

RESEARCH ARTICLE



Student Self-Leadership Ability Reviewed from Student Organization Activity in Indonesia

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Abstract

Self-leadership ability research aims to determine self-leadership ability in students who are active and not actively participating in organizational activities by identifying the points of measurement of self-leadership ability in students between batches of USD Guidance and Counseling study program class of 2017-2020.

The phenomenon of student behavior shows indications of problems with weak self-leadership that differ between active students and not actively participating in organizational activities. The influence of organizational activity is an opportunity for self-development, but the problem of student activity units as a means of organizing only reaches a few interested students, causing whether there is a difference in student self-leadership abilities that are influenced by organizational activity.

Research shows that previous journals only focused on interpersonal communication skills, while this study looked broadly at aspects that influence the development of self-leadership abilities through organizational activity.

This study uses a type of comparative descriptive research with questionnaires as an instrument for collecting data in research. The subjects of the study were students of the Guidance and Counseling Study Program of Sanata Dharma University Yogyakarta class of 2017-2020 totaling 210 students.

It was revealed that there is no difference in self-leadership ability in students of the USD Guidance and Counseling study program class of 2017-2020 in terms of organizational activity with a p-value of $0.522 > 0.05$.

This research can be developed more broadly on the theme of organizational experience, self-leadership development, internship programs, and academic achievement results.

Introduction

Self-leadership is the responsibility of oneself to move forward and control one's personal actions. The motivation underlying actions is based on self-assessment that produces perceptions of personal abilities, where self-leadership can identify and direct behavior so that individuals are motivated to increase maximum achievement and achievement in organizational activity (Oxarart & Houghton, 2021; Rasdi et al., 2020; Sukrajap & Harahap, 2017). Self-leadership skills are very important to identify student interests and learning goals in the classroom that are influenced by student creativity in organizing and are able to encourage self-motivation to develop towards progress. This study was conducted to see the influence resulting from student organizational activity on their self-leadership abilities.

Self-leadership research that is influenced by organizational activity over time becomes a concern that leads to student learning motivation. When students actively join an organization, in them will emerge goodness that can be taken to communicate their potential (delicate ability), create interest in talent development, practice time discipline, expand organizational skills, and prepare authority and

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develop inspiration. Organizational skills help students accomplish things or things that are not able to be done effectively as humans, then, at that point it tends to be said again that activeness in organizing helps individuals, in alignment of their insight and leadership (Ghassani et al., 2020; Maykrantz & Houghton, 2020; Pinatih & Vembriati, 2019; Suherman, 2017).

Students are basically intelligent, independent individuals in terms of cognitive and humanist abilities in acting. The achievement of good cognitive competence really needs to be balanced with quality interest, talent, reasoning, and personal development programs so that students' potential develops optimally, intact, and becomes a person with integrity. Universities are expected to be able to foster students' skills and interests through the creation of organizational and extracurricular activities for students.

This is intended so that student participation in various activities will be able to help improve the quality of intellectual abilities and attitude talents. One way that can be done to help develop students' potential optimally is through the implementation of activities designed to foster interests, talents, critical thinking, and creative, inventive, and productive thinking (Dacholfany, 2017; Pasaribu, 2017). Self-development programs that affect self-leadership are handled seriously through Student Activity Units which affect students' self-leadership abilities. However, the Student Activity Unit has not been able to reach all students due to special criteria and low student interest in organizing.

The phenomenon of learning in the classroom shows that students are monitored doing assignments in other courses during certain course hours, late for class which indicates poor time management, and students are sleepy/asleep during lecture hours. (Susanti, 2019) Students are encouraged to refer to the capacity between managing study time or managing activities outside academic activities in order to maximize efficient academic achievement. Students must be smart in determining the time to balance between organization and lectures, organizing should make students more active on campus.

