

Developing Socially Caring Characters Through Extracurricular PMR SMAN 20 Bandung

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Abstract: This study aims to identify the social care programs that exist in PMR activities at SMAN 20 Bandung, the methods of developing social care characters that are applied, and the realization of these characters in participating students. This research uses a qualitative approach with descriptive method, and data collection techniques including interviews, observations, and document studies. The subjects of this study consisted of PMR coordinators, PMR trainers, and students involved in PMR extracurricular activities. The results showed that PMR extracurricular activities effectively contributed to the development of students' social care character. The methods used in the development of social care characters are able to increase students' social awareness and responsibility. The results of this study show that PMR extracurricular activities contribute to the development of students' social care character, and can be a recommendation for strengthening Islamic religious education through extracurricular activities at the school.

Keywords: Character; Humanity; Islamic Religious Education; Social Care.

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Abstrak: Penelitian ini bertujuan untuk mengidentifikasi program-program peduli sosial yang ada dalam kegiatan PMR di SMAN 20 Bandung, metode pengembangan karakter peduli sosial yang diterapkan, dan wujud nyata dari karakter tersebut pada siswa yang berpartisipasi. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif, dan teknik pengumpulan data yang meliputi wawancara, observasi, serta studi dokumen. Subjek penelitian ini terdiri dari koordinator PMR, pelatih PMR, serta siswa yang terlibat dalam kegiatan ekstrakurikuler PMR. Hasil penelitian menunjukkan bahwa ekstrakurikuler PMR secara efektif memberikan kontribusi dalam pengembangan karakter peduli sosial siswa. Metode yang digunakan dalam pengembangan karakter peduli sosial mampu

meningkatkan kesadaran sosial dan tanggung jawab siswa. Hasil penelitian ini menunjukkan bahwa ekstrakurikuler PMR berkontribusi dalam pengembangan karakter peduli sosial siswa, serta dapat menjadi rekomendasi bagi penguatan pendidikan agama Islam melalui kegiatan ekstrakurikuler di sekolah.

Kata Kunci: Karakter; Kemanusiaan; Peduli Sosial; Pendidikan Agama Islam.

A. Introduction

Islamic religious education plays a key role in shaping students' character and morals (Taufik and Akip 2021, Diana, Afendi and Sudadi 2023). Islamic religious education teaches about the relationship between humans and God and the relationship between humans known as "habluminallah and habluminannas" (Ningsih 2012). In the Qur'an, we find guidelines and ethical principles that guide the life of a Muslim (Qoriah and Nurpajar 2024). The Qur'an emphasizes compassion, justice, honesty, and mercy towards others (Zuhriyandi 2023). When students integrate Islamic religious education, they learn how to become individuals who respect human rights, who uphold justice and honesty, and who feel compassion for others. Students apply these values in social relationships, in family life, in their education, and in society (Oktarosada 2017).

Islamic religious education has the flexibility that allows its implementation in various educational institutions, from intracurricular to extracurricular (Swandari and Jemani 2023). In the intracurricular scope, Islamic religious subjects are the main foundation for understanding religious beliefs, teachings, and values, providing an understanding of Islamic teachings (Bali and Fadilah 2019). In addition to intracurricular teaching, Islamic religious education also finds an important place through co-curricular activities in schools (Erlanda, Syahidin and Suresman 2017). Co-curricular provides an additional platform to explore Islamic religious values outside the classroom, allowing students to broaden their understanding of religious beliefs, teachings, and practices (Bisri and Bahrudin 2024).

In addition to intracurricular and co-curricular activities, there is another forum that can be used as a forum for implementing Islamic religious education, namely

through extracurricular activities that allow students to deepen their understanding of religion outside the classroom environment (Yasin 2019). Through extracurricular activities, students can more freely explore and apply Islamic teachings (Salsabila, Muhtarom and Kirom 2024). Extracurricular activities are a valuable approach to integrating Islamic teachings with activities outside the curriculum that can strengthen students' understanding and experience of their religious values (Citra and Aidah 2024). It also helps students understand that religious teachings are relevant guides and can be applied in various contexts (Adiyono, Julaiha and Jumrah 2023).

