

## **Analysis of Extracurricular Adolescent Red Cross Implementation Supporting Factors for Strengthening Student Civic Responsibility**

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### **ABSTRACT**

Extracurricular is one the educational programs outside of school hours with a solid foundation and principles in supporting the achievement of the expected national education goals. This study aims to determine the factors that support implementing Youth Red Cross extracurricular activities in strengthening students' social responsibility at SMA N 2 Sukoharjo. This study was conducted for five months using a qualitative descriptive method, namely with the facts of pressure in the field and providing a clear picture. It is collecting data using observation techniques, interviews, and documentation. It was then validated using triangulation to ensure the trustworthiness of the information obtained from the informants. Data analysis used in this research is data collection, data reduction, data presentation, and drawing conclusions. The results of this study indicate that supporting factors in the implementation of extracurricular activities in schools are needed. The first school support includes providing adequate facilities and complete and proper equipment for PMR extracurricular activities, the existence of policies from the school regarding extracurriculars, and the availability of teaching staff. Second is the involvement of teachers and coaches in Youth Red Cross activities, accommodating resources including parental support and guidelines for implementing PMR extracurricular activities. Third, student participation is a factor that supports the implementation of the Youth Red Cross extracurricular in strengthening students' social responsibility. Based on this, it can keep enhancing the attitude of student responsibility, which is carried out through PMR extracurricular activities to equip them to become good and responsible citizens. It is hoped that the results of this study can be a reference for further research.

#### **Abstrak**

Ekstrakurikuler merupakan salah satu program pendidikan di luar jam sekolah yang mempunyai landasan dan prinsip yang kokoh dalam menunjang tercapainya tujuan pendidikan nasional yang diharapkan. Penelitian ini bertujuan untuk mengetahui faktor-faktor yang mendukung pelaksanaan kegiatan ekstrakurikuler PMI dalam

penguatan tanggung jawab sosial siswa di SMA N 2 Sukoharjo. Penelitian ini dilakukan selama lima bulan dengan menggunakan metode deskriptif kualitatif yaitu dengan fakta-fakta tekanan di lapangan dan memberikan gambaran yang jelas. Pengumpulan datanya menggunakan teknik observasi, wawancara, dan dokumentasi. Kemudian dilakukan validasi dengan menggunakan triangulasi untuk menjamin keterpercayaan informasi yang diperoleh dari informan. Analisis data yang digunakan dalam penelitian ini adalah pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian ini menunjukkan bahwa faktor pendukung dalam pelaksanaan kegiatan ekstrakurikuler di sekolah sangat diperlukan. Dukungan sekolah yang pertama meliputi penyediaan fasilitas yang memadai dan perlengkapan yang lengkap dan layak untuk kegiatan ekstrakurikuler PMR, adanya kebijakan dari sekolah mengenai ekstrakurikuler, dan ketersediaan tenaga pengajar. Kedua, keterlibatan guru dan pembina dalam kegiatan Palang Merah Remaja, menampung sumber daya termasuk dukungan orang tua dan pedoman pelaksanaan kegiatan ekstrakurikuler PMR. Ketiga, partisipasi siswa merupakan faktor yang mendukung pelaksanaan ekstrakurikuler Palang Merah Remaja dalam memperkuat tanggung jawab sosial siswa. Berdasarkan hal tersebut dapat terus meningkatkan sikap tanggung jawab siswa yang dilakukan melalui kegiatan ekstrakurikuler PMR untuk membekali mereka menjadi warga negara yang baik dan bertanggung jawab. Diharapkan hasil penelitian ini dapat menjadi referensi untuk penelitian selanjutnya.

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## INTRODUCTION

Education is defined as an effort made by a country to prepare the younger generation to be able to carry out their role in the life of the nation and state in the future. According to the definition of education in Law No. 20 of 2003<sup>1</sup>, the purpose of education is to create students who develop in Science and Technology (IPTEK) and have noble morals (IMTAQ). This definition of education contains important messages that emphasize the formation of character and skills that must be possessed by every learner after undergoing the educational process. Rosevelt, quoted by Thomas Lickonia<sup>2</sup> stated that "educating someone to think rationally without moral education is equivalent to creating a threat to community life." This statement can be interpreted that simply providing intellectual education without forming moral character in a person can endanger social life. This can also be seen in the reality in the field, where there are still many students in schools who lack good character.

