

# ANALYSIS OF THE ROLE OF THE DEPUTY PRINCIPAL FOR STUDENT AFFAIRS IN THE DEVELOPMENT AND IMPROVEMENT OF THE INTRA-SCHOOL STUDENT ORGANIZATION WORK ETHOS AT SMAS ST. XAVERIUS GUNUNGSITOLI

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OF THE INTRA-SCHOOL STUDENT ORGANIZATION  
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GUNUNGSITOLI

UNDERGRADUATE THESIS



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# CHAPTER 1

## INTRODUCTION

### **1.1 Background of the Problem**

Education is one of the most important aspects of human life. The higher the education, the more it seems to guarantee the welfare of individuals and groups, therefore in today's world education is always prioritized. Over time, the world of education has always progressed, and technology has an important role in this. Technological developments will greatly affect the progress of the world of education (Parinsi at al (2021)).

Schools are educational institutions that organize formal, non-formal, and informal levels of education where the establishment is managed by the government or the private sector. The purpose of the school is to teach, manage, educated students with lesson methods set by the school through guidance provided by teachers or educators. According to Abdullah Idi in Pratama (2022), a school is an institution designed for the teaching of students or pupils under the supervision of educators or teachers.

Meanwhile, according to the Kamus Besar Bahasa Indonesia (KBBI), a school is a building or institution used for learning and teaching activities or activities as well as a place to receive and give lessons according to the level of education (elementary, junior high, high school / vocational school, and university).

The education unit is one of the organizations that have an organizing function in one structure, and the highest level of structure is the school principal. Principals function as leaders, managers, educators, supervisors, and motivators for teachers in the education system through learning and training (Ismail, 2022).

According to Ismail (2022), the principal is an educational leader. <sup>5</sup> In his position as an official educational leader, the principal is officially appointed and determined so that he is responsible for managing teaching, personnel, students, buildings and grounds (facilities and infrastructure), finance, and relations between educational institutions and the community, in addition to his duties in supervising education and teaching.

With the many duties of a principal, the principal needs teachers who have the ability to be an accomplice of a principal. Usually, they are called deputy principals. Deputy Principals are selected and assigned by the principal and given their respective tasks according to their abilities. The Deputy Principal itself, consists of 4 in general, namely: Principal of Curriculum, Principal of Student Affairs, Principal of Infrastructure, and Principal of Community Relations. Of course, each deputy principal has different duties.

Deputy Principals as part of a healthy and efficient school organizational structure generally consist of curriculum affairs, financial administration and infrastructure facilities, as well as student affairs and public relations affairs or others according to the needs of the school. These tasks are actually the responsibility of the principal, but in accordance with the principles for the efficiency and effectiveness of school management in achieving target goals, some of these tasks and responsibilities are delegated to deputy principals (Ningsih, 2020: 20).

<sup>11</sup> The Deputy Principal for Student affairs is <sup>1</sup> the Intra-School Student Organization in a school that is responsible for the management and development of student-related activities. This role covers various aspects, such as fostering student personality, managing student discipline, organizing extracurricular activities, organizing new student orientation activities, and handling various issues related to student welfare and achievement. The Deputy Principal for Student affairs is also generally responsible for guiding, directing, controlling student activities/Intra-School

Student Organization in order to enforce school discipline and rules as well as the selection of administrators.

<sup>10</sup> The Deputy Principal for Student Affairs has the task of planning and implementing the learning process, providing guidance and training, conducting assessments, and actively helping to implement various learning programs. To mobilize and encourage students to be enthusiastic in learning, and encourage students to really master the subject matter studied. The deputy principal of the student affairs section also helps students <sup>2</sup> to be able to get guidance in accordance with their talents, interests and abilities. According to Ningsih (2020: 10), in simple terms, the deputy principal of the student affairs section can be defined as a functional teacher who is assigned to take care of students in a school where the teaching and learning process is held, or a place where there is a teacher who gives lessons and students who receive lessons.

SMAS St. Xaverius Gunungsitoli itself is one of the favorite schools in the city of Gunungsitoli. The school is located on Jalan Nilam no. 07, Kelurahan Ilir, Gunungsitoli, North Sumatra. Apart from being a school located in the middle of the city, the school is also under the auspices of the Budi Bakti Foundation of the Sibolga Diocese, this foundation has already established many excellent schools across Indonesia. The Intra-School Student Organization at SMAS St. Xaverius Gunungsitoli is one of the places that students pursue to be used as a place to learn to become a leader through internal school organizations. In addition to learning to be a leader, there are also many scholarships given to the leaders and members of the Intra-School Student Organization when they finish their high school studies.

According to Kanisius in Bantam (2022: 93-94), <sup>12</sup> Intra-School Student Organization is the only legal student organization in schools that was formed as a form of government attention to student development. The purpose of the establishment of the Intra-School Student Organization is based on the background, history of the establishment of the Intra-School Student Organization, and various situations, namely:

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First, to gather ideas, thoughts, talents, creativity, and interests of students into one place that is free from various negative influences from outside the school. Second, to encourage the attitude, and spirit of unity among students, so that there is a pride to support the role of the school as a place for the implementation of the teaching and learning process. Third, as a place and means to communicate, convey thoughts and ideas in an effort to further mature thinking, insight and decision-making skills.

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To achieve the objectives of the establishment of the Intra-School Student Organization, each candidate must meet the requirements. These requirements include being a student with good behavior as evidenced by the homeroom teacher and counseling guidance teacher, good report card scores, and having a good relationship with teachers and students. Then, the Intra-School Student Organization coach will submit the candidates to all teachers and staff to ask for approval whether they can run as candidates or not. In addition, the candidates must have a good leadership spirit, honesty, and responsibility and other things that support themselves to become a chairman or vice chairman of the Intra-School Student Organization, this can be assessed by teachers or the school community on the daily lives of the Intra-School Student Organization candidates.

With the existence of the Intra-School Student Organization, there is an impact that occurs on students in it. According to Noviyanti (2022), the impact that can be felt if students participate in Intra-School Student Organization activities is that they have a lot of great experiences, such as intra-organizational experience, interacting with fellow students and teachers, taking responsibility for being a member of the Intra-School Student Organization, increasing self-confidence in class while learning, increasing courage in expressing opinions, developing creativity and increasing the discipline of the Intra-School Student Organization management.

Because the Intra-School Student Organization is one of the forums for students in their daily expression, it is necessary to make efforts to improve the work ethic of the Intra-School Student Organization itself. According to Noviyanti (2022), in terms

of improving the work ethic of the Intra-School Student Organization, student management is needed to assist in planning, developing and providing training to Intra-School Student Organization members in order to achieve the desired goals. In addition, the impact of student management in improving the work ethic of the Intra-School Student Organization must also be felt by members of the Intra-School Student Organization, because if student management can encourage and improve the work ethic of the Intra-School Student Organization, the objectives of student management can be said to be achieved. And of course the coaching is carried out by the Intra-School Student Organization coach, namely the Deputy Principal for Student Affairs.

