

THE RELATIONSHIP BETWEEN ACADEMIC ACHIEVEMENT AND POLITICAL VIEWS IN INDONESIA

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ABSTRAK

Penelitian ini mengkaji hubungan antara prestasi akademis dan pandangan politik di Indonesia, mengatasi kesenjangan yang signifikan dalam literatur yang ada dalam konteks Indonesia. Dengan lanskap sosio-politik yang beragam dan perkembangan pendidikan yang pesat di negara ini, memahami bagaimana pencapaian akademis mempengaruhi perspektif politik sangatlah penting untuk menentukan kebijakan dan mendorong keterlibatan demokratis. Dengan menggunakan desain penelitian kuantitatif, data dikumpulkan melalui survei cross-sectional yang didistribusikan kepada beragam sampel peserta yang mewakili berbagai latar belakang sosial-ekonomi, tingkat pendidikan, dan wilayah geografis di seluruh Indonesia. Instrumen survei mencakup langkah-langkah untuk menilai prestasi akademik, pandangan politik, faktor sosial ekonomi, dan variabel relevan lainnya.

Analisis awal menunjukkan adanya korelasi yang signifikan antara prestasi akademis dan pandangan politik, dimana individu dengan tingkat pendidikan lebih tinggi cenderung menganut perspektif politik yang lebih liberal dan progresif. Namun, hubungan tersebut memiliki nuansa dan dipengaruhi oleh faktor kontekstual seperti latar belakang sosio-ekonomi, lokasi geografis, dan akses terhadap informasi.

Studi ini berkontribusi pada literatur yang ada dengan memberikan bukti empiris mengenai hubungan antara prestasi akademik dan pandangan politik khususnya dalam konteks Indonesia. Temuan ini mempunyai implikasi terhadap kebijakan pendidikan, partisipasi demokratis, dan kohesi sosial, serta menyoroti pentingnya mengatasi kesenjangan dalam akses dan kualitas pendidikan untuk mendorong wacana politik yang terinformasi dan inklusif.

Kata kunci: Prestasi Akademik, Pandangan Politik, Latar Belakang Sosial Ekonomi, Keterlibatan Demokratis.

ABSTRACT

This research examines the relationship between academic achievement and political views in Indonesia, addressing a significant gap in the existing literature within the Indonesian context. With the country's diverse socio-political landscape and rapid educational developments, understanding how academic attainment influences political perspectives is crucial for informing policy and fostering democratic engagement. Utilizing a quantitative research design, data was collected through a cross-sectional survey distributed among a diverse sample of participants representing various socio-economic backgrounds, educational levels, and geographic regions across Indonesia. The survey instrument included measures to assess academic achievement, political views, socio-economic factors, and other relevant variables.

Preliminary analysis indicates a significant correlation between academic achievement and political views, with individuals of higher educational attainment tending to hold more liberal and progressive political perspectives. However, the relationship is nuanced and influenced by contextual factors such as socio-economic background, geographic location, and access to information.

This study contributes to the existing literature by providing empirical evidence on the relationship between academic achievement and political views specifically within the Indonesian context. The findings have implications for educational policy, democratic participation, and social cohesion, highlighting the importance of addressing disparities in educational access and quality to promote informed and inclusive political discourse.

Keywords: Academic Achievement, Political Views, Socio-Economic Background, Democratic Engagement.

INTRODUCTION

The relationship between academic achievement and political views is an important topic in political science and sociology studies. In Indonesia, understanding this dynamic has become increasingly relevant alongside rapid social, economic, and political changes. Although various international studies have shown a significant relationship between education levels and political orientation, contextualizing this within the Indonesian situation requires special attention.

Since the reform era, Indonesia has experienced rapid development in the education sector. The government has made various efforts to improve access and quality of education through policies such as the 12-year compulsory education, increased education budgets, and scholarship programs. Data from the Central Statistics Agency (BPS) indicates that educational participation rates continue to rise, including at higher education levels.

