



ABDUL HARIS FATGEHIPON

Decreasing Interest from UNJ FIS Students to Take Part in BEM (Students Executive Body) Organizational Activities

ABSTRACT: Student interest in taking part in the management of BEM FIS UNJ (Badan Eksekutif Mahasiswa, Fakultas Ilmu Sosial, Universitas Negeri Jakarta/Student Executive Board, Faculty of Social Science, State University of Jakarta) has declined, in the last few years. Research has wanted to use qualitative descriptive methods by collecting data using questionnaires and interviews. The questionnaire was distributed to 102 FIS UNJ student administrators, who are administrators of BEM Study Programs, Faculties, and University levels. Researchers also conducted interviews with the BEM FIS Executive Board, ten FIS students. After completing the research, the researcher conducted an FGD (Focus Group Discussion), to discuss the research results. The results of the research findings show that the low number of FIS UNJ students is caused by the academic load; time-consuming lectures; the economic burden of students, which requires them to work; asking students to take part in MBKM (Merdeka Belajar Kampus Merdeka/the Freedom to Learn Program) activities; freedom to learn on their campus; and lack of innovation and adaptation of the BEM organization to current developments.

KEY WORDS: Student Interests; Student Executive Board; Low Interest of Students Activities; Currently Condition in Indonesia.

INTRODUCTION

Universities, those aim not only to produce prospective workers, who are absorbed in various employment opportunities, but higher education institutions, also prepare students to become future leaders for their families, communities, nation and state. Universities produce many smart, intelligent people at every graduation, however, there is no

About the Author: Prof. Dr. Abdul Haris Fatgehipon is a Lecturer at the Faculty of Social Sciences UNJ (State University of Jakarta), Indonesia. For academic purposes, the Author is able to be contacted via his e-mail address at: pertahanan@yahoo.com

Suggested Citation: Fatgehipon, Abdul Haris. (2026). "Decreasing Interest from UNJ FIS Students to Take Part in BEM (Students Executive Body) Organizational Activities" in *EDUCARE: International Journal for Educational Studies*, Volume 18(2), February, pp.127-138. Bandung, Indonesia: Minda Masagi Suci Foundation and ASPENSI with ISSN 1979-7877 (print) and ISSN 2621-587X (online).

Article Timeline: Accepted (December 27, 2025); Revised (January 15, 2026); and Published (February 15, 2026).

guarantee that universities can produce leaders. Leaders are born from a long forging process, forged by family education, community environment, and educational institutions (Fatgehipon *et al.*, 2024).

The presence of student organizations has great benefits, in educating, forging students, so that they can have personal communication skills, social communication, with the surrounding community, so that students do not become individualistic intellectual beings. Students are a middle group who have social responsibility, in maintaining moral values, ethics, national society and the state.

The government is aware of the importance of student organizations, so that student organization institutions have been formed at all tertiary institutions, starting from university, faculty, and study program levels. One of the policy bases for students to learn to organize and develop all the knowledge and skills they have is through the existence of student organizations.

According to Law number 12 of 2012 concerning Higher Education, article 77 states that: (1) Students can form student organizations; and (2) Student organizations at least have the function of: Accommodating student activities in developing students' talents, interests, and potential; Develop creativity, sensitivity, critical power, courage and leadership, as well as a sense of nationality; and Fulfilling the interests and welfare of students (Pangarso & Syaputra, 2016).

The Students of FIS UNJ (*Fakultas Ilmu Sosial, Universitas Negeri Jakarta*/Faculty of Social Science, State University of Jakarta) have the intra-campus organization, BEM (*Badan Eksekutif Mahasiswa*/Student Executive Board), Legislative, whose structure is from the University, Faculty, to Study Program level. The term of office of the BEM, Legislative, University, Faculty, and Study Program student organizations is one year. The election of the BEM and Legislative chairman is carried out by direct election, involving active students. The BEM selection committee is carried out by the legislative body, in accordance with the organizational level.

The BEM is a student organization that runs a government-like organization (executive institution). Led by the Chairman/President of BEM, who is elected through student elections every year. BEM is an intra-campus organization that represents students in managing and fighting for their interests at the institutional level. There are several theoretical discussions that can be used to understand the role and function of BEM as an intra-campus organization (Munte & Samosir, 2023).

However, the presence of student organizations experiences ups and downs, because the existence of student organizations only carries out ceremonial activities without looking at how to develop and utilize the

knowledge possessed by students in each department (Ramadhan, Faridha & Ardiansyah, 2022).

