

The Role of The Intra-School Student Organization (OSIM) in Developing Critical Thinking and Emotional Intelligence: A Study at MTS Negeri 2 Sidoarjo

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Abstract: *In today's era, teenagers must have high critical thinking abilities and emotional intelligence in the age of digital globalization since digital information spreads quickly and artificial intelligence (AI) is widely used. Data from the real world shows that an over-reliance on technology causes a crisis in digital literacy, a decrease in empathy, and an inability to control emotions. A strategic foundation for character development in the madrasah setting is provided by the Intra-Madrasah Student Organization (OSIM). The purpose of this study is to describe how the OSIM program at MTs Negeri 2 Sidoarjo fosters students critical thinking abilities in the digital age and describe how OSIM activities contribute to the development of its executive members Emotional Quotient (EQ), specifically with regard to empathy and self-control. The findings reveal that, the two main components of Emotional Quotient (EQ) empathy and self-control were proven to be strengthened through intensive social interactions within the organization. OSIM at MTs Negeri 2 Sidoarjo functions as a character-building ecosystem that integrates critical thinking and emotional intelligence simultaneously.*

INTRODUCTION

In Indonesia, the contemporary era of digital globalization necessitates that people not only achieve academic success but also have critical thinking abilities, the capacity to deal with social challenges, and the ability to handle internet connections. These demands are at odds with the reality on the ground, where teenagers, a generation raised in a technologically advanced world, confront genuine difficulties ranging from over reliance on artificial intelligence (AI) applications to social pressure and mental health problems. Because critical thinking abilities are necessary for sifting information to prevent false information, this dependence results in low digital literacy and a new sense of urgency (Supriyadi & Nasution, 2024).

According to Ennis and the Philosophy Documentation Center (2011), critical thinking is a rational and reflective form of reasoning focused on determining what to believe or do amidst the overwhelming flow of digital information. This reflective ability can only be achieved through the

habit of seeking clear sources, reading information in its entirety, and critically and independently verifying facts. These digital literacy issues have a significant impact on adolescents' psychological development. The inability to process information critically is inversely proportional to the quality of their Emotional Quotient (EQ).

Goleman, (2020) defines emotional intelligence as the ability to exercise self-control, maintain enthusiasm, demonstrate perseverance, and motivate oneself competencies that are essential for today's adolescents. This situation is exacerbated by excessive use of social media (Twenge, 2018). empirically demonstrated that excessive social media use can be a significant barrier to the development of empathy and the ability to regulate emotions in adolescents during real-world social interactions.

In addressing this challenge, the Intra-Madrasah Student Organization (OSIM) serves as the official platform for developing students' interests, talents, and potential within the madrasah environment, in accordance with Ministry of Education Regulation No. 39 of 2008 on Student Guidance (Susanti Arian Fitry, 2025). states that student organizations play a central role in shaping character, responsibility, and leadership through hands-on practice (Utaminingsih *et al.*, 2024). reinforce this by emphasizing that active involvement in organizations such as OSIM is effective in building leadership models relevant to the challenges of the times. This is also supported by research showing that active participation in student organizations has a significant impact on critical thinking skills (Setianingsih, 2021).

MTs Negeri 2 Sidoarjo, as a madrasah-based educational institution with an active and well-organized Student Council (OSIM), provides a relevant context for examining the extent to which the OSIM can contribute to shaping students who are not only intellectually intelligent but also emotionally mature amid the overwhelming influence of digital devices (Utaminingsih *et al.*, 2024). Based on this background, the research questions are: (1) What is the role of the MTs Negeri 2 Sidoarjo OSIM work program in training students' critical thinking skills in the era of digital device use? (2) How do the activities of the MTs Negeri 2 Sidoarjo OSIM contribute to developing the Emotional Quotient (EQ) of its members, particularly in the aspects of empathy and self-control?

REVIEW OF RELEVANT THEORY AND RESEARCH

Theory of Critical Thinking

In this study, critical thinking is viewed as the primary safeguard for students in navigating the flow of digital information. According to (Ennis & Philosophy Documentation Center, 2011), critical thinking is sound and thoughtful reasoning aimed at making decisions about what to believe or do. According to (Facione, 2011), interpretation, analysis, assessment, inference, explanation, and self-regulation are the six main markers of critical thinking proficiency. The degree to which OSIM's work programs foster critical thinking abilities in its members is gauged by these six indications.