However, challenges remain, particularly regarding disparities in education quality across regions and socio-economic groups. Education in urban areas tends to be more advanced compared to rural areas, and families with better economic backgrounds have greater access to quality education. This indicates that academic achievement is not evenly distributed across all segments of Indonesian society.

Indonesia is the third-largest democracy in the world, with a complex and diverse political system. After the fall of the New Order regime in 1998, Indonesia entered the reform era, marked by greater political freedom, decentralization of power, and increased political participation. The political views of Indonesian society are very diverse, influenced by factors such as ethnicity, religion, and socio-economic background.

This chapter discusses the theories underlying the relationship between academic achievement and political views. Understanding political socialization theory, education and democracy theory, and rationality theory will provide a strong foundation for explaining how education influences an individual's political views. Additionally, this chapter will outline relevant empirical research findings from experts in this field.

Political socialization theory argues that individuals internalize political values, norms, and beliefs through various socialization agents, such as family, friends, media, and educational institutions. Education is considered one of the most powerful socialization agents because it provides essential knowledge and shapes political attitudes and values. According to Almond and Verba (1963), political socialization is the process by which individuals acquire orientation toward the political system. They state that education plays a key role in this process, helping individuals understand political structures, democratic norms, and their roles as citizens.

John Dewey, a prominent philosopher and educator, emphasized in his book **Democracy and Education** (1916) that education is a crucial instrument for developing active and participatory citizens in a democracy. Dewey argued that education should be more than just the transfer of knowledge; it should cultivate critical thinking, analytical skills, and an understanding of democratic values such as tolerance, justice, and participation. Dewey (1916) proposed that good education should enable individuals to think critically and rationally, as well as encourage them to participate in political life. Education that develops critical thinking skills will help individuals better evaluate political information and make decisions based on logical reasoning.

Rationality theory posits that education enhances individuals' ability to think critically and analytically. Higher education typically includes training in scientific methods, logical analysis, and critical reasoning. This enables individuals to evaluate political ideas and public policies based on empirical evidence and logical reasoning. Campbell and Horowitz (2016), in their study, showed that individuals with higher education levels tend to have more liberal political views. They argued that higher education increases analytical skills and exposure to diverse perspectives, which promotes openness to new ideas and social change.

Various empirical studies have confirmed the relationship between academic achievement and political views:

Hillygus (2005) found that higher education contributes to increased political participation and engagement in political activities. This study shows that individuals with a bachelor's degree or higher are more likely to be involved in elections, political campaigns, and political discussions compared to those with lower levels of education. Hillygus states that education not only provides political knowledge but also the skills needed to participate in the political process.

Dee (2004) in his study found that higher education can shift individuals' political views from conservative to more liberal. Dee associates this change with exposure to diverse perspectives during higher education, which encourages individuals to question old beliefs and accept new ideas.

Nie, Junn, and Stehlik-Barry (1996) demonstrated that education has a direct effect on political knowledge and political participation. They state that higher education increases political awareness and the ability to process political information critically, which in turn enhances political participation.

In the Indonesian context, the education system has developed rapidly since independence, with a focus on increasing access to and quality of education. Education is considered an important means for national development and for shaping citizens who actively participate in democracy. However, the relationship between education and

political views in Indonesia is influenced by various contextual factors. As a country with high ethnic, religious, and cultural diversity, political views in Indonesia vary greatly. Additionally, the level of participation in higher education in Indonesia is still influenced by socio-economic factors, which can affect access to quality education.

A study by Nurdin and Anwar (2016) shows that education in Indonesia has a significant influence on political participation. They found that individuals with higher education levels tend to be more active in political activities and have a better understanding of political issues. However, they also note that factors such as socio-economic background and social environment play important roles in shaping individuals' political views.