In the era of Sukarno's government (1945-1968), campus activists (BEM) had broad political influence; campus dynamics were very pronounced, students were very sensitive to various political, economic, and international issues. Students also had a very big role in the downfall of Sukarno's government in 1966-1968 (Kroef, 1973).

In the Suharto era (1968-1998), although student political space was limited, student activities still existed. Becoming a BEM administrator is something prestigious, and is a hot topic among campus activists. BEM had a big role also in Suharto's downfall in May 1998 (Aspinall, Feith & Van Klinken eds., 1999).

In the reform era (1998 to date), where the government opened up space for freedom, freedom of speech was criticized, and this freedom did not exist in the Suharto era, but it is very unfortunate, from various observations that researchers found on various campuses in Indonesia, there was a decline in student interest in organizing (Lee, 2018).

The UNJ (*Universitas Negeri Jakarta*/State University of Jakarta) also experienced the same thing, where there was a decline in student interest in the BEM organization both at the University, Faculty, and Study Program levels. The decline in requests for students to join the BEM organization can be seen in the lack of student interest in registering as BEM chairman, in fact it often happens that because no one has registered to become BEM chairman, a single candidate appears against empty contacts. The position of BEM chairman is no longer a prestigious position, it has influence among students, on this basis researchers are interested in investigating this problem, to be researched (Fatgehipon *et al.*, 2024).

Historically, the term of BEM was born when the UGM (*Universitas Gadjah Mada*/Gadjah Mada University) Student Senate held the 2nd UGM Student Senate Congress in Kaliurang, Yogyakarta, in 1992. This congress formulated the UGM student movement in the form of a *student government* called the Student Family (Fatgehipon *et al.*, 2024).

Currently, student activism to join BEM has decreased drastically. This can be seen from the minimal participation and lack of candidates in student general elections or PEMILWA (*Pemilihan Langsung Mahasiswa*), as happened at UNDIP (Diponegoro University) in Semarang, Central Java to UNP (State University of Padang) in West Sumatera, as well as the limited critical discussion (El-Nur, 2024).

From the various problems above, the researcher is interested in conducting research with the topic of FIS UNJ Student Interests, in participating in student organization activities, Student Executive Board.

Research Problems. The research problem formulation is as follows: How are FIS UNJ students interested in participating in the BEM organization?; and What is the factor in students' low interest in joining the BEM organization?

The benefit of this research is to find the cause of the low interest of FIS UNJ students in joining the BEM UNJ Organization. Providing a solution concept to the problem of low interest of FIS UNJ students to participate in the BEM organization.

METHOD

The method in this research is qualitative descriptive (Moleong, 2017). Researcher collected data by means of literature study, observation, and interviews. The researcher also conducted an FGD (Forum of Group Discussion) to ask for various input and opinions from parties who have authority and competence, such as Student Organization Trustees, BEM (*Badan Eksekutif Mahasiswa/Student Executive Board*) Management from the FIS UNJ (*Fakultas Ilmu Sosial, Universitas Negeri Jakarta/Faculty of Social Science, State University of Jakarta*) Study Program level and the Faculty of Social Sciences, FIS Alumni Association Management, and policy stakeholders.

FINDINGS AND DISCUSSION

How are students interested in the BEM organization at the Faculty of FIS UNJ? In the history of student organizations at UNJ (*Universitas Negeri Jakarta/State University of Jakarta*), FIS (*Fakultas Ilmu Sosial/Faculty of Social Science*) is one of the faculties with the most active student organizations. Organizations at FIS UNJ have developed not only limited to BEM (*Badan Eksekutif Mahasiswa/Student Executive Board*) but also extra-campus organizations, such as HMI (*Himpunan Mahasiswa Islam/Association of Islamic University Students*), PMII (*Persatuan Mahasiswa Islam Indonesia/Indonesia Islamic Student Union*), GMNI (*Gerakan Mahasiswa Nasional Indonesia/Indonesia National Students Movement*), and so on (Syahrul, Caroline & Sumadinata, 2020; Fatgehipon et al., 2024).

BEM FIS UNJ has a role and role in various national student actions. One of the roles of BEM FIS UNJ was involvement in the 1998 student demonstration, during the Reform movement in Indonesia. UNJ, during the 1998 student reform movement, became the driving force of the 1998 reform movement in Jakarta (Fatgehipon et al., 2024).

The term student as *the agent of change* is true, because many changes occur based on the role of students. On campus, student organizations are a forum for students to explore various personal

abilities, broaden their horizons, and have personality integrity (Hidayah & Sunarso, 2017).

