holman, M.R. (2016). Religious beliefs, gender consciousness, and women's political participation. *Sex Roles, 75*(9-10), 514-527. http://dx.doi.org/10.1007/s11199-016-0635-9

Ceresola, R. (2016). Political corruption and political engagement: A multilevel analysis investigating the effect of political corruption prosecutions on voting and government trust in the united states (Order No. 10163430). Available from Sociology Database.

(1830773693).https://search.proquest.com/openview/1784e29c461a0471d3f1021a494a0e1e/1?pq-origsite=gscholar&cbl=18750&diss=y

Dassonnevile, R. (2012). The Relation Between Civic Education and Political Attitudes and Behavior: A Two-Year Panel Study Among Belgian Late Adolescents. *Applied Developmental Science*, 16(3),140-150. https://doi.org/10.1080/10888691.2012.695265

Dassonneville, R., Quintelier, E., Hooghe, M., & Claes, E. (2012) The Relation Between Civic Education and Political Attitudes and Behavior: A Two-Year Panel Study Among Belgian Late Adolescents. *Applied Developmental Science*, *16* (3), 140-150. https://doi.org/10.1080/10888691.2012.695265

Dominguez, C. B. K., Smith, K.W., & Williams, J. M. (2017). The Effects of Majoring in Political Science on Political Efficacy. *Journal of Political Science Education, 13*(1), 62-74. https://doi.org/10.1080/15512169.2016.1182439

Dupras, C., Saulnier, K. M., & Joly, Y. (2019). Epigenetics, ethics, law, and society: A multidisciplinary review of descriptive, instrumental, dialectical, and reflexive analyses. *Social Studies of Science*, *49*(5), 785–810. https://doi.org/10.1177/0306312719866007

El-Thalaqani, J. (2020). *Audzu min al-Syaithan wa al-Siyasah,* https://alnoor.se./article.aspd?id=47967

Esaiasson, P. & Persson, M. (2014). Does Studying Political Science Affect Civic Attitudes?: A Panel Comparison of Students of Politics, Law, and Mass Communication. *Journal of Political Science Education*, *10*(4), 375-385. https://doi.org/10.1080/15512169.2014.948118

Gilia, C. (2018). Evolution of Women's Political Rights. Comparative Study: Spain-Romania. *Sphere of Politics / Sfera Politicii*, *26*(3-4), 57–69. http://e-resources.perpusnas.go.id:2077/login.aspx?direct=true&db=poh&AN=141427611&site=eds-live.

Graham, M.H. (2020). Self-Awareness of Political Knowledge. *Political Behavior, 42***,** 305–326. https://doi.org/10.1007/s11109-018-9499-8

Hagelin, S. (2019). Education and Political Efficacy Among Youth in Kosovo : A Field Study on University Students' Perceptions of the Effect of Higher Education on Political Efficacy and Political Behavior. January. https://www.diva-portal.org/smash/get/diva2:1319462/FULLTEXT01.pdf

Harahap, S. (2016). The Image of Indonesia in the World: An Interreligious Perspective. *IUP Journal of International Relations*, *10*(2), 30–44. http://e-resources.perpusnas.go.id:2077/login.aspx?direct=true&db=poh&AN=115909810&site=eds-live.

Hassell, H.J.G., & Wyler, E.E. (2019). Negative Descriptive Social Norms and Political Action: People Aren't Acting, So You Should. *Political Behavior*, *41* (1), 231–56. https://doi.org/10.1007/s11109-018-9450-z

Henderson, M. (2014) Issue Publics, Campaigns, and Political Knowledge. *Political Behavior*, *36***,** 631–657. https://doi.org/10.1007/s11109-013-9243-3

Ilc, B. V. (2017). Racism and the Crises of Political Representation in the American Republic - from its Constitution to the Trump Phenomenon. *Teorija in praksa, 54*(1), 17-37,187. https://search.proquest.com/docview/1902029424?accountid=38628

Jerit, J. & Barabas, J. (2017). Revisiting the Gender Gap in Political Knowledge. *Political Behavior*, *39***,** 817–838. https://doi.org/10.1007/s11109-016-9380-6

Koçak, D. (2020). The Relationship between Political Behavior Perception and Prosocial Motivation-Mediating Role of Organizational Trust. *Business & Management Studies: An International Journal (BMIJ) 8*(1),329.

Lacayo, V. (2013). Communicating complexity: A complexity science approach to communication for social change (Order No. 3671428). Available from Biological Science Collection. (1647184772).

Lacayo, V. (2013). *Communicating Complexity: A Complexity Science Approach to Communication for Social Change.* (Electronic Thesis or Dissertation). Retrieved from https://etd.ohiolink.edu/

Lamprianou, I., & Antonis A. E. (2019). Emotion, Sophistication, and Political Behavior: Evidence From a Laboratory Experiment. *Political Psychology 40* (4), 859–76. https://doi.org/10.1111/pops.12536

Lau, R.R., Kleinberg, M. S., & Ditonto, T.M. (2018). Measuring Voter Decision Strategies in Political Behavior and Public Opinion Research. *Public Opinion Quarterly*, *82*(S1), 911–936, https://doi.org/10.1093/poq/nfy004

Lǎzǎroiu, G. (2018). Participation Environments, Collective Identities, and Online Political Behavior: The Role of Media Technologies for Social Protest Campaigns. *Geopolitics, History & International Relations, 10* (2), 58–63. https://doi.org/10.22381/GHIR10220187

Longo, N.V., Drury, C., & Battistoni., R.M. (2006). Catalyzing Political Engagement: Lessons for Civic Educators from the Voices of Students. *Journal of Political Science Education*, *2*(3), 313-329. https://doi.org.10.1080/15512160600840483

Mancosu, M. (2019). Interpersonal communication, voting behavior, and influence in election campaigns: a directional approach. *Qual Quant, 53*, 2917–2932. https://doi.org/10.1007/s11135-019-00906-5

Masuda, Kazuya, & Yudistira, M.H. (2020). Does Education Secularize the Islamic Population? The Effect of Years of Schooling on Religiosity, Voting, and Pluralism in Indonesia. *World Development, 130* (June). https://doi.org/10.1016/j.worlddev.2020.104915

Mnguni, L., Abrie. M., & Ebersohn, L. (2016). The Relationship Between Scientific Knowledge and Behaviour: An HIV/AIDS Case. *Journal of Biological Education*, *50*(2), 147-159. https://doi.org/10.1080/00219266.2015.1007888

Mutmainnah, Muthia, & Afiyanti, Y. (2019). The Experiences of Spirituality during Pregnancy and Child Birth in Indonesian Muslim Women. *Enfermeria Clinica*, *29*(Supplement 2), 495–99. https://doi.org/10.1016/j.enfcli.2019.04.074

Nashir, H., Jinan, M., & Setiaji, B. (2019). Muhammadiyah: The Political Behavior of Modernist Muslim Elite in Indonesia. *Humanities & Social Sciences Reviews*, *7*(4), 837-844. https://doi.org/10.18510/hssr.2019.74111

Nezlek, J.B., & Catherine A.F. (2019). Where the Rubber Meets the Road: Relationships between Vegetarianism and Socio-Political Attitudes and Voting Behavior. *Ecology of Food & Nutrition, 58*(6),

548.   http://e-resources.perpusnas.go.id:2077/login.aspx?direct=true&db=edb&AN=139884447&site=eds-live.

Noble, M. D. (2016). Illuminating democracy: Trends, predictors, and outcomes of liberal democracy 1972-2013 (Order No. 10245531). Available from Sociology Database. (1855945179). Retrieved from https://search.proquest.com/docview/1855945179?accountid=38628

Ogland, C. P., & Bartkowski, J. P. (2014). Biblical literalism and sexual morality in comparative perspective: Testing the transposability of a conservative religious schema. *Sociology of Religion, 75*(1), 3-I. https://doi.org/10.1093/socrel/srt056

Oleg, L.V., & Negrove, E.O. (2019). Models of Political Behavior of Youth Middle Class of Modern Agglomerations: On the Example of the Main Regions of the North West and South Siberia. *RUDN: Journal of Political Science*, *21*(2), 157-174. https://doi.org/10.22363/2313-1438-2019-21-2-157-174

Park, J., & Stangarone, T. (2019). Trump's America first policy in global and historical perspectives: Implications for US–East Asian trade. *Asian Perspective, 43*(1), 1-34. https://doi.org/10.1353/apr.2019.0000

Payne, J. G. (2016). Grammars of Kinship: Biological Motherhood and Assisted Reproduction in the Age of Epigenetics. *Signs: Journal of Women in Culture & Society*, *41*(3), 483–506. Available at: http://e-resources.perpusnas.go.id:2077/login.aspx?direct=true&db=lfh&AN=113549077&site=eds-live (Accessed: 6 June 2020).

Pérez, E.O. (2015). Mind the Gap: Why Large Group Deficits in Political Knowledge Emerge—And What To Do About Them. *Political Behavior*, *37***,** 933–954. https://doi.org/10.1007/s11109-014-9298-9

Persson, M. (2013). Is the Effect of Education on Voter Turnout Absolute or Relative? A Multi-level Analysis of 37 Countries. *Journal of Elections, Public Opinion and Parties*, *23*(2), 111-133. https://doi.org/10.1080/17457289.2012.747530

Porter, J. (2020). Un Proceso Muy Vagabundo: The Use of Visual Research Methods to Explore Intergenerational Political Behavior. *Professional Geographer*, *72*(1), 54–65. https://doi.org/10.1080/00330124.2019.1633365

Sanbonmatsu, K. (2003). Gender-Related Political Knowledge and the Descriptive Representation of Women. *Political Behavior, 25*, 367–388. https://doi.org/10.1023/B:POBE.0000004063.83917.2d

Shukri, S. F. M., & Hossain, I. (2017). Political discourse and Islam: Role of rhetoric in turkey. *The Journal of Social, Political, and Economic Studies, 42*(2), 157-179. Retrieved from https://search.proquest.com/docview/1922871897?accountid=38628

Silver, A. (2018). US-china trade war rattles labs. *Nature, 558*(7711), 494-495. https://doi.org/10.1038/d41586-018-05521-2

Soukup, P. A., S.J. (2014). Political Communication. *Communication Research Trends, 33*(2), 3-43. Retrieved from https://search.proquest.com/docview/1550514483?accountid=38628

Squier, S.M. (2017). *Epigenetic Landscapes: Drawings As Metaphor*, Duke University Press Books, Durham.

Ting, S., & Ahmad, S.S.W. (2018). Influence of Media on University Students' Efficacy in Participating in Political Conversations. *Global Business & Management Research, 10* (2), 198–206. http://e-resources.perpusnas.go.id:2077/login.aspx?direct=true&db=ent&AN=133000722&site=eds-live.

Tsyrendorzhieva, D., & Bagaeva, K. (2016). *State-religious relations in modern Russian society*. Les Ulis: EDP Sciences. http://dx.doi.org/10.1051/shsconf/20162801103

Yeger, H. (2015). The Evolution of Human Communication. *Journal of Cell Communication and Signaling, 9*(3), 289-290. https://dx.doi.org/10.1007/s12079-015-0286-6

Zhao, J., Li, Q., Wang, L., Lin, L., & Zhang, W. (2019). Latent Profile Analysis of Left-behind Adolescents' Psychosocial Adaptation in Rural China. *Journal of Youth & Adolescence, 48*(6), 1146–1160. https://e-resources.perpusnas.go.id:2116/10.1007/s10964-019-00989-1

Responding to Reviewer's Comment

Reviewer's Comment	My Response/Action
We are done with the initial review of your paper. As JSSER is a Q1 international journal, kindly please perform the maximum quality of your paper. It needs of course an extensively work timely.	Thank you very much for your review. It is a great pleasure for me to edit the article accordingly .
You are confused here with the term methodology, method, and approach. Please use the proper term to show your actual research design, An abstract should have -purpose -methods with appropriate details on design, participant, data collection and data analysis Allowing 200-300 words	I have adjusted the research method that is fitting to the analysis in this article (p.1). This research used cohort-based quantitative method through data collection, interviews, and documentation. To collect information from respondents, this research used questionnaire to reveal their political knowledge levels and behaviors. Interviews towards respondents were also conducted to directly confirm the information in the questionnaire (p.1).
Rearrange the Methods as suggested that indicate a strong understanding on research methods. As you declare you use a content analysis, and involve 450 participants, your design becomes confused. Have a good and correct understanding on your design, data and proper data analysis techniques.	I have edited and adjusted the elements of the research methodology. I have corrected the population number in proportion to the respondent number. Hence, I have also improved the design, data, and data analysis technique as suggested (pp. 4-5).
The discussion is not yet specified to give comments on the results, show the gaps of this research, implication and novelty.	I have edited the gaps, implication and novelty (p.4).
Conclusion needs improvement coherent with RQ (after you develop)	I have adjusted the conclusion so as to be in accordance to the RQ (p.4) as shown on in the revised draft (pp.12-13)

Improvement on reference is required.	I have improved the references and added some resources as needed (pp. 5-6).
You did not describe your data and sources of data, rather data collection. Your description jumped from one point to another, missing the research instrument as the tool to collect data. It is confused; what several multiple questions, interview, and FGD are confused!. Please look at your descriptions that make this section confused 1. Participants of 450 students 2. Questionnaire with 5 options 3. Interview 4. FGD Each does not match with what is actually you used. The questionnaire needs validation Interview needs clear description FGD needs more details	I have corrected and improved the data presentation as required including the research subject, research method, and method validation (pp. 4-5).
The results may be accepted but it should be confirmed with your research question and research methods. In case you have no research questions, you need to rearrange your research questions first. Please look at the following results we cited from your results section 1. Participation in Political Science Lectures 2. Political Issues and Religious Doctrine 3. The Role of Political Science for Life 4. Sensitivity to Political Development 5. Interest in Practical Politics 6. The Intensity of Political Discussion	I have adjusted the research result to the RQ and research method (pp. 5-10, and p. 11).

