

The Influence of Participation in the Student Council (OSIS) on the Study Discipline of Students at SMA Negeri 1 Kroya for the Academic Year 2023/2024

Nugroho Aziz Mustofa¹, Elly Hasan Sadeli², Eko Priyanto³

^{1,2,3}Civic Education, Faculty of Education, Universitas Muhammadiyah Purwokerto
Jl. KH. Ahmad Dahlan, Dukuhwaluh, Kembaran, Banyumas, Jawa Tengah 53182

ARTICLE INFO

Article history:

DOI:

[10.30595/pssh.v18i.1260](https://doi.org/10.30595/pssh.v18i.1260)

Submitted:

02 September, 2024

Accepted:

19 September, 2024

Published:

23 September, 2024

Keywords:

Student Council, Study Discipline, Participation, High School Students, Quantitative Research, Simple Linear Regression

ABSTRACT

This study aims to determine the extent of the influence of participation in the Student Council (OSIS) on students' study discipline. The method used in this study is an explanatory method with a quantitative approach. The sample used was students of grade XI and XII of SMA Negeri 1 Kroya with a total of 87 students. The data collection technique used questionnaire, observation, and documentation. The data analysis technique used in this study was simple linear regression. Based on the results, the obtained t-value (7.224) was greater than the critical t-value (1.663), and the significance value was less than 0.05 (0.000 0.05), indicating a significant influence of OSIS participation on students' study discipline. The influence of OSIS participation on students' study discipline was 38%, meaning that OSIS participation accounted for 38% of the variation in study discipline, while the remaining 62% could be attributed to other factors or variables not examined in this study. This finding is supported by research results revealing that some students still do not fully adhere to rules or instructions correctly.

This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).



Corresponding Author:

Nugroho Aziz Mustofa

Universitas Muhammadiyah Purwokerto

Jl. KH. Ahmad Dahlan, Dukuhwaluh, Kembaran, Banyumas, Jawa Tengah 53182

Email: nugrohoaziz95@gmail.com

1. INTRODUCTION

OSIS is the only official organization in schools, in accordance with the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 39 of 2008 concerning Student Development. Therefore, OSIS is an official organization that needs to be formed in every school and does not have an organizational relationship with other student organizations in the school (Khasanah & Zuhriah, 2023). Schools are a place to realize complete human development because it is a deliberate effort to develop the personality and capacity of students. Because OSIS provides a place for students to develop leadership skills, students can channel their abilities and leadership skills through activities within the organization thanks to its existence (Aminullah et al., 2023).

Starting from the Junior High School (SMP) and Senior High School (SMA) levels, schools throughout Indonesia are a place for the Intra-School Student Organization (OSIS). Because they only study in class, the Intra-School Student Organization (OSIS) consists of children who gather to make the school feel alive and interesting. The balance of the left and right brain of students must be honed in schools using various sources.

Since the New Order era, the formation of intramural student organizations has been interpreted as an effort to prevent students from joining illegal or abnormal extramural organizations. (Aminullah et al., 2023).

Each individual has unique discipline problems, therefore the results vary. To support the dynamism of the school in all its activities, it is necessary to enforce school regulations and discipline. One cannot ignore discipline. Based on learning from the media, there are many examples in schools today that arouse the curiosity of academics to see the condition of student discipline. Unusual situations related to students are not commonplace, and these situations continue to occur as if they were part of the culture or tradition. When an educator tries to correct his students in various methods to ensure that they comply with the vision and goals of the school and that they follow the guidelines set by (Sari & Kusnoto, 2020).

There are still many unethical and irresponsible teenagers in the world today. Teenagers in Indonesia lack positive traits because of the many disagreements that arise between them. This is due to a lack of self-control and preferring to have fun, as seen from their tardiness, drinking alcohol, smoking, fighting, committing crimes, and lying on exam questions. They also continue to skip school during the specified time. Teenagers who engage in this kind of behavior see a decline in grades and the development of bad character. This kind of behavior will have a negative impact on teenagers, where they will later become like that (Kumparan, 2023).

Initial observations and discussions with the Vice Principal for Student Affairs showed that there are still many students who have not implemented learning discipline similar to breaking school rules. Students often commit the following violations: being late to class, not wearing appropriate clothing, being late in submitting assignments, often leaving class, and so on. Student discipline problems also include students' ignorance of the need to remain calm in class. Because of this problem, teachers have to punish their students, which further reduces the favorable environment because other students will definitely become restless. In addition, this can interfere with other students' ability to concentrate and pay attention.

