

## **The Analysis of Strategic Role of Student Association in Improving Discipline Attitude and Forming Quality of Graduates**

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### **Abstract**

The purpose of this research is to obtain data about the process of intra-school student organization activities. The spirit of discipline between administrators and members of intra-school student organizations; what are the obstacles to the implementation of the intra-school student organization program; efforts to increase discipline in intra-school student organizations; and how to overcome discipline and achieve student achievement. The method used in this research is a qualitative approach through stages of observation, interviews, and documentation studies. The objects of this study were the principal, the deputy head of student affairs, members of intra-school student organizations, and 10 students. Data analysis can be done through categorization, data reduction, validity testing, drawing conclusions, and data presentation. The results of the study show that intra-school organization activities play an important role in improving discipline and the quality of graduates through intra-school student organization work programs contained in the intra-school student organization structure and student achievement data.

**Keywords:** Intra-School Student Organization, Student Discipline, Qualified Graduates

### **Abstrak**

Tujuan dari penelitian ini adalah untuk memperoleh data tentang proses kegiatan organisasi siswa intra sekolah. Semangat disiplin antar pengurus dan anggota organisasi siswa intra sekolah; apa kendala pelaksanaan program organisasi siswa intra sekolah; upaya peningkatan kedisiplinan dalam organisasi siswa intra sekolah; dan bagaimana mengatasi kedisiplinan dan mencapai prestasi siswa. Metode yang digunakan dalam penelitian ini adalah pendekatan kualitatif melalui tahapan observasi, wawancara, dan studi dokumentasi. Objek penelitian ini adalah kepala sekolah, wakil kepala bidang kesiswaan, anggota organisasi siswa intra sekolah, dan 10 siswa. Analisis data dapat dilakukan melalui kategorisasi, reduksi data, uji validitas, penarikan kesimpulan, dan penyajian data. Hasil kajian menunjukkan bahwa kegiatan organisasi intra sekolah berperan penting dalam meningkatkan kedisiplinan dan kualitas lulusan melalui program kerja organisasi siswa intra sekolah yang tertuang dalam struktur organisasi siswa intra sekolah dan data prestasi siswa.

**Kata Kunci:** Organisasi Siswa Intra Sekolah, Kedisiplinan Siswa, Lulusan Bermutu

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## **INTRODUCTION**

Education in Indonesia is currently still facing complex and fundamental problems and challenges, as well as meeting the expectations of the present. The swift influence of outside life is not matched by thoughts or understandings, or by characters and lifestyles that are not in accordance with the character and culture of the nation. This causes Indonesia to experience disorientation in terms of economic, political, social, cultural, and educational factors. Improving the image of education in

schools concerns academic and non-academic aspects that are carried out in the form of learning activities (curricular) and organizational activities (extracurricular). Those who join the organization get learning and experience in respecting time, being able to manage all activities or their daily time. For example, through the Intra-School Student Organization (OSIS), students are expected to gain a complete learning experience so that all learning modalities develop optimally (Astuti et al., 2023).

This student organization is an important benchmark in improving student discipline at school, where OSIS administrators help improve discipline in other students by setting an example or being a role model for them (Sopwandin, 2019). Awareness of discipline that comes from within is a real discipline that can affect students in their lives. Discipline that comes from coercion will become an apparent behavior, namely disciplinary behavior, only when seen by the teacher, or it can be said to be a pseudo-awareness of discipline. Another example of OSIS administrators being kind to other students is by dressing according to the rules, speaking kindly, obeying teachers, and being kind to their friends. Discipline usually grows as institutions and the Student Council are able to work together to cultivate school habits, which are the atmosphere of school life where members of the school community interact with each other (Fransiska et al., 2023). These interactions are related to various rules, norms, and shared ethics that are carried out in schools. If school discipline is improved and applied consistently, it will have a positive impact on students' lives and behavior (Parinussa et al., 2023). Discipline can encourage them to learn concretely, in the practice of life at school, about positive things. With the application of discipline, students learn to adapt to a good environment so that self-balance appears in relationships with others (Haris, 2021).

But the reality is that in Indonesia there are still many cases of disciplinary irregularities scattered around; not only students are the perpetrators, but teachers and the school are also infected with several cases that provide awkwardness or bad examples for their students, such as bullying, intimidating other students, bullying between students, and brawls (Mubarok et al., 2021). Therefore, discipline in the school environment must be developed through habituation. The habit of discipline that can be fostered by the attitude or behavior of the student council as a forum for student organizations, which is seen as a system to help improve discipline in schools (Nugroho et al., 2023).

