

The Effectiveness of Student Council in Character Building of Discipline Among Students in Secondary Schools

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ABSTRACTS

This study aims to: 1) identify the programs implemented by the Intra-School Student Organization (OSIS) in strengthening student discipline at SMK PGRI 2 Cimahi; 2) analyze the factors influencing the effectiveness of OSIS in strengthening student discipline; and 3) examine the level of discipline among active and inactive students in OSIS management. This study employs a qualitative descriptive method with data collection techniques including observation, interviews, and documentation. The research subjects included OSIS advisors, the OSIS President, the Coordinator of Section 4 (Discipline), and two students who were not members of the OSIS executive board. The results of the study indicate that OSIS plays an important role in instilling values of discipline through programs such as socialization, raids, and issuing warnings for violations. However, the effectiveness of program implementation is still influenced by constraints, such as limited authority, low response from some students, and the lack of consistency in setting a good example by OSIS members. Additionally, students who are not part of the OSIS leadership also demonstrate high discipline, which is formed from self-awareness and environmental support. These findings indicate that the development of disciplinary character requires collaboration between OSIS, teachers, and families.

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1. INTRODUCTION

Education should ideally be the primary means of shaping national character, including discipline. In this context, the student council is expected to be part of the character education system in schools. However, reality shows that moral degradation and low student discipline remain serious problems. Based on data from the Programme for International Student Assessment (PISA) survey in the journal (Asyifah et al., 2024), Indonesia ranks among

the top five countries in cases of violence and bullying in schools. This is reinforced by reports from Sunardi (2024) RRI and Said (2024), which highlight cases of student misbehavior due to moral crisis and weak role models. On the other hand, character education through OSIS is emerging as a solution, given that this organization serves as a direct platform for student development by students. Previous research by Ferdiansyah et al. (2024) and Yusmuliadi & Agustang (2021) indicates that OSIS is effective in instilling values of responsibility and

discipline. However, there has been limited research that thoroughly examines the extent of OSIS's effectiveness in the context of character discipline development. Therefore, this study is important and relevant to address the needs of schools in shaping students who are disciplined in both character and actions.

The Law the Republic of Indonesia Number 20 of 2003 concerning the National Education System of emphasizes that national education functions to develop abilities and shape the character and civilization of the nation with dignity. Discipline character education is an important part of achieving this goal. According to Presidential Regulation No. 87 of 2017 on Strengthening Character Education (PPK), Strengthening Character Education or PPK is an educational movement under the responsibility of educational units to strengthen the character of students through Intracurricular, Co-curricular, and Extracurricular activities (Article 6 paragraph 1). One way to instill these character values is by joining the Intra-School Student Organization (OSIS) to foster discipline among students. OSIS, as an official organization within the school, plays a crucial role in developing disciplined attitudes among students. Through OSIS, students can learn to manage their time effectively, work together in teams, and respect differences. However, not all schools can maximize the potential of the Intra-School Student Organization (OSIS) in efforts to strengthen student character. Therefore, there needs to be involvement or support from teachers, especially OSIS advisors, to encourage student participation in OSIS, so that character development programs can be implemented effectively. According to Thomas Lickona (2022), character development requires synergy between moral knowledge, moral feelings, and moral actions, which can be practically realized through student organization activities. Therefore, this study focuses on exploring the role of the OSIS in strengthening students' disciplinary character through a case study at SMK PGRI 2 Cimahi.

Thomas Lickona (2022) is a prominent figure in the field of character education. He argues that character formation is not only based on moral knowledge, but requires the integration of three main components:

Table 1. Character and Morals Required

Component	Explanation
Moral Knowledge	(Moral Knowledge) Understand values such as honesty, responsibility, cooperation, and discipline.
Moral Feelings	(Moral Action) Applying these values in daily life through real behavior.
Moral Actions	(Moral Action) Applying these values in daily life through real behavior.

2. METHODS

The approach used in this study is qualitative with a case study method. The research location was at SMK PGRI 2 Cimahi. Informants consisted of the OSIS advisor, the OSIS president, the coordinator of the Discipline Division, and two students who were not OSIS members. Data collection techniques included in-depth interviews, direct observation of OSIS activities and students, and documentation of OSIS programs. Research instruments consisted of interview guidelines, observation sheets, and activity documentation. Data validation was conducted through triangulation and member checking with informants to confirm findings. Data analysis steps include: data reduction, data presentation, and drawing conclusions. This study emphasizes the importance of controlled subjectivity through reflective processes and cross-verification of data.