And your title below The Influence of Political Knowledge on Political Behavior Among Highly Educated Muslims in Indonesia Please confirm 1. As you did not develop your RQ, the results presentation 1-6 look like the ghost authors' results. Please specify and indicate in your RQ that your research will address the variables 2. Your variables are political knowledge and political behavior of educated muslim. Please specify how many educated muslim, how political knowledge affect definitely their political behavior. 3. You did not address your discussion on each finding you present. Nor, you indicate the implication and the novelty. Refer to your RQ then adjust your conclusion properly.	- I have revised and formulated the variables of the RQ (p. 4). - I have revised the sample and population of the research (p.4) - We have improved and discussed some findings (p. 9). - The conclusion has been made coherent to the RQ (p.12).
-add at least two references from JSSER, RESSAT, REPAM -update your reference with 2020 sources from the journals	- I have added some references taken from JSSER (pp. 4, 5, 13, 15). I cannot find articles from RESSAT and REPAM relevant to my article. - We have updated some references by adding some references from journals published in 2020 (pp. 4, 5, 6, 7, 8, 13, 14, 15, 16, 17, and 18).
Make sure to use the latest version of APA (7th edition) throughout the paper.	I have revised the references referring to APA 7th edition (p. 13-18).
Proofreading whole paper and remove spelling and grammar mistakes.	I have hired a language consultant to proofread the article.

Hello authors,

We found your correction has achieved a good progress. However, your methods are short and your research questions are wrong. You have a survey research, but you said about linear test, independent and dependent variables that all are not the concern of your research.

In short, we hope at the next occasion of revision, your job has been completed properly. No more initial errors occur including grammar errors.

To make it easy, we exemplify you some fundamental corrections to follow. Please make sure this last revision must make your correction perfect!

Your research does not concern with the influence that denotes statistical analysis by hypothesis testing. You have to change the word and we have exemplified for you.

Regards,

Political Knowledge and Political Behavior among Highly Educated Muslims in Indonesia

Abstract

The purpose of this paper is to describe the influence of political knowledge on the political behavior of highly educated Muslim society in addressing political issues. This research used cohort-based quantitative method through data collection, interviews, and documentation. To collect information from respondents, this research used questionnaire to reveal their political knowledge levels and behaviors. Interviews towards respondents were also conducted to directly confirm the information in the questionnaire. This paper presents information 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. 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.

Keywords: political knowledge; political attitudes; religious doctrine; highly educated Muslim; political behavior

Introduction

Highly educated people seem to have high interest in public affairs and have a maturity level of attitude in response to various situations and realities. Their educational exposure is a substantial factor in shaping their social insights and attitudes (Ančić et al., 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 studying political sciences help shape students' negative perceptions on everything related to politics (Oleg & Negrove, 2019).

The debate about the relationship between human knowledge and behavior continues (Nashir et al., 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 et al., 2019; Caputo, 1998).

It is in line with the socio-psychological theory that the social process forms a particular person's character, behavior, and even level of wealth (Zhao et al., 2019). Some components of one individual are formed slowly but surely by the social process (Beharien & McKay, 2017; Dassonneville et al., 2012). Three social components form the self of human: affective components, cognitive components, and conative components. Affective is an emotional component; cognitive is an intellectual component, and is a conative component of habit.

The relation between knowledge and behavior, especially in political sciences, 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 aims to reverse the wave of declining political participation rates among young age groups, and at the same time nurtures the development of democratic attitudes and behaviors. Dassonneville et al. (2012) study the relation of civic knowledge with the political attitude and behavior among students in Belgium. The conclusion of the study suggests that generally, the civic education have a positive effect on the political attitude and behavior among adolescents and young adults in Belgium. Dassonneville distinguishes between formal civic education, open-classroom climate, and active learning strategies, and their relationship to participation. Formal civic 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).

A study by Esaiasson et al. (2014) reveals that there is a positive relationship between political knowledge and students' actions, especially among students in political sciences (Longo et al., 2006). This research denies the planned behavioral theory claiming that knowledge does not correlate with behavior. Besides, the study concludes that political science students' political behavior tends to change compared to students of law and communication. The relation of political knowledge and political attitudes is the focus a research by Longo et al. (2006). From extensive interviews Longo discovers that students argue that they can only gain the best political competence by practicing democracy. Longo's research recommends the expansion of the understanding of non-electoral politics to attract young people to be more politically involved.

A study by Dominguez et al. (2017) focuses on the relation of students' majoring in political sciences and their interests in political competition. The research was based on the hypothesis that students who major in political sciences have more interest in political competition than others and are more willing to engage in political action than those in other majors. Through the study of 1,083 students in two universities, Loyola Marymount and San Diego University, Casey et al. find that senior students of political sciences have a higher interest than new students and higher willingness to join organized groups.

Previous studies indicate that, in general, political knowledge has a positive relationship with the involvement of those who study political issues and activities. Students who study politics are seemed to be more interested in political affairs than those in other fields. 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 other than having knowledge of it.

Many researchers assume that there is a close connection between political knowledge and people's behavior (Braun et al., 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 relation 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 [DATE] 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 classroom 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, it explains 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 & Ahmad, 2018; Koçak, 2020; Lau et al., 2018).

Another study concludes that there is a positive relationship between political knowledge and the actions of students who study 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 (Dominiguez et al., 2017).

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

From some previous studies, it is concluded that general political knowledge has a positive relation with the political involvement. The students majoring in political sciences conclude that they were more interested in political matters than those who are from the same field.

The Indonesian Public Islamic Universities in Indonesia is a chain university with some distinguishes among them. It is estimated that there are visible differences between students who study political sciences, law, and communication in relation to their attitudes and interests towards politics. A research need to pinpoint these claimed differences to portray the actual data in regards of the civil implications of political knowledge among students of diverse disciplinary backgrounds.

This paper contributes to shorten the current research gap about political behaviors in the society in which knowledge is often considered as the dominant determinant of the attitudes and behaviors of the highly educated. However, even when Muslim students study political knowledge and master it, knowledge still cannot determine their political attitudes and behaviors. Other factors determine the attitudes and behaviors among highly educated Muslims, such as religious doctrines. This paper confirms the validity of the planned behavior theory which states that it is not knowledge but subject norms which influence an individual's behaviors.

This paper also identifies the struggle Muslim students face in evaluating political issues objectively because of their belief bias, such as in responding towards democracy issues. Muslim students neither understand democracy objectively nor use the parameter of political knowledge in evaluating democracy. Instead, they use religious doctrines. This paper aids politicians and researchers in understanding the reason why political identities among Muslim society are strengthening, namely because knowledge is not more dominant than religious doctrines.

Research Questions

Your RQ is wrong, but we revise it for you to conform with your results

Based on the background study, four research questions were developed to guide the research process, they are:

1) How is participation in political science perceived by the lecturer to see the role of educated muslim in political involvement?

2) How are political issues and religious doctrine perceived to view the role of educated muslim in political involvement?

3) How is the role of political science for life perceived to see the educated muslim in political involvement?

4) How is sensitivity to political development perceived to see the role of educated muslim in political involvement?

Below are your results of the study. Please define your research question to address these results. We already did it for you

Participation in Political Science Lectures

Political Issues and Religious Doctrine

The Role of Political Science for Life

Sensitivity to Political Development

1) Does political knowledge influence Muslim students' sensitivity towards political issues?

2) Does political knowledge influence Muslim students' interest to get involved in political practices?

3) Does political knowledge influence the intensity to discuss political issues among Muslim students?

Commented [A2]: In this section we do RQ reduction as directed by the reviewer, i.e. remove irrelevant RQ.

Methods

Design

We do this for you.

Sample

The sample population of this research were 1440 students from Political Sciences, Law, and Communication Sciences departments at Islamic state universities in Bandung, Jakarta, and Yogyakarta in the academic year of 2018/2019. The random sampling technique determined the research sample. The random sampling technique is a method of collecting samples randomly without considering the levels within the population (Sugiyono, 2017).

The respondents have similar characteristics that they are all students educated and trained at state Islamic universities. The political science curriculum at all state Islamic universities in Indonesia have similar content because they are all managed by the same ministry, namely the Ministry of Religion Affairs (MORA).

Therefore, this research determined the sample by calculating the number of population and then determining the samples randomly from the population (Baidi, 2019). The calculation used Isaac and Michael's table and the result based on the population of 1440 students, with the error rate below 1%, determined 450 students as the number of samples.

Table 1 Distribution of Sample Members

Variable	Category	Frequency	Percentage
Gender	Male	230	51,1
	Female	225	49,9
	Sum :	450	100
University	UIN Bandung	169	37,5
	UIN Jakarta	138	30,8
	UIN Yogyakarta	143	31,7
	Sum:	450	100
	Political Science	175	38,2
	Law Science	112	24,6

Commented [A3]: In this section we add about the similar characteristics of the respondents

Department	Communication Science	163	36,2
	Sum :	450	100

Regarding the gender variable, the frequency for males was 230 with a percentage of 51.1%, while the frequency for females was 225 with a percentage of 49.9%. Regarding university variables, the frequency of UIN Bandung 169 with a percentage of 37,5%, the frequency of UIN Jakarta 138 with a percentage of 30,8%, and the frequency of UIN Yogyakarta 143 with a percentage 31,7%. Regarding department variables, the frequency of political science is 175 with a percentage of 38.2%, the frequency of law science is 112 with a percentage of 24.6%, and the frequency of communication science is 163 with a percentage of 36.2%.

Instrument

The instrument is the key description in your research. Your data show that your instrument must be survey questionnaire. So, please define clearly here. Name of instrument, number of item, who devise it, results of trial.

The instrument of this study is a survey questionnaire. The questionnaire consists of .... items

.... please finish

Research Steps

This research used descriptive statistics to describe the basic features of the data in a study. Descriptive analysis refers to statistically describing, aggregating, and presenting the constructs of interest or associations between these constructs. They provide simple summaries about the sample and the measures. Together with simple graphics analysis, they form the basis of virtually every quantitative analysis of data about Muslim students' political knowledge, Muslim students' political attitudes and behaviors.

Data Collection Techniques

To collect information from respondents, this research used questionnaire to reveal their political knowledge levels and behaviors. The questionnaire was distributed to 450 respondents through email and whatsApp. Please continue …………. You should specify how you collect data in UIN Bandung, UIN Jakarta and UIN Yogyakarta. You also have to inform how many days you complete the collection in three universities; whether all 450 respondents replied fully and how you administer the answers to the questionnaire.

Interviews towards respondents were also conducted to directly confirm the information in the questionnaire. Then, documentation is used to obtain students data and theoretical concepts in the form of journal articles and references books for literature review and research framework. In addition, observation was conducted toward the political learning activities and political behaviors of students at UIN Bandung, UIN Jakarta, and UIN Yogyakarta.

Commented [A6]: No interview is required.

Commented [A7]: I think observation is difficult to conduct in three different areas in this pandemic era.

As your sites are three different universities, you must specify how you collected data in site 1, site 2, and site 3 and described whether you did at the same time or different time. Explain logically how data collection process in each site occurs.

Data analysis techniques

This research used descriptive statistics to describe the basic features of the data in a study.

Descriptive statistics allow a researcher to quantify and describe the basic characteristics of a data set. As such, descriptive statistics serve as a starting point for data analysis, allowing researchers to organize, simplify, and summarize data (Cener, et al., 2015; Ilhan, et al., 2019). A data set, which contains hundreds or thousands of individual data points or observations, for example, can be condensed into a series of statistics that provide useful information on the population of interest. A crosstab or two-way tabulation is used in this research. It shows the proportions of units with distinct values for each of two variables, or cell proportions that represented the characteristic of respondents in Muslim students' political knowledge, Muslim students' political attitudes and behaviors.

Commented [A9]: We have removed information about the use of SPSS, as it was not used in this study.

Commented [A8]: No indication in the results section that you use this SPSS

Results and Discussion

Participation in Political Science Lectures

Participation on politic by lecturers appear in table 2. The table suggests that participation of the lecturer in political science is 100%, law scinces 63%, and communication sciences 72%. We do this for you!

Table 2 Lecture Participation

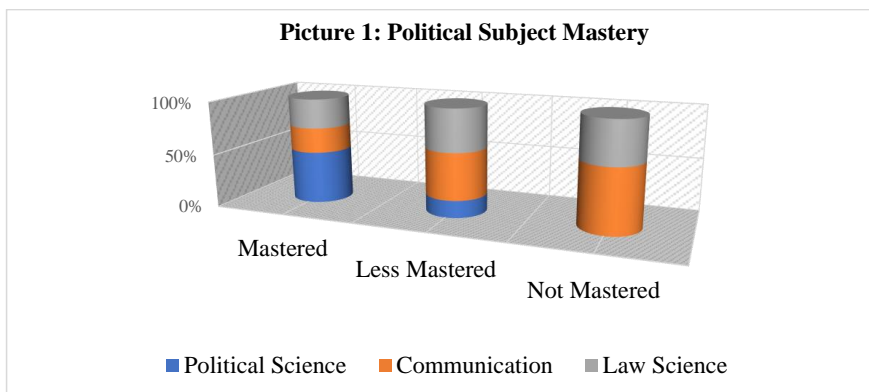| Number	Category	Frequency	Percentage
1	Political Sciences	175	100
2	Law Sciences	70	63
3	Communication Sciences	117	72
	Sum :	**362**	**80,4**

In majority, respondents in this study attend political science lectures, both students of political science, law, and communication science students. Significant data was found among respondents from UIN Jakarta: the lecture participation of communication students was higher than that of the law students. The results of the poll showed that 72% of communication students attended political sciences lectures, while the respondents surveyed from among law students were below that of the communication sciences students, which was 63%. The result shows that the law students consider politic al science as inconsistent with reality, namely political irregularities. Some respondents of law students see some ironies in political science, so it affects their involvement in attending political science lectures.

