

Implementation of osis benchmarking at mas al-anwar pontianak: a case study analysis and its effectiveness

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Received: 23-10-2025

Revised: 12-11-2025

Accepted: 12-12-2025

KEYWORDS

Benchmarking;
OSIS;
Organizational Management.

ABSTRACT

This research aims to examine the implementation of benchmarking in the management of the Student Organization Intra School (OSIS) at MAS Al-Anwar Pontianak and analyze its effectiveness in improving the quality of the student organization. The approach used is qualitative with a case study method. Data collection techniques include observation, in-depth interviews, literature study, and surveys. Data analysis was conducted using the Miles and Huberman model, which includes four stages: data collection, data reduction, data presentation, and conclusion drawing. The research results show that benchmarking against OSIS MAN 1 Pontianak has made a positive contribution to the development of work programs, leadership training, documentation digitization, and strengthening external cooperation. The implementation of benchmarking was carried out through five stages: planning, analysis, integration, implementation, and operational maturity. However, the effectiveness of the implementation still faces several challenges such as the lack of active member participation, weak internal communication, and limited facilities. Nevertheless, benchmarking has proven to be a strategy capable of driving organizational culture transformation and the continuous improvement of OSIS quality. This study recommends strengthening mentoring, enhancing the competence of the management, and conducting regular evaluations to achieve maximum organizational success.

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Introduction

Education plays an important role in shaping individuals who are not only intellectually intelligent but also spiritually and socially mature. Through the educational process, a person who initially lacks certain skills can acquire knowledge and expertise to live a better life. Individuals who develop and succeed tend to have greater opportunities to achieve their desired careers and attain success in life (Mufti Nawang Prastiko & Achmad Supriyanto, 2024), as well as to contribute to social and national life (Dwiyantri, 2023). This indicates that education must be systematically designed through learning activities, guidance, and training in order to prepare students to face the future (Putri, 2020). In this context, the development of students' leadership character becomes an important aspect that cannot be ignored (Sunardi & Munfarida, 2024), because students are not only required to master academic aspects but

also need to be nurtured to possess strong character and leadership abilities (Ya'cub & Robiati, 2023).

One of the means for students to develop their leadership skills is through the Intra-School Student Organization (OSIS), which is an official organizational body that serves as a medium for student self-development at the secondary education level, such as junior and senior high schools in Indonesia. This organizational structure is run by students who are selected as administrators and guided by a teacher appointed by the school (Tro Joko, 2021). All students registered at the school automatically become members of OSIS, and such membership ends upon the completion of their period of study at the educational institution (Dwiyanti, 2023). The effectiveness of OSIS in carrying out its functions is largely determined by support from the school, especially the advisor, active student participation, the existence of well-structured work programs, and the leadership abilities of its administrators (Mahendra, 2010).

Madrasah Aliyah Al-Anwar is a secondary-level educational institution located on Jalan Parwasal, Siantan Tengah Subdistrict, North Pontianak District, and has been conducting educational activities since 1986. Like other secondary educational institutions, MAS Al-Anwar also has an Intra-School Student Organization (OSIS) as a means of character building and leadership potential development for students. The OSIS at this madrasah is supervised by Mr. Usman, S.Pd., M.Pd., with Devi Maulida as the general chairperson, and consists of nine divisions, namely entrepreneurship, social and spiritual affairs, arts, school health unit (UKS), flag-raising troop (paskibraka), scouting, security, environmental cleanliness, and equipment.

Based on the results of interviews conducted with the OSIS advisor of MAS Al-Anwar Pontianak on May 2, 2025, several challenges were identified in managing the balance between academic roles and student organizational responsibilities. Some students were found to prioritize OSIS activities, resulting in decreased involvement in the learning process despite having been granted academic dispensations. This phenomenon indicates that the management of dual roles as students and organizational administrators has not been optimally implemented. Ideally, involvement in OSIS should serve as a driving force for improving students' discipline, learning motivation, and sense of responsibility in every agenda carried out.

This is in line with the findings of Zainuddin and Syamsuadi (2018), who stated that the decline in student participation and creativity in OSIS is influenced by adolescents' tendency toward individualistic mindsets and a low level of understanding of organizational management principles (Zainuddin & Syamsuadi, 2018). Furthermore, Desy Naelasari and Fitria Umi Salamah (2023) emphasized the importance of the strategic role of OSIS in developing students' character and leadership, which requires optimal management of administrators' performance. Such performance is influenced by various factors, including a supportive organizational environment, intrinsic motivation, job satisfaction, relevant training, and safe task implementation conditions (Naelasari & Salamah, 2023).