According to research data from BNN 2011, quoted by Sakman and Bakhtiar<sup>3</sup>, it is stated that drug abuse and illicit circulation are growing among students and university students. From research in 16 provinces in the country, it was found that 2.6 percent of junior high school students had used drugs, and 4.7 percent of high school students were recorded to have used drugs. Based on the data above, civic responsibility in adolescents is degraded if it is not balanced with strengthening and building character education.

Extracurricular activities are curricular activities carried out by students outside learning hours, extracurricular activities, and co-curricular activities under the guidance and supervision of educational units<sup>4</sup>. In line with this, Devi Setiani's research explains that extracurricular activities are very effective in helping strengthen character building.<sup>5</sup> In the context of education in schools, it is important to implement training and inculcation of character values in extracurricular activities. According to the results of Irfandi Indris research, training and instilling character values can be implemented in extracurricular

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<sup>1</sup> Kemendikbud, "Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional," *Pendidikan* (Jakarta, 2020).

<sup>2</sup> Thomas Lickonia, *Panduan Lengkap Mendidik Siswa Menjadi Pintar Dan Baik*, Bandung: Nusamedia, vol. Lickona, T (Bandung: Nusa Media, 2013), [https://books.google.com/books?hl=en&lr=&id=3ihXEAAAQBAJ&oi=fnd&pg=PP1&dq=pendidikan+karakter&ots=XGPnMWtB1r&sig=tSWJBRE6tkg3-IWu4jvE\\_S5U3rw](https://books.google.com/books?hl=en&lr=&id=3ihXEAAAQBAJ&oi=fnd&pg=PP1&dq=pendidikan+karakter&ots=XGPnMWtB1r&sig=tSWJBRE6tkg3-IWu4jvE_S5U3rw).

<sup>3</sup> Sakman and Bakhtiar, "Pendidikan Kewarganegaraan Dan Degradasi Moral Di Era Globalisasi," *SUPREMASI: Jurnal Pemikiran, Penelitian Ilmu-Ilmu Sosial, Hukum Dan Pengajarannya* 14, no. April (2019): 01–08.

<sup>4</sup> Kementerian Pendidikan dan Kebudayaan, "Peraturan Menteri Pendidikan Dan Kebudayaan Republik Indonesia Nomor 62 Tahun 2014 Tentang Kegiatan Ekstrakurikuler Pada Pendidikan Dasar Dan Pendidikan Menengah," *Jdih.Bpk Ri* (Jakarta, 2014).

<sup>5</sup> Devi Setiani, "Ekstrakurikuler Pramuka Sebagai Pembentuk Pendidikan Karakter Kedisiplinan Siswa," *Jurnal Misool*, no. x (2021): 1–4.

activities at school<sup>6</sup>. Extracurricular activities are held to expand knowledge and positive experiences, as well as a complement to teaching and learning activities in schools, one of the extracurricular activities aimed at training and instilling character values is the Youth Red Cross (PMR). This was emphasized by Leny Sri Wahyuni in his research, explaining that one of the efforts that can be made in order to strengthen character education in the school environment is through extracurricular activity programs.<sup>7</sup>. Therefore, extracurricular activities can be a practical learning space to build character and prepare students to face future challenges.

PMR is an extracurricular activity under the auspices of PMI (Indonesian Red Cross) and is also an extracurricular activity that utilizes time in social activities for the benefit of students and society in general so that they can realize the values that have been taught in PMR<sup>8</sup>. In line with this, according to the head of the PMR resource strengthening sector and volunteers quoted by Ulla Nurachmawati,<sup>9</sup> It was explained that the Youth Red Cross is an association or organization to foster and prints individual members of the Indonesian Red Cross (PMI), which was further mentioned by PMR. The materials taught at PMR are based on the curriculum and textbooks available at the Youth Red Cross. In the abysmal material, there is content that can make students be more humane and make citizens responsible (civic responsibility). This was emphasized by Sri Yunarsi in her research<sup>10</sup> which explained that PMR is a program that is very helpful in producing quality human resources; this activity can develop the ability and sense of social responsibility as well as student potential and achievement.