(Paul & Elder, 2020) emphasize that high-quality critical thinking can only be developed through the habit of systematic thinking in a conducive environment, one of which is through active involvement in an organization. In the AI era, every individual is required to cross-check information before trusting it. According to (Supriyadi & Nasution, 2024), critical literacy is essential for confirming information in order to prevent manipulation by digital tools, particularly deepfake content that is getting harder to tell apart from real content.

The Emotional Quotient Theory of Emotional Intelligence

According to Goleman, (2020), emotional intelligence (EQ) is the capacity to identify, comprehend, and regulate one's own emotions as well as those of others. Goleman states that self-awareness, self-control, motivation, empathy, and social skills are the five fundamental elements of EQ. The current study concentrates on the two of these five traits empathy and self-control, that are most readily apparent in organizational settings. As teenagers increasingly replace in-person interactions with digital ones, these two aspects are also found to be the most susceptible to decline as a result of excessive social media use (Twenge, 2018).

Theory of Character Education

Lickona, (2009) defines character education as a framework for character development that encompasses ethical values, morals, and social responsibility through structured guidance and programs. Effective character education must include three elements: moral knowing (understanding moral values), moral feeling (experiencing moral values), and moral action (practicing moral values). In the context of this study, OSIM is understood as a nonformal character education institution that integrates these three elements into structured programs and social interactions.

Relevant Research

Several relevant studies underscore the urgency of this study. Izzah *et al.*, (2024), in their study on supporting the implementation of P5 through the OSIM LDKS at MTs Badridduja in Probolinggo, found that the OSIM plays a role in fostering students' critical thinking and creativity. Shahara *et al.*, (2025), in their study at MTSN 2 Kota Banjarmasin, demonstrated that student organization programs, particularly LDKS, habit-forming programs; and democratic voice initiatives significantly contribute to the development of critical thinking skills. According to Hayati *et al.*, (2020), the Student Council (OSIS) provides a forum for the growth of social responsibility and interpersonal skills, two essential elements of emotional intelligence.

However, there are still a number of unanswered scientific questions. First, no study has examined the role of OSIM simultaneously regarding the two variables of critical thinking and EQ within a single research model. Second, previous studies have not thoroughly discussed OSIM's contribution to addressing the challenges of the digital age, particularly the prevention of misinformation and the negative impact of social media on students' emotions. Third, no study has specifically examined OSIM at MTs Negeri 2 Sidoarjo. This study aims to fill these gaps.

RESEARCH METHODOLOGY

This study uses a descriptive research design and a qualitative methodology. According to Sugiyono, (2018), the researcher plays a crucial role in the data gathering and analysis process when using the qualitative approach to examine the natural conditions of the research subject. This strategy was selected because it is in line with the research goal, which is to gain a thorough understanding of how OSIM helps its members develop critical thinking and emotional intelligence (EQ) through the stories, experiences, and social dynamics that take place at MTs Negeri 2 Sidoarjo.

Research Subjects

Research subjects were selected via purposeful sampling, which entails deliberately selecting informants based on factors relevant to the study's objectives (Sugiyono, 2018). There were ten informants in total, including the OSIM adviser at MTs Negeri 2 Sidoarjo, division

coordinators, and core OSIM executives. All ten informants were believed to possess real knowledge and experience regarding the work programs and organizational dynamics of OSIM.

Data Collection Methods

This study employed three complementary data collection methods. First, non-participant observation, which involved direct observation of OSIM's activities and work programs over a period of approximately two months, including coordination meetings, program implementation, and social initiatives. Second, in-depth interviews using a semi structured interview guide developed based on (Facione, 2011) critical thinking indicators and (Goleman, 2020) EQ indicators. The interviews were recorded with the participants' consent and then transcribed verbatim as primary data. Third, a documentary study, which involved an examination of work programs, activity reports, and official OSIM documents as supporting data.

Data Analysis Techniques

Data analysis followed the model by (Miles et al., 2020), which consists of four stages: (1) comprehensive data collection from all sources; (2) data reduction, which involves sorting and focusing on information relevant to the research question; (3) presenting data in the form of systematic descriptive narratives; and (4) drawing conclusions and verifying them based on the analyzed data.