The same trend occurs among UIN Bandung's Law Sciences students, only 24% of respondents who attended political science lectures. It differs significantly from communication students who all take political science lecture. This is similar as the participation of the law students in UIN Yogyakarta, whose rate is even lower than that from 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 those from law students, because they view politics from the viewpoint of communication, so political activities are considered as communication engagements (Papakyriakopoulos, et al., 2020; VanDyke & Lee, 2020; Gemeda & Lee, 2020). Students of Communication Studies view that political communication is the highest appeal of any kinds of public communication. The majority of respondents from the Communication Science students do not find any ironies in political science, because they do not see it in terms of normative necessity but rather in terms of the communication process in social reality (Mutmainnah et al., 2019; Liu, et al., 2020; Danilov, 2020; Davis, 2020).

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 is lower than that of law students. It is estimated the subjects of legal science have bigger common area with political science that those of communication. Respondents from the communication sciences only master 5 political science subjects out of the 10 subjects in question, whereas law students master an average of 8 subjects from the 10 subjects in question.

It is different from what is collected from among students of Political Science at UIN Bandung and UIN Jakarta. All respondents state that they are 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 sciences in average are able to show satisfactory responses to the 10 subjects of political science being asked. See Fig.1.

Picture 1: Political Subject Mastery

Source: The data from survey results as processed by the author

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 the respondents show lower mastery 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 are asked to respondents in three top-tier Public Islamic Universities in Indonesia. The issues raised in this study are those concerning the election of public leaders, democracy, the relationship between religion and the state, and legislature.
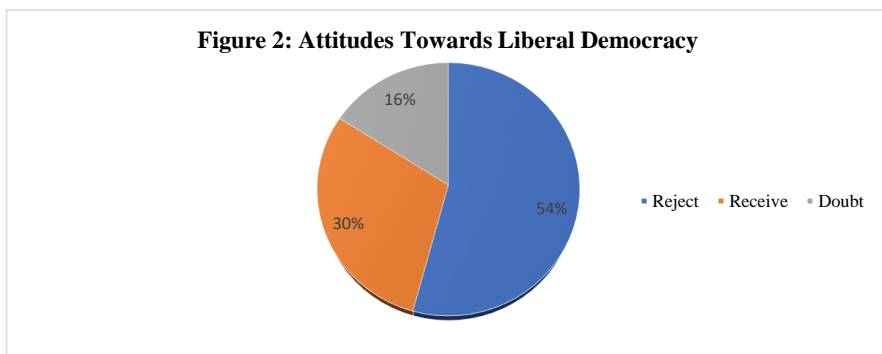
From many issues raised and asked, the issue of the relationship between religion and the state turns out to be the most appealing to respondents. Meanwhile, the issue of electing leaders ranks the most desirable political issues and followed by the issues of democracy and legislature, respectively.

The respondents' preference to the issue of the relation between religion and state because is understandable as they are within the education system related to religion. Their inherent identity influences attitudes, perspectives, and interests in developing political issues. Out of the 30 respondents 24 (42%) show interest in the issue of religion and state relation, both in theory and in practice. Meanwhile, the issue of democracy is not very attractive to the respondents as only 16% of them declare this (9 out of 30). Meanwhile, legislative issues, both as concepts and practices, are of the least interest, with only 6 (10%) people expressing their attraction.

The majority of respondents' high inclination to the relation between religion and the state is a symptom 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 matters are still a sensitive issues and are of a major concern (Masuda et al., 2020; Kwok, et al., 2020; Singh, 2020).

Although the role of religion is drastically declining in modern society, especially certain countries in West Europa, the issue of its relationship with the state remained a concern of the general people. In Sweden, for example, even though religion has lost a remarkable function in the society, the religion-state issues remains the concern of the people (Shukri & Hossain, 2017). As for Turkey, religious and state discourses has not similarly decline from that of the classical Turkish era (Noble, 2016).

The respondents, on the other hand, show no particular concern and do not highly rate democracy issues. They have more preference to elections. This issue is a signal of some cultural and intellectual barriers among respondents specifically and UIN students in regards of understanding democracy. It indicates that democracy as a whole still faces obstacles among students. The results of discussions in the focus group discussion with the respondents reveal their ambiguities in accepting democracy acceptance, especially the so-called liberal democracy. The majority of respondents refuse to accept the latter term. See Fig.2.

Figure 2: Attitudes Towards Liberal Democracy

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

Probed with follow-up questions, the majority of the respondents state that it is in contrary to their religious teachings; other respondents answer that they oppose to Indonesia's state ideology (the *Pancasila*). The religious background for the refusal is very high, as much as half of the number of respondents engaged. This data shows that there are still obstacles to the harmonization of religion and democracy within the society, so the assumption that religion and democracy can coexist only in certain aspects, but not in every aspect of social life, as predicted by several researchers (Lăzăroiu, 2018; Ogland & Bartkowski 2014; Hassell et al., 2019; Deressa & Keijzer, 2020).

In general, religion and democracy have some barriers 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 majority of the respondents in this study.

The acceptance rate liberal democracy differs among the students. Respondents from Political Science show higher acceptance than those from Communication and Law. In the other hand, the data shows also that the respondents from Law Sciences students have lesser acceptance than the Communication Sciences students do.

Based on the data as presented above, it is argued that political sciences students are more easily to develop liberal thinking than their counterpart from law department. Meanwhile, the potential of developing liberal thinking has even lesser room for communication studies students. However, this data cannot portray whether liberal thoughts will conform to socially liberal attitudes because it is not certain that people who have liberal thinking have corresponding liberal attitudes and actions (Ilc, 2017).

The percentage of rejection of liberal democracy spreads evenly among students of three different majors from three different universities. The number is pretty much similar at around 30%. This percentage is a snapshot of the typology of students' refusal against liberal democracy at the State Islamic Universities.

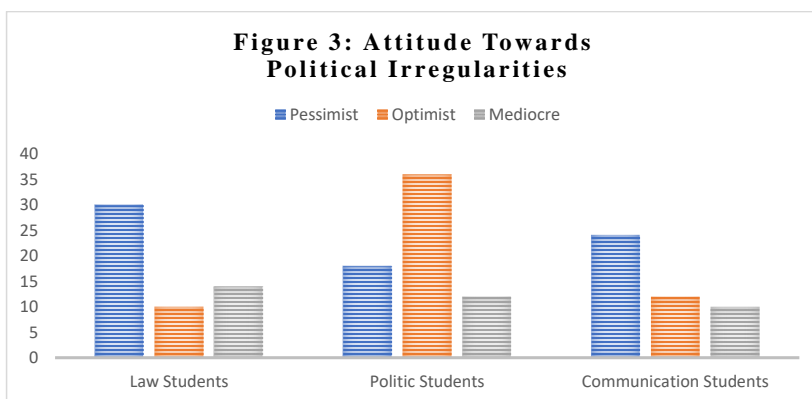**The Role of Political Science for Life**

Some research results report that in general, people view politics positively because they view it as a noble knowledge. Politics is inherently 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. People take some poor socio-political instances as negative precedence of their view on politics, not based on the inherent 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 shows that negative views on politics reached 10%. Also, those who are unclear stance or are doubtful of politics reach 27%. Meanwhile, 63% of respondents perceive politics positively. Respondents consider that politics is essential, as much as other social supra-structures.

The highest percentage of positive views is from Political Science students, while the lowest is from Law Science students. Law students have more negative perception on politics due to the phenomenon of irregularities in political activities. Law students are less critical of political irregularities, while Political students are more tolerant of the phenomena. Likewise, students of Communication Studies are more tolerant of political deviations than Law students are.

Negative attitudes towards politics cause social effects towards politics. However, some respondents associate their negative views with religious doctrines 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 relation with Muhammad Abduh's view which states that all political content is bad (El-Thalaqani, 2020). Negative views also come from the reality of political irregularities, and it is caused by the people's lack of knowledge of politicians' irregularities, either in the form of corruption or other irregularities. The findings show that the respondents, with various reasons, pessimistically look the behavior of politicians. Law students are more pessimistic than Politics and Communication students. See Fig.3.

Figure 3: Attitude Towards Political Irregularities

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

Based on the data in the picture above, it appears that in general, respondents show a pessimistic attitude towards political irregularities. They consider that the general politicians are corrupt, hence their negative views on politics and on other matters related 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 utility for the human beings. However, upon witnessing massive political irregularities on media or by their own eyes, their objectivity changes through time.

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, 55% rarely followed the political events, 43% always followed, and as many as 2% had never followed. This data shows that respondents from the Law Sciences do not know factual political events too well, so it influences their literacy on political issues. Predictably, 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 while 52% of them says only rarely.

<div style="float:right">Commented [A10]: Correct the grammar</div>

In regards of the most frequently followed political development material, students respond in a variety of ways. The majority of respondents answer with political parties, followed with government cabinet change, freedom of the press in political coverage, and dynamics in the legislature. In regards of political parties, respondents' highest interest is regarding the events of the general meeting, congress, and national meeting. Respondents believe that in those moments, political dynamics take place, despite the fact that those events are widely covered by the media.

The lowest sensitivity is on international political issues. Respondents' answers, in general, have never followed developments in international politics, except those regarding Palestine. They rarely observe the development and dynamics of contemporary international institutions.

Some international political instances that attract the respondents' to the attention, although in a very small number, are about trade wars between the United States and China. However, in terms of substance, the respondents do not understand what is really happening: tariff wars and import/export embargo of certain commodities to and from two countries at war (Silver, 2018). The respondent number who worry about the trade disputes between America and China is smaller those who are not worried and are not sure that it would bring major effects on the domestic economy. Meanwhile, the majority of respondents are unaware of the impact of the trade war, one of which is the instability of regional trade and the imbalance of international trade in the East Asia region (Park & Stangarone, 2019).

Respondents who state they are not worried about the effects of the war, which reached 33% pick their stand arguing that the war is far from where they live, that is in other countries. Meanwhile, the opposing group state that they hear from the media about the consequences that would arise from the war. Another group respond that they never know about the trade war between the two big countries, hence they do not know the implications of such conflict.

The proportion of the responses is distributed evenly among Law, Communication, and Political Science students at three universities. There are no significant data differences between respondents and tend 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.

a. 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 are interested in becoming politicians, 56% say they are not, and 11% said they do not know. Meanwhile, respondents from the Legal Sciences are less interested in becoming politicians than respondents from the Communication Sciences. The respondents from the Legal Sciences students who respond with interest is only 13%, while those who answer with no interest is 87%. The responses from the Political Science students are as much as 74% with interest, 12% with no interest, and 14% with not knowing.

When accumulated from the total respondents from the three universities, the respondents, Political Sciences students had a greater percentage than the other respondents. This percentage is related to their contact with more intensive political exposures than other respondents, thus forming their responses.

The students respond to a question on political jobs that they would like to take, 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 choice.

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

The reason Law students are not really attracted to become political teachers is because of their negative perceptions of politics, as stated above. Meanwhile, the respondents of Communication Science are more in becoming politic teachers because it is part of 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. Even though there is a percentage difference, it is not significant. Even so, the data 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.
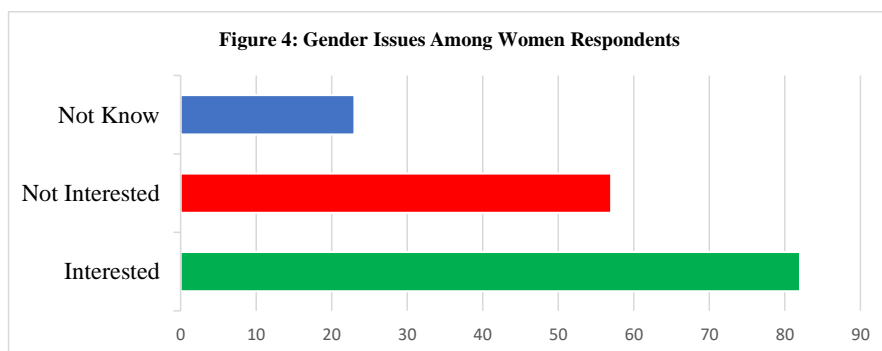
However, some respondents answer of more interest in becoming soldiers and entrepreneurs. The choice of the legal profession overrides the practical political jobs, as stated above. Meanwhile, respondent number from the Communication Sciences who have interest in practical politics are quite high because they do not have specific professional targets. Communication graduates have more various fields of job (Yeger, 2015). As a knowledge system inherent in various occupations, communication students do not attribute themselves to specific areas. They can implement their communication skills and theories in any activity, as long as it entails the process of sending messages (Lacayo, 2013). The results of this research also portrayed the views of Communication Science students who do not put too much emphasis on specific types and forms of work that they desire.

b. The Intensity of Political Discussion

Political discussion is not a very attractive activity among the whole groups of respondents. The percentage of those who occasionally engage themselves in discussion circles with their colleagues is not overwhelming, reaching only 35%. Meanwhile, 40% answer to rarely have discussions about politics, and 25% never.