After the 1998 Reformation, where democratic space was wide open, campus activists who were previously affiliated with BEM FIS UNJ, looked for their own paths, some chose to become part of the government's power, some chose to remain critical of the government (Maiwan, 2016; Fatgehipon *et al.*, 2024).

Even though we are in the era of democracy, where freedom of expression is open, the development of BEM in Indonesia, including BEM FIS UNJ, is not as active as in the 1998 era. The current BEM organization is still running, starting from the Study Program, Faculty, and University levels. As a result of our observations, research, and interviews, there was a decrease in student interest in participating in the BEM organization (Fatgehipon *et al.*, 2024).

In the 1990s, becoming a member of BEM was through competitive selection, because BEM only existed at the Faculty and University level, the Study Program organization was the Study Program Association. To become a BEM administrator, students must receive support, selected from the Study Program level. As Study Program representatives, the number is not large, only 2 people per Study Program. Being a member of BEM is something to be proud of, and not all students get the opportunity to become BEM administrators at Faculties and Universities (Maiwan, 2016; Fatgehipon *et al.*, 2024).

Currently, elected BEM administrators at Study Programs, Faculties and Universities are experiencing difficulties in recruiting members. This can be seen from the initial period of BEM management, it takes a long time to prepare management, due to the low interest of students in registering as BEM members, in Study Program, Faculty, University level (Fatgehipon *et al.*, 2024).

The BEM organization at FIS UNJ receives support from the Dean and the University. Support from the Dean is in the form of guidance on student activities and financial support. In each BEM organization at the Study Program and Faculty level, a Lecturer is assigned to supervise student activities. The funds provided for BEM development come from the Faculty's POK (*Pembinaan Organisasi Kemahasiswaan/ Student Organization Development*), and are distributed in a transparent manner to all student organizations consisting of BEM and interest and talent organizations. The funds provided by the Faculty are incentives for various BEM activities, students seek financial support from outside campus, to sponsor activities (Munte & Samosir, 2023; Fatgehipon *et al.*, 2024).

Factors that cause students' low interest in participating in BEM. There is low interest among students to be active in BEM (*Badan Eksekutif*

Mahasiswa/Student Executive Board) organizations, both BEM Study Programs, Faculties, and Universities, after we conducted interviews, we found various reasons for FGD (Focus Group Discussion), as follows:

First, the burden of completing coursework assignments, and limitations on lecture time cause students to prefer to focus on lectures, because if they are active in the organization and are late in submitting coursework assignments, there is no relief or special treatment given to BEM administrators. Even though the delay is a factor collecting assignments, because they are busy with BEM activities, which cannot be delegated or replaced by other people (Fauzi & Pahlevi, 2020; Fatgehipon *et al.*, 2024).

Limiting the study period causes students to compete to complete their studies on time, because if they do not complete their studies on time, it will result in greater costs for their parents to pay for their studies. They also don't want to be expelled from campus, because their study period is over. There are several student activists who do not complete their studies on time and are threatened with dropping out of campus (*cf* Silalahi, Asbari & Faliza, 2024; Fatgehipon *et al.*, 2024).

Second, more interested in participating in MBKM (*Merdeka Belajar Kampus Merdeka*/the Freedom to Learn Program)'s activities. On the one hand, MBKM activities bring many benefits: students are introduced to the industrial world, students are also given the opportunity to study outside campus either at the national campus or take part in IISMA (*Indonesian International Student Mobility Awards*) activities, where students are given the opportunity to study abroad with scholarship from the Indonesian government (Laga *et al.*, 2021; Dewi *et al.*, 2023; Fatgehipon *et al.*, 2024).

Students avoid becoming BEM administrators, because it will limit them from taking part in student activities outside campus, doing internships, earning money, or taking part in national or international student exchanges, they earn money and gain international experience (Fatgehipon *et al.*, 2024).

Third, students are more interested in participating in unique student activities, which are aimed at developing students' talents, spirituality, and interests. At FIS UNJ (*Fakultas Ilmu Sosial, Universitas Negeri Jakarta*/Faculty of Social Science, State University of Jakarta), there are talent and spiritual development organizations, such as FIS Ambassadors, FIS Media Center, MIBA/MIKAT (*Minat dan Bakat*/Interest and Talent) many interested, Era FM (Student Radio), Nature Lovers, and so on. These organizations have many interested people, in fact they have to carry out member selection restrictions, because many are interested. BEM is considered too theoretical and

cannot channel their talents and abilities (Aneilla, 2022; Berliana, Fatgehipon & Kurniawan, 2024).

