

Implementation of the Indonesian Global High School Student Council Program in Developing A Sense of Nationalism

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Abstract

This research was motivated by a response to educators' efforts to implement innovative learning methods, namely the drill method in learning to read and write Javanese script. The drill method is applied to overcome the difficulties experienced by high class MI students in mastering the skills of reading and writing Javanese script. The aim of this research is to describe the implementation process of learning to read and write Javanese script using the drill method at madrasah ibtdaiyah. This research is based on behavioristic learning theory. The method used in this research is a descriptive qualitative field research method. This research uses observation, interviews and documentation in data collection. The research was conducted on students in the VC MI Ma'arif NU Banteran class for the 2023/2024 academic year. To check the validity of the data in this research, source triangulation and technical triangulation were used. The results of the research reveal that the implementation of the drill method in learning to read and write Javanese script is divided into three stages, namely the planning stage including preparation of lesson plans, preparing students before learning, having complete learning facilities and selecting appropriate methods and evaluation techniques; the implementation stage includes preliminary activities in the form of learningapperception; The core activities consist of introducing Javanese script, practicing writing Javanese script repeatedly, reading simple texts, and composing simple sentences using various techniques or strategies, such as opening or closing books, using interesting learning media, group games, and a student pointing system.; closing activities in the form of drawing conclusions about the material; then the evaluation stage includes written tests and oral test.

Keywords: implementation, drill method, learning to read and write, javanese script.

1. Introduction

Nationalism is one of the most important values to be instilled in the younger generation in facing the challenges of globalization. A sense of love for the homeland and pride in the nation's identity must continue to be fostered, especially in the school environment. One of the educational institutions that has a strategic role in

shaping the character of student nationalism is the intra-school student organization (OSIS). The organization plays an active role in designing and implementing various programs aimed at fostering a sense of nationalism. Nationalism is a nationalism that has the meaning of enthusiasm and awareness of love for the homeland, maintaining the honor of the nation, having pride as a citizen of the nation, and having a sense of solidarity with fellow nations and states. Some of the activities are flag ceremonies, commemorations of national days, and social activities that involve students in togetherness among school residents.

According to Ki Hadjar Dewantara, education is not only a process of transferring knowledge, but also character building (Dewantara, 2019). Therefore, the role of the student council in designing programs that can foster a sense of nationalism is important as a form of character education for students. The implementation of student council programs at SMA Global Indonesia not only aims to produce students who excel academically, but also to form students who have a high awareness of the importance of nationalism in social life.

Based on the above explanation, the author will present studies that have been conducted by other researchers on the sense of nationalism. First, a study presented by Iswara and Ginting entitled *"Increasing the Spirit of Nationalism Through Pancasila Education during the COVID-19 Pandemic"* (2021). The research provides us with an understanding that through Pancasila lessons, students can increase their sense of nationalism. This finding highlights the importance of education as the main medium in instilling nationalist values.

Furthermore, the research of Ahmad Rifqi and Setyo Nugroho entitled *"The Role of Citizenship Education in Instilling a Sense of Nationalism in Senior High Schools"* (2020) shows that citizenship education has a great contribution in fostering nationalism awareness among students. Through materials that support their understanding of the nation's identity, civic education is a strategic means that focuses on shaping students' national character.

In addition, Hendrawan Pratama in his research entitled *"Implementation of the Flag Ceremony as a Medium for Forming a Sense of Nationalism among Students"* (2019) emphasized that symbolic activities such as the flag ceremony have a significant role in building a sense of pride and love for the homeland. This research emphasizes how routine school activities can be an effective medium to strengthen student nationalism.

Looking at the various studies above, the author wants to develop further studies by focusing on the (OSIS) program as a strategic means to increase the sense of nationalism. This research will explore how the program (OSIS) can be implemented through various planned and sustainable activities, so that it becomes an effective forum in shaping students' awareness and pride in the nation's identity.

This background provides the basis for a study that aims to investigate the implementation of the program (OSIS) in building nationalism at SMA Global Indonesia. Therefore, the purpose of this study is to evaluate the potential of the programs (OSIS) that have been developed in increasing the sense of nationalism among students, as well as the factors that inhibit the growth of nationalism. Thus, it is hoped that the results of this study will help in identifying areas of improvement in programs (OSIS) related to the development of nationalism among the younger generation.

