

The Urgency of Emotional Intelligence in Higher Education to Improve The Quality of Indonesian Graduates: A Phenomenological Approach

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Abstract: *Currently, social and economic challenges are increasingly felt, raising public awareness of the importance of education. Various employment sectors set a minimum qualification of a bachelor's degree, prompting parents to prioritize their children's education as a preparation for a future career. Education is no longer considered sufficient only up to the high school level, but efforts are made to continue it to higher education. Unfortunately, these fresh graduates only excel academically but have relatively low emotional intelligence. This is a qualitative study with a phenomenological approach. Data collection was conducted through semi-structured interviews with human resources managers who have been responsible for recruiting fresh graduates. To maintain data validity, the researcher conducted source triangulation, by interviewing students who are currently in their fifth semester. The results of this study show that there are still many fresh graduates who are only good academically but still do not understand and have not applied the five aspects of emotional intelligence, namely self-awareness, self-regulation, motivation, empathy, and social skills.*

Abstrak : *Saat ini, tantangan sosial dan ekonomi semakin terasa, meningkatkan kesadaran masyarakat akan pentingnya pendidikan. Berbagai sektor pekerjaan menetapkan kualifikasi minimum gelar sarjana, mendorong orang tua untuk memprioritaskan pendidikan anak-anak mereka sebagai persiapan untuk karier masa depan. Pendidikan tidak lagi dianggap cukup hanya sampai tingkat sekolah menengah atas, tetapi upaya dilakukan untuk melanjutkannya ke pendidikan tinggi. Sayangnya, para lulusan baru ini hanya unggul secara akademis tetapi memiliki kecerdasan emosional yang relatif rendah. Ini adalah studi kualitatif dengan pendekatan fenomenologis. Pengumpulan data dilakukan melalui wawancara semi-terstruktur dengan manajer sumber daya manusia yang bertanggung jawab atas perekrutan lulusan baru. Untuk menjaga validitas data, peneliti melakukan triangulasi sumber, dengan mewawancarai mahasiswa yang saat ini berada di semester kelima. Hasil penelitian ini menunjukkan bahwa masih banyak lulusan baru yang hanya unggul secara akademis tetapi masih belum memahami dan belum menerapkan lima aspek kecerdasan emosional, yaitu kesadaran diri, pengaturan diri, motivasi, empati, dan keterampilan sosial.*

Keywords : *Emotional Intelligence, Higher Education, Graduates*

INTRODUCTION

Currently, the number of college graduates in Indonesia is increasing. This is due to various job sectors setting a minimum qualification of a bachelor's degree, which encourages parents to prioritize their children's education as preparation for their future careers. Education is no longer considered sufficient up to the high school level, but is pursued to continue to higher education, because the role of

students is not limited to the classroom, but also extends to various aspects of life, including social, political, economic, and cultural areas. Students must be able to serve as role models for the community in terms of knowledge, education level, social norms, and thinking processes (Rahmi & Adam, 2022; Sari & Lestari, 2023).