In the world of education, one of the extracurricular activities in schools is the Youth Red Cross (PMR), an organization committed to humanitarian activities and social services (Prahesty and Suwanda 2016, Muna, Faradila and Imaduddin 2020). PMR provides a forum for teenagers to engage in various activities that support personality development and the application of Islamic teachings (Muna, Faradila and Imaduddin 2020). Activities such as counseling, first aid training, and participation in disaster relief efforts teach PMR members about compassion, justice, honesty, and mercy towards others (Khakiki 2020).

Although the importance of the role of PMR in shaping students' characters has been recognized, there has not been much research to capture the real impact of participation in PMR extracurricular activities on the development of Islamic teachings *hablumminannas*, especially in socially caring characters. Therefore, this study aims to investigate in more detail how PMR extracurricular activities can influence the development of students' socially caring characters.

In previous studies, it was found that the results of Islamic education values reflected in the extracurricular activities of PMR in the schools studied were *khuluqiyah* values, *amaliyah* values, and *i'tiqodiyah* values (Asy'ari, Badaruddin and Ali 2021). In a parallel study, it was also found that the PMR extracurricular instilled spiritual and social attitudes, namely: praying before and after activities, praying on time, saying greetings, arriving on time, obeying the rules, actively working in groups, tolerance, being proactive and responsive (Miftahudin 2018).

In contrast to previous studies that focused on the internalization of Islamic values in general, in this study the author focuses on PMR activities that make participants better understand the teachings of Islam habluminannas with real forms of social care in PMR activities at school. In this study the researcher will explore What are the social care programs in PMR activities at SMAN 20 Bandung, how is the method of developing social care character in PMR activities at SMAN 20 Bandung, and How is the form of social care character of students who participate in PMR activities at SMAN 20 Bandung.

B. Research methods

This study uses a qualitative approach with a descriptive method. Data collection techniques in this study used interviews, observations, and document studies. Data analysis refers to the data analysis model from Miles and Huberman which consists of 4 stages, namely data collection, data reduction, data processing and drawing conclusions. The subjects in this study were the coordinator of the youth red cross, the trainer of the youth red cross, and students who are members of the youth red cross extracurricular. Data collection by interview involved the coordinator, trainer and 3 student members of the youth red cross of SMAN 20 Bandung.

Researchers obtained primary data through observation and interviews. Primary data were collected from parties involved in the extracurricular activities of the youth red cross at school, namely the coordinator of the youth red cross extracurricular at school, the youth red cross trainer at school, and students who are members of the youth red cross extracurricular. While secondary data was obtained indirectly from document data such as profile data and the school's vision and mission.

The collected data were then analyzed through data condensation by selecting and focusing field notes and interview transcripts according to the focus of the research, data presentation by organizing, unifying and drawing conclusions or data verification. Data validity checks using triangulation of sources, methods, and time.

C. Results and Discussion

1. Social Care Programs in the Extracurricular Activities of PMR SMAN 20 Bandung.

The Junior Red Cross (PMR) of SMAN 20 Bandung is an organization that aims to foster and develop students' skills in first aid and disaster preparedness. The activities held by PMR at this school include various programs that not only focus on improving technical skills but also play a role in shaping students' character. From the perspective of Islamic religious education, the values contained in PMR activities are in line with Islamic teachings about caring for others and helping each other (Muna, Faradila and Imaduddin 2020). The following table presents various social care programs in PMR extracurricular activities at SMAN 20 Bandung. These programs play an important role in shaping students' social character, as will be explained further, based on interviews with respondents.

Table 1. Social Care Programs in the Extracurricular Activities of PMR SMAN 20 Bandung

No.	Respondents	Statement/Quote	Interpretation
1	W1	"PMR students work together with OSIS for blood donation activities held in collaboration with other organizations. There are Project Programs such as the distribution of blood-boosting tablets (vitamins) in collaboration between the school and other parties and PMR members who distribute. There are Joint Training with several schools around Bandung."	This program illustrates cooperation between organizations (PMR, OSIS, and external parties) in increasing social awareness in the school environment and surrounding community.
2	W2	"There are routine programs such as training every Friday and Saturday, we also have a program to distribute blood-boosting tablets and also guard when there are events at school."	This routine program shows PMR's consistency in improving student health and preparedness in maintaining health at every school event.
3	W3	"Usually, every fasting month we have a social service program in the form of food or sharing takjil for breaking the fast, followed by breaking the fast together. In collaboration with other extracurricular activities."	This program shows collaboration between PMR and other extracurricular activities in sharing with others, as well as strengthening social relations during the month of Ramadan.