Data Validity

To ensure data validity, this study applied the four criteria proposed by (Lincoln & Guba, 1985): (1) credibility through source triangulation, methodological triangulation, and member checking; (2) transferability through the presentation of a detailed description of the research context; (3) dependability through an audit trail documenting the entire research process; and (4) confirmability through the researcher's reflexivity regarding potential interpretive biases.

RESULT AND DISCUSSION

Overview of the Research Subject

The study was conducted at MTs Negeri 2 Sidoarjo and involved ten informants who are core members of the Intra Madrasah Student Organization (OSIM). Ten prominent OSIM executives, one Chairperson, two Vice Chairpersons, one Secretary, and six Section Chairs representing important organizational structural roles made up the informants. Based on their direct participation in OSIM's planning, decision-making, and program implementation procedures, all informants were chosen by purposive sampling. Their complete profiles are presented in Table 3 below. Data was collected through semi-structured in-depth interviews focusing on two aspects: critical thinking and EQ.

No	Name	Position
1.	Naufal Fernian Putra	Chairperson
2.	Nasywa Cantika Indita Putri	First Vice Chairperson
3.	Khumairah Aulia Ramadani	Second Vice Chairperson
4.	Syazwina Auliya Nadhiroh	Secretary
5.	Xela Larissa Athalia	Section Chair
6.	M. Salman Alfarisi Syabana	Section Chair
7.	M. Chalief Athariz Saputro	Section Chair
8.	Farah Nisrina M.M	Section Chair
9.	Abimanyu Rizky Anugrah	Section Chair
10.	Ahmad Kenzie Sugiantoro	Section Chair

The Role of OSIM in Developing Students' Critical Thinking

Based on the results of in-depth interviews with all informants, the activities and work programs of OSIM at MTs Negeri 2 Sidoarjo make a tangible contribution to the development of the executive members' critical thinking skills. These findings were analyzed using six indicators of critical thinking according to (Facione, 2011).

Interpretation and Analysis in Work Program Deliberations

The primary arena for developing critical thinking within OSIM is the deliberative forum for drafting the work program. In this forum, executive members are expected to critically interpret each idea and analyze its relevance to the organization's goals and the school's needs. OSIM Chairperson, Naufal Fernian Putra, stated that he prioritizes ideas that are most beneficial to students and realistic to implement, then decides on them through collective discussion. First Vice Chairperson, Nasywa Cantika Indita Putri, added that every work program must align with the school's programs so that the organization does not operate in isolation.

This systematic approach aligns with the indicators of interpretation and analysis within (Facione, 2011) framework, where critical thinking encompasses understanding the meaning of information and logically reasoning arguments. Through discussions regarding the feasibility of a proposal based on its impact, objectives, and alignment with the madrasah's vision, the OSIM executive board engages in an authentic and contextual critical thinking process.

Evaluation and Inference in Proposal Verification

The aspects of evaluation and inference are evident in the proposal verification process prior to approval by the entire board. Khumairah Aulia Ramadani (Second Vice Chair) stated that she asked the proposer whether the proposal would cause problems in the future, as well as what actions would be taken if it encountered obstacles. This approach indicates a mature ability to infer, the ability to predict consequences, and to anticipate solutions before making a decision.

M. Salman Alfarisi Syabana stated that he would first seek information, ask for evidence of the proposal's effectiveness, and look for relevant sources. This fact-based verification process reflects a strong evaluation indicator, as emphasized by (Facione, 2011), who noted that critical thinking includes the ability to assess the credibility of claims based on verifiable facts.

Managing Disagreements and Explanation Skills

The dynamics of deliberation, often marked by debate within the OSIM forum, serve as a natural laboratory for executives to hone their explanation skills, the ability to present arguments in a logical, structured, and persuasive manner. All speakers stated that they had faced sharp disagreements but possessed a structured thought process for finding the best resolution. Naufal Fernian Putra listens to all arguments first before seeking common ground through deliberation. Nasywa Cantika Indita Putri emphasizes the importance of setting aside ego and seeking the best compromise. Ahmad Kenzie Sugiantoro chooses to gather all opinions, discuss them thoroughly, and make the outcome of the discussion a collective decision.

