



The influence of adolescent red cross extracurriculars on students' discipline attitudes at SMA Negeri 1 Sekayu

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Abstrak

This study aims to determine the influence of adolescent red cross extracurricular attitudes on the discipline attitude of students at SMA Negeri 1 Sekayu. This study uses a quantitative approach with a descriptive statistical method. This study has a population of 50 people using the probability sampling technique with the Proportionate Stratified Random Sampling method with an error rate of 5%, the number of samples in this study is 45 people. The data collection technique in the study showed that there was an influence on the extracurricular red cross of adolescents on disciplinary attitudes at SMA Negeri 1 Sekayu. This is evidenced by looking at the results of a simple regression test, namely the results obtained by Constant (α) are 1.352 adolescent red cross extracurriculars while the value of discipline attitude (b) is 0.613. Based on the results of the study, it was concluded that there was an influence of adolescent red cross extracurricular attitudes on the discipline attitude of students at SMA Negeri 1 Sekayu.

Keywords: Adolescent Red Cross Extracurricular, Discipline Attitude

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh ekstrakurikuler palang merah remaja terhadap sikap disiplin peserta didik di SMA Negeri 1 Sekayu. Penelitian ini menggunakan pendekatan kuantitatif dengan metode statistik deskriptif. Penelitian ini memiliki populasi 50 orang menggunakan teknik probability sampling dengan metode Proportionate Stratified Random Sampling dengan tingkat kesalahan 5% jumlah sampel dalam penelitian ini adalah 45 orang. Teknik pengumpulan data dalam penelitian menunjukkan bahwa terdapat pengaruh pada ekstrakurikuler palang merah remaja terhadap sikap disiplin di SMA Negeri 1 Sekayu. Hal ini dibuktikan dengan melihat hasil uji regresi sederhana yakni hasil yang di dapat Constant (α) adalah 1,352 ekstrakurikuler palang merah remaja sedangkan nilai sikap disiplin (b) adalah 0,613. Berdasarkan hasil penelitian tersebut disimpulkan bahwa adanya pengaruh ekstrakurikuler palang merah remaja terhadap sikap disiplin peserta didik di SMA Negeri 1 Sekayu.

Kata Kunci: Ekstrakurikuler Palang Merah Remaja, Sikap Disiplin

Introduction

Nowadays, one of the problems faced by the Indonesian nation is the fading spirit of nationalism and patriotism among the younger generation. This is due to the many foreign cultural influences that have entered our country, as a result many young generations forget their own culture because they think that foreign culture is a more modern culture than their own national culture (Lestari, 2019).

Nationalism is a sense of nationality possessed by every person who has a sense of love for the homeland and nation. Indonesian nationalism is a manifestation of a deep love for the Indonesian nation, which prioritizes the unity and welfare and security of the nation and state above personal or group interests, and upholds the dignity of all nations, strengthens its sovereignty, and fosters good and just relations with all countries (Junanto et al., 2020). But on the other hand, there are many factors that influence changes in the spirit of nationalism, including the loss of awareness of the importance of a nation's identity and changes in the conditions of the times (Amir & Ridho, 2021). Therefore, nationalism is very important in national and state life because it can realize love and honor for one's own nation. Some of the attitudes contained in nationalism are discipline, responsibility, honesty, and cooperation. Of the several attitudes contained in nationalism, this study focuses on discipline.

According to (Pratiwi, 2020) a disciplined attitude is one of the suggestions in an effort to form an orderly personality in doing something, discipline can also be in the form of time and also in doing other activities. Discipline is an attitude characterized by orderliness, readiness to learn, and the application of

self-control in accordance with relevant rules to achieve optimal growth and development. Cultivating discipline from an early age is a manifestation of an attitude of obedience to the rules set at home, school, and society (Istiana & Pamungkas, 2023). A disciplined attitude shows that a person is obedient and obedient to the values that are believed in and are his responsibility.

Character education is an inseparable component of the educational process in schools. Character education aims to foster students with strong values and social responsibility, thus preparing them to become effective leaders in the future. As expressed by (Halawati, 2020). Character education is a system of instilling character values in school residents which includes components of knowledge, awareness or willingness, and actions to implement these values, both towards God Almighty, oneself, the environment, and the nation so that they become perfect human beings. The development of a character will be formed strongly by itself if it has various supports and encouragement from the surrounding environment and in education it also plays an important role to help and encourage (Umairoh et al., 2021). Therefore, educational institutions, guardians, and the community must prioritize character education to produce the next generation. There are objectives of character education to improve the quality of the implementation and results of education in schools that lead to the achievement of balanced character formation of students.