Because the Intra-School Student Organization is one of student management, it needs efforts from student management functions to achieve goals and expectations to improve the work ethic of the Intra-School Student Organization itself. In this case, to improve the work ethic of the Intra-School Student Organization, student management is needed to help plan, develop and provide training to members of the Intra-School Student Organization to achieve planned goals. In addition, the impact of student management in improving the work ethic of the Intra-School Student Organization must also be felt by members of the Intra-School Student Organization, because if student management can encourage and improve the work ethic of the Intra-School Student Organization, the objectives of student management can be said to be achieved.

According to Dwi P et al in Iqbal et al., (2024), organizations are places where we share ideas and views, and work together in a systematic and planned way using various resources. Through organizations, we are encouraged to continue to develop personally in order to compete and achieve achievements in the work environment. This achievement is influenced by several factors that increase effectiveness in carrying out individual tasks and responsibilities. One of the most important factors is organizational commitment which is influenced by leadership, enthusiasm and individual work ethic.



9 Work ethic is the main thing in carrying out work to achieve excellence in mind and character the results in superior work and performance. 9 Work ethic is said to be a determining factor in the success of individuals, groups, institutions and also the nation in achieving its goals (Noviyanti, 2022). Work ethic is an attitude that gives birth to the belief that work is not only for its own sake and shows its humanity, but also as a motivation for positive behavior, good principles, and moves also use a code of ethics in action.

With the creation of a good Intra-School Student Organization work ethic, this will have an influence on the design of activities that they will carry out daily in the school environment. Intra-School Student Organization will be more committed to the duties and responsibilities within the school environment. Intra-School Student Organization must also be able to apply a disciplined attitude, worthy of being an example to other students and able to collaborate or cooperate with fellow students.

From the initial observation, it was found that St. Xaverius High School is one of the schools in Gunungsitoli City. When creating or implementing activities, SMAS St. Xaverius always involves 1 the Deputy Principal of Student Affairs in each of its work programs. The student management program can run smoothly because of the cooperation of related parties and the student council there. Achievements at St. Xaverius Gunungsitoli High School include 1st place in the Digital Comic competition in FLS2N in Gunungsitoli City, 1st place in Geography in Gunungsitoli City, 3rd place in poetry creation competition in Gunungsitoli City, 3rd place in the National Catholic Religious LCC competition held in Semarang and many more. These achievements can be achieved because the potential, talents and interests of students can be channeled into extracurricular activities at school. In addition, 11 the Deputy Principal for Student Affairs gives a form of attention to students to always develop and channel their potential into extracurricular activities and every time there is a competition both from the city and provincial levels, because to hone the extent of their potential so far and to make it an experience while at school.



In improving the work ethic possessed by the Intra-School Student Organization at SMAS St. Xaverius Gunungsitoli, it is still lacking, for example, the lack of involvement of Intra-School Student Organization members in planning, development and training. It is known that student planning, development and training in improving the work ethic of the Intra-School Student Organization is very necessary, for example, if there is a small or large event at school, the Intra-School Student Organization will be involved to help prepare the event. If members of the Intra-School Student Organization have a good work ethic, the success of the event will be easy to achieve. In addition, to find out the impact of student management in increasing the work ethic of the Intra-School Student Organization is also needed, it can be seen from the work ethic of the Intra-School Student Organization at every event held by the school. From this, of course, it will be known whether the vice principal of student affairs has a good impact, especially on increasing the work ethic of the Intra-School Student Organization or not. Given the importance of student management in improving the work ethic of the Intra-School Student Organization, it is necessary to implement good student management. In order to create superior and quality human resources.

Based on the description above, researchers want to conduct research to better understand and find out how the role of the deputy principal with the work ethic of the Intra-School Student Organization. So the researcher conducted a study with the title **"Analysis Of The Role Of The Deputy Principal For Student Affairs In The Development And Improvement Of The Intra-School Student Organization Work Ethos At SMAS St. Xaverius Gunungsitoli in 2023/2024"**.

## **1.2 Focus of the Research**

1. To analyze the role of the deputy principal in developing and improving the quality and work ethic of the Intra-school Student Organization at SMAS St. Xaverius Gunungsitoli.
2. To analyze the deputy principal's strategy in improving and increasing the quality and work ethic of the Intra-School Student Organization at SMAS St. Xaverius Gunungsitoli.

### 1.3 Formulation of the Problem

1. What is the role of the deputy principal for student affairs in developing and improving the work ethic of the Intra-School Student Organization at SMAS St. Xaverius Gunungsitoli?
2. What are strategies of the Deputy Principal for Student Affairs use when developing students involved in Intra-School Student Organizations so that these students have improved quality and work ethic, and can be responsible in each of their tasks?

### 1.4 Objective of the Research

To know the role and strategy of the deputy principal in developing and improving the quality and work ethic of the Intra-school Student Organization at SMAS St. Xaverius Gunungsitoli.

### 1.5 Significance of the Research

There are several uses of this research, namely:

1. For researchers, this research provides knowledge and experience to analyze the role of Deputy Principal for Student affairs in the development and improvement of the intra-school student organization work ethos. And as an initial research and a valuable insight for future roles in the student affairs department.

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- a. For teachers, this research can be used as reference material for the performance of school principals in managing human resources to achieve good and quality educational goals. This would also provide a broader understanding of the responsibilities of the Deputy Principal of Student Affairs.
  - b. For students, this research can increase students' understanding of organization and deepen their knowledge about organizational styles in schools. And how important the Deputy Principal of Student Affairs is in guiding the Intra-School Student Organization.
  - c. For future researchers, it is hoped that this research will become a guide and reference source for further research.

## **CHAPTER II REVIEW OF RELATED LITERATURE**

## 2.1 THEORETICAL FRAMEWORK

### 2.1.1 Role of the Deputy Principal for Student Affairs

The Deputy Principal for Student Affairs has a central role in handling student discipline with the assistance of other teachers. According to Wicaksono (2018: 4), the Deputy Principal for Student Affairs is a position given by the Principal or an authorized institution to assist the Principal's duties in handling students. Because the main task of the deputy principal for student affairs is as an administrator who is given responsibility for the field of student activities at school in terms of action, development and guidance. According to Paudi and others (2020: 4), middle leaders in school organizations (the deputy principal for student affairs in academic, student affairs, infrastructure, and public relations) play an important role in developing and maintaining the nature and quality of the student learning experience. How they do this is strongly influenced by the circumstances in which they work.

The performance indicators of the deputy principal for student affairs in the field of student affairs consist of six descriptors, namely:

- (1) Compiling a schedule of student coaching activities,
- (2) Briefing the new student admission device (PPDB),
- (3) Fostering student council administrators,
- (4) Fostering the implementation of school discipline,
- (5) Create student activity programs, and
- (6) Make a report on student activities.

