CRITICAL THINKING ANALYSIS ON HISTORY EXTERNAL CAMPUS ORGANIZATION FOR MILLENNIAL GENERATION IN INDONESIA

Mutiara Roudhatul Jannah

Indonesian Language and Literature Study Program
Faculty of Humanities, Airlangga University

ABSTRACT

The emergence of an external campus student organization (*ormek*) is very influential for the progress of the millennial generation, especially among students as the nation's successor. In addition to being a forum for developing self-potential and training student soft skills, *ormek* is a hope for the surrounding community in solving societal problems. It takes understanding and the role of all millennial generations to think critically about organizations that have various impacts in the cadre process. This research analyzed how intelligent efforts can be made by the millennial generation to respond, sort, and choose and recognize the impact. The method used is a qualitative method through literature review and a quantitative method through a survey (35 respondents). The findings showed that the existence of *ormek* is very influential by being a forum for the student movement since the era of Indonesian independence in various aspects such as social and political. Students had various opinions about the existence of *ormek* and its influence on the millennial generation. Brilliant efforts must be made in addressing the existence of *ormek* so that they are wise in the organization and benefit the people.

Keywords*: external student organizations, millennial, Ormek*

INTRODUCTION

The external campus student organization is an organization with a student background that stands outside the authority of a campus. The term external campus student organization (ormek) appeared during the New Order era, which at that time implemented the Normalization of Campus Life (NKK) and the Student Coordinating Board (BKK) in all campuses in Indonesia. (1) The emergence of this organization as a form of existence for students who have critical thinking to voice public unrest about justice in Indonesia. The presence of the term campus external student organization originated from the response of the New Order government, which saw previously in 1978, the internal and external student organizations of the campus were running intimately. In its history, the external campus student organization was initiated by four phases of the student movement, namely 1) the period of the national movement in 1900-1945; 2) The old order period in 1945-1965; 3) The New Order period in 1965-1998; and 4) The reform period, namely 1998 until now. (2) The student movement experienced significant changes in line with the political order in Indonesia in the New Order era moving dynamically in several significant stages. The external student organization that stood out at that time was the Indonesian Student Movement Concentration (CGMI) after the Indonesian Communist Party (PKI) victory in 1955. The emergence of other external student organizations such as the Indonesian Islamic Student Association (HMI), the Indonesian

National Student Movement (GMNI), The Indonesian Islamic Student Movement (PMII), the Indonesian Christian Student Movement (GMKI), the Catholic Student Association of the Republic of Indonesia (PMKRI), the Socialist Student Movement (GeMSos), the Muhammadiyah Student Association (IMM), the Indonesian Muslim Student Action Unit (KAMMI) is based on the impact from liberal democrats in 1950 to 1959 (2).

The role of external campus student organizations in Indonesia is enormous, especially in the world of politics. Demonstrations in bringing down during the New Order era are proof of the moral struggle of external campus organizations that include the role of students in fighting for justice and the prosperity of society. The student movement should not stop as a moral movement and a movement to overthrow the tyrannical regime but must also seize and build new powers. (3) Being a student in the millennial era is required to have new thoughts that can compete with the cadre process that is concerned with bureaucracy. Moreover, administrative but not able to develop an interest in talent of cadres also train how to think critically and creatively which is full of new ideas accompanied by a realization. The external campus organization has an essential role in providing change and exchanging ideas and discourses in higher education based on intellectual and scientific characteristics. (4) The student movement has become a term for a student's efforts to actualize themselves. The role and actions of students in accentuating their idealism through organizational platforms, both internal and external campus organizations. (5) A large number of young people today means that Indonesia has a lot of human resources at productive age. Of course, this must be accompanied by high quality to affect developments in all aspects. In addition, facilities and training are needed to support the spirit of the young generation.

