

# Building Communication Ethics in the Leadership of the Junior State 2 High School in Gorontalo, OSIS Management for the 2022-2023 Period

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## Abstract:

This article investigates the significance of communication ethics in shaping the leadership dynamics among OSIS (Organization of Islamic Students) administrators within educational institutions. Through empirical analysis, it is revealed that adherence to communication ethics profoundly influences the effectiveness of OSIS administrators, facilitating smooth execution of diverse OSIS activities and fostering strong interpersonal bonds among administrators and members alike. Moreover, the integration of communication ethics fosters harmonious collaboration between OSIS supervisors, teachers, parents, and administrators, thereby cultivating a conducive environment for organizational growth and development. Furthermore, the application of communication ethics within the leadership framework of OSIS administration augments administrators' cognitive capacities, skill sets, and overall achievements, both academically and in extracurricular endeavors. This study underscores the pivotal role of communication ethics in enhancing leadership efficacy and fostering holistic development within the OSIS management milieu.

**Keywords:** Communication Ethics, OSIS Leadership, Collaboration, Development.

## 1. Introduction

Nowadays we are faced with the phenomenon of reduced ethics and commendable behavior displayed by students. The impolite attitude or behavior of some students when talking to teachers, fellow friends, parents and in the surrounding environment shows that ethical values have shifted from the social life activities of children and teenagers, most of whom are pupils and students. Many of the students can no longer differentiate who they are communicating with because they are no longer polite and respectful of others. Even at the junior high school (SMP) level, brawls often occur between classes and between schools just because they feel offended by their friends' words which are considered unethical and hurt feelings. What's even more sad is that the OSIS administrators who should be able to reduce conflict are actually involved in brawls while shouting bad words or statements. Paying attention to events as described above, a number of opportunities and challenges can be done to minimize incidents that occur due to a lack of ethics in students, especially when communicating. This needs to be done considering that students are the next generation of nation development and future leaders. It is very worrying if prospective national leaders are not equipped with the knowledge and skills to lead and communicate well.

Middle school level educational institutions definitely have an intra-school organizational structure or what is commonly known as OSIS and is led by an OSIS chairman assisted by other administrators.

Intra-School Organizations (OSIS) are at the forefront of introducing schools with various activities as stated by Saputra (2023), including:

1. Holding a science week with alumni who are currently studying or working in technology.
2. Assisting with school popularization programs through mass media.
3. Supporting the promotion of school programs through collaborative arts and sports performances.
4. Holding a student run in celebration of the school's anniversary.
5. Carrying out community service work to clean up the land around the school.

6. Help promote school cooperative products.

7. Visiting orphanages, museums and learning places, providing useful education and training for OSIS members, and so on.

As the largest organization in the school, of course the OSIS receives intensive attention from all related elements, starting from the school principal, OSIS supervisors and so on. The intended attention is: equipping OSIS leaders and administrators with communication techniques or procedures, interacting with fellow OSIS administrators, and all OSIS members, teachers, parents of students, fellow OSIS leaders and administrators from other schools, compiling and organizing work programs and so on.

Attention from the school principal and OSIS supervisors to the OSIS chairman and administrators, one of which is through organizing leadership training, can be given both before and after the period of leadership and management of the OSIS in each period or generation. This aims to ensure that all activities related to student affairs can be controlled and evaluated for their strengths and weaknesses. The implementation of guidance through leadership and public speaking training, such as communication techniques for the OSIS chairman and administrators, has an impact on the process and results of the OSIS work and always fosters student creativity, openness among administrators and members, fosters a sense of self-confidence, responsibility and strengthens brotherhood among the administrators. and students or OSIS members.

## **2. Research Method**

This research was carried out for 3 (three months, namely, from January to March 2023 and chose the research location at SMP Negeri 2 Gorontalo City, Gorontalo Province. This research used descriptive qualitative. For data collection techniques used interviews, observation and documentation. Data sources through interviews, observations and documentation obtained from OSIS supervisors, OSIS administrators and OSIS members. In observation activities the focus is on the involvement of OSIS administrators when carrying out activities related to school activities and OSIS activities inside and outside the school. Meanwhile, data collection techniques are carried out through Documentation includes awards received by OSIS administrators.

## **3. Discussions**

### **A. Middle School as a Formal Education Institution**

Junior High School (SMP) is the basic level of formal education in Indonesia after graduating from Elementary School (SD). Junior High School is taken over a period of 3 (three) years which is organized by the government and private sector.