Self-Regulation and Digital Literacy: Responding to Technology and Misinformation

The aspect of self-regulation is clearly evident in how the executives utilize technology, particularly AI and social media, in the organization's activities. All interviewees demonstrated an awareness of their reliance on technology and actively set limits on its use. Naufal Fernian Putra stated that AI and social media are used only as references, while the main ideas still stem from

members' discussions and thoughts. M. Salman Alfarisi Syabana even uses AI specifically to search for journals and scientific sources as a foundation for developing work programs.

All informants also agreed that information whose veracity is unclear should not be immediately trusted or disseminated. This stance aligns with the statement by (Supriyadi & Nasution, 2024) that critical literacy is crucial for verifying information to avoid manipulation by digital tools. These findings demonstrate that OSIM effectively fosters self-regulation among its executives within the context of increasingly complex digital literacy.

OSIM's Contribution to the Development of Emotional Intelligence (EQ)

1. Self-Control Under Pressure and in Challenging Situations

OSIM's rigorous schedule, particularly when planning significant events, produces high-stress scenarios that act as a test and a training ground for self-control. Naufal Fernian Putra explained how he makes an effort to keep composure, stay focused on the event's goals, and communicate effectively with every committee member. According to Xela Larissa Athalia, she reframes her ideas by realizing that her coworkers also experience weariness, which makes her feel more empathy than aggravation. Nasywa Cantika Indita Putri emphasizes the importance of mutual support to ensure no member feels like they are working alone.

The dimension of self-control, a fundamental EQ component that allows people to resist disruptive impulses and remain effective under pressure, has significantly improved, as reflected in these adaptive emotional response patterns (Goleman, 2020).

2. Empathy as a Developing Social Competency

One of the most notable findings of this study is how active involvement in OSIM significantly enhances the empathy of its members. The empathy in question is not merely a sense of sympathy but a genuine ability to understand others' circumstances, feelings, and workloads and then respond with appropriate actions.

Ahmad Kenzie Sugiantoro stated that since joining OSIM, he has been able to understand others and often helps peers with heavy workloads. Nasywa Cantika Indita Putri revealed that the organization helped her realize that every member carries different burdens and experiences different emotions, leading her to become more empathetic and supportive of her peers. Syazwina Auliya Nadhiroh reflected that witnessing various expressions of fatigue, confusion, sadness, and hardship shared behind the scenes of the organization has made her more mindful of her peers' feelings before acting or speaking.

This development of empathy aligns with the findings of Shahara *et al.*, (2025) which demonstrate that student involvement in organizations significantly influences character maturity and social responsibility. The intense social interactions within organizations provide a real space for the development of healthy social awareness, far surpassing the superficial nature of digital interactions (Twenge, 2018).

3. Long-Term Mindset Transformation and Emotional Management

All participants responded positively when asked whether they felt calmer and better able to manage their mindset after becoming active in the organization. Nasywa Cantika Indita Putri acknowledged that when she first joined OSIM, her mindset was still selfish and overly self-centered. However, since becoming active in the organization, she realized that a selfish attitude only creates conflict and brings no benefits. Ahmad Kenzie Sugiantoro stated that he has been able to manage his mindset better and has even succeeded in organizing his time more effectively. Khumairah Aulia Ramadani noted various changes, including in terms of responsibility and discipline.

4. Handling Criticism as a Reflection of Emotional Maturity

The way OSIM executives respond to criticism and negative feedback reflects their developing level of emotional maturity. Naufal Fernian Putra stated that he accepts criticism openly and uses it as a basis for self-improvement. Ahmad Kenzie Sugiantoro does not take criticism personally; instead, he views it as feedback from peers and teachers aimed at future improvement. Xela Larissa Athalia follows a more reflective process: first validating whether the received criticism aligns with her performance, setting aside hurtful aspects, and then formulating learning objectives from the criticism.

The ability to handle criticism is a concrete manifestation of self-regulation and self-awareness the two most important components of emotional intelligence according to (Goleman, 2020). OSIM executives have learned not to react impulsively to negative emotional stimuli, but rather to respond adaptively.

5. The Advisor's Perspective: An Objective Assessment of Student Development

Data triangulation was conducted through interviews with OSIM advisor teachers as objective parties observing student development from the outside. The advisor teachers confirmed that OSIM executives were more courageous in expressing rational opinions in forums, rather than simply following the majority. Additionally, students who participated in OSIM were found to be more perceptive and receptive to their peers than those who did not.

