

Group Dynamics and Teamwork Effectiveness in the Intra-School Student Organization: A Case Study at SMK Negeri 7 Medan

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Abstract

The Intra-School Student Organization (OSIS) serves as a learning ground for leadership and cooperation, functioning effectively as a miniature organization. This study aims to describe the group dynamics and teamwork effectiveness of the OSIS board at SMK Negeri 7 Medan. A qualitative approach with a case study design was employed. Informants were selected purposively, comprising one OSIS advisor, the OSIS president, and three members from different divisions. Data were collected through semi-structured interviews and analyzed using the Miles and Huberman model, incorporating source triangulation across the processes of data reduction, data display, and conclusion drawing. The study reveals that the board recruitment process was democratic, involving a voting system; guidance was provided participatively, combining directive and delegative styles; and the team exhibited high levels of cohesion, mutual trust, and cooperation. The team performed well by allocating tasks based on members' expertise, maintaining effective communication via WhatsApp and evaluation meetings, and structuring the team to encompass various divisions. However, conflict persisted between the Public Relations and PDD (Publication, Documentation, and Decoration) teams due to mutual blame stemming from unclear boundaries of authority; attempts to resolve this through personal mediation failed to address the root causes. Policies regarding mobile phone usage and the level of administrative support from the school also influenced the team's performance. The study recommends establishing written job descriptions involving the various divisions and increasing administrative support from the school.

Keywords: *Group Dynamics, Teamwork, Student Council, Vocational High School, Case Study.*

A. INTRODUCTION

The Student Council (OSIS) is an official group formed by students at school. The tasks of the Student Council are to develop leadership spirit, discipline, and the ability to cooperate among students. As a team, the Student Council cannot be separated from group dynamics and teamwork, namely the process of interacting among members, working together, building mutual trust, and solving problems that arise in order to achieve common goals (Forsyth, 2014). From the perspective of organizational behavior, the Student Council can be considered a simple example of an organization worthy of study.

Vocational high schools (SMKs) have distinctive characteristics that differ from general schools, such as the Field Work Practice (PKL) program and various activities aimed at preparing students to face the world of work. These activities can influence how student organizational activities operate. At SMK Negeri 7 Medan, this is quite interesting to analyze because the Student Council's management

activities must continue even though students have limited time and the school implements certain policies, such as collecting mobile phones during class hours.

Research on the Student Council usually focuses on leadership, attitudes, or student achievements, while research that simultaneously analyzes group dynamics and teamwork using an organizational behavior framework in the context of vocational high schools remains limited (see Subsection 2.9). Previous studies have generally discussed conflict, character, or Student Council leadership separately (Dewanta & Wibowo, 2014; Ningsih et al., 2023; Mujahidin & Malusu, 2024). Based on this, this study aims to: (1) describe how group dynamics occur within the Student Council management of SMK Negeri 7 Medan; (2) describe the effectiveness of Student Council teamwork in terms of coordination, communication, cooperation, participation, motivation, and trust; and (3) identify the factors that support and hinder the success of this teamwork. Theoretically, these findings help in applying concepts of organizational behavior within student organizations in vocational high schools; practically, the findings can be used as a reference for advisors, Student Council administrators, and school authorities.

B. LITERATURE REVIEW

1. Group Dynamics

Group dynamics is the study of group characteristics, how groups develop, and how members within a group interact with one another (Forsyth, 2014). Groups are dynamic in nature: they continue to change throughout the formation process, adjust individual roles, and eventually establish shared norms and cooperation. This study examines five aspects: (1) group formation, namely how members are selected; (2) guidance, namely assistance from experienced individuals, either in the form of direct instructions or by providing freedom to make decisions; (3) conflict, namely differences of opinion or tensions among members or between divisions, along with how they are resolved; (4) cohesion and trust, namely the level of closeness and emotional bonds among members; and (5) external conditions, namely external factors such as school policies, study schedules, and available facilities.