As stated by (Meilani et al., 2021) there are several implementation strategies to instill Character Education including: implementation in intracurricular,

implementation in co-curricular fields, implementation in extracurricular activities, and implementation in non-co-curricular fields. Based on the strategies above, by implementing these strategies, participants will become individuals who will be more responsible and can become effective leaders in the future. And also the government's efforts to overcome the lack of discipline with Character Education. As in Law Number 20 of 2003 Article 3 concerning the National Education System, which states that "National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation. National education aims to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are creative, and independent".

As based on the Regulation of the Minister of Education and Culture No. 81A of 2013 concerning the Implementation of the Curriculum in schools which contains guidelines for extracurricular activities. Extracurricular is an educational activity carried out by students outside of school hours as an extension of the curriculum activities and carried out under the guidance of the school with the aim of developing the personality and abilities of students.

Extracurricular activities aim to develop interests and talents and develop the potential of students. One of the extracurricular activities that has a role and influence in character formation and instilling a disciplined attitude is the Junior Red Cross (PMR). By students participating in PMR extracurricular activities, it is expected to foster a sense of discipline and character formation of these students. Until now, the Junior Red Cross

extracurricular activities have become an organization that can foster a disciplined attitude in students.

First by (Ambarwati, 2020) with a study entitled "Development of Social Attitude Character and Responsibility Through Youth Red Cross Extracurricular Activities at MAN 2 Magetan". The results of the study are in improving social attitude behavior and responsibility through the PMR extracurricular, students have positive social attitudes, namely a sense of solidarity, cooperation and tolerance. The essence of responsibility in student development is discipline in doing assignments and submitting assignments on time, which also fosters a sense of responsibility for oneself.

Then, a study conducted by (Nafi', 2022) entitled "The Role of PMR (Young Red Cross) Extracurricular Activities in Forming Students' Attitudes of Helping Each Other at MAN 1 Bojonegoro". The results of the study are that it has an important role in forming students' attitudes of helping each other. The formation of this attitude is through teaching, habituation and consistency in the extracurricular activities of the Young Red Cross so that it can grow into a habit and also become a cultural attitude of students.

Furthermore, another previous study is a study conducted by (Massie Yosafat & Mediatati, 2024) entitled "Implementation of Pancasila Student Profile Dimensions in Youth Red Cross Extracurricular Activities at Penabur Christian High School Cirebon". The results of the study were able to implement and realize the Pancasila student profile dimensions. This PMR extracurricular activity is also able to improve students' critical thinking skills through logical

reasoning from every form of first aid that is always described in each exercise.

From a preliminary study conducted by researchers on students who have participated in the PMR extracurricular activities with a total of 67 (sixty seven) people. This preliminary study was conducted by distributing a google form link on November 28, 2024. Through the google form link there are several questions that (1) do you know what the youth red cross extracurricular is? of the 67 respondents answered yes and from the survey results on the form there were 100% so that it can be it is concluded that students know what the extracurricular activities of the youth red cross (PMR) are. (2) Are students actively involved in the extracurricular activities of the youth red cross? Based on the results of the survey on the form, 97% or 65 respondents answered yes, and 3% or 2 respondents answered no, so it can be concluded that overall there are still students who are not fully active in extracurricular activities. (3) After carrying out the extracurricular activities of the youth red cross, has the discipline of students started to increase? Out of 67 respondents answered yes and from the results of the survey on the form, 100% answered that it can be concluded that the discipline of students has increased through the extracurricular activities of the youth red cross. (4) Do you understand what discipline is? Based on the results of the survey on the form, 97% or 65 respondents answered yes, and 3% or 2 respondents answered no, so it can be concluded that students still do not understand the concept of discipline. (5) Do students find it difficult to carry out the extracurricular activities of the youth red cross? Based on the survey results on the form, 26.9% or 18

respondents answered yes and 73.1% or 49 respondents answered no, so it can be concluded that students need appropriate support and efforts in carrying out these extracurricular activities.