In addition, there are also several tasks of the deputy principal for student affairs to assist the performance of the school, including:

1. Managing the program and implementation of guidance and counseling
2. Organizing and coordinating the implementation of 7k (security, cleanliness, order, beauty, kinship, health and shade)

3. Organizing and fostering student council activity programs including Scouting, youth red cross, (PMR), youth scientific group (KIR), school health effort (UKS), school security patrol (PKS), Paskibra.
4. Organizing the flash Pesantren program.
5. Developing and organizing the selection of exemplary students for the school.
6. Organizing quizzes, sports achievements
7. Selecting candidates to be nominated for scholarships

According to Fitriani (2019: 9), achieving the goals of national education requires the active role of various parties, who can mobilize all educational resources. One of these education managers is the deputy principal, especially the deputy principal in the field of student affairs, which is among the educational components that play the most play role in improving the quality of education. The deputy principal in the field of student affairs must realize that the central point of the school's goal is to provide an educational program that is planned to meet the needs related to education, personal and community needs and individual interests of students.

According to Ningsih (2020: 13), specifically in the field of student affairs, the duties of the deputy principal include the following:

- a. Developing student activity programs, especially extracurricular activities.
- b. Carrying out student guidance in 5K, wearing uniforms, carrying out ceremonies and daily behavior.
- c. Provide direction in organizing student activities.
- d. Coordinating extracurricular activities.
- e. Organizing and supervising outgoing student visits and receiving outside guests.
- f. Organizing and supervising the implementation of the new student introduction period.
- g. Make reports on extracurricular activities.

From the definition according to the experts above, the researcher concludes that the Deputy Principal for Student Affairs is an individual who is responsible for various activities and affairs related to students in a school. His duties include monitoring and managing students' academic and non-academic achievements, handling disciplinary problems, developing guidance and counseling programs, and coordinating various extracurricular and intra-curricular activities involving students through organizations within the school (Intra-School Student Organization). The Deputy Principal for Student Affairs usually acts as a liaison between students, teachers and parents in matters relating to the development and welfare of students at school.

### 2.1.2 Definition of Intra-School Student Organization

According to Mahfiro (2023: 15), OSIS stands for Intra-School Student Organization which is an organization managed to develop students' abilities and creativity that facilitates students to learn to do tasks according to their respective duties and responsibilities.

Based on the Regulation of the Minister of National Education of the Republic of Indonesia Number 39 of 2008 concerning Student Development Article 4, "Student Organizations in Schools are in the form of Intra-School Student Organizations and are official Organizations in Schools". Thus, it is required for each school to hold and foster an Intra-School Student Organization (OSIS) which is a forum for students as well as a motivator for other students within the scope of education, namely schools so that educational goals are achieved.

According to the SMAN 1 Dramaga Intra-School Student Organization Work Program 2019/2020, the definitions of the Intra-School Student Organization are:

1. Semantically

In the Decree of the Director General of Primary and Secondary Education No. 226/C/Kep/0/1992, it is stated that student organizations in schools, each words of which have the meaning of:

- a. Organization, in general, is a group of cooperation between individuals held to achieve a common goal. The organization in this case is intended as a unit or group of cooperation of students formed in an effort to achieve a common goal, namely supporting the realization of student development;
- b. Students, are learners in primary and secondary education units.
- c. Intra, means located within and between. So that a student organization that exists within and within the school concerned;
- d. School, is an educational unit where teaching and learning activities are organized, which in this case are elementary schools and secondary schools or equivalent schools.

## 2. Organizationally

<sup>12</sup> The Intra-School Student Organization is the only legal student organization at school. Therefore, every school is obliged to form an Intra-School Student Organization, which has no organizational relationship with Intra-School Student Organizations in other schools and does not become part/tool of other organizations outside the school.

## 3. Functionally

In the context of implementing educational policies, especially in the field of student development, the meaning contained further in the definition of the Intra-School Student Organization is as one of the four paths of student development, in addition to the three other paths, namely: leadership training, extracurricular activities, and Wiyatamandala insight.

## 4. Systemically



If the student council is seen as a system, it means that the student council is a place of life for groups of students who work together to achieve common goals. In this case, Intra-School Student Organization is seen as a system, where a group of students coordinate in an effort to create an organization that is able to achieve its goals.

Because the student council as a system is characterized by several main characteristics, namely:

- a. Goal-oriented
- b. Has a group life structure
- c. Has a number of roles
- d. Coordinated
- e. Continuous within a certain time

The Intra-School Student Organization is a good extra organization for developing *soft skills*. With this organization, it can form students to fortify themselves from negative activities (Noviyanti, 2022: 29). According to Kanisiusin Bantam (2022: 3), the Intra-School Student Organization is the only legal student organization in schools that was formed as a form of government attention to student development.

The purposes of the establishment of the Intra-School Student Organization are:

- a) First, to gather the ideas, thoughts, talents, creativity, and interests of the students into one place that is free from various negative influences from outside the school.
- b) Second, to encourage the attitude, spirit, and spirit of unity among students so that there is a pride to support the role of the school as a place for the implementation of the teaching and learning process.
- c) Third, as a place and means to communicate, convey thoughts and ideas in an effort to further mature thinking, insight and decision-making skills.

Based on the statements of the experts above, the researcher can conclude that the **Intra-School Student Organization is an organization that must** and is very good if there is a school. This organization can be used by students as a place to develop leadership, social skills, and a sense of responsibility for the school and the surrounding environment. Through activities organized **by the Intra-School Student Organization**, students can learn **to work** in teams, take initiative, and improve organizational and communication skills. In addition, this organization has an important role in coordinating student activities, voicing student aspirations, and assisting in decision-making in the school environment.

### 2.1.3 Definition of Work Ethos

Work ethic according to Mochtar Buchori in Rohmah (2018: 24) **can be interpreted as attitudes and views towards work, work habits, characteristics or traits regarding the way of work owned by a person, a human group or a nation. Work ethic is a fundamental attitude towards themselves and their world that is reflected in the real world.**

According to Erick Sulla, et al in the journal Nurrofiah and Falah, said that work ethic is the totality of himself and his way of expressing, seeing, believing and imposing something that encourages him to act and achieve his desires optimally (high performance). According to Iqbal and friends (2024: 6), work ethic is the next factor that can influence the achievement of a professional work organization, this relates to a person's psychology and affects performance improvement through attitudes, mindsets, and motivations that determine how strong a person's attachment to their work is. A high work ethic makes a person interested in the company because they allow them to work according to the principles and values that are considered appropriate.

According to Gunanto and Sunanik (2023), a good **work ethic is the totality of one's personality and the way of expressing, seeing, believing and giving meaning to**

something that encourages him to do his best. A good work ethic is shaped by two main things, namely orientation to the future and time discipline.

According to Idris (2023: 4), a person's good work spirit or work ethic is closely related to his personality, behavior and character. A good work ethic is a character that arises / is born because of the will and awareness of the individual himself based on a cultural value orientation system. A good work ethic is the totality of a person's personality as well as a way of expressing, seeing, believing and giving meaning to something that encourages him to do his best. A good work ethic is shaped by two main things, namely orientation to the future and time discipline.

According to Harsono and Santoso in Halim's research, et al (2021), state work ethic as a spirit of work based on certain values or norms. Work ethic is a cultural norm that supports a person to do and be responsible for their work based on the belief that the work has intrinsic value.