In line with this view, as cited by Totok Ismawanto (2018), performance is a reflection of behavior that can be evaluated through measurable indicators agreed upon at the beginning of an assignment (Totok Ismawanto, 2018). Therefore, the role of the school principal is crucial in formulating effective and participatory school management strategies. Ideally, the formulation of these strategies involves all stakeholders, including teachers, students, parents, school committees, and the wider community. When such strategies are optimally implemented, improvements in educational quality can be realized (Priyambodo, 2023). As reported by Melintas.id, the implementation of periodic evaluations is an important element in ensuring the effectiveness of OSIS programs. These evaluations play a role in assessing the

achievement of activity objectives, identifying aspects that still require improvement, and optimizing the use of available resources to enhance overall program quality (Melintas). Thus, the application of case study analysis combined with benchmarking methods needs to be optimized at MAS Al-Anwar. This step is not only intended to reduce potential miscommunication among OSIS members but also to improve the effectiveness of inter-division coordination and strengthen understanding of the roles, duties, and responsibilities of each member in carrying out organizational functions proportionally and with integrity.

Method

Research methodology refers to the way researchers obtain data to achieve the objectives of a study. Sugiyono classifies research based on data into quantitative and qualitative approaches (Sugiyono, 2017). This study employed a qualitative approach using a case study method. A case study is a method used to explore and understand various events within a real-life context (Pristiwanti et al., 2023). The research procedures were developed based on descriptive data obtained through interviews and observations of the behavior of the research subjects (Moleong, 2012). The main objective was to comprehensively describe various phenomena or activities based on actual conditions in the field through word-based descriptions of the subjects being studied (Fiantika, Feny Rita, 2020). Data collection techniques in this study were carried out through literature review, field observations, interviews, and the implementation of direct surveys to obtain in-depth and relevant information related to the research focus on benchmarking the Intra-School Student Organization (OSIS) at MAS Al-Anwar Pontianak. The research subjects were as follows:

- a. The Principal of MAS Al-Anwar Pontianak (1 person)
- b. The OSIS Advisor of MAS Al-Anwar Pontianak (1 person)
- c. OSIS Administrators of MAS Al-Anwar Pontianak (4 people)
- d. Students of MAS Al-Anwar Pontianak (3 people)

This study used the Miles and Huberman (2008) data analysis model, which includes the stages of data collection, data reduction, data presentation, and conclusion drawing based on verified patterns of findings (Miles & Huberman, 2008). Conclusions were drawn based on identified patterns and re-verified to ensure accuracy and ease of interpretation (Priyambodo, 2023).

Results and Discussion

Intra-School Student Organization (OSIS)

The Intra-School Student Organization (OSIS) is an official organization within the school education structure that functions as a medium for students to collaborate in achieving predetermined collective goals (Utami & Purwanto, 2022). OSIS management is carried out by selected students who serve as administrators, under the guidance of a supervising teacher. Beyond serving as a symbolic identity displayed on school uniforms, participation in OSIS administration contributes significantly to the development of students' character, particularly in leadership, organizational skills, and teamwork abilities. OSIS is grounded in the values of Pancasila and the 1945 Constitution of the Republic of Indonesia as its ideological foundation. The fundamental principles upheld in the implementation of this organization include family values and the spirit of mutual cooperation, which are realized through deliberation and consensus-based decision-making (Munthe, 2022).

OSIS functions as a means for students to develop their potential and cultivate various abilities possessed by each individual student, as well as to support integration within the school environment and interaction with the surrounding community (Dwiyanti, 2023). Its role is not only preventive in reducing deviant behavior, but also serves as a medium for internalizing democratic values in school life. OSIS is also one of the channels for student character development, as its existence is recognized as a forum for aspirations and a medium for channeling students' interests and talents beyond the established intracurricular activities (Putra & Rifa'i, 2024).

