INDONESIAN JOURNAL OF MULTIDISCIPLINARY SCIENCE

P-ISSN: 2808-5957
E-ISSN: 2808-6724
ijoms.internationaljournallabs.com

IMPLEMENTING THE CARING CHARACTER EDUCATION REINFORCEMENT PROGRAM THROUGH YOUNG RED CROSS ACTIVITIES

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ARTICLE INFO

Published:

Keywords: *extracurricular, caring for others, PMR*

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ABSTRACT

The purpose of this study is to describe the obstacles to the implementation of strengthening caring character education in SMA Negeri 1 Sidoharjo. The type of research used in this study is descriptive qualitative. Data collection techniques using observation, interviews, and documentation. Data analysis consists of data reduction, data presentation, and conclusion drawing/verification. The results showed that: Youth Red Cross Extracurricular (PMR) is one of the forums for coaching and developing adolescent members with the aim of building and developing the character of members. The implementation of PMR is guided by one of the principles of Kepalang Merahan, which is to foster social attitudes, in the form of an attitude of social care through social and health activities in the school environment, family/home, and community. However, the implementation is constrained by various factors, namely: (1) the existence of inadequate facilities and infrastructure (2) activities are not well coordinated, (3) students are less enthusiastic about participating in extracurricular activities, (4) No good cooperation from the principal, teachers and students themselves, (5) there is a lack of attention to funding extracurricular activities. (6) PMR extracurricular activities are carried out in the afternoon, which means that training cannot be maximized. Apart from the existence of various obstacles, in principle, the PMR extracurricular activities carried out are activities as an effort to shape individual students to become more characterized and become good personalities and uphold the social values that exist in society.

INTRODUCTION

One of the roles of educational institutions is to shape the character of the easy generation and foster the nation's young generation to behave well and correctly in accordance with the norms prevailing in society. The goal of character building can be achieved if educational institutions have clear programs that are well implemented in the curriculum and extracurricular.

In line with the direction of national education mandated in Law Number 20 of 2003 concerning the National Education System, the main goal of education is to make students pious to God Almighty and have a complete personality. Personal piety towards God Almighty in accordance with religious teachings, is the main goal of education in Indonesia because the Indonesian nation is a religious nation, seen from the first principle in Pancasila, namely Belief in God Almighty. The ultimate goal of education is the realization of a society characterized by noble character in each individual and justice in the country in terms of life (Sagala, 2008).

As a follow-up to Law Number 20 of 2003, through Presidential Regulation of the Republic of Indonesia Number 87 of 2017, the government proclaimed the need for character strengthening

for students. The implementation of the Strengthening Character Education Movement at the education unit level is organized through curriculum and habituation in primary education units or secondary education units (Article 4 (3), which is implemented by optimizing the function of the tripartite partnership of education including schools, families, and communities (Article 5). (Permendikbud No. 20/2018).

Character education is an educational system that aims to instill certain character values in students by developing good morals and is beneficial for the future of students. Character education is a form of human activity or activity in which there is an educational action to achieve appropriate behavior and attitudes in society for the next generation. The role of the family as a character educator will be replaced by the role of the teacher where the child carries out education (Al Umami et al., 2023).

Character education has long been an important part of the national education mission, although with different emphases and terms (Ismail, 2019). Currently, the discourse on the urgency of character education has strengthened again and become the focus of attention in response to various national problems. Character is defined as human nature in general where humans have many traits that depend on their own life factors (Mochtar, 2019). Character is a psychological, moral, or ethical trait that characterizes a person or group of people (Majid & Andayani, 2019). Character can also mean attitude, character, morals, and stable personality as a result of a progressive and dynamic consolidation process (Khan, 2019).

Salahudin and Alkrienciechie (2018) interpret character education as moral or character education to develop a person's ability to behave well in his daily life. Azzet (2019) defines character education as a system for instilling good character values in all school residents so that they have knowledge and actions that are in accordance with the value of goodness.

The importance of character education for the younger generation has been studied by Ritonga (2022), of which the results concluded that educational institutions are one of the important resources in practicing character education in instilling values, character education, moral education, character education which aims to develop the ability of all students in schools to make good-bad decisions, exemplary, maintain what is good and realize that goodness in everyday life. Yulianti's research (2021) concluded that education is not merely transferring knowledge, but developing noble values, especially character. Therefore, education is a basic need for every child in Indonesia. The Indonesian nation will enter the golden generation in 2045 which could be the most valuable demographic bonus, so every child must continue to be directed so that they can have good quality, productivity, and character.

Based on the description above, it can be interpreted that character education is a basic need for educational institutions as a place for students to process in order to have good character. One of the characteristics that need to be developed by students is the character of social care. Social care is an attitude and action that always wants to provide assistance to people in need (Aeni et al., 2016).

