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Transformation of the Role Of OSIS as a Joyful Learning Agent in Strengthening Student Character at SMA Negeri 5 Samarinda

Nur Isma Mardatillah*, Endang Herlihah, Alim Salamah, Jawatir Pardosi

Program Studi Pendidikan Pancasila dan Kewarganegaraan, Universitas Mulawarman, Samarinda, 75119, Indonesia

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* Corresponding author:

E-mail: nurismardatillah16@gmail.com

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ABSTRACT

This study aims to analyze the transformation of the role of OSIS as a joyful learning agent in supporting the strengthening of student character at SMA Negeri 5 Samarinda. In dealing with low student participation in OSIS activities, this organization is required to develop a fun learning approach to increase student motivation and involvement. This study uses a qualitative approach through observation, interview, and documentation methods which were carried out on April 12, 2025. Informants were selected purposively based on their active involvement in OSIS activities. The results of the study show that OSIS plays a strategic role in creating a conducive and fun learning environment through programs such as attribute checking, social services, creative wall magazines, and big events such as SMALAND. These programs are able to foster students' discipline, responsibility, leadership, empathy, and creativity. The discussion shows that the role of OSIS is not only administrative, but also as a driving force for learning that builds character through a collaborative and participatory approach. Support from the school is also a key factor in the success of implementing the role of OSIS in strengthening student character through joyful learning.

1. Introduction

Education plays a crucial role in shaping individuals and society. As explained by Irwansyah et al., (2021), education not only focuses on academic activities but also serves as a means of developing spirituality, self-control, personality, intelligence, morality, and skills that are beneficial to both individuals and their social environment. Therefore, education plays a significant role in shaping students' character, equipping them to face the dynamics of life. In the modern era, character education has become a crucial aspect of education systems worldwide, aiming to create a disciplined, responsible, and adaptive generation. One effective way to instill character values in schools is through student participation in organizations, one of which is the Intra-School Student Organization (OSIS). The OSIS serves as a forum for fostering and developing students' potential and discipline through

various activities (Ngaba & Taunu, 2021). Furthermore, the OSIS plays a crucial (Irawan & Pigome, 2025) role in fostering leadership, creativity, and social awareness, although in practice, there are still obstacles that lead some students to find the OSIS program unattractive and irrelevant to their needs.

Previous research indicates that low student participation in OSIS activities is due to the perception that these activities tend to be monotonous, ceremonial, and lack meaningful experiences. This leads to dissatisfaction, ultimately weakening the spirit of organization in school-age students. In fact, OSIS plays a strategic role in creating a positive school atmosphere while supporting the principle of enjoyable learning, and plays a crucial role in supporting the achievement of the school's vision and mission (Irawan & Pigome, 2025). This aligns with the views of (Chandra & Kartika, 2021) who emphasize that student involvement in organizations, particularly OSIS, can impact academic achievement. The transformation of OSIS is a necessity in response to the dynamics of modern education, where OSIS is no longer merely managing protocols or administrative activities but is required to develop into an agent of change capable of creating an inclusive, welcoming, and empowering school environment for students.

One important strategy for fostering student motivation, curiosity, and emotional engagement is through the concept of fun learning. In this case, the Student Council (OSIS) acts as a facilitator of creative and collaborative activities that can awaken students' emotional and social aspects. OSIS activities can be a medium for instilling character values such as responsibility, discipline, empathy, leadership, and teamwork skills. At SMA Negeri 5 Samarinda, OSIS is a key element in student character formation, because character education is not only obtained through formal learning in the classroom, but also through meaningful experiences outside the classroom. The role of OSIS as a driver of fun learning while strengthening student character needs to be systematically designed with a participatory approach so that it can have a real impact on the entire school community.

Enjoyable learning itself is understood as a process that fosters a sense of comfort, happiness, and emotional engagement in students, so that learning activities are not merely an obligation but also a pleasant and anticipated experience. According to (Lia Amelia, 2023, as cited in Wei et al., 2011), enjoyable learning is described as positive emotions or feelings that actively engage students in the learning process. Similarly, Arsyad Muhammad Sajjad and Muhammad Widda Djuhan (2021) state that enjoyable learning is a process that engages students so they feel happy, interested, and comfortable. With this approach, students are no longer merely passive objects but active subjects who participate in learning interactions. Tugiah & Asmendri (2022) add that enjoyable learning can be realized through interactive methods that combine elements of play, exploration, and activities both inside and outside the classroom to foster students' enthusiasm, creativity, and interest in learning.