Referring to the Regulation of the Minister of Education Number 39 of 2008 concerning Student Affairs Development (Toni, 2019), the organization that oversees student activities within the school environment is known as OSIS (Eni Desfitri, 2024). Furthermore, based on the Decree of the Director General of Primary and Secondary Education Number 226/C/Kep/0/1992 (Mahendra, 2010), OSIS is defined as an internal school organization that functions as a strategic forum for students to develop social skills, cooperate with others, and achieve common goals within the educational environment (Munthe, 2022).

The organizational structure of OSIS consists of supervisors, class representatives, and administrators. The supervisors include the school principal as the chief supervisor, the vice principal for student affairs, and teachers who rotate annually. The duties of the supervisors include providing guidance, approving membership, inaugurating administrators, assisting in the preparation of the constitution and bylaws (AD/ART) and work programs, participating in meetings, and evaluating OSIS activities. OSIS administrators are selected from eligible students who meet specific criteria, such as good moral conduct, being free from drug abuse, possessing leadership qualities, being able to manage time effectively, not being final-year students, and receiving recommendations from class representatives. Academic achievement is also considered prior to appointment. OSIS administrators are responsible for formulating work programs, maintaining the good reputation of the school, working collectively, submitting reports at the end of their term of office, and consulting with the supervisors. They are elected by students, making OSIS an organization of, by, and for students. The administrative structure consists of a chairperson, vice chairperson, secretary, treasurer, and section heads (Kusumaningrum et al., 2019).

The Intra-School Student Organization (OSIS) at MAS Al-Anwar Pontianak has an organizational structure that is systematically arranged to support the effective implementation of organizational duties and functions. This structure reflects the distribution of responsibilities and coordination among OSIS administrators in carrying out various work programs.

Table 1.1: Structure, Roles, and Programs of OSIS at MAS Al-Anwar Pontianak

No.	Position	Person in Charge	Role	Program
1	OSIS Advisor	Usman, S.Pd., M.Pd.	Providing guidance, supervision, and mentoring in accordance with the vision and mission of the madrasah	Supervising meetings and monitoring the implementation of OSIS activities
2	OSIS Chairperson	Devi Maulida	Leading the organization, making strategic decisions, and acting as a liaison	Coordination of PPDB (new student admissions) and MOS (student orientation) activities

			between OSIS and the madrasah	
3	Vice Chairperson	Mu'in	Assisting the chairperson, substituting when unavailable, and supervising the implementation of certain divisions	Supervision of social and religious programs
4	Secretary	Maulidyaturrahmah	Managing administration, activity reports, and meeting documentation	Preparation of minutes and annual OSIS activity reports
5	Treasurer	Azizah	Managing finances, recording income and expenditures, and preparing financial reports	Budget preparation for scouting and arts activities
6	Entrepreneurship Division	Division Coordinator	Developing student entrepreneurship and creativity	Production and marketing of student products
7	Social and Spiritual Division	Division Coordinator	Conducting social activities, worship, and fostering spiritual values	Tree planting, environmental campaigns, and orphan assistance
8	Arts Division	Division Coordinator	Developing school arts and cultural activities	Hadroh performances, three-dimensional poetry, and band performances
9	School Health Unit (UKS)	Division Coordinator	Providing health services and health education at school	MoU with local health centers, health seminars, and services for sick students
10	Paskibraka	Division Coordinator	Discipline training and ceremonial activities	Marching drills, Monday and Independence Day ceremonies, and Paskibraka competitions
11	Scouting (Pramuka)	Division Coordinator	Developing students' character and leadership through scouting activities	Leadership training, camping, and patrol/team activities

12	Security Division	Division Coordinator	Maintaining safety and order within the school environment	School patrols during breaks and major school events
13	Environmental Cleanliness Division	Division Coordinator	Maintaining and improving school cleanliness	"Clean Friday" movement and classroom waste monitoring
14	Logistics/Equipment Division	Division Coordinator	Providing and managing equipment for OSIS and school activities	Equipment inventory and provision of supplies for school events

Each division is managed by a chairperson who is responsible for the division, with support from members who assist in carrying out the duties and responsibilities of that division.

Definition of Benchmarking

According to Jacobson and Hillkirk-Xerox as cited by Amin Widjaja, benchmarking is a strategic approach aimed at identifying organizations or entities that demonstrate superior performance in terms of quality and cost efficiency, which can then be studied and adapted to achieve better performance. The primary objective of benchmarking is to attain competitive advantage across various organizational aspects. In general, the main benefits of implementing benchmarking include organizational culture transformation, improved performance effectiveness, and the development of human resource capabilities (Jumika, 2024).