4	W4	"The PMR program is quite diverse, including distributing blood-boosting tablets to all students of SMAN 20 Bandung, being on guard if there is a big event, and a program to clean the UKS."	These programs demonstrate the diversity of PMR activities, from health (blood-boosting tablets) to medical services at major events and maintenance of school facilities.
5	W5	"If the program is actually annual, it is returned to the children. The special program that has only been running for a year is the iron tablets, because you have to take iron tablets. The medical guard program collaborates with OSIS and almost every school event requires PMR children. The Social Service Program is routinely carried out every fasting month (in the form of breaking the fast together). The program that collaborates with OSIS is Blood Donation."	Annual and special programs run by PMR show diversity in social and health activities, as well as cooperation with OSIS for blood donation activities and medical guard at school events.

The first social care character building program is Breaking the Fast Together which is listed in the proposal document for the planning of the extracurricular work program of the PMR unit of SMAN 20 Bandung for the 2024-2025 period, which not only aims to strengthen relations between PMR members, but is also in line with the principle of togetherness in Islamic teachings. In Islam, breaking the fast together is one of the recommended practices to strengthen ties and increase empathy for others (Nurariyanti, et al. 2024). Through this activity, PMR members are taught to share with each other, prioritize togetherness, and maintain good relations with each other, in accordance with the words of the Prophet Muhammad SAW, "Whoever feeds a fasting person, then for him the reward is like the fasting person, without reducing the reward of the fasting person in the slightest." (HR. Tirmidhi no. 807, Ibn Majah no. 1746, and Ahmad 5/192.)

The next social care character building program is, the Night of Familiarity which is also listed in the proposal document for the planning of the extracurricular work program of the PMR unit of SMAN 20 Bandung for the 2024-2025 period, which aims to strengthen relations between PMR members and also reflects the principles in Islam regarding ukhuwah Islamiyah or brotherhood between fellow Muslims. In Islam,

brotherhood is not only based on blood relations, but also brotherhood in faith (Hurrodiah and Yasir 2021). This activity teaches students to build relationships that support and strengthen each other, as taught in the Qur'an, "Indeed, the believers are brothers." (QS. Al-Hujurat: 10).

On the other hand, Blood Donation is a program that directly reflects social concern. In Islam, saving lives is one of the most noble deeds (Roslan and Zainuri 2023). As Allah SWT says in the Qur'an, "Whoever saves one soul, it is as if he has saved all of humanity." (QS. Al-Ma'idah: 32). Through blood donation activities, PMR students not only provide physical assistance to others, but also carry out God's command to help others in the most noble way.

In addition, the Distribution of Blood Supplement Tablets and Joint Exercises are also programs that show social concern. The distribution of drugs to improve body health is a form of concern for the welfare of others, which is in line with Islamic teachings about the importance of maintaining health as a mandate from Allah SWT (Hadi 2020). In terms of Joint Exercises, cooperation between PMR members from various schools teaches the importance of uniting in a noble goal, as Allah SWT says in the Qur'an, "And hold fast to the rope (of religion) of Allah and do not become separated." (QS. Al-Imran: 103).

Thus, the activities carried out by the Junior Red Cross (PMR) of SMAN 20 Bandung not only focus on developing technical skills, but also play a role in forming students' socially aware character. Programs such as Breaking Fast Together, Night of Friendship, Blood Donation, Distribution of Blood Supplement Tablets, and Joint Exercise clearly reflect social awareness. Each of these activities teaches students not to be selfish, but also to care about the welfare of others, maintain togetherness, and strengthen Islamic brotherhood. Through these various programs, PMR SMAN 20 Bandung has succeeded in integrating PMR activities with Islamic Religious Education, making each PMR member more sensitive to the social needs around them and more ready to make a positive contribution to community life.

