The Role of The Intra-School Student Organization In Supporting Character Education At SMK Puspita Bangsa, Tangerang Selatan

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Abstract.
Character education in Vocational High Schools (SMK) faces challenges in aligning technical skill development with student work ethics. This study aims to analyze the role of the Intra-School Student Organization (OSIS) in supporting character education at SMK Puspita Bangsa, South Tangerang City. This study used a descriptive qualitative approach with a case study design. Data collection was carried out through in-depth interviews, participatory observation, and documentation studies, with data validity tested using source and technique triangulation. Data analysis followed the interactive model of Miles, Huberman, and Saldaña. The results show that OSIS plays a crucial role through three main aspects: (1) acting as a peer role model for discipline; (2) executing structured work programs encompassing religious, disciplinary, leadership, and social care dimensions; and (3) internalizing industrial work culture values. The main obstacles encountered include the dynamics of Field Work Practice (PKL) schedules and fluctuations in member participation, which are mitigated through flexible coordination and school management support. This study concludes that OSIS is effectively a strategic vehicle for student character development in vocational schools.

Keywords: *Intra-School Student Organization (OSIS), Character Education, Vocational High School (SMK) and Student Development.*

I. INTRODUCTION

Education, in essence, aims not only to enlighten the nation's life, but also to shape students with noble character, integrity, and responsibility. Based on Law Number 20 of 2003 concerning the National Education System, Article 3, national education functions to develop the potential of students to become people who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Therefore, character education is a fundamental aspect of the national education system to build the identity, morality, and quality of the younger generation.

However, in practice, the world of education in Indonesia still faces various complex problems and challenges. The influence of globalization and the external environment is often not balanced by a strong understanding of moral values, thus triggering moral decline, decreased discipline, a diminished sense of responsibility, and various forms of violations of discipline among secondary school students. This situation demonstrates that strengthening the character education system in schools is an urgent need that cannot be postponed.

As a formal educational institution, schools require an applicable student development forum to support the instillation of character values in students. One of the officially recognized and mandatory organizations established within the school environment is the Intra-School Student Organization (OSIS). Based on previous research, Putra & Rifa'i (2023) stated that OSIS plays an important role as a forum for cooperation, a driver or motivator of school activities, and a preventive tool to prevent students from deviant behavior. This finding is reinforced by Ratnawati & Rustandi (2025) who showed that OSIS activities have a positive and significant influence on student discipline in schools. The preventive role and character development through OSIS are also emphasized by Isfuliah et al. (nd) who explain that OSIS functions as a means for teachers to reach students more closely, enforce discipline, and instill positive character values. Furthermore, Arifah et al. (2026) and Farhan et al. (2025) emphasized that the formation of a disciplined character and compliance with rules requires an integrated strategy through habituation, supervision, and a consistent school culture.

Although numerous studies have been conducted on the role of the Student Council (OSIS) and student discipline, the specific dynamics and implementation within vocational high schools (SMK), such as

SMK Puspita Bangsa in South Tangerang City, still require in-depth study. Furthermore, vocational high schools (SMK) face unique challenges in aligning student organization activities, character development, and students' readiness for work ethics and culture.

Based on this background, this research is focused on studying and analyzing in depth the "Role of the Intra-School Student Organization (OSIS) in Supporting Character Education at SMK Puspita Bangsa, South Tangerang City".

II. RESEARCH METHODS

This study uses "descriptive research using a qualitative approach" with a design that is "naturalistic, namely carried out in natural conditions without treatment or manipulation of variables, and focuses on in-depth data collection on social phenomena that occur in the school environment." This approach is in line with the view of Sugiyono (2022, p. 15) who states that "qualitative research methods are research methods based on the philosophy of postpositivity, used to research the natural conditions of objects."

This research was conducted at SMK Puspita Bangsa, South Tangerang City. The research subjects or informants were determined purposively by selecting informants consisting of "OSIS advisors, student OSIS administrators and non-OSIS administrators," as well as school management directly involved in student development. In the data collection process, "data collection techniques used interviews, observation, and documentation" to obtain comprehensive information in the field.

To ensure the credibility of the findings, the validity of the data was tested using "technique and source triangulation." Next, the data processing was analyzed using the "Miles and Huberman model, which consists of the following stages: data reduction, data presentation, and conclusion drawing/verification."

III. RESULTS AND DISCUSSION

Based on the results of research and data analysis conducted at SMK Puspita Bangsa, South Tangerang City, the role of the Intra-School Student Organization (OSIS) in supporting student character education is realized through several main forms, including peer role model functions, implementation of structured work programs, instilling an industrial work culture, and identification of supporting and inhibiting factors in student development.

1. OSIS as a Peer Role Model and Preventive Function

The Intra-School Student Organization (OSIS) administrators at SMK Puspita Bangsa play a very strategic role as agents of change who are able to provide direct examples to fellow students. In the context of adolescent development psychology in a secondary school environment, the peer role model approach has proven to be far more effective and persuasive than one-way or coercive supervision methods from teacher authorities. When OSIS administrators demonstrate high discipline, neat uniform attributes, and punctuality in various school agendas, this will psychologically build collective awareness and trigger positive conformity among other students.

