Management of Intra School Student Organizations to Enhance Student Creativity in Senior High Schools

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Abstract. This study examines the effectiveness of Intra-School Student Organization (OSIS) management in enhancing student creativity at the senior high school level. Using a qualitative comparative case study approach, the research was conducted at SMAN 1 Rancaekek and SMAN 27 Bandung, which exhibit differing student organization characteristics and school cultures. Data were collected through in-depth interviews, participatory observations, and document analysis, and were analyzed using the interactive model by Miles, Huberman, and Saldaña. The findings indicate that OSIS management that is participatory, flexible, and responsive to student needs can significantly enhance student creativity. SMAN 27 Bandung demonstrated more innovative practices in planning, program implementation, and evaluation aspects, whereas SMAN 1 Rancaekek remained focused on routine and administratively inclined activities. Supporting factors include supportive school leadership, active student participation, and the use of technology in organizational coordination. Challenges encountered involve time constraints, limited resources, and insufficient managerial training for OSIS administrators.This study concludes that effective OSIS management can serve as a strategic platform for developing student creativity and recommends strengthening training, program innovation, and cross-sector collaboration in OSIS management.

Keywords: Educational Management, OSIS Management, Student Creativity, School Organization, Student Participation

1   Introduction

In addressing the challenges of the 21st century, which demand creative, innovative, and collaborative thinking skills, education can no longer solely focus on academic achievement. Learners must be provided with opportunities to holistically develop their potential through structured and meaningful non-academic activities. In this context, the Intra-School Student Organization (OSIS) plays a strategic role as a platform for character building, leadership development, and student creativity within the school environment. Creativity is a vital asset for young generations to adapt and contribute in an increasingly complex and fast-changing era [1].

Law No. 20 of 2003 on the National Education System and Minister of Education and Culture Regulation No. 39 of 2008 on Student Development emphasize the importance of holistic student development [2]. As the official student organization in secondary schools, OSIS is expected to accommodate students' potential in idea generation, organizational experience, and the cultivation of 21st-century skills through creative and collaborative activities. However, the effectiveness of OSIS management in supporting student creativity development still faces considerable challenges[3].

Preliminary studies at SMAN 1 Rancaekek and SMAN 27 Bandung revealed that many OSIS activities were conducted without thorough planning, tended to be ceremonial, and involved minimal active student participation. Unsystematic program planning, lack of training for OSIS administrators, and limited time allocation are key factors hindering OSIS's potential as a catalyst for student creativity. This situation is exacerbated by the low interest in student participation due to activities being perceived as irrelevant to their needs or interests.

Effective OSIS management is not only marked by program continuity but also by its capacity to manage the organization strategically and empower students actively. In this context, the managerial functions of Planning, Organizing, Actuating, and Controlling (POAC) serve as a fundamental framework to analyze and develop adaptive and productive OSIS management [4]. Using this approach, OSIS can be optimized as a space for fostering student creativity through improvements in fluency, flexibility, originality, and elaboration as elaborated in Torrance's theory of creativity.

Previous studies have primarily discussed OSIS's role in leadership development or improving student discipline [5][6][7], but few have specifically examined how OSIS management contributes measurably to student creativity development. This gap underscores the urgency of evaluating and redesigning OSIS management strategies to be more relevant, participatory, and impactful for student potential.

Therefore, this research is essential to investigate how OSIS management through the application of the POAC functions can enhance student creativity in secondary schools. The study is conducted at SMAN 1 Rancaekek and SMAN 27 Bandung, which have distinct OSIS dynamics and resources. This research is expected to yield empirical findings that reinforce the argument that OSIS, when well-managed, can serve as an effective medium for fostering students who are creative, confident, and ready to face future challenges.

2   Method

This study employed a qualitative approach with a comparative case study design aimed at analyzing the management of the Intra-School Student Organization (OSIS) and its contribution to the development of student creativity at the senior high school level. This approach enables researchers to gain a deep and contextual understanding of the phenomena under natural conditions [8]. The comparative case study design was selected to identify similarities and differences in OSIS management practices between two schools with distinct characteristics SMAN 1 Rancaekek and SMAN 27 Bandung [9].

The research subjects included various stakeholders: school principals, vice principals for student affairs, OSIS advisors, OSIS administrators, and students actively involved in OSIS activities. Subjects were selected purposively based on their involvement and knowledge of OSIS management practices[10].