## **METHOD**

This research activity will take place in stages from April to August 2022. In this study, the method used is descriptive qualitative research. In this study, primary data can be distinguished, namely: documents, interviews, and observations, while secondary data include: books and e-journals related to the research title. data collection techniques using documentation studies, interviews, and observation.

## **RESULT AND DISCUSSION**

Student activity in organizing is reflected in student involvement in various activities organized by the Student Council. Involvement can be emotional or mental. As stated by the Head of OSIS, Dani Ramdani, "We create an atmosphere and present activities to other students by attracting attention to the posters we make and inviting other friends to enliven OSIS activities." This statement was then emphasized by the OSIS supervisor: "Student activity in organizing can be seen from the presence of students in every OSIS activity, giving suggestions, criticisms, and opinions through suggestion boxes or direct delivery to friends who participate in OSIS, and also from the willingness of its members to sacrifice, motivation to other students and board members, as well as the intensity of attendance at every student council meeting."

The quality of education can be seen in the achievements and discipline of students in the school or community environment. Learning is one way to improve student achievement. Schools demand that students become disciplined and accomplished individuals in order to be able to compete with students from other schools when they continue their studies to the next level. Students who take part in OSIS management are asked not only to be active in organizations, but their main task as students is to learn and develop their potential to score academic and non-academic achievements. As stated by homeroom teacher "I see my students who are active in class and have average achievements in organizational children, and their enthusiasm for learning is higher than that of those who do not join organizations." Confirmed by another homeroom teacher, Mrs. Tini, "the student council students are more dominant in my class; they are able to manage study time, collect assignments, and understand their responsibilities in the organization."

Of the many planned and implemented OSIS activities, it was made interesting so that other students would want to participate in every OSIS activity. As stated by two students in 7A, "We are interested in participating in OSIS activities because our seniors are kind and friendly to us; the activities are not boring, sis; there are always games so we don't get bored." Students from another class, Cikal and Andri from 7B, "We like going to school here, sis, because there are lots of extracurricular activities that I am also interested in; almost all OSIS activities are just fun, sis." The OSIS provided by the school provides opportunities for students to learn to organize, lead or be led, socialize, discuss, and so on. From the attractiveness of other students to take part in OSIS activities, along with explanations from the informants about the benefits they get from the activities they take part in. Class 7D representatives students conveyed the benefits they felt when participating in OSIS activities: "The benefits that we get from each activity are getting new knowledge, adding friends from other classes or upperclassmen, and sometimes even getting to know the invited students from another school." Sean Anthony added "I have participated in community service, and the benefits I get are to be more sensitive to the environment, especially if there is trash around me without thinking, I take it and I throw it in the trash can".

In an interview with the school principal, she explained that "The supporting factor for OSIS is the OSIS room; the two work programs are carried out because the work program is very supportive

of OSIS activities; if the work program is not carried out, it is possible that they will reduce their enthusiasm to move on to other activities." The work program is the most important part of an organization because it contains goals that they must achieve and tasks that they must complete as OSIS administrators. The results of the interview with the OSIS supervisor, Mr. Kosasih, S.Pd., said that "the task of an OSIS coach is to supervise all activities carried out by the OSIS and be responsible for controlling the administrators to stay on track so that activities can be carried out smoothly based on the work program provided." An OSIS coach is very important, not only as an activity supervisor but also because he provides motivation so that administrators remain enthusiastic about working on work programs and helps with problems that often arise in every work program activity carried out by OSIS administrators.

In OSIS activities, funds are obtained from the parents of students through a committee deliberation agreement with the school and rely on administrator cash for routine activities such as discussions, student council meetings, and deliberations on the election of the student body chairman, which are sourced from the school's personal cash. As stated by the school principal, she said that "the problem is in funds, which sometimes swell from planning activity budgets; to cover the shortfall, the school helps to use the school's private cash collected through the private collective of teachers." Funding is indeed important for the implementation of the OSIS work program in order to achieve the satisfaction of students who have paid and the goals of the work program itself. Based on the results of an interview with the OSIS supervisor, he said that "The problem with carrying out the work program is that it is less effective; for example, in the community service program and decorating the garden, it takes quite a long time to carry out these activities, and it is usually carried out on holidays, but there are not a few parents and students who consider activities on holidays, holidays belong to the family, so it is difficult to gather the student council administrators and students whose classes are assigned to community service according to their schedule because they are hindered by the permission of their parents."