Civic Responsibility is a Kakater that should be of more concern. Civic responsibility is one of the manifestations of a citizen's responsibility to actively participate in solving a problem that exists in the community<sup>11</sup>. According to

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<sup>6</sup> Irfandi Idris, "Hubungan Antara Kegiatan Ekstrakurikuler Dengan Hasil Belajar Siswa Kelas V Sdn Bontojai Kota Makassar Skripsi," *Revista CENIC. Ciencias Biológicas* (2016), file:///Users/andreaquez/Downloads/guia-plan-de-mejora-institucional.pdf%0Ahttp://salud.tabasco.gob.mx/content/revista%0Ahttp://www.revistaalad.com/pdfs/Guias\_ALAD\_11\_Nov\_2013.pdf%0Ahttp://dx.doi.org/10.15446/revfacmed.v66n3.60060.%0Ahttp://www.cenetec.

<sup>7</sup> Leny Sri Wahyuni, "Peran Strategis Kegiatan Ekstrakurikuler Dalam Penguatan Pendidikan Karakter," *Jurnal Guru Dikemen Dan Diksus* 1, no. 1 (2020): 70–76, <https://doi.org/10.47239/jgdd.v1i1.21>.

<sup>8</sup> Siti Nurasiah et al., "Peran Kegiatan Ekstrakurikuler Palang Merah Remaja (PMR) Dalam Membentuk Keterampilan Sosial (Social Skills)," *Jurnal Ijtima'iyah* 2, no. 2 (2018): 111–26.

<sup>9</sup> Ulla Nurachmawati, *Pelatihan Dasar KSR (Kumpulan Materi)* (Jakarta: Pengurus Pusat PMI, 2008).

<sup>10</sup> SRI YUNARSI and MUSTARI, "IMPLEMENTASI KEGIATAN EKSTRAKURIKULER PALANG MERAH REMAJA DALAM PEMBENTUKAN KARAKTER PESERTA DIDIK MTs. NEGERI MODEL MAKASSAR" IV (2017): 105–16.

<sup>11</sup> Amy Fried, *Why Trust Matters: Declining Political Trust and the Demise of American Liberalism, Perspectives on Politics*, vol. 4 (Princeton University Press., 2006), <https://doi.org/10.1017/s1537592706490149>.

Risma et al. in their research explained, Civic responsibility is an attitude or action taken by an individual in carrying out his duties and obligations as a creature of God Almighty.<sup>12</sup> Civic responsibility is also the active participation of citizens in a community with a purpose and focus on the common good. In addition, civic responsibility means participatory, a community that is informed, constructive, and committed, which leads to good.<sup>13</sup> Civic responsibility needs to be instilled in individuals, especially when they attend school.

PMR is one of the extracurriculars that can help someone become a disciplined and responsible person when they grow up. In addition, PMR is also an effective form of coaching to grow and strengthen civic responsibility in students, in addition to being a companion for teaching and learning activities held in schools. PMR also helps students broaden their horizons about their sense of responsibility as citizens through the materials taught and helps students filter behavior and information that has the opportunity to injure their character. PMR activities also cannot run optimally if they are not supported from various parties.

This research has an important meaning to develop and strengthen character, especially civic responsibility in students. Moreover, this study can reveal factors that support PMR extracurricular activities in strengthening and developing the character of responsibility and controlling student behavior.

## **METHODS**

This type of research is qualitative research with a descriptive design. The data collection techniques used are observation, interviews, and documentation. Observation was made by observing PMR extracurricular activities. The interview was conducted by asking about PMR extracurricular activities in schools. Documentation is obtained by documenting at the time of data collection and school documents related to the research object. This research was carried out for five months, from December 20, 2022, to May 20, 2023. This data is obtained from primary data obtained from informants, namely PMR Supervisors, PMR Chairmen, and PMR Members directly in the field, and secondary data obtained from writing. Sources such as. In the form of books and journal articles related to the problem to be discussed. The data analysis steps can be seen in Figure 1.

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<sup>12</sup> Risma Mila Ardila, Nurhasanah Nurhasanah, and Moh Salimi, "Pendidikan Karakter Tanggung Jawab Dan Pembelajarannya Di Sekolah. Prosiding Seminar Nasional Inovasi Pendidikan," *Prosiding Seminar Nasional Inovasi Pendidikan* 0, no. 0 (2017): 79–85.