Data collection was conducted through methodological triangulation: In-depth interviews: Semi-structured interviews were conducted with key informants to explore their perceptions, experiences, and interpretations of OSIS management and its contribution to student creativity. Participatory observation: The researcher directly engaged in OSIS activities at both schools to observe the dynamics of interaction, decision-making processes, and the implementation of work programs in a natural setting. Document study: This involved analyzing OSIS work programs, activity reports, meeting minutes, and school policies related to student organizations. Instruments used included open-ended interview guides, participatory observation sheets, and systematically designed documentation formats to ensure consistency of data[11].

Data were analyzed thematically, following the framework by [12] which included: Data reduction: Filtering relevant data aligned with the research focus. Coding: Identifying emerging patterns and thematic categories. Theme interpretation: Connecting findings with the POAC management theory and Torrance's creativity theory. Cross-case comparison: Comparing findings from SMAN 1 Rancaekek and SMAN 27 Bandung to identify similarities and differences in OSIS management practices.

Data Trustworthiness To ensure trustworthiness, the study applied Lincoln and Guba's (1985) four criteria: Credibility: Achieved through source and technique triangulation, as well as member checking. Transferability: Ensured by providing detailed contextual descriptions (thick description). Dependability and Confirmability: Maintained by documenting the data collection and analysis process through an audit trail[13].

The research was conducted from February to April 2025 at two schools: SMAN 1 Rancaekek and SMAN 27 Bandung. These schools were selected for their active OSIS programs and representativeness of organizational dynamics in public senior high schools

3   Results

3.1   OSIS (Intra-School Student Organization) Program Planning

Based on the research conducted at SMAN 1 Rancaekek and SMAN 27 Bandung, significant differences were found in the approaches to OSIS program planning, particularly in terms of structure, student involvement, and orientation toward creativity development. Both schools demonstrated a commitment to preparing annual OSIS work programs, but with varying depth and levels of participation.

At SMAN 1 Rancaekek, OSIS program planning is typically conducted on an annual basis, guided by the academic calendar and routine agendas set by the school. The

program planning process involves OSIS administrators, OSIS advisors, and selected student representatives. Although there is some level of participation in agenda formulation, the process tends to be administrative and lacks sufficient exploration of students' actual aspirations and needs. Meeting documentation and interview data with OSIS administrators revealed that many of the activities are ceremonial in nature and lack innovation. Consequently, students have limited space to systematically channel their creative ideas.

In contrast, SMAN 27 Bandung adopts a more participatory and student-centered planning approach. The program development process begins with internal OSIS forums, followed by open brainstorming sessions involving class representatives, teacher advisors, and active students. The school also regularly conducts student needs surveys to ensure that the programs designed are relevant and aligned with the holistic development of student potential. Documentation from discussions, meeting minutes, and survey results indicate that students are given ample opportunities to propose ideas and express opinions, which are then collaboratively refined and finalized in OSIS forums.

This participatory planning practice at SMAN 27 Bandung aligns with the principle of student agency, in which students are not merely objects of programming, but active subjects in the planning process. This is reflected in the following interview excerpt:

"We are encouraged to share our ideas from the beginning. Sometimes our ideas aren't accepted right away, but we are given space to discuss and refine them so the programs can be realistically implemented." (OSIS Executive, interview, February 22, 2025)

These findings reinforce the importance of a collaborative and student-aspiration-based approach in intra-school organization management planning. Planning grounded in real needs and student interests promotes the creation of more contextual, creative, and impactful programs that foster character development and creative capacity. This is consistent with the POAC theory [4], [14], which emphasizes the selection of facts and the formulation of plans based on real conditions as foundational to successful organizational management.

Furthermore, the planning practices at SMAN 27 Bandung illustrate an integration of school routines with student initiatives, creating a balance between adherence to structure and exploration of new ideas. This approach can serve as a model for other schools in managing OSIS as a space for student creativity growth. Additionally, the systematic documentation process and student involvement in the early stages of planning reflect an organizational culture open to innovation and collaborative learning.