2. Teamwork and Its Effectiveness

A team is a group of people who depend on one another to achieve common goals, and a team's ability to work effectively depends on how its members interact with one another (Robbins & Judge, 2017). Effective teams generally have clear goals, mutual trust, clear communication, and the ability to solve problems in a positive manner. Salas and his research team in 2005 identified the main components of teamwork, namely team leadership, mutual monitoring, mutual support behaviors, adaptability, and team orientation. To support these components, they emphasized the importance of closed-loop communication, mutual trust, and shared mental models. Trust and the feeling of safety to admit mistakes are also related to the concept of psychological safety, as explained by Edmondson in 1999.

Since this study is qualitative in nature, team performance is not measured numerically but is understood through five aspects: first, coordination; second, communication; third, cooperation; fourth, participation and work enthusiasm; and fifth, trust among members, along with indicators of the extent to which work programs are implemented and team members' perceptions of satisfaction. Group dynamics indicate how processes and the atmosphere within a group develop, while teamwork focuses on the actual actions of members in achieving organizational goals.

3. Student Council as a Student Organization

The Student Council (OSIS) is an official student activity organization within the school environment. Regulation of the Minister of National Education Number 39 of 2008 concerning Student Development states that student organizations in schools, including vocational high schools (SMKs), take the form of OSIS (Minister of National Education, 2008). Previous research has shown that OSIS can help develop students' leadership character (Mujahidin & Malusu, 2024). Through these activities, students learn about roles, responsibilities, communication within teams, and how to resolve emerging problems.

4. Stages of Group Development

Tuckman (1965) stated that small groups develop through several stages, namely forming, storming, norming, and performing; Tuckman and Jensen (1977) later added the adjourning stage. In the forming stage, team members introduce themselves to one another and remain dependent on the leader. The storming stage is characterized by tension and differences of opinion regarding individual roles and tasks. In the norming stage, group rules and cohesion begin to develop, while in the performing stage, the group works together effectively to achieve established goals. This model is suitable for OSIS because its administrators change periodically, and the administrators examined in this study have only been in office for approximately six months. Therefore, tensions in task allocation can be considered part of the group's development process.

5. Cohesion, Trust, and Psychological Safety

Group cohesion refers to the level of togetherness and willingness to participate among members of a group (Forsyth, 2014). A meta-analysis by Beal et al. (2003) showed that cohesion has a positive relationship with group performance. According to Mayer et al. (1995), trust is a person's willingness to be vulnerable to the actions of others. It is built on an individual's perceptions of the ability, benevolence, and integrity of the person being trusted. Edmondson (1999) introduced the concept of psychological safety, which refers to a shared belief within a team that members feel safe to take interpersonal risks, such as expressing opinions, asking questions, or admitting mistakes. Edmondson also linked this concept to team learning behavior.

6. Leadership, Guidance, and Motivation

Situational leadership theory states that a leader's leadership style, such as directing, persuading, participating, or delegating tasks, will be more effective depending on the extent to which followers are ready to accept and follow instructions, according to Hersey and Blanchard (1982). In OSIS, younger students are still learning to lead, making a combination of guidance and autonomy important. In terms of motivation, self-determination theory states that intrinsic motivation increases when the needs for autonomy, competence, and relatedness are fulfilled (Deci & Ryan, 2000). This concept helps explain how advisors and leaders motivate members.

7. Conflict, Role Ambiguity, and Conflict Management

Jehn (1995) distinguished between task conflict, which involves differences of opinion regarding the work to be done, and relationship conflict, which involves personal tension between individuals. A meta-analysis by De Dreu and Weingart (2003) showed that both types of conflict are generally negatively correlated with team effectiveness and team member satisfaction. Role ambiguity occurs when an individual does not receive clear explanations regarding their tasks, authority, and responsibilities, thereby causing problems and tension within an organization, as examined by Rizzo et al. (1970).

Conflict resolution styles were divided by Thomas and Kilmann (1974) into five types, namely competing, collaborating, compromising, avoiding, and accommodating. Rahim (2002) classified them into five categories: integrating, obliging, dominating, avoiding, and compromising. Tjosvold (2008) stated that conflict can be beneficial when managed in a cooperative environment and addressed through open discussion.