From the description above, the author is very interested in conducting a study entitled "The Influence of Youth Red Cross Extracurricular Activities on the Disciplinary Attitude of Students at SMA Negeri 1 Sekayu".

Research Methodology

Quantitative method is one of the scientific research approaches that is often used by researchers. Because with this method, researchers try to explore various kinds of human knowledge systematically and objectively. So, this method can be called a discovery method because this method can be connected with research data in the form of numbers using statistics to get the desired results.

The use of a descriptive quantitative approach is based on the suitability of the problem to be studied. The research to be studied in this study is a single variable consisting of independent and dependent variables. This study uses the Guttman scale type where clear and precise answers will be obtained, namely "yes" or "no", "agree" or "disagree", and so on. Research using the Guttman scale is carried out if you want to get a firm answer to a problem stated by Sugiyono (2019: 96). Thus, this study will use the type of measurement scale that gets the answer "yes" or "no". Data Collection Techniques of this research are observation, documentation, and Questionnaire or Survey. As well as data analysis using Instrument Reliability Test, Normality Test, Linearity Test, T Test.

Discussion

Based on the survey conducted by researchers by distributing questionnaire

links at SMA Negeri 1 Sekayu, there were 67 respondents who filled out the survey, resulting in the following results: (1). From the results filled out by students on the form, it can be stated that 100% can be concluded that students know what the youth red cross extracurricular activities are (2). From the survey results on the form, 97% of respondents answered yes, so it can be concluded that overall there are still students who are not fully active in youth red cross extracurricular activities (3). Of the 67 respondents, 100% answered yes, so it can be concluded that the disciplined attitude of students has increased through youth red cross extracurricular activities (4). Based on the survey results on the form, 97% or 65 respondents answered yes and 3% or 2 respondents answered no, so it can be concluded that students still do not understand the concept of discipline. (5). Based on the survey results on the form, 26.9% or 18 respondents answered yes and 73.1% or 49 respondents answered no, so it can be concluded that students need appropriate support and efforts in carrying out extracurricular activities of the Youth Red Cross.

Furthermore, data collection through questionnaire techniques was carried out offline, namely by distributing a google form link to students at SMA Negeri 1 Sekayu, the questionnaire link in the form of a google form was distributed to students in grades X and XI who participated in the youth red cross extracurricular at SMA Negeri 1 Sekayu. Before the questionnaire link was distributed, the first thing the researcher did was visit and ask permission from the school, especially the deputy head of public relations and curriculum to distribute the questionnaire link. The data collection technique through this questionnaire was carried out in a closed

manner and all forms of information sources obtained through filling in the questionnaire link could maintain the confidentiality of the respondents' answers, the questionnaire distributed by the researcher in this study used a guttman scale where respondents were asked to provide answers to questions and read the filling instructions, namely there were Yes and No answers related to the research variables.

Validity test

Validity test is conducted by using a significance level of 5% in the product moment value distribution table. If the number of samples is 45, then the significance level of 5% in the product moment value distribution table is 0.294.

Table 1. Results of the Validity Test of the Instrument Variables of the Influence of Youth Red Cross Extracurricular Activities (x)

Variabel	Indikator	R Hitung	R Tabel	Sig.	Keputusan
Pengaruh Ekstrakurikuler PMR	X1	0.596	0.294	0.000	Valid
	X2	0.726	0.294	0.000	Valid
	X3	0.616	0.294	0.000	Valid
	X4	0.820	0.294	0.000	Valid
	X5	0.439	0.294	0.003	Valid
	X6	0.391	0.294	0.008	Valid
	X7	0.503	0.294	0.000	Valid
	X8	0.726	0.294	0.000	Valid
	X9	0.648	0.294	0.000	Valid
	X10	0.712	0.294	0.000	Valid

Source: SPSS Windows 27, processed by researchers 2025

Based on the results in the table above, it can be seen that the R table for $df = n - 2$ ($45 - 2 = 43$) is 0.294. Based on the table above, it is known that from a total of 10 indicators, all R values of the Influence of Youth Red Cross Extracurricular variable items are greater than the R table (0.294) which can be interpreted that all items of the Influence of Youth Red Cross Extracurricular variable can be used and

have significant values and can be declared valid.