Fourth, help the family economy. The sources of funds obtained by students are generally from parents, scholarships, and work. Many UNJ (*Universitas Negeri Jakarta/State University of Jakarta*) students choose to work in order to fulfill their educational needs. Their fields of work are varied, some work as housing marketers, baristas in cafes, private tutors. From their income, apart from being used to meet family needs, it also helps the family economy, sometimes they take on the role of parents, as the backbone of the family, they work to help support the family economy because their parents no longer work, their parents have been laid off, parents, are sick, or parents are separated (Mardelina & Muhson, 2017; Zega *et al.*, 2024).

This situation causes students to prefer to focus on studying, working to help support the family economy. They are not interested in becoming BEM administrators because they think it is not time efficient and has no economic benefits (Fatgehipon *et al.*, 2024).

Fifth, BEM (*Badan Eksekutif Mahasiswa/Student Executive Board*) is no longer a prestigious organization. BEM, experienced its glory in the 60s-1970s, up to the 1990s, BEM experienced a heyday of student interest in joining high BEM organizations, students scrambled to win the election for BEM chairman. Becoming BEM chairman or BEM administrator is a prestigious position, known to many students, lecturers, and the public. BEM's position has influence not only internally on campus but also outside campus. Under pressure from the Sukarno (1945-1968) and Suharto (1968-1998) governments, BEM activists showed the courage to fight back, criticizing the government. During the Reformation era (1998 to date), BEM showed its role in contributing to the downfall of Suharto's government. After the reform era where freedom of opinion and criticism was opened, the role of BEM was less strong, the start of BEM's role could be due to the absence of common issues that could bring down the student movement (Maiwan, 2016; Fatgehipon *et al.*, 2024).

BEM is not supported by the campus, especially in terms of funding. One strong reason why students are reluctant to be active in the BEM organization is that there is a lack of financial support from faculties and universities, running the BEM organization requires operational needs, administration, all of this requires a budget, students feel burdened if all of this is prepared by the students. Students expect the Faculty to provide support to support various BEM activities. So far, BEM has been given incentive funds by the faculty. For various activities carried out by BEM,

the funds are obtained from sponsors or partners (Fatgehipon *et al.*, 2024; Silalahi, Asbari & Faliza, 2024).

Sixth, BEM (*Badan Eksekutif Mahasiswa*/Student Executive Board) lacks innovation and adaptation. An organization must always innovate and adapt to various existing changes. If an organization is static, then the organization can be left behind, when faced with various new organizations. Organizations are born in accordance with the spirit of the times; many organizations are abandoned by their members because they are no longer in accordance with the spirit of the times (Pramono, Suwarno & Widodo, 2020; Fatgehipon *et al.*, 2024).

In the era of Revolution 4.0 which is marked by advances in the field of information technology, the model of student organization is changing, organizations no longer need a secretariat to be a place for people to gather, but rather need a website, meetings in today's organizations do not have to be offline but use various social media applications. like zoom. BEM as a campus organization whose members are Gen Z, must adapt to changing times. BEM activities must be adapted to the needs and tastes of Gen Z (Agustin, Kamaruddin & Anwar, 2024; Fatgehipon *et al.*, 2024).

The MBKM (*Merdeka Belajar Kampus Merdeka*/the Freedom to Learn Program) program does not give much attention to BEM activists, for example there are no opportunities given to BEM administrators to take part in national and international activities for BEM administrators. Students prefer to take part in MBKM activities, PNM (*Pertukaran Nasional Mahasiswa*/National Student Exchange) for national study exchanges, IISMA (*Indonesian International Student Mobility Awards*)'s international studies, or MSIB (*Magang dan Studi Independen Bersertifikat*/Certified Internship and Independent Study Program) for certified internship activities, and so on (Laga *et al.*, 2021; Dewi *et al.*, 2023; Berliana, Fatgehipon & Kurniawan, 2024).

Students' motivation towards student organizations has decreased, because they prioritize academics and are faced with lifestyle challenges that lead to hedonism. The role of student organizations in developing student citizenship skills is as a forum for student aspirations and encouraging students' mindsets to think critically, responsibly and scientifically. The obstacles faced by student organizations during the implementation of activities, especially in developing *civic skills*, are internal and external obstacles. For example, regarding funding, permits, lifestyle, communication and coordination, lack of student interest, different student backgrounds, facilities, and regarding the secretariat (Kosasih, 2017; Fatgehipon *et al.*, 2024).