3. RESULTS AND DISCUSSION

Research findings indicate that the student council has several strategic programs for fostering discipline, including uniform inspections, dissemination of school rules, and reprimands for minor violations. These programs are implemented regularly by the Discipline Section and supervised by the student council advisor. However, their effectiveness depends on several factors: 1) the limited authority of the OSIS to take firm action; 2) the lack of role models among OSIS administrators; and 3) the varied responses of students to the development programs. On the other hand, non-administrative students who are disciplined indicate that character formation is also greatly influenced by self-awareness and the environment. These results align with Thomas Lickona's (2022) character development theory and reinforce La ode et al.'s (2020) research that role models and social environment are key factors (R Rafzan et al., 2022). The limitations of this study include the lack of quantitative measurement of program outcomes and insufficient parental involvement in the development process.

1. The OSIS Program in Strengthening Student Discipline

The OSIS program at SMK PGRI 2 Cimahi has made a tangible contribution to efforts to strengthen student discipline, particularly through Section 4 on Discipline. The programs implemented include activities such as uniform inspections, discipline awareness campaigns, monitoring tardiness, and direct reprimands to undisciplined students. This is evident from interviews with the OSIS President (NAF) and the Sekbid 4 Coordinator (SSF), who mentioned that these activities are conducted regularly and on a schedule, typically on Mondays or Fridays. These activities are conducted with an educational approach, such as providing nail clippers when reprimanding students or explaining the rules before taking action. The OSIS Advisor (AS) also emphasized that every OSIS program is always socialized beforehand to ensure students understand the

importance of discipline. As a result, OSIS not only functions as a technical implementer but also as an extension of the school in fostering a culture of discipline. Overall, OSIS programs such as discipline socialization, raids, and direct reprimands given to students who do not comply with the rules have been carried out in a structured manner and with guidance from the school. This shows that OSIS at SMK PGRI 2 Cimahi has a real contribution in strengthening students' discipline, both through formal approaches and through daily role modeling.

The above is referred to as peer counseling that acts in a continuous manner for all students. Trained student council members provide guidance to peers who face academic or behavioral challenges. Results (Based on School Data, 2020–2023), The percentages can be seen as follows:

Table 2. Training and Guidance for Student Council Members from 2020-2023

Indicator	Before OSIS Program	After OSIS Program
Absenteeism Rate	12%	5%
Late Arrival	18%	7%
Violations of Dress Code	25 incidents/month	8 incidents/month
Student Participation in Events	60%	85%

The OSIS program has made a significant contribution to improving student discipline and engagement.

2. Factors influencing the effectiveness of OSIS executives in strengthening students' disciplinary character

The effectiveness of OSIS executives in enforcing and instilling discipline in students is influenced by various supporting and hindering factors. Based on the interview results, it was found that there are internal and external factors that influence the success of the OSIS's role. The first factor comes from the attitude of students who do not always respond positively to reprimands from OSIS members. KI 2 (NAF) said that when the OSIS gave reprimands, not all students

showed a cooperative attitude. Some students even consider the reprimands as jokes or " " a term used to describe a joke. This certainly weakens the role of the OSIS in enforcing discipline, as the OSIS members become unsure and doubt whether the reprimands they give have any impact. K3 (SSF) also added that OSIS members often face difficulties when reprimanding their peers. Sometimes, students who are reprimanded do not consider the student council to be more authoritative or think that the student council is just students like the students being reprimanded, so they reject the reprimands given. In such circumstances, the student council can only report to teachers or the student affairs department because they do not have the authority to impose sanctions directly. This situation shows that limited authority is one of the main obstacles that hinder the effectiveness of the student council. The second factor that influences the effectiveness of the student council in strengthening student discipline is the exemplary behavior of the student council members themselves. Both NAF and SSF acknowledge that there are still student council members who are not fully disciplined, for example, by wearing makeup to school. Thus, the effectiveness of the OSIS is greatly influenced by students' responses to reprimands given by OSIS members, internal consistency within the OSIS, limitations on authority, and support from teachers and OSIS advisors. These four aspects are interrelated and determine the extent to which the OSIS can fulfill its strategic role in strengthening discipline in schools.

Of the four factors influencing student discipline, the effectiveness of the Student Council (OSIS) in strengthening student discipline is determined by a combination of individual, organizational, and environmental factors. This can be seen from the following key factors:

1. Leadership competence and exemplary behavior
2. Training and capacity development
3. Support from the school and supervising teachers

4. Peer acceptance
5. Clarity of duties and structure
6. Supportive school culture
7. Fair reward system
8. Continuity and integration with the school vision

All of the above competencies must be possessed by students, both individually and in combination with the institution and the environment. Leadership training, including several aspects, is urgently needed, as can be seen in the following table:

Table 3. Leadership Competencies That Must Be Possessed

Aspects	Explanation
Communicati on Skills	Able to convey messages clearly, persuasively, and empathictically.
Decision Making Ability	Firm, fair, and fast in handling violations.
Emotional Intelligence	Able to manage emotions, empathize with friends, and stay calm in conflict.