3.2   Organizing in OSIS (Intra-School Student Organization) Management

The organizational structure and working mechanisms of OSIS at SMAN 1 Rancaekek and SMAN 27 Bandung reveal differing approaches in terms of structural formality, coordination patterns, and orientation toward member capacity development. While both schools operate a functioning student organization system to implement programs, their implementation reflects varying levels of flexibility and innovation.

At SMAN 1 Rancaekek, the OSIS organizational structure is hierarchical, with clearly defined roles across divisions such as religion, arts, sports, and environment. The recruitment process for OSIS administrators is conducted through a general election involving all students, with the elected members formally inaugurated by the school principal. After the inauguration, coordination among divisions takes place through regularly scheduled internal meetings. Each division has a coordinator responsible for reporting activity progress to the OSIS president and the faculty advisor. However, despite the neat administrative structure, inter-division interactions tend to be formal and do not yet reflect a dynamic collaborative environment.

In contrast, SMAN 27 Bandung employs a more flexible and inclusive organizational structure. In addition to conventional divisions, the school has established creative working units such as a design team, digital content division, and student interest development group, which are more responsive to the evolving needs of students. Recruitment is carried out through a rigorous selection process involving interviews, program simulation tests, and leadership assessments. Selected candidates must undergo intensive training on organizational communication, problem-solving, and project management before officially taking office. This approach not only equips administrators with technical skills but also fosters an organizational culture focused on quality and collaboration.

Coordination at SMAN 27 Bandung is also more adaptive. Beyond face-to-face meetings, OSIS administrators use digital platforms like Google Workspace and WhatsApp groups to streamline communication and monitor activities. Cross-division communication forums are open to all members, not just the core leadership. As noted in an interview with an OSIS vice president:

"Here, we don't just work within our own divisions. When there's a major event, all teams get involved even across divisions. So, the coordination feels like one big team, not separate boxes." (OSIS Vice President, interview, February 26, 2025)

This organizing practice demonstrates that an open and collaborative organizational structure offers broader opportunities for students to take active roles and explore creatively. It aligns with the *Organizing* principle in POAC theory [4], which emphasizes the importance of task grouping and human resource empowerment based on organizational goals and implementation efficiency.

These findings suggest that OSIS organizing patterns emphasizing flexibility, training, and open communication as seen at SMAN 27 Bandung tend to be more effective in developing student leadership and creativity. Meanwhile, the more formal structural approach at SMAN 1 Rancaekek still holds potential for improvement, particularly in encouraging cross division coordination and involving students in organizational decision-making.

3.3 Actuating in OSIS (Intra-School Student Organization) Management

The implementation of OSIS programs at SMAN 1 Rancaekek and SMAN 27 Bandung reveals differences in orientation, flexibility, and innovation in activities. While both schools actively run organizational agendas, they adopt different approaches in

mobilizing student roles and interpreting program execution as a part of informal learning processes.

At SMAN 1 Rancaekek, OSIS programs are implemented according to predetermined procedures and schedules outlined in the annual work plan. Routine activities such as flag ceremonies, national commemoration events, blood donation drives, and community service are carried out consistently with support from OSIS advisors and school officials. These activities follow standard formats that have been used for several years, making them relatively easy for new administrators to continue from year to year. However, based on observations and interviews with OSIS administrators, it was found that the activities tend to lack creative challenge and show minimal innovation in approach or execution. As one OSIS secretary stated:

"We mostly continue the programs that already exist. It's easier, but sometimes we want to do something different we just don't know how or where to start." (OSIS Secretary, interview, February 25, 2025)

In contrast, SMAN 27 Bandung demonstrates a more diverse, creative, and student-potential-oriented implementation of OSIS programs. The organization actively initiates project-based activities such as arts festivals, inspirational classes, digital media workshops, and student entrepreneurship programs. These activities are not only carried out by the core OSIS team but also involve active participation from student communities with specific interests. Additionally, each program is followed by reflective discussions and participant feedback, which are used to improve future initiatives.

