
THE SOCIAL CARING CHARACTER DEVELOPMENT FOR STUDENTS THROUGH YOUTH RED CROSS EXTRACURRICULAR ACTIVITIES

Rosnelly¹, Maria montessori², Junaidi Indrawadi³, Yurni Suasti⁴

¹²³Universitas Negeri Padang; Indonesia

Correspondence email; rosnellyppknsma1@gmail.com

Submitted: 25/11/2022

Revised: 19/01/2023

Accepted: 28/03/2023

Published: 31/05/2023

Abstract

The study aims to explain how to develop students' social caring character through PMR extracurricular activities. This research is qualitative research with a case study approach at SMKN 1 Lubuk Sikaping. Social care character development for students is carried out with various activities such as cleaning the school environment, picket guarding the field, providing assistance to victims of natural disasters, and distributing *takjil* during the month of Ramadan. Data collection techniques were carried out through observation, interviews, and documentation, while data analysis was carried out by data reduction, data presentation, concluding, and verification. The findings of the study concluded that social care Sikaping education for students through PMR co-curricular activities. The results of the study concluded that the social care character development of students is aimed at all PMR members, which can be carried out through routine PMR activities, both through material and practice, such as providing assistance to disaster victims, cleaning the school environment, picketing the field, and distributing *takjil* during the month of Ramadan. This activity has an impact on the formation of the character of being responsive, independent, disciplined, skillful, and irresponsible.

Keywords

Character, Extracurricular, PMR, SMK Negeri 1 Lubuk Sikaping



© 2023 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution-NonCommercial 4.0 International License (CC BY NC) license (<https://creativecommons.org/licenses/by-nc/4.0/>).

INTRODUCTION

Education is essentially a process to help humans develop, so they can deal with all the changes that occur in life. Education is a means and container for human resources, so it must attract attention and be managed properly by the government and society (Suwartini, 2017). School is the second means of education after the family (Syaparuddin, 2020). The school environment is very influential in the development and growth of students (Kinta, 2014). Schools help students to find their identity and direction in life (Purwanto, 2020). Through the education they get at school, it is hoped that students will be able to become human figures who can filter out bad influences that can damage and have a bad influence on them in the future.

Character education is necessary not only in schools but also in the family and community (Suyanta, 2013). Character education in the school environment is obtained through subjects and outside of school through extracurricular activities (Muhamadi, 2019);(Dahliyana, 2017). The implementation of character education in schools should not only be given through subjects but must be integrated with other subjects. Character education starts at an early age because it requires guidance from the teacher (Khaironi, 2017);(Fanhas, 2017). Instilling character education from an early age is very important for students to become moral and virtuous individuals and to become good citizens (Hadisi, 2015).

Character education can be carried out through extracurricular activities. Extracurricular activities are activities carried out in certain aspects of the curriculum, including those relating to the actual application of the knowledge acquired by students following the requirements of the needs and the surrounding environment (Yanti, 2013);(Julia, 2022). Extracurricular activities are school activities that are not included in school subjects, but these extracurricular activities aim to hone the potential that exists in students (Saipul, 2014). The existence of extracurriculars in schools can support student character education well (Wiliandani, 2016). It is hoped that educators know the potential of their students. It can also channel their talents and interests according to their potential. Extracurricular activities can help students to form character and as a place for students to develop their potential (Lestari, 2016). According to Faradila et al. (2020) and Kusuma (2017), PMR is part of the Indonesian Red Cross, and its membership includes youth from groups ranging from Mula to Wira. In this organization, students are taught to be useful to others and to help fulfill the duties of the Red Cross. PMR, an organization that provides first aid to victims of accidents and disasters, aims to equip students with socially caring characters so that they can apply good values

and attitudes in social life.

Several studies have been conducted regarding PMR extracurricular activities, including Ani Anjarwati et al. in 2022, regarding Assistance in the PHBS Program for Beginning PMR Members at SDN Sukabumi 2 Probolinggo. Clean and Healthy Living Behavior (PHBS) is a conscious application of behavior as a result of learning to enable individuals to assist themselves and the surrounding community in the health sector. Elviana Naum, Didik Iswahyudi in 2019, This research describes the role of the Youth Red Cross extracurricular activities in the formation of students' socially caring character. Furthermore, there is research by Siti Nurasih et al. in 2018, and this research describes the implementation of PMR extracurricular activities and the role of PMR extracurricular activities in shaping the social skills of students at SMAN 1 Cikande. Santi Dwi Isro Diah, Warsono 2017. This study aims to determine the level of social awareness of students between students who take part in the Youth Red Cross extracurricular and students who do not take part in the Youth Red Cross extracurricular. Dita Ihsaniah Putri in 2019, this research strengthens student Character Education (PPK) through the harmonization of the heart (ethics), taste (aesthetic), thought (literacy), and exercise (kinesthetic). Ascosenda Ika Rizqi, Marzuki, in 2014, this research implements character values in PMR activities at the wira level at PMI Malang City target schools.

