



OSIS Management and Student Leadership Character Development in Secondary Schools

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Abstract: This research is motivated by the importance of the Intra-School Student Organization (OSIS) as a strategic forum for developing the potential of student leadership character, but in practice there are still many unplanned and unsystematic program management. The general objective of this research is to describe and analyze the OSIS management in fostering student leadership character at SMP Negeri 2 Cipeundeuy and SMP Negeri 4 Cipeundeuy, West Bandung Regency while the specific objective is to analyze the process of planning, organizing, implementing, and evaluating, as well as the impact of coaching on student leadership character. The theoretical basis used refers to the POAC (Planning, Organizing, Actuating, Controlling) management function of George R. Terry and the student leadership theory of Kouzes and Posner. This research uses a qualitative approach with a case study method through data collection techniques in the form of observation, documentation studies and in-depth interviews with the principal, vice principal for student affairs, mentors and OSIS administrators. The results of the study indicate that planning is carried out collaboratively with a strong legal basis; organizing is implemented through a clear division of tasks to foster responsibility; The program's implementation prioritizes independence and disciplined coordination; and evaluation is conducted regularly through accountability reports to provide constructive feedback. Through this management, students' leadership character, encompassing integrity, responsibility, empathy, courage, communication, and collaboration, has been comprehensively developed. The study's conclusions confirm that effective OSIS management serves as a "character laboratory" capable of fostering student leadership.

Keywords: junior high school; leadership character; student organization management.

Introduction

The Intra-School Student Organization (OSIS) is understood as an institutional structure that plays a crucial role in the dynamics of school life. This organization is designed to provide a social learning space for students to develop various personal capacities, particularly in leadership, collective responsibility, and the ability to participate in the educational community. Through organizational activities, students gain direct experience in decision-making processes, teamwork coordination, and effective communication practices within a relatively structured social environment. Within the framework of national education law, the existence of OSIS is formally legitimized through a Ministerial Regulation governing student development in educational units. This regulation positions OSIS as an official organization that functions to encourage the comprehensive development of students' potential, particularly in the areas of leadership, active participation, and character development. Thus, OSIS is not merely viewed as

a complement to school activities, but as a vehicle for character education that significantly contributes to the development of students' social competence.

From an educational management perspective, managing a student organization requires a systematic and planned approach to optimally achieve development goals. Student Council management is not only concerned with organizing routine organizational activities, but also encompasses the process of planning targeted work programs, organizing human resources, implementing activities effectively, and continuously evaluating each program. This managerial framework is commonly understood through the concept of management functions, which consist of planning, organizing, implementing, and controlling. The implementation of these functions enables the student organization to carry out activities in a more structured and efficient manner. In practice, the success of organizational management depends heavily on the ability of administrators to translate organizational goals into work programs that are relevant to student needs and the school's educational vision. Good management also creates space for students to learn about organizational responsibilities in a concrete way through collective experience.

Leadership character development is a key focus in the management of student organizations within schools. The leadership character expected to develop through organizational activities encompasses a number of fundamental values related to moral integrity, a sense of responsibility, social sensitivity, courage in decision-making, communication skills, and teamwork skills. These values do not emerge instantly, but rather develop through a continuous social learning process within various organizational activities. Organizational experiences provide students with opportunities to navigate various interaction dynamics, such as differing perspectives, conflict resolution, and collaborative work toward shared goals. In the context of character education, these experiences are crucial because they provide a contextual and concrete learning environment. This process helps students understand leadership practices not merely as theoretical concepts, but as attitudes and behaviors embodied in everyday actions within the school environment.

The reality of student organization implementation in various schools demonstrates a gap between the ideal concept of organizational management and actual practice. Initial findings indicate that student council management in some educational institutions still faces various managerial limitations. Organizational work programs are often designed without optimal student participation in the planning stage, resulting in activities that do not reflect the needs and aspirations of the organization's members. Furthermore, coordination between administrators has not been fully effective, resulting in poorly structured implementation. In some cases, organizational activities tend to be carried out as a repetitive annual routine without significant innovation. This situation demonstrates that the organization's potential as a space for leadership learning has not been fully utilized. Limitations in organizational management also affect the quality of the learning experience students gain through OSIS activities.

Managerial issues in student organization management are also evident in the program evaluation aspect, which has not been implemented systematically. Evaluations are often conducted informally and are not well documented, so the results of activity reflections cannot be used as a basis for future program improvements. Without a clear evaluation mechanism, organizations have difficulty assessing the success of activities and their impact on student character development. This situation causes some organizational work programs to proceed without a clear development direction. At the same time, the imbalance in the division of tasks among administrators often results in an uneven workload. Some administrators carry greater responsibilities than others, while some students play only a minimal role in implementing organizational activities. These dynamics demonstrate that the quality of internal organizational coordination plays a crucial role in determining the effectiveness of student activity management.

Academic studies on student organization management have developed through various previous studies highlighting the role of student organizations in shaping leadership character. Several studies have positioned the Student Council (OSIS) as a non-formal educational space within the school environment that contributes to the development of students' social and leadership skills. However, most existing research tends to focus on senior secondary or

vocational education levels. The dominant focus on these levels has resulted in the dynamics of student organizations at the junior secondary level receiving little in-depth attention in the academic literature. This phase of education, however, has distinct psychological developmental characteristics compared to higher levels of education. This situation opens up space for research examining how student organization management practices occur during the early stages of youth leadership character formation in the junior secondary school environment.