Students are basically intelligent, independent individuals in terms of cognitive and humanist abilities in acting. The achievement of good cognitive competence really needs to be balanced with quality interest, talent, reasoning, and personal development programs so that students' potential develops optimally, intact, and becomes a person with integrity. At Sanata Dharma University Yogyakarta, there are many self-development programs that are handled seriously through the Student Activity Unit. Various divisions such as reasoning, spirituality, environmentalist scholarships, journalism, choir, dance, band, theater and so on are prestigious with a myriad of achievements. Unfortunately, the student activity unit program only reaches a small number of students who are interested, talented, and meet the recruitment criteria. However, at the study program level, self-development opportunities are also offered through student organizations, namely the study program student association and student involvement in conducting study program development programs/activities, such as seminars, committees, studium generale, student creativity programs, self-transformation, etc.

From this reality, confusion arises how other students who do not join the program/extracurricular activities, are facilitated in what way to develop their self-leadership potential? Classical lectures should be able to facilitate the development of the personal potentials of all students in a comprehensive, planned, systematic, and measurable manner.

Researchers want to know the difference in self-leadership ability in students in terms of organizational activity. This research can be significant and insignificant, so researchers wanted to know the difference in self-leadership ability in students who are active and not active in organizations. Based on the formulation above, the questions to be answered are as follows:

- 1) How good is the self-leadership ability of students who are active in organizations or not active in organizations?
- 2) In what ways is their self-leadership low/not optimal?
- 3) What is the difference in self-leadership ability in students who are active in organizations and inactive?

Therefore, research is interested in determining the ability of self-leadership in students in terms of organizational activity. Student involvement in organizations shows positive results on several aspects in the development of student adaptability, especially students who join organizations. The intensity of student involvement in organizations affects the development of various aspects of students, especially on self-leadership values (Coressel, 2014; Ramma & Fajrianti, 2017).

Literature Review

Self-leadership is defined as a process that involves controlling and influencing a person through his or her own behavior based on certain behavioral and cognitive strategies that set actions in a positive direction can be an asset to the organization, where they not only work effectively but also influence those around them as role models (Ganesh et al., 2019). Although comprehensively self-leadership can be built outside the organization with self-leadership training built with 3 strategies: (1) behavior-focused strategies (self-goal setting, self-observation, self-reward, self-punishment and self-cueing); (2) natural reward strategies (fostering intrinsic motivation); and (3) constructive cognitive pattern strategies visualizing successful performance, self-talk and evaluating beliefs and assumptions (Furtner et al., 2018).

The self-leadership dimension includes aspects of self-awareness to increase self-confidence and understanding of others, aspects of self-direct leading themselves towards a goal, aspects of self-management arranging actions to be carried out on a priority scale, and aspects of self-accomplishment in the form of implementation of predetermined planning (Ivantoro & Barus, 2017). The potential of these aspects must be developed through means that accommodate the aim of practising self-leadership strategies improves outcomes such as learning attainment. It is expected that self leadership would predict attainment (measured through grades) through the core mechanisms of goal setting behaviour, self-regulatory processes and positive psychological appraisals of learning challenges (Napiersky & Woods, 2018).

Self-leadership in terms of organizational activity carried out in universities facilitates students to accommodate and train their talents and interests through Student Activity Units (UKM) (Ramadhanti et al., 2021). Active organization has many positive impacts. The feedforward reflects knowledge exploration, and it promotes learning from individuals and groups to organizations, where new knowledge will be integrated into routines, procedures and strategies. Feedback reflects knowledge exploitation and institutionalizes the learning results (Bratianu, 2018). On the other hand, in organizing, of course, a student must also be good at dividing time to do college assignments and organization. Because this can affect the academic performance of each individual. The ability in time management carried out will have an impact on each individual (Fauzi & Pahlevi, 2020). This is reflected in the form of acceptance of organizational values and goals, identification and involvement, and active participation of lecturers in the organization (Farid et al., 2015; Rao, 2016).

Widely viewed the roles and functions of students formed through organizational activities, namely (1) Iron Stock, students as the next generation of the nation are expected when they have completed their education to be able to replace government leaders in the future. (2) Agent of Change, which means that students must be able to make changes as they should be if something goes wrong in the surrounding environment. (3) Social Control, the demand to be good at socializing. So that students are not only good at academics but also in socializing in the surrounding environment. (4) Moral Force, students are required to have good morals, so if something happens outside the applicable norms, students are expected to be able to fix in accordance with the proper norms (Fauzi & Pahlevi, 2020).

