

Factor Analysis of Militant Attitudes with Prophetic Intellectual Principles in Muhammadiyah Organizations in Higher Education

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Abstract. Understanding the factors that influence militancy among Muhammadiyah students is important because it can provide in-depth insight into the social and political dynamics within the organization. This research aims to analyse the factors that shape militancy attitudes with prophetic intellectual principles in the student organizations of the Muhammadiyah Jamaluddin Al-Afghani Commissariat IAIN Ponorogo. The purposive sampling method was used to determine research participants from 44 student communities at the Muhammadiyah Jamaluddin Al-Afghani IAIN Ponorogo Commissariat. Data collection was carried out using a questionnaire consisting of a 4-point Likert scale. PLS-SEM analysis was used to analyse the data and test the model context. The analysis results show that interest, humanity, independence, and religiosity have a positive and significant influence on intellectual principles in the student organizations. However, talent has a negative and insignificant influence, while loyalty has a positive but insignificant influence on intellectual principles. These findings highlight the importance of building independence, interest, humanity, and religiosity in facilitating the formation of intellectual attitudes in organizational members. The practical implication is the need for a holistic approach in cadre development, which focuses on technical organizational aspects and psychological and spiritual aspects such as independence, interest, concern, humanity, and religiosity. This research supports efforts to design cadre programs that strengthen members' independence, interests, humanity, and religiosity and integrate these principles as an effective strategy for forming rational intellectual attitudes and militancy.

Keywords: Student Community; Intellectuals; Higher Education; PLS-SEM; Religiosity

INTRODUCTION

One of the largest Islamic organizations in Indonesia is Muhammadiyah. Muhammadiyah is the Islamic preaching movement Amar Ma'ruf Nahi Munkar which is guided by the Al-Quran and Hadith (Arifin & Muthohirin, 2019; Sukmana et al., 2022). Muhammadiyah is a large Islamic organization in Indonesia that aims to liberate the people and nation from poverty and backwardness. It has given rise to various autonomous organizations, one of which is the Muhammadiyah Student Community (IMM). IMM is committed to educating and developing young Muhammadiyah cadres,

focusing on critical thinking, logical reasoning, and academic excellence. (Rahim et al., 2022; Supriadin et al., 2023).

The Muhammadiyah Student Community (Ikatan Mahasiswa Muhammadiyah-IMM) is part of the Muhammadiyah organization which is committed to improving its quality (Harahap et al., 2021; Risman & Asman, 2022). IMM aims to educate and develop young Muhammadiyah cadres. IMM directs its cadre orientation to form cadres who are critical, logical, skilled, dynamic, and complete by the profession they pursue. IMM cadres are expected to have adequate academic capacity. IMM has a strong

commitment in the fields of religion (religiosity), academics (intellectuality), and social affairs (humanity) (Muryadi et al., 2023; Santoso et al., 2024).

The Ponorogo Regency Muhammadiyah student organizations play an active role in everything, including organizing member cadre formation. IMM at IAIN Ponorogo itself consists of two commissariats, namely the Jamaluddin Al-Afghani Commissariat. As one of the IMM commissariats at IAIN Ponorogo, commissariat Jamaluddin Al-Afghani has an important role in fostering and developing young Muhammadiyah cadres who come from the tarbiyah and teacher training faculties. These cadres will ultimately continue Muhammadiyah's struggle.

According to Irawan et al. (2019), the influence of intellectual culture on the militancy of members of leadership can be seen from the impact of intellectual capital. The influence of intellectual capital on members of an organization is very significant. Intellectuals provide resources and capabilities to organizational members to create sustainable competitive advantages (Arifin & Muthohirin, 2019; Wahid & Wardatun, 2023). The results of this research are in line with the IMM Jamaluddin Al-Afghani Commissariat organization's own intellectual culture obtained from the participation of its members

in various activities such as Camp Book, Political Education, routine studies, and other activities related to improving the intellectual culture of members, both activities within the commissariat itself and in a wide scope outside the commissariat. Things like this are considered to trigger the growth of militancy among members. (Risman & Asman, 2022; Supriadin et al., 2023).

