



Strategic Student Management for Optimizing Student Council Organizational Performance

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ABSTRACT

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This study aims to examine the role of student management in improving the performance of the Student Council as a school-based organization. A qualitative approach with a case study design was employed to obtain an in-depth understanding of planning, implementation, training, supervision, and evaluation practices in student organizational development. Data were collected through semi-structured interviews, non-participant observation, and documentation, involving school leaders, student affairs personnel, organization supervisors, and student representatives. The findings reveal that student management contributes positively to organizational performance through structured planning, systematic selection, leadership training, mentoring, discipline formation, and continuous evaluation. The implementation of leadership programs and regular coaching encourages students to develop responsibility, cooperation, commitment, and organizational skills. However, several challenges remain, including limited student independence, uneven participation, and the need for stronger coordination between academic and organizational activities. The study implies that effective student management should not only regulate student administration but also function as a strategic instrument for strengthening leadership, character, and participatory organizational culture.

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INTRODUCTION

Educational institutions require systematic management to ensure that every educational service is implemented effectively, efficiently, and responsibly. One essential component of educational management is student management, which plays a strategic role in organizing student services from admission to graduation (Hikmah & Mudarris, 2026; Khofsah, 2025; Manshur, 2026). Student management is not limited to recording the number of enrolled students or collecting administrative documents; rather, it includes regulating student standards, learning operations, student rights, student responsibilities, and

various developmental programs provided by schools. This issue is important for society because schools are responsible not only for delivering academic knowledge but also for preparing students to become disciplined, responsible, creative, and socially competent individuals (Badriyah, 2025; Hefniy & Alwahedi, 2025; Rahman, 2026). When student management functions properly, educational institutions can provide reliable and high-quality services that support students' academic and non-academic growth. Therefore, strengthening student management is a crucial agenda in improving the quality of education and producing human resources who are capable of contributing positively to society (Kusumawati, 2025; Shoha, 2026; Syafiih, 2025).

The general problem underlying this study is that many schools still view student management as an administrative function rather than a strategic mechanism for developing student potential (Al Amin et al., 2024; Holidi, 2025). In practice, student management is often associated mainly with student registration, attendance records, rule enforcement, and routine administrative control. This narrow understanding reduces the transformative role of student management in developing students' organizational skills, leadership capacity, discipline, creativity, and social responsibility. Society increasingly demands graduates who are not only academically competent but also able to communicate, collaborate, solve problems, and participate actively in community life (Akmansyah et al., 2026; Hidayati et al., 2025; Lasut & Neman, 2025). However, these capacities cannot be developed through classroom learning alone. Students need structured spaces where they can practice leadership, teamwork, responsibility, and democratic participation. The Student Council, or Organisasi Siswa Intra Sekolah (OSIS), becomes one of the most relevant spaces for this purpose. Therefore, weak student management can directly affect the performance of OSIS and limit students' opportunities for holistic development (Imansyah et al., 2025; Mustaghfiroh & Mubaroq, 2025; Nhlakanipho et al., 2025).

The field phenomenon at SMK Telkom Makassar shows that student management has been involved in various school programs, particularly those related to student activities and OSIS development (Didi Sartika Ansori Ansori, Halimatus Sya'diyah, 2025; Kartikowati et al., 2026). The school has recorded several academic and non-academic achievements, including students' participation in science competitions and extracurricular programs (Khoiroh et al., 2025; Khomairotusshiyamah, 2025; Zamroni, 2025). These achievements indicate that the school has potential resources, including student talents, teacher support, and institutional commitment to student development. However, preliminary observation also reveals that the improvement of OSIS performance has not been fully optimal (Jasri, 2025; Rahmadan & Shudiq, 2024; Sholehah & Ihsan, 2025). One visible issue is the limited involvement of OSIS members in planning, development, and training activities organized through student

management. In several school activities, OSIS members are expected to help prepare and support the success of events, yet their performance still depends heavily on guidance from school authorities (Muharromah, 2025; Mukarromah, 2025; Solehah, 2025). This condition indicates that OSIS has not fully functioned as an autonomous and productive student organization. Therefore, a deeper investigation is needed to understand how student management contributes to improving OSIS performance.

