

Implementation of Character Education Strengthening Program through Extracurricular Activities (Case Study at SMA Negeri 1 Sidoharjo)

Retno Fajarwati^{1*}, Triyanto², Rima Vien Permata H³

^{1,2,3}Universitas Sebelas Maret, Indonesia

*) Corresponding author: retnofajarwati2@gmail.com

Abstract

This study aims to describe the program's implementation to strengthen character education and caring for others through extracurricular activities of the Youth Red Cross (PMR) at SMA Negeri 1 Sidoharjo. This research was conducted at SMA Negeri 1 Sidoharjo for 5 (Five) months, from January 2023 to May 2023 with December 2022. The type of research used in this study is qualitative descriptive. Data collection techniques using observation, interview, and documentation techniques. Data analysis consists of data reduction, presentation, and conclusion/verification. Conclusions of the research results: (1) The extracurricular program of the Youth Red Cross at SMA Negeri 1 Sidoharjo is carried out regularly every week, (2) The PMR extracurricular program can form a character of caring for others, which is shown by polite and social care, tolerance towards diversity, an attitude of accepting and listening to the opinions of others, having awareness to share, In addition to forming a character of caring for others, through extracurricular programs the Youth Red Cross can shape the spirit of leadership.

Keywords: Extracurricular, Youth Red Cross, Care for Others

Introduction

Education in Indonesia has been regulated in Law Number 20 of 2003 (Kesowo, 2003) concerning the National Education System. Explicitly, Article 3 states that National Education functions to develop the ability and shape the character and civilization of a dignified nation in educating the nation's life aims to develop the potential potential of students to become human beings who believe and are devoted to God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens.

Based on the Law, the main purpose of education is to make students devout of God Almighty and have a complete personality. A person devout of God Almighty by religious teachings is the main goal of education in Indonesia because the Indonesian nation is a religious nation, as seen from the first precept in Pancasila, namely the One and Only God. The

ultimate goal of education is the realization of a community order marked by noble ethics in each individual and justice in the state in terms of life (Sagala, 2017).

To achieve these educational goals, the government, through the Presidential Regulation of the Republic of Indonesia Number 87 of 2017 concerning Strengthening Character Education, states that to realize a cultured nation through strengthening religious values, honest, tolerant, disciplined, hard-working, creative, independent, democratic, curiosity, national spirit, love of the motherland, appreciate achievements, communicative, love peace, love reading, care for the environment, Social care, and responsibility, need to strengthen character education. Article 1 of the Regulation states that Strengthening Character Education, abbreviated as PPK, is an educational movement under the responsibility of educational units to strengthen the character of students through the harmonization of heart sports, taste sports, thought sports, and sports with

involvement and cooperation between education units, families, and communities as part of the National Mental Revolution Movement (GNRM).

Based on the Regulation of the Minister of Education and Blindness Number 20 of 2018 concerning Strengthening Character Education in Formal Education Units, the implementation of strengthening character education is carried out through curriculum and habituation in basic education units or secondary education units (Article 4 (3), whose implementation by optimizing the function of the tri center education partnership includes: schools, families, and communities (Article 5). (Permendikbud No. 20 of 2018).

Character education is a system of instilling character values in school residents. The character values instilled include knowledge, awareness or will, and actions to implement these values to create a noble human being. Kurniawan (2013), explained that all components (stakeholders) must be involved in school character education. The components that must be involved in character education are curriculum content, education, assessment processes, learning management, school management, co-curricular activities, empowerment of infrastructure, financing, and the work ethic of school residents and the school environment. Character education is important to be taught from an early age because character education is an educational process that aims to develop noble moral values, attitudes, and behaviors or reflect noble ethics. Positive values and noble moral behavior or reflecting noble ethics are very important to be introduced to children from an early age.

Character is related to three moral components, namely moral knowing, moral feeling, and moral behavior. Good character is supported by knowledge of goodness, the desire to do good, and the desire to do good deeds. Lickona (2009) stated that character is a reliable inner disposition to respond to the situation in a morally good way; a character so conceived has three interrelated parts: moral knowing, feeling, and behavior.

This value is a norm that functions as a guide in identifying what to do, what is allowed, and what is prohibited. Thus, education is a normative relationship between individuals and values. On this basis, the understanding of education becomes broader, which can be interpreted that after the child grows up, the child is still in the educational process, even though the nature of education is different from the education followed before the child reaches adulthood.

