
The Difference in Engagement Levels and Youth Self-Actualization in Islamic University Organizations in Cirebon

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ABSTRACT

This research aims to investigate differences and correlations in engagement levels within university organizations among PMII members across Islamic State and private higher education institutions in Cirebon, as well as differences in their self-actualization. The research employs a quantitative approach with systematic random sampling. A sample of 285 participants was selected from a population of 1070 PMII members at these institutions with analysis techniques involving the Mann-Whitney U test for the first and second research questions, and Spearman's correlation for the third. Results indicated a statistically significant difference in engagement levels within organizations between Islamic state and private higher education ($U = 7193.500$, $z = -2.263$, $p = .024$), suggesting higher engagement among Islamic state students. However, no significant difference was found in self-actualization levels between these groups ($U = 5128$, $z = -.166$, $p = .868$). Moreover, a strong positive correlation was observed between engagement levels within organizations and self-actualization among PMII members in both Islamic state and private institutions ($r_s = .525$, $p < .001$).

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1. INTRODUCTION

This research aims to investigate differences in engagement levels within university organizations among members of Pergerakan Mahasiswa Islam Indonesia (PMII) across Islamic State and private higher education institutions in Cirebon, as well as differences in their self-actualization. Additionally, it seeks to explore the correlation between engagement levels within university organizations and self-actualization among these members. The hypotheses are as follows: For research question 1, H₀ states that there are no differences in engagement levels within university organizations among PMII members in Islamic State and private institutions in Cirebon, while H_a suggests there are differences. For research question 2, H₀ posits no differences in self-actualization among PMII members, with H_a proposing differences. For research question 3, H₀ states no correlation exists between engagement levels within university organizations and self-actualization among PMII members, whereas H_a suggests a correlation does exist.

The significance of this research lies in its exploration of the educational environments and their impact on student development in two distinct types of institutions: Islamic State and Islamic private higher education institutions in Cirebon. Cirebon is one of Indonesia's educational hubs, hosting a variety of higher education institutions. Both Islamic State and Islamic Private Higher Education Institutions. The only Islamic state institution in Cirebon is UIN Siber Syekh Nurjati Cirebon, and the Islamic private are Universitas Muhammadiyah Cirebon, Universitas Nahdlatul Ulama, Sekolah Tinggi Agama Islam ma'had aly Cirebon, Universitas Islam Bunga Bangsa Cirebon, and Institut Pesantren Babakan Cirebon.

Understanding the differences in engagement levels within university organizations encompasses various dimensions, such as attendance levels, positions held, suggestions for organizational improvement, members' willingness to sacrifice, and motivation (Sulaeman, 2017). These factors play a crucial role in shaping students' overall educational experience and their journey toward self-actualization. Students who engage in organizations spend much time participating in these activities, generally seeking opportunities that allow them to use their talents and abilities to achieve a more meaningful life for themselves and others (Mayasari, 2007). Students who participate in organizations receive a wealth of additional information and practical experience that cannot be learned solely by reading textbooks in class (Nastiti, 2023).

In the meantime, self-actualization, as theorized by Maslow (1954-1962), represents the highest level of psychological development where individuals strive to realize their fullest potential and achieve personal fulfillment. It involves aspects such as discovering one's strengths, pursuing meaningful goals, and finding a sense of purpose in life. The educational environment, including institutional policies, resources, and support systems, influences students' paths toward self-actualization. Through the comparative study of the Islamic State and private higher education institutions in Cirebon, this study seeks to understand the effects of various educational environments on the levels of commitment of students in organizations and thereby personal fulfillment.