According to Rahim et al. (2022), explained that interest can influence organizational members. Interest is a driving factor that encourages someone to carry out activities or become part of an organization. This interest is abstract and can involve elements of knowledge, emotions, and individual behaviour. According to Jamilah (2021), in the context of mosque youth organizations, there are research findings that show that teenagers' interests can influence their activeness in becoming mosque youth members. Positive interest in various organizational activities can increase member participation and activeness. Talent has a significant influence on the militancy of student organization members (Badriah et al., 2023; Mujahidah et al., 2023). However, in reality, only a few students are involved and participate in the management of student organizations at the Faculty of Islamic Religion. This is caused by the assumption that joining a student organization will prevent

students from learning optimally, even though many students have successfully pursued their profession in student organizations and benefited directly from their learning outcomes. Thus, talent plays an important role in the militancy of student organization members, but it also needs to be balanced with awareness of the benefits that can be obtained through organizational activities to develop students' soft skills and progressiveness (Irawan et al., 2019).

Research by Khoirudin et al. (2020) shows that a humanitarian attitude influences the militancy of IMM members because this organization seeks to become a "Centre of Excellence" in terms of intellectual and universal thinking without the barriers of exclusivism. It is hoped that IMM will be able to become a source of fresh ideas for renewal and its thought products will not have the nuance of group interests, but can be a blessing for all people. This shows that an attitude of humanity is the basis for the militancy of IMM members in their struggle to realize ideals and positive changes in society (Adibah & Chasanah, 2022; Hamami & Nuryana, 2022).

This research is consistent with IMM Commissioner Jamaluddin Al-Afghani where members show high dedication to the organization's vision and mission, which is reflected in their active participation in various activities and movements. In addition, ongoing support from alumni creates a strong and

sustainable network, providing valuable resources and experiences for future generations (Nashir et al., 2019).

Through research by measuring several instruments such as intellectual culture instruments, interests, talents, humanist attitudes, loyalty, independence, and attitudes of religiosity which are adapted to the mission of the IMM Jamaluddin Al-Afghani Commissariat IAIN Ponorogo organization, the researcher intends to analyse the level of achievement in implementing the formation of an attitude of intellectual militancy at the IMM Commissariat Jamaluddin Al-Afghani cadre. It is hoped that the results of quantitative measurements on these instruments will provide an objective picture of the achievements of forming an attitude of intellectual militancy among IMM member cadres. The results of this research can later become valuable input for IMM administrators to improve the quality of developing cadres by placing greater emphasis on forming an intellectual and rational militancy attitude by the ideals and goals of Muhammadiyah.

RESEARCH METHODS

Research Design and Participants

This research applies a quantitative approach with survey research methods (Apriliansi et al., 2023; Putra et al., 2022; Widayanto et al., 2021). Employing an explanatory and correlational design, it utilizes

Partial Least Squares Structural Equation Modeling (PLS-SEM) to explore relationships between variables in a conceptual model. PLS-SEM, a multivariate statistical method, analyzes relationships between latent or measured variables in a structural model. The survey method is chosen to examine factors shaping militant attitudes with intellectual principles in Muhammadiyah student organizations (IMM) Jamaluddin Al-Afghani Commissariat IAIN Ponorogo, focusing on retrospective intellectual principle construction. Purposive sampling selects participants from 44 student communities at the Muhammadiyah Jamaluddin Al-Afghani IAIN Ponorogo Commissariat.