This study aims to provide insight into the existence of campus external student organizations in critical thinking among students in the millennial era. In addition, this research also provides examples of innovative efforts that students in the millennial era can make in responding to the existence of external student organizations that have various impacts in the process so that the millennial generation can find out the impacts of the cadre process during organizations outside the campus environment. and explain briefly how to overcome them from the exposure in this study effectively. The research questions that are sought to achieve the objectives in this research are about how the existence of external student organizations on campus and their role for students in the millennial era are also brilliant efforts that students in the millennial era can make in responding to the existence of external student organizations outside the campus and how to overcome the impacts that occur during the process of joining external campus student organizations.

METHOD

This research uses qualitative research methods and quantitative methods, Qualitative research in the form of literature reviews from journals related to predetermined titles (14), and quantitative research in online surveys via google form (15). A literature review is carried out by collecting journals published 2019-2021 obtained through several official university websites in Indonesia. The journals used as literature studies contain similar topics in research, namely about the smart efforts of the millennial generation in responding to the existence of

external student organizations around campuses with the keywords external student organizations, students, millennials, and cadres. Meanwhile, the quantitative method is carried out through online surveys. Quantitative research in the form of online surveys refers to the cross-sectional survey theory, which is a survey to collect data that is temporary in nature and only collects once (12). The survey aims to get data, and in this case, researchers make use of Google Forms. This application of Google Forms can be one of the recommended software for making online assessment tools (12). Surveys using Google Forms ensure the security of respondents' identities, so that researchers can rely on this software (12).

The questions posed contain questions regarding the opinions of students on the existence of campus external student organizations such as the Islamic Student Association (HMI), the Indonesian National Student Movement (GMNI), the Indonesian Islamic Student Movement (PMII), the Muhammadiyah Student Association (IMM), the Movement Indonesian Christian Students (GMKI), and the Catholic Student Association of the Republic of Indonesia (PMKRI). The questions also reviewed the opinions of students on the positive and negative impacts of participating in external student organizations on campus. Google Forms distributed via social media on Monday, 17 May, 2021, at 13.00 and closes at 21.00. As for the population in this study were students with an age range of 16-25 years consisting of 35 random people and it was not determined whether they were members of an external campus student organization or not because throughout the campus the existence of organizations and smart efforts in Responding to its existence also needs to be known, felt and understood wisely by all students in it without exception so that the survey in this study can be assessed properly for its validity and reliability.

RESULTS

Based on the findings in the literature review, campus external student organizations from the Old Order era to the reformation era have continued to develop, even though in the process there have been many conflicts both internally and externally. The history of the emergence of external student organizations is closely related to the student movement in various societal problems during the Old Order era to the current reformation.

History of Campus External Student Organizations as a Forum for Student Movement

The history of the Indonesian student movement is closely related to the Dutch colonial political policy in 1901, which is popularly known as ethical politics. This ethical-political policy had indirectly encouraged the revival of a climate for national movements in the Dutch East Indies region. Recognizing this, we can judge from the start of the establishment of many different kinds of educational institutions and movement organizations, both political and regional in nature. One of them was the establishment of Budi Utomo in 1908. The organization was founded and driven by STOVIA students, with two famous figures Douwes Dekker and Wahidin Soediro Husodo (13). In 1908, Indonesian students studying in the Netherlands formed an organization called *Indische Vereeniging*. This organization was initially only social in nature, but since the end of the first world war and when Indonesian political prisoners who

were exiled to the Netherlands arrived (especially after Ki Hajar Dewantara joined), this organization gradually became political. So that in 1925 this organization changed its name to the Indonesian Association (PI), as a tactic to campaign for Indonesian identity among national and international movement activists. The Indonesian Association is very aggressively campaigning for the right to independence for Indonesia abroad, by cooperating with various international organizations, such as the League against Imperialism and Colonial Oppression, the International Communist, and so on.