However, the entry requirements of the organization require special criteria so that although the role and function of strategic organizational activities in building strong leadership character, the opportunity to be involved in organizational activities on campus does not reach all levels of students. However, students are expected to be able to manage lecture activities and organizational activities in a good and balanced manner so as to show

how self-leadership towards student individuals is formed by active or inactive students in organizations. Higher education organizations now face various challenges to improve organizational capability, dissemination of knowledge, and community service (Kaplan & Haenlein, 2016; Pugsley, 2018; Pucciarelli & Kaplan, 2016).

Method, Data, and Analysis

Responders and Procedures

This type of research is descriptive quantitative with a comparative research design. Descriptive research is research that aims to describe existing phenomena such as characteristics, activities, relationships, changes, differences or similarities between one phenomenon and another. Then, the research design used in this study is comparative so it is called a comparative study. A comparative study is a research method that explains and compares data from the results of two research groups, so that the differences between the two research groups can be known.

The subjects of this study are students of Sanata Dharma University Yogyakarta guidance and counseling study program for the class of 2017-2020. Based on data from the new academic year 2020/2021, the number of students of the Sanata Dharma University Guidance and Counseling study program batch 2017-2020 is 350. The questionnaire that has been distributed by researchers received 210 respondents.

This study chose to use the existing population as a research sample. The sample is part of the number and characteristics possessed by the population and the sample taken is truly representative. Thus, in this study the sampling technique used is total sampling or saturated sampling.

Measurement

The questionnaire research instrument is in the form of a self-leadership ability scale for students of the USD Guidance and Counseling study program batch 2017-2020 which is compiled in the Likert scale model. Instrument drafting, it is necessary to make an instrument grid in advance. The instrument grid in this study was made based on the concepts of aspects, indicators, and items of self-awareness, self-direct, self-manage, self-accomplishment, Behavior Focused Strategies, Natural Reward Strategies, and Constructive Thought Pattern Strategies.

Table 1. Questionnaire Parameters

Aspects	Indicators
Aspects of <i>self-awareness</i>	<p>Students have an awareness of weaknesses, strengths, and positive/negative behaviors in themselves.</p> <p>Students have self-awareness to improve their behavior and performance.</p> <p>Students have the confidence to develop their abilities in achieving their life goals.</p> <p>Students have the ability to develop positive thoughts about the reality of themselves and their environment.</p>
Aspects of <i>self-direction</i>	<p>Students are able to formulate realistic life goals that will be achieved for the long term.</p> <p>Students are able to make and implement a priority scale for important life choices and are able to recognize challenges/temptations.</p> <p>Students are able to design academic and non-academic planning autonomously/independently and realistically.</p> <p>Students are able to direct themselves in making important decisions in various dimensions of their lives.</p>
Aspects of <i>self-management</i>	<p>Students are able to formulate strategies to realize their life plans, and make concrete steps in achieving them according to their condition.</p> <p>Students are able to motivate themselves to act positively and productively in achieving their life targets.</p>

Table 1. (continued)

Aspects	Indicators
	Students are able to set the time period for completing tasks based on the priority scale they have made and manage time effectively in carrying them out.
<i>Aspects of self-accomplishment</i>	Students are able to identify facilities and infrastructure that can support the realization of the goals that have been set.
	Students are able to choose productive/effective behavior and realize their abilities in completing the main tasks of daily life.
	Students are able to realize plans and strategies that have been prepared in achieving important targets for the realization of life goals.
<i>Behavior Focused Strategies</i>	Students are able to look at/correct themselves as an effort to monitor their own actions and improve their behavioral control.
	Students are able to focus their strengths in achieving productive behavior.
	Students recognize the factors of temptation and obstacle and dare to get rid of the disruptive aspects in behaving productively to achieve goals.
	Students are able to make important schedules/memos/notes that can help remind themselves to focus on the goals to be achieved.
<i>Natural Reward Strategies</i>	Students are able to create a conducive atmosphere that encourages themselves to stay motivated to behave productively in achieving important targets to achieve goals.
	Students are able to give awards that satisfy themselves if their goals have been achieved.
	Students are brave and willing to undergo negative consequences/delay in results if the goal is not achieved.
<i>Constructive Thought Pattern Strategies</i>	Students are able to think positively and constructively, analyze problems concretely and negative behaviors that interfere/hinder their achievement.
	Students are able to build rational-constructive beliefs or beliefs to find solutions to ineffective (unproductive) behavioral obstacles.
	Students are able to reflect on themselves honestly as an effort to convince themselves of the positive things/successes that will be faced and move the will to rise again.
	Students are able to analyze the situations and conditions that will be faced first as an effort to eliminate negative thoughts/behaviors when facing conflict-filled situations.