From the definitions according to the experts presented above, it can be concluded that, Work ethic refers to the values, attitudes, and beliefs that encourage a person to work earnestly, responsibly, and consistently in completing their tasks. This includes a commitment to achieving the best results, discipline in carrying out tasks, and a passion for continuous learning and development. By having a strong work ethic, a person will be more likely to achieve success in their career and life in general, as they will be able to maximize their potential and face challenges with a positive and determined attitude.

## **2.2 Conceptual Framework**

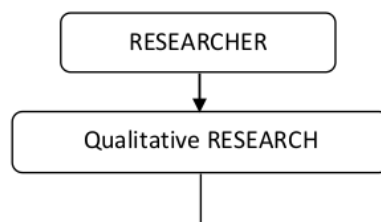
The conceptual framework in this study aims to provide direction in conducting research. It is a guideline to understand the flow of thought so that the analysis is more systematic. In this study, the researcher choose SMAS St. Xaverius Gunungsitoli, specifically a Deputy Principals for Students Affairs and one of the

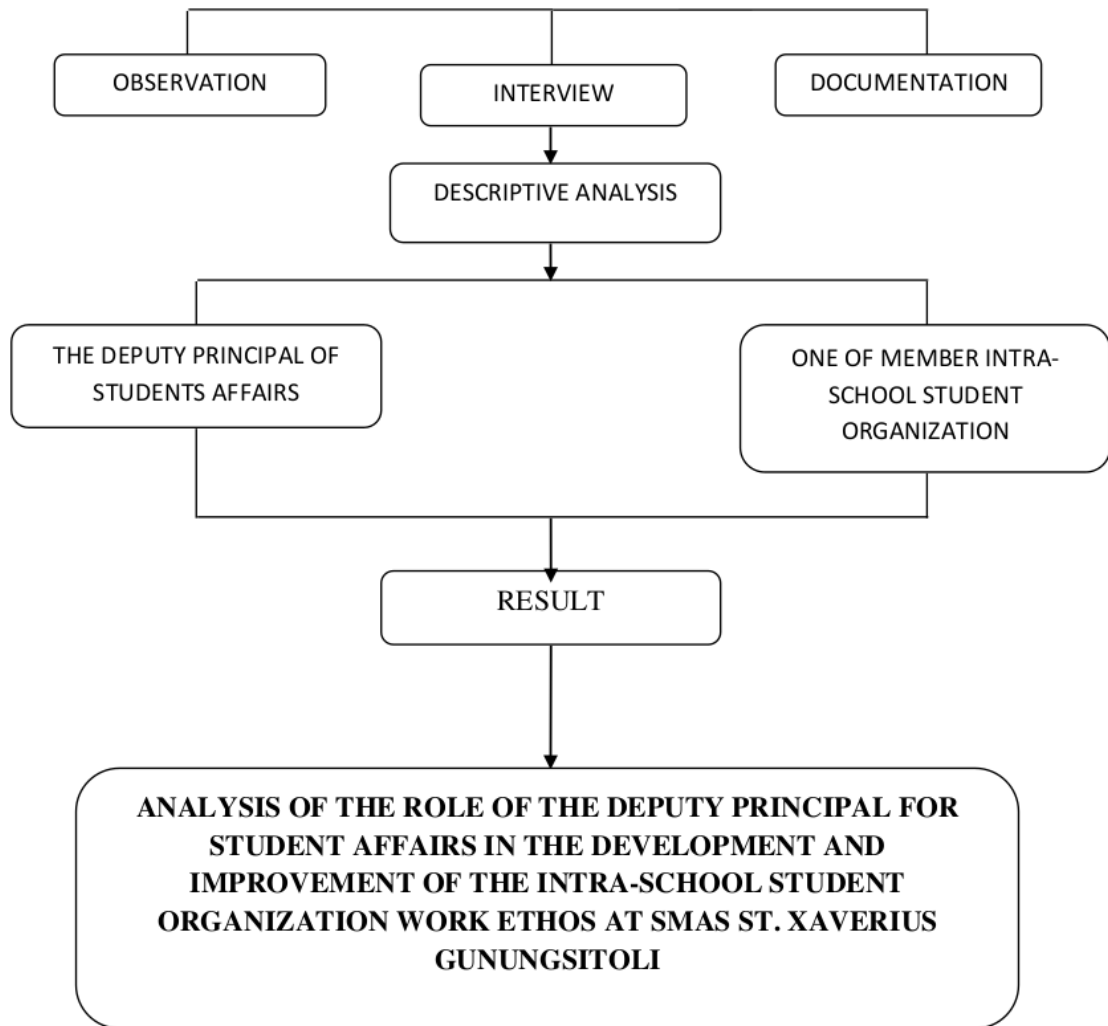
members of Intra-School Students Organization as research informants. This research was initiated by the gap between expectation and reality.

The focus of the research conducted by the researcher in this case is three scopes, namely the role and strategy that use by deputy principals for student affairs to development and improving work ethos of Intra-School Student Organization, then the effect of the effectiveness of the Intra-School Student Organization with the role of deputy principals for students affairs, and students perceptions and expectations to the Deputy Principals for Students Affairs. Therefore, researcher conduct research using qualitative research with a descriptive approach.

Then to collect data, the researcher will use instruments in the form of interview guidelines to Deputy Principals for Students Affairs and to a member of Intra-School Student Organization. After collecting data, the researcher will report the results of his research in accordance with the actual situation in the field based on existing data without making changes or adjustments to the circumstances and results of the data. Furthermore, researcher will analyze the data with some techniques, data collection, data reduction, data presentation, and conclusion drawing.

Furthermore, the conceptual framework of "Analysis of the Role of the Deputy Principals for Students Affairs in Development and Improvement Work Ethos of Intra-School Student Organization at SMAS St. Xaverius Gunungsitoli" is described in the following scheme:





**CHAPTER III**  
**RESEARCH METHOD**

### **3.1 Approach and Type of the Research**

This research will be conducted using qualitative research with descriptive methods. According to Straus and Corbin in the book *Qualitative Research Methods* (2023: 19) details that qualitative research can be used to examine community life, history, behavior, functionalization of organizations, social movements, or kinship relationships. Descriptive qualitative is a strategy that describes data systematically, factually, and accurately by trying to explore depth or deeper meaning (Kriyantono, 2020, p. 62).

In this research, researchers used descriptive qualitative to understand the role of the vice principal for student affairs to improve work ethic in intra-school student organizations in schools, especially at the research location that will be studied, namely SMAS St. Xaverius Gunungsitoli. By using qualitative descriptive methods, researchers will analyze and provide explanations and descriptions in the form of words and sentences which will be arranged in accordance with the results of the research that has been carried out.

### **3.2 Variables of the Research**

Research variables are components that have been determined by a researcher to be examined in order to obtain answers that have been formulated in the form of research conclusions. Variables are the main component in the research, therefore research will not run without the variables studied. Because variables are the main objects in research to determine variables, of course, it must be with theoretical support which is clarified through research hypotheses (Sahir 2022: 16).