The government's efforts in improving character education are Strengthening Character Education (PPK), which is integrated with the National Movement for Mental Revolution, namely changes in the way of thinking, behaving, and acting for the better (Azwar, 2017). PPK is a continuation of the previous program that provides solutions to the decline in the morale of the nation's children because, according to the Ministry of Education and Culture (2018), one of the urgency of KDP is the 21st-century skills needed by students to realize competitive advantages of the Golden Generation 2045, namely: Character Quality, Basic Literacy, 4 C Competencies (Critical Thinking and Problem Solving, Creativity, Communication Skills, and Ability to Work Collaboratively). Through this program, children's abilities, both in personality and life skills, will develop well along with the development of existing technology and certainly can reduce the adverse effects.

Character building through extracurricular programs is one of the programs that can build character. The results of Budi Santoso's research (2018) prove that all extracurricular activities are potential activities for developing character education habits. Muhamadi's research (2019) concluded that strengthening the character of caring for others through extracurricular activities can strengthen caring attitudes towards others individually and organizationally.

One of the schools that has implemented Strengthening Character Education (PPK) is SMA Negeri 1 Sidoharjo, Wonogiri Regency. The KDP program implemented at the school is one of the activities carried out to strengthen and instill character values is the habituation activities carried out at school. Habituation routinely carried out by national extracurriculars will be well embedded in students and other school residents.

Implemented in SMA Negeri 1 Sidoharjo, in addition to habituation, it is through internalizing character education in learning. One of the lessons used to internalize character education is the learning of Civic Education.

One alternative character building at SMA Negeri 1 Sidoharjo is implementing character education to care for others through extracurricular activities PMR. It is a forum for coaching and developing PMI youth members through extracurricular activities. Caring is a concept that underlies human quality and relationships throughout history. Human actions that ignore others will result in difficulties on a wider scale (Hasanah, 2017). Concern for others is a form of social care that students must develop.

Alternative character building through strengthening the care of others is on the consideration that the values of caring for others are fading, for example, the growing indifference among lessons, the attitude of wanting to win alone, disloyalty to friends, etc. Based on the results of Sani's research (2019), the causes of these values are very diverse, including social inequality or social status due to the selfish attitude, lack of understanding or cultivation of social care values, lack of tolerance, sympathy, and empathy.

Based on the description above, it can be stated that the character problems faced by students at SMA Negeri 1 Sidoharjo are the fading of the values of caring for others among SMA Negeri 1 Sidoharjo. Therefore, to overcome these problems, SMA Negeri 1 Sidoharjo implements a program to strengthen character education and caring for others through the Youth Red Cross (PMR) extracurricular activities. However, the implementation and success of these activities need to be examined scientifically in a study entitled Implementation of the Strengthening Character Education Program for Caring for Others through Youth Red Cross Extracurricular Activities (Case Study at SMA Negeri 1 Sidoharjo). This research focused on implementing the Strengthening Caring for Others Character Education Program through Extracurricular Activities of the Youth Red Cross (PMR) at SMA Negeri 1 Sidoharjo. The study aims to describe the program's implementation to strengthen character education for others through extracurricular activities of the Youth Red Cross (PMR) at SMA Negeri 1 Sidoharjo.

Method

This research was conducted at SMA Negeri 1 Sidoharjo, Jalan Kebonagung, Sidoharjo, Wonogiri Regency. This research was carried out for 5 (Five) months. The type of research used in this study is descriptive qualitative, which describes strengthening character education through extracurricular activities at SMA Negeri 1 Sidoharjo.

Data collection techniques used are observation, interview, and documentation. Data analysis, according to Bogdan and Biken (in Moleong, 2019), is an effort made by organizing data, sorting it into manageable units, synthesizing it, searching and finding patterns, finding what is most important and learned, and deciding what can be told to others. According to Miles & Huberman

(2017), the analysis consists of three lines of activities that occur simultaneously, namely: data reduction, data presentation, and conclusion drawing/verification.

Results and Discussion

The description of the program's implementation to strengthen character education for others through extracurricular activities of the Youth Red Cross (PMR) at SMA Negeri 1 Sidoharjo is as follows.