Judging from the age development stages, students in junior high school are at the puberty stage of development, aged 10-14 years. Middle school students have characteristics including:

1. An imbalance that occurs in the proportion of height and weight.
2. The beginning of the appearance of secondary sex signs.
3. The tendency and willingness to withdraw from society, the desire to make friends and socialize with the environment and the desire to be free from domination and the need for parental guidance and help.
4. Enjoys comparing rules, values, ethics and norms with facts that occur in adult life.
5. Begin to question skeptically about the existence and attributes of God, including God's mercy and justice.
6. Unstable emotional reactions and expressions.
7. Begin to develop standards and expectations for your own attitudes and actions that are appropriate to the social environment.
8. Choice of interests, talent development and career obsessions are relatively clear.

Looking at the characteristics of junior high school students, it can be stated that junior high school students want to be accepted and respected as figures who have a number of desires to do, have interests and talents including talents in leading and organizing, even though they are still unsure about making each choice. Thus, the role of the school should be demonstrated by providing guidance and direction, especially the role of the school in building communication ethics and social ethics in students. Opportunities given to all

students can be done by directing students to be able to take active opportunities in various academic and non-academic activities including developing interest in organizations such as becoming OSIS administrators.

## B. The concept of OSIS

Nugroho (2023) wrote in an article, OSIS is an abbreviation for Intra-School Organization at the Middle School level, namely, Junior High School (SMP) and Senior High School (SMA).

The OSIS is administered and managed by students selected by all students within the school and aims to achieve certain achievements and skills. The OSIS also has one or several supervisors or mentors from teachers chosen by the school.

OSIS functions to facilitate students (students) to learn to be responsible according to the division of duties of each administrator for the benefit of the school and all students.

In addition, the OSIS functions as a driver for the development of students' abilities, skills and creativity and functions to minimize the emergence of negative impacts on students.

Through OSIS, students can carry out positive activities so that they are able to maximize their leadership skills and channel their talents and interests which are considered useful in developing students' skills.

Regarding the organizational structure, Juniardi (2020) explained that basically the OSIS has almost the same organizational structure, be it the high school OSIS structure, the equivalent junior high school OSIS structure or the equivalent vocational school OSIS structure. If there are differences, this is due to the policies and regulations of each school. However, in general the OSIS structure consists of:

1. Principal, as chairman of all OSIS management.
2. Student representative/deputy principal, as deputy principal who accompanies the principal.
3. The OSIS supervisor is tasked with:
  - (a) Responsible for all planning, coaching and development of the OSIS in the school;
  - (b) Providing advice and suggestions to class representatives and OSIS administrators;
  - (c) Validate and inaugurate OSIS members;
  - (d) Mobilize class representative membership.
  - (e) Direct the preparation of the Bylaws and OSIS work program;
  - (f) Attend and evaluate OSIS meetings;
  - (g) Evaluate OSIS performance;

### 4. Financial Coach

- (a) Responsible for all planning, management, guidance and use of money within OSIS members;
- (b) Providing advice and suggestions to the OSIS treasurer and deputy treasurer;
- (c) Evaluate the inflow and outflow of money in the OSIS organization;

### 5. OSIS President

- (a) Lead the organization well;
- (b) Establish policies and prepare work programs;
- (c) Coordinate all management members;
- (d) Leading meetings;
- (e) Evaluate the performance of all management members.

### 6. Deputy chairman

- (a) Cooperate with the chairman in every activity;
- (b) Participate in establishing policies and implementing programs;
- (c) Provide suggestions and advice to the chairman whenever he wants to make a decision;
- (d) Replace the chairman when the chairman is absent;
- (e) Responsible to the chairman.

### 7. Secretary

- (a) Act as a note taker;

- (b) Prepare agendas, evaluate activities, meeting results and reports;
- (c) The deputy secretary acts to replace secretary I if he is absent and helps the deputy chairman coordinate the OSIS divisions.

#### 8. Treasurer

- (a) Responsible for knowing the income and expenditure of money;
- (b) Manage inventory and treasury;
- (c) Make receipts for each transaction;
- (d) The deputy treasurer accompanies the treasurer, assists, replaces and supervises the incoming and outgoing money during his tenure.

#### 9. Head of field section

- (a) Responsible for all activities related to their respective fields;
- (b) Carrying out programmed section activities;
- (c) Chairing section meetings;
- (d) Establish policies within the scope of the section.