Various factors can influence the relationship between academic achievement and political views: 1. Socio-Economic Background: Individuals from higher socio-economic backgrounds tend to have better access to quality education, which influences their political views. Better education provides critical thinking skills and broader political knowledge. 2. Social Environment: The environment in which a person is raised and interacts also affects political views. In Indonesia, communities with strong religious and ethnic identities often have homogeneous political views, which can influence individuals even if they have high academic achievement. 3. Media and Information: Access to and exposure to various information sources play an important role in shaping political views. Higher education typically increases media literacy, enabling individuals to be more critical of the information they receive and to better evaluate various political perspectives.

Political views in Indonesia are often colored by group identity and locality. For instance, certain regions have different political tendencies, often related to history, culture, and demographic composition. Moreover, issues such as corruption, the economy, and social justice become central topics in political discussions.

Education plays a key role in the political socialization process. Through education, individuals not only gain basic knowledge about the political system and their rights as citizens but also develop critical and analytical thinking skills that allow them to evaluate political issues more deeply. According to Almond and Verba (1963), education is one of the most effective agents of political socialization.

In Indonesia, the educational curriculum has been designed to teach the values of Pancasila, which includes principles of democracy, humanity, and social justice. However, the effectiveness of education in shaping political views is often influenced by the quality of education and the broader social environment. Good education should be able to instill democratic values and enhance active and critical political participation.

Several studies in Indonesia have examined the relationship between education and political views, although they are still limited. For example, a study by Nurdin and Anwar (2016) showed that individuals with higher education levels tend to be more active in political activities and have a better understanding of political issues. However, this study also showed that factors such as socio-economic background and social environment play important roles in shaping political views.

Although there are some studies on the relationship between education and political views in Indonesia, there are still gaps in the existing literature. Further research is needed to understand how academic achievement affects political views in various social groups and regions in Indonesia. Additionally, it is important to explore how factors such as media, social environment, and personal experiences interact with education in shaping political views.

This research is significant in the context of democratic development in Indonesia. By understanding how education influences political views, policymakers can design more effective educational programs to instill democratic values and encourage active political participation. Additionally, this research can provide insights for academics and practitioners in the fields of education and politics on how to build a more knowledgeable and politically engaged society.

Formulation of The Problem

The problem formulation for this research is: 1. How to analyze the relationship between academic achievement and political views in Indonesia. 2. how to identify the factors that influence this relationship, including socio-economic background, social environment, and access to information

Research Purposes

This research aims to: 1. Analyze the relationship between academic achievement and political views in Indonesia. 2. Identify factors influencing this relationship, including socio-economic background, social environment, and access to information. 3. Provide recommendations for educational policies that can strengthen critical and democratic political participation.

METHODS

The research aims to provide insight into how these two factors intersect and influence each other within the context of Indonesia. The research adopts a quantitative approach to analyze the relationship between academic achievement and political views. A cross-sectional survey design is utilized to gather data from participants representing various socio-economic backgrounds, educational levels, and geographic locations across Indonesia.

The sampling process involves selecting a representative sample of participants from diverse demographic backgrounds. A stratified random sampling technique is employed to ensure adequate representation across different socio-economic groups, educational levels, and geographical regions.

Data is collected through self-administered questionnaires distributed to participants. The questionnaire includes standardized measures to assess academic achievement, political views, socio-economic background, and other relevant variables. Participants are asked to provide demographic information, educational attainment, and their perspectives on various political issues.

Variables: 1. Independent Variable: Academic achievement, measured through participants' educational attainment (e.g., highest level of education completed, GPA). 2. Dependent Variable: Political views, assessed through participants' responses to questions regarding their ideological orientation, political preferences, and engagement in political activities. 3. Control Variables: Socio-economic background (e.g., income, occupation, parental education), demographic variables (e.g., age, gender), and other contextual factors that may influence political views.

Data Analysis; this research used quantitative data analysis techniques, such as correlation analysis, regression analysis, and descriptive statistics, are employed to examine the relationship between academic achievement and political views. Statistical software, such as SPSS or R, is utilized to analyze the data and test hypotheses.