<sup>13</sup> Karla Gottlieb and Gail Robinson, "A Practical Guide for Integrating Civic Responsibility into the Curriculum. Second Edition," *Civic Commitment*, 2006, 106, [http://proxyau.wrlc.org/login?url=http://search.proquest.com/docview/742878846?accountid=8285%5Chttp://vg5ly4ql7e.search.serialssolutions.com/?ctx\\_ver=Z39.88-2004&ctx\\_enc=info:ofi/enc:UTF-8&rft\\_id=info:sid/ERIC&rft\\_val\\_fmt=info:ofi/fmt:kev:mtx:book&rft.g](http://proxyau.wrlc.org/login?url=http://search.proquest.com/docview/742878846?accountid=8285%5Chttp://vg5ly4ql7e.search.serialssolutions.com/?ctx_ver=Z39.88-2004&ctx_enc=info:ofi/enc:UTF-8&rft_id=info:sid/ERIC&rft_val_fmt=info:ofi/fmt:kev:mtx:book&rft.g)

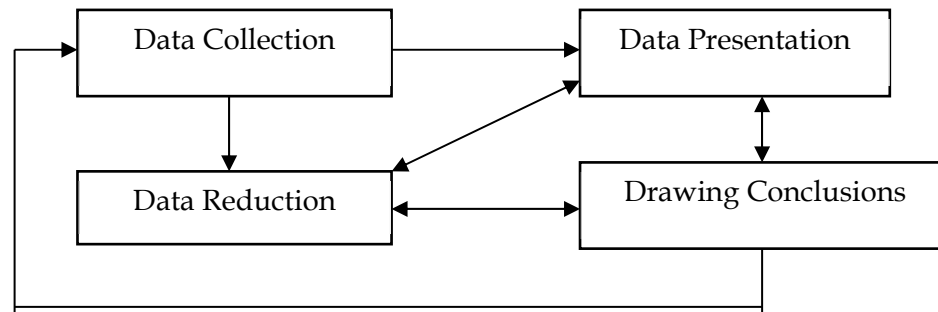


Figure 1. Interactive Model Data Analysis Techniques

Figure 1 shows that the data analysis of this study includes data collection, data reduction, data presentation, and conclusions. The location of data collection in this study was at SMA Negeri 2 Sukoharjo, Sukoharjo Regency, Central Java. This school is one of the schools that makes extracurriculars a place for shaping, developing, and strengthening student character. Therefore, the next researcher will examine how PMR extracurricular activities can become a forum for maintaining character, primarily the responsibility as a citizen for students based on civic responsibility indicators. This indicator is to analyze how PMR extracurricular activities can become a forum for strengthening character, especially the responsibility as a citizen at SMA Negeri 2 Sukoharjo.

## RESULT AND DISCUSSION

### Strengthening civic responsibility through extracurricular Youth Red Cross

SMA Negeri 2 Sukoharjo on Jl. Raya Sala-Kartasura, Mendungan, Pabelan, Kartasura District, Sukoharjo District, Central Java, with zip code 57162. Physically this school has excellent and adequate infrastructure, multi-story school buildings, and is located near highways that are easily accessible to students from all directions and various means of transportation.<sup>14</sup>

PMR extracurricular is a forum that has a role in strengthening character. This is in accordance with research conducted by Sri Woro and Marzuki, which states that extracurricular activities have a role in building the character of student responsibility.<sup>15</sup> According to the results of research by Nuraisah et al, PMR extracurricular activities are programs under the supervision of PMI (Indonesian Red Cross) and are held to fill time with social activities that benefit students and

<sup>14</sup> Observation, SMAN 2 Sukoharjo, March 10, 2023

<sup>15</sup> Sri Woro and Marzuki Marzuki, "Peran Kegiatan Ekstrakurikuler Pramuka Dalam Pembentukan Karakter Tanggung Jawab Peserta Didik Di Smp Negeri 2 Windusari Magelang," *Jurnal Pendidikan Karakter* 7, no. 1 (2016): 59–73, <https://doi.org/10.21831/jpk.v0i1.10733>.

the community that aim to apply the values that have been taught at PMR.<sup>16</sup> In substance, PMR activities in schools are designed as exciting activities that combine educational elements and are based on educational values. The activity was held outside the context of family and school by applying the basic principles of reddening education. PMR activities also have diverse educational character values that can help strengthen students' civic responsibility attitudes.