Moreover, it is important to choose PMII members as the population for this study due to several reasons. PMII as one of the largest Islamic student organizations in Indonesia with influence offers an organizational environment that has Islamic values and teachings as its basis (Muharam, 2023), making this a suitable context for exploring engagement and self-actualization. The argument of cultural and religious influence on PMII members is a strength and rationale for

the selection of this population because it opens the social, religious, and psychological aspects of the respondents' participation in PMII. Concentrating on PMII members in the two settings of Islamic State and private higher education institutions in Cirebon enables a comparison of the various environments while providing insight into the effects of these environments on the student body. Thus, the presented mission, PMII, enhances student leadership, social responsibility, and community service hence supporting their comprehensive personal development (Wasi' & Erawati, 2019). The implications of the research findings noted in this study can assist PMII and other organizations similar to it in improving its processes to be more responsive to its membership needs and consequently, improve organizational output. Thus, PMII members represent a useful and important population for outlining the process of participation and self-actualization in Indonesia's educational context.

This research provides a correlation between the educational processes and students' learning and personal growth in Islamic State and private higher education institutions in Cirebon. In regards to the aforementioned constructs, the study advances knowledge by exploring how institutional environments influence the ways students participate in organizations, which in turn can affect their self-actualization. Firstly, this research examines the importance of organizational commitment in students' process of becoming all that they can be and the new phenomenon of personal satisfaction with personality following the theory of Maslow's self-actualization. In addition, seeking differences and similarities between Islamic State and private institutions is more informative, enabling institutions to refine approaches that would encourage students' engagement and ideas concerning institution development. Last, but not least, it is expected that this study will contribute to actionable research pointing to multiple dimensions of students' learning development and maximize the effective educational developments in Cirebon and possibly as a reference in similar contexts internationally.

Analyzing the nature of student involvement in university organizations, and the relation between this involvement and self-actualization has been examined as a topic of interest in literature. Consequently, this literature review aims to look into the connectivity on the aspect of organizational engagement and student self-actualization in addition to the contextual differences of students from the Islamic State and private higher learning institutions generally, but more specifically among the PMII members in Cirebon city. especially in the context of the Cirebon city in the context of Indonesia. Several scholars have postulated on students' participation in extracurricular organizations focusing on its effectiveness on the leadership characteristics and the relational conduct of the students (Porter, 2006; Rosch & Nelson, 2018; Smith & Chenoweth, 2015; Yuexiu et al., 2021), development of interpersonal skills and professional etiquette Jamal (2012) Zeeman et al., (2019) Studies carried out in this area state that students' participation in organizations within the universities significantly contributes to the desired facets of students' development. According to the research by Díaz-Iso et al., (2020) students' engagement in co-curricular activities enables them to acquire interpersonal skills, gain better performance in academic and working disciplines as well as have better self-esteem. Furthermore, Tovar (2015) discusses that transitional-underrepresented minority students thrive when there is institutional integration and social involvement as this facilitates the persistence and success rates among students. Sulaiman (2017) and Mayasari (2007) in the Indonesian context explained that despite the arguments suggesting that involvement in student organizations is counterproductive, there exists evidence that shows that participation in student organizations offers chances for the

students to launch what they learn in the classroom to practical scenarios. This practical experience not only enriches their educational journey but also contributes to their overall self-development and career readiness.

On the other hand, self-actualization, a concept introduced by Maslow (1954-1962), represents the pinnacle of psychological development where individuals strive to achieve their full potential and personal fulfillment. According to Maslow's hierarchy of needs, students engaged in meaningful activities within supportive educational environments are more likely to progress toward self-actualization by exploring their strengths, pursuing intrinsic goals, and finding purpose in their academic and personal lives. Many studies have discussed self-actualization in higher education students, such as self-actualization and academic orientation (Davidson et al., 2007), fulfillment in the context of students' autonomy development (Popov & Попов, 2017), metacognition, and well-being (Amir Kiaei & Kiaei, 2014), personality traits and self-awareness (Health Sci Surveillance et al., 2016) adapting to the e-learning environment (Shipunova et al., n.d.), self-esteem and self-concept (Peui King, n.d.; Saminathan et al., n.d.; Shipunova et al., 2019; Slinkova, 2019; Suyudi et al., 2022; Yildirim et al., n.d.), personalized learning (Milian & Rizk, 2018). One of the findings revealed that the experimental group exhibited a high level of self-actualization, suggesting that differentiated instruction enhanced their self-actualization abilities. This instructional approach created an environment that boosted students' self-confidence, fostered positive relationships with their peers, and encouraged positive interactions and cooperation. Based on these results, the author suggests organizing training courses and workshops to equip teachers with the skills needed to design and implement differentiated instruction.