The student movement since 17 August 1945 has experienced a rapid development with the emergence of external student organizations that have different ideologies. Some of the organizations that were influential during the Soekarno administration included the Indonesian Student Movement Concentration (CGMI), the Indonesian Student Movement (GERMINDO), the Islamic Student Association (HMI), the Indonesian Christian Student Movement (GMKI), the Indonesian Catholic Student Association (PMKRI), The Indonesian National Student Movement (GMNI), the Indonesian Islamic Student Movement (PMII), the Secretariat of the Local Student Organization (SOMAL), the Muhammadiyah Student Association (IMM), and so on. The Student Movement was then divided into two different groups in the issues and programs they were fighting. In one group was the Student Movement which carried the Anti-Nekolim namely CGMI, GERMINDO, GMNI, and PERHIMI. Meanwhile, another group brought up the issue of "academic freedom" and "returning to campus" under the command of HMI, Germasos, and Somal. (13)

In the Old Order period, this became an important momentum for the development of the Student Movement. The Student Movement was actively involved in the world of national politics, especially, in general, the Student Movement in this era had an emotional and ideological closeness with the political parties participating in the 1955 election, namely HMI with Masyumi, GMNI with PNI, Germasos with PSI, PMII with NU, CGMI with the PKI, Germindo with Partindo, GMKI with Parkindo, PMK-RI with the Catholic Party and others. (13) The Minister of Education and Culture, Daoed Joesef issued Decree No. 0156 / V / 1978 concerning the Normalization of Campus Life (NKK), which contains the prohibition of conducting political activities on campus. Furthermore, the Minister of Education and Culture also issued Decree No. 037 / U / 1979 which regulates the form of Student Organizations (Ormawa) in Higher Education, where each campus is formed by the Student Coordinating Board (BKK) which functions to assist the Chancellor in planning student activities. The Director-General of DIKTI also issued instruction No.002 / DKK / Inst / 1978 which regulates all student activities under the Vice-Rector III and Assistant Dean III control, so the Chancellor has the power to control the leadership of the organization. (13)

External Student Organizations of Community Problem Solving Agents

One of the student organizations, Student Solidarity for Democracy (SMID), founded in 1992, was one of the militant and progressive student organizations. SMID is actively involved in assisting populist cases, such as land eviction for constructing the Kedung Ombo reservoir, Central Java, the strike of 40,000 workers in Tandes Surabaya with an agenda of

claiming wages, labor cases in Jabotabek, etc. (13). Because of his activity, it was not too surprising that SMID activists were then targeted by army intelligence to be arrested. At its peak, when SMID was accused of being involved in orchestrating the 27 July, 1996 riots (Kudatuli), many of its leaders were arrested and imprisoned by the New Order Regime. Other SMID activists who escaped arrest continued to carry out underground movements against Suharto. They then came back to the surface, when in 1997, Indonesia was rocked by an economic crisis. The momentum of this crisis led to widespread popular resistance to the new order. Many people's posts stand as a symbol of resistance to the New Order by often holding coordination meetings and screening political films. On-campus there is no longer a student culture that was previously apathetic and hedonistic. Everywhere, students were seen gathering to discuss the state of crisis and national politics.

To stem and reduce the growing and growing popular resistance, the New Order regime then ordered the military apparatus to arrest and kidnap activists-who since the 1996 Kudatuli incident had been targeted for arrest. Dozens of people later became victims of kidnappings from the MKT (13). Of all the kidnapped victims, up to now, 13 people have not returned. 69 The peak of the repressive acts committed by the military apparatus against the people and students was when on 12 May 1998, four students from Trisakti University were shot dead by soldiers (13). Instead of making them afraid, on the contrary, the incident further burned and triggered people's anger towards the New Order. Students and people in various cities, then simultaneously staged massive demonstrations to occupy symbols of government and demanded that the New Order immediately resigns from the presidency. Finally, on 21 May, 1998, after being under continuous pressure from student and public demonstrations, the New Order, which had governed Indonesia automatically for 32 years, declared its resignation.

Survey

Based on the results of survey data through Google Forms conducted on 35 people as respondents with an age range of 16-25 years and a student or student, a diagram and several answers to the questions have been obtained.