One relevant study in this study was conducted by Bismillah (2023), who examined the management practices of the Student Council (OSIS) in improving student leadership attitudes at the vocational high school level. The study showed that the implementation of management functions was beginning to be seen in the process of activity planning and organizational oversight. However, program implementation still faced various obstacles, such as limited supporting facilities and an unstable level of commitment from administrators. These findings indicate that student organization management requires adequate system support for effective leadership development. The study also emphasized the importance of the involvement of organizational mentors in providing strategic direction to OSIS administrators. With consistent mentoring, organizational activities have a greater opportunity to develop as a constructive leadership learning space for students (Bismillah, 2023).

Another study relevant to this research was conducted by (Kusumandari & Rohmah, 2018) who examined the management of student organization activities at the high school level. This study highlighted how extracurricular-based organizations can contribute to the formation of leadership character through collective experiences in organizational activities. The results of this study show that the leadership learning process occurs through intense social interactions between students in carrying out various organizational activities. Through this process, students learn about collective decision-making, conflict management, and responsibility in carrying out organizational tasks. This study also shows that the success of leadership character development is greatly influenced by the quality of organizational management and the school environment's support for student activities. These findings reinforce the view that student organizations have great potential as effective social learning tools for character education.

Although numerous studies have addressed student organization management, most of these studies have focused on the senior high school level. This situation indicates a gap in the literature related to student organization management at the junior high school level. At this stage, students are in the early stages of adolescence, characterized by the process of identity formation and an increasing need for social experiences outside the classroom. Student organizations have the potential to be an effective means of directing these developmental dynamics toward positive learning experiences. Research focusing on the junior high school level can provide a more comprehensive understanding of how the leadership development process begins during the nine-year basic education stage. Such studies also help broaden perspectives on the role of student organizations in supporting character education from the early stages of adolescent development.

This research presents a new perspective through a focus on student council management at the junior high school level, using case studies at SMP Negeri 2 Cipeundeuy and SMP Negeri 4 Cipeundeuy, located in West Bandung Regency. The selection of this research location was based on the consideration that both schools have relatively active student organizations in student activities. The case study approach allows researchers to understand more deeply the dynamics of student organization management within the specific social and cultural context of the school. This study not only examines the structural aspects of the organization but also pays attention to the social interaction practices that develop among the administrators and members of the organization. Through observations of organizational practices in the school environment, this research seeks to describe how the process of developing student leadership takes place in the context of junior high school education, which has its own characteristics.

The qualitative approach in this study provides a space to understand the reality of student organizations through the experiences and perspectives of actors directly involved in organizational activities. This approach allows researchers to examine how management principles are applied in the daily practices of student organizations. In this context, modern management, which emphasizes the effectiveness of planning, coordination, and evaluation of

activities, is understood not only as a theoretical concept but also as a practice influenced by the social values entrenched within the school environment. In a number of schools, organizational practices are often intertwined with local wisdom values that develop in the surrounding community. Values such as mutual cooperation, social solidarity, and collective work are part of the dynamics of student organizations. The integration of modern management principles with local social values provides a unique color to organizational management practices in educational environments.

Based on this background, this study aims to describe and analyze in depth the management practices of the Student Council (OSIS) in the process of developing student leadership character at the junior high school level. The study focuses on four main functions of organizational management: planning organizational activities, organizing structures and dividing tasks, implementing work programs, and evaluating organizational activities. Through an analysis of these four aspects, this study seeks to understand how the student organization management process contributes to the formation of leadership values among students. The values of concern in this study include integrity, responsibility, social empathy, courage in taking on roles, communication skills, and teamwork skills. Understanding the dynamics of student organization management is expected to provide a more complete picture of the role of OSIS as a leadership learning space for students in the junior high school environment.

Method

This research was conducted using a qualitative approach oriented towards an in-depth understanding of the dynamics of Intra-School Student Organization (OSIS) management in the process of fostering student leadership character. A qualitative approach was chosen because it provides researchers with the opportunity to examine social phenomena contextually through direct interaction with research subjects in their natural environment. The method used in this research is a case study, which allows for an intensive and comprehensive study of a phenomenon within a specific context. Case studies provide researchers with the opportunity to examine organizational realities in greater detail by considering the relationships between factors, managerial practices, and the dynamics of activities that occur within the student organization. This approach is considered relevant to understanding the process of fostering student leadership character that occurs through school organizational activities, because this phenomenon cannot be separated from the social situation, school culture, and management practices that develop in the educational environment (Yin, 2018).

The choice of a case study design in this research was based on the aim of understanding in more detail the development of student council management practices within the specific institutional context of schools. The research was conducted at two educational units in West Bandung Regency, namely SMP Negeri 2 Cipeundeuy and SMP Negeri 4 Cipeundeuy. Both schools were chosen as research locations because they have relatively active student organizations in organizing various student activities. Through a multiple case study design, the research can describe the dynamics of student organization management in two different school environments, thereby providing a broader picture of organizational management practices at the junior high school level. This approach also allows researchers to understand organizational phenomena holistically by considering the social, cultural, and institutional structures that influence student organization management practices in each school (Tisdell et al., 2025).