Through various activities such as competitions, seminars, and extracurricular activities, the Student Council (OSIS) has a significant opportunity to create an energetic and positive school atmosphere and foster a sense of community. Student

involvement in OSIS can increase motivation, reduce academic boredom, and foster a memorable learning spirit. Thus, OSIS has a significant contribution to creating an inclusive, enjoyable, and character-oriented learning environment. Based on this description, this study aims to analyze the role of OSIS at SMA Negeri 5 Samarinda in realizing enjoyable learning while strengthening students' character education.

The objective of this study is to analyze the transformation of OSIS (Intra-School Student Organization) into a joyful learning agent and to evaluate its effectiveness in strengthening student character at SMA Negeri 5 Samarinda. Specifically, this research aims to: (1) describe the programs implemented by OSIS that support joyful learning; (2) examine the impact of these programs on students' discipline, responsibility, empathy, and creativity; and (3) identify challenges and strategies used by OSIS in promoting student engagement. This study also seeks to understand how the OSIS movement embodies democratic values within the school environment and reflects the principles of citizenship education. By integrating joyful learning with character formation, OSIS can serve as a practical medium for students to experience participatory leadership and collaborative problem-solving. The findings are expected to contribute to the development of a more inclusive and enjoyable learning culture, where students are not only recipients of knowledge but also active creators of positive school change. Therefore, the results of this research are significant for educators and policymakers in strengthening the role of student organizations as partners in achieving holistic education goals.

2. Methodology

The initial step of this research began with observation, which served as a means of gathering information through direct observation of the subjects or situations being studied. The interview process was conducted in the form of a reciprocal interaction between the interviewer and the informant, which aimed to explore perspectives and in-depth information through question and answer dialogues, thereby obtaining a comprehensive understanding of the topic at hand (Pramono et al., 2024). On the other hand, documentation served as factual records that recorded various events or data throughout the research process. This study uses a qualitative approach. Qualitative research is a research approach that aims to understand and explain social phenomena in depth through the interpretation of the context, experiences, and perspectives of individuals involved in the phenomenon (Ardiansyah et al., 2023). In determining informants, researchers employed a selective method that prioritized individuals deemed capable of providing accurate and relevant information to the research needs. Information from one informant could open access for subsequent informants to enrich the research data. The technique used was purposive sampling, which selects informants based on predetermined specific considerations, namely those with direct experience or knowledge of the issue being studied. This research was conducted on April 12, 2025, at SMA Negeri 5 Samarinda.

3. Results and Discussion

Based on the results of the study, Samarinda 5 Public High School, located at Jl. Ir. H. Juanda No. 1, Air Putih, Samarinda Ulu, Samarinda City, East Kalimantan, which was established on August 19, 1985, has been proven to have carried out the role and responsibilities of the Student Council well. They design and implement various work programs that focus on building the character of students to be disciplined, responsible, and socially aware, both for OSIS members and students who are not involved in the organization, by applying the concept of fun learning in their activities.

Regarding the development of discipline and responsibility, the Student Council of SMA Negeri 5 Samarinda has a routine program, such as checking attributes every Monday before the ceremony, to train students' discipline. This is in line with the opinion that the Student Council is a forum that promotes democratic principles in schools and serves as a means for students to understand and apply democracy in their daily lives (Penelitian et al., 2023). A similar view was expressed by Annur et al., (2024) who stated that the student council has a preventive role in deviant student behavior. Furthermore, the student council also acts as a driving force or motivator for other students, as explained by the student council administrators, "One way we build character, discipline, and responsibility is by setting a good example first, so that other students can imitate and follow the rules." This is in line with the opinion of Fauzi et al., (2023) who emphasize that the student council serves as a motivator for enthusiasm and participation in achieving common goals.