2. Theoretical Studies

2.1. Definition of Implementation

Implementation is an important process in carrying out a planned policy or program. According to Yuliah (2020), implementation is a step to realize a plan into real action, with the aim that the policies that have been prepared can have an impact as expected. Implementation often involves understanding the social, cultural, and economic environment in order for policies to be implemented effectively.

Dunn (2003) classifies implementation into several stages: (1) the preparation of an agenda, which determines the issue or problem to be addressed; (2) policy formulation, where policies are designed and studied; (3) policy implementation, namely the process of implementing policies in the field; and (4) evaluation, which aims to assess the effectiveness of policies and determine possible improvements. This stage aims to ensure that policy objectives can be realized properly through monitoring and adjustment according to conditions in the field (Dunn, 2003).

According to Kurniasari (2022), the implementation of education policies in schools must involve the active participation of all parties, including teachers, students, and the surrounding community. This participation is one of the indicators of success in the implementation of education policies that aim to shape the character of the younger generation. In the context of the Student Council program, good implementation includes planning activities that support the development of character and nationalism values in students.

2.2. Program Definition

A program is a structured set of activities that are structured to achieve a specific goal within a certain time frame. Sudrajat (2015) stated that the program has elements such as clear goals, planned activities,

allocated budgets, and organized implementation schedules. An effective program not only depends on good planning, but must also consider evaluation in order to measure its success.

Programs in schools, such as those organized by the Student Council, usually focus on developing students' social skills and character. According to Utami (2021), the program designed by the Student Council has a significant role in instilling positive values in students, such as leadership, cooperation, and love for the homeland. In these programs, the Student Council as an official organization in the school plays the role of the main driver who facilitates these activities. The program that is effectively prepared will help students in internalizing national values through experience and direct interaction with fellow students.

2.3. Definition of Student Council

The Intra-School Student Organization (OSIS) is an official organization in the school environment that aims to accommodate aspirations and develop students' potential. According to the Ministry of Education and Culture (2019), the Student Council aims to provide opportunities for students to learn to organize, practice leadership, and foster an attitude of responsibility and discipline. The Student Council plays an important role in supporting student character education through activities that support national values, discipline, and cooperation between students.

According to Handayani (2022), the Student Council is not only a forum to train student leadership, but also a means to instill an attitude of love for the homeland and solidarity with others. In student council activities, students practice working in teams, solving problems, and planning school activities independently. An article from Utami (2021) also reveals that the Student Council is an organization in schools that plays an important role in fostering students' character, especially through activities that foster a sense of responsibility, discipline, and a sense of nationality.

Student Council often holds various social, cultural, and national activities, such as flag ceremonies, commemorations of national holidays, and social service activities. These activities are designed to increase students' sense of concern and awareness of the importance of nationalism. As revealed by Pratama (2022), national student council activities help students understand and appreciate the cultural values and history of the nation, thereby helping to foster a sense of pride as part of Indonesia.

2.4. Definition of Nationalism

Nationalism is a deep awareness and love for the nation as well as the desire to defend state sovereignty. According to Suryani (2022), nationalism is a spirit that prioritizes a sense of belonging to the state and puts the interests of the nation above personal or group interests. Through nationalism, a person has pride in the nation's identity and has a sense of responsibility to maintain the unity and integrity of the country.

In the world of education, nationalism is considered a fundamental value that needs to be fostered from an early age. Suryadi (2021) stated that the teaching of nationalism in schools can foster the character of the younger generation who care more about the homeland and are committed to maintaining the nation's values. Through activities at school, especially those coordinated by the Student Council, students can develop a sense of solidarity and brotherhood that is important in building nationalism. Another article written by Wahyuni (2022) also emphasizes that nationalism can be fostered through the introduction of local culture, understanding of the nation's history, and activities involving collaboration and mutual cooperation between students. Student Council programs that raise national themes such as Independence Day celebrations, cultural competitions, and cross-class social activities are expected to build students' awareness of the importance of unity and love for the homeland.