8. Teamwork Effectiveness

Katzenbach and Smith (1993) stated that a team is a small group of people with complementary skills who are committed to a common purpose, a common approach to work, and mutual accountability. The reviews by Kozlowski and Ilgen (2006) and Mathieu et al. (2008) consider team effectiveness to result from several factors, including inputs such as composition and leadership, processes such as communication, coordination, and trust, and outcomes such as performance, satisfaction, and lasting relationships among members. This framework serves as the conceptual foundation of the study. Composition, guidance, and the surrounding environment are considered inputs. The processes involved include cohesion, trust, conflict, cooperation in carrying out tasks, effective communication, and member participation and work enthusiasm. The outcomes of these processes include the successful implementation of work programs, discipline, and member satisfaction.

9. Previous Studies

Several previous studies are relevant to this topic. Ningsih and her research team (2023) examined the efforts of the OSIS administrators at SMA Negeri 4 Jember to address conflicts among members. They found that conflicts arose due to differences of opinion. To resolve these issues, the OSIS administrators employed several approaches, such as mediation, reinforcing the importance of teamwork, and conducting team-building activities. Dewanta and Wibowo (2014) conducted research in two schools and found that conflicts among students occurred due to differences in perspectives, goals, and interdependence. However, these conflicts could be minimized through open communication and close relationships. In the vocational high school context, Mujahidin and Malusu (2024) found that OSIS served as an effective means of developing leadership character with the support of teacher advisors. Nurlina and her research team (2024) analyzed group dynamics in the process of student character development. Meanwhile, Ginanjar et al. (2025) emphasized the importance of communication in resolving conflicts and managing group dynamics among OSIS administrators.

Based on the author's limited literature search, these studies focus more on conflict, character, or leadership separately, and few have combined group dynamics and the effectiveness of OSIS teamwork within a single organizational behavior framework in the context of vocational high schools. This study addresses that gap.

Table 1. Summary of Previous Studies

Researcher (Year)	Focus and Location	Method	Main Findings	Differences from This Study
Ningsih et al. (2023)	Efforts by OSIS administrators to resolve conflicts among members, SMAN 4 Jember	Qualitative phenomenological approach; observation and interviews with the chairperson and administrators	Conflicts arose from differences of opinion and were addressed through mediation, emphasis on teamwork, common interests, and team-building activities	Not conducted in a vocational high school; focuses only on conflict without examining cohesion, trust, and teamwork effectiveness
Dewanta & Wibowo (2014)	School-based conflict management in two schools	Qualitative case study	Conflicts were triggered by differences in perceptions, goals, and interdependence;	Examines school conflicts in general rather than conflicts

			they were resolved through open communication and close relationships	within the OSIS organization
Mujahidin & Malusu (2024)	Leadership character development through OSIS, SMK Al Malikus Sholeh Sumobito, Jombang	Qualitative case study; in-depth interviews and participant observation	OSIS effectively develops leadership character; guidance from teacher advisors supports collaboration among members	Focuses on leadership character without analyzing conflict and teamwork
Nurlina et al. (2024)	Group dynamics and student character development, SMK Sasmita Jaya 1 Pamulang	Qualitative	Education and character development are essential needs in student group dynamics	Focuses on student character rather than teamwork within the OSIS organization
Ginanjar et al. (2025)	Conflict management socialization for OSIS administrators, SMK Mulia Hati Insani, Lebak	Community service (socialization program)	Conflict is inevitable in OSIS; communication is key to managing group dynamics	Involves a training intervention rather than descriptive research

C. METHOD

This study employed a qualitative approach with a case study design to gain an in-depth understanding of phenomena in their real-life context (Yin, 2018). The study was conducted at SMK Negeri 7 Medan on September 24, 2026. Informants were selected using purposive sampling (Sugiyono, 2019) based on their direct involvement in the Student Council management, consisting of five individuals (Table 1). To maintain confidentiality, the informants' names were anonymized using initials. All informants had agreed to be interviewed.