In terms of developing social awareness, the Student Council (OSIS) encourages students to participate in social activities that benefit others. This is in line with the results of interviews with the OSIS administrators at SMA Negeri 5 Samarinda, who stated, "At OSIS Smala, we also carry out and take responsibility for developing social awareness in students at school by providing community service when there are families or relatives of students at school who are grieving or experiencing a disaster." Furthermore, OSIS (Student Council) plays a role as a forum for developing students' abilities and creativity. This is carried out by Sekbid 8, one of which is by creating written works or drawings that can be displayed on the school wall magazine. This finding is in line with the research by Amelia et al., (2023) which shows that the activity of making wall magazines has been proven to increase students' creativity through designs that are tailored to their tastes. This activity also increases student engagement while allowing them to initiate and develop writing skills as a learning medium. Wall magazines are a simple and affordable form of communication and information that can be created by both teachers and students at school. Thus, wall magazines can be used as a medium for improving literacy among students because they are asked to create works such as posters, short stories, poems, and picture stories. Through this, students can learn to be creative, express their imagination or thoughts in real works, and develop communication and collaboration skills, the role of the Student Council in shaping student character can be seen in detail in Table 1.

Table 1. The Role of the Student Council in Shaping the character of Students

Role of aspect	Impact
Cultivate orderly attitudes and responsibility (attribute check every Monday, being a role model)	Students become disciplined and responsible; routine checks become joyful moments that encourage pride rather than fear.
Building empathy and solidarity through social actions (social services, support for grieving/disaster-affected families)	Students develop social sensitivity, empathy, and cooperation in a more relaxed, collaborative atmosphere.
Providing space for students' ideas and works (wall magazine, visual & written arts)	Students' creativity grows; school walls become a medium of expression, enhancing literacy and collaboration

In addition, the student council also holds regional competitions. This is evidenced by an interview with one of the student council administrators who stated, “We recently created a new event, the SMALA Cup, a volleyball competition that can be participated in by all schools from junior high to high school levels throughout East Kalimantan.” This statement is in line with the opinion of Saputa et al., (2024), who stated that the Student Council, as part of extracurricular activities, has a developmental function, namely to develop students' abilities and creativity in accordance with their potential, talents, and interests.

In its implementation, the student council also creates a fun atmosphere with a fun learning concept so that members and students can relax and enjoy the activities. One of the major events is “SMALAND,” a concert featuring artists from the capital city while also providing a space for students to showcase their talents, such as dancing, singing, and performing modern dance. This event was first held in the 45th batch, which was two years after Alehut and Metamor. This event has proven to boost student morale. This aligns with the opinion of Intan Oktaviani Agustina et al., (2023) who state that one of the functions of the Student Council is recreation, namely creating a relaxed, happy, and enjoyable atmosphere for students to support their development process, the role of the Student Council in developing student potential can be seen in Table 2.

Tabel 2. The Role of student Council in developing student potential

Role Of OSIS	Impact
Facilitating students' potential in sports, arts, and academics (SMALA Cup, SMALAND)	Students' talents are channeled, self-confidence increases, events feel like festivals where students proudly showcase skills
Organizing activities in a relaxed and enjoyable way (concerts, open stage for student talents)	Students experience enthusiasm, comfort, and joyful learning; school feels like home where everyone can express themselves freely.

Of all the work programs created and implemented by the Student Council (OSIS), they demonstrate a high level of responsibility for their initiatives. They also train themselves to be disciplined because the work programs they carry out involve major events that are physically and mentally demanding, while encouraging the development of discipline and responsibility. This is related to previous research

which found that student participation in organizational activities can increase student enthusiasm for learning, because they gain experience and mental fortitude to face challenges, develop a sense of responsibility, and dare to try new things (Raharjo, 2024). These findings are certainly inseparable from the support of teachers and advisors at SMA Negeri 5 Samarinda.

However, there are certainly obstacles and challenges, such as students who violate rules or OSIS officials who are not active in carrying out their duties. However, OSIS has strategies to overcome these challenges. One of the core OSIS officials stated, "The way we deal with students or OSIS members who do not obey the rules, are undisciplined, or are not active in carrying out their duties is by giving sanctions and warnings. If these sanctions do not have a deterrent effect, then we will give two warnings. If they are still ignored, then we give a third warning by referring them to a guidance counselor or other teacher. We are strongly supported and assisted by the teachers at the school, so the impact is felt. Students who were previously undisciplined and often violated the rules eventually learned their lesson and did not repeat the violations. This fact is proven by the sanctions that make student council officials and students who commit violations more obedient to the applicable rules, as observed directly by the author at SMA Negeri 5 Samarinda.