Samani and Hariyanto (2018) state that social care is the act of treating others politely, acting politely, being tolerant of differences, not liking to hurt others, not taking advantage of others,

being able to cooperate, wanting to be involved in community activities, loving humans and other creatures, being loyal, loving peace in dealing with problems. Care is a concept that underlies human quality and relationships throughout history. Human actions that ignore others will result in difficulties on a wider scale (Winata & Hasanah, 2021). Caring for others is a form of social care that must be developed by students. The alternative character building through strengthening caring for others is based on the consideration that the values of social care are currently fading due to diverse reasons, including social gaps or social status, due to the selfish attitude of each individual, lack of understanding or cultivation of social care values, lack of tolerance, sympathy and empathy.

Given the different indicators of decreased care for others that are starting to be felt, the character of caring for others, particularly in SMA Negeri 1 Sidoharjo Wonogiri Regency, requires special attention. It is seen in the students' lack of interest in one another, their lack of teamwork, and the more egocentric attitudes of the kids. If this is allowed to go on, it will affect people's propensity for selfish behavior. This calls for the implementation of the Strengthening Character Education Program (PPK) at SMA Negeri 1 Sidoharjo Wonogiri Regency.

The PPK program in an effort to improve the character of caring for others at the school is implemented in the form of extracurricular activities of the Palang Merah Remasa (PMR). Through PMR, it is expected that students' character to care for others and other martial characters can develop, which will later be ready to become PMI volunteers. Care is a concept that underlies human quality and relationships throughout history. Human actions that ignore others will result in difficulties on a wider scale (Winata & Hasanah, 2021).

Various problems in the implementation of PMR at SMA Negeri 1 Sidoharjo Wonogiri Regency include minimal participation from students, in addition to the lack of funding for PMR activities, and activity schedules that conflict with other student activities. The existence of these obstacles requires schools to hold various interesting PMR programs so that students are more motivated and actively participate in PMR activities.

Research by Rifa'i and Khairuddin (2022) concluded that various inhibiting factors in the implementation of PPK care for others including facilities and infrastructure to meet the needs in the process of implementing extracurricular activities are not complete, PMR special trainers to increase the knowledge of PMR members, and members who are half-hearted in participating in PMR activities or members who participate in activities because of friends, not fully participating actively in every activity. Nugraha and Rahmatiani's research (2019) concluded that in the implementation of PPK caring for others through PMR there are various factors that hinder, among others: (1) The existence of inadequate facilities and infrastructure for schools in the region, (2) In the management of activities tends to be less coordinated, (3) Students are less enthusiastic in participating in extracurricular activities, (4) There is no good cooperation from the principal, teachers and students themselves, (5) Lack of attention to funding extracurricular activities.

Based on the description above, it can be stated that the character problem faced by students at SMA Negeri 1 Sidoharjo might also be the fading of the values of caring for others among the lessons of SMP Negeri 1 Sidoharjo. To overcome these problems SMA Negeri 1 Sidoharjo

implements a program to strengthen the character education of caring for others through extracurricular activities of the Youth Red Cross (PMR). However, the implementation of PMR has experienced various obstacles, so the school arranges PMR programs that are attractive to students.

The purpose of this study is to describe the obstacles and solutions to the implementation of the program to strengthen character education and caring for others through extracurricular activities of the Youth Red Cross (PMR) at SMA Negeri 1 Sidoharjo Wonogiri Regency. The study is expected to contribute to the implementation of the character reinforcement program through extracurricular activities, especially at the high school level.

METHOD

The research used the qualitative approach with the descriptive qualitative design. It was conducted at SMA Negeri 1 Sidoharjo Wonogiri Regency. This research was conducted for 5 months, starting from January 2023 to May 2023. Data collection techniques used were observation, interviews, and documentation, to collect interview results and questionnaires answers. The analysis technique used consists of data reduction, data presentation, and conclusion drawing/verification (Miles et al., 2014).

RESULT AND DISCUSSION

Youth Red Cross Extracurricular is one of the forums for coaching and developing teenage members with the aim of building and developing the character of members. The Youth Red Cross, which is guided by the PMR Tribakti and the 7 Principles of the Red Cross, one of its manifestations is to foster social attitudes, in the form of an attitude of social care through social and health activities in the school environment, family/home, and community. Starting from joint interactions between students during the Youth Red Cross extracurricular activities can provide stimulation to be able to behave in a beneficial manner and improve social relations between students (Kartono & Kartini, 2011).

Isrodiyah (2017) argue that through activities in the Youth Red Cross extracurricular as an extracurricular development and distribution of social activities, in the form of activities to provide and distribute humanitarian assistance, both of which can be applied directly at school and the community. Will be able to foster a sense of togetherness and high concern, in children since preteens are basically social creatures who cannot do everything by themselves.

The results of observations ns about obstacles in the implementation of Strengthening Character Education (PPK) caring for others through extracurricular activities of the Youth Red Cross (PMR) at SMA Negeri 1 Sidoharjo Wonogiri Regency include planning. The PMR extracurricular activity program planning process should involve various parties ranging from coaches, trainers, administrators and PMR members, principals, deputy principals for curriculum, and teachers, but in practice, the PMR extracurricular activity program planning in practice is prepared by the PMR Extracurricular Supervisor Teacher so that in its implementation it often clashes with other student activities.