Being asked about the four topics of political discussion, the majority respond that the religious and state relation topic is the most appealing, and followed by the country's future, democracy, and gender issues. The future of the country is among those discussed by a number of respondents because it concerns their future. Meanwhile, gender issues are the least attractive of a discussion for the respondents.

The respondents find that issues on gender are unattractive because for them, the issues are no longer crucial in Indonesia. Both sexes may access public activities, so it is considered as irrelevant to discuss. Several respondents from women answer that they are not interested in addressing gender issues, because of their religious teachings that they consider is more important than gender issues. See Figure 4.

Figure 4: Gender Issues Among Women Respondents

Source: The data taken from the survey as processed by the author

One of the questionnaire topics is about state female leadership. Respondents' answers vary between that it is legitimate, illegitimate and not knowing.

In general, the respondents agree (choosing "legitimate") with women's leadership provided that they are more qualified than their counterparts. The reasons for the respondents varied in accepting and rejecting women as state leaders. Some respondents state that a woman is a legitimate leader of a country as an act of emergency when there is no sufficient man with comparable quality. Some respondents pick that it is "legitimate" because they believe in the freedom principle of democracy, in which all have equal access to public positions without gender restrictions.

Women's political leadership in Islamic constitutions is a legal theme with polarized standings. 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 et al., 2016). Culturally, women face barriers in many cultural systems to assume men's social roles (Cassese & Holman, 2016). In European countries, too, there are still cultural barriers that shape social barriers for women to take a dominant role in the political system (Tsyrendorzhiev & Bagaeva, 2016). The emergence of a gender revolution in the 1960s, together with the sexual revolution campaigned by feminists, is not strong enough to eradicate the cultural barriers of women's social roles, especially in a country dominated by religious doctrine (Harahap, 2016). Even so, Indonesia made a breakthrough by providing affirmative measure for women through the Law Number 10 of 2008. The Law mandates that women are entitled with political opportunities by forcing political parties to allocate a minimum number of female candidates for the national and local elections.

Some respondents support the granting of political privileges to women, and others do not. The respondents' who disagree say that the political process is a competitive activity, without any gender restriction.

Based on the data processing and analysis, this study has distinctive aspects compared to the previous studies in the same field. Researchers argue that knowledge is closely related to the political attitude and behavior of the society. Most of the scholars believe that the respondents' political knowledge determine the development of their attitude and behavior in such a way that it also shapes their viewpoint on political issues. Earlier researchers always see the correlation of one particular knowledge gained by a learner and his/her action. It turns out that given certain circumstances, there are predetermining factors that shape their actions other than knowledge, even though they formally achieve or actively seek that particular knowledge. Hence, this research differs in that conclusion. This study finds that political knowledge gained by the Muslims students through formal education does not give significant impacts to their political behavior. Most of them are disinterested in political discussion, and even when they are involved in such discourses, they tend to respond to political issues within the frame of their pre-knowledge, i.e. religious doctrines.

The research urges some reconsiderations of the political learning in the Muslim society. There are two changes that political sciences administrators should address: first, there should be some measures to review if there are ineffective learning process within the study program, and two, there should be a review on the learning content within the curriculum. The learning process and content should give impact to the learning subjects' behavior. If it doesn't occur, then some other determinants shape their political choices and it is safely concluded that the education has failed in changing pre-existing negative knowledge.

In terms of the learning content, it is consequentially suggested there should be an integration of political and Islamic science for the Muslim learners. Muslims tend to view political instances within two-fold dimensions: doctrine and knowledge. They need to be able to discriminate the religious aspects of politics and otherwise. Therefore, the integrated religious learning in this particular Muslims society is a must to train the learners how to separate religious prejudice from scientific measures.

Commented [A11]: In this section we have added an explanation of the implications and novelty of research.

Conclusion

This research conducted a study on the influence of political knowledge toward the political attitudes and behaviors of Muslim students in three Islamic state universities in Indonesia. The result shows that (1) in general, Muslim students have studied and mastered political knowledge, (2) their attitudes on political issues are not based on their knowledge, but on a subjective norm, namely religious doctrines, (3) their political knowledge does not influence them to practice politics, (4) their political knowledge does not influence their sensitivity toward political issues and developments, (5) Muslim students view the role of political knowledge as positive for their life, (6) their political knowledge does not motivate them to discuss political themes. In conclusion, the proposed research hypothesis is accepted, in which there is no correlation between the respondents' political knowledge and their political attitudes and behaviors.

References

Abbott, D. M., Harris, J. E., & Mollen, D. (2016). The impact of religious commitment on women's sexual self-esteem. *Sexuality & Culture, 20*(4), 1063-1082. http://dx.doi.org/10.1007/s12119-016-9374-x

Agerberg, M. (2019). Curse of Knowledge? Education, Corruption, and Politics. *Political Behavior, 41*, 369–399. https://doi.org/10.1007/s11109-018-9455-7

Ančić, B., Baketa, N., & Kovačić, M. (2019). Exploration of Class and Political Behavior in Croatia. *International Journal of Sociology, 49*(4), 264–81. https://doi.org/10.1080/00207659.2019.1634826

Baidi. (2019. The Role of Parents' Interests and Attitudes in Motivating Them to Homeschool Their Children. *Journal of Social Studies Education Research*, *10*(1), 156-177. https://jsser.org/index.php/jsser/article/view/522

Beharie, N., Jessell, L., Osuji, H., & McKay, M.M. (2017). The Association between Shelter Rules and Psychosocial Outcomes among Homeless Youth Residing in Family Shelters. *Families in Society*, *98*(2), 113–120. https://doi.org/10.1606/1044-3894.2017.98.16

Braun, D., Gross, M., & Rittberger, B. (2020). Political Behavior in the EU Multi-Level System. *Politics & Governance*, *8*(1), 1–5. http://doi.org/10.17645/pag.v8i1.2706

Caputo, R. K. (1998). Economic well-being of a youth cohort. *Families in Society*, *79*(1), 83-92. Retrieved from https://search.proquest.com/docview/230157868?accountid=38628

Cassese, E. C., & Holman, M.R. (2016). Religious beliefs, gender consciousness, and women's political participation. *Sex Roles, 75*(9-10), 514-527. http://dx.doi.org/10.1007/s11199-016-0635-9

Cener, E., Acun, I., & Demirhan, G. (2015). The Impact of ICT on Pupils' Achievement and Attitudes in Social Studies. *Journal of Social Studies Education Research*, *6*(1), 190-207. https://jsser.org/index.php/jsser/article/view/320

Ceresola, R. (2016). Political corruption and political engagement: A multilevel analysis investigating the effect of political corruption prosecutions on voting and government trust in the united states (Order No. 10163430). Available from Sociology Database. (1830773693).https://search.proquest.com/openview/1784e29c461a0471d3f1021a494a0e1e/1?pq-origsite=gscholar&cbl=18750&diss=y

Chandra, T., Ng, M., Chandra, S., & Priyono. (2018). The Effect of Service Quality on Student Satisfaction and Student Loyalty: An Empirical Study. *Journal of Social Studies Education Research, 9*(3), 109-131. https://jsser.org/index.php/jsser/article/view/282

Danilov, I. V. (2020). Social Interaction in Knowledge Acquisition: Advanced Curriculum. Critical Review of Studies Relevant to Social Behavior of Infants. *Online Submission*.

Dassonnevile, R. (2012). The Relation Between Civic Education and Political Attitudes and Behavior: A Two-Year Panel Study Among Belgian Late Adolescents. *Applied Developmental Science*, 16(3),140-150. https://doi.org/10.1080/10888691.2012.695265

Dassonneville, R., Quintelier, E., Hooghe, M., & Claes, E. (2012) The Relation Between Civic Education and Political Attitudes and Behavior: A Two-Year Panel Study Among Belgian Late Adolescents. *Applied Developmental Science*, *16* (3), 140-150. https://doi.org/10.1080/10888691.2012.695265

Davis, E. (2020). Social Media: A Good Alternative, for Alternative Service of Process. *Case Western Reserve Journal of International Law*, *52*(1/2), 573–597.

Dominguez, C. B. K., Smith, K.W., & Williams, J. M. (2017). The Effects of Majoring in Political Science on Political Efficacy. *Journal of Political Science Education, 13*(1), 62-74. https://doi.org/10.1080/15512169.2016.1182439

Dupras, C., Saulnier, K. M., & Joly, Y. (2019). Epigenetics, ethics, law, and society: A multidisciplinary review of descriptive, instrumental, dialectical, and reflexive analyses. *Social Studies of Science*, *49*(5), 785–810. https://doi.org/10.1177/0306312719866007

El-Thalaqani, J. (2020). *Audzu min al-Syaithan wa al-Siyasah,* https://alnoor.se./article.aspd?id=47967

Esaiasson, P. & Persson, M. (2014). Does Studying Political Science Affect Civic Attitudes?: A Panel Comparison of Students of Politics, Law, and Mass Communication. *Journal of Political Science Education*, *10*(4), 375-385. https://doi.org/10.1080/15512169.2014.948118

Gemeda, H. K., & Lee, J. (2020). Leadership styles, work engagement and outcomes among information and communications technology professionals: A cross-national study. *Heliyon*, *6*(4). https://e-resources.perpusnas.go.id:2108/10.1016/j.heliyon.2020.e03699

Gilia, C. (2018). Evolution of Women's Political Rights. Comparative Study: Spain-Romania. *Sphere of Politics / Sfera Politicii*, *26*(3-4), 57–69. http://e-resources.perpusnas.go.id:2077/login.aspx?direct=true&db=poh&AN=141427611&site=eds-live.

Graham, M.H. (2020). Self-Awareness of Political Knowledge. *Political Behavior, 42*, 305–326. https://doi.org/10.1007/s11109-018-9499-8

Hagelin, S. (2019). Education and Political Efficacy Among Youth in Kosovo : A Field Study on University Students' Perceptions of the Effect of Higher Education on Political Efficacy and Political Behavior. January. https://www.diva-portal.org/smash/get/diva2:1319462/FULLTEXT01.pdf

Harahap, S. (2016). The Image of Indonesia in the World: An Interreligious Perspective. *IUP Journal of International Relations*, *10*(2), 30–44. http://e-resources.perpusnas.go.id:2077/login.aspx?direct=true&db=poh&AN=115909810&site=eds-live.

Hassell, H.J.G., & Wyler, E.E. (2019). Negative Descriptive Social Norms and Political Action: People Aren't Acting, So You Should. *Political Behavior*, *41* (1), 231–56. https://doi.org/10.1007/s11109-018-9450-z

Henderson, M. (2014) Issue Publics, Campaigns, and Political Knowledge. *Political Behavior*, *36*, 631–657. https://doi.org/10.1007/s11109-013-9243-3

Ilc, B. V. (2017). Racism and the Crises of Political Representation in the American Republic - from its Constitution to the Trump Phenomenon. *Teorija in praksa, 54*(1), 17-37,187. https://search.proquest.com/docview/1902029424?accountid=38628

Ilhan, F., Ozfidan, B., & Yilmaz, S. (2019). Home Visit Effectiveness on Students' Classroom Behavior and Academic Achievement. *Journal of Social Studies Education Research, 10*(1), 61-80. https://jsser.org/index.php/jsser/article/view/467/353

Jerit, J. & Barabas, J. (2017). Revisiting the Gender Gap in Political Knowledge. *Political Behavior*, *39*, 817–838. https://doi.org/10.1007/s11109-016-9380-6

Koçak, D. (2020). The Relationship between Political Behavior Perception and Prosocial Motivation-Mediating Role of Organizational Trust. *Business & Management Studies: An International Journal (BMIJ) 8*(1),329.

Kwok, D. W. P., Meschi, P.-X., & Bertrand, O. (2020). In CEOs we trust: When religion matters in cross-border acquisitions. The case of a multifaith country. *International Business Review*, *29*(4). https://e-resources.perpusnas.go.id:2108/10.1016/j.ibusrev.2020.101705

Lacayo, V. (2013). Communicating complexity: A complexity science approach to communication for social change (Order No. 3671428). Available from Biological Science Collection. (1647184772).