Strengthening civic responsibility through PMR extracurricular activities can be carried out optimally if there are supporting factors. According to Slamet Nuryanto in his research, he explained that there are keeping factors that greatly help the success in achieving the implementation of extracurricular activities at school.<sup>17</sup> This shows that the existence of supporting factors in PMR extracurricular activities is very important for the effectiveness and achievement of the expected goals.

### **Extracurricular supporting factors of the Adolescent Red Cross**

Based on the results of interviews and observations conducted with the PMR Supervisor and the Head of PMR SMA Negeri 2 Sukoharjo, in this school, there are various extracurricular activities to strive for the formation, development, and strengthening of student character, character strengthening is emphasized in learning and outside learning, namely through extracurricular activities. PMR extracurricular activities are one of the activities at SMAN 2 Sukoharjo which aims to foster awareness and social responsibility as well as concern for others. In PMR extracurricular activities, students are taught basic skills in first aid, preparedness in facing disasters, and also human values

In its implementation, it is undeniable that there are factors supporting the implementation of extracurricular PMR in order to shape and strengthen the character of citizen responsibility. In line with the results of Azizah's research which explains that supporting factors affect the success of extracurricular activities<sup>18</sup>. It can be interpreted without any factors that support the activity not going according to the expected goals.

According to Ami Fried in her book, explains Civic responsibility is one of the manifestations of a citizen's responsibility to actively participate in solving a problem that exists in the community<sup>19</sup>. Civic responsibility refers to an individual's responsibility to society and the country in which they live. This includes awareness and obligation to actively participate in activities that help improve and build society, comply with laws, and fulfill social obligations. Civic responsibility is very important and needs to be strengthened and instilled in students through extracurriculars, one of which is PMR.

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<sup>16</sup> Nurasiah et al., "Peran Kegiatan Ekstrakurikuler Palang Merah Remaja (PMR) Dalam Membentuk Keterampilan Sosial (Social Skills)."

<sup>17</sup> Slamet Nuryanto, "Manajemen Kegiatan Ekstrakurikuler Di SD Al Irsyad 01 Purwokerto," *Jurnal Kependidikan* 5, no. 1 (2017): 151–68, <https://doi.org/10.24090/jk.v5i1.1260>.

<sup>18</sup> Chamalatul Azizah, "Faktor-Faktor Keberhasilan Kegiatan Ekstrakurikuler," 2016.

<sup>19</sup> Fried, *Why Trust Matters: Declining Political Trust and the Demise of American Liberalism*.

Researchers have conducted research and collected information from various resource persons, including PMR coaches, PMR Chairmen, and PMR members of SMAN 2 Sukoharjo; the findings in the field show that there are several factors that support the implementation of PMR extracurricular activities in strengthening student civic responsibility at SMAN 2 Sukoharjo, which include the following.

Table 1. Supporting the implementation of extracurricular PMR in strengthening *student* civic responsibility

No	Criteria	Information
1	School support	Fulfilled
2	Involvement of teachers or coaches	Fulfilled
3	Coaching and training	Fulfilled
4	Containerized resources	Fulfilled

Based on the results of research collected through observation, interviews, and documentation that there are several supporters of the implementation of extracurricular PMR in strengthening student civic responsibility at SMAN 2 Sukoharjo:

#### **School support**

The main factor that supports the implementation of extracurricular PMR is support from the school; the school provides good and comprehensive support for extracurricular activities providing enormous benefits for students. With the school's support, students can develop their interests and talents beyond the academic curriculum. Based on the results of observations and interviews at SMAN 2 Sukoharjo, the form of school support. This support is in the form of providing facilities, equipment, school policies regarding extracurriculars, and teaching staff needed for PMR activities. The following is an explanation one by one about the support of the school as follows:

1. Provision Adequate facilities such as rooms, tables, chairs, and stationery can be used to hold meetings, discussions, and training in PMR activities. In line with this, Suci explained in his research that facilities and infrastructure are very important supporting factors in the world of education in addition to educators<sup>20</sup>. It can be interpreted that the support of the school in providing adequate facilities can help students to more easily access PMR activities and maximize their potential in developing and strengthening skills and civic responsibility values.
2. The provision of complete and adequate equipment for PMR extracurricular activities, such as UKS rooms, P3K equipment, stretchers, oxygen, body measuring instruments, medicines, and mattresses, provides opportunities for students to be active in various PMR extracurricular activities. According to

<sup>20</sup> Suci Rahmiga, "Kurangnya Sarana Dan Prasarana Belajar Di Sekolah," *Teknologi Pendidikan* 4, no. 2 (2019): 1–8.