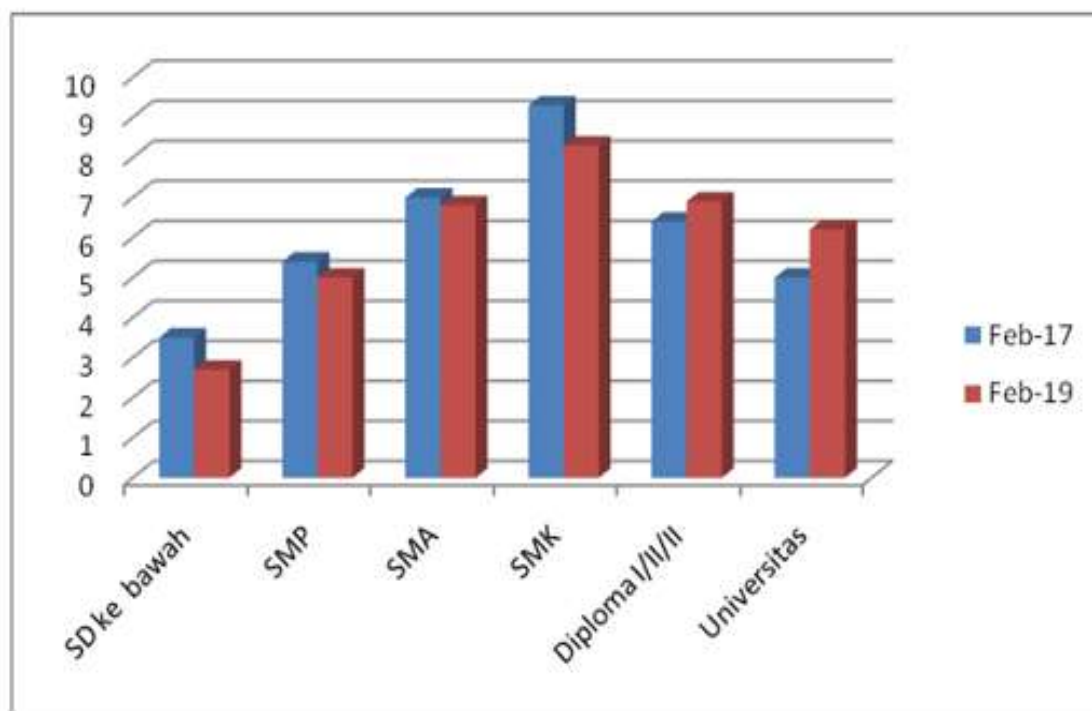
Based on data from the Central Statistics Agency (BPS), there has been an increase in the percentage of the Indonesian population completing higher education over the past decade. In 2016, the percentage was still at 7.92%, then gradually increased each year to 8.15% (2017), 8.76% (2018), and 9.26% (2019). This increase continued in 2020 and 2021 with percentages of 9.49% and 9.67% respectively, indicating the growing access to and participation of the community in higher education.



Source : Central Bureau of Statistics (BPS) (2025)

Unfortunately, undergraduate graduates who have obtained degrees according to their science, many later become unemployed. It is not because he is incompetent in the field of knowledge he is studying, but rather because of the lack of good attitude and behavior that is emanated during the interview or during the internship. The unemployment data of university graduates in Indonesia continues to grow.

Unemployment data in 2019 based on education level



Source : www.katadata.co.id

Graduating from college and obtaining a bachelor's degree apparently does not guarantee that graduates have good behavior. Many graduates leave campus with a diploma in hand, but without life skills. They are good at answering questions, yet awkward during interviews. They understand theory, but are confused when asked to practice. Reality in the field shows that many graduates still have fundamental weaknesses, in cognitive aspects, skills, or character, or in knowledge, skills, and attitude. The three weaknesses most often highlighted are: first, weak reading ability in terms of understanding and analyzing texts, second, limitations in writing, both academic writing and scientific works, and third, weak habits, work ethic, and communication skills (Sujaya, 2024).

The large number of workers who are irresponsible, negligent in their work, undisciplined, self-centered, prioritize personal interests, and so on indicates that moral values and integrity in the workplace have not yet been instilled. These moral values and integrity in the workplace are generally acquired at the university level by implementing values from character education (Munadzirah, et al, 2023).

A person's success is 20% determined by IQ and 80% determined by EQ. Being more emotionally intelligent turns out to make our lives more quality. Because the more emotionally intelligent we are, the happier we are (Dwidarti, Zamzani, Prabowo, & Retnowati, 2022). The happier we are, the more

rational we become. Therefore, as students, intelligence is needed to be able to develop the potential within themselves, both intellectual intelligence (IQ) and emotional intelligence (EQ) (Budiarti, Resmiatini, & Alie, 2023). Students who have emotional intelligence will have calmness and less stress, because they manage their emotions well, thus maintaining mental and physical well-being. Emotional intelligence will help students to be able to solve problems wisely.

In addition to negative behavior in the workplace, undesirable behavior is also shown in various cases (Rofaida, 2019). Cases of students taking reckless actions or resigning because they cannot handle pressure are concrete evidence that academic intelligence alone is not enough. Often, we find students who are very smart in calculations and theory, yet fail to manage their time, fail to work in a team, or are unable to accept criticism from lecturers or peers. This aligns with the findings in the research by Palupi and Gendon (2024), which stated that although most campus activists have high emotional intelligence, there are still some whose scores are low in the aspect of self-management.