The main focus of this research is the analysis of student organization management practices in fostering leadership character values in students. The study is directed at how management functions are implemented in the activities of the Student Council (OSIS) in a junior high school environment. The management functions of interest in this research include the process of planning organizational activities, organizing structures and dividing tasks, implementing work programs, and periodically evaluating activities. Through the study of these four functions, the research seeks to understand how student organization management practices contribute to shaping leadership character among students. The leadership character in question includes the values of integrity, responsibility, social empathy, courage in taking on roles,

interpersonal communication skills, and collaborative skills in collective activities. These values are seen as an important part of the character education process in the school environment (Northouse, 2023).

The research subjects were determined using purposive sampling, which involves selecting informants based on specific considerations related to the relevance of their roles to the research focus. This technique ensures that the data obtained truly comes from individuals directly involved in the management of student organizations at the school. The informants involved in this study included the principal, the vice principal for student affairs, the student council advisor, and the student council administrators at the two schools selected for the study. These informants were selected because they hold strategic positions in the planning process of organizational activities, the arrangement of the management structure, the implementation of work programs, and the evaluation process of student activities. By involving various actors involved in organizational activities, the study obtained a broader picture of student council management practices and the dynamics of working relationships among student organization administrators (Creswell, 2014).

The involvement of various informants in this study also aimed to obtain diverse perspectives on student organization management practices. The principal and vice principal for student affairs provided information on institutional policies related to fostering student activities within the school environment. The OSIS advisor acted as a party providing direct assistance to student organization activities and providing direction in the implementation of the organization's work programs. Meanwhile, the OSIS administrators served as the primary source of information regarding their experiences in running the organization's daily activities. Through this combination of informants, the researcher gained a more comprehensive understanding of the dynamics of student organization management from various perspectives. This approach also supported the process of source triangulation, which aims to increase the credibility of research data and ensure that the findings more accurately reflect organizational reality (Patton, 2015).

Data collection in this study was conducted using several techniques commonly used in qualitative research, namely observation, in-depth interviews, and documentation studies. The combination of these three techniques allowed researchers to obtain richer and more diverse data regarding the phenomenon under study. Observation was used to directly understand student organization activities through observing various activities organized by the Student Council (OSIS) within the school environment. In-depth interviews were used to explore the informants' views, experiences, and interpretations regarding their organizational management practices. Meanwhile, documentation studies were conducted by reviewing various organizational documents related to student activities. The use of these various data collection techniques aimed to strengthen the depth of analysis and provide a more comprehensive picture of OSIS management practices in fostering student leadership character (Babchuk, 2017).

The observations conducted in this study were passive participatory in nature, where the researcher was present during organizational activities as an observer without being directly involved in decision-making or implementation of organizational activities. Through these observations, the researcher had the opportunity to directly witness the dynamics of interactions that occurred among the OSIS administrators and between the administrators and the school. Observed activities included organizational work meetings, the implementation of program activities within the school environment, and periodic evaluation meetings conducted by the organizational administrators. Observations of these activities provided a picture of how organizational management functions were carried out in the daily practices of the student organization. Field notes obtained from the observations were then used as analytical material to understand the patterns of work relationships, organizational communication processes, and the coordination practices that developed in OSIS management at the school (Garrido, 2017).

In-depth interviews were used as the primary instrument to obtain information regarding the experiences and perspectives of informants regarding student organization management. Interviews were conducted directly with the principal, vice principal for student affairs, student council advisor, and student organization administrators involved in student organization

activities. The interviews were conducted flexibly, adhering to a pre-developed interview guide. Questions addressed organizational activity planning practices, the division of tasks within the management structure, the work program implementation mechanism, and the evaluation process for organizational activities. Furthermore, the interviews explored informants' perspectives on the changes in leadership character experienced by students through their involvement in organizational activities. The data obtained from the interviews provided a more in-depth picture of the subjective experiences of organizational actors in carrying out the OSIS management function (Seidman, 2016).

A documentation study was conducted to supplement the data obtained through observation and interviews. The researcher reviewed various official documents related to the organization of student organizations at the school. The documents reviewed included the Student Council's Articles of Association and Bylaws (AD/ART), the organization's annual work program, the Decree appointing the OSIS board, and the accountability report compiled by the organization's board. Analysis of these documents provided information regarding the organizational structure, activity planning, and the organization's accountability in implementing the work program. Documentation data also helped the researcher understand how organizational policies are translated into concrete activities within the school environment. Through the review of organizational documents, the researcher obtained written evidence that can strengthen the research findings obtained from other data collection techniques.

Data analysis in this study was conducted using an interactive analysis model developed by Miles, Huberman, and Saldaña. This analysis model views the data analysis process as a continuous process, from the initial data collection stage to the conclusion-drawing stage. The first stage in the analysis process is data reduction, which involves sorting and simplifying raw data obtained from observations, interviews, and documentation. This process focuses on information relevant to the research objectives. The next stage is presenting the data in a systematic, descriptive narrative, making it easier for researchers to understand the patterns of relationships between data categories. The final stage involves drawing conclusions through reflection on research findings and verifying data obtained in the field (Miles, 1994).