Suryobroto, extracurricular implementation can run if supported by good facilities and complete supporting equipment<sup>21</sup>. So that the support of the school in providing adequate equipment can help students to more easily practice the skills needed in PMR activities.

3. There is a policy from the school regarding extracurriculars; at SMAN 2, Sukoharjo makes various policies on extracurriculars, one of which is the policy of making schedules for the implementation of extracurricular activities and regulations that need to be carried out and those that do not need to be carried out. Making this schedule so as not to collide with other extracurricular schedules so that the course of PMR extracurricular activities can run smoothly without any obstacles. This is reinforced by the results of Sumardi's research that the main supporters provide something to complement all school activities and school supplies in the form of regulations, policies, infrastructure and funds<sup>22</sup>. It can be interpreted that school policy is an important factor in the implementation of PMR extracurricular activities that provide a solid foundation for success in strengthening student civic responsibility.
4. The availability of teaching staff, the school provides teachers or trainers who are competent in their fields by establishing relationships with PMI, KSR, Sukoharjo Health Center and alumni who have competence in the field of redness. Experienced teachers or trainers can provide the direction, motivation, and guidance students need to reach their full potential in PMR extracurricular activities. The school collaborates with them so that they can fill in the materials needed during the implementation of PMR extracurricular activities so that they can help the PMR extracurricular run. This is in line with the results of Kusmandari and Rohmah's research which explains that the availability of extracurricular trainers who have the ability and competence in their fields, especially scouting, is very important<sup>23</sup>. Thus, the support of the school in providing qualified teaching staff is very important in carrying out PMR extracurricular activities.

With school support which includes the provision of facilities, equipment, school policies, and the availability of teaching staff, it helps the implementation of PMR activities in schools so that students can develop their abilities and skills and can strengthen student civic responsibility. Reinforced by Selviana in her research which explained that the support of the school is very important in

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<sup>21</sup> B. Suryosubroto, *Proses Belajar Mengajar Di Sekolah*. Rineka Cipta. (Jakarta: Rineka Cipta, 2009).

<sup>22</sup> Sumardi, *Pengembangan Profesionalisme Guru Berbasis MGMP: Model Dan Implementasinya Untuk Meningkatkan Kinerja Guru* (Yogyakarta: Deepublish, 2016).

<sup>23</sup> Puji Kusumandari and Nur Rohmah, "Manajemen Ekstrakurikuler Hizbul Wathan Untuk Membentuk Karakter Kepemimpinan Siswa Kelas X SMA Muhammadiyah 2 Yogyakarta," *Jurnal Pendidikan Madrasah* 3, no. 1 (2018): 267–78.

carrying out PMR extracurricular activities<sup>24</sup>. With strong school support, PMR extracurricular activities can be an effective means to develop and support students' personalities, social skills, interests, leadership, and character, as well as provide valuable learning experiences outside the classroom environment. Comprehensive and ongoing school support is an important foundation for success and growth, as well as strengthening students' civic responsibility through PMR extracurricular activities.

### **Involvement of teachers or coaches**

PMR teachers or coaches have a significant role in directing, guiding, and motivating students involved in PMR extracurricular activities. This is related to Rahayuningsih and Suwanda's research which explains that teachers or extracurricular coaches have very important responsibilities, roles, and responsibilities that need to be done to form certain characteristics<sup>25</sup>. The results of interviews with PMR coaches and members show that in PMR extracurricular activities at SMAN 2 Sukoharjo, coaches always provide direction and guidance by helping to understand the goals, rules, and procedures of activities and providing guidance on how to achieve the vision and mission of PMR SMAN 2 Sukoharjo to all PMR member students. In addition, providing motivation to PMR members in order to raise enthusiasm in overcoming existing challenges and also the involvement of coaches and teachers is very influential in PMR activities because it not only acts as a leader and facilitator but also as a source of valuable knowledge and experience for students. In line with this, Siti Khusnul Khotimah explained that the involvement of teachers and coaches is very important to provide guidance, learning, motivation, supervision, and value formation to students<sup>26</sup>. Strengthened by the results of Intan's research, which explains that through teacher guidance and training, extracurricular activities can realize a positive attitude towards the activities carried out by students<sup>27</sup>. With strong support from teachers and coaches, PMR extracurricular activities can run effectively and bring significant benefits. They can provide appropriate direction in carrying out humanitarian activities, first aid, and disaster management. With their experience and knowledge, teachers and coaches can provide training, simulations, and in-depth understanding to PMR members.