Findings presented by Sumarto and Harahap (2020) state that benchmarking is a strategic approach focused on identifying best practices from other institutions or organizations that have proven excellence in quality and cost efficiency, to be adopted and further developed by the institution conducting benchmarking. The main objective is to achieve competitive advantage in various aspects. In general, the implementation of benchmarking provides key benefits that can be classified into three categories: transformation of organizational culture, improvement of institutional performance, and strengthening of human resource capacity (Sumarto & Harahap, 2020).

Susilo and Teorms argue that benchmarking is a process of determining areas requiring improvement through stages of implementation, data collection, and development of existing programs, with the aim of maintaining public trust in the institution (Jadid, Timur, 2020).

Based on the perspective of Eke Wince (2018), referring to the research of Karlof and Ostblom (1997), benchmarking is understood as a systematic and continuous process used to evaluate organizational performance—including productivity, quality, and operational practices—by comparing them with other entities that have proven superior in these aspects (Eke Wince, 2018).

Based on the definitions described above, it can be concluded that benchmarking is a systematic strategy used by organizations to compare their performance with superior institutions in order to improve quality, efficiency, and competitiveness through the adoption of best practices and the strengthening of organizational culture, performance, and human resource capacity.

Furthermore, Sumarto and Emmi Kholilah Harahap (2020) explain that the benchmarking process is carried out through a series of systematic stages that include

planning, data analysis, integration of findings, strategy implementation, and the achievement of operational maturity. First, benchmarking begins with planning, which includes identifying processes that need improvement, selecting superior benchmarking partners, determining data and measurement methods, and negotiating agreements for benchmarking implementation. Second, the analysis stage involves comparing performance with benchmarking partners, identifying performance gaps, and determining feasible and cost-effective improvement targets based on impact and efficiency. Third, the integration stage involves planning the implementation of new processes and employee training, focusing on knowledge, motivation, opportunity, and willingness to improve performance. The fourth stage of benchmarking is implementation, in which the planned new processes are applied and gradually become routine practices. If implemented successfully, work outcomes will improve. To ensure continuous development, regular monitoring and continuous improvement are necessary to surpass benchmarking partners. The fifth stage, maturity, occurs when best practices are fully integrated into all processes and become an essential part of ongoing management practices (Sumarto & Harahap, 2020).

In the context of its implementation at MAS Al-Anwar Pontianak, these stages have been applied gradually and systematically through the strengthening of the OSIS system, as summarized in the following table:

Table 2. Implementation of Benchmarking Stages in OSIS at MAS Al-Anwar Pontianak

No.	Benchmarking Stage	Implementation at MAS Al-Anwar Pontianak
1	Planning	Identifying weaknesses in OSIS, such as low member participation and manual documentation; MAN 1 Pontianak was selected as the benchmarking partner
2	Analysis	Conducting evaluations of the organizational structure, work programs, and documentation system in comparison with the partner school
3	Integration	Restructuring OSIS work programs, strengthening the role of the advisor, and organizing internal training for OSIS administrators
4	Implementation	Applying benchmarking results through periodic evaluations, digitalization of activity reports, and strengthening external collaboration
5	Operational Maturity	Establishing a new organizational culture through regular meetings, a continuous evaluation system, and improved quality of student leadership

Based on the results of interviews and observations conducted with several informants, it was found that benchmarking with the OSIS of MAN 1 Pontianak was carried out as a strategy to strengthen program quality and improve students' leadership skills. This process involved collecting best practices from the partner school, which were then analyzed and adapted to the conditions and needs of the OSIS at MA Al-Anwar Pontianak.

In an interview with Mr. Usman, S.Pd., M.Pd., as the OSIS advisor of MAS Al-Anwar, it was explained that OSIS serves as a supporter of various school activities and as a place for students to learn organizational skills. Experience gained through participation in this organization becomes valuable capital after graduation and can be applied in community life.

Meanwhile, according to the school principal, Mrs. Fatmawati, S.H., OSIS plays a significant role in supporting various student activities, especially those conducted outside

formal learning. The presence of OSIS facilitates organizational management within the school environment. Through the programs it implements, OSIS also contributes to building a positive image of the school in the community.

