

Implementation of Political Education Through the Work Program of the School Student Organization (OSIS) at SMA Negeri I Padalarang

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ABSTRACTS

This study aims to determine 1. The role of OSIS in political education, 2. The process of formulating OSIS work programs, and 3. The implementation of political education at SMA Negeri 1 Padalarang. The research method used is a descriptive method with a qualitative approach. Data collection techniques were conducted through observation, interviews, and documentation. The results of the study indicate that: 1. The OSIS functions as a platform for nurturing, developing, and providing basic leadership training, as well as serving as an agent of political socialization; 2. The process of formulating the OSIS work program in applying political education is carried out through the submission of student aspirations, which are then discussed through plenary meetings, working meetings, routine meetings, agenda meetings, and incidental meetings between OSIS administrators, extracurricular administrators, and OSIS advisors. 3. The implementation of political education is carried out in the election of the OSIS Chairperson, Basic Leadership Training for Organizations, and Basic Leadership Training for Students.

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1. INTRODUCTION

Law No. 40 of 2009 on Youth, in general terms, states that since the inception of the Indonesian national movement, youth have played an active role as the spearhead in bringing about an independent, united, and sovereign Indonesian nation and state. The functions and roles of youth as outlined in the law align with the characteristics of youth as described by Kurniadi, where the characteristics of the younger generation are generally viewed as a phase in the cycle of human personality development, similar to other phases. The prominent characteristics of this young generation phase are its role in the transition to a position of responsibility in society, between the purity of its idealism, its

courage and openness in absorbing new values and ideas, its enthusiasm and dedication, the spontaneity of its dynamics, innovation and creativity, as well as to immediately realize new ideas (Novadila, et al. 2019). Nurturing and developing the younger generation occupies an important position in every phase of history, especially in the present, where the education of future leaders is increasingly urgent due to the need to improve the quality of political awareness and ethics of individuals and society, based on an awareness of the importance of the younger generation in maintaining the continuity and survival of the nation (Affandi 2014). Political ethics serve as a normative orientation and perspective for politicians to

exercise power with dignity (Diana et al. 2019).

Efforts to maintain the continuity and survival of the nation by nurturing and developing the potential of the younger generation can be done through political education. Judhita and Darmawan mention that political education for young people in the current political climate is very important, given the fact that the younger generation is not interested in political issues and problems. Komariah and Kartini mention that the results of the Political Indicator survey show the same phenomenon, where political parties are considered the least trusted institution by young people. Political parties rank at the bottom of the 9 institutions evaluated (Alamri et al. 2023). Therefore, political education for the younger generation is extremely important as an effort to raise awareness and understanding of their role as citizens, as the existence of a nation cannot be separated from the crucial role of the younger generation as the vanguard in national development. Young people possess significant potential and a vital position in the nation as the future leaders of the nation.

Almond, quoted by Mas'oed, states that political education is part of political socialization that specifically shapes political values, which indicate how each member of society should participate in the political system. Meanwhile, Kavang explains that the forms and processes of political socialization or education are divided into two types: latent or hidden forms and processes, where activities take place within non-political social institutions such as the family environment, social and religious environments, the workplace, or schools and campuses; and open forms and processes, where activities occur within specific apolitical institutions. (Dasar et al. 2018)

Political education is part of political socialization, whose forms and processes can be latent or open. The school or campus environment is one of the non-political institutions that serves as a venue for political education activities for the younger generation. Law Number 40 Article 1 of 2009

states that youth are Indonesian citizens who are entering an important period of growth and development, aged 16 to 30 years. This implies that high school students aged 15–18 are part of the youth group. Political education in the school environment is one of the learning processes that encourages the younger generation to have an understanding of their rights and obligations as good and responsible citizens. This is in line with Law No. 2 of 2011, amending Law No. 2 of 2008 on political parties, which states that political education is a process of learning and understanding the rights and obligations, as well as the responsibilities of every citizen in national and state life.

The implementation of political education at SMAN 1 Padalarang is realized through the Intra-School Student Organization, hereinafter referred to as OSIS. The political education provided at the school aims to ensure that the younger generation has good character, is creative, able to think critically, rationally, and logically in facing various issues of citizenship, has an understanding and correct mindset regarding politics, and thus has political awareness. This study aims to identify the functions of OSIS in applying political education, the planning of OSIS work programs, and to describe OSIS work programs directly related to political education.