CONCLUSION

The low interest of FIS UNJ (*Fakultas Ilmu Sosial, Universitas Negeri Jakarta*/Faculty of Social Science, State University of Jakarta) students in getting involved in the BEM (*Badan Eksekutif Mahasiswa*/Student Executive Board) is a common phenomenon that occurs on various campuses in Indonesia. Student activities in the democratic world, which are characterized by freedom, expressing opinions, freedom of expression, do not necessarily increase students' interest in organizing. There are various reasons behind the low interest of students in joining the BEM FIS UNJ organization.

These reasons include, among other things, firstly, the family's economic demands which force them to work, to help the family economically, they become the backbone of the family. Secondly, they are more tempted to take part in the MBKM (*Merdeka Belajar Kampus Merdeka*/the Freedom to Learn Program) program, such as the International Student Exchange in IISMA (Indonesian International Student Mobility Awards); participating in the Internship Program in MSIB (*Magang dan Studi Independen Bersertifikat*/Certified Internship and Independent Study Program); and/or engaging the Internship and Certified Independent Study in various BUMN (*Badan Usaha Milik Negara*/ State-Owned Enterprises), government and private offices, where they earn money.

Campuses are not just places that give birth to academically educated people, campuses are also places that give birth to future national leaders, giving birth to leaders. It is not something that is young, it must be placed in family education, organizational education, while attending school or college. The presence of BEM is one of the campus organizations, with the aim of being able to train students to have organizational skills, administrative skills, and defensive skills. The BEM organization must innovate and adapt to the spirit of the current era, so that its existence is not abandoned by students. Students will join the BEM organization if they feel there are benefits to be gained.

References

- Agustin, Mulya, Kamaruddin & Khairil Anwar. (2024). "Manajemen Strategi Organisasi Internal Kampus dalam Meningkatkan Kemampuan Komunikasi dan Prestasi Akademik Mahasiswa STIT Palapa Nusantara" in *ASLAMIAH: Jurnal Pendidikan, Ekonomi, Sosial dan Budaya*, Volume 2(1), Januari, pp.1-14.
- Aneilla, Yasmine. (2022). "Pengembangan Kemampuan Anggota BPRS-ERA FM UNJ". Available online at: <https://erafmunj.blogspot.com/2022/01/pengembangan-kemampuan-anggota-bprs-era.html> [accessed in Jakarta, Indonesia: October 9, 2025].