Another opinion was expressed by Devi Maulida, the Chairperson of OSIS at MAS Al-Anwar, who stated that OSIS plays an important role in implementing various school programs, such as New Student Admissions (PPDB) and Student Orientation (MOS). In addition, OSIS is also entrusted with managing several other programs delegated by the school. This view was reinforced by Maulidya, one of the OSIS members, who explained that OSIS plays a role in assisting students in various school activities. OSIS also serves as a role model in terms of discipline, compliance with school regulations, and the formation of good attitudes and morals.

Mu'in, a representative of OSIS members, revealed that OSIS functions as an organizational platform for students at MAS Al-Anwar. This organization is responsible for organizing various school activities, both academic, religious, and other non-routine activities. All forms of activity implementation are fully entrusted to the OSIS administrators, who have received official mandates from the school to carry them out. On the other hand, Fery, one of the students, stated that the presence of OSIS in the school environment plays an important role in instilling discipline and serves as a role model in shaping student behavior at MAS Al-Anwar. Every activity, both inside and outside the classroom, requires real examples in applying discipline in accordance with school regulations.

Based on interviews with Mr. Usman, S.Pd., M.Pd., as the OSIS advisor at MAS Al-Anwar, he explained that OSIS has several important functions in the school. One of these is implementing the planned work programs, understanding school rules and regulations, and ensuring that every OSIS member has a good understanding of these regulations in order to achieve clear objectives. The school expects OSIS to support the implementation of various activities, both those designed by OSIS itself and programs initiated by the school institution. In addition, OSIS is also expected to contribute to fostering student discipline and helping to develop students' potential according to their respective interests and talents through active participation in various activities.

Through an interview with Mrs. Fatmawati, S.H., as the school principal, she conveyed her views regarding the role of OSIS at MAS Al-Anwar. According to her, the functions of OSIS are aligned with the school's vision and mission. OSIS is involved in various activities, including teaching and learning activities as well as extracurricular programs. In addition, when the school participates in competitions, OSIS also takes part in the preparation process, demonstrating its active role in supporting overall school activities.

Another supporting view was expressed by Devi Maulida, the female Chairperson of OSIS at MAS Al-Anwar, who stated that OSIS plays a role in supporting student activities, fostering discipline, and preventing bullying. Meanwhile, Mr. Usman, S.Pd., M.Pd., as the OSIS advisor, explained that OSIS work programs include Leadership Basic Training (LDKS), work meetings for drafting the constitution and bylaws (AD/ART), routine quarterly evaluations, and the development of students' interests and talents such as scouting, public speaking, and sports.

Fikri, one of the students, stated that OSIS at MAS Al-Anwar organizes various activities that involve student participation, such as scouting, sports, and language learning programs.

Based on interviews with Mr. Usman, S.Pd., M.Pd., the OSIS advisor at MAS Al-Anwar, he explained that the implementation of benchmarking in OSIS management at this school focuses on shaping good leadership character. OSIS adopts best practices from other schools by emphasizing the importance of discipline, order, and exemplary attitudes for other students.

Every day, OSIS administrators are trained to demonstrate effective leadership behavior, with activities adjusted based on observed experiences and best practices.

In addition to training, OSIS administrators are also taught how to form effective committees, work in teams, and carry out roles according to their respective divisions. As part of the benchmarking process, they learn from organizational methods that have proven successful in other schools, including leading meetings and distributing and explaining members' tasks in accordance with programs that have been implemented by the school.

The school principal, Mrs. Fatmawati, S.H., explained that the implementation of OSIS management at this school adopts benchmarking principles, with OSIS operating under the student affairs division and being guided by the OSIS advisor. The continuity of OSIS is the responsibility of the student affairs division, which is tasked with ensuring the effectiveness of OSIS management. The school also provides facilities that support communication and the smooth implementation of OSIS activities, referring to best practices from other schools in organizational management. Benchmarking is viewed not merely as a comparative study activity, but as a concrete step directed toward real action. The results of this process serve as the basis for implementation at the school and as a guide in formulating more focused strategies to achieve broader educational goals.