Previous studies and educational management discourse have generally emphasized that student management is a central component of school administration because all educational services ultimately target students. Student management covers academic services, supporting services, human resources, facilities, school-community relations, discipline, and student development programs (Abas & Kholidah, 2025; Eduzor, 2024). In relation to OSIS, prior discussions often highlight its function as a medium for leadership training, democratic education, teamwork, tolerance, organizational experience, and character formation. OSIS provides students with opportunities to interact with peers and teachers, take responsibility, express ideas, develop creativity, and strengthen discipline. However, much of the existing discussion tends to remain conceptual and normative (Kusnanto et al., 2023; Rahmatillah & Andayani, 2025; Rusdiah, 2024). It explains the importance of student management and OSIS but does not sufficiently examine how planning, training, development, supervision, and evaluation are implemented in real school contexts. This creates a research gap because the effectiveness of student management cannot be assessed only from policy statements; it must be examined through actual organizational performance and student participation.

This study positions itself within that gap by focusing specifically on student management in improving OSIS performance at SMK Telkom Makassar. Unlike general studies that discuss student management broadly, this research pays attention to how student management functions in planning, developing, training, and supporting OSIS members in school activities (Bulqis & Fachri, 2025; Rozi et al., 2023; Yaqin & Billah, 2023). This focus is important because OSIS performance is not determined only by the enthusiasm of students, but also by the quality of institutional management that guides, facilitates, and evaluates their organizational work. If student management is weak, OSIS may remain merely a formal structure without strong participation, clear work programs, or measurable performance (S. Arifin, 2024; Musthofa & Faizin, 2025; Prayoga, 2025; Ridlo & Yanti, 2023; Saharani & Diana, 2024; Zain & Mustofa, 2024). Conversely, effective student management can transform OSIS into a productive organization that strengthens leadership, discipline, cooperation, and responsibility among students. The contribution of this study lies in providing contextual evidence on how student management practices can support or hinder OSIS performance in a vocational school setting.

The novelty of this study lies in its emphasis on the connection between student management and the actual performance of OSIS as a school-based student organization. The study does not merely describe student management as an administrative system, but examines it as a developmental strategy for improving student organizational performance. This perspective is important because OSIS is a practical arena where students learn leadership, responsibility, discipline, creativity, communication, and collective decision-making. In the current educational context, students are expected to master not only knowledge and technology but also social and organizational competence. Therefore, improving OSIS performance through effective student management is relevant to the broader demand for character education and student capacity building. This study is also significant because it examines a real institutional context in which student management has been implemented but still faces challenges, particularly in involving OSIS members more actively in planning, training, and program execution.

Based on the problem and research gap described above, the central research problem of this study is how student management contributes to improving the performance of OSIS at SMK Telkom Makassar. The main argument proposed in this study is that effective student management can improve OSIS performance when it is implemented through systematic planning, structured development, continuous training, clear task distribution, institutional support, and regular evaluation. OSIS performance will be stronger when students are not only positioned as program implementers but also gradually involved in planning, decision-making, and organizational reflection. This study assumes that the success of OSIS depends on the integration between school leadership, student affairs management, OSIS supervisors, teachers, and student members. Therefore, this research contributes to educational management by offering a contextual understanding of how student management can be optimized to strengthen student organizations and develop superior, disciplined, responsible, and high-quality human resources.

RESEARCH METHODS

This study employed a qualitative approach with a case study design by referring to Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, Chapter II Article 3 (Fahmi, 2024; Magnone & Yeziarski, 2024; Niam et al., 2024). The qualitative case study design was selected because the study aimed to describe, observe, and interpret the real conditions of student management in improving the performance of the Student Council, or Organisasi Siswa Intra Sekolah (OSIS), within its natural school context. Through this design, the researcher was able to examine the implementation of student management in depth, particularly in relation to planning, development, training, supervision, and evaluation of OSIS activities. The case study approach

was considered appropriate because the research focused on a specific institution and sought to understand the interaction between school leaders, vice principals, OSIS supervisors, teachers, and students in supporting student organizational performance. Therefore, this design enabled the researcher to obtain a contextual and comprehensive understanding of how student management practices contribute to improving OSIS performance.