Data Collection

The data collection technique used in this research is a six-variable questionnaire. Research design with an explanatory and correlational approach to determine the relationship between independent variables (Interest, Talent, Humanity, Loyalty, Independence, Religiosity), and dependent variables (Intellectual). This research uses a Likert scale consisting of 5 alternative answers from strongly agree to strongly disagree (Daryono et al., 2020; Widyastuti et al., 2023). Data collection was carried out using a survey method via Google Forms. Research instrument variables are shown in Table 1.

V	Indicators	Construct	References
Intellectual (Y)	Analysis of interest in reading contemporary Islamic books	INT 1	(Abadi & Sentosa, 2021; Arifin & Muthohirin, 2019;
	Periodically analyse intellectual discussions	INT 2	Muryadi et al., 2023; Risman & Asman, 2022;
	Participation in intellectual studies	INT 3 INT 4	Wahid & Wardatun, 2023)
	Analysing enthusiasm in organizational activities	MNT1	(Abadi & Sentosa, 2021; Ahmad, 2023;
Interest (X1)	Initiative analysis post leadership training	MNT 2	Qodarsasi et al., 2021; Yuliyanto, 2019)
	Analysing desire for achievement within the organization	MNT 3 MNT 4 MNT 5	
	Analysing linguistic abilities	BKT 1	(Amin et al., 2021; Badriah et al., 2023;
Talent (X2)	Assessing interaction and leadership skills	BKT 2 BKT 3 BKT 4	Mujahidah et al., 2023; Tamara et al., 2023)
	Evaluating perspective-taking abilities	HUM 1	(Amin et al., 2021; Elihami & Nursubihan a, 2021;
	Analysing willingness to collaborate for shared goals	HUM 2	Hamami & Nuryana, 2022;
Humanity (X3)	Assessing attitudes towards respecting differences	HUM 3 HUM 4	Khoirudin et al., 2020)
	Assessing responsibility in fulfilling organizational duties.	LYL 1	(Hamzah et al., 2023; Kholis et al., 2022; Nashir et

Independence (X5)	Evaluating dedication to organizational objectives	LYL 2	al., 2019; Qomariah et al., 2020; Rahim et al., 2022)
	Analysing compliance with organizational regulations	LYL 3 LYL 4 LYL 5	
	Examining internal motivation in work	MNDR 1	(Abdullah et al., 2023; Hatmanto & Purwanti, 2021; Izzati et al., 2021; Rahayuning sih et al., 2023;
	Assessing initiative in self-starting actions	MNDR 2	Setianto et al., 2020)
	Analysing problem-solving skills	MNDR 3 MNDR 4 MNDR 5	(Ali, 2020; Badriah et al., 2023; Fallawaruka, 2024; Maimori et al., 2022; Rofi & Setiawan, 2023; Santoso et al., 2024)
Religiosity (X6)	Analysis of practices in obedience to worship	REL 1	
	Analysis of understanding of religious teachings	REL 2	
	Analysing application of religious values to behaviour	REL 3 REL 4 REL 5 REL 6	

(>0.70). The goodness of fit model testing stage aims to test the predictive power of the model and the feasibility of the model. The criteria that must be met include predictive relevance to see the predictive power of the model on the blindfolding output (Daryono et al., 2023; Hariyanto et al., 2022).

RESULT

PLS-SEM Analysis: Evaluation of Structural Model

Evaluation of measurement models is very important to ensure that the indicators used to measure latent constructs or variables are by the research objectives and have good quality. Examining construct validity is the primary goal of measuring model evaluation. Analysing the relationship between the indicator and the measured construct can ensure that the indicator truly reflects the intended aspect of the construct. By analysing factor loadings, reliability, and discriminant validity, researchers can decide which indicators should be included in the analysis and which should be omitted.