In addition, there have been many studies discussing PMII members, such as organizational communication in skill development among PMII members (Adi Putra & Abdul Ghofur, 2018; Irhamdi & Jayadi, 2021), the prevention of religious radicalism among youth (Zuhdi et al., 2022), PMII in spreading the values of Islam Nusantara (Muharam, 2023; Wasi' & Erawati, 2019; Wasi' Dan et al., 2019), youth leadership (Labiquil Aqil et al., 2020), building egalitarian character (Alisanda, 2018), and human complement and a pectin-type polysaccharide fraction in PMII members (Michaelsen et al., 2000). One of the research results shows two main findings. First, the implementation of training activities and skill development within the PMII organization includes various methods such as journalism training, short story writing workshops, scientific writing workshops, bulletin creation workshops, MC training, Quranic recitation (*Tilawah*), and hosting. These training sessions are conducted to enhance the skills of sub-division members within the university. Second, the PMII organization as an authorized student body has the responsibility of developing skills among students. However, gaps in these training and skill development activities were also pointed out to be executed in the organization. Some of the challenges involve inconsistency exhibited by some members in their commitment to attend training sessions that are organized by the sub-division management and lack of awareness on the part of the members, on the need to unleash their potential.

Furthermore, comparing PMII members' engagement and self-actualization between Islamic State with private higher education institutions of Cirebon also provides a more nuanced perspective on how contextual factors shape political activation. While institutions under the banner of the Islamic State including UIN Syekh Nurjati Cirebon propagate values inherent in the religious tenets and community service inclinations, it might impact the PMII members'

participation patterns more than typically private universities and other institutions like Universitas Islam Bunga Bangsa or Institut Pesantren Babaka Cirebon.

From the review of literature, though local specific empirical research directly contrasting such contexts in Cirebon is lacking. It is therefore important to understand and differentiate such contexts to support the student needs and aspirations for improvement of educational interventions in Cirebon. Abstractly, this study contributes to the following general knowledge regarding student engagement and self-actualization in higher education: All things considered, as the research some previous findings offer baseline information about students' engagement and self-actualization in higher learning institutions but there is a need to undertake more empirical studies on the PMII members in the Cirebon context particularly.

2. METHODS

The study used a quantitative method with a non-experimental research design. According to Creswell (2015), quantitative research is effective in illustrating the influence of one variable on another. In a non-experimental design, the independent variable is not manipulated (Johnson & Christensen, 2019). Consequently, in this study, the student's identity variable will be observed and measured in its natural state without any interventions. In Cirebon, the educational landscape comprises the Islamic State and private higher education institutions. The Islamic State University in Cirebon is IAIN Syekh Nurjati Cirebon, while the private Islamic higher education institutions include Universitas Nahdlatul Ulama Cirebon, Institut Studi Islam Fahmina (ISIF), Institut Agama Islam Cirebon, and STAI Bunga Bangsa Cirebon. PMII membership during MAPABA (new member acceptance period) includes approximately 400 members at IAIN Syekh Nurjati Cirebon, 150 at Universitas Nahdlatul Ulama Cirebon, 70 at ISIF Fahmina, 100 at Institut Agama Islam Cirebon, and 250 at Universitas Bunga Bangsa (PB PMII | Pengurus Besar Pergerakan Mahasiswa Islam Indonesia, 2024). Based on the provided data the total number of PMII members in Cirebon is 1070.