Table 2. Informant Profiles

Role	Division/Grade	Tenure
OSIS Advisor	Student Affairs	Since 2025
OSIS Chairperson	XI AKL	Approximately 6 months
Member	Public Relations, XI MPBL	Approximately 6 months
Member	Security, XI AKL	Approximately 6 months
Member	PDD (Publication, Decoration, and Documentation), XI AKL	Approximately 6 months

Data were collected through semi-structured interviews using three sets of interview guidelines tailored to the informants' positions (advisor, chairperson, and members), which were developed based on the dimensions of group dynamics and teamwork. Data analysis followed the model of Miles and Huberman (1994): data reduction, data display, and conclusion drawing. Data validity was ensured through source triangulation (Lincoln & Guba, 1985; Moleong, 2017), namely by comparing the responses of the advisor, chairperson, and members.

D. RESULTS AND DISCUSSION

1. Composition and Guidance

The selection of OSIS administrators is conducted democratically: students who wish to run for office can register, and those who receive the highest number of votes are elected. The advisor considers the willingness to nominate oneself an indication of leadership potential and the ability to speak in public, although these abilities still need to be strengthened through appropriate guidance. The OSIS chairperson stated that their motivation came from an interest in organizational activities, the hope of developing friendships, and support from parents and the advisor. Thus, the recruitment process combines a voting system with consideration of individual interest and ability.

The advisor provides guidance by combining a firm approach with trust, through skills development, leadership and time management training, as well as regular meetings and evaluations. Administrators are given the freedom to make their own decisions while remaining under the guidance and supervision of the advisor. This pattern represents participatory coaching and is consistent with the concept of situational leadership, in which a leader's style is adjusted to the readiness level of followers (Hersey & Blanchard, 1982).

2. Cohesion and Trust

The advisor and the chairperson stated that the administrators work well together, as demonstrated by the implementation of various work programs. Inactive members were considered not to be lazy but to have difficulties managing their time. Members stated that there were no separate cliques, that they felt close to other divisions, and that they had a high level of trust in the chairperson and core administrators. They also felt comfortable admitting mistakes without worrying

about being judged negatively. These conditions indicate an atmosphere approaching psychological safety (Edmondson, 1999), which provides a foundation for open communication and a willingness to help one another.

Differences in perceptions among informants should also be noted. The advisor stated that all members remained active, whereas MA reported that some members were less active. This indicates that the advisor's assessment of group unity tended to be more positive than the direct experience reported by members, highlighting the importance of cross-checking information from other sources.

3. Coordination and Communication

The chairperson assigns tasks according to individual skills and balances workloads, while combining several divisions into a single team during major activities to prevent overlapping responsibilities. All members stated that they understood their duties based on explanations from their division coordinators or the advisor and considered the task distribution fair, although AA noted that workloads could increase during certain activities.

Communication is conducted through WhatsApp, face-to-face interactions, and evaluation meetings. The chairperson provides instructions by first gathering the members and then explaining the work procedures. The school's policy of collecting mobile phones during class hours creates obstacles to digital communication during lessons. Nevertheless, all members felt calm and comfortable expressing opinions and criticism during meetings.

4. Conflict and Its Management

The most significant conflict involved mutual blame between the Publication, Decoration, and Documentation (PDD) division and the Public Relations division. The conflict occurred when requests for assistance from one division were perceived as an attempt to transfer responsibilities, usually due to misunderstandings in conveying information. Both divisions have overlapping duties, such as documenting events and carrying out bereavement-related activities. There is a discrepancy between members' perceived understanding of their duties and their actual working practices: members reported knowing their responsibilities, yet conflicts still occurred. This indicates that the boundaries between divisions with overlapping duties remain unclear, a problem referred to in theory as role ambiguity (Rizzo et al., 1970). Perceptions of conflict varied: CT had never experienced conflict, whereas MA and AA had experienced differences of opinion but resolved them through calm conversations or group discussions. These differences indicate that not all divisions experience conflict in the same way.