First, Implementation time: The program is conducted in PMR practice every Friday from 13:00 to 15:00. PMR extracurricular activities begin with a ceremony. According to the schedule, students must be present 15 (fifteen) minutes before the opening ceremony. If the student is late or absent, without information as a doubt, the student must clean the environment and water the plants around the school.

Second, PMR is one of the choices of extracurricular activities in that students must follow the rules of SMA Negeri 1 Sidoharjo. Activities refer to the semester program plan, described in monthly and weekly plans, whose implementation refers to the basic principles of reddening and the PMR method.

Third, PMR materials are 1) red cross movement, 2) leadership (*mula, madya, wira*), 3) first aid for *mula*, 4) first aid for *madya*, 5) first aid for *wira*, 6) blood donation, 7) healthy youth care, 8) youth health, 9) disaster preparedness for *mula*, and 10) disaster preparedness for *wira*.

Fourth, the success indicators of PMR extracurricular activities are:

- 1) Polite attitude and social care: students can treat others politely. Social care for PMR activities is shown at a flag ceremony, where PMR members help students who get health problems during the the flag ceremony. They helped and treated the students politely and took them to the UKS room for treatment.
- 2) Tolerance attitude: students who take part in PMR extracurriculars is successful if they have an attitude of tolerance. In helping other students, PMR members must not consider between religion, ethnicity, race, and other differences. PMR is obliged to help anyone in need.
- 3) Being willing to accept and listen to the opinions of others: students as members of PMR must have a *legowo* attitude when reminded by other friends and also be willing

to remind other friends for good, especially related to the implementation of school rules.

- 4) Being willing to share: PMR members are willing to share with others, for example, setting aside some pocket money for social activities, visiting sick friends, informing friends who are not present, and others. Strengthening the character of social care through extracurricular activities of the PMR has been seen during observations.

PMR activities are carried out based on a plan that ends with evaluating activities. It is in line with the opinion of Aqib et al. (2013) that the management of student character education development through planning, implementing activities, and evaluating extracurricular activities of the Youth Red Cross is one of the programs carried out by schools in strengthening the character of social care for students.

This systematic approach to PMR activities, grounded in careful planning and rigorous evaluation, underscores the significance of character development in the education of students. This process represents a pivotal initiative within schools. Schools play a vital role in nurturing well-rounded individuals who are academically proficient and actively engaged in caring for their communities by emphasizing the importance of character education and fostering a spirit of social responsibility among students. This holistic approach to education contributes immensely to preparing students to become compassionate and socially conscious citizens committed to positively impacting society.

The four character traits of caring for others possessed by student participants in the PMR extracurricular program are classified into two types: a student with a socially caring character and a less socially caring one. In line with Mochtar (2019), it states that character is a psychological, moral, or ethical trait that characterizes a person or group. Through extracurricular programs, PMR can shape the character of caring for others.

It shows that extracurricular PMR is a moral education model that can encourage students to behave in caring for others in everyday life. It is in line with Alkrienciechie's opinion (2018). It can be interpreted as character education as moral education or ethics to develop a person's ability to behave well in his daily life. Thus, the results of this study support the research of Budi Santoso (2018), which concludes that potential activities for the development of character education habits are all extracurricular activities and in line with the results of Muhamadi's research (2019), which concludes that the process of strengthening the character of

caring for others through volunteer extracurricular activities is carried out with regular training activities every week.

Conclusion

PMR activities at SMA Negeri 1 Sidoharjo, which are carried out regularly, are a model of character education that is useful for fostering character in students to have a spirit that cares for others, which is shown by polite and social care, tolerance, willingness to accept and listen to other people's opinions, and have the awareness to share. Extracurricular activities of the Youth Red Cross are not just instilling social care characters; through extracurricular activities, PMR can shape the spirit of leadership.

The consistent implementation of PMR activities at SMA Negeri 1 Sidoharjo is an exemplary model for character education, instilling in students a profound sense of compassion and care for others. It is notably reflected in their courteous and socially conscious behavior, remarkable tolerance, openness to different viewpoints, and willingness to engage in constructive dialogue.

Beyond cultivating social care characteristics, the Youth Red Cross extracurricular activities also play a pivotal role in nurturing leadership qualities among students. Through these engagements, PMR not only empowers students to become empathetic and community-oriented individuals but also fosters the development of strong leadership skills, equipping them to make meaningful contributions to society and to lead by example in addressing pressing humanitarian concerns.

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