Observations of OSIS activities at SMAN 27 Bandung indicate high emotional engagement from students during program implementation, which fosters a strong sense of ownership over the activities. This approach aligns with the Actuating concept in POAC theory [4], which emphasizes the importance of direction and motivation in mobilizing organization members to achieve goals with enthusiasm and initiative. One OSIS administrator remarked:

"When we create a program, we're involved from the very beginning and are asked to figure out how to make it work. So we learn how to develop concepts, assign roles, and even find sponsors. It's exciting and challenging." (Head of Creativity Division, interview, February 28, 2025)

These findings highlight that OSIS activity implementation that prioritizes active student engagement and allows for idea exploration can serve as an effective learning vehicle for cultivating creativity, responsibility, and collaboration skills. SMAN 27 Bandung has successfully created an activity execution ecosystem that is not only routine in nature but also a medium for direct student character and innovation development. Meanwhile, at SMAN 1 Rancaekek, program implementation remains within a comfort zone and requires reinforcement in creativity and the courage to innovate within OSIS work programs.

3.4 Controlling in OSIS (Intra-School Student Organization) Management

The supervision of OSIS activities at SMAN 1 Rancaekek and SMAN 27 Bandung demonstrates differences in approach, intensity, and student involvement in the evaluation process. Both schools carry out the control function as part of the student

organization management cycle; however, the quality of implementation and mechanisms involved reflect contrasting characteristics.

At SMAN 1 Rancaekek, the supervision of OSIS activity implementation is carried out by the OSIS advisor and the vice principal for student affairs. Activity evaluations are conducted administratively through written reports and documentation such as photos and program accountability reports. While reporting is consistently done, this supervision process tends to be one-directional and does not fully involve reflection from the students who are the main actors in the activities. Interview findings indicate that student feedback on the effectiveness or satisfaction with OSIS activities is rarely collected systematically, leaving much room for improving the quality of programs through direct participant evaluations.

In contrast, SMAN 27 Bandung implements a more comprehensive, dialogic, and participatory supervision system. In addition to requiring written evaluations, the school facilitates reflective discussion forums, open evaluation sessions, and student satisfaction surveys after each program. The evaluation process involves all stakeholders, including organizing committees, advisors, and participants. The purpose of this supervision is not only to assess the technical success of the program but also to evaluate its impact on student engagement and potential development. Evaluation results are systematically documented and used as a reference for improving future work programs. One student participant stated:

> "After every event, we're asked to fill out a survey. We also join discussions on what worked and what needs improvement. It makes us feel heard, and if we have new ideas, we can share them right away." (OSIS Activity Participant, interview, March 1, 2025)

Such a supervision system aligns with the Controlling principle in POAC theory, which emphasizes that supervision should not only measure the success of plan implementation but also serve as a learning tool to enhance future organizational effectiveness. SMAN 27 Bandung has successfully fostered a culture of reflection and collective accountability in its OSIS supervision system, whereas SMAN 1 Rancaekek remains focused on an administrative approach that is limited in stimulating organizational learning.

3.5 Supporting and Inhibiting Factors in OSIS (Intra-School Student Organization) Management

Based on interviews, observations, and document analysis at SMAN 1 Rancaekek and SMAN 27 Bandung, the implementation of OSIS programs is supported by several significant factors that enhance organizational management effectiveness. One key factor is the support from school principals and faculty advisors, who actively provide guidance and mentoring to OSIS administrators. At both schools, principals regularly coordinate with advisors and OSIS leadership to evaluate activity implementation and foster a participatory atmosphere in program decision-making.

Supportive facilities such as OSIS offices, documentation equipment, and access to digital communication media also contribute to smoother implementation of OSIS work programs. Active student participation, particularly at SMAN 27 Bandung, is

evident in the collective enthusiasm of students to get involved, contribute ideas, and independently promote activities via the school's social media platforms. Additionally, the school's openness to partnerships with external entities including art institutions, startup companies, and volunteer communities enriches the variety of OSIS programs and has a direct impact on student creativity and soft skill development.

However, the study also identifies several challenges that hinder OSIS management. At SMAN 1 Rancaekek, a major obstacle is the lack of innovation in OSIS program design, which remains largely routine and repetitive. The absence of leadership and organizational management training for OSIS administrators results in a lack of confidence to initiate new programs or develop activities that are more contextual to student needs. At both schools, limited time due to dense academic schedules also poses a challenge, particularly when OSIS activities overlap with major school agendas such as exams and semester evaluations.