The chairperson resolves problems through private negotiation rather than open deliberation, in order to avoid creating disorder. The advisor provides guidance and encouragement and acts as a mediator when necessary. This approach has helped reduce tension and maintain harmony. However, because it has not been accompanied by explanations of new rules or clear task allocation, the underlying

problems remain unresolved. In conflict management theory, this pattern generally leads to avoidance or accommodation (Thomas & Kilmann, 1974; Rahim, 2002).

5. Participation, Motivation, and Cooperation

The chairperson considered Public Relations and PDD to be the most active divisions. To improve cooperation among different divisions, the chairperson forms teams consisting of members from various divisions for each activity. Members reported feeling closer to one another and frequently working with teams from other divisions. Everyone is given an opportunity to speak in turn, while inactive members are approached personally and assigned to teams consisting of active members. All members make an effort to attend the activities and feel that their efforts are appreciated.

6. Contextual Factors in Vocational High Schools

The Field Work Practice (PKL) program has the potential to hinder OSIS activities. According to the advisor and the chairperson, this potential obstacle is reduced because the administrators come from classes that have not yet undertaken PKL and the leadership regeneration process was completed before the PKL period began. On the other hand, members stated that school schedules often limit their working time, such as when completing documentation tasks. School support is considered adequate in terms of facilities and funding. However, the chairperson and several members expressed a desire for simpler permission procedures, leave from regular classes for organizational activities, and more complete documentation equipment and materials.

Overall, group dynamics and teamwork within the OSIS of SMK Negeri 7 Medan function well, as indicated by high levels of cohesion and trust, reasonably organized coordination, open communication, and the smooth implementation of work programs. These findings are consistent with the view that trust and good communication are characteristics of effective teams, as expressed by Robbins and Judge (2017). However, high cohesion does not automatically eliminate role conflict: a safe environment may facilitate informal conflict resolution without necessarily encouraging structural improvements. This OSIS team demonstrates relational effectiveness in areas such as trust, cohesion, and communication, but still requires structural improvements, particularly in role clarity and the boundaries of authority. A more in-depth theoretical discussion is presented in Subsection 4.8.

With a tenure of approximately six months, the management team appears to be between the norming and performing stages according to Tuckman's model (1965): task allocation and meeting routines have been established, and work programs have been implemented, but tensions regarding the boundaries of responsibilities between Public Relations and PDD remain. This is the author's interpretation because the study did not observe the group longitudinally. If this interpretation is correct, such conflicts are common in groups that are still adjusting their roles and may serve as a starting point for establishing new working norms.

Group cohesion and the absence of cliques are consistent with findings that cohesion is associated with group performance (Beal et al., 2003). Members' trust in the chairperson's decisions can be interpreted as a perception of the leader's ability and benevolence (Mayer et al., 1995), while the comfort experienced when admitting mistakes and offering criticism during meetings indicates a climate approaching psychological safety (Edmondson, 1999). Nevertheless, the data are based on informants' self-reports, so the possibility of social desirability bias cannot be ruled out, particularly because the members are students and the advisor is an authority figure. The difference in perceptions of member activity between the advisor and MA further reinforces the need for caution.

The advisor's combination of directive and delegative leadership styles is consistent with the principles of situational leadership (Hersey & Blanchard, 1982): guidance is provided through upgrading activities and evaluations, while autonomy is granted in decision-making. Within the framework of self-determination theory (Deci & Ryan, 2000), granting autonomy fulfills the need for independence, leadership training addresses the need for competence, and the chairperson's personal approach to inactive members and placement of these members in teams with active members address the need for relatedness. Providing opportunities for members to express their opinions in turn also strengthens their sense of being valued.

The gap between members' reported understanding of their roles and the conflicts that continue to occur indicates that understanding individual duties is not the same as having clear boundaries between divisions. This is consistent with the concept of role ambiguity (Rizzo et al., 1970): overlapping tasks, such as documentation and bereavement-related activities, lack clear rules regarding who is responsible for each task. The conflict between Public Relations and PDD is more appropriately categorized as task conflict (Jehn, 1995), but if allowed to recur, it may develop into relationship conflict that reduces satisfaction and performance (De Dreu & Weingart, 2003).