Lacayo, V. (2013). *Communicating Complexity: A Complexity Science Approach to Communication for Social Change.* (Electronic Thesis or Dissertation). Retrieved from https://etd.ohiolink.edu/

Lamprianou, I., & Antonis A. E. (2019). Emotion, Sophistication, and Political Behavior: Evidence From a Laboratory Experiment. *Political Psychology 40* (4), 859–76. https://doi.org/10.1111/pops.12536

Lau, R.R., Kleinberg, M. S., & Ditonto, T.M. (2018). Measuring Voter Decision Strategies in Political Behavior and Public Opinion Research. *Public Opinion Quarterly*, *82*(S1), 911–936, https://doi.org/10.1093/poq/nfy004

Lăzăroiu, G. (2018). Participation Environments, Collective Identities, and Online Political Behavior: The Role of Media Technologies for Social Protest Campaigns. *Geopolitics, History & International Relations, 10* (2), 58–63. https://doi.org/10.22381/GHIR10220187

Liu, W., Xu, W. (Wayne), & Tsai, J.-Y. (Jenny). (2020). Developing a multi-level organization-public dialogic communication framework to assess social media-mediated disaster communication and engagement outcomes. Public Relations Review, 46(4). https://e-resources.perpusnas.go.id:2108/10.1016/j.pubrev.2020.101949

Longo, N.V., Drury, C., & Battistoni., R.M. (2006). Catalyzing Political Engagement: Lessons for Civic Educators from the Voices of Students. *Journal of Political Science Education*, *2*(3), 313-329. https://doi.org.10.1080/15512160600840483

Mancosu, M. (2019). Interpersonal communication, voting behavior, and influence in election campaigns: a directional approach. *Qual Quant, 53*, 2917–2932. https://doi.org/10.1007/s11135-019-00906-5

Masuda, Kazuya, & Yudistira, M.H. (2020). Does Education Secularize the Islamic Population? The Effect of Years of Schooling on Religiosity, Voting, and Pluralism in Indonesia. *World Development, 130* (June). https://doi.org/10.1016/j.worlddev.2020.104915

Mnguni, L., Abrie. M., & Ebersohn, L. (2016). The Relationship Between Scientific Knowledge and Behaviour: An HIV/AIDS Case. *Journal of Biological Education*, *50*(2), 147-159. https://doi.org/10.1080/00219266.2015.1007888

Mutmainnah, Muthia, & Afiyanti, Y. (2019). The Experiences of Spirituality during Pregnancy and Child Birth in Indonesian Muslim Women. *Enfermeria Clinica*, *29*(Supplement 2), 495–99. https://doi.org/10.1016/j.enfcli.2019.04.074

Nashir, H., Jinan, M., & Setiaji, B. (2019). Muhammadiyah: The Political Behavior of Modernist Muslim Elite in Indonesia. *Humanities & Social Sciences Reviews*, *7*(4), 837-844. https://doi.org/10.18510/hssr.2019.74111

Nezlek, J.B., & Catherine A.F. (2019). Where the Rubber Meets the Road: Relationships between Vegetarianism and Socio-Political Attitudes and Voting Behavior. *Ecology of Food & Nutrition, 58*(6), 548. http://e-resources.perpusnas.go.id:2077/login.aspx?direct=true&db=edb&AN=139884447&site=eds-live.

Noble, M. D. (2016). Illuminating democracy: Trends, predictors, and outcomes of liberal democracy 1972-2013 (Order No. 10245531). Available from Sociology Database. (1855945179). Retrieved from https://search.proquest.com/docview/1855945179?accountid=38628

Ogland, C. P., & Bartkowski, J. P. (2014). Biblical literalism and sexual morality in comparative perspective: Testing the transposability of a conservative religious schema. *Sociology of Religion, 75*(1), 3-I. https://doi.org/10.1093/socrel/srt056

Oleg, L.V., & Negrove, E.O. (2019). Models of Political Behavior of Youth Middle Class of Modern Agglomerations: On the Example of the Main Regions of the North West and South Siberia. *RUDN: Journal of Political Science*, *21*(2), 157-174. https://doi.org/10.22363/2313-1438-2019-21-2-157-174

Papakyriakopoulos, O., Serrano, J. C. M., & Hegelich, S. (2020). Political communication on social media: A tale of hyperactive users and bias in recommender systems. *Online Social Networks and Media*, *15*. https://e-resources.perpusnas.go.id:2108/10.1016/j.osnem.2019.100058

Park, J., & Stangarone, T. (2019). Trump's America first policy in global and historical perspectives: Implications for US–East Asian trade. *Asian Perspective, 43*(1), 1-34. https://doi.org/10.1353/apr.2019.0000

Payne, J. G. (2016). Grammars of Kinship: Biological Motherhood and Assisted Reproduction in the Age of Epigenetics. *Signs: Journal of Women in Culture & Society*, *41*(3), 483–506. Available at: http://e-resources.perpusnas.go.id:2077/login.aspx?direct=true&db=lfh&AN=113549077&site=eds-live (Accessed: 6 June 2020).

Pérez, E.O. (2015). Mind the Gap: Why Large Group Deficits in Political Knowledge Emerge—And What To Do About Them. *Political Behavior*, *37***,** 933–954. https://doi.org/10.1007/s11109-014-9298-9

Persson, M. (2013). Is the Effect of Education on Voter Turnout Absolute or Relative? A Multi-level Analysis of 37 Countries. *Journal of Elections, Public Opinion and Parties*, *23*(2), 111-133. https://doi.org/10.1080/17457289.2012.747530

Porter, J. (2020). Un Proceso Muy Vagabundo: The Use of Visual Research Methods to Explore Intergenerational Political Behavior. *Professional Geographer*, *72*(1), 54–65. https://doi.org/10.1080/00330124.2019.1633365

Samuel Yonas Deressa, & Josh de Keijzer. (2020). *A Church for the World: The Church's Role in Fostering Democracy and Sustainable Development*. Fortress Academic.

Sanbonmatsu, K. (2003). Gender-Related Political Knowledge and the Descriptive Representation of Women. *Political Behavior, 25*, 367–388. https://doi.org/10.1023/B:POBE.0000004063.83917.2d

Shukri, S. F. M., & Hossain, I. (2017). Political discourse and Islam: Role of rhetoric in turkey. *The Journal of Social, Political, and Economic Studies, 42*(2), 157-179. Retrieved from https://search.proquest.com/docview/1922871897?accountid=38628

Silver, A. (2018). US-china trade war rattles labs. *Nature, 558*(7711), 494-495. https://doi.org/10.1038/d41586-018-05521-2

Singh, H. D. (2020). Numbering others: Religious demography, identity, and fertility management experiences in contemporary India. *Social Science & Medicine*, *254*. https://e-resources.perpusnas.go.id:2108/10.1016/j.socscimed.2019.112534

Soukup, P. A., S.J. (2014). Political Communication. *Communication Research Trends, 33*(2), 3-43. Retrieved from https://search.proquest.com/docview/1550514483?accountid=38628

Squier, S.M. (2017). *Epigenetic Landscapes: Drawings As Metaphor*, Duke University Press Books, Durham.

Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta, CV: Bandung.

Ting, S., & Ahmad, S.S.W. (2018). Influence of Media on University Students' Efficacy in Participating in Political Conversations. *Global Business & Management Research, 10* (2), 198–206. http://e-resources.perpusnas.go.id:2077/login.aspx?direct=true&db=ent&AN=133000722&site=eds-live.

Tsyrendorzhieva, D., & Bagaeva, K. (2016). *State-religious relations in modern Russian society*. Les Ulis: EDP Sciences. http://dx.doi.org/10.1051/shsconf/20162801103

VanDyke, M. S., & Lee, N. M. (2020). Science public relations: The parallel, interwoven, and contrasting trajectories of public relations and science communication theory and practice. Public Relations Review, 46(4). https://e-resources.perpusnas.go.id:2108/10.1016/j.pubrev.2020.101953

Yeger, H. (2015). The Evolution of Human Communication. *Journal of Cell Communication and Signaling, 9*(3), 289-290. https://dx.doi.org/10.1007/s12079-015-0286-6

Zhao, J., Li, Q., Wang, L., Lin, L., & Zhang, W. (2019). Latent Profile Analysis of Left-behind Adolescents' Psychosocial Adaptation in Rural China. *Journal of Youth & Adolescence, 48*(6), 1146–1160. https://e-resources.perpusnas.go.id:2116/10.1007/s10964-019-00989-1

Responding to Reviewer's Comment

Reviewer's Comment	My Response/Action
We are done with the initial review of your paper. As JSSER is a Q1 international journal, kindly please perform the maximum quality of your paper. It needs of course an extensively work timely.	Terima kasih banyak atas review yang telah Anda lakukan. Kami merasa senang karena naskah kami telah mendapat peninjauan. Kami telah menyelaraskan isi naskah sesuai dengan komentar yang diberikan oleh para reviewer.
You are confused here with the term methodology, method, and approach. Please use the proper term to show your actual research design, An abstract should have -purpose -methods with appropriate details on design, participant, data collection and data analysis	Kami telah menyelaraskan metode penelitian dalam naskah ini agar sesuai dengan metode yang tepat untuk pembahasan pada artikel ini (p.1). This research used cohort-based quantitative method through data collection, interviews, and documentation. To collect information from respondents, this research used questionnaire to reveal their political knowledge levels and behaviors. Interviews towards respondents were also conducted to directly confirm the information in the questionnaire (p.1).

Allowing 200-300 words	
Rearrange the Methods as suggested that indicate a strong understanding on research methods. As you declare you use a content analysis, and involve 450 participants, your design becomes confused. Have a good and correct understanding on your design, data and proper data analysis techniques.	Kami telah mengedit dan menyelaraskan semua elemen: Kami telah mengubah beberapa elemen dalam metodologi penelitian. Kami telah mengedit menegnai polulasi penelitian yang selaras dengan jumlah partisipan. Desain, data, dan teknik analisis data telah kami edit (p.4-5).
The discussion is not yet specified to give comments on the results, show the gaps of this research, implication and novelty.	Kami telah mengedit tentang mengenai gaps, implikasi, dan novelty (p.4).
Conclusion needs improvement coherent with RQ (after you develop)	Kesimpulan telah kami selaraskan dengan RQ (p.4) dan terdapat pada naskah revisi (p.12-13)
Improvement on reference is required.	Kami telah melakukan perbaikan pada referensi dan menambahkan sumber-sumber lainnya (p.5-6).
You did not describe your data and sources of data, rather data collection. Your description jumped from one point to another, missing the research instrument as the tool to collect data. It is confused; what several multiple questions, interview, and FGD are confused!. Please look at your descriptions that make this section confused 1. Participants of 450 students 2. Questionnaire with 5 options 3. Interview 4. FGD Each does not match with what is actually you used. The questionnaire needs validation Interview needs clear description FGD needs more details	Kami telah memperbaiki dan menyelaraskan materi ini pada naskah, yang mencakup subjek penelitian, langkah-langkah penelitian, dan metode validasi (p.4-5).
The results may be accepted but it should be confirmed with your research question and	Hasil penelitian telah diselaraskan dengan RQ dan metode penelitian (p. 5-,10, 11).

research methods. In case you have no research questions, you need to rearrange your research questions first. Please look at the following results we cited from your results section 1. Participation in Political Science Lectures 2. Political Issues and Religious Doctrine 3. The Role of Political Science for Life 4. Sensitivity to Political Development 5. Interest in Practical Politics 6. The Intensity of Political Discussion	
And your title below The Influence of Political Knowledge on Political Behavior Among Highly Educated Muslims in Indonesia Please confirm 1. As you did not develop your RQ, the results presentation 1-6 look like the ghost authors' results. Please specify and indicate in your RQ that your research will address the variables 2. Your variables are political knowledge and political behavior of educated muslim. Please specify how many educated muslim, how political knowledge affect definitely their political behavior. 3. You did not address your discussion on each finding you present. Nor, you indicate the implication and the novelty. Refer to your RQ then adjust your conclusion properly.	- Kami telah merevisi dan menentukan variable-variabel yang dibahas pada RQ (p.4). - - - Kami telah merevisi tentang populasi dan sampel pada penelitian ini (p.4) - - Kami telah memperbaiki dan mendiskusikan beberapa temuan (p.9). - Kesimpulan penelitian telah kami sesuaikan dengan RQ yang telah kami perbaiki sebelumnya (p.12).
-add at least two references from JSSER, RESSAT, REPAM -update your reference with 2020 sources from the journals	- Kami telah menambahkan sejumlah referensi yang diambil dari JSSER (p. 4, 5, 13, 15,) . Adapun dari RESSAT dan REPAM kami mengalami hambatan untuk menemukan artikel yang relevan. - Kami telah mengupdate beberapa referensi yang diambil dari jurnal

	terbitan 2020 (p.4, 5,6,7,8 , 13, 14, 15, 16, 17, dan 18).
Make sure to use the latest version of APA (7th edition) throughout the paper.	Kami telah memperbaiki referensi untuk disesuaikan dengan APA 7th edition (p.13-18).
Proofreading whole paper and remove spelling and grammar mistakes.	Kami telah meminta pembaca ahli untuk memproofreading tulisan kami.

The Influence of Political Knowledge on Political Behavior among Highly Educated Muslims in Indonesia

Abstract

The purpose of this paper is to describe the influence of political knowledge on the political behavior of highly educated Muslim society in addressing political issues. This research used cohort-based quantitative method through data collection, interviews, and documentation. To collect information from respondents, this research used questionnaire to reveal their political knowledge levels and behaviors.

Interviews towards respondents were also conducted to directly confirm the information in the questionnaire. This paper presents information 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. 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.

Introduction

Highly educated people seem to have high interest in public affairs and have a maturity level of attitude in response to various situations and realities. Their educational exposure is a substantial factor in shaping their social insights and attitudes (Ančić et al., 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 studying political sciences help shape students' negative perceptions on everything related to politics (Oleg & Negrove, 2019).

The debate about the relationship between human knowledge and behavior continues (Nashir et al., 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 et al., 2019; Caputo, 1998).

It is in line with the socio-psychological theory that the social process forms a particular person's character, behavior, and even level of wealth (Zhao et al., 2019). Some components of one individual are formed slowly but surely by the social process (Beharien & McKay, 2017; Dassonneville et al., 2012). Three social components form the self of human: affective components, cognitive components, and conative components. Affective is an emotional component; cognitive is an intellectual component, and is a conative component of habit.

The relation between knowledge and behavior, especially in political sciences, 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 aims to reverse the wave of declining political participation rates among young age groups, and at the same time nurtures the development of democratic attitudes and behaviors. Dassonneville et al. (2012) study the relation of civic knowledge with the political attitude and behavior among students in Belgium. The conclusion of the study suggests that generally, the civic education have a positive effect on the political attitude and behavior among adolescents and young adults in Belgium. Dassonneville distinguishes between formal civic education, open-classroom climate, and active learning strategies, and their relationship to participation. Formal civic 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).