3. Research Methods

The method used in this study is a qualitative descriptive method. As stated by Dorney (2007), the qualitative approach pays more attention to specific aspects of the human experience. Furthermore, the qualitative approach also refers to the description of data about a situation or phenomenon in a natural context. Meanwhile, Bailey (in Mukhtar, 2013) explained that descriptive qualitative research, in addition to discussing various general cases of various social phenomena found, must also describe specific things that are observed from the point of view of *why* and *how*, to a reality that occurs, both behaviors found on the surface of the social field, and those hidden behind a behavior that is shown.

The data collection method in this study is carried out through two ways, namely interviews and recording. Interviews were conducted with two informants consisting of a former student council president and one of the student council members. The informants were selected by purposive sampling based on their experience in designing and running the student council program which aims to build nationalism among students. According to Sugiyono (2019), the purposive sampling technique is a technique for sampling data sources with certain considerations. This approach aims to explore in-depth information about the experiences, views, and obstacles

faced in the implementation of these programs. In addition, the record-keeping method is used to document relevant data, such as interview results, field notes, and documentation of the student council program that has been implemented. This research was conducted at SMA Global Indonesia from October to November 2024. The data obtained were then analyzed using thematic analysis techniques, namely by identifying the main themes that emerged from the results of interviews and field notes.

To ensure the validity of the data, the researcher used a triangulation technique by comparing the results of the interviews of the two informants and matching the data with relevant supporting documents. Djam'an (2011) also explained that triangulation is useful for verifying the data obtained by combining several different sources and data collection techniques, so that the information produced is more credible. With this approach, the research is expected to provide a clear, in-depth, and accurate picture of the implementation of the student council program in building a sense of nationalism in the school environment.

4. Results and Discussion

4.1. Student Council Programs that Support Nationalism

Some of the programs that have been implemented by the Student Council of SMA Global Indonesia include various activities aimed at increasing students' awareness of nationalist values, such as respect for state symbols, pride in the history of the nation's struggle, and the spirit of unity. These programs not only instill patriotism, but also shape the character of students who appreciate the nation's culture and have concern for others.

4.2. Flag Ceremony

This compulsory program is one of the effective ways to instill respect for state symbols and increase students' understanding of the history of the nation's struggle. The Flag Ceremony itself is often held during the implementation of scout activities and important national days. This activity is not only attended by students but also teachers at school, aiming to encourage a person's respect for state symbols and national fighters.

4.3. Independence Day Commemoration

Every August 17, the Student Council of SMA Global Indonesia holds traditional competitions. This activity aims to strengthen the sense of nationality and the spirit of mutual cooperation between students (Sutrisno, 2020). In line with this view, the activities held in enlivening the Indonesian Independence Day event aim to provide good relations between human beings in the context of the nation. The competition was held so that all students could learn that fighting for independence is not easy to get. In addition, interpreting the struggle of heroes is also needed to emulate the struggle that has been pursued by the nation's founders in liberating the Indonesian nation. One of them is what the school has done to instill this value by holding "Watching Independence Films Together".

4.4. Gotong Royong (Cooperation)

This program involves students in social activities to clean the school environment together. Mutual cooperation activities aim to foster a sense of togetherness and unity, so that students can better understand the importance of supporting each other in building a clean and comfortable environment (Mulia, 2021). In a study by Rahma (2019), mutual cooperation is also considered an effective means of building tolerance and solidarity between students, especially because of the value of togetherness created through cooperation in it.

4.5. The Influence of the Student Council Program on Student Nationalism Attitudes

These student council programs have a great influence on the development of nationalism attitudes among students. Research by Santoso (2021) shows that students who are actively involved in nationality programs tend to have a higher level of nationalism awareness than students who are inactive. National day commemoration activities and flag ceremonies, for example, can significantly increase students' understanding of the importance of their role as part of the Indonesian nation.

4.6. Fostering the Spirit of Mutual Cooperation

Student Council programs often involve activities that require students to work together, such as social activities, community service, or group projects. This kind of activity makes students accustomed to helping each other and working together in achieving common goals. "I feel closer to my friends because of the mutual cooperation activities that we do together," said Gerrard, one of the student council members. The mutual cooperation taught through the student council program also strengthens the sense of togetherness and concern

for others, which is a tangible form of nationalism. According to Wibowo (2022), mutual cooperation is a forum for students to foster togetherness and understand the importance of contribution in the social environment.