The research results indicate that political education has an important and strategic meaning, motivating citizens to have adequate political knowledge, as well as awareness of the importance of an ideal political system and intelligent and critical political behavior (Novadilla, Said, and Miranda 2019). Political education is an activity or action that aims to shape moral values and political orientation in individuals (R Rafzan et al., 2022). Political education encourages citizens to participate as responsible members of society in the political life of the nation. (Trias and Amrullobbi n.d., 2019). This can be interpreted to mean that political education can motivate citizens to be aware of the importance of the political system and aims to

of this school are to produce graduates who are "IMAN", which stands for Inspirational, Independent, Active, and Normative. The mission is to be "TAKWA," which means to enhance piety towards God Almighty. Actualize *life skills* education in every learning activity. Strengthen discipline to improve learning effectiveness. Transforming SMA Negeri 1 Padalarang into a campus area characterized by clean, healthy, safe, and comfortable living conditions. Actively fostering communication and collaboration with various relevant parties and *stakeholders* both within and around the Padalarang area. Source: <https://sman1padalarang.sch.id>.

Source: <https://sman1padalarang.sch.id>.

- ## 1. The Role of the School Student Council (OSIS) in Political Education for Students at SMA Negeri 1 Padalarang

The Student Council (OSIS) at this school was established by the student affairs department as an intra-school organization that is not part of extracurricular activities, but oversees all extracurricular activities at SMAN 1 Padalarang. The Student Council has various functions, including serving as a forum or means for guiding and developing the potential of students as the younger generation. The pattern of nurturing and developing the younger generation follows several paths, both primary and supporting. The primary paths include the family path, the youth path which includes the OSIS, and the campus path which includes youth organizations and scouts (Affandi 2011). This indicates that the OSIS is essentially a platform or medium for nurturing and training leadership skills in developing political awareness among the younger generation and as an effort to prepare leaders with strong character. OSIS activities at SMAN I Padalarang not only include organizational activities but also self-development towards broadening horizons. Fundamentally, OSIS functions as a platform for nurturing and raising students' awareness in improving political education. Political education is a learning process aimed at

[illegible][illegible]

SMAN 1 Padalarang is the best school in West Bandung Regency, as evidenced by its institutional accreditation score of A. This accreditation score indicates that the school is a high-quality school. The vision and mission

providing individuals with the understanding and skills needed to actively participate in political life, both as responsible citizens and as political leaders. Aspects of democracy.(Sjech, Djamil, and Bukittinggi n.d. 2023).Political education has political content, including loyalty and political feelings, as well as political knowledge and insight that cause a person to be aware of political issues and political attitudes. (Affandi et al. n.d.)

This can be interpreted to mean that the Student Council is a forum or means and place for guidance and leadership training in developing political awareness among the younger generation and as an effort to prepare leaders with character. OSIS is also part of positive student activities in line with the basic patterns of youth development and nurturing. OSIS advisors mention one example of nurturing and developing political awareness by conducting elections on a small scale, such as class president elections, extracurricular club president elections, and OSIS president elections. The existence of OSIS, as one of the channels for youth development, plays an important role in political education in schools, in an effort to instill political concepts at a young age. Political education at SMAN 1 Padalarang is implemented through program planning. OSIS in schools functions as a forum for guidance, development, and political socialization in political education. As a platform to fulfill its functions, the OSIS must always collaborate with other channels in conducting leadership training, extracurricular activities, and broadening students' horizons. In general, the OSIS functions in schools as a platform, means, or place to support the implementation of student development (Riyanto and Dwiwibawa 2008).