The phenomenon of the declining morality of the nation occurs in almost all layers of life. Examples of moral deviations as a form of negative emotional expression that occur include arrogant attitudes among friends, low empathy and social concern, or a lack of respect for elders (Guswani, 2011). These moral deviations occur because adolescents are unable to express or demonstrate their emotions properly and effectively, where moral deviations are related to emotional intelligence (Irfan & Kausar, 2018). The resolution of the above problems can basically be carried out through improving the quality of students' emotional intelligence through the implementation of education such as character education, moral and ethical education, communication ethics, ethics and personality, and others. In this study, the researcher will focus on strategies to improve students' emotional intelligence to enhance the quality of graduates in Indonesia.

METHOD

This research is a qualitative study that uses a phenomenological approach. Phenomenological research is a type of qualitative research that closely and in detail observes and listens to individual explanations and understandings of their experiences. The purpose of phenomenological research is to interpret and explain the experiences that a person undergoes in life, including experiences during interactions with other people and the surrounding environment. In phenomenological research, the focus is on searching for, studying, and conveying the meanings of phenomena, events that occur, and their relationships with ordinary people in certain situations (Sugiyono, 2014). Phenomenology is also defined as a way of thinking that emphasizes focusing on human experiences and subjective stories and their interpretations or enactments in the world (Moleong, 2016). Meanwhile, John W. Creswell (2018) emphasizes that phenomenological studies describe the meaning

The researchers chose to use this method with the consideration that the phenomenological method is used to explore and deeply understand the meaning of a person's subjective experience of a phenomenon. The main reason is to see reality as it is, directly from the perspective of the individual experiencing it (personal consciousness), without being bound by pre-existing hypotheses or theories.

There are several stages that must be passed when conducting research using a phenomenological approach, namely bracketing, intuiting, analyzing, and describing. These research stages were popularized by nursing methodology and qualitative research experts, Denise Polit and Cheryl Tatano Beck (Flanagan, et.al, 2024), consisting of: (1) Bracketing, which is the process of identifying and suspending any pre-existing beliefs and opinions that may exist concerning the phenomenon or symptoms being studied, (2) Intuiting, which is the process that occurs when the researcher is open to the meaning associated with the phenomenon by those who have experienced it, thereby producing a general understanding of the phenomenon being studied, (3) Analyzing, which is a process that involves other processes including coding, categorization, and understanding the meaning of the phenomenon, 4) Describing, namely at this stage, the researcher becomes aware of, understands, and defines the phenomenon that is to be researched or studied. The goal is to communicate and offer differences, or critical descriptions in written or verbal form.

A semi-structured interview technique was conducted to collect data. According to Creswell (2022), this type of interview is conducted more freely compared to structured interviews. The purpose of this type of interview is to explore issues more openly, where the interviewee is asked to give their opinion. In this study, the researcher interviewed 10 Human Resources Managers from multinational private companies. The aim was to determine the extent of these managers' assessments of Emotional Intelligence (EQ) quality in graduates from various universities in Indonesia. In addition, the researcher also interviewed 5 students from public universities who were in their final semester and 5 students from national private universities. The purpose was to gather information on whether there are specific courses or activities aimed at developing students' EQ. To maintain data validity, the researcher used source triangulation.

The researcher used phenomenological analysis according to Creswell (2022), as follows: (1) Describing Personal Experience (Epoche/Bracketing), (2) Collecting a List of Significant Statements, (3) Grouping into Meaning Units, (4) Writing Textural Description ('What' was experienced), (5) Writing Structural Description ('How' the experience occurred), (6) Creating a Synthesis of the Essence of Meaning (Essence).

RESULTS AND DISCUSSION

Interview results with the HR Manager from a Multinational Company

1. Self Awareness

Having the ability to understand oneself, or self-awareness, is an important thing that each individual needs to possess. "Self-awareness" is interpreted as remembering, feeling, and realizing about oneself. This term was later interpreted by several figures and scholars with the meaning of "knowledge about oneself." Whereas from the linguistic definition, an image of self-awareness can be drawn, which is identical to the terms knowing oneself, understanding oneself, relating to oneself, self-introspection, or discovering one's true identity. In the psychological sense, the definition of self-awareness begins by looking at the terminology of the term 'personal,' which means oneself or independent. From there, the understanding of self-awareness is obtained, namely that with the intellect possessed, humans know what they are doing and why they are doing it.