This shows that the preparation of the PMR extracurricular activity program has not involved interested parties. Whereas planning has an important meaning in achieving activity goals. Planning is the process of systematically preparing activities that will be carried out to achieve a goal. Through planning, ways to achieve goals are described in detail, and facilities and infrastructure as well as existing sources are involved so that goals can be achieved effectively and efficiently (Tjokroamidjojo, 2019).

The poorly detailed planning has caused obstacles in the implementation of PMR extracurricular activities, based on the data obtained, it is known that the obstacles in the implementation of PMR activities include: (1) the existence of inadequate facilities and infrastructure for schools in the area, (2) activities are not well coordinated, so that activity schedules often coincide with other student activities, (3) students are less enthusiastic in participating in extracurricular activities, (4) there is no good cooperation from the principal, teachers and students themselves, (5) there is a lack of attention to funding extracurricular activities. (6) lack of coordination with PMR trainers PMR activities are often empty, and (7) members who are half-hearted in participating in PMR activities or members who participate in activities because of friends, do not fully participate actively in every activity. (8) PMR extracurricular activities that are carried out in the afternoon cause training to not be maximized.

Obstacles in the evaluation process are carried out when obstacles and obstacles occur in the process of implementing activities, with the evaluation of PMR extracurricular activities it is hoped that it can find the right solution to overcome obstacles, besides that through evaluation it is hoped that it can correct implementation deficiencies. This is in line with the definition of evaluation according to Kompri (2017), namely activities to collect data or information regarding the level of success achieved by students. Arikunto (2019) argues that evaluation is seen as a process of determining the results of several activities that have been planned and achieved to support the achievement of goals. Evaluation is an activity to find information that is useful in assessing the existence of a program, production, procedure, and alternative strategies proposed to achieve predetermined goals.

The existence of various obstacles in the implementation of PMR extracurricular activities shows that these obstacles are problems that arise not only at SMA Negeri 1 Sidoharjo Wonogiri Regency but also experienced by other schools as mentioned in several previous studies. Thus the results of this study support the research of Rifa'i and Khairuddin (2022), and Nugraha and Rahmatiani (2019).

Although there are still obstacles in the implementation of PMR extracurricular activities, in its implementation there are various factors that support, among others: (1) the commitment of the school principal and teachers to gradually equip PMR equipment, (2) most students who take part in PMR extracurricular activities of their own accord have a strong spirit and actively participate in PMR extracurricular activities, (3) the availability of human resources such as PMR extracurricular activity trainers, (4) school cooperation with PMI that has been established. (5) school management governance by assigning teachers specifically responsible for PMR extracurricular activities.

The appointment of the teacher as the person in charge of PMR extracurricular activities and the schedule of activities outside of learning hours, shows that PMR extracurricular activities are in accordance with Article 1 paragraph (1) of the Regulation of the Minister of Education and Culture (Permendikbud) of the Republic of Indonesia Number 62 of 2014 concerning Extracurricular Activities in Primary Education and Secondary Education, extracurricular activities are curricular activities carried out by students outside the learning hours of intracurricular activities and co-curricular activities, under the guidance and supervision of the education unit. Extracurricular activities aim to develop certain aspects in the prevailing curriculum (El Kazdouh et al., 2022), including those related to how the actual application of the knowledge learned by students in accordance with the demands of their life needs and the surrounding environment.

Apart from the various obstacles and supporting factors that exist in schools. In principle, the PMR extracurricular activities carried out are activities as an effort to form individual students who are intact physically and mentally. This is because extracurricular activities provide a variety of experiences that they may not get from subjects and can support their achievements as well. Extracurricular activities are not only to explore and develop the potential, talents, and interests of student's abilities, but also through extracurricular activities can shape students' personalities to become more characterized and become good individuals and uphold social values that exist in society, one of which can be realized by having high social care. This is in accordance with the social function of extracurricular activities, namely to develop the ability and sense of social responsibility of students, by providing opportunities to expand social experiences, practice social skills, and internalize moral values and social values (Isrodiyah, 2017).

CONCLUSION

One of the principles of the 7 Principles of the Red Cross, is to foster social attitudes. These activities are carried out through PMR extracurricular activities, but the implementation experiences various obstacles, namely: (1) The existence of inadequate facilities and infrastructure (2) Activities are not well coordinated, (3) Students are less enthusiastic about participating in extracurricular activities, (4) There is no good cooperation from the principal, teachers and students themselves, (5) There is a lack of attention to funding extracurricular activities, (6) PMR extracurricular activities are carried out in the afternoon, causing the training to not be maximized. Apart from the existence of various obstacles, in principle, the PMR extracurricular activities carried out are activities as an effort to shape individual students to become more characterized and become good personalities and uphold the social values that exist in society.

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