2. OSIS Work Program in Political Education at State Senior High School 1 Padalarang

The process of formulating the OSIS program at SMA Negeri 1 Padalarang began

with the aspirations of the students. These aspirations were brought forward by class representatives, who were represented by the class president (), to be discussed with the OSIS committee and advisors. OSIS activities at SMA Negeri 1 Padalarang include organizational activities as well as personal development aimed at broadening horizons. Subsequently, the OSIS committee and extracurricular activity leaders held a joint meeting to discuss the program aspirations from each class. After the meeting, the OSIS committee, extracurricular activity leaders, OSIS advisors, and the vice principal for student affairs finalized the programs to be implemented based on the principle of consensus. This aligns with (Budiardjo 2008) view that the opinions or aspirations of an individual or group will disappear if they are not accommodated and combined with the opinions and aspirations of others who share similar views. This is often referred to as political communication. Almon defines political communication as a function that is always present in a political system. Political communication is a communication process that has implications for power. Political communication as *a Body of Knowledge* consists of political communicators, political messages, political channels and media, and political targets or audiences (Muslimin 2020). Danton and Woodward characterize political communication with the term "*the intentionality of political communication about*," while Brian McNair refers to communication as "*purposeful communication about politics*," encompassing all forms of communication carried out by politicians or political actors to achieve their goals. Communication carried out by non-political actors to political actors, such as voters (Heryanto 2018).

This underscores the importance of accommodating opinions or aspirations to ensure that political communication and organizational culture are well-established, as a manifestation of democracy. The aspirations for the program that have been accommodated are then discussed through

plenary meetings, work meetings, routine meetings, agenda meetings, and incidental meetings between the OSIS administrators, extracurricular administrators, OSIS advisors, and the vice principal for student affairs who supervises the meeting. The process of formulating OSIS programs is based on the principle of deliberation and consensus. This approach fosters tolerance, freedom of expression, openness, mutual respect, and togetherness. This aligns with Zamroni's view, who highlights the values of democracy as tolerance, freedom of expression, respect for differing opinions, understanding diversity in society, openness in communication, upholding human dignity, self-confidence, mutual respect, unity, and balance. (Pandri et al. 2021).

3. Implementation of Political Education at SMAN 1 Padalarang

The implementation of political education at SMA Negeri 1 Padalarang is realized through the OSIS work program, which is divided into long-term programs, namely annual programs, semester programs, and monthly programs, which must be carried out in accordance with the established program. The OSIS chairman mentioned that the short-term program, namely the weekly program, is an unexpected or temporary program, such as a meeting held once a week to evaluate the performance of each section in their respective fields. Additionally, meetings are held with extracurricular activity leaders every three weeks to strengthen bonds between organizations and extracurricular activities. SMA Negeri 1 Padalarang offers a variety of extracurricular and interscholastic activities including:



Figure 1: Extracurricular Activities Source Official website of SMA Negeri 1 Padalarang

The OSIS advisor mentioned that the OSIS work program, which is part of the long-term program, includes the school orientation program (MPLS), which is held once a year. This is to provide knowledge to new students of SMA Negeri 1 Padalarang, the art performance (PENSI) of SMA Negeri 1 Padalarang, which is held once a year, and basic leadership training for students (LDKS), which is adjusted to the school's academic calendar. The implementation of the OSIS program, which is an application of political education for the younger generation, must fundamentally be guided by the values contained in Pancasila with the aim of shaping the character of good citizens who are socially aware and understand their rights and obligations. Political education is a means of shaping leadership character in the younger generation. Political education is also aimed at creating a young generation capable of fulfilling their political roles and becoming leaders who align with the noble values of the Indonesian nation as embodied in Pancasila. In this context, political education is intended to shape a young generation capable of becoming leaders to foster a Pancasila-based political culture (Sanusi and Darmawan 2016).

This is in line with the objectives of political education in schools, one of which is to shape leadership qualities so that students are able to build themselves and actively participate in the political process by becoming leaders who are capable of improving themselves, their communities, their nation, and their country. Politics can be said to be a medium for conveying political concepts with the ultimate goal of making citizens more politically literate. Politically literate citizens are citizens who are aware of their rights and obligations so that they can participate in the life of the nation and state in every development process. Political education is necessary, especially to educate

the younger generation who will become the future leaders of the nation (Istikharah and Asrinaldi 2019).

The above opinion can be interpreted as the goal of political education is to make the younger generation politically literate or have political literacy. Political literacy, according to Denver and Hands, is knowledge and understanding of political processes and political issues. This knowledge and understanding enable citizens to effectively carry out their roles as citizens. This knowledge and understanding, as defined by Cassel and Lo, is referred to as political *expertise and political awareness*, which essentially refers to the extent to which an individual pays attention to and understands politics. (UGM, 2015) . In this context, programs directly related to political education are found in Field 5, namely the election of the OSIS chairman. The OSIS chairman election program uses the concept of the electoral process in Indonesia, which is done to ensure that all students participate in political activities. In line with this view, (Rush and Althoff 2013) explain that the success of political socialization is determined by:

- (1) Political socialization agents,
- (2) Political socialization content,
- (3) Socialization mechanisms, and
- (4) Patterns of political socialization.