Furthermore, the existence of the Student Council (OSIS) also serves an essential preventive function in reducing the number of violations of school rules and preventing the emergence of deviant behavior in the school environment. In line with the findings of Putra & Rifa'i (2023) and Ratnawati & Rustandi (2025), active student involvement in student organizations provides a channel for channeling positive energy, training self-control skills, and fostering strong social responsibility independently without feeling pressured by formal sanctions.

2. Implementation of Structured Work Programs in Character Building

The implementation of character education at SMK Puspita Bangsa is executed through a series of structured work programs systematically designed by the Student Council (OSIS) management in conjunction with the student advisor. These programs serve not only as ceremonial organizational agendas but are integrated into students' daily routines to strengthen moral, spiritual, and vocational work ethics. Amidst the complex challenges of the modern era, character building cannot be simply delivered through classroom theory; it requires a sustainable, practical platform.

Table 1 presents a comprehensive mapping of the form of the OSIS program, the character values instilled, and their impact on the formation of student personality at SMK Puspita Bangsa.

Character Dimensions	**Form of OSIS Work Program**	**Impact and Transformation on Students**
Religious & Spiritual	Habituation of reciting the Qur'an, praying together, and commemorating religious holidays	Increasing spiritual awareness, discipline in worship, and attitudes of tolerance among students
Discipline & Responsibility	Morning order supervision (greeting shift) and enforcement of joint regulations	Reduce the level of tardiness, train compliance with rules, and foster self-discipline
Leadership & Independence	Basic Student Leadership Training (LDKS) and school event committee management	Sharpen self-confidence, courage to speak in public, and leadership skills
Social Concern & Mutual Cooperation	Social service programs, humanitarian fundraising actions, and environmental cleanliness	Cultivate a sense of empathy, horizontal solidarity, and sensitivity to environmental conditions

Table 1. Implementation of the OSIS Program in Character Building at Puspita Bangsa Vocational School

Based on the mapping in Table 1, each OSIS work program has a direct correlation to strengthening students' character. Religious habituation programs have proven effective in building emotional and spiritual stability. Meanwhile, activities such as LDKS (Student Leadership Group) and school event management train students to think critically, communicate effectively, and make collective decisions.

This is reinforced by the views of Isfuliah et al. (2023) and Arifah et al. (2026) who stated that the formation of discipline and integrity requires a consistent habituation process, integrated supervision, and full support from the school ecosystem. Specifically in the Vocational High School (SMK) environment, the Student Council of SMK Puspita Bangsa also plays a central role in internalizing the values of Industrial Work Culture (5S: Smile, Greet, Greet, Polite, Courteous) to prepare a professional mentality and work ethic that aligns with modern workplace standards.

3. Supporting and Inhibiting Factors of Character Building through OSIS

Although the role of the Student Council (OSIS) in supporting character education has shown positive results, the implementation of the development program at SMK Puspita Bangsa is not free from the dynamics and a number of challenges typical of vocational levels. The success of this program is greatly influenced by key supporting factors, including strong commitment from school management, consistent role models from educators (uswatun hasanah), and optimization of the integrated supervision system between on-duty teachers, homeroom teachers, and Guidance and Counseling (BK) services. In line with the findings of Farhan et al. (2025) and Arifah et al. (2026), synergy across elements in schools is the main key in ensuring that disciplinary rules function educationally, not merely as a rigid instrument of punishment.

However, at the operational level, OSIS administrators often face real obstacles, including:

1. Dynamics of the Field Work Practice (PKL) Schedule: The departure of class XI students to take part in the PKL program in rotation has a direct impact on the rotation of management and the continuity of the implementation of the organization's work program.
2. Fluctuations in Member Participation: Some students sometimes face difficulties in dividing their focus between academic demands/vocational practicums and their level of activity in extracurricular activities and organizations.

3. To anticipate and overcome these various obstacles, the student advisors together with the OSIS administrators implemented an adaptive management pattern, flexible program scheduling, and the use of digital communication platforms to maintain optimal organizational coordination without sacrificing the primary obligation of student learning.

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IV. CONCLUSION

Based on the results of research and discussion regarding the role of the Intra-School Student Organization (OSIS) in supporting character education at SMK Puspita Bangsa, South Tangerang City, it can be concluded that OSIS plays a crucial and strategic role as a forum for student development. This role is realized through three main aspects: acting as a peer role model and driving peer discipline, executing a structured work program that includes religious dimensions, discipline, leadership, and social care, and internalizing the values of industrial work culture. Although there are obstacles in the form of dynamic Field Work Practice (PKL) schedules and fluctuations in member activity, these challenges can be overcome through flexible coordination and full support from school management.

Based on these conclusions, several recommendations are presented to improve the effectiveness of student development in the future. For schools, it is hoped that they will continue to improve support, facilities, and integrated synergy between school management, student development advisors, and heads of expertise programs so that the OSIS-based character development program can run in line with the vocational curriculum. For OSIS advisors and administrators, it is hoped that they will be able to design more flexible and adaptive work programs to anticipate the limited time of the administration due to student Field Work Practice (PKL) activities. For students, it is hoped that they can foster internal awareness and increase active participation in positive activities organized by OSIS as a means of character building and self-development. Finally, for future researchers, it is recommended to follow up on similar research by expanding the scope of the study area or using a more comprehensive method approach to provide an in-depth picture of the effectiveness of student development in vocational high schools.

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