With self-awareness, trying to recognize one's strengths and weaknesses, what one likes and dislikes, the life goals one has, and so on will help us understand our position. In general, self-awareness has various benefits, including: (a) Understanding oneself in relation to others, (b) Setting more appropriate life and career goals, (c) Developing relationships with others, (d) Understanding the value of diversity, (e) Increasing productivity, (f) Enhancing the ability to contribute to the organization, community, and family.

From the results of interviews with the Human Resources Manager at a multinational company, data was obtained that the average fresh graduate from both public and private universities lacks self-awareness. This can be seen from the interview process and during the early days when these graduates start working. In fact, quite a few candidates arrive late at the interview location beyond the scheduled time. This indicates that these graduates lack self-awareness.

"Not only that, we also often observe on their first day of work, they just sit in the provided spot and seem to wait for tasks but do not offer help. Even as it approaches 5 o'clock, they appear to have already tidied up the documents on their desks and are busy with their phones, getting ready to leave, even though other employees are still occupied with unfinished work. This shows that they are not 'aware' of their environment." (RA. HR Manager of a Multinational Company).

This is in line with what Liliweri (2017) stated: self-awareness is the ability to introspect oneself and the ability to reconcile oneself as an individual separate from the environment and other people. As social beings, it is difficult for humans to achieve self-awareness without being influenced by others. Therefore, self-awareness becomes one of the main concerns regarding self-knowledge in social psychology.

2. Self Regulation

Self-regulation plays an important role in helping students achieve academic performance and control their behavior. Several research findings indicate that self-regulation has a positive effect in enhancing students' control in believing in efforts that impact their academic achievement (Blair et al., 2010). Students who have self-regulation tend to succeed academically, are able to learn effectively by combining academic learning skills and self-control, which makes the learning process easier and more motivated (Husna et al., 2014).

Other research findings indicate that students with low self-regulation experience difficulties in managing their emotions and behavior, and as a consequence, this will affect their learning difficulties as well as the loss of some social and cognitive skills needed to achieve academic achievement (Blair et al., 2010). Self-regulation is not only related to behavioral skills in managing oneself from potential environmental influences, but also in terms of knowledge and a sense of personal agency to display skills relevant to the environmental context, morals, or norms (Bandura, 1986 in Irawan, 2022).

"Employees who have Self-Regulation will have good work quality. They will not run out of ideas. Additionally, they will have high work enthusiasm. Employees who have self-regulation will find it easier to overcome the problems they face, both personal and at work. Thus, they will have a high sense of responsibility." (AB – HR Manager of a Multinational Company).

This is in line with the statement according to Howard & Miriam (in Fitria and Lukmawati, 2018) self-regulation is a process in which a person can manage their own achievements and actions, set goals for themselves, evaluate individual success when reaching the goals, and provide rewards to the individual for being able to achieve those goals.

3. Motivation

Daniel Goleman (2018) states that motivation is using the deepest passions to drive and demand us toward goals, helping us take initiative and act very effectively, as well as to endure facing failure and frustration. Managing emotions as a tool to achieve goals is very important in relation to giving attention, motivating oneself, mastering oneself, and being creative. Emotional self-control, restraining oneself from gratification, and controlling impulses of the heart are the foundations of success in various fields. Goleman (2018) emphasizes that emotionally motivated individuals often have high personal standards and focus on continuous efforts to achieve the best. They strive to overcome challenges not only for the results but also for self-development.

Good motivation helps someone achieve long-term goals and face challenges without giving up. In a competitive and challenging environment, motivation becomes the difference between those who manage to reach their full potential and those who give up. This motivation is important in emotional intelligence because it directs a person to remain productive, consistent, and focused, even when facing

difficulties. Strong motivation also helps individuals overcome stress and maintain their spirit in the face of failure. Motivated individuals tend to be more resilient, able to bounce back after failure, and continue trying until they achieve their goals.

“ People who have high motivation in emotional intelligence usually show some distinctive traits, such as having the drive to achieve greater goals. They have a deep desire to succeed and grow, not just to pursue profit or recognition from others. They also have high personal standards, they never give up, always want to learn, grow, and remain optimistic. ” (NU- HR Manager of a Multinational Company)

This is in line with the statement of Daniel Goleman (2018) and Howard & Miriam (in Fitria and Lukmawati, 2018) who said that people with high motivation will set challenging targets and always strive to achieve more than expected. They are also very resilient, able to overcome challenges, and view challenges as opportunities. People with high motivation can quickly recover from failure and continue to improve themselves.