Furthermore, experts have various opinions regarding the definition of benchmarking. Gregory H. Watson states that benchmarking is a continuous search for and application of best practices that lead to improved competitive performance. Robert Camp views benchmarking as a continuous process for evaluating products, services, and best practices of competitors. Meanwhile, David Kearns emphasizes that benchmarking is an ongoing process of assessing our products, services, and programs against the strongest competitors or best business entities. In relation to this, Teddy Pawitra defines benchmarking as a systematic and continuous learning process in which every part of an organization is compared with the best companies or competitors.

In conclusion, based on these views regarding benchmarking in relation to OSIS, benchmarking can be understood as a continuous process of evaluating and comparing best practices implemented by OSIS with those of other organizations, whether in terms of performance, programs, or services. The primary objective is to improve the overall quality and performance of OSIS by applying best practices that can enhance effectiveness, efficiency, and competitiveness within the school environment. This process is continuous, in-depth, and focused on learning and innovation to achieve higher standards.

According to information obtained from various sources regarding the factors that influence success, the data can be seen in the following table:

Table 3. Conditions of OSIS at MAS Al-Anwar Pontianak Based on Determining Factors of Success

No.	Faktor Penentu	Kondisi Saat Ini	Keterangan
1	Struktur Organisasi	Lengkap (kurang aktif)	Terdiri dari ketua, wakil, sekretaris, bendahara, dan koordinator bidang
2	Kepemimpinan Ketua OSIS	Sedang	Ketua mengkoordinasikan kegiatan dengan semampunya
3	Dukungan Madrasah (Kepala & Pembina)	Mendukung	Tersedia pembina OSIS yang membimbing tetapi sering kali tidak aktif
4	Partisipasi Anggota OSIS	Lumayan aktif	Beberapa anggota masih kurang terlibat
5	Program kerja	Terencana	Ada program tahunan

6	Sarana dan Prasarana	Tersedia tetapi terbatas	Ruang sekretariat tersedia, alat dokumentasi kurang
7	Anggaran Kegiatan	Tersedia	Mengandalkan dana BOS dan iuran sukarela
8	Hubungan dengan Lembaga Luar	Ada kerja sama terbatas	MoU dengan puskesmas dan karang taruna
9	Evaluasi dan Laporan Kegiatan	Dilakukan berkala	Laporan kegiatan disusun setiap akhir program

No.	Determining Factor	Current Condition	Description
1	Organizational Structure	Complete (less active)	Consists of a chairperson, vice chairperson, secretary, treasurer, and division coordinators
2	Leadership of the OSIS Chairperson	Moderate	The chairperson coordinates activities to the best of their ability
3	Madrasah Support (Principal & Advisor)	Supportive	An OSIS advisor is available to provide guidance but is often not actively involved
4	Participation of OSIS Members	Fairly active	Some members are still less involved
5	Work Programs	Well planned	Annual programs are available
6	Facilities and Infrastructure	Available but limited	A secretariat room is available; documentation equipment is insufficient
7	Activity Budget	Available	Relies on BOS funds and voluntary contributions
8	Relations with External Institutions	Limited cooperation	Memorandums of Understanding (MoUs) with the local health center and youth organization (Karang Taruna)
9	Evaluation and Activity Reports	Conducted periodically	Activity reports are prepared at the end of each program

Data analysis was conducted by processing information obtained from the benchmarking results to identify differences between the organization itself and the organization used as a reference. Data from the partner school were then compared with the results of internal assessments conducted within the school.

Table 4. Results of Benchmarking between OSIS at MAS Al-Anwar Pontianak and MAN 1 Pontianak

No.	Comparison Aspect	MAS Al-Anwar Pontianak	MAN 1 Pontianak	Notes
1	OSIS Organizational Structure	Complete, but member involvement is still limited	Complete and actively participatory	MAS Al-Anwar needs to increase member involvement
2	Annual Work Programs	Structured, but not all programs are	Well-structured and evaluated periodically	Improvement is needed in

		implemented optimally		implementation and monitoring
3	Documentation System	Manual and not well organized	Digital and systematic	Digitalization of reports and activity documentation is needed
4	Collaboration with External Parties	MoU with the local health center	Actively partners with many institutions	Expand partnership networks with external institutions
5	Religious and Social Activities	Routine and diverse	Routine, more organized, and more varied	Need better organization and variation
6	Leadership Training	Limited to internal OSIS activities	Scheduled and facilitated by external parties	Invite external speakers or conduct further benchmarking visits
7	Evaluation and Activity Monitoring	Conducted at the end of activities	Structured and conducted monthly	Implement a periodic evaluation system
8	Supporting Facilities	Limited, dependent on school facilities	Adequate, including a dedicated organizational room	Propose improvements to organizational facilities