In this research, there are two variables that can be identified, namely "the role of the Deputy Principal for Student Affairs" as the (independent) variable and "Work Ethic of the Intra-School Student Organization" as the "dependent" variable. The independent variable is the performance of the school principal which is expected to have an influence on the dependent variable, namely "Improved Work Ethic of Intra-School Student Organization".

### **3.3 Setting and Schedule of the Research**

The research will be conducted at SMA Swasta St. Xaverius Gunungsitoli, located at Jalan Nilam no. 07, Kelurahan Ilir, Gunungsitoli, North Sumatra. The choice of this location is based on the consideration that the problem under study can exist in this location. Apart from that, in terms of time and cost considerations, this research location can be reached by the author so that researchers can conduct research at that location. This research will be conducted in May 2024 until completion.

### **3.4 Source Data**

Data source in this research are subjects from which data can be obtained. If the researcher uses interview techniques in collecting data, the source of the data is called the respondent. If the researcher uses observation techniques, the source of the data can be in the form of moving objects or processes. If the researcher uses documentation, then the document or note is the source of the data.

The data source in this research is the Role of the Deputy Principal of Student Affairs in the Development and Improvement of the Intra-School Student Organization Work Ethos at SMAS St. Xaverius Gunungsitoli year 2023/2024. Data are obtained in three ways, namely observing when the deputy principle and all the member of Intra-School Student Organization conduct a meeting, then conducting interviews with the deputy principle and with the leader of Intra-School Student Organization, and the last is documentation.

### **3.5 Instrument of the Research**

According to Alhamid and Anufia (2019: 4), in qualitative research, researchers themselves collect data by asking, listening, and collecting data. Researchers can also ask for help from others to collect data. Data collection instruments are useful for measuring the data to be collected. This data collection instrument is basically inseparable from the data collection method.



In this study, researchers will use research instruments in the form of questions asked directly in the form of interviews, and recording devices, picture takers or documentation using cellphones.

### **3.6 Data Collecting Technique**

In this research, the author uses data collection techniques by collecting a number of data directly at SMAS St. Xaverius Gunungsitoli High School which is used as the research location. To obtain data in the field, the author uses several techniques that are considered to support the implementation of this research as follows:

a. Observation

According to Roni Hanitijo Soemetra in Fitriani (2019: 34), observation is an observation that is carried out deliberately, systematically regarding social phenomena with psychological symptoms for later recording.

In this case the researcher collecting the data as a data source. So the research subjects studied knew from the beginning to the end about the activities of the researchers. Researchers came and directly observed the objective conditions of SMAS St. Xaverius Gunungsitoli. The instruments in this observation technique are writing instruments, tools, to record the necessary data obtained in the field.

b. Interview

According to Fitriani (2019: 35), interviews are data collection techniques by means of direct question and answer / dialogue, which are carried out between the interviewer and the respondent to obtain the desired information, using various media such as writing tools, electronic median voice recorders with the information needed.

In this research, researchers will conduct interviews with the deputy principal of student affairs to get clearer information and definite information to improve the work ethic of the intra-school student organization.

c. Documentation

The documentation method is to find data about things or variables in the form of records, transactions, books, newspapers, magazines, inscriptions, meeting minutes, agendas, and so on.

Based on this understanding, researchers will use writing and images in this research as information that supports the research being carried out.

### **3.7 Data Analysis Technique**

Data analysis in this study is the process of searching, compiling and analyzing data which is the result of systematic interviews so that it is easy to understand and of course can be informed to others.

The data analysis techniques used in this study consist of three types, namely:

1. Data Reduction

Etymologically, reduction means reduction or cutting. Reductionism theories or procedures simplify symptoms, data and so on that compels so that it becomes simple data. Associated with reduction research means selecting data so that it is relevant to the discussion. Data reduction is applied to the results of interviews by reducing words that are considered by researchers to be incompatible with this research, such as informant jokes and the like. (Fitriani, 2019: 38).

2. Presentation of data

Presentation of data is presenting data that has been reduced in some particular models to avoid misinterpretation of the data. In this case, a number of data are summarized the next step presents the data into the core of the discussion which is distributed in the results of research in the field.

3. Data Verification

Data verification is the existence of a conclusion drawn by the researcher on the data. The data verification technique that researchers use in this study is based on the research objectives to be achieved, namely to describe the efforts of the Deputy Principal for Student Affairs in improving the Work Ethic of the Intra-School Student Organization at SMAS St. Xaverius Gunungsitoli.

## **CHAPTER IV**

### **RESULTS AND DISCUSSION**

#### **4.1 Overview of Research Background**

1. History of the Establishment of SMAS St. Xaverius Gunungsitoli

SMAS St. Xaverius Gunungsitoli is one of the high schools managed by the Sibolga Diocese Budi Bakti Foundation. SMAS St. Xaverius Gunungsitoli was founded as one of the Church's real works in the world of education.

SMAS St. Xaverius Gunungsitoli was founded and began accepting new students in 1984. It was dedicated under the protection of a Saint named Santu Fransiskus Xaverius.

Francis Xavier was a saint in the Catholic Church in 1662 by Pope Gregory XV; and by Pope Pius As a missionary warrior, he was very active in establishing schools and with a very heroic spirit preached the Gospel to the nations of Asia, including Indonesia. So according to its name, this school is named Xaverius High School, with the hope that the spirit and soul of Santu Fransiskus Xaverius will be lived and lived by Xaverius High School and all its residents in carrying out its vision and mission.

## 2. Geographical location of SMAS St. Xaverius Gunungsitoli

SMAS St. Xaverius Gunungsitoli is located in the Tabita Complex, Jalan Nilam no. 07, Ilir Village, Gunungsitoli City, North Sumatra.

## 3. Vision, Mission and Mars of SMAS St. Xaverius Gunungsitoli

### a. Vision

The vision of SMAS St. Xaverius Gunungsitoli is "Creating people who are faithful, intelligent, devoted, have character, excel in mastering science and technology."

### b. Mission

The mission of SMAS St. Xaverius Gunungsitoli is:

- Develop a religious attitude
- Developing critical, creative and innovative attitudes
- Equip students to master science and technology
- Preparing students who have competitiveness in a global society

- Instilling an attitude of caring for the environment and love of culture.

c. Mars

The mars from SMAS St. Xaverius Gunungsitoli, namely:

Dengan iman pelita sukma,  
ikut serta membangundunia  
Sbagai amal bakti diri  
mewujudkan tujuan pendidikan

Dengan semangat Pancasila,  
kami bulatkan tekad hati  
mengejar ilmu dan trampil  
dukung program pendidikan

Reff:

Kibarkan panji satyamu,  
kobarkan smangat baktimu  
Satu derap langkah maju demi kejayaan bangsa

SMA Santu Xaverius  
sbagai misi Gereja dan bangsa  
Slalu sedia berjuang  
menghapuskan kebutaan hati

Satu iman dan satu hati  
berkoban tuk greja dan bangsa  
Menghadirkan kristus jaya  
di tengah dunia yang nyata