A study by Esaiasson et al. (2014) reveals that there is a positive relationship between political knowledge and students' actions, especially among students in political sciences (Longo et al., 2006). This research denies the planned behavioral theory claiming that knowledge does not correlate with behavior. Besides, the study concludes that political science students' political behavior tends to change compared to students of law and communication. The relation of political knowledge and political attitudes is the focus a research by Longo et.al.. From extensive interviews Longo discovers that students argue that they can only gain the best political competence by practicing democracy. Longo's research recommends the expansion of the understanding of non-electoral politics to attract young people to be more politically involved.

A study by Dominguez et al. (2017) focuses on the relation of students' majoring in political sciences and their interests in political competition. The research was based on the hypothesis that students who major in political sciences have more interest in political competition than others and are more willing to engage in political action than those in other majors. Through the study of 1,083 students in two universities, Loyola Marymount and San Diego University, Casey et al. find that senior students of political sciences have a higher interest than new students and higher willingness to join organized groups.

Previous studies indicate that, in general, political knowledge has a positive relationship with the involvement of those who study political issues and activities. Students who study politics are seemed to be more interested in political affairs than those in other fields. 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 other than having knowledge of it.

Many researchers assume that there is a close connection between political knowledge and people's behavior (Braun et al., 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 relation 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 classroom 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, it explains 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, 2020; Lau et al., 2018).

Another study concludes that there is a positive relationship between political knowledge and the actions of students who study 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 (Dominiguez et al., 2017).

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

From some previous studies, it is concluded that general political knowledge has a positive relation with the political involvement. The students majoring in political sciences conclude that they were more interested in political matters than those who are from the same field.

Can the above studies confirm the political behavior of students in state Islamic universities in Indonesia, as highly educated people? Does their political knowledge have a direct relation with political attitudes and views? This article aims to answer the questions.

The Indonesian Public Islamic Universities in Indonesia is a chain university with some distinguishes among them. It is estimated that there are visible differences between students who study political sciences, law, and communication in relation to their attitudes and interests towards politics. A research need to pinpoint these claimed differences to portray the actual data in regards of the civil implications of political knowledge among students of diverse disciplinary backgrounds.

This paper contributes to shorten the current research gap about political behaviors in the society in which knowledge is often considered as the dominant determinant of the attitudes and behaviors of the highly educated. However, even when Muslim students study political knowledge and master it, knowledge still cannot determine their political attitudes and behaviors. Other factors determine the attitudes and behaviors among highly educated Muslims, such as religious doctrines. This paper confirms the validity of the planned behavior theory which states that it is not knowledge but subject norms which influence an individual's behaviors.

This paper also identifies the struggle Muslim students face in evaluating political issues objectively because of their belief bias, such as in responding towards democracy issues. Muslim students neither understand democracy objectively nor use the parameter of political knowledge in evaluating democracy. Instead, they use religious doctrines. This paper aids politicians and researchers in understanding the reason why political identities among Muslim society are strengthening, namely because knowledge is not more dominant than religious doctrines.

Research Questions

Based on the background study, three research questions were developed to guide the research process, they are:

(i) Do Muslim students master political knowledge?

(ii) Do religious doctrines have more influences than political knowledge on Muslim students' behaviors towards political issues? and

(iii) Do Muslim students perceive political roles positively? Then, the discussion will continue with the following questions,

These research questions do not match with the results. Authors should quote the results to develop the research questions

1) Does political knowledge influence Muslim students' sensitivity towards political issues?

2) Does political knowledge influence Muslim students' interest to get involved in political practices? and last

3) Does political knowledge influence the intensity to discuss political issues among Muslim students?

Methods

Our check on your description of methods and results/discussion, this methods section is fully contradicted and not proper from your results. Your methods are confused and the details are mostly wrong!!!

We can accept your results, but please confirm with your Methods. Importantly, your RQ is wrong because it did not match to the results.

Please quote your results for your research questions.

Design??

Your design is a survey and your approach is quantitative.

Sample Research Subject

      The sample population of this research were 1440 students from Political Sciences, Law, and Communication Sciences departments at Islamic state universities in Bandung, Jakarta, and Yogyakarta in

the academic year of 2018/2019. The random sampling technique determined the research sample. The random sampling technique is a method of collecting samples randomly without considering the levels within the population (Sugiyono, 2017).

We don't think so that students from some different universities and different faculties are the same and homogeneous. If so, explain what characteristics are the same.

Therefore, this research determined the sample by calculating the number of population and then determining the samples randomly from the population (Baidi, 2019). The calculation used Isaac and Michael's table and the result based on the population of 1440 students, with the error rate below 1%, determined 450 students as the number of samples.

Process of sample selection

1. **determine the size, e.g. 10%**
2. **identify the proportion of each pool**
3. **selecting individual to recruit**

You have 450 sample coming from different universities UIN Bandung, UIN Jakarta, and UIN Yogyakarta**? What is the proportion and how did you select each individual?**

Show it in a table.

Use a table to show the characteristics of your sample

Instrument????

Based on your results, it is evident that you use questionnaire to collect data and probably an interview. You should describe your instrument properly in a separate sub-section.

If you use cohort, do you actually need an interview to collect data?

Research Steps

This research used cohort-based quantitative method through data collection, interviews, and documentation. To collect information from respondents, this research used questionnaire to reveal their political knowledge levels and behaviors. Interviews towards respondents were also conducted to directly confirm the information in the questionnaire. Then, documentation is used to obtain students data and theoretical concepts in the form of journal articles and references books for literature review and research framework. In addition, observation was conducted toward the political learning activities and political behaviors of students at UIN Bandung, UIN Jakarta, and UIN Yogyakarta. There are two variables in this research: 1) the variable of Muslim students' political knowledge (X), and 2) the variable of Muslim students' political attitudes and behaviors (Y). X is an independent variable, while Y is dependent. In practice, these two variables were calculated through a scale questionnaire, hence the interval data was obtained. This kind of data analysis technique is called a simple linear regression model following the classic assumption (Chandra, et.al, 2018).

~~Data Validation~~ **Data analysis techniques**

This research used the simple linear regression analysis test the hypothesis. The simple linear regression analysis has the objective of analyzing the influence of an independent variable toward a dependent variable (Cener, et.al, 2015; Ilhan, et.al, 2019). The regression validation test used the criteria in which if **r** has a bigger value than the α value, then H_0 is accepted. On the contrary, if the r value is smaller than α, then H_0 is rejected. If the significance value obtained from the data is smaller than the threshold or α, therefore H_0 is rejected, $p_{value} \leq \alpha$. It means the proposed research hypothesis is accepted. Vice versa, if $p_{value} > \alpha$ then H_0 is accepted.

To analyze the data using the formula, the author used a commercial statistic program (Statistical Product and Service Solutions, SPSS 20.0). Several things necessary to conduct in the data analysis stage using simple linear regression analysis normality test, linearity test, and calculating regression equation coefficients from data X and Y.

Results and Discussion

RQ1: Participation in Political Science Lectures

Data are presented in rate percentage. The data came from questionnaire.

In majority, respondents in this study attend political science lectures, both students of political science, law, and communication science students. Significant data was found among respondents from UIN Jakarta: the lecture participation of communication students was higher than that of the law students. The results of the poll showed that 72% of communication students attended political sciences lectures,

Commented [H12]:

Commented [H13]: It is not clear whether you want to describe data collection or data analysis. Research steps do not match with your research process

Commented [H14]: Are you sure to use a cohort?

Commented [H15]: Confused. It is not your design

Commented [H16]: Wrong. No regression analysis was shown in your results

Commented [H17]: No indication in the results section that you use this SPSS
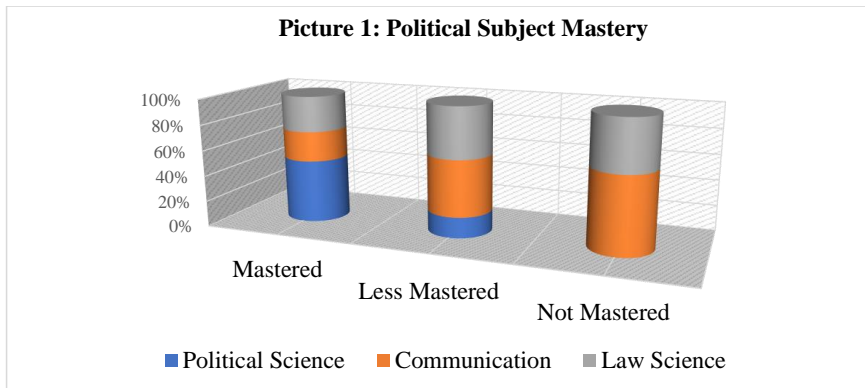
while the respondents surveyed from among law students were below that of the communication sciences students, which was 63%. The result shows that the law students consider political science as inconsistent with reality, namely political irregularities. Some respondents of law students see some ironies in political science, so it affects their involvement in attending political science lectures.

The same trend occurs among UIN Bandung's Law Sciences students, only 24% of respondents who attended political science lectures. It differs significantly from communication students who all take political science lecture. This is similar as the participation of the law students in UIN Yogyakarta, whose rate is even lower than that from 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 those from law students, because they view politics from the viewpoint of communication, so political activities are considered as communication engagements (Papakyriakopoulos, et.al, 2020; VanDyke & Lee, 2020; Gemeda & Lee, 2020). Students of Communication Studies view that political communication is the highest appeal of any kinds of public communication. The majority of respondents from the Communication Science students do not find any ironies in political science, because they do not see it in terms of normative necessity but rather in terms of the communication process in social reality (Mutmainnah et al., 2019; Liu, et.al, 2020; Danilov, 2020; Davis, 2020).

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 is lower than that of law students. It is estimated the subjects of legal science have bigger common area with political science that those of communication. Respondents from the communication sciences only master 5 political science subjects out of the 10 subjects in question, whereas law students master an average of 8 subjects from the 10 subjects in question.

It is different from what is collected from among students of Political Science at UIN Bandung and UIN Jakarta. All respondents state that they are 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 sciences in average are able to show satisfactory responses to the 10 subjects of political science being asked.

Picture 1: Political Subject Mastery

Source: The data from survey results as processed by the author

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 the respondents show lower mastery 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.

RQ2: **Political Issues and Religious Doctrine**

Several political issues are asked to respondents in three top-tier Public Islamic Universities in Indonesia. The issues raised in this study are those concerning the election of public leaders, democracy, the relationship between religion and the state, and legislature.
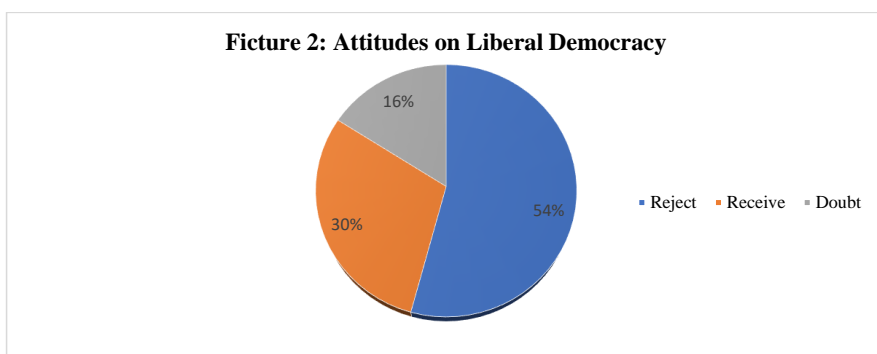
From many issues raised and asked, the issue of the relationship between religion and the state turns out to be the most appealing to respondents. Meanwhile, the issue of electing leaders ranks the most desirable political issues and followed by the issues of democracy and legislature, respectively.

The respondents' preference to the issue of the relation between religion and state because is understandable as they are within the education system related to religion. Their inherent identity influences attitudes, perspectives, and interests in developing political issues. Out of the 30 respondents 24 (42%) show interest in the issue of religion and state relation, both in theory and in practice. Meanwhile, the issue of democracy is not very attractive to the respondents as only 16% of them declare this (9 out of 30). Meanwhile, legislative issues, both as concepts and practices, are of the least interest, with only 6 (10%) people expressing their attraction.

The majority of respondents' high inclination to the relation between religion and the state is a symptom 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 matters are still a sensitive issues and are of a major concern (Masuda et al., 2020; Kwok, et.al, 2020; Singh, 2020).

Although the role of religion is drastically declining in modern society, especially certain countries in West Europa, the issue of its relationship with the state remained a concern of the general people. In Sweden, for example, even though religion has lost a remarkable function in the society, the religion-state issues remains the concern of the people (Shukri & Hossain, 2017). As for Turkey, religious and state discourses has not similarly decline from that of the classical Turkish era (Noble, 2016).

The respondents, on the other hand, show no particular concern and do not highly rate democracy issues. They have more preference to elections. This issue is a signal of some cultural and intellectual barriers among respondents specifically and UIN students in regards of understanding democracy. It indicates that democracy as a whole still faces obstacles among students. The results of discussions in the focus group discussion with the respondents reveal their ambiguities in accepting democracy acceptance, especially the so-called liberal democracy. The majority of respondents refuse to accept the latter term.

Ficture 2: Attitudes on Liberal Democracy

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

Probed with follow-up questions, the majority of the respondents state that it is in contrary to their religious teachings; other respondents answer that they oppose to Indonesia's state ideology (the *Pancasila*). The religious background for the refusal is very high, as much as half of the number of respondents engaged. This data shows that there are still obstacles to the harmonization of religion and democracy within the society, so the assumption that religion and democracy can coexist only in certain aspects, but not in every aspect of social life, as predicted by several researchers (Lăzăroiu, 2018; Ogland & Bartkowski 2014; Hassell et al., 2019; Deressa & Keijzer, 2020).