The deputy principal for student affairs stated that the OSIS, as an agent of political socialization in schools, must understand political socialization material, socialization mechanisms, and political socialization patterns so that the political socialization process is successful. The election of the OSIS chairperson is an innovation and the result of the work of the OSIS and the school. Gabriel A. Almond and G. Bingham Powell Jr. define political socialization as "*the process by which political cultures are formed, maintained, and changed.*" It can be seen that this definition is more inclined to say that political socialization is a process of forming a political culture in society, which

includes the introduction of political values (Cahyani 2019).

With this concept, student elections are aimed at helping students understand the electoral process in Indonesia. Basically, in implementing this program, the student council acts as an agent of political socialization. Political socialization agents are parties who play a very important role in providing knowledge about all aspects of politics, such as values and norms that indicate lessons in behavior based on knowledge and information obtained through socialization agents (Cahyani 2019).

The mechanism of political socialization is implemented through imitation and motivation, enabling the election of the OSIS chairman to be applied by students within the school environment, as illustrated in the figure below:



Figure 2

Implementation of Elections at SMAN 1 Padalarang
Source: Official website of SMAN 1 Padalarang

The election of the OSIS chairman, conducted by Division 5 (Education, Organization, and Politics), follows the stages of elections in Indonesia, as presented in the diagram below:

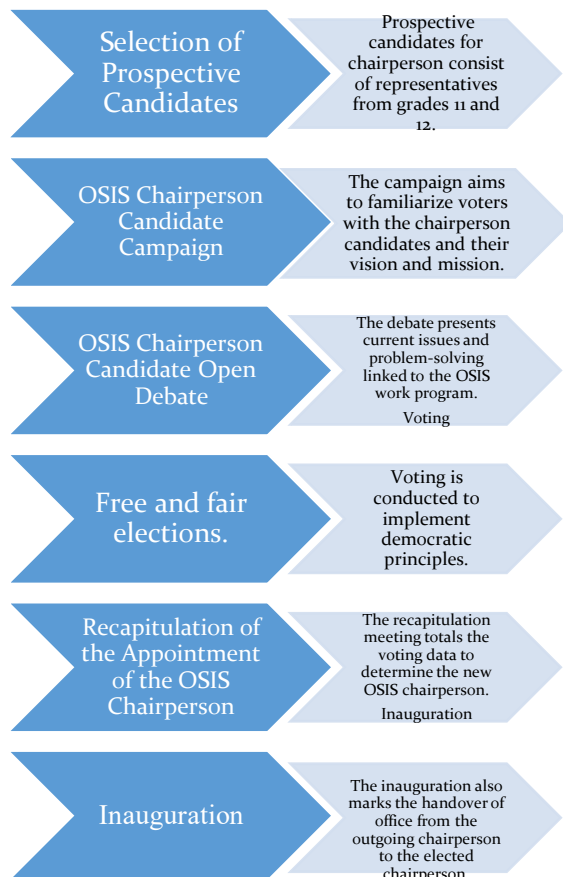


Figure 3

OSIS Election Process

Source: Compiled by the researcher, 2024

The OSIS election activities described above are innovations and the results of the work of the OSIS and the school. These activities are part of a work program directly related to political education. With the concept of elections, students are guided to understand the actual election process that takes place in Indonesia. The school authorities strive to ensure that the student development activities implemented through OSIS activities are based on the legal foundations that govern them and align with the values of the Pancasila ideology. Political education in senior high schools is

fundamentally based on the values of Pancasila, so that in implementing its programs, the OSIS remains guided by the values contained in Pancasila with the aim of shaping the character of good citizens who have social awareness and skills, understand their rights and obligations as citizens in social, national, and state life. Meanwhile, organizational leadership training and basic leadership training for students aim to build leadership spirit among students.