2. Method of Developing Socially Caring Character in Extracurricular Activities of PMR SMAN 20 Bandung.

In the extracurricular activities of PMR at SMAN 20 Bandung, there are various methods applied to develop students' socially caring character. The following table displays the various methods applied in the extracurricular activities of PMR, along with an explanation of the contribution of each method in forming a socially caring character, which is reflected in students' attitudes and actions, based on interviews with respondents.

Table 2. Methods for Developing Socially Caring Characters in Extracurricular Activities of PMR SMAN 20 Bandung

No.	Respondents	Statement/Quote	Interpretation
1	W1	"For the method itself, I don't know the name, I can explain the stages, there are the preparation stage for the activity, during the activity, and after the activity. Every time before the event there is preparation and at the end of the event there is an evaluation."	Respondent W1 explained that the method used in the PMR extracurricular activity involved three important stages: preparation before the activity, implementation during the activity, and evaluation after the activity. Although he did not know the specific name of the method, the stages showed a structured approach that focused on reflection and continuous improvement.
2	W5	"Mother often conducts impromptu evaluations, either individually or in groups."	Respondent W5 stated that evaluations were conducted suddenly, both in the form of individual and group evaluations. This shows that evaluation is an integral part of character development, with a focus on self-reflection skills and group learning to improve performance and attitudes in activities.

The following table displays various methods applied in PMR extracurricular activities that were not mentioned in the interviews but were seen in the activities, along with an explanation of the contribution of each method in forming a socially caring character, which is reflected in students' attitudes and actions, based on observations.

Table 3. Methods for Developing Socially Caring Characters in Extracurricular Activities of PMR SMAN 20 Bandung

No.	Observed activities	Description	Interpretation
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1	Physical training for PMR members before routine training	PMR member students carry out physical exercises before starting training on the red cross. The physical exercises carried out are warming up, running on the field, push ups, sit ups, and back ups, all of these activities are carried out together and waiting for each other if there are students who have difficulty following.	This activity shows the importance of cooperation in achieving common goals. Students work together in physical exercises and support each other in difficulty, teaching them to work in a team and maintain unity.
2	Routine Training (Emergency stretcher making training)	The trainer demonstrated an effective way to make an emergency stretcher and explained the tools and materials needed to make an emergency stretcher, the purpose of making an emergency stretcher and the benefits of knowing how to make an emergency stretcher.	This activity is a hands-on training that teaches practical skills that can be used in emergency situations. Students learn to solve problems directly with applicable skills, and understand the urgency of quick and appropriate action.
3	Routine Exercise (simulation of making emergency stretchers by each group of students)	The trainer gives directions to students to form groups and practice how to make emergency stretchers in groups and work together.	In this exercise, students are asked to work in groups, which teaches them to share roles, collaborate, and solve problems together. This process emphasizes the importance of teamwork to achieve a common goal.
4	Routine Practice (group presentation)	The trainer gave students assignments in groups to create presentation media about the red cross material and will be presented to students the following week. One week later each group of students had finished working and were ready to present their work.	Students work in groups to prepare and present materials. This activity develops cooperative skills in processing information and delivering messages, as well as collaboration in dividing tasks among group members.
5	Routine Exercise (activity evaluation)	At the end of the activity, the trainer and students together evaluate the activities that have been carried out.	Joint evaluation invites students to reflect on what they have done during the activity. This discussion provides an opportunity for students to provide feedback to each other, learn from experiences, and

			improve their understanding of what has been learned.
6	Routine Practice (discussion and reflection)	The trainer gives time for students to share experiences and reflect on the actions that have been taken. Students are seen telling each other stories, discussing and responding to each other enthusiastically.	In this sharing activity, students engage in open discussions that allow them to listen to each other and reflect on their actions. This discussion develops an open attitude and self-awareness in improving their social skills.

Group Learning and Collaboration Method is one of the effective methods in developing students' socially caring character. In PMR activities at SMAN 20 Bandung, students are taught to work together in groups, such as in physical training activities or medical guard events. Through this collaboration, students not only hone technical skills but also build empathy and concern for their friends. This is in line with Islamic teachings regarding Islamic brotherhood (Hurrodiah and Yasir 2021).