The data analysis process was also complemented by triangulation techniques, which aimed to increase the level of confidence in the research findings. Triangulation was conducted by comparing data obtained from various sources and data collection techniques. Information obtained from interviews was compared with the results of field observations and available organizational documents. This approach helped researchers identify congruences and discrepancies in information emerging from various data sources. Through this process, researchers were able to assess the consistency of research findings and ensure that the interpretations reflected the reality of the student organization environment. The use of triangulation is a crucial strategy in qualitative research to maintain the validity and credibility of research results.

The entire research series was carried out through several systematically arranged stages. The initial stage consisted of pre-fieldwork activities, which included developing a research design, determining the study location, and preparing data collection instruments. The next stage was fieldwork, which included observation, interviews, and collecting organizational documents. During this stage, the researcher interacted directly with informants and observed student organization activities within the school environment. The next stage was data analysis, which was carried out continuously alongside the data collection process. In the final stage, the researcher compiled a research report containing the analysis and interpretation of the findings obtained in the field. The report preparation process was carried out systematically to produce a scientific work that could be academically accounted for.

Results and Discussion

This study provides an in-depth description of the dynamics of the management of the Intra-School Student Organization (OSIS) at SMP Negeri 2 Cipeundeuy and SMP Negeri 4 Cipeundeuy in relation to the process of developing student leadership character. The results of the study indicate that student organization management practices at both schools have developed

as a non-formal educational mechanism that provides space for students to practice leadership skills in real situations. Organizational activities are not only understood as routine extracurricular activities, but also become a social learning space that allows students to understand the practice of responsibility, coordination, and collective decision-making within the school environment.

In this context, the Student Council (OSIS) serves as a space for leadership learning that takes place through daily organizational experiences. Student involvement in the process of planning activities, organizing tasks, implementing work programs, and evaluating activities forms a contextual learning process. These dynamics demonstrate that student organizations have a strategic function in shaping leadership character related to integrity, responsibility, communication skills, social empathy, courage in taking on roles, and teamwork skills. The research findings are then outlined in several analytical sections that reflect the stages of organizational management, from the planning process to the organizational evaluation mechanism.

Student Council Program Planning: Aligning Vision and Participation

The research findings show that the Intra-School Student Organization (OSIS) activity planning process at SMP Negeri 2 Cipeundeuy and SMP Negeri 4 Cipeundeuy has a relatively clear normative basis within the framework of national education policy. This planning practice does not occur spontaneously, but is formulated by referring to various regulatory instruments governing the implementation of education and the development of student activities. At SMP Negeri 2 Cipeundeuy, the preparation of student organization activity plans refers to several policies related to educational governance, including Law Number 20 of 2003 concerning the National Education System, Government Regulation Number 19 of 2005 concerning National Education Standards, Minister of National Education Regulation Number 5 of 2022 concerning Graduate Competency Standards, and Minister of National Education Regulation Number 12 of 2024 concerning student development. This series of regulations serves as a normative framework that provides direction in designing student organization activities so that they remain within the corridor of national education goals and support the development of student character within the school environment.

Meanwhile, the OSIS activity planning practices at SMP Negeri 4 Cipeundeuy are not only based on national education regulations but are also directly linked to the school's institutional vision and mission. The school's vision, which emphasizes the formation of graduates who are religious, independent, and capable of working together, serves as an important orientation in formulating student organization activity programs. The integration of the national policy framework and the school's institutional orientation creates a relatively focused planning pattern in the implementation of student organization activities. This vision serves as a normative guideline that guides the development of various organizational activities so that they remain aligned with the direction of character development, the primary focus of the school's education. In practice, the value orientation contained in the school's vision provides a conceptual foundation for the OSIS board to design activities that are not merely ceremonial in nature but also have a broader character education dimension in the social life of students within the school environment.

The initial stage of planning student organization activities at both schools begins with the development of an annual work program, which is implemented through the Student Council (OSIS) board meeting forum. This forum serves as a forum for organizational discussion, allowing the board to convey activity ideas and student aspirations emerging within the school environment. These ideas are then discussed with the OSIS advisor, the vice principal for student affairs, and the principal as part of the institutional consultation process. The interaction within the meeting forum creates a deliberative space that allows various organizational ideas to be considered collectively before receiving formal approval from the school leadership. This process demonstrates that the development of the student organization's activity program takes place through a participatory mechanism involving various elements within the school's institutional structure. In this context, students not only play a role as implementers of organizational activities but are also involved in the process of formulating the direction of the organization's activities.

The activity plans outlined in the Student Council (OSIS) work programs at both schools demonstrate a variety of activities, encompassing both routine and specific events. Routine activities include flag ceremonies and various organizational development activities, held periodically as part of the dynamic school landscape. In addition, there are also activities held at specific times, such as Student Leadership Basic Training (LDKS), religious holiday commemorations, and community service activities that involve students in community activities. This diversity of activities demonstrates that student organizations serve as a social experience for students. Each activity provides students with opportunities to practice managing collective activities, coordinating work, and understanding organizational responsibilities in different contexts. Through these experiences, students gain the opportunity to develop leadership skills within the school organization.