Table 2. Results of the Validity Test of the Discipline Attitude Instrument (Y)

Variabel	Indikator	R Hitung	R Tabel	Sig.	Keputusan
Sikap Disiplin	Y1	0.727	0.294	0.000	Valid
	Y2	0.644	0.294	0.000	Valid
	Y3	0.462	0.294	0.001	Valid
	Y4	0.387	0.294	0.009	Valid
	Y5	0.504	0.294	0.000	Valid
	Y6	0.576	0.294	0.000	Valid
	Y7	0.508	0.294	0.000	Valid
	Y8	0.552	0.294	0.000	Valid
	Y9	0.545	0.294	0.000	Valid
	Y10	0.641	0.294	0.000	Valid

Source: SPSS Windows 27, processed by researchers 2025

Based on the table above, it can be seen that from a total of 10 indicators, all R values for the disciplinary attitude variable items are greater (0.294), which means that all disciplinary attitude variable items are valid and can be used.

Table 3. Reliability Test Results

Variabel	Cronbach's Alpha	Kriteria	Keterangan
Ekstrakurikuler Paling Menarik Remaja (X)	0.621	0.600	Reliabel
Sikap Disiplin (Y)	0.749		Reliabel

Based on the table above, it is known that the Youth Red Cross Extracurricular variable has a greater Cronbach's alpha value, namely 0.600, which means that the Youth Red Cross extracurricular variable data is reliable, and the discipline attitude variable has a Cronbach's alpha value of 0.749, which means that all variables are reliable for use in research.

During the implementation of the research, the questionnaire data obtained by the researcher by distributing a google form link to 50 students at SMA Negeri 1 Sekayu. The sample in this study was taken from students who participated in the

extracurricular activities of the youth red cross in grades X and XI at SMA Negeri 1 Sekayu in the 2024/2025 academic year, which were then also used as the population in this study.

Table 4. Questionnaire Scoring Classification

Jawaban Alternatif	Skor
Iya	1
Tidak	0

Source: Sugiyono (2019)

Based on the table above, there are 25 questions given to respondents who are students in grades X and XI at SMA Negeri 1 Sekayu with the answer "yes" worth 1 and "no" worth 0.

The details of the statements given by the researcher to the respondents are items 1 to 10 related to the extracurricular indicators of the youth red cross. The researcher gave question number 1 to the respondents related to the statement in forming a sense of social concern in students. The following are the results obtained by the researcher from the answers filled in by the respondents.

Analysis of Observation Data

Observations carried out by researchers are by using descriptive approach methods and non-participant observations. This is done because according to Sugiyono (2019: 145) This observation was carried out by researchers by observing the extracurricular activities of the Red Cross Youth at SMA Negeri 1 Sekayu in an effort to improve students' discipline and social awareness. In this case, researchers went directly to the field to observe the behavior and activities of individuals at the research location. In this study, researchers used passive observation (passive participation). So in this study, researchers came to the extracurricular activity location without being involved in the activity, researchers only observed and

saw everything that happened at that location.

Data Analysis of Questionnaire Results

In the analysis of the questionnaire data conducted by the researcher, the data was managed and then the questionnaires were analyzed that had been given to 50 respondents, then there were 45 respondents who filled it out at SMA Negeri 1 Sekayu which was also a sample in this study which was then divided into 20 items of statement questions with the variable indicator of the Influence of the Youth Red Cross Extracurricular (x) and the variable of Discipline Attitude (y). Furthermore, the purpose of this study was to determine the Influence of the Youth Red Cross Extracurricular on the Discipline Attitude of Students at SMA Negeri 1 Sekayu.

Table 5. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		45
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	1.89602022
Most Extreme Differences	Absolute	.090
	Positive	.090
	Negative	-.084
Test Statistic		.090
Asymp. Sig. (2-tailed)		.200 ^{c,d}
a. Test distribution is Normal. b. Calculated from data. c. Lilliefors Significance Correction. d. This is a lower bound of the true significance.		

Based on the results of the normality test above, it is known that the significance values of the results of the normality test on the variable of the influence of the Red Cross extracurricular activities on the attitude of discipline are the residual value of the regression is 0.200 or greater than 0.05, which can be interpreted that the data in this study is normally distributed so that this data model meets the assumption of normality.