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<sup>24</sup> Selviana, "IMPLEMENTASI CIVIC DESPOSITION MELALUI KEGIATAN PRAMUKA DI SMA NEGERI 4 BANTAENG KABUPATEN BANTAENG" (Universitas Muhammadiyah Makassar, 2022), [https://digilibadmin.unismuh.ac.id/upload/32628-Full\\_Text.pdf](https://digilibadmin.unismuh.ac.id/upload/32628-Full_Text.pdf).

<sup>25</sup> Sri Rahayuningsih and I Made Suwanda, "Peran Pembina Ekstrakurikuler Pasukan Pengibar Bendera (PASKIBRA)," *Kajian Moral Dan Kewarganegaraan* 1304025407 (2017): 701–15.

<sup>26</sup> Siti Khusnul Khotimah, "Peran Guru Kelas Dalam Membina Kegiatan Ekstrakurikuler Keagamaan," *Progress in Retinal and Eye Research* (2019), [http://repository.iainbengkulu.ac.id/4162/1/SITI\\_KHUSNUL\\_KHOTIMAH.pdf](http://repository.iainbengkulu.ac.id/4162/1/SITI_KHUSNUL_KHOTIMAH.pdf).

<sup>27</sup> Suliatiangingsih Intan, "KEYAKINAN DIRI PELATIH DAN PEMBINA EKSTRAKURIKULER OLAHRAGA SMA/SMK/MA SE-KOTA YOGYAKARTA" (Universitas Negeri Yogyakarta, 2019).

In addition, the involvement of teachers or coaches also creates a strong bond between PMR members and their supervisors. According to Anggadiredja, the Coach must create an atmosphere of working in partnership with students in implementing the Prodik<sup>28</sup>. This builds trust, mutual respect, and effective communication. Teachers or coaches can also provide motivation, encouragement, and emotional support to PMR members in facing the challenges and tasks carried out by the PMR organization. According to Dani Pratomo in his research explained that teachers and extracurricular coaches are fully responsible for students implementing the program.<sup>29</sup> Thus, the involvement of teachers or coaches is an invaluable supporting factor in running extracurricular PMR. Student participation plays an important role in developing PMR members' competence, leadership, and sense of responsibility, as well as maintaining the continuity and sustainability of PMR activities that benefit the community, and students can develop their potential in serving the community and forming a spirit of responsibility.

### **Containerized resources**

The results of the interview with the PMR supervisor showed that at SMAN 2 Sukoharjo, the supporting components of extracurricular activities were fulfilled, such as support from parents and guidelines for implementing actions. This must exist because it is essential in supporting PMR extracurricular activities at SMAN 2 Sukoharjo. The following is an explanation one by one about the power that reservoirs in supporting PMR extracurricular activities.

First, The existence of parental support, this support can be seen when parents give permission to their children to participate in PMR extracurricular activities. This can be seen when students who will take part in the activity are required to ask permission from their parents first. This support from parents is very meaningful and important in fostering the motivation of students who participate in activities. In line with Ahmad Amroini's research, which explains that support from parents can provide a motivational boost for students<sup>30</sup>. With parental support, students can feel more motivated and enthusiastic in participating in PMR extracurricular activities. This can help students to more easily develop the skills and values necessary to strengthen civic responsibility. Therefore, parental support is essential in carrying out PMR extracurricular activities and helping students to become responsible citizens.

Second, Guidelines for the implementation of activities and guidelines for the implementation of activities help the implementation of PMR extracurricular activities at SMAN 2 Sukoharjo that are clear and structured to help students to

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<sup>28</sup> Jana; dkk Anggadiredja, *Kursus Pembina Pramuka Mahir Tingkat Dasar (KMD)*, 2014.

<sup>29</sup> Dani Pratomo, "Pelaksanaan Kegiatan Ekstrakurikuler Palang Merah Remaja Unit 74 Sd Negeri Bhayangkara," *Jurnal Pendidikan Guru Sekolah Dasar* 2, no. 7 (2018): 96–106.