The table above demonstrates the importance of OSIS members in changing their behavior and actions with leadership skills, as highly competent administrators are more trusted and respected.

3. Student Discipline Among Active and Inactive OSIS Members

From the OSIS committee members, NAF and SSF demonstrated a deep understanding of the importance of discipline, both in terms of punctuality and neatness in attire. NAF emphasized that as the OSIS President, he always arrives on time and ensures that all required attire is worn properly. SSF also stated that he consistently sets an example for other students by wearing a tie, hat, and other required attire, especially on Mondays during the assembly. Both are not only disciplined personally but also feel responsible for the discipline of other students at . They actively reprimand students who violate the rules, even though they do not always receive a positive response. This indicates that students involved in the OSIS have a higher sense of

discipline and feel a social responsibility to set an example of discipline for their peers. Hal ini dapat dilihat pada tabel berikut:

Table 4. Discipline Between Student Council and Non-Student Council Students

Aspects of Discipline	Active Student Council Members	Non-Student Council Students
Presence	Higher (average 95–98%)	Installment-installment 85–90%
Uniform Compliance	Very high (peer-monitored)	Varied, more violations
Delay	Rare (for example)	More often, especially on Mondays/Fridays
Minor Violations	Minimal (smoking, cellphone in class)	Higher frequency
Responsibility	High (manage programs, reports)	Relying on personal motivation
Leadership & Initiative	Active in school activities	Tendency to be passive

In contrast, non-OSIS members such as RNA and TA also have good discipline. However, with different motivations, RNA admits that he always arrives on time because he is used to waking up early and his house is close to school. He has never been reprimanded because he always wears his uniform properly. Meanwhile, TA admitted to being late once because the distance between his home and school is far, and he got stuck in traffic on the way to school. However, after being reprimanded, he made an effort to improve himself to avoid repeating the mistake. Both students stated that even though they are not OSIS members, they still consider discipline important. However, they also acknowledge that not all their friends have the same awareness, especially regarding attire and punctuality. When they see their friends being undisciplined, they admit that they do not reprimand them because they think their friends will not listen to them. They also think that the student council is quite effective in

reprimanding students who are undisciplined, but it needs to be more firm and consistent so that discipline can be enforced better.

From interviews with the student council advisor, Mr. AS, it was found that students who are members of the student council receive direct and regular guidance from the advisor. They are also encouraged to actively monitor and record violations, although the imposition of actions or sanctions is still carried out by teachers. Mr. AS stated that the role of the student council in creating discipline is very important because not all teachers are able to directly supervise the discipline of all students every day. Thus, a comparison between students who are actively involved in the student council and those who are not active in the student council at shows that involvement in the student council has a positive influence on awareness and responsibility for discipline. However, discipline can also develop from other factors such as family support, personal motivation, and early habits. Students who are not OSIS members can also demonstrate high discipline if there is internal motivation and a supportive environment. Nevertheless, OSIS members have a greater moral responsibility as they must serve as examples and role models in discipline within the school environment. Therefore, the existence of OSIS remains crucial in fostering a culture of discipline in schools.

4. CONCLUSION

The role of OSIS in character development of discipline in secondary schools has great potential but has not been fully optimized. The findings indicate that the student council is effective as a partner of the school in instilling discipline through development programs. However, the success of character development requires comprehensive support from teachers, families, and strong school policies. The implication of this study is the need to strengthen the role of the student council structurally and provide character training for its members. The limitation of this study lies in the incomplete evaluation of

the long-term impact of the student council program on student character.

This study shows that although OSIS has various positive initiatives in instilling discipline, its implementation needs to be accompanied by character training for administrators, clear procedures, and a consistent and measurable evaluation system. Additionally, there needs to be stronger integration between OSIS activities and intraschool learning to ensure that character values are not confined to extracurricular activities alone but become an integral part of school culture.

High student discipline is also influenced by other external factors such as parental support and teacher role modeling. Therefore, a holistic approach involving all elements of the educational ecosystem is crucial for achieving sustainable behavioral change. Schools can strengthen collaboration with parents and develop policies that position the Student Council as agents of positive cultural change within the school environment. Thus, the results of this study can serve as a starting point for developing more comprehensive, participatory, and structured character development strategies. Limitations in this study, such as the lack of quantitative instruments or longitudinal measurements, can be areas for further research to obtain a more comprehensive and long-term picture of the impact.

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