From a theoretical perspective, the organizational activity planning pattern linked to the school's vision and institutional orientation aligns with research findings (Daulay, 2025) which emphasize the importance of alignment between OSIS programs and school policy direction. This synchronization provides a clearer framework for organizational activities in supporting the development of student leadership character. Planning that involves active student participation also contributes to building a sense of ownership in the organization they manage. This involvement enables students to understand the relationship between the planned activities and the organizational goals they wish to achieve. The participatory process in organizational activity planning provides space for students to develop critical thinking skills in considering the relevance of an activity to the needs of the organization. This experience also broadens students' understanding of collective responsibility in running the organization they manage together.

The notion of the importance of the organizational planning process is also in line with the classical management view put forward by (Baskoro et al., 2026). From this perspective, planning is understood as the process of selecting facts and connecting various available information to visualize activities deemed important in achieving organizational goals. In the context of student organizations in a school environment, this process helps student council administrators understand the relationship between activity ideas and broader organizational goals. Through involvement in the planning process, students gain learning experiences on how to formulate organizational activities in a rational and structured manner. This process also provides students with the opportunity to learn how organizational decisions are made through collective deliberation. This experience enriches students' understanding of organizational management practices and develops their ability to develop activity plans that are realistic and relevant to the organization's needs.

Judging from the substance of the planned activities, the OSIS program planning at both schools can be understood as a form of short-term operational strategy aimed at achieving organizational goals in stages. This perspective aligns with the view (Sitanggang et al., 2023) which emphasizes the importance of operational tactics in managing educational organizations. The organizational activity program not only serves as an annual activity agenda but also serves as a practical learning tool for students in understanding the dynamics of organizational leadership. Through the implementation of various planned activities, students gain direct experience in managing collective activities, coordinating work, and carrying out organizational responsibilities in practice. This process demonstrates that student organization activities have an educational dimension that goes beyond the administrative aspects of the organization. It is through this organizational experience that students learn to understand leadership practices through active involvement in organizational activities within the school environment.

Organizing: Distribution of Roles and Authority

The organizational stage in the management of the Intra-School Student Organization at SMP Negeri 2 Cipeundeuy and SMP Negeri 4 Cipeundeuy is reflected in the formation of a relatively systematic organizational structure. This structure serves as the operational foundation that regulates the division of responsibilities in carrying out various student organization activities. Within this organizational structure, there are core positions including the chairperson, secretary, and treasurer as the main elements of organizational leadership. In addition, the organization is

also equipped with a number of sections responsible for implementing work programs in specific activity areas. The existence of this structure provides a clear framework for administrators in carrying out organizational functions in a coordinated manner. The structured division of roles helps ensure that each activity has a clear responsibility, so that organizational activities can take place in a more directed and orderly manner within the school environment.

The results of the study indicate that the process of determining the main leadership of the student organization is carried out through a direct election mechanism by students known as the Election of the OSIS Chairperson or PILKETOS. This process involves the participation of school residents, especially students, in determining the organization's leaders through a voting procedure. This mechanism provides an important experience for students in understanding the practice of democracy in the school environment. Through this election process, students not only play a role as voters but also learn to understand the meaning of leadership representation in the organization. After the OSIS chairperson and vice chairperson are elected, the management formation stage continues with the appointment of the positions of secretary, treasurer, and members of the field sections. This process is carried out through an internal selection process involving the OSIS chairperson and vice chairperson with the assistance of the organizational advisor. This mechanism aims to ensure that the management structure is formed in a planned manner according to the organization's needs.

Student placement within the organization's leadership structure is not solely based on popularity or social proximity within the school community. In practice, the process of determining leadership also considers each student's interests, abilities, and potential. This approach provides students with the opportunity to develop organizational roles that align with their personal capacities. Each position within the leadership structure has a job description formulated in the Student Council's Articles of Association and Bylaws. These organizational documents serve as guidelines for leadership in understanding the responsibilities inherent in their positions. However, the implementation of organizational tasks in daily practice still requires guidance from the Student Council advisor. This guidance helps leadership more clearly understand how to carry out leadership functions and manage organizational activities effectively.

The existence of a clearly structured organizational structure creates a coordination system that helps organizational activities run more effectively. Within this structure, each administrator has a position that is interconnected through a regular organizational communication mechanism. Through involvement in this structure, students learn to understand the formal communication patterns that apply within the organization. They also become familiar with the flow of work coordination that connects various positions within the organization's management. This process helps students understand how organizational responsibilities are carried out collectively by the organization's members. This experience provides an important social learning space for students in understanding the dynamics of organizational leadership. Through organizational interactions, students learn how to work in teams, build work coordination, and adapt to the responsibility structure that applies within the school organization.

The findings of this study align with those of Khusna (2024), who demonstrated that a clear division of labor within student organizations contributes to reducing the potential for overlapping roles among organizational members. A clear division of tasks also supports the creation of better organizational discipline because each administrator understands the responsibilities they must carry out. This perspective is also in line with the view expressed by (Handyaningrat, 1983) who views organizations as a forum for collaboration between individuals with common goals. Within this framework, the division of labor is a crucial element that enables organizational activities to proceed in a coordinated manner. Organizational structure functions not only as a formal job structure but also as a system that regulates working relationships between organizational members in achieving predetermined collective goals.