<sup>30</sup> Ahmad Amroini, "Hubungan Antara Dukungan Sosial Orang Tua Dengan Motivasi Mengikuti Ekstrakurikuler Palang Merah Remaja Di MAN 1 Lamongan," *Angewandte Chemie International Edition*, 6(11), 951–952., 2018, 10–27.

more easily understand the objectives and procedures of PMR activities. Research Maryuni et al. explained that guidelines for extracurricular activities could help in maximizing students' potential to develop skills<sup>31</sup>. The guidelines for the implementation of PMR extracurricular activities are guidelines for implementation time, namely determining the time for the implementation of PMR extracurricular activities, such as the right day and time so that students can take part in these activities. Guidelines in activity materials by determining the activity materials to be given to students, such as first aid training, disaster management, and so on. Guidelines in providing facilities and infrastructure by providing adequate facilities and infrastructure for PMR activities, such as rooms, tables, chairs, stationery, first aid equipment, communication equipment, and transportation equipment. Guidelines in determining teaching staff, determining qualified and experienced teaching staff in the field of PMR to guide students in participating in PMR activities. Code of conduct by establishing a code of conduct that must be obeyed by students during PMR activities, such as discipline, responsibility, cooperation, and so on. Guidelines for evaluating activities by conducting periodic activity evaluations to determine the extent of student progress in developing the skills and values needed to strengthen civic responsibility.

From this explanation, it can be concluded that adequate resources can support the strengthening of civic responsibility through PMR extracurricular activities with support from parents, and the implementation guidelines for PMR activities can support PMR extracurricular activities in instilling civic responsibility values and instilling social care attitudes in students.

### **Student participation**

Student participation in PMR extracurricular activities is very important because, without student participation to participate in PMR extracurricular activities, the expected goals, vision, and mission of PMR will not be achieved, greatly affecting student character. The results of observations and interviews at SMAN 2 Sukoharjo show that students actively participate in PMR extracurricular activities from grade 10 and grade 11 from all majors even though the school does not require students to take part in extracurricular activities but high student enthusiasm in participating in PMR extracurricular activities. This makes it easier to strengthen students' civic responsibility through extracurricular PMR. This is in line with the results of Wibowo's research that student participation in extracurricular activities affects the process of forming and developing the character of responsibility<sup>32</sup>. Therefore, with the participation of students, the objectives of PMR can be channeled. Students must attend regularly, adhere to

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<sup>31</sup> Maryuni Muliani, Sumarnie, and Radiafilsan Christian, "MANAJEMEN EKSTRAKURIKULER PALANG MERAH REMAJA (PMR)," *Equity in Education Journal (EEJ)*, no. 2 (2020): 46–53, <https://e-journal.upr.ac.id/index.php/ej/article/view/2447/2221>.

<sup>32</sup> Said Edy Wibowo, "Kegiatan Ekstrakurikuler Pramuka Sebagai Penguatan Pendidikan Karakter Dan Tanggung Jawab," *Kazanah Jurnal Edukasi* 3, no. 2 (2021): 109–22.

rules and procedures, as well as carry out their duties with responsibility. Through involvement in PMR, students will learn important values such as responsibility, discipline, and dedication. This will help them in the formation of good character and prepare them to face responsibilities in a challenging future.

### **Conclusion**

Research that has been conducted shows that in the implementation of PMR extracurricular activities in schools, supporting factors are indispensable. Support from the school must always be implemented in order to carry out the vision, mission, and goals of the school. Teachers and coaches have a vital role in cultivating and strengthening a sense of responsibility in students. Resources that are available have a very important role in making students have a quality character of responsibility. Student involvement, the goal of strengthening and developing citizen responsibility, can be channeled, and without student involvement will become an obstacle. These factors can support the implementation of strengthening the attitude of responsibility carried out through PMR extracurricular activities. So as to equip students to be good and responsible citizens.

Based on the conclusions above, researchers can explain the implications that there are several factors that support PMR extracurricular activities in strengthening the character of responsibility, namely support from the school, namely 1) providing positive and comprehensive support for PMR extracurricular activities, 2) the involvement of teachers or coaches in the implementation of PMR activities by always providing motivation for all PMR members, 3) the existence of resources that accommodate, 3) student participation in PMR extracurricular activities. With the supporting factors of extracurricular activities, PMR can run well and help students to develop the skills and values needed for civic responsibility.

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