

INTRA-SCHOOL STUDENT ORGANIZATIONS AS A STRATEGY FOR SHAPING STUDENT CHARACTER AT DARUL HIKMAH ISLAMIC SENIOR HIGH SCHOOL MOJOKERTO

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Abstract :

Education is an important indicator that determines the direction of a good nation so that the nation's goals are achieved as stated in the Constitution, namely to educate the nation's life can be implemented properly. This study aims to describe the role of the Intra-School Student Organization (OSIS) in shaping the character of students at MA Darul Hikmah Mojokerto in the 2025–2026 academic year. The background of this service departs from the phenomenon of declining student character marked by violations of school rules, religious norms, and social norms. This service uses the PAR (Participatory Action Research) method. This method is a method that involves certain parties in reviewing actions that are in order to make better changes and improvements showing that OSIS has an important role in character formation through four main programs, namely the School Environment Introduction Period (MPLS), Classmeeting, Basic Student Leadership Training (LDKS), and Deliberation/Evaluation. These four activities have been proven to be able to instill the values of discipline, responsibility, care, cooperation, tolerance, leadership, and courage in expressing opinions. The Student Council (OSIS) also serves as a preventative measure to prevent deviant student behavior by providing space for the development of creativity, democratic attitudes, and solidarity. Thus, the OSIS at MA Darul Hikmah Mojokerto serves not only as a student organization but also as a strategic instrument for positive character formation, personality strengthening, and the comprehensive development of the potential of the younger generation.

Keywords : Education, Character education, Student organizations.

INTRODUCTION

Education is a crucial indicator that plays a role in determining a nation's future progress. To achieve the goals of a nation's success, high-quality education is necessary to effectively achieve the nation's goals, as stated in the 1945 Constitution of the Republic of Indonesia, namely to educate the nation (Aziizu, 2015). Education is one of the methods humans have used throughout their lives as a means of transforming values and knowledge. The world of education is very strategic as a means of transforming these values and knowledge. Therefore, in order to instill and develop the character of this nation, the state cannot escape its role in educating the nation through good educational programs (Sukatin et al., 2022). Part of the impact of the globalization era is the decline in student morals at the high school level. This is evident in various forms of violations that often occur, such as scribbling on facilities, bringing inappropriate items or



reading materials, smoking, falling into drug use, and being involved in fights between students or brawls (Siregar, 2014).

The phenomenon of declining morals and character, as previously mentioned, can essentially pose a serious threat to the survival of the nation (Tirtoni, 2022). This condition not only impacts students' daily behavior but also their future as the next generation who will lead the nation. If not addressed immediately, this decline can improve the quality of human resources in the future and can also hinder the younger generation, significantly impacting the nation and state. Character is an innate state of the heart, character, behavior, nature, and disposition that cannot be passed down through generations, but can be built through knowledge and carried out continuously through thoughts and actions (Manullang, 2013).

Character education is a process that requires students to become individuals with character in their hearts, minds, feelings, and bodies. Character education is defined as education in values, character, and morals, aimed at developing students' character as a basis for determining what is good and bad, and can be implemented in everyday life (Heri, 2022). Character education is the foundation for the state, provided to schools from elementary to higher education levels, so that students can form their character and behavior in their daily lives, both in the school environment and in society (Simbolon, 2023). In line with this understanding, character education is a system for instilling character values that include aspects of knowledge, awareness, and actions to carry out these values for oneself, society, the state, religion, and God Almighty (Pia Amelia et al., 2025).

Character education is crucial for students today, especially amidst the overwhelming flow of negative influences coming from various directions, both through mass media and the surrounding environment (Lestari & Handayani, 2023). Mass media, with its easy access to information and entertainment, often displays content that is inconsistent with the nation's moral and cultural values, thus influencing students' mindsets, attitudes, and behavior. Likewise, an unhealthy social environment can lead students to engage in bad habits such as consumerism and promiscuity. Character education has a major goal: to produce a strong generation of the nation, capable of competing, possessing good morals, upholding tolerance, and accustomed to living with a spirit of togetherness and mutual cooperation (Risdiyani & Anggraeni, 2021). Furthermore, character education also plays a role in fostering a love for the homeland, encouraging dynamic development, and fostering a mindset that is open to advances in science and technology. All of these values remain based on faith and devotion to God Almighty, with Pancasila as the main basis in every aspect of life.

Formal education is education provided at institutions that have received official operational permits from the state, ranging from elementary school, junior high school, senior high school, to higher education, whether from the state or a foundation (Kholis, 2019). Formal education, as an official institution for training the younger generation, is expected to strengthen students' identity by increasing the intensity and mutual education focused on character

development (I. Hadi, 2019). One effort schools can take to address various student character issues is through the implementation of extracurricular activities, such as Scouting, Student Council (OSIS), Flag Raising Team (Paskibra), and the Youth Red Cross (Lang Merah Remaja). Of these various activities, OSIS is one form of extracurricular activity that is almost always present and implemented in every school in Indonesia.