Activities or series of actions involving verbal, visual, auditory, physical, mental, and emotional processes are all considered forms of participation. Among the various activities are:

1. Visual Activities, This consists of tasks that involve staring, observing, focusing, and conducting research.
2. Oral Activities, such as asking questions, expressing ideas, and stating opinions.
3. Listening Activities, This includes exercises that focus on the listening component, such as listening to other people's thoughts, suggestions, and criticisms from other members of the organization.
4. Motor Activities, This category includes movement-based tasks as well as administrative tasks such as moderating forums and organizing events.
5. Mental Activities, such as tasks completed in a method of receiving criticism well, providing solutions, making choices, and remembering.
6. Emotional Activities, consisting of pursuits including feelings such as boredom, joy, courage, fear, nervousness, calmness, or laziness (Sardiman, 2018).

From the previous explanation, it is clear that this indicator functions as a guideline for assessing the function of intra-school groups. Organizations found in schools, both public and private, as well as institutions affiliated with religion, are known as intra-school organizations or what we usually call OSIS. The leaders and members of this group are school-age students who receive face-to-face coaching from teachers.

1.1 Definition of OSIS

The acronym OSIS stands for Intra-School Student Organization, which is a type of student organization that must be formed by all schools (Wahjosumidjo, 2016). Therefore, an explanation of OSIS as an organization is needed before continuing to explore the responsibilities and roles of OSIS in more detail.

The only platform available for student associations based on their interests, skills, and tendencies towards extracurricular activities and innovation is OSIS. The principal or madrasah plans extracurricular activities; however, the OSIS administrators are tasked with implementing them. (Alwi, 2017). Organizations in the context of education: student organizations are mandated in all schools. This student organization is a cohesive or cooperative group of students who come together to work towards common goals and assist in the implementation of student training. OSIS, which stands for Organization, Students, Intra, and School, is a student organization in the school. If OSIS is understood as a system, then OSIS is a forum where student groups collaborate to achieve common goals. Students in every school can learn to organize, be democratic, voice their opinions, debate, and respect the opinions of others by using this OSIS method. In addition, they practice turning ideas into practical tasks and are able to do them.

1.2 Study Discipline

Learning discipline can be understood as awareness of learning activities. This includes following examples, ensuring accuracy in carrying out tasks, maintaining discipline in planning learning, and complying with decisions that affect student methodology and procedures. Ultimately, it involves achieving visible results through developed skills (Nia & Effendi, 2021).

From various expert opinions, it can be concluded that learning discipline reflects individual behavior characterized by respect for order and compliance with regulations without external pressure. A person shows discipline by respecting time and completing tasks at the right time without procrastination.

Assessment of the value of discipline in students involves recognizing various behaviors and attitudes that indicate discipline. According to (Miranda, 2018) several main indicators of discipline are highlighted, namely:

- 1) Obedience, refers to the attitude or behavior of individuals who obey orders or rules, after first considering the validity of the order.
- 2) Compliance, characterized by the attitude or behavior of individuals who obey all orders and rules without first assessing their truth.
- 3) Loyalty, defined as the attitude or behavior of individuals who continue to follow rules or orders, unaffected by disturbances or obstacles.
- 4) Regularity, describes the attitude or behavior of individuals who involve compliance with rules or orders consistently and repeatedly.
- 5) Order, represents the attitude or behavior of individuals who involve compliance with rules, sequences, and stages correctly.

From this description, it can be concluded that these indicators can be used as benchmarks for assessing student learning discipline. Learning discipline includes obedience, compliance, loyalty, regularity, and orderliness of students in following the established rules and consistent learning habits. Cultivating this disciplined attitude is very important in everyday life because it can prevent unwanted things from happening.