The sampling technique used in this research is systematic random sampling. The chosen state Islamic college in Cirebon is UIN Syekh Nurjati Cirebon, as it is the only state Islamic college in Cirebon. The private Islamic colleges selected for this study are Universitas Nahdlatul Ulama Cirebon and Universitas Islam Bunga Bangsa Cirebon. To choose these two private Islamic colleges, the researcher first listed all the private Islamic colleges in Cirebon and selected one for every interval of one. Following Cohen, Manion, and Morrison (2018), a sample with a 95% confidence level and a 5% confidence interval for a population of 1070 is 285 samples. To determine the 285 samples, the researcher listed the PMII members based on their rayon and then selected every fifth student in the list at intervals of three. The researcher collected the data by distributing questionnaires. Furthermore, All questionnaires adopted in this research are declared valid and reliable as the researcher adopted Ahmad Sulaeman, 2017. Angket keaktifan mahasiswa dalam mengikuti organisasi and Kaufman-self-actualization-2018 scale.

The data analysis technique for the first and second research questions is the independent-samples t-test. This test is used to determine if a difference exists between the means of two independent groups on a continuous dependent variable. In this case, the groups are members of Pergerakan Mahasiswa Islam Indonesia (PMII) in Islamic State and Islamic private higher education institutions in Cirebon. The dependent variables are their engagement levels within

university organizations (for the first research question) and self-actualization (for the second research question). Specifically, the t-test will determine whether the difference between these two groups is statistically significant.

The independent-samples t-test has six assumptions: (a) the dependent variable must be continuous, (b) the independent variable must be categorical with two groups, (c) observations must be independent, (d) there should be no significant outliers in the two groups of the independent variable in terms of the dependent variable, (e) the dependent variable should be approximately normally distributed for each group of the independent variable, and (f) there should be homogeneity of variances (i.e., the variance should be equal in each group of the independent variable).

However, because the data used in this research is from the Likerts scale, Likert scales are considered non-parametric (ordinary or categorical) data, not continuous (minimally interval) data (Carifio & Perla, 2008; Pell & Jamieson, 2005; Sullivan & Artino, 2013). So, the first assumption of the independent sample T-test is violated. Thus, the alternative is The Mann-Whitney U test. is a rank-based nonparametric test that can be used to determine if there are differences between two groups on a continuous or ordinal dependent variable.

To run a Mann-Whitney U test, the following four assumptions must be met. First, the dependent variable must be measured at the continuous or ordinal level. Second, the independent variable should consist of two categorical, independent groups. Third, there must be independence of observations, meaning that there is no relationship between the observations in each group of the independent variable or between the groups themselves. Finally, it is essential to determine whether the distribution of scores for both groups of the independent variable has the same shape or different shapes. The results of the Mann-Whitney U test assumptions will be shown in the findings and discussion section.

For the third research question, which investigates the correlation between engagement levels within university organizations and self-actualization among members of Pergerakan Mahasiswa Islam Indonesia (PMII) in Islamic State and private higher education institutions in Cirebon, Spearman's correlation analysis technique is employed. This is suitable because the data utilized in this research is ordinal. Spearman's rank correlation coefficient measures the strength and direction of association between two ranked variables. The assumptions for Spearman's rank correlation are: (1) the two variables should be measured on an ordinal, interval, or ratio scale, (2) the variables represent paired observations, and (3) there exists a monotonic relationship between the two variables.

3. RESULTS AND DISCUSSION

Results of four assumptions of Mann-Whitney U test Research Question 1:

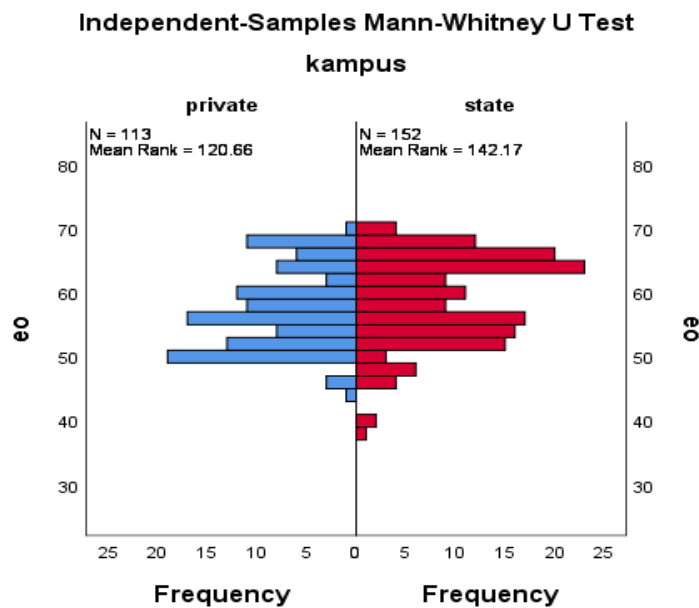
Assumption 1 is met: have one dependent variable that is measured at the continuous or ordinal level. This research used ordinal variables including Likert items (a 4-point scale from "strongly agree" through to "strongly disagree").