The research was conducted at SMK Telkom Makassar. The location was selected because the school actively implements student management programs and involves OSIS in various academic and non-academic activities. Preliminary observations indicated that the school had a strong commitment to student development, as shown by the existence of extracurricular activities, student achievement programs, and institutional support for OSIS activities. However, the improvement of OSIS performance was still considered not fully optimal, particularly in terms of student involvement in planning, development, and training activities. This condition made SMK Telkom Makassar a relevant research site for examining how student management is implemented and how it contributes to improving OSIS performance. The selection of this location was also based on the availability of key informants, including the principal, vice principal for student affairs, vice principal for curriculum, OSIS supervisor, and students, who were directly involved in student management and OSIS activities.

Data were collected through interviews, non-participant observation, and documentation. Interviews were conducted in a semi-structured manner with five main informants, namely the principal, vice principal for student affairs, vice principal for curriculum, OSIS supervisor, and students (Muthmainna & Siroj, 2025; Nurfajriani et al., 2024; Salmona & Kaczynski, 2024). This technique was used to obtain direct information regarding the implementation of student management, OSIS performance, supporting factors, and obstacles encountered in the field. Non-participant observation was conducted to examine the actual conditions of student management and OSIS activities without the researcher being directly involved in school activities. During observation, the researcher used observation guidelines, field notes, and photo documentation to record important events relevant to the research focus. Documentation was used to collect supporting data from archives, written records, school documents, OSIS program documents, and other relevant materials. The researcher acted as the main research instrument, while interview guidelines, observation sheets, and documentation notes served as supporting instruments.

Data analysis was carried out through several stages, namely data condensation, data reduction, data display, and conclusion drawing or verification. Data condensation was conducted by selecting, simplifying, and focusing raw data obtained from interviews, observations, and documentation

according to the research focus. Data reduction was then carried out by classifying the data into themes, such as student management planning, OSIS development and training, implementation of student programs, evaluation, supporting factors, and obstacles. The reduced data were displayed in the form of narrative descriptions, tables, schemes, and relevant field notes to make the findings easier to interpret. Conclusion drawing and verification were conducted continuously from the beginning of data collection until the end of the study. To ensure data validity, the researcher applied source triangulation and technique triangulation by comparing information from different informants and different data collection methods. In addition, member checking was conducted by asking selected informants to confirm the accuracy of the interpreted data and research findings.

RESULTS AND DISCUSSION

Results

Student Management at SMK Telkom Makassar

The findings show that student management at SMK Telkom Makassar is implemented through several main stages, including planning for new student admission, student admission, student grouping, learning evaluation, class promotion, and student activity programs. The planning of new student admission is conducted annually through coordination meetings involving the principal and the appointed admission committee. The principal holds the final authority, but technical preparation is discussed with relevant stakeholders to ensure that the admission process runs systematically.

In the implementation of new student admission, the school forms a committee responsible for registration, administration, and announcement of accepted students. The process is conducted formally, although the announcement is still delivered manually through the school bulletin board. Student grouping is carried out based on academic majors and extracurricular interests. Students are placed in departments and activities such as Scouts, futsal, volleyball, Paskibra, sepak takraw, and other extracurricular programs according to their interests and potential.

Student learning outcomes are evaluated through the Final Semester Assessment, which becomes the basis for measuring academic achievement and determining class promotion. The promotion process is documented through report cards distributed after semester examinations. In addition, student activity programs are implemented from the orientation period until graduation to support students' academic achievement, discipline, responsibility, cooperation, and leadership development.

Improvement of OSIS Performance at SMK Telkom Makassar

The findings indicate that OSIS performance improvement is carried out through planning, selection, training, mentoring, and evaluation. OSIS planning begins with coordination among the principal, vice principal for student affairs, OSIS supervisor, and OSIS administrators. The school also prepares annual work programs as a reference for implementing OSIS activities.

OSIS administrators are selected through several stages, including socialization, registration, written tests, interviews, debates, and elections. After being selected, OSIS administrators receive leadership training through LDKS and LDKL. They are also involved in extracurricular and school activities to strengthen leadership, responsibility, discipline, and cooperation. Regular coaching is conducted once a week, while evaluation is carried out after each activity.