Furthermore, the lack of student involvement in the planning process presents another obstacle that reduces the relevance of activities to student interests. At SMAN 1 Rancaekek, activities are mostly designed by advisors and core OSIS members, with limited input from the broader student body. As a result, many students feel that OSIS activities do not reflect their aspirations, leading to decreased interest in participation

4   Discussion

The research findings indicate that the effectiveness of OSIS management in enhancing student creativity is significantly influenced by the quality of planning, organizing, actuating, and controlling implemented by the school. The comparison between SMAN 1 Rancaekek and SMAN 27 Bandung reveals a gap in implementation, where SMAN 27 Bandung demonstrates more participatory, innovative management practices that have a positive impact on student creativity development. This reflects the application of Total Quality Management (TQM) principles, particularly through the Plan–Do–Check–Act (PDCA) cycle, which is more optimally applied at SMAN 27 Bandung [15][16].

Planning at SMAN 27 Bandung, which is based on student needs surveys and discussion forums, aligns with the principles of school decentralization, in which students are empowered as key actors in program design [17]. In contrast, planning at SMAN 1 Rancaekek remains administrative and lacks innovation, indicating a top-down approach that limits student creative expression. From the perspective of Participatory Governance theory, this reflects differing levels of student involvement in organizational decision-making [18].

The collaborative OSIS organizational structure at SMAN 27 Bandung, including the establishment of dynamic creative divisions, enhances flexibility and student empowerment. This supports the POAC theory (Planning, Organizing, Actuating, Controlling) proposed by [4], which emphasizes the importance of organizational structures that facilitate the actualization of members' potential. Conversely, the hierarchical model at SMAN 1 Rancaekek tends to restrict space for idea exploration, hindering optimal creativity development.

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The implementation of creative, interest-based OSIS activities at SMAN 27 Bandung indicates the successful application of School-Based Management principles. Activities integrating arts, culture, and social projects allow students to actively participate and find personal expression, which is essential for developing fluency, flexibility, originality, and elaboration as outlined in Torrance's theory of creativity [19]. On the other hand, the routine and minimally innovative activities at SMAN 1 Rancaekek suggest that OSIS has yet to serve as a platform for students' potential realization.

The supervision system at SMAN 27 Bandung, which is rooted in participatory reflection and satisfaction surveys, indicates that the school has cultivated an inclusive evaluative culture. Data-driven evaluations and student feedback not only enhance accountability but also support continuous improvement. This aligns with the ideas of Darling-Hammond [20], who emphasize the importance of data-based evaluation systems in improving educational program effectiveness.

Nonetheless, challenges such as limited resources, insufficient management training, and low student participation in planning remain common obstacles particularly at SMAN 1 Rancaekek. This indicates that empowerment theory Cilek [21] has not yet been fully realized. The empowerment approach is grounded in the belief that students, as organizational members, can become agents of change when given access to information, participatory space, and proper mentoring.

The implications of these findings underscore the importance of integrating OSIS management into the strategic and structured system of character and creativity development. Schools must facilitate organizational management training for OSIS leaders, promote a participatory culture, and leverage technology to enhance organizational efficiency. Moreover, strengthening external collaborations with businesses, art institutions, and creative communities will expand student networks and increase the relevance of OSIS activities to current developments.

Thus, effective OSIS management is not merely about technical program execution but reflects a deeper social learning strategy where students learn to take initiative, manage resources, and express their creative ideas independently. This study affirms that innovative and inclusive OSIS management can serve as a vital catalyst in cultivating adaptive, creative, and highly competitive future generations.

5   Conclusion

This study demonstrates that the management of Intra-School Student Organizations (OSIS) plays a crucial role in fostering student creativity at the senior high school level. The comparative study between SMAN 1 Rancaekek and SMAN 27 Bandung indicates that structured, participatory, and innovative OSIS management practices can create an environment conducive to the emergence of creative ideas, student initiative, and active engagement. SMAN 27 Bandung shows higher effectiveness across all management aspects planning, organizing, actuating, and controlling which directly contributes to enhanced student creativity. In contrast, SMAN 1 Rancaekek still faces challenges

related to limited program innovation, low student participation, and insufficient OSIS leadership training.

Key success factors include supportive school leadership, adequate facilities, and active student participation. Meanwhile, obstacles such as limited resources, lack of training, and minimal student involvement in planning must be addressed systematically. By strengthening student leadership training, encouraging interest-based program planning, and establishing a participatory evaluation system, OSIS management can serve as a strategic platform for nurturing students who are not only socially active but also creative, collaborative, and prepared to face future challenges.

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