Figure 4

Implementation of LDKS SMAN 1 Padalarang
Source: Official website of SMAN 1 Padalarang

In general, the Student Leadership Basic Training (LDKS) process in high schools, including at SMA Negeri 1 Padalarang, aims to build character, train leadership, and equip prospective organizational leaders, especially the Student Council (OSIS), with the necessary skills and knowledge. This process is usually divided into several stages and materials, both theoretical and practical.

The following is a general overview of the LDKS process at Padalarang High School, based on the LDKS model at other schools:

1. Preparation Stage

Prospective Officer Selection: Prior to LDKS, a rigorous selection process is usually held for prospective OSIS officers. This selection can include written tests, interviews, and evaluations of students' track records at school.

Program and Committee Development: The OSIS Advisory Teacher, together with the current officers, will develop the LDKS program, including materials, schedule, and location. A committee consisting of the

current officers or class representatives will also be formed to manage the event.

Notification and Administration: The school, teachers, and prospective participants will be notified of the LDKS schedule and requirements. Participants must complete a registration form and complete other administrative requirements.

2. Implementation Stage

The LDKS (Student Activity Group) at SMA Negeri 1 Padalarang is usually held over several days, and can be held on school grounds or outside (for example, at a military training center or an outbound area) for a different atmosphere.

Opening: The LDKS event begins with an opening ceremony attended by the principal, supervising teachers, and all participants. The opening speech typically outlines the goals and expectations of the event. Theoretical Material (In-Class):

Leadership: Prospective officers will receive basic material on leadership, leadership styles, and the importance of ethics and integrity.

Organizational: This material explains the structure of the Student Council (OSIS), the duties and functions of each division, and organizational administrative procedures (for example, correspondence and accountability reports).

National Insight: This material aims to instill a sense of nationalism and love for the homeland. It can be delivered by an external resource person (for example, from the Indonesian National Armed Forces or the police) or a history/civics teacher.

Public Speaking & Communication: This training is crucial for prospective administrators to effectively convey ideas, negotiate, and speak in public.

Time Management and Problem Solving: Participants are taught how to manage their time effectively and find creative solutions to problems they may encounter in organizing.

Practical Material (Outbound and Field activities): Marching Exercise (LBB): The goal is to instill discipline, cohesiveness, and obedience to instructions. LBB is often one of the most fundamental activities in LDKS.

Team Building: Various games are designed to practice teamwork, communication, and collective decision-making.

Evening Reflection: This activity is usually held in the evening. Participants are encouraged to reflect on the meaning of leadership, sacrifice, and responsibility.

Out-bound: If LDKS is held outside of school, outbound activities such as flying fox, high ropes, or other simulations are often included to train courage, teamwork, and problem-solving under pressure.

3. Closing Stage

Evaluation and Reflection: At the end of the activity, participants will reflect on their experiences and the lessons they learned. They will also be assessed based on their participation and performance during LDKS.

Closing Ceremony: LDKS concludes with a closing ceremony, where the new Student Council (OSIS) board is officially inaugurated.

Follow-up: After LDKS, the material and values learned will be applied to the OSIS work program for the next year.

With this structured process, it is hoped that LDKS at SMA Negeri 1 Padalarang will produce leaders who are not only academically intelligent but also possess strong character, integrity, and are ready to become agents of change within the school environment.

4. CONCLUSION

The existence of the Student Council at SMAN 1 Padalarang serves as a platform for nurturing, developing, and providing basic leadership training, as well as acting as an agent for political socialization. The process of formulating the OSIS work program is carried out through stages that begin with the submission of student aspirations from each class through their class representatives, with an emphasis on deliberation and consensus. The OSIS work program at SMA Negeri 1 Padalarang is divided into long-term and short-term work programs, namely annual

programs, semester programs, and monthly and weekly programs. The implementation of programs planned by the Intra-School Student Organization (OSIS) is a manifestation of political education for students. Programs directly related to political education include the election of the OSIS chairperson, basic leadership training for students, and basic leadership training for organizations. Following the research findings, the researcher suggested the need for adequate studies, including:

1. A study of the effectiveness of the Student Council (OSIS) work program in fostering student political awareness. This study aims to ensure the program's effectiveness in fostering students' political literacy.

2. Analysis of student participation in school political activities. This study aims to provide an understanding of the factors that encourage or hinder student participation.

3. The role of the OSIS advisory teacher in political education. This study emphasizes the role of the OSIS advisory teacher as a facilitator of political education.

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