Assumption 2 is met: have one independent variable that consists of two categorical, independent groups. In this research, independent variables are Islamic state higher education and Islamic private state higher education in Cirebon.

Assumption 3 is met: have independence of observations, in this study, there is no relationship between the observations in each group of the independent variable or between the groups themselves. the participants in the Islamic state higher education group and Islamic private higher education are different, with no participant being in more than one group.

Assumption 4: is met: must determine whether the distribution of scores for both groups of your independent variable have the same shape or a different shape.

Figure 1. Distribution of Mann-Whitney U Test of Research Question 1



By visually inspecting the shapes of these distributions, we can see that they look similar. The researcher should not expect them to be perfect. This means that the distributions of engagement levels within an organization are similar in Islamic State and Islamic private.

Table 1. Hypothesis Test Summary for research question 1

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of eo is the same across categories of kampus.	Independent-Samples Mann-Whitney U Test	.024	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

Table 2. Independent-Samples Mann-Whitney U Test Summary of Research Question 1

Total N	265
Mann-Whitney U	7193.500
Wilcoxon W	13634.500
Test Statistic	7193.500
Standard Error	616.122
Standardized Test Statistic	-2.263
Asymptotic Sig. (2-sided test)	.024

A Mann-Whitney U test was run to determine if there were differences in engagement level within the organization between Islamic State and Islamic private higher education in Cirebon City. Distributions of the engagement level within organizations for Islamic state and Islamic private higher education were similar, as assessed by visual inspection. Median engagement level was statistically significantly different in the median between Islamic State and Islamic Private, $U = 7193.500$, $z = -2.263$, $p = .024$, using an exact sampling distribution for U (Dineen & Blakesley, 1973). It means rejecting the null hypothesis and accepting the alternative hypothesis.

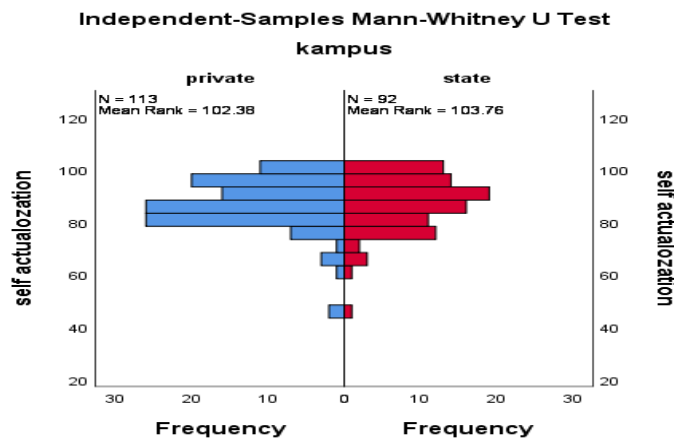
Table 3. Independent-Samples Mann-Whitney U Test Summary of Research Question 2

Null Hypothesis	Test	Sig.	Decision
1 The distribution of self-actualization is the same across categories of kampus.	Independent-Samples Mann-Whitney U Test	.868	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

Besides, the results of the four assumptions for the Mann-Whitney U test for Research Question 2 are the same as for the first research question. The first until the third assumptions are met as same as the first research question. The results of the fourth assumption are shown below:

Figure 2. Figure 1 Distribution of Mann-Whitney U Test of Research Question 2



By visually inspecting the shapes of these distributions, we can see that they look fairly similar, the researcher should not expect them to be perfect. It means that the distributions of self-actualization are similar for the Islamic state and Islamic private higher education in Cirebon.