- Aspinall, E., H. Feith & G. Van Klinken [eds]. (1999). *The Last Days of President Suharto*. Clayton, Victoria, Australia: Monash Asia Institute.
- Berliana, Chintya, Abdul Haris Fatgehipon & Nandi Kurniawan. (2024). "Faktor-faktor Minat Mahasiswa Mengikuti Kegiatan Organisasi (Studi Deskriptif di Pendidikan IPS FIS UNJ)" in *WISSEN: Jurnal Ilmu Sosial dan Humaniora*, Volume 2(2), May, pp.113-123.
- Dewi, S.L. *et al.* [Misnawati, R. Hayati, I. Zuhra & Misnar]. (2023). "Merdeka Belajar–Kampus Merdeka (MBKM) to Strengthen the Culture and Citizenship Literacy of EFL Pre-Service Teachers" in *Studies in English Language and Education*, Volume 10(3), pp.1270-1289.
- El-Nur, Alfath Bagus Panantun. (2024). "The Conversation on Dimming BEM Popularity" in *UGM Online Media*. Yogyakarta: Text owned by The Author.
- Fatgehipon, A.H. *et al.* [Kamarulnizam, Saidnazulfikar & H. Hasan]. (2024). "Declining Interest among Students of the Faculty of Social Sciences at the University of Jakarta in Participating in Student Executive Body Organizational Activities" in *Proceedings of the 4th International Conference on Humanities Education, Law, and Social Science (ICHELS)*, pp.687-691. DOI: 10.5220/0013419600004654.
- Fauzi, Ahmad Ali & Triesninda Pahlevi. (2020). "Analisis Hubungan Keaktifan Berorganisasi terhadap Hasil Prestasi Akademik Mahasiswa Fakultas Ekonomi Universitas Negeri Surabaya" in *Jurnal Pendidikan Administrasi Perkantoran (JPAP)*, Volume 8(3), pp.449-457. Available online also at: <https://journal.unesa.ac.id/index.php/jpap> [accessed in Jakarta, Indonesia: October 9, 2025].
- Hidayah, Yayuk & Sunarso. (2017). "Mastering the Civic Skills of Student Executive Board Activists: Study at UNY" in *Harmoni: IPS Journal*, Volume 4(2), September.
- Kosasih. (2017). "The Role of Student Organizations in Developing Student Civic Skills" in *Journal of Social Sciences Education*, Volume 25(2), pp.188-198.
- Kroef, Justus M. van der. (1973). "Sukarno's Indonesia" in *Pacific Affairs*, Vol.46, No.2, pp.269-88. Available online also at: <https://doi.org/10.2307/2756173> [accessed in Jakarta, Indonesia: October 1, 2025].
- Laga, Y. *et al.* [R.V. Nona, L. Langga & M.E. Jamu]. (2021). "Persepsi Mahasiswa terhadap Kebijakan Merdeka Belajar Kampus Merdeka (MBKM)" in *EDUKATIF: Jurnal Ilmu Pendidikan*, Volume 4(1), pp.699-706. Available online also at: <https://doi.org/10.31004/edukatif.v4i1.1951> [accessed in Jakarta, Indonesia: October 9, 2025].
- Lee, Doreen. (2018). "The Legacies of the Reformasi Movement in Indonesia" in *Current History*, Vol.117, No.800, pp.222-228. Available online also at: <https://www.jstor.org/stable/48614364> [accessed in Jakarta, Indonesia: October 1, 2025].
- Maiwan, Mohammad. (2016). "Hegemoni, Kekuasaan, dan Gerakan Mahasiswa Era 1990-an: Perspektif dan Analisa" in *Jurnal Ilmiah Mimbar Demokrasi*, Volume 16(1), Oktober, pp.50-70.
- Mardelina, Elma & Ali Muhson. (2017). "Mahasiswa Bekerja dan Dampaknya pada Aktivitas Belajar dan Prestasi Akademik" in *Jurnal Economia*, Volume 13(2), Oktober, pp.201-209.
- Moleong, Lexy J. (2017). *Qualitative Research Methodology*. Bandung and Jakarta: Rosda.
- Munte, Erika & Pitrus Samosir. (2023). "The Role of BEM in Developing the Talent Interests of Efarina University Students" in *Journal of Language and Literature*, May Edition.
- Pangarso, Astadi & Syaputra. (2016). "Success Factors for BEM Telkom University" in *JEM: Journal of Modernization Economics*, Volume 12(2), pp.91-98.
- Pramono, Teguh, Suwarno & Sugeng Widodo. (2020). "Strategi Badan Eksekutif Mahasiswa (BEM) untuk Mencapai Program Kerja Organisasi di Universitas Kadiri"

- in *MEDIASOSIAN: Jurnal Ilmu Sosial dan Ilmu Administrasi Negara*, Volume 4(1), pp.30-50.
- Ramadhan, Budi Amin, Faridha & Muhammad Ardiansyah. (2022). "The Role of Student Organizations in Developing Student Soft Skills at the Faculty of Education, UNM". Available online at: <http://eprints.unm.ac.id> [accessed in Jakarta, Indonesia: October 1, 2025].
- Silalahi, Daniel, Masduki Asbari & Tengku Aisha Faliza. (2024). "Organisasi Mahasiswa: Sudah Tidak Relevan dan Tidak Penting Lagi?" in *JISMA: Journal of Information Systems and Management*, Volume 03(02), April, pp.80-86.
- Syahrl, F., P. Caroline & R.W.S. Sumadinata. (2020). "The Political Orientation of Extra Campus Student Organizations in the 2019 Presidential Election" in *Society*, Volume 8(2), pp.486-505. DOI: 10.33019/society.v8i2.201.
- Zega, Petra *et al.* [Yearning Harefa, Wahyutra Adilman Telaumbanua & Bezisokhi Laoli]. (2024). "Pengaruh Kondisi Ekonomi Keluarga terhadap Prestasi Belajar Mahasiswa Program Studi Pendidikan Ekonomi pada Fakultas Keguruan dan Ilmu Pendidikan di Universitas Nias" in *Jurnal Penelitian, Pendidikan dan Pengajaran (JPPP)*, Volume 5(3), November, pp. 291-300.



BEM FIS UNJ in the Time of Reform Order in Indonesia

In the history of student organizations at UNJ (*Universitas Negeri Jakarta/State University of Jakarta*), FIS (*Fakultas Ilmu Sosial/Faculty of Social Science*) is one of the faculties with the most active student organizations.