Furthermore, Sabat (2021) explained that OSIS has other benefits including:

1. Students who are members of the OSIS can learn about organizations, namely becoming acquainted with organizational structures, organizational parts or divisions, and learning to adapt within teams or between teams.
2. Increase experience  
By joining the OSIS students will gain experience apart from learning to organize. In this organization, OSIS administrators and members can learn time management because they have to divide their time between the organization and lessons at school.
3. Practice discipline  
Coming to meetings on time is the simplest thing in the OSIS to practice discipline. Apart from that, OSIS members are also trained to manage their time well so that all work programs can be completed on time. In this way, the OSIS becomes an appropriate forum for training discipline.
4. Increase self-confidence and courage  
Have responsibility and are required to interact with colleagues or other parties to help increase self-confidence and courage.
5. Practice responsibility  
Being an OSIS administrator, you definitely have a work program according to the division you choose. OSIS administrators will be able to practice how to prepare, carry out and evaluate work programs that are their responsibility and must be carried out. Likewise, OSIS administrators can practice techniques for dealing with problems that arise in the organization.
6. Practice communication  
In organizing, including being an OSIS administrator, you always struggle with communication activities between fellow administrators and members of the organization, teachers and so on who have different backgrounds and cultures, so that OSIS administrators should learn to communicate effectively and one of these is obtained through OSIS activities.
7. Train leadership skills  
OSIS administrators have duties and responsibilities in leading OSIS members or all students at school. In order for the OSIS management to be able to direct and mobilize all members, an effective leadership spirit is needed.

Based on the explanation above regarding the definition, duties and benefits of OSIS, it can be said that OSIS is a legal/official organization that carries out a leadership process in accordance with the duties and functions of each administrator. This is reinforced by the opinion of Bantam (2022) who states that there are leadership styles used by OSIS administrators, namely: (a) task-oriented leadership and (b) leadership carried out in accordance with the organization's vision and mission.

Apart from that, the OSIS activities also show that the organization is the same as other organizations which require various things that must be passed before becoming a leader or administrator of the OSIS. These requirements include:

1. General leadership requirements, namely: (a) physical condition, (b) personality values, (c) having various kinds of skills or expertise, (d) having authority.
2. Special requirements, OSIS supervisors and administrators must understand the requirements that have been set, namely: (a) have good character, (b) have talent as a leader, (c) are willing, capable and have adequate knowledge, (d) can manage time so that lessons are not disrupted, (e) nominated by the class representative.
3. Striving for organizational integrity  
The integrity of the organization is absolute in order to achieve cooperation and coordination between fellow OSIS members, as well as other leadership or management elements.
4. Resolve and control conflict.  
Conflict is essentially all kinds of relationships between fellow students and with individual leaders and groups that contain opposing characteristics. It can also be explained that conflict is a social process between two or more parties where one party tries to get rid of the other party by destroying or making him helpless due to differences in physical characteristics, intelligence, customs and beliefs.
5. Have management skills.  
The management skills referred to are:

1. Technical skills include: knowledge of methods, processes, procedures and various techniques for carrying out organizational activities.
2. Ability to mobilize various existing facilities.
3. Human relations skills include: knowledge of human behavior and cooperation processes, content, attitude and ability to communicate clearly and ethically, ability to create good, coordinative, practical and diplomatic cooperation.
4. Conceptual abilities include: analytical abilities, being rational, capable of various conceptions, creative in sharing ideas in solving problems, able to present analyzes of various events, able to anticipate orders, able to recognize various opportunities and potential problems.

Thus, it can be explained that to become an OSIS leader or administrator you must have a good personality, charisma, be able to communicate well, be skilled and have academic and non-academic achievements and be able to make decisions and solve problems. (Adinugraha, 2017)

### C. Concept of Communication Ethics

Before discussing the definition of communication ethics, the author first discusses the meaning of ethics and communication, namely:

Ethics from a religious perspective concerns all aspects of human life, namely being ethical with fellow humans, the environment, animals, plants and so on.

Sources of ethics in religious views are generally related to 4 (four) aspects, namely:

1. Judging from the object of discussion, ethics seeks to discuss actions carried out by humans.
2. In terms of its source, ethics originates from reason or philosophy. As a result of thought, ethics is not absolute, absolute and not universal.
3. In terms of its function, ethics functions as an assessor, determiner and determiner of actions carried out by humans that are considered good, bad, despicable, noble and honorable. Ethics means concepts or thoughts regarding values to be used in determining the position or status of actions carried out by humans. Ethics refers more to the study of existing value systems.
4. In terms of its nature, ethics is relative, that is, it can change according to the demands of the times. (Hardiono, 2020)

Communication, as written by Santoso (2021), is an important component in building a better social life. Apart from conveying messages and being useful for everyday life, communication also has an important role in organizational activities, including the OSIS. With good communication, leaders and members of the organization can convey the vision and mission of the organization. Communication is one of the things that is needed in carrying out organizational activities which are carried out verbally and non-verbally, such as communication containing opinions, targets, ideas or information. Communication can be done personally or impersonally.