Practical Training and Simulation are also effective methods in developing students' socially conscious character, especially in the context of technical skills. Activities such as routine training, special training, and Basic Training Camping provide students with the opportunity to hone their skills in providing first aid. This method is in line with Islamic teachings that prioritize the ability to benefit others. The Prophet Muhammad SAW said, "The best people are those who are most beneficial to others." (HR. Ahmad). By providing practical training and simulations, students can develop a sense of responsibility in helping others when needed.

The last method applied is Discussion and Reflection, which allows students to share experiences and reflect on the social care character that has been practiced. Through discussion, students can understand how actions taken can affect others, both positively and negatively. This provides space for students to learn and grow into better individuals. Self-reflection and introspection are highly recommended in Islam (Sari 2023). Allah SWT says in the Qur'an, "And fear Allah, surely Allah is All-Knower of what you do." (QS. Al-Baqarah: 233). This reflection process teaches students to always improve their intentions and actions to be more in accordance with religious guidance, and to provide benefits to others.

By using these methods, PMR SMAN 20 Bandung has succeeded in developing students' socially aware character. Through the Group Learning and Collaboration method, Practical Training and Simulation, and Discussion and Reflection, students not only hone technical skills, but also build empathy, responsibility, and self-awareness. These activities teach students to work together, provide assistance when needed, and reflect on actions in helping others. Thus, PMR SMAN 20 Bandung plays an important role in forming a young generation that is not only skilled, but also ready to make a positive contribution to society. As explained, PMR SMAN 20 Bandung applies various methods to develop students' socially aware character.

3. Manifestation of Social Caring Character of Students Participating in Extracurricular Activities of PMR SMAN 20 Bandung.

Students who actively participate in the extracurricular activities of the Junior Red Cross (PMR) at SMAN 20 Bandung show very significant development of socially caring characters. These characters are not only manifested in practical skills such as first aid, but also in attitudes and actions that reflect socially caring characters. From the perspective of Islamic religious education, PMR activities are in line with Islamic teachings regarding empathy, helping each other and responsibility as part of noble morals (Nur 2024). The socially caring characters that develop in students who participate in the PMR extracurricular activities at SMAN 20 Bandung can be described in detail. The following table presents the forms of socially caring characters seen in students, based on observation results.

Table 4. Manifestation of Social Caring Character of Students Participating in Extracurricular Activities of PMR SMAN 20 Bandung

No.	Observed Behavior	Interpretation	The Form of Socially Caring Character
1	Students actively help friends who have difficulty undergoing first aid training.	Students demonstrate empathy and a desire to help their peers in situations requiring first aid skills.	Empathy
2	Students work together in teams to conduct first aid simulations at school.	This teamwork reflects an understanding of the importance of cooperation in providing assistance and concern for the safety of others.	Cooperation

3	Students accompany sick friends in the health room until they receive medical assistance.	Students demonstrate a sense of responsibility for the safety and well-being of their peers, and are prepared to act in emergency situations.	Responsibility
4	Students voluntarily help the PMR activity committee in preparing for activities and during activities.	This action illustrates active social involvement, as well as a desire to benefit others in activities.	Empathy
5	Students show concern for friends who appear to have difficulty understanding PMR material and provide explanations.	Students show concern for their friends' development, trying to help them follow the material better.	Empathy and Mutual Support
6	Students must be present on time at every PMR meeting.	Punctual attendance reflects a disciplined attitude and respect for time, as well as a commitment to participating in extracurricular activities.	Discipline
7	Students always complete the tasks given in PMR activities on time.	This behavior shows an attitude of responsibility and discipline, where students value assignments and complete them according to the specified deadline.	Responsibility and Discipline
8	Students received criticism well during activity evaluations and did not feel offended.	This attitude demonstrates openness to receiving input and learning from criticism, which is important in personal and social development.	Open
9	Students provide each other with input or suggestions for improvements in PMR activities.	This action reflects an attitude of mutual support and building, and demonstrates the ability to work together to improve the quality of activities.	Mutual support

Empathy is the first character trait that is clearly visible in PMR student members. Empathy is a form of social care character (Nilamsari, Fardani and Kironoratri 2023). Students show a high level of concern for others, both at school and in everyday life. In the event medical guard activities and distribution of blood-boosting tablets, students not only practice practical skills but also feel the direct impact of the actions taken by students on others. This teaches students to develop empathy. Allah SWT says in the Qur'an, "And help one another in (doing) goodness and piety, and do not help one another in committing sin and enmity." (QS. Al-Ma'idah: 2). PMR students learn to respond to others who need help with full attention, which is a form of implementing a social care character.