In general, religion and democracy have some barriers 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 majority of the respondents in this study.

The acceptance rate liberal democracy differs among the students. Respondents from Political Science show higher acceptance than those from Communication and Law. In the other hand, the data

shows also that the respondents from Law Sciences students have lesser acceptance than the Communication Sciences students do.

Based on the data as presented above, it is argued that political sciences students are more easily to develop liberal thinking than their counterpart from law department. Meanwhile, the potential of developing liberal thinking has even lesser room for communication studies students. However, this data cannot portray whether liberal thoughts will conform to socially liberal attitudes because it is not certain that people who have liberal thinking have corresponding liberal attitudes and actions (Ilc, 2017).

The percentage of rejection of liberal democracy spreads evenly among students of three different majors from three different universities. The number is pretty much similar at around 30%. This percentage is a snapshot of the typology of students' refusal against liberal democracy at the State Islamic Universities.

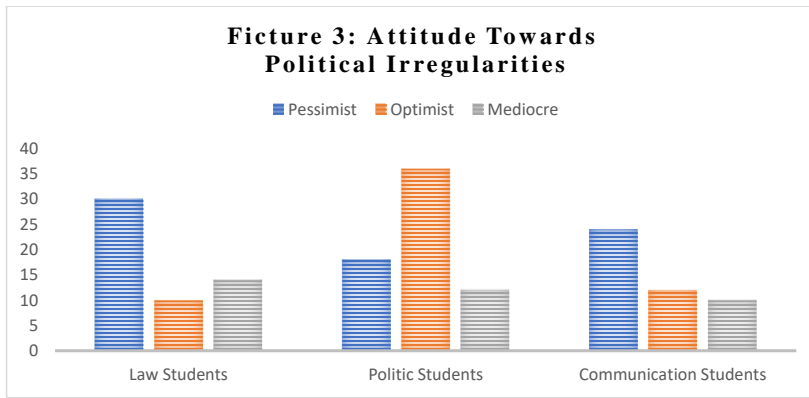<mark>RQ3:</mark> **The Role of Political Science for Life**

Some research results report that in general, people view politics positively because they view it as a noble knowledge. Politics is inherently 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. People take some poor socio-political instances as negative precedence of their view on politics, not based on the inherent 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 shows that negative views on politics reached 10%. Also, those who are unclear stance or are doubtful of politics reach 27%. Meanwhile, 63% of respondents perceive politics positively. Respondents consider that politics is essential, as much as other social supra-structures.

The highest percentage of positive views are from Political Science students, while the lowest are from Law Science students. Law students are hav more negative perception on politics due to the phenomenon of irregularities in political activities. Law students are less critical of political irregularities, while Political students are more tolerant of the phenomena. Likewise, students of Communication Studies are more tolerant of political deviations than Law students are.

Negative attitudes towards politics cause social effects towards politics. However, some respondents associate their negative views with religious doctrines 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 relation with Muhammad Abduh's view which states that all political content is bad (El-Thalaqani, 2020). Negative views also come from the reality of political irregularities, and it is caused by the people's lack of knowledge of politicians' irregularities, either in the form of corruption or other irregularities. The findings show that the respondents, with various reasons, pessimistically look the behavior of politicians. Law students are more pessimistic than Politics and Communication students.

Ficture 3: Attitude Towards Political Irregularities

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

Based on the data in the picture above, it appears that in general, respondents show a pessimistic attitude towards political irregularities. They consider that the general politicians are corrupt, hence their negative views on politics and on other matters related 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 utility for the human beings. However, upon witnessing massive political irregularities on media or by their own eyes, their objectivity changes through time.

RQ4: 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, 55% rarely followed the political events, 43% always followed, and as many as 2% had never followed. This data shows that respondents from the Law Sciences do not know factual political events too well, so it influences their literacy on political issues. Predictably, 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 while 52% of them says only rarely.

Responding to the most frequently followed political development material, students respond in a variety of ways. The majority of respondents answer with political parties, followed with government cabinet change, freedom of the press in political coverage, and dynamics in the legislature. In regards of political parties, respondents' highest interest is regarding the events of the general meeting, congress,

and national meeting. Respondents believe that in those moments, political dynamics take place, despite the fact that those events are widely covered by the media.

The lowest sensitivity is on international political issues. Respondents' answers, in general, have never followed developments in international politics, except those regarding Palestine. They rarely observe the development and dynamics of contemporary international institutions.

Some international political instances that attract the respondents' to the attention, although in a very small number, are about trade wars between the United States and China. However, in terms of substance, the respondents do not understand what is really happening: tariff wars and import/export embargo of certain commodities to and from two countries at war (Silver, 2018). The respondent number who worry about the trade disputes between America and China is smaller those who are not worried and are not sure that it would bring major effects on the domestic economy. Meanwhile, the majority of respondents are unaware of the impact of the trade war, one of which is the instability of regional trade and the imbalance of international trade in the East Asia region (Park & Stangarone, 2019).

Respondents who state they are not worried about the effects of the war, which reached 33% pick their stand arguing that the war is far from where they live, that is in other countries. Meanwhile, the opposing group state that they hear from the media about the consequences that would arise from the war. Another group respond that they never know about the trade war between the two big countries, hence they do not know the implications of such conflict.

The proportion of the responses is distributed evenly among Law, Communication, and Political Science students at three universities. There are no significant data differences between respondents and tend 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.

a. 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 are interested in becoming politicians, 56% say they are not, and 11% said they do not know. Meanwhile, respondents from the Legal Sciences are less interested in becoming politicians than respondents from the Communication Sciences. The respondents from the Legal Sciences students who respond with interest is only 13%, while those who answer with no interest is 87%. The responses from the Political Science students is as much as 74% with interest, 12% with no interest, and 14% not knowing.

When accumulated from the total respondents from the three universities, the respondents, Political Sciences students had a greater percentage than the other respondents. This percentage is related to their contact with more intensive political exposures than other respondents, thus forming their responses.

The students respond to a question on political jobs that they would like to take, 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 choice.

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

The reason Law students are not really attracted to become political teachers is because of their negative perceptions of politics, as stated above. Meanwhile, the respondents of Communication Science are more in becoming politic teachers because it is part of 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. Even though there is a percentage difference, it is not significant. Even so, the data 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.
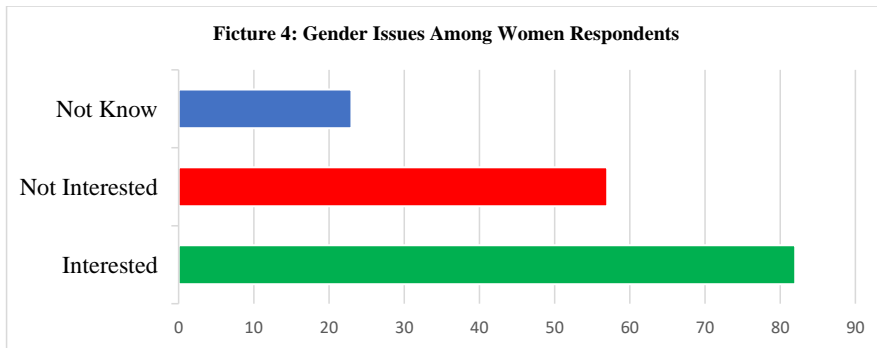
However, some respondents answer of more interest in becoming soldiers and entrepreneurs. The choice of the legal profession overrides the practical political jobs, as stated above. Meanwhile, respondent number from the Communication Sciences who have interest in practical politics are quite high because they do not have specific professional targets. Communication graduates have more various fields of job (Yeger, 2015). As a knowledge system inherent in various occupations, communication students do not attribute themselves to specific areas. They can implement their communication skills and theories in any activity, as long as it entails the process of sending messages (Lacayo, 2013). The results of this research also portrayed the views of Communication Science students who do not put too much emphasis on specific types and forms of work that they desire.

b. The Intensity of Political Discussion

Political discussion is not a very attractive activity among the whole groups of respondents. The percentage of those who occasionally engage themselves in discussion circles with their colleagues is not overwhelming, reaching only 35%. Meanwhile, 40% answer that they rarely have discussions about politics, and 25% never.

When respondents were asked about the four topics of political discussion, the majority responded that the religious and state relation topic is the most appealing, and followed by the country's future, democracy, and gender issues. The future of the country is among those discussed by a number of respondents because it concerns their future. Meanwhile, gender issues are the least attractive of a discussion for the respondents.

The respondents find that issues on gender are unattractive because for them, the issues are no longer crucial in Indonesia. Both sexes may access public activities, so it is considered as irrelevant to discuss. Several respondents from women answer that they are not interested in addressing gender issues, because of their religious teachings that they consider is more important than gender issues.

Ficture 4: Gender Issues Among Women Respondents

Source: The data taken from the survey as processed by the author

One of the questionnaire topics is about state female leadership. Respondents' answers vary between that it is legitimate, illegitimate and not knowing.

In general, the respondents agree (choosing "legitimate") with women's leadership provided that they are more qualified than their counterparts. The reasons for the respondents varied in accepting and rejecting women as state leaders. Some respondents state that a woman is a legitimate leader of a country as an act of emergency when there is no sufficient man with comparable quality. Some respondents pick that it is "legitimate" because they believe in the freedom principle of democracy, in which all have equal access to public positions without gender restrictions.

Women's political leadership in Islamic constitutions is a legal theme with polarized standings. 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 et al., 2016). Culturally, women face barriers in many cultural systems to assume men's social roles (Cassese & Holman, 2016). In European countries, too, there are still cultural barriers that shape social barriers for women to take a dominant role in the political system (Tsyrendorzhiev & Bagaeva, 2016). The emergence of a gender revolution in the 1960s, together with the sexual revolution campaigned by feminists, is not strong enough to eradicate the cultural barriers of women's social roles, especially in a country dominated by religious doctrine (Harahap, 2016). Even so, Indonesia made a breakthrough by providing affirmative measure for women through the Law Number 10 of 2008. The Law mandates that women are entitled with political opportunities by forcing political parties to allocate a minimum number of female candidates for the national and local elections.

Some respondents support the granting of political privileges to women, and others do not. The respondents' who disagree say that the political process is a competitive activity, without any gender restriction.

The discussion is not proper. Give an interpretation of your results in the discussion section. Then compare your current results with previous studies you cited. At the end, show the implication.

You should present here the implication of the study and the novelty

Conclusion

This research conducted a study on the influence of political knowledge toward the political attitudes and behaviors of Muslim students in three Islamic state universities in Indonesia. The result shows that (1) in general, Muslim students have studied and mastered political knowledge, (2) their attitudes on political issues are not based on their knowledge, but on a subjective norm, namely religious doctrines, (3) their political knowledge does not influence them to practice politics, (4) their political knowledge does not influence their sensitivity toward political issues and developments, (5) Muslim students view the role of political knowledge as positive for their life, (6) their political knowledge does not motivate them to discuss political themes. In conclusion, the proposed research hypothesis is accepted, in which there is no correlation between the respondents' political knowledge and their political attitudes and behaviors.

References

Abbott, D. M., Harris, J. E., & Mollen, D. (2016). The impact of religious commitment on women's sexual self-esteem. *Sexuality & Culture, 20*(4), 1063-1082. http://dx.doi.org/10.1007/s12119-016-9374-x

Agerberg, M. (2019). Curse of Knowledge? Education, Corruption, and Politics. *Political Behavior, 41***,** 369–399. https://doi.org/10.1007/s11109-018-9455-7

Ančić, B., Baketa, N., & Kovačić, M. (2019). Exploration of Class and Political Behavior in Croatia. *International Journal of Sociology, 49*(4), 264–81. https://doi.org/10.1080/00207659.2019.1634826

Baidi. (2019. The Role of Parents' Interests and Attitudes in Motivating Them to Homeschool Their Children. *Journal of Social Studies Education Research*, *10*(1), 156-177. https://jsser.org/index.php/jsser/article/view/522

Beharie, N., Jessell, L., Osuji, H., & McKay, M.M. (2017). The Association between Shelter Rules and Psychosocial Outcomes among Homeless Youth Residing in Family Shelters. *Families in Society*, *98*(2), 113–120. https://doi.org/10.1606/1044-3894.2017.98.16

Braun, D., Gross, M., & Rittberger, B. (2020). Political Behavior in the EU Multi-Level System. *Politics & Governance*, *8*(1), 1–5. http://doi.org/10.17645/pag.v8i1.2706

Caputo, R. K. (1998). Economic well-being of a youth cohort. *Families in Society*, *79*(1), 83-92. Retrieved from https://search.proquest.com/docview/230157868?accountid=38628

Cassese, E. C., & Holman, M.R. (2016). Religious beliefs, gender consciousness, and women's political participation. *Sex Roles, 75*(9-10), 514-527. http://dx.doi.org/10.1007/s11199-016-0635-9

Cener, E., Acun, I., & Demirhan, G. (2015). The Impact of ICT on Pupils' Achievement and Attitudes in Social Studies. *Journal of Social Studies Education Research*, *6*(1), 190-207. https://jsser.org/index.php/jsser/article/view/320

Ceresola, R. (2016). Political corruption and political engagement: A multilevel analysis investigating the effect of political corruption prosecutions on voting and government trust in the united states (Order No. 10163430). Available from Sociology Database. (1830773693).https://search.proquest.com/openview/1784e29c461a0471d3f1021a494a0e1e/1?pq-origsite=gscholar&cbl=18750&diss=y

Chandra, T., Ng, M., Chandra, S., & Priyono. (2018). The Effect of Service Quality on Student Satisfaction and Student Loyalty: An Empirical Study. *Journal of Social Studies Education Research, 9*(3), 109-131. https://jsser.org/index.php/jsser/article/view/282

Danilov, I. V. (2020). Social Interaction in Knowledge Acquisition: Advanced Curriculum. Critical Review of Studies Relevant to Social Behavior of Infants. *Online Submission*.