Additionally, the advisor made sure that the information gathered from OSIM executives was based on actual field events rather than just a story of successes or failures. The advisor's viewpoint adds objectivity to the subjective accounts of the OSIM executives and reinforces the veracity of the research findings.

Table 1. Mapping of OSIM Activities to Critical Thinking Indicators

Critical Thinking Indicator	OSIM Activity/Context	Key Finding
Interpretation	Work program deliberations	Members critically decode proposals based on relevance and organizational goals
Analysis	Program feasibility discussions	Members identify logical connections between proposals and madrasah vision
Evaluation	Proposal verification process	Members assess credibility of evidence before approving programs
Inference	Anticipating consequences of decisions	Members predict obstacles and prepare contingency solutions
Explanation	Managing disagreements in forums	Members articulate arguments in structured and persuasive ways
Self-Regulation	Use of AI and social media	Members consciously limit reliance on technology and verify digital information

Table 2. Mapping of OSIM Experiences to EQ Indicators

EQ Indicator	OSIM Context	Key Finding
Self-Control	High-pressure event planning	Members manage stress by staying focused and supporting each other
Empathy	Behind the scenes organizational interactions	Members develop genuine awareness of peers' emotional states and workloads
Emotional Maturity	Receiving criticism from advisors and peers	Members respond reflectively rather than reactively to negative feedback
Mindset Transformation	Long-term participation in organizational dynamics	Members report reduced self-centeredness and improved time management

6. Synopsis of Results: OSIM as an Ecosystem for Character Development

The OSIM at MTs Negeri 2 Sidoarjo serves as an efficient character-building habitat that concurrently promotes critical thinking and emotional intelligence (EQ), according to the overall findings. These two aspects do not develop in isolation but rather reinforce one another within the dynamics of the organization. Critical thinking skills, developed through deliberation, verification, and the management of differing opinions, provide cognitive strength for student leaders in navigating the challenges of the digital information age. Emotional maturity, on the other hand, fosters affective capacity developed through real-world social interactions, conflict management, and social action.

These findings align with Lickona, (2009) character education theory, which stipulates that effective character education must encompass three elements: students understanding critical values and empathy (moral knowing), feeling them (moral feeling), and practicing them through work and social interaction (moral action). OSIM organically integrates these three moral components. These findings also reinforce the view of Aprial & Irman, (2022) that organizations function as leadership laboratories where students learn to align intellectual intelligence with social empathy to bring about positive change.

7. Limitations of the Study

This study has a number of drawbacks despite its merits. First, the result can't be applied to other madrasah or school environments with varied organizational cultures and resources because they are based on a specific institutional context, MTs Negeri 2 Sidoarjo. Second, social desirability bias may have affected the study's reliance on self-reported data from OSIM executives. Third, the qualitative methodology does not allow for causal assertions regarding the connection between OSIM involvement and the growth of critical thinking or Emotional Quotient, even though it is suitable for exploratory and contextual inquiry. It is therefore advised that future research using mixed-methods designs with larger and more varied samples be conducted in order to confirm and expand upon these findings.

CONCLUSION

Based on the research findings, the Intra-Madrasah Student Organization (OSIM) at MTs Negeri 2 Sidoarjo has been shown to play a crucial role in developing students' critical thinking skills and emotional quotient (EQ), particularly among core members and coordinators. First, OSIM activities such as work program deliberations, discussions, and decision-making have been shown to train the six indicators of critical thinking identified by (Facione, 2011): interpretation, analysis, inference, evaluation, explanation, and self-regulation. Students become more critical in their information sorting as a result, especially when it comes to the flow of digital information and the possibility of false information.

Second, by encouraging students to assess their emotional states, develop empathy, and develop maturity and self-control in the face of pressure or criticism, OSIM helps students develop their emotional intelligence (EQ) and self-control. All things considered, OSIM is more than simply a regular extracurricular activity because it functions as an efficient ecosystem for character development that integrates EQ and critical thinking both concurrently and contextually.

Based on these findings, it is advised that: OSIM advisors offer more thorough and creative guidance in creating activities that continuously hone critical thinking and emotional intelligence; students actively participate in OSIM activities to gain learning experiences that extend beyond the academic realm; madrasah administrators further optimize the OSIM work program as a vehicle for fostering student character in the face of the challenges of the digital age; and (4) future

researchers expand the scope of their studies in terms of location, sample size, and research methods to produce broader generalizations.

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