2. METHODOLOGY

2.1 Description of the OSIS Participation Variable of SMA Negeri 1 Kroya

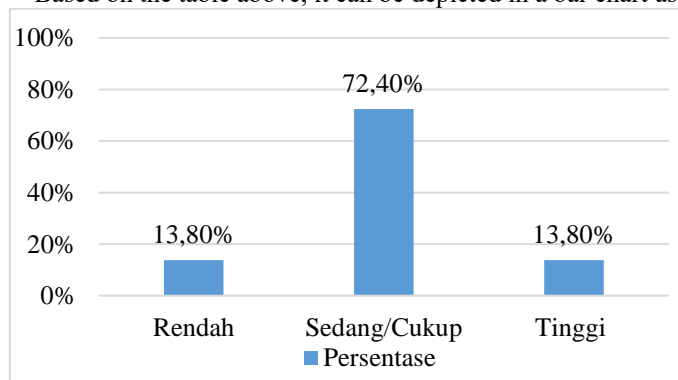
The results of processing research data on the intensity of OSIS participation conditions at SMA Negeri 1 Kroya can be seen in the following table:

Table 1. Perception of Student Council Participation at SMA Negeri 1 Kroya

No	Criteria	Frequency (N)	Percentage (%)
1.	Low	12	13.8%
2.	Moderate/Sufficient	63	72.4%
3.	Tall	12	13.8%

(Source: Processed primary data, 2024)

Based on the table above, it can be depicted in a bar chart as follows:



Graph 1. Perception of Student Council Participation at SMA Negeri 1 Kroya

Based on the data results above, it shows that most of the conditions of OSIS participation in SMA Negeri 1 Kroya are included in the high category of 12 students with a percentage of 13.8%, for the medium category of 63 students with a percentage of 72.4%, and the low category of 12 students with a percentage of 13.8%. Thus, it can be concluded that OSIS participation in SMA Negeri 1 Kroya is included in the medium/sufficient category.

These conditions can be seen from several indicators of OSIS participation, namely *visual activities*, *oral activities*, *listening activities*, *motor activities*, *mental activities*, and *emotional activities*. The condition of OSIS participation of students at SMA Negeri 1 Kroya can be seen from the results of data processing for each indicator as follows:

Table 2. Conditions of Student Council Participation at SMA Negeri 1 Kroya

No	OSIS Participation Indicators	Percentage By Category		
		Low	Currently	Tall
1.	<i>Visual Activities</i>	12.6%	54%	33.4%
2.	<i>Oral Activities</i>	23%	56.3%	20.7%
3.	<i>Listening Activities</i>	17.2%	65.6%	17.2%
4.	<i>Motor Activities</i>	23.3%	27%	65%
5.	<i>Mental Activities</i>	23%	50.6%	26.4%
6.	<i>Emotional Activities</i>	11.5%	65.5%	23%

(Source: Processed primary data, 2024)

The research data above shows that among the aspects of student OSIS participation at SMA Negeri 1 Kroya, the *listening activities indicator* obtained the highest percentage of 65.6% in the moderate category, followed by the *emotional activities aspect* with a percentage of 65.5% including the moderate category, the *motor activities aspect* with a percentage of 65% including the high category, the *oral activities aspect* with a percentage of 56.3% including the moderate category, and the *visual activities aspect* with a percentage of 54% including the moderate category, while the lowest percentage was in the *mental activities indicator* with a percentage of 50.6% including the moderate category.

Students in SMA Negeri 1 Kroya has a fairly high organizational attitude in carrying out its role as its participation in OSIS, because it can be seen from the fact that it is not easy to get bored and is always enthusiastic in carrying out activities at school. OSIS as part of extracurricular activities has a very important function to develop students according to their potential, interests and talents. OSIS also functions to develop the ability to socialize with full responsibility. In addition, OSIS also functions to create a joyful atmosphere to support the development process and career preparation in the future.

2.2 Description of Student Learning Discipline Variables of OSIS SMA Negeri 1 Kroya

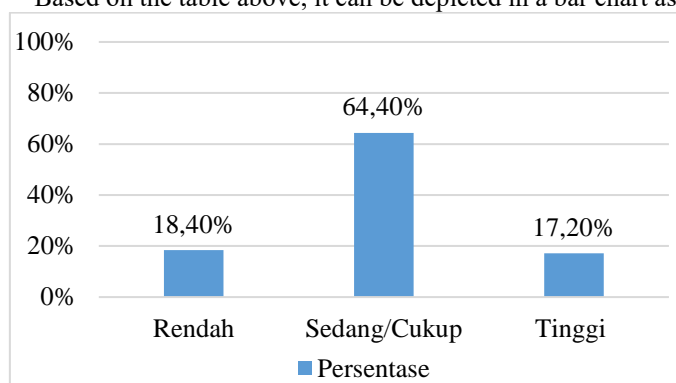
The results of processing research data on learning discipline conditions at SMA Negeri 1 Kroya can be seen in the following table:

Table 3. Perception of Learning Discipline of Students of SMA Negeri 1 Kroya

No	Criteria	Frequency (N)	Percentage (%)
1.	Low	16	18.4%
2.	Moderate/Sufficient	56	64.4%
3.	Tall	15	17.2%

(Source: Processed primary data, 2024)

Based on the table above, it can be depicted in a bar chart as follows:

**Graph 2.** Perception of Learning Discipline of Students at SMA Negeri 1 Kroya

Based on the data results above, it shows that most of the conditions of student learning discipline at SMA Negeri 1 Kroya are included in the high category of 16 students with a percentage of 18.4%, for the medium category of 56 students with a percentage of 64.4%, and the low category of 15 students with a percentage of 17.2%. Thus, it can be concluded that student learning discipline at SMA Negeri 1 Kroya is included in the medium/sufficient category.

This condition can be seen from several indicators of student learning discipline, namely obedience, compliance, loyalty, regularity and order. The condition of student learning discipline at SMA Negeri 1 Kroya can be seen from the results of data processing for each indicator as follows:

Table 4. Conditions of Student Learning Discipline at SMA Negeri 1 Kroya

No	Learning Discipline Indicators	Percentage By Category		
		Low	Currently	Tall
1.	Obedience	0%	8%	92%
2.	Compliance	16.1%	65.5%	18.4%
3.	Faithfulness	23%	50.6%	26.4%
4.	Regularity	23%	50%	17%
5.	Order	24.1%	64.4%	11.5%

(Source: Processed primary data, 2024)

The research data above shows that among the aspects of student learning discipline at SMA Negeri 1 Kroya, the obedience indicator obtained the highest percentage of 92% with a high category, followed by the compliance aspect with a percentage of 65.5% including the moderate category, the order aspect with a percentage of 64.4% including the moderate category, and the loyalty aspect with a percentage of 50.6% including the moderate category, while the lowest percentage was in the regularity indicator with a percentage of 50% including the moderate category.

Students at SMA Negeri 1 Kroya have a high level of discipline in studying at school, because it can be seen from the obedience of students in both attitudes and behavior to follow what they think are orders or rules that must be followed by first considering the truth of the order. Learning discipline is not only in the learning process in class or in the school environment but outside the school environment is also needed, especially at home where sometimes the attitude of learning discipline needs to be improved, without high learning discipline, students in their learning process will also not be regular, especially when there are daily tests. Learning discipline will make students more regular in learning, a disciplined attitude is not only used in learning but for the future, such as in work, a disciplined attitude is needed or required.

3. RESULTS AND DISCUSSIONS

In this discussion, the researcher will discuss the theoretical and realistic dimensions of the research results above, where it is known that students as members of the Student Council who have good learning discipline. This is because the psychology of students who are active in Student Council activities has faster mental development and allows them to quickly receive learning materials, with activeness in Student Council activities will increase knowledge which can ultimately improve learning discipline.

OSIS as part of extracurricular activities has the principles of Individual, Choice, Active involvement, Fun, Work ethic, Social benefits. Intra-School Student Organizations need to have definite and quality goals. This goal cannot be separated from the attitude to instill a positive attitude, sportsmanship, honesty, discipline, responsibility, cooperation and self-confidence. With activities that cause high levels of reciprocal behavior, it will be a special concern for schools to complete the infrastructure that will be used by OSIS in implementing programs that have been prepared in advance (Putri, 2023).