In addition to empathy, PMR member students also develop an attitude of Responsibility and Discipline as part of the students' socially caring character. In PMR, each member is given a task that must be carried out responsibly. PMR members are also trained to be disciplined in following the training and activity schedule, and are ready to provide assistance when needed. In Islam, responsibility is an attitude that is highly respected (Basri and Dwiningrum 2020). The Prophet Muhammad SAW said, "Each of you is a leader, and every leader will be held accountable for his leadership." (HR. Bukhari). Through routine training and field activities, PMR students learn that the actions taken are not only for themselves, but also for the good of others, and will be held accountable.

Cooperation is an attitude instilled in students in every PMR activity. In activities such as joint training or medical guard events, PMR students are taught to work in teams, support each other, and share roles to achieve common goals. Cooperation develops mutual trust and strengthens a sense of togetherness (Hidayat and Hilalludin 2024). This attitude is in line with Islamic teachings regarding ukhuwah (brotherhood) and helping each other in goodness. Islam teaches that Muslims must work together to achieve the common good (Hidayah and Nasution 2024). Through cooperation in PMR activities, students learn to support each other in emergency situations and in everyday life.

An Open and Supportive Attitude is also seen in the interactions between PMR members. Students learn to respect each other's differences, provide support, and work together even though they come from different backgrounds. This attitude reflects the brotherhood in Islam which teaches to respect and help each other. The Prophet Muhammad SAW said, "A Muslim is a brother to another Muslim; he does not oppress and does not allow his brother to be oppressed." (HR. Bukhari). This supportive attitude shapes PMR students into caring individuals, who are always ready to help others without seeing any differences.

Overall, student participation in the extracurricular activities of PMR at SMAN 20 Bandung has made a major contribution to the development of students' socially caring character. Through various activities, such as first aid, medical guard, and distribution

of blood-boosting tablets, students not only gain practical skills, but also learn to be more sensitive to the needs of others and ready to provide assistance when needed. Activities that involve teamwork, mutual support between members, and dealing with emergency situations, help shape students into more caring and responsible individuals. With this experience, PMR students are expected to be able to bring the socially caring attitudes they have learned into their daily lives, both in the school environment and in the community. Involvement in PMR is an important step in the formation of students' socially caring character who are ready to contribute positively to others.

D. Conclusion

Based on the results of the study, it can be concluded that the extracurricular activities of the Junior Red Cross (PMR) at SMAN 20 Bandung have a very important role in developing students' socially caring character. Through various programs, such as Breaking the Fast Together, Night of Familiarity, Blood Donation, Distribution of Blood Supplement Tablets, and Joint Exercises, PMR not only develops students' technical skills, but also forms an attitude of caring for others, empathy, and social . All of these activities reflect an attitude of mutual assistance and togetherness that is in line with Islamic teachings, which teach its followers to help each other and assist others.

The methods used in PMR activities, including group learning, practical training, and discussion and reflection, have proven effective in shaping students' socially caring character. Students learn to work together in teams, support each other, and learn the positive impacts of actions taken on others. Through self-reflection methods, students are also given the opportunity to reflect on the values they practice in their daily lives, so that they can continue to develop a socially caring attitude in a sustainable manner.

Overall, participation in PMR activities at SMAN 20 Bandung has helped students to develop better social attitudes and increase their concern for the needs of others. PMR Extracurricular activities have successfully integrated technical learning with the formation of socially caring characters, so that students are not only skilled in

providing assistance, but also have a high sense of responsibility to help others. Thus, PMR Extracurricular SMAN 20 Bandung plays an important role in preparing students to become a young generation who not only have skills, but also care about others.

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