The validity test of the data is done by the item to total correlation method using the Product Moment technique (Pearson Correlation) by comparing the calculated r value with the table r value with the level of significance ($\alpha = 5\%$) then the statement is declared valid and vice versa. Divided by valid item number and invalid item number and find 59 valid items and 11 invalid items in the student Self-Leadership ability measurement scale in terms of organizational activity.

While the data reliability test conducted using the Alpha Cronbach formula obtained a score of 0.956 which is included in the very high criteria. Data analysis techniques in this study use two ways, namely category descriptive techniques and t test techniques. Test data normality using Kolmogorov-Smirnov test technique. The test results show a probability above 0.05 so it can be said that the data is normally distributed. The homogeneity test showed both groups of samples were from the same variant. The Hypothesis Test is used to determine whether there are significant differences between two groups of subjects who come from the same variant, namely differences in students' self-leadership abilities.

Analysis of Results

Researchers analyze students' self-leadership abilities in terms of organizational activity using categorical descriptive techniques and are presented in tables and graphs as follows:

Table 2. Student Self-Leadership Ability Reviewed from Organizational Activity

Category	Interval	Active Student		Inactive Student	
		Frequency	Percentage	Frequency	Percentage
Very High	$997.5 < X$	26	21.3%	20	22.7%
Tall	$882.5 < X \leq 997.5$	64	52.5%	49	55.7%
Keep	$647.5 < X \leq 882.5$	32	26.2%	19	21.6%
Low	$472.5 < X \leq 647.5$	—	—	—	—
Very Low	$X \leq 472.5$	—	—	—	—
Total		122	100%	88	100%

The observation in Table 2 above explains that there are 26 (21.3%) students who actively participate in organizations have self-leadership ability results in the very high category, while 20 (22.7%) students who do not actively participate in organizations are also in the very high category. There were 64 (52.5%) students who actively participated in organizations had self-leadership skills results in the high category, while fewer 49 (55.7%) students who did not actively participate in organizations also entered the high category. There were 32 (26.2%) students who actively participated in organizations had moderate self-leadership ability results while lower 19 (21.6%) students who did not actively participate in organizations were also in the medium category. None of the students from these two groups had self-leadership ability results that were in the low and very low categories.

Based on the acquisition of research data collected by testing the results of students' self-leadership abilities using a measuring scale of active and inactive self-leadership abilities, data analysis was carried out using categorical descriptive techniques and presented in the second research question without distinguishing students who were active or not active in organizations, based on the results of the analysis of the achievement of the measurement item scores used in this study Want to know in what cases students' self-leadership abilities are low or not optimal. Table 3 is presented below:

Table 3. Categorization of Achievement Item Scores Measuring Student Self-Leadership Ability in terms of Organizational Activity

Category	Interval	Frequency	Percentage
Very High	$997.5 < X$	9	15.3%
Tall	$822.5 < X \leq 997.5$	40	67.8%
Keep	$647.5 < X \leq 882.5$	10	16.9%
Low	$472.5 < X \leq 647.5$	—	—
Very Low	$X \leq 472.5$	—	—
Total		59	100%

Based on the description of Table 2 of the results above, 10 items of measurement of self-leadership ability were identified in students whose score achievement was not optimal. The things contained in these 10 items need to be considered by the organizers of the study program to be improved in strengthening students' self-leadership abilities.