4. Empathy

Empathy is feeling what others feel, being able to understand their perspective, fostering trustful relationships, and aligning oneself with different kinds of people (Goleman, 2018). Empathy can be understood as the ability to recognize other people's feelings and understand their perspective. Empathy is the ability to respond to others' feelings with an emotional response that matches that person's desire. Being empathetic toward other people's feelings is used as a basis for building healthy interpersonal relationships.

There are five main abilities that are characteristics of recognizing the emotions of others (empathy), namely: (a) Understanding others, which is understanding the feelings and perspectives of others and showing active interest in their concerns, (b) Service orientation, which is recognizing and striving to meet the needs of others, (c) Developing others, which is sensing the needs of others to develop and improve their abilities, (d) Managing diversity, which is fostering diversity through interaction with many people, (e) Political awareness, which is being able to read the emotional currents of a group and their relation to power.

“People who have high empathy can be good listeners, are able to understand the feelings of others, and do not judge. They are also more responsive and caring towards others, and are able to handle conflicts calmly. Unfortunately, many graduates from universities still do not have high empathy; as a result, they are unable to establish good relationships with fellow employees and are less able to build teamwork.” (SR – HR Manager of a Multinational Company)

This is also in line with the statement of Daniel Goleman (2018) and Howard & Miriam (in Fitria and Lukmawati, 2018) who stated that people who have a sense of empathy not only listen to words but also body language, non-verbal language, or tone of voice to understand others. They also do not

underestimate the feelings of others and because they can understand the viewpoints of both sides, they tend to find it easier to resolve conflicts or differences of opinion.

5. Social Skills

The last aspect of EQ according to Goleman is social skills. It is not just about being good at small talk. People with good social skills can build healthy working relationships, resolve conflicts without escalating issues, and are able to influence others in a positive way. Social skills are the ability to interact with others effectively and empathetically. This includes the ability to communicate clearly, listen well, and understand emotional nuances in interactions. People with good social skills are usually able to build positive relationships, collaborate with various personality types, and resolve conflicts peacefully. Social skills are not just about speaking or interacting directly. They also include the ability to read body language, respond empathetically, and influence others positively. In the workplace, social skills enable a person to lead a team, collaborate in groups, and create an inclusive work culture.

“People who have good social skills can build positive relationships with people from various backgrounds. With this ability, they can maintain good relationships by always managing their communication so that others will feel comfortable interacting with them. From what I have observed, there are many new employees who do not yet have good social skills, making them seem stiff and unwelcoming to other employees.” (RM – HR Manager in a Multinational Company).

This is also in accordance with the statement of Daniel Goleman (2018) Howard & Miriam (in Fitria and Lukmawati, 2018) who said that people who have good social skills have an effective way of communicating, are open-minded, and can socialize with people from all walks of life. With these social skills, they are able to solve existing problems with a win-win solution.

Interview results with students

The results of interviews conducted by the researcher with final-year students indicate that, in fact, the university curriculum already includes courses aimed at enhancing emotional intelligence competencies such as Ethics and Personality, Effective Communication, Manners, Interpersonal Communication, and Intercultural Communication. However, these courses do not explicitly explain Emotional Intelligence, let alone those related to ethics or etiquette. In reality, the university has mandated students to participate in extracurricular activities, such as becoming members of the Student Executive Board, and to choose one of the programs available on campus, such as dance and art groups, nature lover groups, youth entrepreneurship groups, and others. These activities train students to have good emotional intelligence, but in practice, not all students are willing to participate in the activities offered on campus.

Many students only come to campus to attend classes and after that they go home and do not participate in any extracurricular activities. Students hope that there will be a specific course that can help them understand EQ or Emotional Intelligence. There should also be a course that provides understanding about the difference between IQ and EQ, so that students not only prioritize the cognitive aspect but can also apply their affective and positive behavioral side.

CONCLUSION

The results of this study indicate that there are still many graduates who have low EQ. Cognitively, they have achievements that are commendable, but in daily life, they display behavior that is inappropriate for a university graduate. They lack the five aspects of Emotional Intelligence, namely Self Awareness, Self Regulation, Motivation, Empathy, and Social Skills. For future research, the researcher suggests conducting studies related to Emotional Intelligence courses integrated into the university curriculum, as this is very urgent to implement in order to produce graduates who are not only cognitively capable but also possess good affective qualities and behavior.

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