Based on interviews conducted by researchers with PMR coach teachers at SMKN 1 Lubuk Sikaping, there are several manifestations of students' low social awareness, namely indifference to friends, discrimination between friends, low participation in social service activities organized by the school, and lack of empathy when faced with a problem. A student falls off a chair, and some students only help close friends or groups of people or even just people they know, and there is still bullying at school. Another issue that arose was in terms of providing compensation for victims of natural disasters, and many students did not participate.

Based on the description of the background that has been explained and guided by previous research, which generally takes the theme of PMR activities in improving healthy life attitudes and social skills of students, it attracts the attention of researchers to examine the character building of students' social care through PMR extracurricular activities at SMK Negeri 1 Lubuk Sikaping.

METHOD

The study employs qualitative research with a case study approach. The research was conducted at SMK Negeri 1 Lubuk Sikaping. The data collection technique used was in the form of

observations from January 2 to February 2 at SMK Negeri 1 Lubuk Sikaping regarding fostering the character of social care students, obstacles in fostering the character of social care students, and the impact of PMR extracurricular development. Interviews were conducted with PMR class X and XI members, school principals, vice principals, and PMR coaches. The documentation used is in the form of existing regulations at SMKN 1 Lubuk Sikaping, coaching material related to fostering the character of caring students, school profiles, school establishment decrees, extracurricular supervisory decrees, organizational structure, school vision and mission, school facilities, and infrastructure.

Activities carried out by PMR include: providing material by coaches, field pickets, distributing masks to the community, aid for victims of natural disasters, cleaning the school environment, and during the month of Ramadan, PMR distributes *takjil* to the community. Involving students in PMR activities results in the form of students having the character of social care both in the school environment and in the community. After the researcher got the data, the first step that the researcher took was to reduce the data, namely to summarize the data that the researcher got, such as observational data, interviews, and documentation. After the data is reduced, the next stage is data presentation; namely, PMR activities are carried out every Friday. In this study, the data is presented in the form of a description.

FINDINGS AND DISCUSSION

Findings

Student Social Care Character Development

Based on the interviews that the researchers conducted, several things were obtained related to the PMR (Youth Red Cross) extracurricular activities at SMKN 1 Lubuk Sikaping, including Attituding, who explained that the background to the birth of the PMR extracurricular at the school was a way of building student character. The results of interviews with informants can be seen in the following table:

Table 1. Youth Red Cross Extracurricular Activities at SMK Negeri 1 Lubuk Sikaping

No.	Informant	Result
1.	Vice principal of student affairs	The PMR extracurricular background at SMK Negeri 1 Lubuk Sikaping refers to the legal basis of law no. 20 of 2003 concerning the national education system and also character building according to the profile of Pancasila students conveyed by the Minister. Permen No.39 of 2008 concerning student development with extracurriculars of PMR.

2.	Advisor of PMR	The background to the development of the character of social care through the PMR extracurricular is Law No. 20 of 2003 and Law No. 36 of 2009 concerning health. Children who are active in PMR are much better in character than children who do not participate at all.
3.	Headmaster	Children who are active in PMR are much better in character than children who do not participate at all

Based on interviews with student representatives, PMR supervisors, and school principals, the background to PMR extracurricular activities at SMKN 1 Lubuk Sikaping is based on Law no. 20 of 2003 concerning the national education system and also the formation of character according to the profile of Pancasila students conveyed by the Minister. Permen No.39 of 2008 concerning student development with PMR. The goal of this social care character development is for all PMR members at SMKN 1 Lubuk Sikaping. Activities carried out such as assisting disaster victims, picket guarding the field, cleaning the environment, and distributing *takjil* during the month of Ramadan. Activity forms student character. Students are responsive in dealing with social problems, students know and understand the material presented by coaches and coaches, students care about the environment, students are more independent in taking care of themselves, students have life skills so they can compete in the world of work as well as students Has a high sense of responsibility with the tasks assigned to them. It is explained in Table 2 below.