Table 6. Linearity Test Results

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
<u>Sikap Disiplin *</u> <u>Eks PMR</u>	Between	(Combined)	164.674	9	18.297	5.288	.000
	Groups	Linearity	127.602	1	127.602	36.878	.000
		Deviation from Linearity	37.071	8	4.634	1.339	.257
	Within Groups		121.104	35	3.460		
	Total		285.778	44			

Based on the table above, it is known that the significance value of deviation from linearity is 0.257 which is greater than 0.05. Based on this value, it can be concluded that there is a linear relationship between the independent variable and the dependent variable. Then, it can be concluded that the research data is linear.

Table 7. Results of Simple Linear Regression Analysis

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	1.352	.804		1.681
	Eks PMR	.613	.104	.668	.000

a. Dependent Variable: Sikap Disiplin

In the table above, the constant (α) is 1.352 youth red cross extracurricular activities while the value of discipline attitude (b) is 0.613 so that the regression equation can be written:

$$Y = a + bx$$

$$Y = 1,352 + 0,613 x$$

The constant (α) of 1.352 states that if there is no extracurricular variable of the Red Cross Youth considered to be zero, then the variable of discipline attitude will have a positive value of 1.352.

The regression coefficient of the Red Cross Youth extracurricular variable with a positive sign states that every additional 1 unit of the value of the discipline attitude

variable will increase the value of the discipline attitude variable by 0.613. Furthermore, based on the results of the analysis of the coefficient of determination (R²) refers to the ability of the independent variable (X) to explain the dependent variable (Y). The R value of the coefficient of determination is in the range between zero and one.

Table 8. Results of the Determination Coefficient Test (R²)

Model Summary ^a				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.668 ^a	.447	.434	1.91794
a. Predictors: (Constant), Eks PMR				
b. Dependent Variable: Sikap Disiplin				

Based on the table above, the R Square value is 0.447 or 44.7% coefficient. With these results, it can be concluded that the independent variable in this study, namely the youth red cross extracurricular (x) is able to explain the disciplinary attitude variable (y) by 44.7% while the remaining 55.3% is influenced and explained by other variables not tested in this study.

The results of the partial t-test were conducted to determine whether the independent variables have a significant effect on the dependent variable or not. The partial t-analysis test was conducted to test the significance of the regression coefficient of each independent variable separately and the dependent variable. Based on the results of the hypothesis test, it was used to determine whether there was a significant effect of the youth red cross extracurricular variable (x) on the disciplinary attitude variable (y) of students at SMA Negeri 1 Sekayu. The testing criteria used were to compare the t-count with the t-table based on a significance level of 0.05 and 2 sides of the degrees of

freedom $df (n-k-1) = (45-1-1) = 43$ (n is the number of data and k is the number of independent variables), so that the t-table obtained from the statistical table is 2.017. If the $t\text{-count} \leq t\text{-table}$ then H_0 is accepted, while if the $t\text{-count} \geq t\text{-table}$ then H_0 is rejected.

Table 9. Hypothesis Test Results (T Test)

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1	(Constant)	1.352	.804	1.681	.100
	Eks PMR	.613	.104	.668	.500

a. Dependent Variable: Sikap Disiplin

In the t table for probability with $df = (45-1-1) = 43$ is 2.017. Based on the table above, it can be concluded that the influence variable of the Red Cross Youth Extracurricular has a t count value that is greater than the t table $5.890 > 2.017$ and a significance value that is smaller than alpha 5% $0.000 < 0.05$ which means that H_a is accepted and H_0 is rejected which means the hypothesis stating that the influence variable of the Red Cross Youth Extracurricular (x) has a positive and significant influence on the discipline attitude variable (y).

Based on the results of the model feasibility test or F test is used to determine whether the regression model can or is feasible to be used in this study or not. In the F test, it is seen from the significance value with a significance level of 5% or 0.05. If the significance value < 0.05 then the regression model passes the model feasibility test.

Table 10. F Test Results

ANOVA ^a					
Model		Sum of Squares	df	Mean Square	F
1	Regression	127.602	1	127.602	34.689
	Residual	158.175	43	3.678	
	Total	285.778	44		

a. Dependent Variable: Sikap Disiplin
b. Predictors: (Constant), Eks PMR

Based on the table above, the F test results produce an F value of 34.689 with a significance value of 0.000. This significance value is smaller than 0.05, therefore it shows that the regression model in this study is suitable for use in testing hypotheses or in other words, this study is suitable for measuring discipline attitudes.