The chairperson's use of personal mediation can be interpreted as a combination of avoiding and accommodating styles (Thomas & Kilmann, 1974; Rahim, 2002). This approach is effective in maintaining harmony and preventing disruption, but it does not produce new agreements that can serve as guidelines. An integrative or collaborative approach has greater potential to resolve the root causes of problems (Rahim, 2002; Tjosvold, 2008). The chairperson stated that miscommunication had previously been resolved through evaluation meetings. Therefore, these meetings could be optimized to discuss the boundaries of responsibilities between divisions openly and produce written decisions.

Using the input-process-output framework (Kozlowski & Ilgen, 2006; Mathieu et al., 2008), the research findings are summarized in Table 3.

Table 3. Summary of the Assessment of OSIS Teamwork Effectiveness

Dimension	Main Findings	Assessment
Coordination	Tasks are assigned based on individual skills; cross-divisional teams are formed; conflicts arise over the boundaries of responsibilities between Public Relations and PDD	Moderately effective; role clarification is needed
Communication	WhatsApp, face-to-face interactions, and evaluation meetings are used; members feel comfortable expressing opinions; communication is hindered by the mobile phone collection policy	Good; constrained during school hours
Cooperation	Cross-divisional teams are formed; members feel close to members of other divisions	Good
Participation and Motivation	Members express their opinions in turn; inactive members receive personal attention; members make an effort to attend activities	Good; perceptions of member activity vary
Trust	Members trust the chairperson and feel safe admitting mistakes	High
Outcomes	Work programs are implemented; members feel that their contributions are appreciated	Good

From the perspective of Katzenbach and Smith (1993), unclear boundaries of responsibility weaken mutual accountability, making coordination the dimension that most needs to be strengthened.

Theoretically, these findings indicate that high cohesion and trust do not automatically guarantee role clarity; a harmonious group may suppress conflict informally without improving its work structure. Practically, the administrators need to prepare written job descriptions for divisions with overlapping responsibilities, establish procedures for requesting assistance between divisions, schedule regular cross-divisional evaluation forums, and prepare task handovers before the Field Work Practice (PKL) period. The school can provide support by creating communication windows for administrators during school hours and simplifying activity permission procedures.

This study was conducted at a single school with five informants and a single round of interviews; therefore, the findings cannot be generalized. The conflict between Public Relations and PDD was primarily based on the chairperson's account:

the Public Relations member (CT) stated that they had never experienced conflict, while the PDD member (AA) only mentioned differences of opinion regarding design concepts, which were resolved through discussion. Therefore, further investigation from the perspectives of members of both divisions is needed.

E. CONCLUSION

The group dynamics of the OSIS at SMK Negeri 7 Medan are shaped by interest-based recruitment and voting, participatory guidance that combines direction and autonomy, and high levels of cohesion and trust, although conflicts between divisions still occur. Teamwork is reasonably effective through the distribution of tasks based on individual skills, communication via WhatsApp and evaluation meetings, cross-divisional cooperation, and sustained participation and motivation. Conflicts arise from communication misunderstandings and unclear boundaries of authority and are addressed through personal mediation, which reduces tension but does not resolve the root causes of the problems. Contextual factors specific to vocational high schools, namely the PKL schedule, mobile phone policies, and school administrative support, influence teamwork, while administrative support still needs to be improved. For OSIS administrators, written job descriptions and work procedures should be developed for divisions with overlapping responsibilities, particularly Public Relations and PDD, and cross-divisional evaluation forums should be organized. For advisors and the school, activity permits and exemptions should be made easier to obtain, documentation equipment should be provided, and communication windows for administrators during school hours should be considered. For future researchers, the number of informants and schools should be increased, mixed methods should be employed, and OSIS teamwork should be examined when administrators enter the PKL period.

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