Table 2. Forms of Social Care for Students at SMKN 1 Lubuk Sikaping through Youth Red Cross extracurriculars.

No.	Forms of Social Care Development	Target	Objective
1.	Quick Response	All members of PMR	Training students to be responsive in dealing with social problems or problems
2.	Delivering of materials	All members of PMR	Agar peserta didik mengetahui dan memahami materi tentang kepalangmerahan It is hoped that students know and understands the material about <i>kepalangmerahan</i>
3.	Environmental Hygiene	All members of PMR	Increasing students' sense of concern for the environment
4.	Independence	All members of PMR	Students can take care of themselves.
5.	Life skill	All members of PMR	Students have the skills that they will easily enter the world of work later
6.	Responsibility	All members of PMR	Students have a sense of responsibility for the social tasks given to them
7.	Discipline	All members of PMR	Students have high discipline in carrying out an activity or work assigned to them

PMR extracurricular activities at SMKN 1 Lubuk Sikaping are held every Friday, with activities such as first aid for fainting victims, fever, health sanitation, peer youth education, voluntary blood donation, disaster preparedness, PMR gymnastics, outbound training, competitions, joint training, and social service activities.

The form of fostering the character of caring for students through PMR extracurricular activities is by delivering material and practice. In routine training activities, students are given material about the red cross, first aid to accident victims, and environmental cleanliness. Practical activities are intended so that students are quick to respond to themselves and their environment, students are more independent, students have life skills or life skills, and students have a high sense of responsibility. For practical activities, students learn to deal directly with those who take part in the liturgy regardless of ethnicity, race, religion, and culture. Students also learn how to handle and manage UKS.

Discussion

The Youth Red Cross Extracurricular (PMR) is a student coaching in the development of the red cross. The Red Cross Youth Extracurricular (PMR) has the goal of strengthening the quality of youth and building student character. This follows the view of Rohman et al. (2022), revealing that the Youth Red Cross is a place to foster students in the development of red cross characters. It is reinforced by the opinion of Maryuni (2022), who postulates that the Youth Red Cross organization can build student characteristics.

Youth Red Cross extracurriculars (PMR) have several forms of activities developed to train students to have broad insights and equip students to have good social care characters. According to Takwil (2020), the purpose of extracurricular activities, in general, is to provide opportunities for students to develop and express themselves following the needs, potential, talents, interests, and personalities of students. Specifically, namely cultivating talents, interests, creativity, competence, and habits in life, religious, social, learning abilities, insight and career planning, problem-solving abilities, independence, and other abilities that support the formation of student character and personality. This activity forms the character of students to be responsive, care for the environment, be independent, have life skills, and students have high responsibility. This is following the Tri Bhakti of PMR, which is to improve healthy living skills, work and serve in society, and strengthen national and international friendship (Purwana, 2022). This can be proven by the involvement of students in social actions such as providing assistance to victims of natural disasters, distributing

takjil or breaking the fast, and cleaning the school environment. Routine activities are carried out every week, such as materials and Youth Red Cross gymnastics, being a field health practitioner, and providing first aid to victims. Period activities are carried out when there are certain competitions, and some are held once a year, such as voluntary blood donation, outbound training, joint training, and social service activities. The activities taught are very helpful for students in shaping their character. Nurussalami (2022) reveals that extracurricular activities are periodic or temporary, namely extracurricular activities that are carried out only at certain times, and the time allocation is limited and according to needs. Examples are field trips and social services.

Obstacles faced by students in the process of social care at SMKN 1 Lubuk Adapting to PMR activities include internal obstacles, namely psychological factors. Then, including external constraints, namely schools. Internal barriers are barriers that come from students. Constraints that are often experienced by students in aspects of lack of awareness of students such as laziness, lack of hard work, lack of cohesion, individuality, and not paying attention to social care. It can be seen from the situation in the field that there are students who are not present at PMR

According to Puspa (2020), social protection must be developed so that people do not have negative traits such as arrogance, indifference, and a lack of cooperation culture. PMR at SMKN 1 Lubuk Sikaping also plays a role in various school activities. The role of PMR activities in forming social protection attitudes can be seen in activities such as providing first aid, providing health care in the field, keeping the surrounding environment clean, raising awareness, training, and participating in activities and social services by collecting for all. The existence of this activity can motivate students to help other people in need because, in everyday life, they can get used to behaving well.