Based on the understanding of ethics and communication, communication ethics is generally interpreted as norms, values or measures of behavior in interaction. Communication ethics can also be interpreted as procedures for getting along and socializing in social life. Procedures that regulate humans to respect each other, behave politely, politely and manners in interacting with other fellow creatures. (Sari, Afina Firia.2020)

Apart from the previous opinion, it can also be explained that communication ethics focuses on polite speech, a soft tone of speech, and even friendly facial expressions shown to the person you are talking to. Communication ethics collaborates ethical standards used by communicators and communicants. There are several perspectives on communication ethics that can be seen from communicators and communicants, including:

1. Political perspective.

This perspective means that communication ethics is to develop scientific habits in communication practices, foster a fair attitude by choosing on the basis of freedom, prioritizing motivation, and instilling respect for differences in behavior.

2. Human nature perspective.

It is the ability to think and the ability to use symbols that means that truly humanistic human action comes from rationality that is aware of what one does and freely chooses to do it.

3. Dialogic perspective.

Demonstrates a dialogue attitude for each communication participant which is characterized by superior qualities such as openness, honesty, harmony, intensity and so on.

4. Situational perspective.

This means that ethics pays attention to the role and function of the communicator, the standards of the audience, the degree of awareness, the level of urgency of the communicator's implementation, the goals and values of the audience, the standards of the audience for ethical communication.

5. Utilitarian perspective.

Evaluating the means and goals of communication can be seen from the usefulness, pleasure and joy.

6. Legal perspective.

Legal communication behavior, adjusted to applicable regulations and considered ethical behavior.

Communication ethics is not only a series of careful and reflective decisions, but also pays attention to procedures one by one in communicating in ethically responsible ways.

#### D. Supporting Facilities

The availability of comfortable OSIS room facilities helps OSIS administrators be more enthusiastic about working, exchanging ideas and conveying the various programs being carried out. Likewise, the large and clean OSIS room is often used for board meetings with OSIS supervisors, becoming a gathering place for OSIS members who want to exchange ideas with the core OSIS administrators. These activities foster communication ties between them. Ethical communication occurs in the OSIS room because this room is also occupied by the OSIS supervisors apart from the OSIS administrators, so that if bad conversations occur, impolite communication is immediately reprimanded and directed by the OSIS supervisors to be ethical in their actions and speech.

#### 4. Conclusion

Observing the various efforts made by the school in building ethical communication skills for OSIS administrators in leading the organization is carried out in various ways starting from: (a) guiding and advising OSIS administrators which is carried out not only by the OSIS supervisor but also other teachers who are not included as supervisors. The OSIS even builds communication ethics carried out by honorary teachers. (b) The availability of facilities to support OSIS activities is considered to be able to support the implementation of the activities of OSIS administrators and members so that intense and effective communication can be established. (c) Collaboration between OSIS administrators and other parties, administrators and school committee members as well as OSIS administrators from other schools, shows communication activities carried out by OSIS administrators not only within the school environment but also outside the school environment. The communication that has been established and is still frequently carried out by the OSIS administrators for the 2022-2023 period indicates that effective and ethical communication has been established between them so that the ties of friendship continue to be maintained.

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#### Author Profile



**Lisdawati Muda** is a lecturer at IAIN Sultan Amai Gorontalo, specializing in public administration. With a passion for all things related to management, she has dedicated her career to teaching and research in this field. Lisdawati completed her undergraduate studies at Gorontalo State University, earning a Bachelor's degree in Education (S.Pd) in 1998. She furthered her education by pursuing a Master's degree in Management (M.Si) at Hasanuddin University in 2004. Driven by her commitment to academic excellence, Lisdawati pursued doctoral studies at Makassar State University, obtaining her Doctorate (Dr.) in 2012. Throughout her academic journey, she has demonstrated a profound dedication to advancing knowledge in public administration and contributing to the development of future leaders in the field.



**Abdurrahman R. Mala** is a distinguished member of the academic faculty at IAIN Sultan Amai Gorontalo, specializing in the field of education. His journey in academia began with an undergraduate degree in Education (Drs.) from Universitas Sam Ratulangi in 1991. Driven by a desire for continuous learning and professional growth, Abdurrahman pursued further education, obtaining a Master's degree in Education (M.Pd) from Universitas Negeri Jakarta in 2008. Undeterred in his pursuit of academic excellence, he completed his doctoral studies at the same institution, earning a Doctorate (Dr.) in Education in 2014. With a strong foundation in education and a commitment to scholarly research, Abdurrahman contributes significantly to the academic community, inspiring students and colleagues alike with his expertise and dedication.