Data Analysis

Statistical analysis of this research uses the PLS-SEM measurement technique. The outer model testing stage is a measurement model testing stage that aims to prove the validity and estimate the reliability of indicators and constructs. Several requirements that must be met are the indicator loading factor ($\lambda > 0.70$), and the reflective construct AVE (>0.50) (Apriliani et al., 2023; Daryono et al., 2024; Fauzan et al., 2023; Supriyanto et al., 2022). Reliability estimates use cronbach Alpha, Rho_A, and CR values

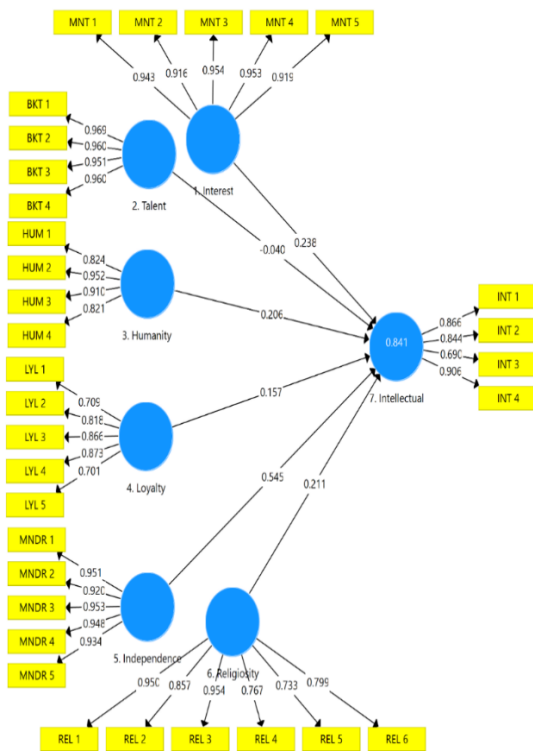


Figure 1. Evaluation of the Measurement Model

Convergent validity in PLS-SEM indicates how well the indicators or manifestation variables used to measure the construct correspond to the actual construct. The higher the convergent validity, the better the measurement quality of the construct. Researchers can test the consistency between indicators used to measure the same construct by measuring convergent validity. Convergent validity helps ensure that the interpretation of PLS-SEM analysis results truly reflects the construct you want to measure. This is important to ensure the accuracy and reliability of research findings. Table 1 below shows the results of convergent validity, reliability, and AVE testing on the PLS algorithm output.

Table 2. Outer Model: Convergent Validity and Reliability

V	Construc ts	Conver Validity		Consistency Reliability		
		FL	AVE	CA	rho_ A	CR
		(λ	(>0,50	(α	(φ	(δ
		>0,70))	>0,70)	>0,70)	>0,70)
Intellectual (Y)	INT 1	0.87	0.69	0.84	0.864	0.89
	INT 2	0.85	0	6		8
	INT 3	0.66				
	INT 4	0.90				
Interest (X1)	MNT1	0.90	0.78	0.93	0.938	0.94
	MNT 2	0.88	5	2		8
	MNT 3	0.93				
	MNT 4	0.86				
	MNT 5	0.84				
Talent (X2)	BKT 1	0.94	0.88	0.95	0.989	0.97
	BKT 2	0.94	9	9		0
	BKT 3	0.94				
	BKT 4	0.94				
Humanity (X3)	HUM 1	0.82	0.72	0.90	0.909	0.93
	HUM 2	0.95	2	0		1
	HUM 3	0.90				
	HUM 4	0.82				
Loyalty (X4)	LYL 1	0.71	0.63	0.86	0.938	0.89
	LYL 2	0.81	3	6		5
	LYL 3	0.86				
	LYL 4	0.87				
	LYL 5	0.69				
Independence (X5)	MNDR 1	0.89	0.74	0.91	0.975	0.93
	MNDR 2	0.87	8	9		6
	MNDR 3	0.95				
	MNDR 4	0.71				

	MNDR 5	0.94				
		9				
	REL 1	0.95	0.72	0.93	0.917	0.93
		5	2	9		9
	REL 2	0.85				
		9				
	REL 3	0.77				
		3				
Religiosity (X6)	REL 4	0.73				
		9				
	REL 5	0.79				
		9				
	REL 6	0.94				
		9				