Table 1. Results of Respondents' Answers

Question	Number of respondents		
	Yes	No	Maybe
Do you know the Campus External Student Organization?	28	1	6
Do you join one of the Campus External Student Organizations?	11	24	-

2. Respondent Opinion Table

Question	Summary of answers (opinion)
How do you (as a student) respond to the existence of Campus External Student Organizations in this millennial era?	Most of the respondents answered that the existence of external student organizations was not a problem with the following summary: • Respond by looking at the positive side of the external organization. • External organizations can be a place for millennials to do positive things related to the organizations they follow. • It is necessary to pay attention to the objectives and vision and mission of the external organization. Is it still maintaining the main essence of the *Ormek* to run according to its main purpose or even deviating from it and becoming a campus political tool. • Good for students, but sometimes the organizational system that is less transparent and prioritizes the personal interests of the organization causes many conflicts to arise.
In your opinion, what are the impacts (positive, negative) you get when you join the Campus External Student Organization?	Summary of answers from respondents as follows: **The Positive impact :** • As a forum to develop soft skills and communication skills. • As a means of adding new relationships, experiences and insights, so that students are not only familiar with the lecture bench. • Train yourself to socialize well in the midst of community life and be sensitive to the conditions around you. • Freefall into the ranks of the people with organizations without the political tendencies of electoral parties, then the essence of the "movement" will be purely felt and interpreted. **The Negative impact :** • The focus of student learning is divided because some of their time is wasted on participating in external student organizations on campus. • There is unfair competition between *ormek* because there is a deviation from the organization's original goal of becoming an arena for the struggle for seats in campus politics and tends to prioritize the power of 'insiders'. • Students become bound in the *Ormek* they follow, and this tends to affect the independence of democracy during student general elections on campus. *Ormek* will consolidate to occupy positions on campus by garnering support for its members.

	• If they are in the illusion of characterizing elitist large groups, then the students are nothing more than tools to legitimize the new cycle of oppression, which is structurally far above the people's needs.

DISCUSSION

A very pluralistic campus life makes the existence of external organizations even more influential. The challenges of the times are increasingly complex with the rapid development of technology which requires students to be fast and responsive in receiving and conveying information. The use of technology is the most important role in human life activities so that students are expected to be able to implement their knowledge in all fields, such as economics, politics, social and culture. (6) The involvement of students in various aspects is needed as a responsibility to improve quality human resources by holding fast to Pancasila to free people from poverty, oppression, and ignorance. The life and thoughts of the younger generation today are considered capable of thinking rationally, openly, and intelligently and critically in response to a problem. Developing innovation and creativity is also needed to compete by trying new things in technology. A sense of belonging and love is needed in every organization that is being occupied because it must be in the soul of every cadre. Filling dialectics and idealism in a discussion topic can ignite the spirit of organization to burn. Becoming a cadre of an organization must wholeheartedly intend to serve.

External campus student organizations exist as an answer to all the anxieties and problems faced by the Indonesian people. Including the role and contribution of students to participate in fighting for the justice of the people that should be. This can be done by providing training as a form of care when entering an external student organization on campuses such as the Admission Period for New Members (MAPABA) in the PMII organization, the Introducing Period for Prospective Members (MAPERCA) in the HMI organization, and Basic Level Cadreization (KTD) at GMNI. Becoming one of the cadres in an external campus student organization is an option. The external student organization of the campus can be said to be a way for students to train themselves to become individuals who are ready to become agents of change in the surrounding community. (7) Various soft skills, especially good communication, are very important for the continuity of the role of students in society (8). Demonstrations to defend the people by taking to the streets and through social media are a must for cadres of external student organizations on campus. In addition to being a forum for developing soft skills and expanding relationships, the presence of external student organizations on campus is also expected to be able to produce the best cadres who are sensitive to social issues (9).