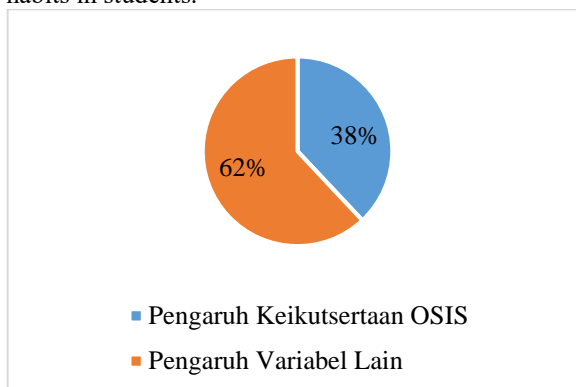
Based on the results of data analysis that has been carried out using software SPSS 26 it can be concluded that the variable of OSIS participation (X) has an effect on student learning discipline (Y). This can be seen from the correlation value between OSIS participation (X) and student learning discipline (Y) of R of 0.617, the $F_{\text{value}} > F_{\text{table}}$ ($52.182 > 3.95$) with a Sig. value < 0.05 ($0.000 < 0.05$) and the $t_{\text{value}} > t_{\text{table}}$ ($7.224 > 1.663$) with a Sig. value < 0.05 ($0.000 < 0.05$) with a significance level of 5% (0.05).

Classroom learning, both virtually and face-to-face, is certainly closely related to student discipline. During learning, behavior that obeys rules is used as one of the assessment categories. Assessment is carried out by compiling regulations and creating an agreement with students to obey these rules. The rules created in the classroom facilitate the learning system and provide experience for students in the classroom in socializing with class members (Bonangmalu, 2021).

Obeying the rules in the classroom is also one of the benchmarks for teachers in assessing students' attitudes numerically. Discipline for students is interpreted more specifically as an action that shows obedience and compliance with the rules, both written and unwritten in activities to seek new knowledge and skills (Bonangmalu, 2021). Discipline as an action that shows orderly behavior and complies with various provisions and regulations. According to the opinion above, it can be concluded that discipline is an act of obeying the rules, both written and unwritten, that have been formed for the order of the class community.

In addition to discipline in obeying the rules, there is also an opinion regarding discipline in the context of learning which is also indirectly carried out independently by students. Learning discipline is a statement of attitude or actions of students in carrying out learning obligations consciously by obeying the rules in the school

environment and at home (Mazila and Purwanti, 2017). In line with this opinion, according to Manazila and Purwanti (2017) learning discipline is a good attitude that grows in students as a result of conscious obedience to the rules and results in discomfort if students do not do the attitudes they consider good repeatedly. Therefore, discipline in the context of learning refers to obedience that comes from students' awareness to obey the rules in learning which then fosters good habits in students.



Graph 3. Influence of OSIS Participation to Student Learning Discipline

The amount of contribution of the OSIS participation variable (X) towards student learning discipline (Y) is 38%, so it can be concluded that the participation of OSIS (X) influence student learning discipline (Y) by 38% and the remaining 62% is influenced by other factors or variables that may have an effect on student learning discipline that are not studied. The simple linear regression equation that can be formed based on the results of the analysis is $\hat{Y} = 27.721 + 0.605X$. The regression coefficient on the OSIS participation variable (X) of 0.605 states that every additional score of OSIS participation (X) will provide an increase in student learning discipline scores (Y) of 0.605.

4. CONCLUSIONS

The conclusion of this study is that OSIS participation has an effect on the learning discipline of students at SMA Negeri 1 Kroya . This is shown based on the results of the study which were obtained from the activities or activities of OSIS at school, the average overall indicator was 3.46 with a percentage of 86.49% including the good category.

REFERENCES

- Alwi, S. (2017). *Manajemen Sumber Daya Manusia, Strategi Keunggulan Kompetitif*. Yogyakarta: Badan Penerbit Fakultas Ekonomi.
- Aminullah, M., Ghani, M., & Hidayat, M. (2023). *Meningkatkan Kinerja Sekolah Pada Madrasah Tsanawiyah Anwarul Hasaniyyah*. 3(6), 391–403.
- Amri, S. (2016). *Pengembangan dan Model Pembelajaran dalam Kurikulum 2013*. Jakarta: PT. Prestasi Pustakarya.
- Arikunto, S. (2018). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Azka Manazila and Eko Purwanti Hubungan Motivasi Belajar Dan Disiplin Siswa Dengan Hasil Belajar Pkn Kelas V, " *Joyful Learning Journal*, Vol. 6, No. 1.
- Azwar, S. (2012). *Metode Penelitian*. Yogyakarta: Pustaka Pelajar.
- Boangmanalu, I. A., & Putri, M. E. (2021). *Penerapan Pendekatan Behavior untuk Meningkatkan Kedisiplinan pada Pembelajaran Bahasa Indonesia Kelas VIII*.
- Firmasyah, M. A., & Suyanto, T. (2019). Pengaruh Keaktifan Pengurus OSIS terhadap Prestasi Belajar dalam Mata Pelajaran PPKn di SMK Yapalis Krian. *Kajian Moral Dan Kewarganegaraan*, 7(2), 783–797. <https://ejournal.unesa.ac.id/index.php/jurnal-pendidikan-kewarganegaraan/article/view/29552/27076>
- Gunawan, H. (2017). *Pendidikan Karakter Konsep dan Implementasi*. Bandung: Alfabeta.
- Hurlock. (2016). *Psikologi Perkembangan: Suatu Pendekatan Sepanjang Rentang Kehidupan*. Jakarta: Erlangga.