4. The situation of the SMAS St. Xaverius Gunungsitoli Intra-School Student Organization (OSIS)

**Table 4.1 Condition of the Intra-School Student Organization (OSIS) of  
SMAS St. Xaverius Gunungsitoli**

No.	Name of Intra-School Student Organization (OSIS)	Position
1.	Albert Zega	Chairman
2.	Cleo Caroline Zamago	Vice Chairman
3.	Laurensius Haga Jhosephvan Daeli	Secretary
4.	Nancy Marantika Gulo	Deputy Secretary
5.	Lysias Bernard Mendrofa	Treasurer
6.	Enjelika Melta Gulo	Coordinator for Security Development and Piety towards Almighty God
7.	Fiktor Putra Mei Halawa	Coordinator for the Development of Noble Character or Noble Morals
8.	Daren Notatema Daeli	Coordinator for the Development of Superior Personality, Insight, Nationalism and National Defense
9.	Alza Zwingli Gea	Coordinator for Academic, Arts and Sports Achievement Development According to Talents and Interests

10.	Peace Benedict Telaumbanua	Coordinator for Human Rights Democracy Development, Political Education, Environment, Sensitivity, Social Tolerance in the Context of a Plural Society.
11.	Michael Lase	Coordinator for Creativity, Skills and Entrepreneurship Development.
12.	Neva Gloria Mendrofa	Coordinator for Physical Quality, Health and Nutrition Development Based on Verified Nutrition Sources.
13.	Dwi Putri Meisari Waruwu	Coordinator for Literary and Cultural Development
14.	Lysias Bernard Mendrofa	Information and Communication Technology (ICT) Coordinator
15.	Joyce Caryn Angelina Lahagu	Coordinator for Communication Development in English.
16.	Mariana Sepvia Meydar Maria Gea	Member
17.	Firmina Fitriani Zai	Member
18.	Golden Burlian Zega	Member



19.	Vista Gracesia Waruwu	Member
20.	Ryan Septian Ndruru	Member
21.	Erniat Telaumbanua	Member
22.	Charles Alden Notatema Nazara	Member
23.	Grace Saint Margaretha Gulo	Member
24.	Gisya Brigita Lidwina Ziliwu	Member
25.	Kenzhou Arthur Siwa Desman Mendrofa	Member
26.	Vaustin Hillary Hagaini Harefa	Member
27.	Gisela Elwinda Putri Halawa	Member
28.	Kristian Aldo Gulo	Member
29.	Felicia Lim	Member
30.	Antonia Mentari Harefa	Member
31.	Theresia Inshani Mendrofa	Member
32.	Ignatius Valdis Belvelzen Zamasi	Member
33.	Keyla Keisha Dachi	Member
34.	Agnell Bertha Marchen Lase	Member
35.	Henny Laurensia	Member

There are 35 Intra-School Student Organization (OSIS) administrators at SMAS St. Xaverius Gunungsitoli consisting of 5 core administrators who serve as chairman,

deputy chairman, secretary, deputy secretary and treasurer. Apart from the core administrators, there are 9 coordinators for each field and the rest are administrator members from various fields in the Intra-School Student Organization (OSIS).

## **4.2 Data Exposure**

### **1. The Role of the Deputy Principal for Student Affairs in the Development and Improvement of the Intra-School Student Organization (OSIS) Work Ethic at SMAS St. Xaverius Gunungsitoli**

In an effort to improve the quality of Intra-School Student Organization (OSIS), the role of the Deputy Head of Student Affairs cannot be ignored. The Deputy Principal for Student Affairs has a very important role in the development and improvement of the Intra-School Student Organization (OSIS) work ethic. The Intra-School Student Organization (OSIS) cannot carry out all activities well without encouragement from the deputy principal for student affairs. The preparation of Intra-School Student Organization (OSIS) programs for each academic year cannot be prepared without first having a deputy principal for student affairs. As the results of an interview with Miss Meniati Lase as deputy principal for student affairs, namely:

"Starting from preparing and ratifying Intra-School Student Organization (OSIS) programs, accompanying Intra-School Student Organization (OSIS) administrators to carry out meetings in implementing Intra-School Student Organization (OSIS) activities in the field, always monitoring and following developments in Intra-School Student Organization (OSIS) performance, providing suggestions, advice or improvements to Intra-School Student Organization (OSIS) performance and always accompanying every Intra-School Student Organization (OSIS) activity ."

Apart from that, the deputy principal for student affairs plays a very important role in encouraging each member of the Intra-School Student Organization (OSIS), both in organizing the Intra-School Student Organization (OSIS) in implementing the

program. As stated by Albert Zega as chairman of the student council of SMAS St. Xaverius Gunungsitoli, namely:

"The Deputy Principal for Student Affairs has a very important role. As a Deputy Principal Coach, I play a role in providing encouragement to Intra-School Student Organization (OSIS) members, always providing solutions if there are problems in program implementation and always being there for the Intra-School Student Organization (OSIS), whether they face the joys or sorrows they face."

The Deputy Principal for Student Affairs as the Intra-School Student Organization (OSIS) Supervisor must ensure that all Intra-School Student Organization (OSIS) programs must run in accordance with the school's vision and mission and must not deviate. This was conveyed by Miss Meniati Lase during the interview, namely:

"Of course, the formation of each program must be in line with the school's vision and mission. For example, in the school's vision and mission, there is something that says, to create people who believe and foster religious attitudes, so there are several Intra-School Student Organization (OSIS) programs that lead to this, for example every There must be a class representing at least 2-3 people at the monthly Mass held in the church, then every day there will still be a worship leader for the ceremony/morning assembly, Angelous prayer and going home prayer. And for competitions, there are LCTA, sermon competitions, and so on."

Of course, in carrying out his role as Intra-School Student Organization (OSIS) Supervisor, the Deputy Principal for Student Affairs often finds a lack of interest among some students in carrying out the programs that have been determined by the Supervisor and Intra-School Student Organization (OSIS). In this case, the deputy principal for student affairs plays a role in inviting students to participate because this activity or program aims to improve the quality of the school. As stated by Miss Meniati Lase, namely:

"Usually what I do is call someone who doesn't agree with the Intra-School Student Organization (OSIS) activities. I will invite him to discuss what makes him disagree with this activity and then provide an understanding that the activity he is going to do is a joint activity whose aim is to improve the quality of the school."

Sometimes, the Deputy Principal for Student Affairs finds Intra-School Student Organization (OSIS) members who often miss activities or meetings because they are tired or lazy to participate in these activities, so the Deputy Principal for Student Affairs plays a role in providing confirmation to these members. As stated by the President of the Intra-School Student Organization (OSIS), Albert Zega, namely:

"Sometimes when there is a meeting there are members who are absent, absent, or lazy to take part in the activities or meetings being held, so the Deputy Head of Student Affairs as the Intra-School Student Organization (OSIS) Supervisor will call these members, either giving advice, suggestions or confirmation to these members so that there will be updates in the future."