Dassonnevile, R. (2012). The Relation Between Civic Education and Political Attitudes and Behavior: A Two-Year Panel Study Among Belgian Late Adolescents. *Applied Developmental Science*, 16(3),140-150. https://doi.org/10.1080/10888691.2012.695265

Dassonneville, R., Quintelier, E., Hooghe, M., & Claes, E. (2012) The Relation Between Civic Education and Political Attitudes and Behavior: A Two-Year Panel Study Among Belgian Late Adolescents. *Applied Developmental Science*, *16* (3), 140-150. https://doi.org/10.1080/10888691.2012.695265

Davis, E. (2020). Social Media: A Good Alternative, for Alternative Service of Process. *Case Western Reserve Journal of International Law*, *52*(1/2), 573–597.

Dominguez, C. B. K., Smith, K.W., & Williams, J. M. (2017). The Effects of Majoring in Political Science on Political Efficacy. *Journal of Political Science Education, 13*(1), 62-74. https://doi.org/10.1080/15512169.2016.1182439

Dupras, C., Saulnier, K. M., & Joly, Y. (2019). Epigenetics, ethics, law, and society: A multidisciplinary review of descriptive, instrumental, dialectical, and reflexive analyses. *Social Studies of Science*, *49*(5), 785–810. https://doi.org/10.1177/0306312719866007

El-Thalaqani, J. (2020). *Audzu min al-Syaithan wa al-Siyasah,* https://alnoor.se./article.aspd?id=47967

Esaiasson, P. & Persson, M. (2014). Does Studying Political Science Affect Civic Attitudes?: A Panel Comparison of Students of Politics, Law, and Mass Communication. *Journal of Political Science Education*, *10*(4), 375-385. https://doi.org/10.1080/15512169.2014.948118

Gemeda, H. K., & Lee, J. (2020). Leadership styles, work engagement and outcomes among information and communications technology professionals: A cross-national study. *Heliyon*, *6*(4). https://e-resources.perpusnas.go.id:2108/10.1016/j.heliyon.2020.e03699

Gilia, C. (2018). Evolution of Women's Political Rights. Comparative Study: Spain-Romania. *Sphere of Politics / Sfera Politicii*, *26*(3-4), 57–69. http://e-resources.perpusnas.go.id:2077/login.aspx?direct=true&db=poh&AN=141427611&site=eds-live.

Graham, M.H. (2020). Self-Awareness of Political Knowledge. *Political Behavior, 42*, 305–326. https://doi.org/10.1007/s11109-018-9499-8

Hagelin, S. (2019). Education and Political Efficacy Among Youth in Kosovo : A Field Study on University Students' Perceptions of the Effect of Higher Education on Political Efficacy and Political Behavior. January. https://www.diva-portal.org/smash/get/diva2:1319462/FULLTEXT01.pdf

Harahap, S. (2016). The Image of Indonesia in the World: An Interreligious Perspective. *IUP Journal of International Relations*, *10*(2), 30–44. http://e-resources.perpusnas.go.id:2077/login.aspx?direct=true&db=poh&AN=115909810&site=eds-live.

Hassell, H.J.G., & Wyler, E.E. (2019). Negative Descriptive Social Norms and Political Action: People Aren't Acting, So You Should. *Political Behavior*, *41* (1), 231–56. https://doi.org/10.1007/s11109-018-9450-z

Henderson, M. (2014) Issue Publics, Campaigns, and Political Knowledge. *Political Behavior*, *36*, 631–657. https://doi.org/10.1007/s11109-013-9243-3

Ilc, B. V. (2017). Racism and the Crises of Political Representation in the American Republic - from its Constitution to the Trump Phenomenon. *Teorija in praksa, 54*(1), 17-37,187. https://search.proquest.com/docview/1902029424?accountid=38628

Ilhan, F., Ozfidan, B., & Yilmaz, S. (2019). Home Visit Effectiveness on Students' Classroom Behavior and Academic Achievement. *Journal of Social Studies Education Research, 10*(1), 61-80. https://jsser.org/index.php/jsser/article/view/467/353

Jerit, J. & Barabas, J. (2017). Revisiting the Gender Gap in Political Knowledge. *Political Behavior*, *39***, 817–838. https://doi.org/10.1007/s11109-016-9380-6

Koçak, D. (2020). The Relationship between Political Behavior Perception and Prosocial Motivation-Mediating Role of Organizational Trust. *Business & Management Studies: An International Journal (BMIJ) 8*(1),329.

Kwok, D. W. P., Meschi, P.-X., & Bertrand, O. (2020). In CEOs we trust: When religion matters in cross-border acquisitions. The case of a multifaith country. *International Business Review*, *29*(4). https://e-resources.perpusnas.go.id:2108/10.1016/j.ibusrev.2020.101705

Lacayo, V. (2013). Communicating complexity: A complexity science approach to communication for social change (Order No. 3671428). Available from Biological Science Collection. (1647184772).

Lacayo, V. (2013). *Communicating Complexity: A Complexity Science Approach to Communication for Social Change.* (Electronic Thesis or Dissertation). Retrieved from https://etd.ohiolink.edu/

Lamprianou, I., & Antonis A. E. (2019). Emotion, Sophistication, and Political Behavior: Evidence From a Laboratory Experiment. *Political Psychology 40* (4), 859–76. https://doi.org/10.1111/pops.12536

Lau, R.R., Kleinberg, M. S., & Ditonto, T.M. (2018). Measuring Voter Decision Strategies in Political Behavior and Public Opinion Research. *Public Opinion Quarterly*, *82*(S1), 911–936, https://doi.org/10.1093/poq/nfy004

Lăzăroiu, G. (2018). Participation Environments, Collective Identities, and Online Political Behavior: The Role of Media Technologies for Social Protest Campaigns. *Geopolitics, History & International Relations, 10* (2), 58–63. https://doi.org/10.22381/GHIR10220187

Liu, W., Xu, W. (Wayne), & Tsai, J.-Y. (Jenny). (2020). Developing a multi-level organization-public dialogic communication framework to assess social media-mediated disaster communication and engagement outcomes. Public Relations Review, 46(4). https://e-resources.perpusnas.go.id:2108/10.1016/j.pubrev.2020.101949

Longo, N.V., Drury, C., & Battistoni., R.M. (2006). Catalyzing Political Engagement: Lessons for Civic Educators from the Voices of Students. *Journal of Political Science Education*, *2*(3), 313-329. https://doi.org.10.1080/15512160600840483

Mancosu, M. (2019). Interpersonal communication, voting behavior, and influence in election campaigns: a directional approach. *Qual Quant, 53*, 2917–2932. https://doi.org/10.1007/s11135-019-00906-5

Masuda, Kazuya, & Yudistira, M.H. (2020). Does Education Secularize the Islamic Population? The Effect of Years of Schooling on Religiosity, Voting, and Pluralism in Indonesia. *World Development, 130* (June). https://doi.org/10.1016/j.worlddev.2020.104915

Mnguni, L., Abrie. M., & Ebersohn, L. (2016). The Relationship Between Scientific Knowledge and Behaviour: An HIV/AIDS Case. *Journal of Biological Education*, *50*(2), 147-159. https://doi.org/10.1080/00219266.2015.1007888

Mutmainnah, Muthia, & Afiyanti, Y. (2019). The Experiences of Spirituality during Pregnancy and Child Birth in Indonesian Muslim Women. *Enfermeria Clinica*, *29*(Supplement 2), 495–99. https://doi.org/10.1016/j.enfcli.2019.04.074

Nashir, H., Jinan, M., & Setiaji, B. (2019). Muhammadiyah: The Political Behavior of Modernist Muslim Elite in Indonesia. *Humanities & Social Sciences Reviews*, *7*(4), 837-844. https://doi.org/10.18510/hssr.2019.74111

Nezlek, J.B., & Catherine A.F. (2019). Where the Rubber Meets the Road: Relationships between Vegetarianism and Socio-Political Attitudes and Voting Behavior. *Ecology of Food & Nutrition, 58*(6), 548. http://e-resources.perpusnas.go.id:2077/login.aspx?direct=true&db=edb&AN=139884447&site=eds-live.

Noble, M. D. (2016). Illuminating democracy: Trends, predictors, and outcomes of liberal democracy 1972-2013 (Order No. 10245531). Available from Sociology Database. (1855945179). Retrieved from https://search.proquest.com/docview/1855945179?accountid=38628

Ogland, C. P., & Bartkowski, J. P. (2014). Biblical literalism and sexual morality in comparative perspective: Testing the transposability of a conservative religious schema. *Sociology of Religion, 75*(1), 3-I. https://doi.org/10.1093/socrel/srt056

Oleg, L.V., & Negrove, E.O. (2019). Models of Political Behavior of Youth Middle Class of Modern Agglomerations: On the Example of the Main Regions of the North West and South Siberia. *RUDN: Journal of Political Science*, *21*(2), 157-174. https://doi.org/10.22363/2313-1438-2019-21-2-157-174

Papakyriakopoulos, O., Serrano, J. C. M., & Hegelich, S. (2020). Political communication on social media: A tale of hyperactive users and bias in recommender systems. *Online Social Networks and Media*, *15*. https://e-resources.perpusnas.go.id:2108/10.1016/j.osnem.2019.100058

Park, J., & Stangarone, T. (2019). Trump's America first policy in global and historical perspectives: Implications for US–East Asian trade. *Asian Perspective, 43*(1), 1-34. https://doi.org/10.1353/apr.2019.0000

Payne, J. G. (2016). Grammars of Kinship: Biological Motherhood and Assisted Reproduction in the Age of Epigenetics. *Signs: Journal of Women in Culture & Society*, *41*(3), 483–506. Available at: http://e-resources.perpusnas.go.id:2077/login.aspx?direct=true&db=lfh&AN=113549077&site=eds-live (Accessed: 6 June 2020).

Pérez, E.O. (2015). Mind the Gap: Why Large Group Deficits in Political Knowledge Emerge—And What To Do About Them. *Political Behavior*, *37***,** 933–954. https://doi.org/10.1007/s11109-014-9298-9

Persson, M. (2013). Is the Effect of Education on Voter Turnout Absolute or Relative? A Multi-level Analysis of 37 Countries. *Journal of Elections, Public Opinion and Parties*, *23*(2), 111-133. https://doi.org/10.1080/17457289.2012.747530

Porter, J. (2020). Un Proceso Muy Vagabundo: The Use of Visual Research Methods to Explore Intergenerational Political Behavior. *Professional Geographer*, *72*(1), 54–65. https://doi.org/10.1080/00330124.2019.1633365

Samuel Yonas Deressa, & Josh de Keijzer. (2020). *A Church for the World: The Church's Role in Fostering Democracy and Sustainable Development*. Fortress Academic.

Sanbonmatsu, K. (2003). Gender-Related Political Knowledge and the Descriptive Representation of Women. *Political Behavior, 25*, 367–388. https://doi.org/10.1023/B:POBE.0000004063.83917.2d

Shukri, S. F. M., & Hossain, I. (2017). Political discourse and Islam: Role of rhetoric in turkey. *The Journal of Social, Political, and Economic Studies, 42*(2), 157-179. Retrieved from https://search.proquest.com/docview/1922871897?accountid=38628

Silver, A. (2018). US-china trade war rattles labs. *Nature, 558*(7711), 494-495. https://doi.org/10.1038/d41586-018-05521-2

Singh, H. D. (2020). Numbering others: Religious demography, identity, and fertility management experiences in contemporary India. *Social Science & Medicine, 254*. https://e-resources.perpusnas.go.id:2108/10.1016/j.socscimed.2019.112534

Soukup, P. A., S.J. (2014). Political Communication. *Communication Research Trends, 33*(2), 3-43. Retrieved from https://search.proquest.com/docview/1550514483?accountid=38628

Squier, S.M. (2017). *Epigenetic Landscapes: Drawings As Metaphor*, Duke University Press Books, Durham.

Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta, CV: Bandung.

Ting, S., & Ahmad, S.S.W. (2018). Influence of Media on University Students' Efficacy in Participating in Political Conversations. *Global Business & Management Research, 10* (2), 198–206. http://e-resources.perpusnas.go.id:2077/login.aspx?direct=true&db=ent&AN=133000722&site=eds-live.

Tsyrendorzhieva, D., & Bagaeva, K. (2016). *State-religious relations in modern Russian society*. Les Ulis: EDP Sciences. http://dx.doi.org/10.1051/shsconf/20162801103

VanDyke, M. S., & Lee, N. M. (2020). Science public relations: The parallel, interwoven, and contrasting trajectories of public relations and science communication theory and practice. Public Relations Review, 46(4). https://e-resources.perpusnas.go.id:2108/10.1016/j.pubrev.2020.101953

Yeger, H. (2015). The Evolution of Human Communication. *Journal of Cell Communication and Signaling, 9*(3), 289-290. https://dx.doi.org/10.1007/s12079-015-0286-6

Zhao, J., Li, Q., Wang, L., Lin, L., & Zhang, W. (2019). Latent Profile Analysis of Left-behind Adolescents' Psychosocial Adaptation in Rural China. *Journal of Youth & Adolescence, 48*(6), 1146–1160. https://e-resources.perpusnas.go.id:2116/10.1007/s10964-019-00989-1