Based on Table 1, the overall loading factor value for each sub-variable is >0.70 (0.664-INT 3 to 0.955-REL 3). This means that the level of relationship between sub-variables and variables that can be explained is 66.40% to 95.50%. The Average Extracted Variance (AVE) value for each variable has a value of >0.50 (0.633-Loyalty to 0.889-Talent). So, it can be concluded that each sub-variable and variable in the instrument in the research model supports the requirements for convergent validity. The SmartPLS output results in Table 3, show that all constructions have CA values (0.952-Talent variable (X2) to 0.846-Intellectual variable (Y)), rho_A (0.989-Talent variable (X2) to 0.864-Intellectual variable (Y)), and CR (0.970-Talent variable (X2) to 0.895-Loyalty variable (X4)), overall, namely >0.70. It can be concluded that all research variables have good reliability in measuring the success of the Intellectual variable (Y). The conclusion is that all research variables show a high level of reliability in measuring the performance of the Intellectual variable (Y)

The Fornell-Larcker test, employed within PLS-SEM, assesses the discriminant validity of constructs within a model by gauging their ability to be distinctly identified from one another. This evaluation entails comparing how much variance each construct explains relative to the others. If a construct's variance explanation surpasses that of another construct, it signifies strong discriminant validity for the former. Based on Table 2 in the Fornell-Larcker test, the correlation value of the Intellectual variable (Y) → Intellectual variable (Y) has a value of 0.830, which is greater than the correlation value of Intellectual (Y) with other variables (Interest →0.462; Talent →0.278; Humanity →0.598; Loyalty →0.679; Independence →0.434; and Religiosity →0.237). And so on for assessing correlation with other variables.

Table 2. Discriminant Validity: Fornell-Larcker

V	Y	X1	X2	X3	X4	X5	X6
Y.	0.830						
X1.	0.462	0.886					
X2.	0.278	0.352	0.943				
X3.	0.598	0.257	0.262	0.878			
X4.	0.679	0.360	0.196	0.602	0.796		
X5.	0.434	0.300	0.164	0.097	0.342	0.865	
X6.	0.237	0.203	0.089	0.182	0.167	0.284	0.850

V: Variable
X1: Intellectual
X2: Talent
X3: Humanity
X4: Loyalty
X5: Independence
X6: Religiosity

PLS-SEM Analysis: Evaluation of Structural Model (Inner Model)

Structural evaluation in testing on PLS-SEM has the main objective, namely to assess the prediction accuracy of the proposed model. This is done by evaluating the extent to which the model can explain variations in empirical data and predict endogenous variables well. Overall, structural evaluation aims to improve understanding of the phenomenon studied in the research context. By analysing the relationships between variables, researchers can identify the factors that contributed to the phenomenon and develop deeper insight into the dynamics involved.

R^2 (coefficient of determination) provides an overview of how well the PLS-SEM model explains variation in the observed endogenous variables (constructs). R^2 allows comparison between different PLS-SEM models. Researchers can use R^2 values to compare the effectiveness of different models in explaining variation in observed constructs. Based on Figure 1 and Table 4, the Intellectual variable (Y) obtained an R^2 value of 0.841. This means that the six variables measuring the Intellectual variable together have an influence of 84.10% and the remaining 15.90% is influenced by other variables outside the research model.

Table 4. Evaluation of Structural Model: Coefficient of Determination

Variable	R Square	Percentage (%)	Decision
Intellectual (Y)	0.841	84.10%	Substantial

Path Analysis and Hypothesis Testing

Direct effect testing is an important part of the analysis to understand the direct relationship between the independent and dependent variables in the model. Bootstrapping is a commonly used method to calculate standard estimates and confidence intervals for model parameters in PLS-SEM. The normalized path coefficient describes the strength and direction of the relationship between the independent and dependent variables in the model. A larger coefficient indicates a greater influence of the independent on the dependent variable.