In carrying out his role, the Deputy Principal for Student Affairs certainly has challenges. One of them is because there are several students who have just joined the organization, so they don't understand their main duties in the Intra-School Student Organization (OSIS) and also their lack of insight into the organization. This was expressed by Miss Meniati Lase S.Pd when interviewed, namely:

"The first challenges are when Intra-School Student Organization (OSIS) members join the organization for the first time, of course they lack insight and experience, but as time goes by, we will indirectly guide and direct them, then the second is when there are differences of opinion between Intra-School Student Organization (OSIS) members. one or the other, here we as coaches will take the middle path, see which is the better thing to do and provide understanding to them."

Apart from that, there are several other challenges faced by the Deputy Principal for Student Affairs and the Intra-School Student Organization (OSIS) Chair, where

because there are so many suggestions and input from various parties it makes it difficult for them to decide on something, apart from that if there are programs that are implemented outside the school or in collaboration with other schools they have problems in meeting certain individuals within the school, then in the budget or finance section, they have difficulty in budgeting the costs they incur because of the limited funds they have and the large number of programs carried out each semester. These obstacles were stated by Albert Zega as chairman of the Intra-School Student Organization (OSIS):

"Of course there are obstacles, including: it is difficult for us to make decisions because there are many different suggestions from various parties. Then, if there is a program that is implemented outside the school or in collaboration with other schools, the problem is that it is difficult to meet the teachers concerned there, then each school has different regulations, so you have to be very wise in determining or preparing something. Lastly, the budgeting section is also difficult, due to the large number of programs and limited Intra-School Student Organization (OSIS) finances."

Based on the description of the interview results, it can be concluded that the Deputy Principal for Student Affairs plays a very important role in developing and improving the quality and work ethic of the Intra-School Student Organization (OSIS). The Deputy Principal for Student Affairs plays a role in compiling and approving programs and accompanying the Intra-School Student Organization (OSIS) in meetings or conferences held by the Intra-School Student Organization (OSIS), then the Deputy Head of Student Affairs monitors and makes improvements if there are weaknesses in the Intra-School Student Organization (OSIS) activities. Apart from that, the role of the vice president of student affairs in motivating Intra-School Student Organization (OSIS) members is also very important. The Deputy Principal for Student Affairs also plays a role in ensuring that each activity or program is in accordance with the school's

vision and mission. Lastly, the Deputy Principal for Student Affairs plays a role in providing solutions if there are challenges or obstacles faced by the Intra-School Student Organization (OSIS).

## **2. Strategy of the Deputy Principal for Student Affairs in the Development and Improvement of the Quality and Work Ethic of the Intra-School Student Organization (OSIS)**

To strengthen his role as Intra-School Student Organization (OSIS) supervisor, the Deputy Principal for Student Affairs must have a strategy in developing and improving the quality and work ethic of the Intra-School Student Organization (OSIS). The Deputy Principal for Student Affairs generally always provides motivation, mentoring, monitoring, affirming and supporting every activity carried out by the Intra-School Student Organization (OSIS). This was stated by Miss Meniati Lase, S.Pd as Deputy Principal for Student Affairs, namely:

"Starting from every meeting that is held, I have to know when the meeting is held, so that I can provide direct assistance. I have to be able to attend every meeting they hold to be able to give them input and make improvements. Without my presence as Intra-School Student Organization (OSIS) Supervisor, Intra-School Student Organization (OSIS) members could freely do anything and could go outside the vision/mission or school rules. For this reason, Intra-School Student Organization (OSIS) supervisors must be able to attend every meeting held. After accompanying me, I had to monitor how the Intra-School Student Organization (OSIS) was performing. Whether everything goes well or not. "After monitoring, the Intra-School Student Organization (OSIS) Trustees will carry out routine evaluations on each Intra-School Student Organization (OSIS) work program that is already running."

The Deputy Principal for Student Affairs usually indirectly shows the strategies he has implemented to improve the quality of the Intra-School Student Organization (OSIS). However, according to Albert Zega as Chair of the Intra-School Student Organization (OSIS), everything that the Deputy Principal for Student Affairs did to improve their work ethic, had a very good effect on developing and improving the work ethic of the Intra-School Student Organization (OSIS).

"Of course, he has indirectly demonstrated the strategy provided by the Deputy Principal so far. However, from what I have noticed he always provides motivation, affirmation and attention to us Intra-School Student Organization (OSIS) administrators. He usually provides motivation and attention directly and often also via social media or chat. This is very good and has an effect on our performance. We will be more enthusiastic and active again in carrying out our duties."

Apart from the things mentioned above, the strategy carried out by the Deputy Principal for Student Affairs is to collaborate with various parties, both outside the school and especially within the school. This was conveyed by Miss Meniati Lase S.Pd as Deputy Principal for Student Affairs.

"Of course, I will also collaborate with various parties. This collaboration can be held inside or outside the school. In schools, collaboration is carried out with teachers. Meanwhile, outside of school, you can collaborate with other schools or other organizations outside of school. An example of collaboration that has been carried out is when holding friendly matches with schools in the city of Gunungsitoli. Of course, in its implementation there must be collaboration between teachers and the Intra-School Student Organization (OSIS) in each school you want to go to."

Apart from collaborating, the Deputy Principal for Student Affairs always conducts evaluations of the Intra-School Student Organization (OSIS). Which is always held regularly every times a program is completed. This evaluation is important

to carry out so that improvements and suggestions can be made to improve the quality of Intra-School Student Organization (OSIS) performance. This was conveyed by Albert Zega as Chairman of the Intra-School Student Organization (OSIS) when interviewed, namely:

"If there are challenges or difficulties we face in the program, he will hold an evaluation meeting led directly by him and held according to his instructions. At this meeting, opposition to improvements will be discussed and suggestions or input will be asked from other teachers to come to conclusions or decisions. "With these meetings, all arguments can be accommodated and discussing important matters will be much more effective and structured."

Through the results of the interviews described above, it can be concluded that the strategy carried out by the Deputy Principal for Student Affairs in developing and improving the quality and work ethic of the Intra-School Student Organization (OSIS) is to assist the Intra-School Student Organization (OSIS) in compiling and ratifying programs and accompanying the Intra-School Student Organization (OSIS) at each meeting. Then provide input, suggestions, motivation and improvements through evaluation and then collaborate with various parties.

#### **4.3 Discussion**

##### **1. The Role of the Deputy Principal for Student Affairs in Developing and Improving the Intra-School Student Organization (OSIS) Work Ethic at SMAS St. Xaverius Gunungsitoli**

The Deputy Principal for Student Affairs is a structural position in the school which is directly responsible to the principal in managing all matters relating to student activities. The Deputy Principal for Student Affairs has a very crucial role in forming and improving the work ethic of the Intra-School Student Organization (OSIS). As the spearhead in managing student activities, the Deputy Head of Student Affairs has direct responsibility in guiding and directing the Intra-School Student Organization (OSIS) so that it has good enthusiasm and work ethic.



Based on research into the role of the Deputy Principal for Student Affairs in the Development and Improvement of the quality and work ethic of the Intra-School Student Organization (OSIS), the following results were obtained:

The Deputy Principal for Student Affairs as the coordinator of the Intra-School Student Organization (OSIS) Trustees plays a role in preparing the program together with teachers and Intra-School Student Organization (OSIS) administrators. In this preparation, they will determine what programs they will implement for one year together with the Intra-School Student Organization (OSIS). During this preparation activity, they will determine which old Intra-School Student Organization (OSIS) programs they will continue, and which ones they will reduce or add to. The Deputy Principal for Student Affairs must ensure that everything that is programmed is in line with the school's vision and mission.