The third research question is related to the results of the research hypothesis test whether there is a significant difference between students' self-leadership abilities in organizational activity. These results can be seen from the following output:

Table 4. Results of Group Statistics Student Self-Leadership Ability Reviewed from Organizational Activity

		Group Statistics			
	Liveliness	N	Mean	Std. Deviation	Std. Error Mean
Subject	Inactive	88	259.65	32.670	3.483
	Active	122	256.70	33.010	2.989

Based on Table 3 output "Group Statistics" in the Table above, it is known that the number of student data who actively participate in organizations is 122 students, while for students who are not actively participating in organizations as many as 88 students. The average score of students who actively participate in organizations is 256.70. As for students who are not actively participating in the organization, it is 259.65. Thus, statistically descriptive, it is clear that there is a difference in the average self-leadership ability of students who are active and not active in following organizations. Even from the test results above, students who are not actively participating in organizations get a slightly higher average score compared to students who actively participate in organizations.

Furthermore, to prove whether the difference is significant or not, it will be explained by interpreting the output of the "Independent Samples Test" or Table 5 below:

Table 5. Independent Samples Test

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
Subject		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Subject	Equal variances assumed	.009	.925	.642	208	.522	2.951	4.597	-6.112	12.014
	Equal variances not assumed	—	—	.643	188.727	.522	2.951	4.589	-6.102	12.004

It is known that Sig (2-tailed) is $0.522 > 0.05$, so as the decision making in the independent sample t test can be concluded that H_0 is accepted and H_a is rejected. It can be concluded that there is no difference in self-leadership ability in students of the USD Guidance and Counseling study program batch 2017-2020 in terms of organizational activity.

Discussion

The results showed that in general, the Self-Leadership ability of students of the Guidance and Counseling study program batch 2017-2020 in terms of organizational activity has very high, high, medium self-leadership abilities. This shows that students already have good self-leadership skills in themselves. In line with (Kusumawati, 2022) the high character of student self-leadership is evidenced by the results of student assessments which state that students feel very enthusiastic, happy, more excited, able to foster teamwork, able to care for friends, and greatly helped by character education implementation activities. The successful

implementation of self-leadership character education is by efforts to apply classical guidance services with an experiential learning approach.

The factor that can affect the ability of self-leadership in students of the USD Guidance and Counseling study program batch 2017-2020 is the willingness to be involved in activities. Students will be motivated to join the organization if it benefits themselves in line with research (Fauzi & Pahlevi, 2020) organizational activeness is a goal to achieve or gain experience in accordance with what is expected of each individual owned by a person or group of people to obtain various experiences as expected, these goals can be achieved by various group efforts not only Individual.

However, self-leadership ability is not only built by actively organizing research from (Putra et al., 2023). Because active organization cannot be a guarantee of the development of self-leadership of a student, in other words when students whose main obligation is to prioritize their academic affairs, but because for other interests that slightly hinder their process in completing college causes activist students to be unable to divide their interests, divide time, neglect of tasks, decreased academic achievement, and not focused on receiving lecture materials.

Based on the analysis of the achievement of the student Self-Leadership ability measurement item score in terms of organizational activity, it has shown results that can be included in the optimal category where more than 50% of items are already in the high category, but there are still some items whose score achievement is in the medium category of 16.9%. One of the causes could be because there are campus activist students who have not been able to balance college time management and organization, causing academic procrastination behavior. As explained (Jannah & Muis, 2014) academic procrastination with delays made in responding to academic tasks, both delays in starting and completing the task at hand, delays in doing tasks, time gaps between plans and actual performance, and choosing to do other activities that are more enjoyable than doing the task to be done.

Judging from self-leadership ability, as many as 46 (22%) students of the Guidance and Counseling study program of Sanata Dharma University class of 2017 - 2020 have self-leadership skills in the higher category. A total of 164 (78%) students of the Guidance and Counseling study program of Sanata Dharma University class of 2017-2020 have lower self-leadership abilities. From the results of the study, it is known that there is no significant difference between organizational activeness and self-leadership ability. New findings that self-leadership ability in students is reviewed from organizational activity with a p-value of $0.522 > 0.05$ where H_0 is accepted and H_a is rejected.