Trying to be smart in responding to the presence of external campus student organizations in campus life is not an easy thing to do. Students in the millennial era are required to always think critically by analyzing everything first before deciding on various problems. The younger generation has the challenges of an increasingly complex era with the rapid flow of information along with the rapid development of technology. (2) Through technology, the younger generation of the millennial era, especially students, have unlimited

access to the internet world to find and analyze information or data. The history of the establishment of an external student organization, its involvement in various fields, especially politics, and its activities in the present era can be obtained easily via the internet. However, discussing media relations with the political realm is a dilemma because the attitude of media coverage is not completely neutral from political intervention and capital patronage. (10) The non-neutrality of the media in presenting news is a problem because it will make the public reckless in understanding the news. It can lead to public opinion if the media presents fake news (hoax).

An important element in the political system in Indonesia is students as intellectuals who are expected to be able to provide input and criticism to build a better political system. Strengthening practical political action on the political agenda is a challenge for a system called democracy. It takes the active involvement of every element of society, including the campus's external student organizations. Apart from practical politics, the problem of society is the strengthening of ethnicity, race, religion, and money politics. This issue seems to be of interest to political actors who are not responsible for a group or personal interest. In the process, the external student organizations of the campus also had a bad spotlight according to the experiences and views of students on campus. External organizations are considered to be no longer in line with the vision and mission of the organization that has been built since a long time ago. There have been many deviations from the goals and direction of movement, where the orientation should be centered on the people's interests, but what happens is prioritizing the student organizations' political interests external to the campus itself.

Taking part in campus politics by implementing a dynastic political system such as the seizure of seats for internal student organizations on campus (BEM, BLM, Ormawa) by cadres of campus external student organizations is something that is not feasible to do. It is certainly not in line with the orientation and direction of the Ormek struggle which should go directly to the world outside the campus in the community. Cadre candidates should be trained to have good soft skills to become dignified intellectual, not invited and lured into positions by implementing a political system of characterization through fundamental illusions. The cadre process does not always run according to the goals of the organization's achievement because some cadre candidates decide to join an organization not because of their needs and desires, but because of an invitation that tends to force their seniors or instead follows in the footsteps of their friends who have entered a campus external student organizations. The impact of joining external campus student organizations, both positively and negatively, has not been properly and thoroughly understood by cadre candidates. The direction of the movement and the goals of the organization is not clearly explained. Positive impacts such as expanding relationships and developing self-potential are also sided by side with negative impacts such as the abandonment of lectures due to the tight organizational schedule and the emergence of traits that are thirsty for campus political power because they feel facilitated by their participation in campus external student organizations.

Overcoming these various impacts, students can carry out an analysis by following the development and achievements of an external student organization on campus. This can be done by reading more through physical books, manuals for each organization, or electronic

books with similar topics. In addition, digging up information through friends or seniors who participate in campus external student organizations is also a good lesson to find out to what extent these organizations influence people's lives and where the external organization moves. In addition, as students in the millennial era, it is also important to be active in various work programs organized by internal campus organizations such as BEM and Ormawa. Students are expected to have the motivation to support the spirit of contribution and act as agents of critical, creative, and innovative change. Related to this, the motivation theory developed by Maslow based on human needs has five levels or hierarchies of needs, namely: 1) physiological needs, such as hunger, thirst, rest, and sex; 2) safety needs, not only in the physical sense but also mentally, psychologically and intellectually; 3) the need for love (love needs); 4) the need for self-esteem (esteem needs), which is generally reflected in various status symbols; and 5) self-actualization, in the sense of providing opportunities for someone to develop their potential so that they turn into real abilities. (10)

Self-actualization must be applied fairly and thoroughly in an organization, both external and internal to the campus. (5) This can be the first step in the process of changing the nation for the better. Students will be free to think and express themselves in showing their potential that will be useful in the future for the survival of many people. (11) Smart efforts in responding to the challenges of the times by the millennial generation will continue to develop over time and technological developments are increasingly rapid.

CONCLUSION

The presence of campus external student organizations as a forum for the younger generation, especially students, is very influential for the progress of the Indonesian nation. Campus external organizations have various positive and negative impacts. One of the positive impacts of being a center for soft skill learning is the ability to communicate and be a good leader, as well as expanding the network of relationships between students outside the campus. In addition, in the process of community life, ormek has an important role to play in solving problems that occur in the surrounding environment. The negative impact is that many cadre processes in ormek are oriented towards positions in politics. This is certainly not in line with the ideologies that raise efforts to eradicate populist problems.