After preparing it, the program that has been prepared will be ratified. This approval must be in accordance with the approval of the Principal, Teachers and Intra-School Student Organization (OSIS) administrators.

Apart from preparing and ratifying the Intra-School Student Organization (OSIS) work program, the Deputy Principal for Student Affairs plays a role in monitoring the Intra-School Student Organization (OSIS) work program that is being or will be implemented. Then the Deputy Principal for Student Affairs will make improvements if there are deficiencies in what has been done or carried out by the Intra-School Student Organization (OSIS) administrators. The Deputy Principal for Student Affairs will continue to encourage the Intra-School Student Organization (OSIS) administrators by providing them with suggestions, input, solution if there are difficulties for the administrators, as well as always providing affirmation and enthusiasm in carrying out their duties as Intra-School Student Organization (OSIS) administrators every day.

The Deputy Principal for Student Affairs plays the above important role in achieving national education goals. This is in line with the theory put forward by Fitriani (2019:9), achieving the goals of national education requires the active role of various parties, who can mobilize all educational resources. One of these education

managers is the deputy principal, especially the deputy principal in the field of student affairs, which is among the educational components that play the most roles in improving the quality of education. The deputy principal in the field of student affairs must realize that the central point of the school's goal is to provide an educational program that is planned to meet the needs related to education, personal and community needs and individual interests of students.

The Deputy Principal will of course continue to play a role every day, because the Intra-School Student Organization (OSIS) activities or programs take place from the time they enter school in the morning until the afternoon activities are finished. Of course, the deputy principal for student affairs plays a total role in continuing to develop and improve the quality and work ethic of The Intra-School Student Organization (OSIS).

## **2. The strategy used by the Deputy Principal for Student Affairs in Developing and Improving the Quality and Work Ethic of the Intra-School Student Organization (OSIS) at SMAS St. Xaverius Gunungsitoli**

Because the Deputy Principal for Student Affairs has a big role in the development and improvement of the quality of the Intra-School Student Organization (OSIS), the Deputy Principal for Student Affairs must have a good strategy in organizing the Intra-School Student Organization (OSIS).

Based on the research that has been carried out, it was found that the Deputy Principal for Student Affairs has several strategies for developing and improving the work ethic of the Intra-School Student Organization (OSIS), namely as follows:

Many of the Intra-School Student Organization (OSIS) administrators are students who have just joined the organization, so there are still deficiencies in insight, thinking and action. Then the Deputy Principal will guide, approach and provide positive motivation to these students. As time goes by, these students will begin to get used to the organizational environment and begin to have the courage to express suggestions,

opinions and input at each meeting, so that they can be relied on and have the courage to take responsibility as Intra-School Student Organization (OSIS) administrators.

The Deputy Principal for Student Affairs will also try to collaborate with various parties so that all Intra-School Student Organization (OSIS) programs and activities can work well and smoothly. This collaboration is held outside and inside school. Outside of school, it is held with other schools or other organizations outside the school. Collaboration within the school is carried out with the foundation, staff and teachers within the school. With the implementation of this collaboration, the Deputy Principal for Student Affairs hopes that all activities held outside and inside the school can take place with sufficient support and be carried out smoothly.

The Deputy Principal for Student Affairs also routinely carries out evaluations when each program or activity will take place or has been completed. Usually, this evaluation is carried out in accordance with direct directions or orders from the Deputy Principal for Student Affairs. In this evaluation, we will discuss how the activity or program has been implemented. If there are deficiencies in implementation, the deputy principal for student affairs will provide suggestions for improvements for future program implementation. The Deputy Principal for Student Affairs also often calls the Chair or Deputy Chair of the Intra-School Student Organization (OSIS) directly to discuss if there is something important to discuss. In this case, the Deputy Principal for Student Affairs is always ready to deal with any shortcomings in program implementation. The shortcomings, obstacles and challenges that are usually faced by the management of the Intra-School Student Organization (OSIS) in every activity are very diverse, starting from the non-compliance of their fellow students with applicable regulations, then the lack of teamwork between administrators, or the implementation of activities or programs not in accordance with what was previously planned, and other challenges. So that with this many challenges it is very important to hold an evaluation by the Deputy Principal for Student Affairs, so that it can be an experience and learning in carrying out the next activity or program.

With a strategy from the Deputy Principal for Student Affairs, the Deputy Principal for Student Affairs can organize the Intra-School Student Organization (OSIS) well.

This will encourage the Intra-School Student Organization (OSIS) administrators to continue to work together, be responsible and smart in managing themselves as Intra-School Student Organization (OSIS) administrators who are role models and do positive things.

## **CHAPTER V**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Conclusion**

1. The role of the Deputy Principal for Student Affairs in the Development and Improvement of the Quality and Work Ethic of the Intra-School Student Organization (OSIS), namely preparing and ratifying programs or activities that will be carried out for one year, monitoring and making improvements if there are deficiencies in the implementation of Intra-School Student Organization (OSIS) activities, ensuring that all Intra-School Student Organization (OSIS) activities and programs are in line with the school's vision and mission and is always ready to provide solutions if there are challenges or obstacles faced by the Intra-School Student Organization (OSIS) administrators in carrying out their responsibilities.
2. The strategy carried out by the Deputy Principal for Student Affairs to develop and improve the quality and work ethic of the Intra-School Student Organization (OSIS) is by always providing positive motivation to the Intra-School Student Organization (OSIS) administrators, collaborating with other parties, both inside and outside the school. Then, carry out regular evaluations to ensure that Intra-School Student Organization (OSIS) activities are running effectively.

#### **5.2 Suggestion**

1. For the Deputy Principal for Student Affairs

Improving the Intra-School Student Organization (OSIS) work ethic is something that must be ensured by the Deputy Principal for Student Affairs with the Intra-School Student Organization (OSIS) to improve the quality of the Intra-School Student Organization (OSIS). And the improvement in work ethic that has been carried out is always implemented and improved, so that it produces a good impact and progress in the school and the progress of the Intra-School Student Organization (OSIS) itself.

2. For Intra-School Student Organization (OSIS)

The increase in the Intra-School Student Organization (OSIS) work ethic has been given by the Deputy Principal for Student Affairs to the Intra-School Student Organization (OSIS). Start from planning, developing and improving The Intra-School Student Organization (OSIS) work ethic. This is done so that the Intra-School Student Organization (OSIS) is more enthusiastic and always complete in carrying out a work program that has been planned with optimal results.

# ANALYSIS OF THE ROLE OF THE DEPUTY PRINCIPAL FOR STUDENT AFFAIRS IN THE DEVELOPMENT AND IMPROVEMENT OF THE INTRA-SCHOOL STUDENT ORGANIZATION WORK ETHOS AT SMAS ST. XAVERIUS GUNUNGSITOLI

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