The benchmarking data between MAS Al-Anwar Pontianak and MAN 1 Pontianak have been collected, analyzed, and presented to the relevant school authorities. This process revealed that OSIS at MAS Al-Anwar Pontianak already has a complete organizational structure and well-planned work programs. However, the activeness of both administrators and members still needs to be improved. Support from the madrasah exists, but the OSIS advisor is less active. Facilities are available but limited, and the budget still relies on BOS funds and voluntary contributions. MAN 1 Pontianak demonstrates stronger involvement of advisors and higher member participation, whereas MAS Al-Anwar Pontianak needs to strengthen the role of the advisor and enhance member motivation so that OSIS can operate more effectively.

MAS Al-Anwar Pontianak has implemented benchmarking with MAN 1 Pontianak by improving the organizational structure and activeness of OSIS, strengthening the role of the advisor, and developing more structured work programs. Efforts have also been made to improve facilities and infrastructure, seek additional funding sources, and establish cooperation with external institutions such as health centers and youth organizations (karang taruna). In addition, MAS Al-Anwar has adopted a periodic evaluation system to continuously improve the quality of OSIS activities.

Obstacles in the Implementation of OSIS Benchmarking

In implementing benchmarking, organizations inevitably encounter various obstacles experienced by members or individuals involved in the organization. As a school-based organization, OSIS is also not free from challenges, which generally originate from the school environment itself. Based on the results of this study, several major obstacles were identified as hindering the benchmarking of OSIS at MAS Al-Anwar Pontianak, namely: (a) a lack of sense

of responsibility among OSIS members, (b) boredom and low motivation, which are the main reasons for the suboptimal implementation of work programs, (c) ineffective communication among OSIS members, and (d) limited understanding among members regarding the activities or work programs to be implemented.

Supporting Factors for OSIS Benchmarking

The benchmarking results between MAS Al-Anwar and MAN 1 Pontianak indicate that MAS Al-Anwar already has a solid organizational foundation; however, improvements are still needed in member participation, digitalization of documentation, expansion of cooperation, and the establishment of more structured evaluation and training systems. MAN 1 Pontianak can serve as a model in terms of active member involvement, digital documentation, and adequate organizational facilities. The data analysis shows that several aspects serve as key strengths and supporting factors in the implementation of OSIS benchmarking at MAS Al-Anwar Pontianak, including: (a) a complete organizational structure that still requires increased member participation, (b) existing work programs whose implementation needs to be optimized, (c) documentation that remains manual and requires digitalization, (d) limited external partnerships that need to be expanded, (e) routine socio-religious activities that require better organization, (f) leadership training that needs to involve external resource persons, (g) activity evaluations that are not yet routine and require a periodic system, and (h) limited supporting facilities that necessitate proposals for facility enhancement.

Conclusion

Based on the results and discussion presented above, the following conclusions can be drawn:

1. OSIS at MAS Al-Anwar Pontianak plays a central role in supporting school activities and shaping students' character. This organization serves as a platform for learning leadership, discipline, and responsibility among students. OSIS also participates in important activities such as new student admissions (PPDB) and student orientation (MOS), and acts as a role model in attitudes and behavior within the school environment.
2. The functions of OSIS at MAS Al-Anwar include the implementation of annual work programs, enforcement of school regulations, development of students' interests and talents, and support for religious and social activities. OSIS has a complete organizational structure consisting of several divisions such as entrepreneurship, spirituality, arts, school health unit (UKS), flag-raising troop (paskibraka), scouting, security, cleanliness, and logistics. However, the effectiveness of these functions is still constrained by low active participation from members and the limited role of the advisor.
3. The implementation of benchmarking is carried out by adopting best practices from OSIS at MAN 1 Pontianak, such as active member involvement, digital documentation systems, periodic evaluations, leadership training facilitated by external parties, and extensive cooperation with external institutions. The benchmarking results indicate that OSIS at MAS Al-Anwar needs to increase member involvement, digitalize administrative processes, expand partnerships, and strengthen evaluation systems and supporting facilities to achieve greater organizational effectiveness.

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