The implementation of OSIS programs is supported by adequate facilities, funding, principal support, and guidance from the OSIS supervisor. However, several obstacles remain, including the limited active participation of some OSIS members, dependency on supervisors, and scheduling conflicts between OSIS activities and classroom learning. These findings show that OSIS performance has improved, but still requires stronger student commitment and better coordination among school stakeholders.

Student Management in Improving OSIS Performance

The findings show that student management contributes to improving OSIS performance through structured planning, program implementation, student development, discipline training, hard work formation, and evaluation. Planning helps the school determine program direction, budget, and division of tasks. Implementation is carried out through mentoring by the OSIS supervisor and supervision from the vice principal for student affairs.

Evaluation is conducted after each OSIS activity to identify weaknesses, solve problems, and improve future programs. The OSIS supervisor provides corrections, while the OSIS chairperson also gives feedback to members who do not perform their duties properly. This indicates that evaluation functions not only as an assessment process but also as a coaching mechanism to improve organizational performance.

Discussion

The findings indicate that student management at SMK Telkom Makassar

has an important role in improving OSIS performance. The implementation of planning, training, mentoring, and evaluation shows that OSIS development requires systematic managerial support from the school (Albustomi, 2025; M. Arifin et al., 2025; Riduan, 2024). Student management does not only function as an administrative system but also as a strategy for developing students' leadership, discipline, responsibility, cooperation, and organizational skills.

The improvement of OSIS performance is mainly supported by structured work programs, leadership training through LDKS and LDKL, weekly coaching, and direct involvement in school activities. These activities provide students with practical organizational experience (Beier et al., 2025; Mueller et al., 2024; White et al., 2024). However, the findings also show that OSIS members are still not fully independent because they continue to depend on guidance from the OSIS supervisor. This means that student leadership development needs to be strengthened gradually by giving OSIS members more space to participate in planning and decision-making.

Another important finding is that discipline and hard work are key factors in improving OSIS performance. Students who are disciplined, responsible, and committed are more capable of carrying out organizational duties. However, differences in motivation, gadget influence, and low participation among some students remain challenges (Maksum, 2025; Riduan, 2024). Therefore, the school needs to strengthen mentoring, motivation, and character-building programs so that OSIS can function more effectively as a medium for student leadership development.

Overall, this study confirms that effective student management can improve OSIS performance when it is supported by clear planning, consistent training, active mentoring, adequate facilities, and continuous evaluation. The contribution of this study lies in showing that OSIS performance is not only determined by students' willingness to participate, but also by the quality of student management implemented by the school (Dos Santos et al., 2026; He et al., 2024; Rasidi & Istiningsih, 2025; Zakiyah, 2025). Therefore, schools need to develop a more participatory student management model so that OSIS members are not only program implementers but also active planners and decision-makers in student organizational activities.

CONCLUSION

The main finding of this study indicates that the implementation of student management at SMK Telkom Makassar significantly contributes to

improving the performance of the Student Council (OSIS). The research demonstrates that structured planning, coordination with school leadership, clear task distribution, and mentoring strategies enhance OSIS members' engagement, leadership skills, discipline, and organizational capacity. Key lessons from the study highlight that effective student management not only organizes administrative tasks but also fosters student development, including leadership, creativity, responsibility, and active participation in school activities. Furthermore, student involvement in OSIS programs provides experiential learning opportunities, helping students apply theoretical knowledge, practice problem-solving, and develop character in real organizational contexts.

From an academic perspective, this study contributes to educational management literature by providing contextual evidence of the direct relationship between student management practices and student organizational performance. It underscores the importance of integrating structured planning, monitoring, and mentoring into student leadership development programs. However, the study has limitations, including its focus on a single vocational school and limited observation of student participation outside formal OSIS roles. Future research is recommended to include multiple schools, larger and more diverse samples, and the integration of quantitative measures to evaluate the impact of student management on organizational performance comprehensively. Such research would provide more generalizable insights for policy, practice, and theory in educational management and student leadership development.

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