From the results of interviews with counseling guidance teachers, he said that "There are two internal and external factors supporting the increase in quality graduates. Internally, the students of the OSIS committee so far are students who excel in their learning enthusiasm; they are also not inferior to the class champions; they have the enthusiasm to be able to continue at their favorite schools of their choice." From the explanation of the BK teacher, it means that students who take part in the OSIS management have a great opportunity to become quality graduates because they have prepared themselves to take the next step, namely, to continue studying at their favorite school of choice. As in an interview with guidance counselor, he said that "External factors create quality graduates; there are several points. The first is tutoring activities for 9th grade students. A review of material from grades 7 through 9 helps students remember and learn more about the material while they are at school. here. Second, the UNBK program requires students to be good at operating computers so that they will have provisions in the world of work or school in the future. Not only that,

the computer-based UN can also prevent students from cheating during exams. Finally, with the implementation of the 2013 curriculum, so far, schools have implemented K13, learning is more enjoyable, and students have become more active than before implementing K13."

Based on the results of an interview with Counseling Guidance Teacher he said that "Some of the student council administrators have told me about the other side of their family, and I have also visited the student's house, which is from a family that has not yet been literate about the importance of children's education, and the family is too ignorant of the achievements the child has achieved, which makes students think they are the best graduates. and quality is useless in the eyes of his family. There are also students who are enthusiastic about continuing in cheap schools so they can stay in school until they are enthusiastic about getting a scholarship to high school or its equivalent. Because this student is from a deprived family and his parents are separated, his enthusiasm is not afraid to continue working and reap various achievements at school and outside of school. One of the obstacles for students to continue to excel is the lack of support from their families.

The implementation of full-day school has been going on for almost two years, but the implementation of the full-day school program has drawn various responses, such as the response from students in grade 8, who stated that: "I don't agree with full-day school, sis, because I myself am bored with too many lessons. and the result is being too lazy to study. From the statement, full-day school had an impact on some students, who felt that if this program made students bored by condensing study hours so that they were bored and lost their focus on learning, the effect was that students' enthusiasm for learning was reduced. As for another response from student, who stated that "I just like full-day school because I can have two days off even though the other five days have to go home later in the afternoon. I don't have a problem because it can take longer at school and lessons are spent at school, even if there are not many assignments prior to the implementation of this program." In the statements above, the authors conclude that the full-day school program from the government is an open inhibiting factor, in which this factor has two points of view, each of which students react to.

## **CONCLUSION**

Based on the results of the research, it can be concluded that: Student Council has a role as a forum for students to organize, as a mover and motivator, namely in carrying out the duties of OSIS administrators and other students. A preventive role can be identified through activities held by the Student Council so students can avoid negativity. So, student council activities become a tool to achieve targets. One of the targets is to become quality graduates who are expected to graduate with the best grades, be accepted into quality schools, and be able to apply the provisions of their organization in the Student Council, namely public speaking, discipline, independence, cooperation, tolerance for others, and benefit themselves as well as the surrounding community. Student Council has the role of increasing student discipline in the forms of time discipline, attitude discipline, and

regulatory discipline. The three kinds of aspects are important in increasing discipline and are interrelated. The strategy used by schools is through education and coaching from teachers and principals, as well as giving sanctions to students who violate the rules set by the school. Qualified graduates can be seen in the activeness of students in organizing, as well as the accomplishments of student council administrators who participate in organizations such as student council. Participation in organizations such as student council does not preclude students from continuing to excel in class or outside of class. Because the student's obligation is to study. The supporting and inhibiting factors in improving quality graduates through OSIS management consist of two categories: internal factors, namely the student council, students, principals, and teachers, as interrelated objects to improve quality graduates. The external factors are tutoring activities ahead of the UN, the Computer-Based National Examination (UNBK), and the implementation of the 2013 curriculum. The inhibiting factor is that the family environment still has student guardians who do not support OSIS activities; as a result, it becomes an obstacle for students to continue to excel. Another factor is the implementation of full-day school; some students consider the implementation of this government program tiring, resulting in students not being focused on learning in the hours after the second break.

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