The character social care is an action that seeks to be able to help people who are in trouble and who are in need. According to Saraswati (2020), the social concern is an attitude and action that always wants to assist other people and communities in need. The efforts made by students to instill an attitude of social care are carried out by helping others selflessly and not discriminating against one another. From observations made by researchers, several members of the Youth Red Cross (PMR) helped deal with students who were sick and gave medicine to these students. Students who take part in the Youth Red Cross (PMR) extracurricular activities can provide first aid. The PMI guidebook (2008) explains that rescuers who first arrive at the scene have the ability and are trained in basic medical treatment.

The Youth Red Cross (PMR) extracurricular at SMK Negeri 1 Lubuk Sikaping is not only focused on the theory but can practice it in everyday life. The Youth Red Cross (PMR) also plays a role in various school activities. The role of PMR (Youth Red Cross) activities in instilling an attitude of social care can be seen in activities such as providing first aid, providing field health, keeping the surrounding environment clean, outreach, training, participating in any activity, and social service.

The influence of the environment at school can also influence student attitudes. According to Kemendiknas (2011), school culture is the atmosphere of school life where students interact well with each other, teachers with teachers, counselors with each other, and members of the school community group. School culture or culture can be said to be the thoughts, words, attitudes, actions, and hearts of every member of the school, which is reflected in the spirit, behavior, and symbols and slogans typical of their identity (Johannes et al., 2020). In addition, Hasanah (2019) reveals that the development of extracurricular activities is part of the development of school institutions. Extracurricular activities rely more on school initiatives. Juridically, the development of extracurricular activities has a strong legal basis because it is regulated by a ministerial decree which must be implemented by schools.

CONCLUSION

It is deemed that fostering the character of social care can be carried out through PMR extracurricular activities, namely by assisting disaster victims, field guard pickets, cleaning the school environment, and distributing *takjil* in the Month of Ramadan to the community around the school. This method forms the character of students, namely students who are responsive, independent, disciplined, have life skills, and students are more responsible. In practical activities, students learn to deal directly with those who take part in the liturgy regardless of ethnicity, race, religion, and culture. Peaceful humanitarian considerations, following the principles of the Red Cross. In this way, students also learn to be good citizens and be responsible for their tasks so that a caring character of students can be created.

REFERENCES

- Dahliyana, A. (2017). Penguatan Pendidikan Karakter Melalui Kegiatan Ekstrakurikuler Di Sekolah. *Sosio Religi: Jurnal Kajian Pendidikan Umum*, 15(1), 54–64.
- Fanhas. (2017). Pendidikan Karakter Untuk Anak Usia Dini Menurut Q.S. Lukman: 13-19. *Pedagogi:*

Jurnal Anak Usia Dini Dan Pendidikan Anak Usia Dini, 3(3a), 42–51.