Through involvement in these organizational structures, students gain an opportunity to understand the various dimensions of leadership within school organizational practices. The experience of carrying out organizational tasks helps students recognize aspects of leadership related to task management and interpersonal relationships within groups. Through organizational practices, students learn to balance administrative responsibilities with the ability

to build harmonious working relationships with other organizational members. This perspective aligns with the view (Aprial & Irman, 2022) which explains that the effectiveness of student organizational leadership is greatly influenced by the leader's ability to manage organizational work while maintaining quality relationships among members. Through these experiences, student organizations serve as social learning spaces that connect organizational management practices with the process of developing leadership character among students within the school environment.

Work Program Implementation: Student Leadership Practice Room

The implementation phase of the student organization's work program is a crucial part of the overall process of managing OSIS activities within the school environment. This phase provides a practical space that allows students to translate various activity ideas previously formulated in the organization's work program into concrete actions. Through this implementation phase, plans previously formulated in the work program document begin to be implemented in various organizational activities that involve the direct involvement of OSIS administrators. This process demonstrates how organizational planning does not stop at the conceptual stage, but moves towards practical activities that take place in everyday school life. In the context of student organizations, the implementation phase becomes a learning space that brings together planning ideas with the reality of activity implementation. Through this experience, students have the opportunity to understand organizational dynamics more concretely, while simultaneously developing their skills in managing collective activities within the school environment.

The implementation of the OSIS work program is characterized by a variety of organizational activities carried out periodically throughout the school year. These organizational activities encompass a variety of activities that have become routine agendas in school life. Some frequently held activities include Basic Student Leadership Training (LDKS), flag ceremonies, social service activities, and organizing religious holiday commemorations. Each of these activities involves the OSIS board as a committee responsible for managing the activity. In practice, the board is given the opportunity to carry out organizational functions through direct involvement in the process of preparing activities, arranging technical implementation, and coordinating with various parties involved in school activities. This involvement provides a space for students to understand how organizational activities are structured and implemented through collective cooperation among the board.

During the implementation of organizational activities, the OSIS (Student Council) administrators are entrusted by the school to actively manage the activities. This trust is reflected in the responsibility given to students to organize various technical aspects of organizational activities. Administrators are involved in the process of preparing activity schedules, assigning committee tasks, and managing various needs related to the implementation of activities in the field. However, the role of the advisory teacher remains present as a companion who provides direction and guidance to the organizational administrators. The presence of the organizational advisor helps ensure that the implementation of activities is in accordance with the educational values that are the objectives of the school's activities. This mentoring also provides an opportunity for students to obtain input on how to manage organizational activities more effectively. In this situation, the relationship between the OSIS administrators and the organizational advisors forms a collaborative learning pattern in the management of student organizational activities.

Students' involvement in managing various organizational activities provides enriching experiences that develop communication skills and foster courage in group leadership. Within organizational dynamics, students are often faced with situations that require speaking in front of groups, conveying direction to committee members, and leading technical meetings. These activities provide students with the opportunity to develop communication skills, which are an essential part of leadership practice. Furthermore, students learn to organize tasks involving various organizational members, ensuring that each activity can proceed through coordinated collaboration. These experiences provide social learning that helps students understand how leadership processes occur in real-life organizational situations. Through these experiences, students not only perform organizational administrative functions but also learn the dynamics of

social interactions within group leadership.

The experience of managing organizational activities also exposes students to various situations that require decision-making skills in a group context. In carrying out organizational activities, OSIS administrators are often faced with various obstacles that require a quick response and good coordination. Situations such as managing participant attendance, adjusting activity schedules, or resolving technical obstacles that arise in the field are part of the organizational experience that enriches the students' leadership learning process. These interactions help students understand that organizational management is not only related to the implementation of planned activities but also involves the ability to adapt to situations that develop during the activity. Through these experiences, students have the opportunity to develop a sense of responsibility and the ability to work together in facing organizational dynamics.

Among the various organizational activities organized by the Student Council (OSIS), the Basic Student Leadership Training (LDKS) plays a significant role in the process of developing student leadership. This activity is designed as a training program aimed at strengthening students' readiness to carry out organizational responsibilities. Through a series of structured training activities, students are introduced to various basic leadership concepts and collaborative practices within the organization. The activities held in the LDKS activities provide experiences that help students develop self-confidence and readiness to carry out organizational roles. These activities also provide a space for students to understand how organizational leadership is carried out through group interactions. (Aprily et al., 2024) explain that LDKS activities provide learning experiences that help students understand leadership roles through systematically structured training activities within the context of the student organization.

Although various organizational activities can be carried out in a planned manner, the implementation of the OSIS work program is not without challenges arising from the dynamics of school life. This study noted that one of the obstacles often faced by organizational administrators relates to time management between academic and organizational activities. Classroom learning schedules often overlap with the organizational agendas that must be carried out by OSIS administrators. This situation requires the ability of organizational administrators to manage time and adjust various activities that must be carried out simultaneously. This dynamic shows that student organizational activities take place within the context of school life, which has various activity demands. OSIS administrators need to manage these various responsibilities in a balanced manner so that organizational activities can continue without disrupting students' academic activities.