Student Organizations Within School (OSIS) provide a forum for students to practice and develop positive activities through existing organizations within the school environment. These organizations are democratically elected by all students and are directly guided by teachers to ensure their smooth operation (Putri et al., 2022). This organization also serves as a forum for students to channel their talents as a form of student creativity, and most importantly, as a forum for developing student character (J. Sauzin, 2023). This organization is also one of the answers to the decline in student character and creativity, so that with this organization, students are expected to become individuals with character and develop according to their respective talents and abilities (Japar & Paridana, 2018). In addition to this organization shaping student character and creativity, it is also a step by the school to provide a forum for student creativity through various business training. Therefore, it can be said that this organization is the only organization within the school environment as an organization that can produce a superior generation (Septiyaningrum & Listyaningsih, 2020). OSIS activities have the most important goal of fostering an attitude of responsibility, time management, and an attitude of caring for others (Sari & Sarmini, 2017). Cooperation and togetherness during OSIS activities will make students have closer relationships that can ultimately realize solidarity among fellow students.

MA Darul Hikmah Mojokerto is one of the Madrasah Aliyah schools in Mojokerto City which also experiences problems of declining character in students in the form of violations of religious, social and school norms. Based on an interview with Mr. Liswan Hadi as the deputy head of student affairs, the forms of student violations of these rules include: there are still some students who do not perform the 5 daily prayers, bullying other students and being undisciplined in school rules. The number of MA Darul Hikmah Mojokerto students who violated these rules from grades X to XII in the 2025-2026 academic year was 47 out of a total of 196 students from student affairs data.

RESEARCH METHOD

This activity was carried out by students of Madrasah Aliyah Darul Hikmah, Mojokerto Regency, which began with planning, submitting a proposal to the school so that this event would be carried out well, then a coordination meeting was held with the committee and speakers, the results of which were socialized to the students regarding the technicalities of the time and event. The method used in this community service is the PAR (Participatory Action Research) method. This method is a method that involves competent parties in reviewing the actions being carried out in order to make changes and improvements for students towards the better (Syaribanun, 2019). This method is often used in

community service, not only as an object of research, but also as a learning and also as a recipient of the benefits of service (Siswadi & Syaifuddin, 2024). The Participatory Action Research (PAR) method refers to organizational self-assessment, also often referred to as service that involves all parties. The purpose of this method is to make changes and improvements towards the better

FINDINGS AND DISCUSSION

This service explains the intra-school student organization's efforts to shape student character at MA Darul Hikmah Mojokerto in the 2025/2026 academic year. This can be seen from:

1. The planned and implemented OSIS activities and programs
2. Through these activities, student character will be formed.
3. The development of student character is the foundation of this OSIS program at MA Darul Hikmah Mojokerto

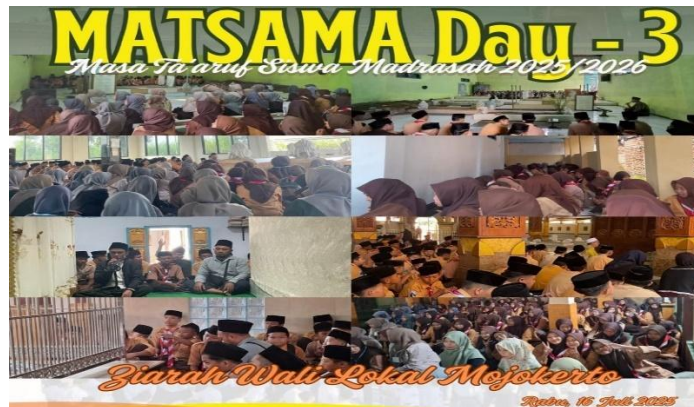


Figure 1. MATSAMA/MPLS activities of MA Darul Hikmah Mojokerto

One of the activities within the Student Council (OSIS) is MATSAMA/MPLS, which is held at the beginning of the new academic year as a substitute for student orientation. This activity is implemented in accordance with Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 18 of 2016 concerning school introduction activities for new students, which outlines the objectives and implementation (Sarmini et al., 2023). This activity lasts for four days, with the following details:

1. On the first day, new students are introduced to the school environment, buildings, teachers, and all staff at MA Darul Hikmah Mojokerto.
2. On the second day, a morning assembly is held, which includes a presentation on the Vision and Mission of MA Darul Hikmah Mojokerto, as well as the madrasah's rules and regulations.
3. On the third day, a morning assembly is held, which includes a presentation on work ethic and entrepreneurship.
4. On the fourth day, a MATSAMA closing ceremony is held, followed by the acceptance of new students.

All participants are required to arrive on time for the MATSAMA activity, starting at 6:45 AM, to cultivate disciplined time management. The MATSAMA activity aims to familiarize students with the school environment, customs, and culture of MA Darul

Hikmah Mojokerto. In addition to introducing students to the school environment, this activity also aims to transform students' character from the start, leading them to become well-rounded individuals.