- Faradila, M., Muna, D. N., Imaduddin, M., Agama, I., Negeri, I., & Kudus, I. (2020). Internalisasi Nilai-nilai Islam pada Program Palang Merah Remaja di Madrasah. *Ibriez : Jurnal Kependidikan Dasar Islam Berbasis Sains*, 4(1).
- Hadisi. (2015). Pendidikan Karakter Pada Anak Usia Dini La Hadisi. *Jurnal Al-Ta'did*, 8(2), 50–69.
- Hasanah, S. U. (2019). Kegiatan Ekstrakurikuler Paskibra Dalam Rangka Pembinaan Karakter Semangat Kebangsaan Siswa. *Jurnal Pendidikan Kewarganegaraan*, 3(2), 211.
- Johannes, N. Y., Ritiauw, S. P., & Abidin, H. (2020). Implementasi Budaya Sekolah Dalam Mewujudkan Pendidikan Karakter Di Sd Negeri 19 Ambon. *PEDAGOGIKA: Jurnal Pedagogika Dan Dinamika Pendidikan*, 8(1), 11–23.
- Julia. (2022). Pelaksanaan Kegiatan Ekstrakurikuler Terhadap Sikap Disiplin Siswa Di Sd Negeri 60 Banda Aceh. *Jurnal Ilmiah Edunomika*, 6(2), 1–12.
- Kemendiknas. (2011). Pedoman Pelaksanaan Pendidikan Karakter. In *Jakarta: Pusat Kurikulum Perbukuan*.
- Khaironi, M. (2017). Pendidikan Karakter Anak Usia Dini. *Golden Age Universitas Hamzanwadi*, 01(2), 82–89.
- Kinta. (2014). Pengaruh Self-Efficacy, Lingkungan Keluarga, Dan Lingkungan Sekolah Terhadap Minat Berwirausaha Siswa SMK Jasa Boga. *Jurnal Pendidikan Vokasi*, 4(2), 195–207.
- Kusuma. (2017). Pemahaman Penanganan dan Pemberian Pertolongan Pertama dala Cedera Olahraga pada Anggota PMR SMP Negeri 20 Jakarta. *Jurnal Segar*, 5(1), 8–17.
- Lestari, R. Y. (2016). Peran Kegiatan Ekstrakurikuler Dalam Mengembangkan Watak Kewarganegaraan Peserta Didik. *Untirta Civic Education Journal*, 1(2), 136–152.
- Maryuni. (2022). Manajemen Ekstrakurikuler Palang Merah Remaja (PMR). *Equity in Education Journal (EEJ)*, 3(2), 46–53.
- Muhamadi, S., & Hasanah, A. (2019). Penguatan Pendidikan Karakter Peduli Sesama Melalui Kegiatan Ekstrakurikuler Relawan. *Jurnal Pendidikan Agama Islam*, 16(1), 95–114.
- Nurussalami. (2022). Manajemen Pembinaan Karakter Anak Melalui Program Ekstrakurikuler Di Min Tungkop Aceh Besar. *Jurnal Intelektualita*, 11(2), 114–124.
- Purwana. (2022). Pengaruh Pelatihan Kader Remaja Tanggap Bencana PMR SMA Negeri 8 Mataram Terhadap Kesiapsiagaan Bencana. *Aksara: Jurnal Ilmu Pendidikan Nonformal*, 8(3), 2239.
- Purwanto, N. A. (2020). Peranan Kepala Sekolah Dan Guru Dalam Pendidikan Karakter Bangsa Di

- SMK Dalam Mewujudkan Jati Diri Bangsa. *Jurnal Pendidikan Dan Sejarah*, 16(1), 21.
- Puspa. (2020). Hubungan Sikap Peduli Sosial dan Sikap Tanggung Jawab dengan Kompetensi Pengetahuan IPS. *Journal for Lesson and Learning Studies*, 3(1), 100.
- Rohman, A. P. E., Hasanah, P. S. N., Wahyuni, R., Wardana, R. A., & Putri, T. F. (2022). Penerapan Struktur Organisasi Pmi Dan Nilai Karakter Pada Siswa Sd Negeri Pabean. *Jurnal Guru Kita PGSD*, 6(4), 411. <https://doi.org/10.24114/jgk.v6i4.38466>
- Saipul. (2014). Pramuka Ekstrakurikuler Wajib Di Sekolah. *European Journal of Endocrinology*, 171(6), 727–735.
- Saraswati, A. J. (2020). Nilai Kepedulian Sosial Siswa Sekolah Dasar Ade. *Jurnal Riset*, 5(1), 778–783.
- Suwartini, S. (2017). Pendidikan Karakter dan Pembangunan Sumber Daya Manusia Berkelanjutan. *Jurnal Pendidikan Ke-SD-An*, 4(1), 222.
- Suyanta, S. (2013). Membangun Pendidikan Karakter Dalam Masyarakat. *Jurnal Ilmiah Islam Futura*, 13(1), 1.
- Syaparuddin, S. (2020). Peranan Pendidikan Nonformal Dan Sarana Pendidikan Moral. *Jurnal Edukasi Nonformal*, 1(1), 173–186.
- Takwil, M. (2020). Model Program Pengembangan Diri dalam Mengembangkan Potensi Siswa di Sekolah Menengah Pertama Negeri 3 Peterongan Jombang. *EL-BANAT: Jurnal Pemikiran Dan Pendidikan Islam*, 10(2), 149–168.
- Wiliandani. (2016). Implementasi Pendidikan Karakter dalam Pembelajaran di Sekolah Dasar. *Jurnal Pendidikan Humaniora*, 4(3), 132–142.
- Yanti, N. (2013). Pelaksanaan Kegiatan Ekstrakurikuler Dalam Rangka Pengembangan Nilai-Nilai Karakter Siswa Untuk Menjadi Warga Negara Yang Baik Di Sma Korpri Banjarmasin. *Jurnal Pendidikan Kewarganegaraan*, 36(10), 1573–1576.