Ethical guidelines are adhered to throughout the research process to ensure the confidentiality, privacy, and well-being of participants. Informed consent is obtained from all participants, and measures are taken to protect their anonymity and data security.

Potential limitations of the study, such as sampling biases, self-reporting biases, and the cross-sectional nature of the data, are acknowledged. Strategies to mitigate these limitations, such as careful sample selection and robust data analysis techniques, are implemented.

Steps are taken to ensure the validity and reliability of the research findings. Validated measurement instruments, pilot testing, and rigorous data analysis procedures are employed to enhance the credibility of the study results.

FINDINGS AND DISCUSSION

This research found a significant relationship between academic achievement and political views in Indonesia. Individuals with higher levels of education tend to have more liberal and progressive political views compared to those with lower levels of education. These findings align with international studies that show higher education increases openness to new ideas and social change (Campbell & Horowitz, 2016; Dee, 2004).

Higher education in Indonesia appears to play a crucial role in shaping more critical and progressive political views. Higher education institutions provide an environment where students are exposed to diverse political and social perspectives and are trained to think critically and analytically. This supports the political socialization theory, which states that education is an important agent in shaping individuals' political orientations (Almond & Verba, 1963).

These findings also support John Dewey's view that good education should develop critical and analytical thinking skills, which in turn encourage active participation in democracy (Dewey, 1916). Higher education in Indonesia, despite facing challenges in terms of quality and accessibility, has successfully increased political knowledge and critical thinking skills among students.

However, the relationship between academic achievement and political views in Indonesia is not uniform across all regions and socio-economic groups. This research found that individuals from higher socio-economic backgrounds tend to have more liberal political views, while those from lower socio-economic backgrounds often have more conservative views.

Regional variations were also found, with higher education in urban areas more likely to produce progressive political views compared to rural areas. This indicates that access to and quality of education, as well as the social environment, play important roles in shaping political views. Factors such as socio-economic background and access to media also influence how education affects individuals' political views.

This research has several important implications: 1. Educational Policy: The government needs to continue improving access to and quality of education, especially in rural areas and for lower socio-economic groups. Scholarship programs and other initiatives to support higher education for all segments of society can help reduce disparities in academic achievement and political views. 2. Curriculum Enhancement: Higher education curricula should continue to be developed to include more training in critical and analytical thinking and exposure to various political and social perspectives. This will help shape more knowledgeable and politically engaged citizens. 3. Political Participation: Enhancing education can be an effective tool for increasing critical and constructive political participation. The government and civil society organizations can leverage education to encourage more active and informed political engagement.

In addition to academic achievement, other factors such as the social environment, media, and family background also play roles in shaping political views. In Indonesia, where ethnic and religious identities are very influential, these factors can either strengthen or weaken the impact of education on political views.

The social environment in which individuals grow and interact influences their political views. In ethnically or religiously homogeneous communities, political views tend to be more uniform, which can limit exposure to different political ideas. Higher education in more diverse environments can help broaden individuals' perspectives and reduce the tendency towards political homogeneity.

Access to media also plays an important role in shaping political views. Higher education usually increases media literacy, enabling individuals to be more critical of the information they receive and to evaluate various political perspectives. In Indonesia, where access to media still varies, improving media literacy through education can help reduce the influence of misinformation or biased information.

People from higher socio-economic backgrounds typically have better access to quality education, which in turn influences their political views. Better education equips them with critical thinking skills and deeper political knowledge.

CLOSING

Conclusion

Overall, there is strong evidence that academic achievement is closely related to political views. Higher education tends to encourage more liberal political views and greater political participation. However, this relationship is also influenced by various complex contextual factors, including socio-economic background, social environment, and access to information. While education plays a significant role in shaping political views, it is essential to recognize that this is a multifaceted process influenced by many variables.

Suggestion

Education is influenced by politics, but making education a political tool will damage the education system. Good education will make politics a tool in advancing education and vice versa.

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