The original sample value (β -values) shows how much influence the independent variable has on the dependent variable. The positive or negative sign of the path coefficient indicates the direction of the relationship between the independent and dependent variables. The T-statistic value is used to test the statistical significance of the direct effect. This statistical test allows us to determine whether the direct effect is significant. The p-value is a measure that determines the statistical significance of the direct effect. A low p-value (<0.05) indicates that the effect is statistically significant.

Table 5. Results of Path Coefficient: Direct Effect

Hyp.	Path Analysis	β -values (+) (-)	T-statistics (>1.96)	ρ -values (<0.05)	Decision on
H- DIR1	Interests \rightarrow Intellectual	0.238	1.991	0.045	Accepted
H- DIR2	Talent \rightarrow Intellectual	-0.040	0.506	0.593	Rejected
H- DIR3	Humanity \rightarrow Intellectual	0.206	1.970	0.048	Accepted
H- DIR4	Loyalty \rightarrow Intellectual	0.157	1.474	0.142	Rejected
H- DIR5	Independence \rightarrow Intellectual	0.545	5.569	0.000	Accepted
H- DIR6	Religiosity \rightarrow Intellectual	0.211	1.977	0.046	Accepted

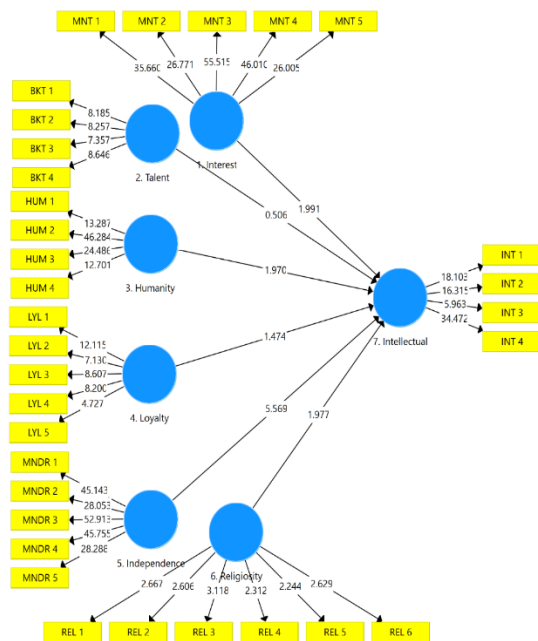


Figure 2. Evaluation of Path Analysis

Based on Table 5, hypothesis H-DIR1 (Interest \rightarrow Intellectual) obtained β -values = 0.238, T-statistics = 1.991 (>1.96), and ρ -values = 0.045 (<0.05) this shows that the interest variable has a positive and significant influence on intellectual. Hypothesis H-DIR2 (Talent \rightarrow Intellectual) obtains β -values = -0.040, T-

statistics = 0.506 (>1.96), and ρ -values = 0.593 (<0.05) this shows that the variable of interest has a negative but insignificant influence on the intellectual variable. Hypothesis H-DIR3 (Humanity \rightarrow Intellectual) obtained β -values = 0.206, T-statistics = 1.970 (>1.96), and ρ -values = 0.048 (<0.05), this shows that the interest variable has a positive and significant influence on the intellectual variable. Hypothesis H-DIR4 (Loyalty \rightarrow Intellectual) obtained β -values = 0.157, T-statistics = 1.474 (>1.96), and ρ -values = 0.142 (<0.05) this shows that the interest variable has a positive and insignificant influence on the intellectual variable. Hypothesis H-DIR5 (Independence \rightarrow Intellectual) obtained β -values = 0.545, T-statistics = 5.569 (>1.96), and ρ -values = 0.000 (<0.05), this shows that the interest variable has a positive and significant influence on the intellectual variable. Hypothesis H-DIR6 (Religiosity \rightarrow Intellectual) obtained β -values = 0.211, T-statistics = 1.977 (>1.96), and ρ -values = 0.046 (<0.05), this shows that the interest variable has a positive and significant influence on the intellectual variable. Judging from the β -values, it can be concluded that the Independence variable makes the biggest contribution to influencing intellectuals.