Table 4. The results of the Man-Whitney U test for research question 2

Total N	205
Mann-Whitney U	5128.000
Wilcoxon W	11569.000
Test Statistic	5128.000
Standard Error	422.062
Standardized Test Statistic	-.166
Asymptotic Sig.(2-sided test)	.868

A Mann-Whitney U test was run to determine if there were differences in self-actualization between Islamic State and Islamic private higher education in Cirebon City. Distributions of the self-actualization for the Islamic state and Islamic private higher education in Cirebon were similar, as assessed by visual inspection. Median engagement level was not statistically significantly different in the median between Islamic State and Islamic Private, $U = 5128$, $z = -.166$, $p = .868$, using an exact sampling distribution for U (Dineen & Blakesley, 1973). It means accepting the null hypothesis, and rejecting the alternative hypothesis.

In addition, the results of research question 3 are as follows:

Assumption 1 is met: The two variables should be measured on an ordinal, interval, or ratio scale. In this research, ordinal variables include Likert scales.

Assumption 2 is met: The two variables represent paired observations. In this research, a single paired observation reflects the score on each variable for a single participant (e.g., the engagement level within the organization of "Participant 1" and the self-actualization of "Participant 1"). With 285 participants in the study, this means that there would be 285 paired observations.

Assumption 3 is met: There is a monotonic relationship between the two variables. A monotonic relationship exists when either the variables increase in value together, or as one variable value increases, the other variable value decreases. The results of the monotonic are shown in the figure below:

Figure 3. Scatterplot for Monotonic Relationship (Engagement and Self-Actualization)



From visual inspection of the scatterplot above there is a monotonic (but non-linear) relationship between engagement level within organization and self-actualization.

Table 5. Spearman Correlation Results (Engagement and Self-Actualization)

			engagement	self actualization
Spearman's rho	engagement	Correlation Coefficient	1.000	.525**
		Sig. (2-tailed)	.	.000
		N	271	271
	self actualization	Correlation Coefficient	.525**	1.000
		Sig. (2-tailed)	.000	.
		N	271	271

** . Correlation is significant at the 0.01 level (2-tailed).

There was a statistically significant, strong positive correlation between engagement level in organization and self-actualization in Islamic state and Islamic private, $r_s(271) = .525$, $p < .001$.

CONCLUSION

In summary, this paper aimed to consider the engagement level differences in University organization, self-actualization among PMII members in the Islamic State, and private higher education of Cirebon. As a result, the study applied systematic random sampling and the following statistical techniques: Mann-Whitney U tests and Spearman's correlation, which enabled the identification of several significant findings. Secondly, there were also differences found in the degree PMII members' engagement level within the organization at Islamic State and private universities in Cirebon, which made it apparent how the organization was utilized and hence the patterns of participation thereof. Secondly, there was no statistically significant difference in the 'self-actualization' of the PMII members of the two institutional types, which using Maslow's pyramid is the highest level of needs achievement, portraying that whether the institutional type is 3 or 2, PMII members are at the same level of self-fulfillment and personal enhancement. Finally, the research established that there is a direct positive correlation between university organizations' engagement levels and self-actualization of the members of PMII, in support of the research's theoretical framework that posited the importance of engagements in organizations in the overall development of individuals.

The findings of this study provide insights into how the nature of the institutional environments influences student engagement and the development of skills within organizational fields. The following research ideas could be undertaken in the future to elaborate on the factors impacting engagement and self-actualization of PMII members: The study could be conducted with a focus on the group of students different from the one investigated in this research, For example, longitudinal research could be conducted, which would indicate the tendencies in the members' engagement and self-actualization over the period. The qualitative research focuses on the members' experiences and perceptions.

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