This study reflects the application of citizenship theory, especially in terms of the formation of active, responsible, and participating citizens in democratic life in the school environment. The student council acts as a laboratory of democracy, where students learn about leadership, collective decision-making, and cooperation. The values of Pancasila are also strongly reflected in each student council program:

- First Precept (One Godhead): Seen in social activities and a sense of solidarity with others.
- Second Precept (Just and Civilized Humanity): Seen in social assistance programs and concern for students affected by disasters.
- Third Precept (Indonesian Unity): Implemented through activities that embrace all students without discrimination.
- The Fourth Precept (Leadership of the People Led by Wisdom in Deliberation/Representation): Applied in the process of deliberation and internal decision-making of the Student Council.
- The Fifth Precept (Social Justice for All Indonesian People): It is realized through programs that encourage equal participation and empowerment of students' potential.

Pancasila, as the foundation of the state and ideology of the Indonesian nation, plays a very important role in shaping the character and personality of the nation. The application of Pancasila values in education aims to instill strong morals and ethics in students, as well as to shape attitudes that are in line with the noble values of the nation. A holistic approach to integrating Pancasila values into the education curriculum covers cognitive, affective, and psychomotor aspects, so that students not only understand the theory but are also able to apply it in their daily lives. Education that combines theory with practical application helps students develop

the social and emotional skills necessary to become good and responsible citizens (Beringin et al., 2025).

Compared to other schools, the role of the Student Council is generally limited to administrative functions and ceremonial activities. However, at SMA Negeri 5 Samarinda, the Student Council plays a broader role, not only carrying out routines but also serving as a driving force for character building, a forum for developing student potential, and a space for practicing civic values. The Student Council at SMA Negeri 5 Samarinda has a strong influence in shaping student identity, especially in terms of discipline, responsibility, and social sensitivity. Various activities, such as attribute checks, solidarity actions, and even major events like the SMALA Cup and SMALAND, are carried out with a fun learning approach that prioritizes learning experiences outside of formal classes.

This contrasts with the findings of Ma & Ulum (2023) which show that most Student Councils only focus on leadership character building through structured activities such as LDKS and the United Nations. On the other hand, research by Wahyuni, D., & Trisiana, A. (2024) found that in some schools, the Student Council successfully instilled values of social awareness through activities that encouraged collaboration and mutual cooperation in the school environment. In terms of approach, the Student Council of SMA Negeri 5 Samarinda stands out in its application of enjoyable learning that is able to motivate students to actively participate. In character building, SMA Negeri 5 Samarinda takes a comprehensive approach that includes discipline, personal responsibility, and social empathy.

4. Conclusion

This study demonstrates that the Student Council (OSIS) at SMA Negeri 5 Samarinda successfully fulfills a broader role than simply implementing routine school programs. It has transformed into an active agent of change, fostering a positive learning environment while simultaneously supporting student character development. The findings address the key question of how much the OSIS contributes to fostering discipline, responsibility, social awareness, creativity, and cooperation. The findings demonstrate that OSIS programs are not only productive but also inclusive and appealing to students, as they integrate the concept of joyful learning.

The success of this research is evident in the increased student engagement in school activities, the development of more positive character traits, and the establishment of a harmonious relationship between formal learning and non-formal social experiences. However, the study also identified challenges, such as the persistence of some inactive administrators and students violating rules. However, these obstacles were overcome with teacher support and an effective warning and sanction system. Thus, this study can be considered successful because it demonstrated that the Student Council (OSIS) plays a strategic role in shaping student character through a contextual and enjoyable approach. This concept has the potential to be used as a model for student organization development in other

schools. Future research is recommended to be conducted in different school contexts and employ mixed methods to obtain a more comprehensive picture of the impact of implementing enjoyable learning on strengthening student character. These results answer the research objectives because the OSIS program (attribute checking, social services, wall magazine, SMALAND) is proven to support student discipline, responsibility, empathy, and creativity.

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