However, this can be overcome by making brilliant efforts in responding to the presence of the organization by inviting students as agents of change to think critically in following external student organizations on campus which should be responsive in responding and highlighting the political agenda by being part of the people to overcome various anxieties and legal social inequality that occurs. The path to a better democratic system also begins with student organizations outside the campus and the community to build a spirit of solidarity by synergizing one organization with another.

REFERENCES

1. Wasi' A, Erawati M. Peran Pergerakan Mahasiswa Islam Indonesia (Pmii) Kota Salatiga Dalam Menyebarkan Nilai-Nilai Islam Nusantara. An-Nida J Komun Islam. 2019;11(1):69–76.

2. Syahrul F, Paskarina C, Sumadinata RWS. The Political Orientation of Extra-Campus Student Organizations in the 2019 Presidential Election. Society. 2020;8(2):486–505.

3. Hidayat W, Taufikurrahman T. Aktivisme Politik Mahasiswa Islam Membangun Demokrasi Pasca Orde Baru. SANGKéP J Kaji Sos Keagamaan. 2020;3(2):129–44.

4. Dwi F, Alfirdaussy H, Nugroho WB, Made N, Sastri A. Persamaan Dan Perbedaan Dengan HMI. 2020;1–15.

5. Chamadi MR, Sumantri RA. Tipologi Gerakan Mahasiswa Melalui Organisasi Mahasiswa Islam Di Purwokerto. Titian J Ilmu Hum. 2019;03(02):241–59.

6. Nugroho EW, Warsah I, Amin M. Peran Organisasi Ekstra Kampus Dalam Meningkatkan Kemampuan Komunikasi Mahasiswa. J Dakwah dan Komun. 2020;5(2):205.

7. Ilham F, Hasrul, Dewi SF. JUPIIS : Jurnal Pendidikan Ilmu-ilmu Sosial Model Pendidikan Politik Himpunan Mahasiswa Islam Cabang Padang The Political Education Model of the Padang Branch Islamic Student Association. J Pendidik Ilmu-ilmu Sos. 2020;12(1):104–12.

8. Adami S. Gaya Komunikasi Pimpinan Terhadap Organisasi Himpunan Mahasiswa Islam (Hmi) Cabang Banda Aceh Skripsi. Orphanet J Rare Dis. 2020;21(1):1–9.

9. Ardiana E, Putra EV. Organisasi Eksternal Kampus Sebagai Wadah Pengembangan Softskill Mahasiswa (Studi Kasus : Mahasiswa Universitas Negeri Padang Yang Mengikuti Organisasi Eksternal Kampus). J Chem Inf Model. 2019;53(9):1689–99.

10. Simangunsong S, Hanafiah R. Suwandi Simangunsong, Ridwan Hanafiah, Agus Purwoko | Ideologi Kader Himpunan Mahasiswa Islam (HMI) dalam Pembangunan Kepemimpinan di Kota Medan. 2019;7(2):145–66.

11. Febriyani E. Peranan Himpunan Mahasiswa Islam Dalam Peningkatan Kesadaran Berpolitik Mahasiswa Uin Raden Intan Lampung. 2020;2020.

12. Rachmawati B. Penerapan Google Form dalam Pembelajaran Daring pada Masa Pandemi COVID-19 di SD Muhammadiyah Inovatif Mertoyudan. 2020.

13. Indonesia LMR. Pendidikan dasar. Pendidik Dasar Organ Laskar Mhs Republik Indonesia. 2021;5(2):109–18.

14. Dhohiri TR, et al. Sosiologi 3: Suatu Kajian Kehidupan Masyarakat. 3rd ed. Jakarta; 2007. Halaman 85-94.

15. Jaya IMLM. Metode Penelitian Kuantitatif dan Kualitatif. 1st ed. Yogyakarta; 2020. Halaman 12-20.