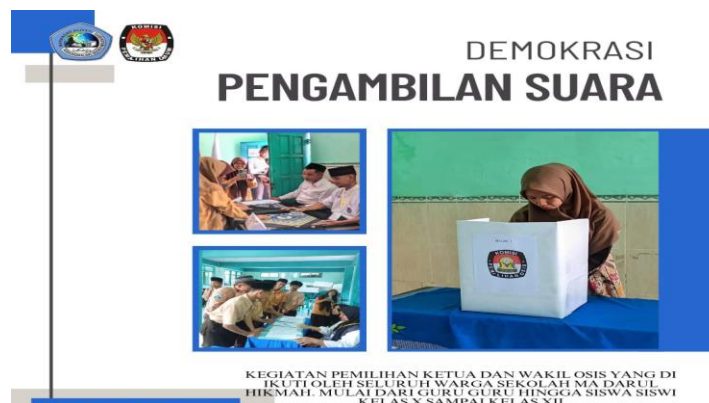


Figure 2. OSIS chairman election activities

In addition to the MATSAMA agenda, the intra-school student organization also holds class meetings. This event is an important part of non-academic activities that influence the process of character and skill development (S. Hadi & Jaelani, 2025). Extracurricular and non-academic activities, such as class meetings, also play a crucial role in character and skill development (Maryanah et al., 2022). The class meeting activity lasts for three days, with an agenda of sports competitions such as volleyball, futsal, and volleyball. In addition, there are also arts competitions such as calligraphy, classroom cleanliness, and costume recycling



Figure 3: LDKS activities

Leadership is the process of influencing and persuading others or groups to work together to achieve specific goals (Seni, 2021). The LDKS (Basic Student Leadership Training) activity is one manifestation of educational implementation that prioritizes short-term practice in an effort to provide and improve students' knowledge, attitudes, and skills so they can influence, mobilize, and motivate others to work together to achieve predetermined goals (Fitriani & Suyanto, 2015). Essentially, leadership consists of several elements, including influencing, mobilizing, and directing the behavior of others or groups to achieve organizational goals. This activity is carried out over three days, including an opening activity covering the history of the Student Council (OSIS), leadership presentations, a morning assembly, an outbound agenda, and a closing. This

activity aims to prepare the best leaders needed by the OSIS and all extracurricular activities at MA Darul Hikmah Mojokerto.

After all agendas have been implemented, the entire Student Council (OSIS) board will conduct a deliberation or evaluation, which will be conducted in the first semester, involving all OSIS members, the principal and his deputy, student representatives, and representatives from each class. Deliberation is a common value, but the value of deliberation is still within the context of modern human civilization (Fathurrahmah, 2020). The deliberation agenda also aims to foster a sense of responsibility, caring, democracy, and respect for the opinions of others.



Figure 4. Scouting Activities

- MPLS activities aim to develop student character, discipline, responsibility, and mutual respect.
- Class meetings foster caring, cooperation, tolerance, and solidarity.
- LDKS activities foster discipline, mutual cooperation, tolerance, respect for others' opinions, and leadership.
- The deliberation/evaluation agenda is a program implemented to foster student character, including caring, critical thinking, responsibility, and a spirit of deliberation to reach consensus.

The four OSIS programs were able to run well thanks to the cooperation between the administrators, advisors, and all OSIS members. Through the implementation of these activities, positive changes were seen in students, such as increased discipline, orderly behavior, a sense of caring for friends, and increasing courage and confidence when expressing opinions both in class and in front of many people. In addition, students also learned to cooperate with others and show respect for teachers. The success of this agenda cannot be separated from the support of all parties at the school, starting from the principal, vice principal, teacher council and staff who have given their time, energy and thoughts and provided all the facilities needed for this research starting from the room, field and also the places needed for this agenda. This activity was carried out on time and also the OSIS members were very enthusiastic in each with their discipline in carrying out each.

CONCLUSION

The Intra-School Student Organization (OSIS) of MA Darul Hikmah Mojokerto for the 2025–2026 academic year plays an important role in shaping students' positive character through various activities, such as Class Meetings, Representative Deliberations, School Environment Introduction Periods, and Basic Leadership Training. These activities are able to bring about real changes in students, for example, from initially lacking discipline to becoming more orderly, having responsibility in completing assignments, caring for fellow friends, being brave and confident. With these programs, OSIS MA Darul Hikmah Mojokerto is not only a forum for student organizations, but also a non-formal educational medium that makes a major contribution to personality formation. In addition to playing a role in character formation, OSIS also has a preventive function, namely as an effort to prevent the emergence of deviant behavior among students. Through directed activities, students learn to develop discipline, leadership, a sense of responsibility, and good social skills. Active student involvement in every OSIS activity also fosters an independent attitude, fosters a sense of togetherness, and hones critical thinking skills that are very necessary in student life.

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