To address coordination challenges related to time constraints, the Student Council (OSIS) utilizes various digital communication platforms to coordinate organizational activities. The use of WhatsApp groups has become a growing practice of organizational communication among students. This communication platform allows administrators to share activity information, deliver organizational announcements, and conduct technical coordination without the need for in-person meetings. The use of communication technology within student organizations reflects students' adaptation to the development of digital technology in their daily lives. Through these communication platforms, the coordination process for organizational activities can proceed more flexibly. This practice also demonstrates how communication technology is utilized as a tool to support the effective management of student organization activities within the school environment.

Experience navigating various organizational dynamics contributes significantly to students' leadership learning process. Situations arising during organizational activities provide diverse experiences that help students understand how an organization is run through the collaboration of its members. (Safitri & Danuarta, 2026) explain that developing student leadership requires a continuous training process to enable students to navigate the various organizational dynamics that develop in practice. This perspective demonstrates the crucial role of organizational experience in students' leadership learning process. Through involvement in organizational activities, students gain an opportunity to understand the challenges that arise in managing group activities. These experiences enrich students' understanding of organizational dynamics and help them develop leadership skills through hands-on practice in school life.

Organizational Evaluation and Activity Accountability

The evaluation stage of student organization activities plays a crucial role in the management of the OSIS work program within the school. This process is carried out through regular meetings attended by the organization's administrators and their supervising teachers. In these meetings, the administrators submit reports on the implementation of the activities as a form of organizational accountability. The reports cover various aspects of the activities carried out, including the preparation process, implementation, and dynamics that emerged during the activities. Through these meetings, the organization provides a communication space that allows administrators to collectively reflect on their experiences implementing the activities. Evaluation is not only concerned with assessing the results of activities but also provides a means for administrators to review the various work processes that have been carried out. Discussions that take place in the evaluation forums help administrators gain a more comprehensive understanding of the organization's experience and enrich their understanding of organizational activity management practices.

In practice, the evaluation process for organizational activities provides a space for reflection, allowing OSIS administrators to review the various dynamics that occurred during the implementation of the activity. Evaluative discussions in organizational meetings provide an opportunity for administrators to identify any shortcomings that emerged during the activity. Through these collective conversations, administrators can consider various possible improvements that can be implemented in the implementation of subsequent activities. Evaluation meetings also provide a space for dialogue, allowing for the exchange of views among administrators. This interaction enriches students' perspectives in understanding various aspects of organizational activity management. In some situations, evaluation forums are also used as a means of coaching administrators who demonstrate a less active level of involvement in organizational activities. This process demonstrates that evaluation activities have a learning dimension that goes beyond the organization's administrative function.

Through the organizational evaluation process, students gain valuable experience in understanding the meaning of accountability in organizational management. The evaluation forum provides an opportunity for administrators to be accountable for various organizational decisions and actions taken during the activity. In this situation, students learn to accept various responses and criticisms from other organizational members constructively. This experience helps students understand that organizational responsibility is not only related to completing administrative tasks, but also relates to integrity in carrying out leadership roles. The evaluation discussions that take place in the organizational forum help students develop a reflective attitude towards the various experiences they gain during organizational activities. In the context of leadership learning, this experience is valuable because it helps students understand the relationship between organizational actions and the collective responsibility that must be shared by administrators.

The significance of organizational evaluation as a means of leadership learning is also explained in the view (Abror & Fuadi, 2025) which emphasizes that evaluation activities play a crucial role in building awareness of organizational responsibility and transparency. From this perspective, evaluation is understood as a process that helps organizational members understand the consequences of various decisions made in organizational activities. The reflection process that emerges in evaluation forums helps students develop an awareness of the importance of integrity in carrying out leadership roles. The value of organizational responsibility is not only interpreted as an administrative obligation that must be fulfilled by administrators, but also as part of the leadership ethics that shape professional attitudes in organizational management. In an educational context, this experience contributes to the formation of leadership character that places responsibility and openness as important values in student organizational practices.

Although the organization's activity evaluation mechanism has been implemented routinely, this study also noted a number of limitations related to the organization's activity documentation system. Most activity documents are still stored in physical archives that have not been systematically organized. This condition indicates that the management of organizational documentation still requires the development of a more structured archiving system. Documentation of organizational activities plays a crucial role in maintaining the continuity of

organizational information, particularly in helping subsequent management understand the track record of previously implemented activities. Organizational activity archives can be a useful source of information for new management in designing future activities. The existence of a well-organized documentation system also helps the organization maintain institutional memory that records the experience of organizational activities over time within the school environment.

Within the organizational management framework, the activity evaluation process is part of the oversight function, which plays a crucial role in ensuring alignment between organizational plans and implementation in the field. This perspective aligns with the view (Mulyana, 2024) who explains that oversight is a management function aimed at ensuring organizational activities continue to proceed according to the direction formulated in the planning process. Through the evaluation mechanism, organizations have the opportunity to assess the alignment between the prepared activity plans and the implementation practices occurring within the organization. This process helps organizations understand various aspects that need improvement in activity management. Evaluation also provides an overview of the effectiveness of the organization's work program implementation in achieving pre-planned activity objectives. Thus, evaluation activities are an important part of the student organization management cycle within the school environment.