4.7. Strengthening Solidarity

Participation in the student council program helps students to understand the importance of supporting each other, both in the context of friends, as well as between classes or generations. In each activity, students are invited to collaborate and provide moral support to each other. "The togetherness created in the student council makes us aware of the importance of having solidarity, especially when working with friends of different generations," said Gerrard, a resource person. With activities involving many students from different backgrounds, the solidarity that is established will be even closer, reflecting the spirit of unity in diversity which is one of the basic principles of nationalism (Rahmad, 2020).

4.8. Promotes a Sense of Unity

Student Council programs that involve all elements of the school, such as commemoration activities of national holidays or competitions between classes, foster a sense of togetherness as a whole entity. Through these activities, students learn that despite having differences in background, they are part of one common nation. Resource person Selvina said, "Student Council activities make us feel part of one big family at school. It helps us understand what it means to be together." This unity is further honed when students work together to achieve common goals in these activities, thus creating a sense of belonging and responsibility towards the country. In accordance with Wijaya's (2023) view, unity among students can be built with various programs that involve all parties, strengthening their bonds as part of a united nation.

4.9. Factors Hindering the Implementation of the Nationalism Program

In implementing programs that aim to foster a sense of nationalism among students, student council is often faced with various complex obstacles. These challenges arise from various aspects, ranging from internal factors such as students' interests and motivation, to external factors such as school policies and financial support. In general, these obstacles affect the effectiveness of the program that is run, so the student council must continue to adapt and find solutions so that the main goal of the program is still achieved. In addition, limited time and dense academic activities at school are also challenges. The Student Council President, Selvina, revealed that although the Student Council makes great efforts in designing attractive programs, various obstacles often hinder its smooth implementation. "We hope that these programs can run optimally, but sometimes there are many obstacles that must be overcome before the event can be carried out," he said. With various obstacles that exist, the Student Council needs a good strategy and full support from all schools so that the nationalism program can really have a positive impact on the students.

4.10. Lack of Student Participation

In the implementation of student council programs, of course, there are several obstacles and obstacles in the preparation of the program. This obstacle is often experienced by both the participants, the committee, and the supervisors. The Student Council President, Selvina, said, "One of the obstacles we face is the difficulty of attracting students to be actively involved, especially for activities related to national values. Many find these activities less relevant or interesting." This view is in line with research conducted by Sukmawati (2022), which found that student participation in national day commemoration activities tends to be low because it is considered inappropriate for their interests and needs. In addition, the existence of various academic busyness also causes some students to be reluctant to take time for student council activities, making it difficult for the committee to create an effective event.

4.11. Limited Funds and Facilities

Some programs that require additional costs cannot be implemented optimally due to limited school funds. "Some of the activities we want to organize, such as national seminars or cultural arts competitions, are often limited to the available budget," said Gerrard, a member of the Student Council. With these limited funds, some activities were forced to be reduced or changed in format to adjust to the available budget. This is also exacerbated by the limitations of inadequate facilities. In a study by Pratama (2020), it was stated that "schools with limited funds will find it difficult to provide full support for activity programs that require additional costs." This condition is certainly a challenge for the Student Council in creating a quality and attractive program for students.

4.12. Lack of Maximum Support from the School

Some school policies are sometimes not aligned with the student council program, which hinders the implementation of activities. "We sometimes have to change the concept of activities because there are several

school policies that limit the movement space of the Student Council," explained Selvina. Some policies that are too strict, such as limiting the duration of activities or prohibiting competition requirements, often hinder the optimal implementation of the program. According to Yulianto's research (2021), too rigid policies from schools can reduce the effectiveness of character development programs in schools because they hinder the flexibility needed in the implementation of activities. Support from all parties is very important to ensure that the student council program runs well and has a positive impact on the development of student nationalism.

5. Conclusion

The implementation of the student council program at SMA Global Indonesia in fostering a sense of nationalism has shown positive results. Through activities such as flag ceremonies, commemorations of national days, mutual cooperation, and various other national events, the Student Council succeeded in instilling a sense of love for the homeland and fostering togetherness between students in the spirit of unity. These programs not only reinforce the values of nationalism, but also strengthen solidarity and a sense of unity among students from different backgrounds. Even so, several challenges still need to be overcome, such as lack of student participation, limited funds, and facility support. Facing these obstacles, (OSIS) needs full support from the school and innovation in developing programs in order to reach more students and further strengthen national values.

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