Conclusion and Suggestion

To answer the questions that arise based on the results of research, discussion and analysis conducted about the differences in students' Self-Leadership abilities in terms of organizational activity can be concluded several things as follows:

- 1) The results of this study show the ability of Self-Leadership students in terms of organizational activity. There were 26 (21.3%) students who actively participated in organizations had self-leadership ability results in the very high category, while 20 (22.7%) students who did not actively participate in organizations were also in the very high category. There were 64 (52.5%) students who actively participated in organizations had self-leadership skills results in the high category, while fewer 49 (55.7%) students who did not actively participate in organizations also entered the high category. There were 32 (26.2%) students who actively participated in organizations had self-leadership ability results in the medium category, while 19 (21.6%) students who did not actively participate in organizations were in the medium category. So it can be concluded that the self-leadership ability of students who are active or not active in organizations falls into the good category.

- 2) The results of this study showed the achievement of item scores resulting from students' self-leadership abilities in terms of organizational activity, general results were obtained Items with scores that were in the very high category as many as 9 (15.3%) items. Items with a high score of 40 (67.8%) items. Items with a score that is in the medium category are 10 (16.9%) items. There are no item scores that are in the low and very low categories. Based on the results that have been found, their self-leadership abilities are less than optimal in aspects of self-management and aspects of self-direction.
 - 3) There are also new findings that self-leadership skills in students are seen from organizational activity with p-values of $0.522 > 0.05$ where H_0 is accepted and H_a is rejected. So it can be concluded that there is no difference in self-leadership ability in students of the USD Guidance and Counseling study program class of 2017-2020 in terms of organizational activity because students who are not active in organizations can also develop their self-leadership by participating in activities in study programs such as seminars, studium generale, self-transformation, committees, student creativity programs etc.
- The implementation of research on differences in self-leadership abilities in students in terms of organizational activity, has been designed conceptually, systematically and has followed procedural rules. Researchers have been working on this product to get optimal results, so that it becomes a product of qualified self-leadership ability test results. However, this study still has many shortcomings and needs improvement by further researchers. The limitation experienced by researchers is the collection of data during the Corona pandemic, so researchers have little difficulty in reaching students as research subjects.

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F. W. Pratama contribution: theory, literature review, data presentation, research concepts and methods, analysis and data calculation, novelty; M. N. Wangid: journal paper structure, writing, novelty, crosscheck aspects and indicators item parameters; G. Barus: methods, data calculation.

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No potential competing interest was reported by the authors.

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RESEARCH ARTICLE



Здатність студентів до самолідерства на прикладі діяльності студентських організацій в Індонезії

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Анотація

Дослідження здатності до самолідерства має на меті визначити її наявність серед активних здобувачів та таких, що не беруть активної участі в організаційній діяльності, за допомогою шкали вимірювання здатності до самолідерства різних груп учнів освітньої програми «Керівництво та консультування» у 2017-2020 рр. Аналіз проблеми в науковій літературі свідчить, що в ході дослідження поведінки учнів було виявлено відмінність, а саме: неактивні студенти, які не беруть активної участі в організаційній діяльності, мають проблеми із самолідерства. Вплив організаційної діяльності — це фактор саморозвитку, але наявна проблема саме щодо залучення студентів. Хист мають лише зацікавлені студенти. Це обумовлено різницею здібностей до самолідерства, на що й впливає організаційна діяльність. Наукова новизна статті полягає у наступному: попередні дослідження зосереджувалися лише на навичках міжособистісного спілкування, тоді як в актуальному дослідженні вивчаються фактори, які впливають на розвиток самолідерства через організаційну діяльність. Для реалізації дослідження застосовано порівняльне описове дослідження із застосуванням опитувальника як інструмента для збору і даних. Суб'єктами дослідження стали студенти освітньої програми «Керівництво та консультування», які навчалися протягом 2017-2020 рр., загалом опитано 210 ос. У результаті дослідження виявлено, що різниця у здатності до самолідерства у студентів освітньої програми «Керівництво та консультування» 2017-2020 рр. у розрізі організаційної діяльності зі значенням $p = 0,522 > 0,05$ відсутня. Перспективою подальших досліджень є глибше вивчення взаємозв'язку між організаційним досвідом, розвитком самолідерства, програми стажування та результатами академічних досягнень.

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Ключові слова:

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