Overall, the OSIS management practices at both schools demonstrate the application of basic organizational management principles recognized in classical management studies. The management of student organization activities demonstrates the interrelationship between the functions of planning, organizing, implementing, and supervising, as explained in the management concept proposed by (Baskoro et al., 2026). These four functions are often formulated within a management framework known as PAOC, which includes Planning, Organizing, Actuating, and Controlling. The integration of these four functions forms an organizational management framework that provides direction for the implementation of OSIS activities within the school environment. In the context of student organization activities, the application of these management principles helps create a more structured organizational work system and supports the leadership learning process through planned organizational activities.

The application of organizational management principles in OSIS activities also contributes to the process of developing students' leadership character through structured organizational experiences. (Fentarani et al., 2025) explain that organizational management practices in student activities can be a learning tool that helps students understand the dynamics of leadership in an organizational context. Through involvement in organizational activities, students have the opportunity to understand various aspects of managing collective activities that involve coordination between organizational members. This experience provides a space for students to learn leadership practices directly in real organizational situations. In this process, student organizations function not only as a forum for extracurricular activities but also as a social learning space that brings together organizational experiences with the process of developing students' leadership character in the school environment.

The organizational experience gained through various OSIS activities contributes to the development of various leadership traits in students. Values such as integrity, responsibility, empathy, courage in decision-making, communication skills, and teamwork skills develop through student involvement in organizational activities. These experiences provide a practical space that allows students to more realistically understand the dynamics of leadership in school life. (Kouzes & Posner, 2024) explain that leadership develops through direct experience that brings individuals into organizational situations that require decision-making skills. Through involvement in organizational activities, students have the opportunity to understand the various responsibilities inherent in leadership roles. This process helps students develop an understanding of the importance of cooperation and communication in carrying out organizational activities collectively.

The process of developing student leadership within school organizations is also strengthened through the communication relationships established between organizational mentors and student council administrators. Intense interactions within organizational activities create a dialogue space that helps students understand leadership values more deeply. The mentors not only act as supervisors of organizational activities but also as mentors, providing

guidance and reflection on students' organizational experiences. This communication relationship helps create a learning environment that supports the development of students' leadership character. (Bismillah, 2023) explains that intense communication between mentors and organizational administrators plays a crucial role in the internalization of leadership values within student organizational activities. This interaction helps students understand the various dimensions of leadership that develop within organizational practices within the school environment.

The findings of this study indicate that structured student organization management significantly contributes to the development of student leadership skills. Organizational activities structured through clear management mechanisms provide students with the opportunity to develop various leadership skills relevant to their social lives. Organizational activities provide experiences that help students understand the dynamics of decision-making and collective responsibility in running an organization. (Putra & Wijayanti, 2024) indicate that the quality of student organization management is strongly related to the development of student leadership skills. In this context, the effectiveness of organizational management is one factor influencing the success of the leadership character development process through student organization activities in the school environment.

From a broader perspective, the findings of this study demonstrate that managing student organizations at the junior high school level requires a coaching approach that provides space for independence and educational support. This approach, which can be understood as guided self-management, provides opportunities for students to manage the organization independently while still receiving direction from the supervising teacher. This approach reflects a balance between students' learning freedom in running the organization and the pedagogical guidance necessary in the early adolescent development stage. Furthermore, the dynamics of student organizations in the Cipeundeuy area are also influenced by the social context of the community, which is characterized by quite strong family relationships. Warm interpersonal relationships between students and teachers also support the successful management of student organizations in schools. This perspective suggests that student organization management practices are influenced not only by the formal organizational structure, but also by the social values that develop within the school community (Abror & Fuadi, 2025).

Conclusion

The comprehensive management of the Intra-School Student Organization (OSIS) at SMP Negeri 2 Cipeundeuy and SMP Negeri 4 Cipeundeuy has proven its role as a vital instrument in fostering student leadership character. Through planned management functions, from the participatory program development stage to the clear organizational structure, students are given an articulation space to practice responsibility and integrity. The implementation of various activities such as LDKS, MPLS and religious activities serve as practical laboratories where the characters of communication, collaboration, and independence are honed in real life through social interaction and organizational problem solving. The routine evaluation process also serves as an important means of reflection that fosters an attitude of accountability, so that OSIS is not just a formal extracurricular forum, but a leadership character education system integrated with the school's vision and mission. The findings of this study confirm that the success of developing student leadership character depends heavily on the consistent application of transparent and educational managerial principles. Planning that involves student aspirations and competency-based organization has been proven to minimize coordination barriers in the field. Despite the dynamics in technical implementation and the need for strengthened financial accountability, the overall management pattern implemented has succeeded in establishing a strong leadership foundation in junior high school students. This illustrates that appropriate managerial interventions in schools can be a key determinant in producing future leaders with managerial skills and leadership character. As a follow-up to these findings, it is recommended that schools continue to improve the managerial capacity of OSIS administrators through more specific training, particularly in aspects of organizational financial literacy and the use of information technology for work program management. Strengthening the role of OSIS advisors as mentors

also needs to be done continuously so that the leadership regeneration process runs more systematically. In addition, for future researchers, it is recommended to expand the research locus to more diverse school contexts such as schools in urban areas or boarding schools (Pesantren), in order to gain a more in-depth comparative perspective. Further research is also recommended to explore other variables that may influence the effectiveness of OSIS management, such as the school's organizational culture or the principal's leadership style. This also presents an interesting research opportunity to enrich the scientific treasure of educational administration.

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