Discussion of Research Results

The results of the study prove that the Youth Red Cross (PMR) extracurricular has a positive and significant influence on students' disciplinary attitudes, with a regression coefficient of 0.613 and a determination coefficient of 0.447. This means that 44.7% of the variation in students' disciplinary attitudes can be explained by participation in PMR activities, while the rest is influenced by other factors. This finding confirms the importance of extracurricular activities in shaping students' disciplinary character.

Extracurricular activities, including PMR, play a significant role in developing students' character. Through these activities, students not only gain technical knowledge and skills, but also values such as responsibility, cooperation, and discipline. Research by Syarifah et al. (2024) shows that PMR extracurricular activities are effective in fostering discipline and responsibility in students.

In addition, PMR activities emphasize the importance of social awareness and the ability to work together. Students who are active in PMR tend to

have better discipline because they are accustomed to following strict rules and procedures in humanitarian activities. This is in line with research findings that show that PMR extracurricular activities play a role in forming students' disciplined and responsible characters.

The regression coefficient of 0.613 indicates that every one unit increase in PMR participation will increase students' disciplinary attitudes by 0.613 units. This value indicates a strong relationship between participation in PMR and disciplinary attitudes. Other studies also support this finding; for example, research by Helmi (2021) shows that extracurricular scouting activities have a significant influence on student discipline. Although the objects of research are different, the basic principle of these two extracurricular activities is the instillation of values of discipline and responsibility. The determination coefficient of 0.447 indicates that almost half of the variation in students' disciplinary attitudes can be explained by participation in PMR. This shows that although PMR has a significant role, there are other factors that also influence disciplinary attitudes, such as family environment, school culture, and individual factors. However, PMR's contribution remains significant in shaping students' disciplinary attitudes.

The success of PMR in forming a disciplined attitude cannot be separated from effective extracurricular management. Research shows that good PMR extracurricular management can develop students' responsible character. Good management includes clear program planning, consistent implementation, and ongoing evaluation. Thus, schools need to ensure that PMR activities are well managed to achieve the desired character

building goals. In addition to PMR, other extracurricular activities such as scouts and flag hoisting are also known to be effective in forming a disciplined attitude. Research by Lestari (2020) shows that the flag hoisting extracurricular has a positive influence on the formation of students' disciplined character and national spirit. Likewise, research by Helmi (2021) shows that scouting extracurricular activities play a significant role in improving student discipline. This shows that various types of extracurricular activities can contribute to the development of a disciplined attitude, depending on the values instilled in the activity.

These findings have important implications for schools in their efforts to improve students' discipline. Schools need to pay more attention to the management and implementation of extracurricular activities, especially PMR, as an effective means of character building. In addition, training for extracurricular instructors and facilitators is also important to ensure that the values of discipline and responsibility can be effectively transferred to students.

Overall, the results of this study confirm that the PMR extracurricular has an important role in improving students' disciplinary attitudes. With a regression coefficient of 0.613 and a determination coefficient of 0.447, it is clear that participation in PMR contributes significantly to the formation of disciplinary attitudes. Therefore, schools are advised to continue to support and develop extracurricular programs that can form positive characters in students.

Conclusion

Based on the results of the research conducted by the researcher, it can be concluded that the red cross extracurricular youth has an influence on disciplinary

attitudes in SMA Negeri 1 Sekayu. This is proven by looking at the results of a simple regression test conducted by the researcher on the data obtained from distributing questionnaires to students at SMA Negeri 1 Sekayu with detailed regression test results from a total of 45 respondents, the results obtained Constant (α) of 1.352 so that based on the discussion above it can be concluded that the red cross extracurricular youth has an influence on disciplinary attitudes in SMA Negeri 1 Sekayu which can be seen from the indicator of the influence of the red cross extracurricular youth as a dependent variable (x) on disciplinary attitudes as an independent variable (y) of students at SMA Negeri 1 Sekayu. Furthermore, the calculated t value is greater than the t table $5.890 > 2.017$ and the significance value is smaller than alpha 5% $0.000 < 0.05$ which means that H_a is accepted and H_o is rejected. It can be concluded that there is a significant influence of the Red Cross youth extracurricular activities on disciplinary attitudes at SMA Negeri 1 Sekayu.

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