- Khasanah, D., & Zuhriah, F. (2023). *Prosiding Nasional Pendidikan : LPPM IKIP PGRI Bojonegoro Tema : Tantangan dan Terobosan Pembelajaran Inovatif di Era Digital Profil Kemandirian Belajar Siswa yang Mengikuti Kegiatan OSIS di SMA Negeri 1 Kalitidu*. 125–132.
- Mirdanda, Arsyi. 2018. *Motivasi Berprestasi & Disiplin Peserta Didik Serta Hubungannya Dengan Hasil Belajar*. Kalimantan Barat: Yudha English Gallery.
- Mursyidi, W. (2020). Kajian Teori Belajar Behaviorisme Dan Desain Instruksional. *Jurnal Pendidikan Islam*, 1–12.
- Nia, K., & Effendi, S. (2021). *Pengaruh minat belajar terhadap kemampuan komunikasi matematis siswa SMP kelas VII*. 7(1), 1–8. <https://doi.org/10.37058/jp3m.v7i1.1888>
- Pancasila, P., Kewarganegaraan, D. A. N., Djoh, A. J. M. U., Suastika, I. N., & Landrawan, I. W. (2022). *PEnerapan Tata Tertib Sekolah Dan Pembelajaran PPKn DI SMA Negeri 1 Waingapu Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem*. 4(April), 39–48.
- Purwanto, N. (2017). *Psikologi Pendidikan*. Bandung: Remaja Rosda Karya.
- Rivai, V., & Mulyadi. (2017). *Kepemimpinan dan Perilaku Organisasi* (Edisi 3, c). Jakarta: PT. Raja Grafindo Persada.
- Robbins, & Judge, T. A. (2015). *Perilaku Organisasi*. Jakarta: Salemba Empat.
- Rusman. (2016). *Model-model Pembelajaran*. Jakarta: Raja Grafindo Persada.
- Sardiman. (2018). *Interaksi dan Motivasi Belajar*. Jakarta: Raja Grafindo Persada.
- Sari, M. K. M., & Kusnoto, Y. (2020). *Analisis Kedisiplinan Siswa Dalam Pembelajaran Sejarah Kelas X di SMA Negeri 1*. 2(1), 29–39.
- Slameto. (2015). *Belajar dan Faktor-faktor yang Mempengaruhinya* (Edisi revi). Jakart: PT. Rineka Cipta.
- Sugiyono. (2107). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. CV. Bandung: Alfabeta.
- Sukatin, Oktafia, C., Sari, R. P., Ariska, A., & Yusniar, S. D. (2022). Pendidikan jiwa kepemimpinan di sekolah. *Jurnal Ilmiah Multidisiplin*, 1(7), 517–522. <https://jurnal.arkainstitute.co.id/index.php/nautical/index> Pendidikan
- Supriatna, M. (2018). *Pendidikan Karakter Melalui Ekstrakurikuler*. Universitas Pendidikan Indonesia, Fakultas Ilmu Pendidikan, Jurusan Psikologi Pendidikan dan Bimbingan.
- Susanto, A. (2018). *Bimbingan dan Konseling di Sekolah Konsep, Teori, dan Aplikasinya*. Jakarta: Prenadamedia Group.
- Tu'u, T. (2019). *Peran Disiplin Pada Perilaku dan Prestasi Siswa*. PT. Grasindo.
- Wahjosumidjo. (2016). *Organisasi, Kepemimpinan dan Perilaku Administrasi*. Gunung Agung.
- Wahyuni, I., & Rijal, A. (2023). *Journal of Accounting , Economics Keaktifan Siswa pada Organisasi Siswa Intra Sekolah terhadap Prestasi Belajar Siswa*