DISCUSSION

The study identifies key intellectual determinants, notably highlighted by the INT 4 indicator, "Participation in intellectual

studies." Active engagement in both online and offline intellectual forums is crucial for broadening students' perspectives, as emphasized by Abadi & Sentosa (2021). Additionally, religious understanding significantly influences militant attitudes among Muhammadiyah students, shaped by factors like deep comprehension of Islamic teachings and views provided in the Muhammadiyah education curriculum (Arifin & Muthohirin, 2019; Wahid & Wardatun, 2023). Intellectual factors not only influence students' analytical abilities but also impact their skepticism towards narrow or cliché narratives, including militant narratives.

Moreover, the study underscores the paramount importance of interest, particularly highlighted by the MNT 3 indicator, "Analysis of Initiatives in Participating in Leadership Training." Prioritizing leadership training is essential for students to develop their leadership skills, contrasting with Ahmad (2023), who found interest less significant in achievement-oriented indicators. Talent, measured by the BKT 2 indicator, "Analysis of abilities in the linguistic domain," emphasizes the need for proficient English composition skills, aligned with Mujahidah et al. (2023) findings. Talent serves as a driving force for individuals to engage with and commit to intellectual values, shaping their principles (Badriah et al., 2023; Tamara et al., 2023).

Regarding humanity, the HUM 2 indicator, "Analysis of the willingness to work together for a common goal," stands out. Contributing to cooperative group work is crucial, although humanity's significance varies across indicators, as demonstrated by Elihami & Nursubihana (2021). Loyalty, as measured by the LYL 4 indicator, "Analysis of dedication in serving organizational goals," emphasizes the importance of loyalty and belonging to the IMM organization, aligning with previous research (Hamzah et al., 2023). Independence, as highlighted by the MNDR 3 indicator, "Analysis of initiative in the ability to initiate an action without being ordered," underscores the necessity of proactive behavior, consistent with Hatmanto & Purwanti (2021).

Religiosity, notably measured by the REL 2 indicator, "Analysis of practices in observing religious observance," underscores the importance of religious practices, though its significance varies across indicators, as noted by Fallawarukka (2024). High religiosity influences members' involvement in organizational activities, aligning with Maimori et al. (2022), particularly within the IMM Jamaluddin Al-Afghani Commissariat, where religiosity forms the moral and spiritual foundation guiding members' attitudes.

Overall, the discussion highlights various determinants shaping militant attitudes among Muhammadiyah students within the

IMM context, underscoring the intricate interplay between intellectual, religious, and moral factors in fostering commitment and activism within the organization.

CONCLUSION

This research contributes to designing effective educational policies and self-development programs facilitating talent development aligned with strengthening positive influence on intellectual principles. Producing students with high academic competence and strong moral integrity is the aim. The research also impacts designing coaching programs increasing student loyalty to intellectual values, producing academically qualified students demonstrating high moral and ethical commitment. Increasing loyalty is considered an important strategy to strengthen the positive influence on intellectual principles within an educational environment supporting holistic character growth. Recommendations include organizing activities providing deep understanding of intellectual principles, developing talent programs identifying and honing individuals' unique potential in religious and scientific fields. Implementing policies encouraging active participation, and effective internal communication can strengthen emotional ties and commitment to the organization. This research supports efforts designing cadre programs strengthening members' independence, interests, humanity,

and religiosity. Integrating these principles is an effective strategy forming rational intellectual attitudes and militancy. The holistic approach focusing on technical organizational aspects, as well as psychological and spiritual elements like independence, interest, humanity, and religiosity, is crucial for cadre development.

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