



# Humanistic Horizons: Exploring Red Cross Youth's Organizational Attitudes

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## Article Information

Received: January 07, 2024  
Revised: February 02, 2024  
Accepted: February 17, 2024  
Online: March 08, 2024

## Keywords

Humanism  
Organizational Management  
Youth Red Cross

## ABSTRACT

*This research delves into analyzing and comprehending humanistic attitudes within the management framework of the Youth Red Cross (PMR) organization at Madrasah Tsanawiyah Negeri Palopo. Employing a qualitative approach, data is gathered through interviews, observations, and subsequent analysis. The study encompasses various stakeholders: the Headmaster of MTsN Palopo serves as an informant to provide an overview of the school, while administrators relay information regarding the school's general profile. Facilitators from the Indonesian Red Cross (Palang Merah Indonesia) and participating teachers offer insights into activity implementation. Additionally, interviews with active student participants, including core committee members and department heads, capture their perspectives on activity execution. Findings reveal the pivotal role of humanism in PMR organization management. Members demonstrate a profound concern for fellow students' welfare, evidenced by humanitarian activities like social action and first aid training. Management ethos within the PMR organization also champions humanistic principles. Student leaders focus on service-oriented leadership and meticulous time management from planning to empowering PMR members to actively engage in altruistic endeavors. Humanistic values underpin the ethos of PMR organization management, fostering an environment conducive to leadership cultivation, first aid proficiency, and altruism. Central to this ethos is the ethos of caring for fellow members and students, laying a robust foundation for PMR activities and management steeped in human values. This environment not only supports leadership development but also emphasizes first aid training and mutual assistance, all centered on fostering humanistic values.*

## INTRODUCTION

Humanistic attitudes represent a philosophical perspective that advocates placing humans at the center of life's values. This includes a commitment to appreciating human values and exploring the potential of each individual. In the context of nation-building, youth play a crucial role, not only as valuable assets for the nation's future but also as the continuation of efforts to build a successor generation carrying the noble character and values inherited from Indonesia's ancestors, such as mutual

cooperation, mutual assistance, respecting others' opinions, and mutual respect ([Anisa et al., 2023](#); [Isnri Robiyanti, 2020](#)).

Character development, embodying the nation's identity in youth, becomes a primary focus, with education playing a central role. Basic education, secondary schools, and higher education are mandated and sought to be developed as early as possible ([Usiono, Hutasuhut, et al., 2023](#)). The National Education System Law No. 20 of 2003 provides a foundation for the goals and functions of national education, encompassing the formation of abilities, the development of character, and the cultivation of the nation's noble civilization. Education is directed toward enriching the nation's life, producing professional students who are faithful, pious, virtuous, healthy, knowledgeable, creative, independent, and responsible democratic citizens. Thus, education serves as the primary means of shaping youth's character in line with humanistic principles.

The significance of social skills in shaping individual identity and life success is a primary focus in national life. Individuals with mature social skills can positively integrate themselves into their environment, creating satisfaction, enhancing self-esteem, and fostering optimism about the future ([Usiono, Khoiriyah, et al., 2023](#)). Conversely, a lack of social skills can result in self-insecurity, negative self-concepts, and difficulty adapting to social life ([Selvina, 2020](#)). Therefore, the goals and functions of national education are closely related to character development and the development of social skills in youth.

According to [B. Suryosubroto \(2022\)](#), the activities of the Red Cross Youth (PMR) play a significant role in developing students' social skills. These activities go beyond the formal classroom setting and encompass experiential learning outside the classroom ([Selvina, 2020](#)). Social skills developed through PMR activities include responsibility, social awareness, cooperation, and good communication abilities, integral to character formation and personal development ([Suminar et al., 2020](#); [Suryosubroto, 2022](#)).

PMR extracurricular activities not only add value to students but also serve as a platform to develop each individual's talents and potential. Moreover, PMR activities can provide more meaningful positive points than academic grades in educational reports ([Selvina, 2020](#)). Through various activities, students are accustomed to organizational skills, increased insights, and problem-solving abilities, creating value based on participation in PMR activities.

PMR activities, including first aid practices and other social activities, directly involve students in honing their social skills ([Khosasih, 2021](#)). Besides providing direct benefits in emergency or disaster situations, these activities help shape responsive, socially responsible, and highly responsible characters ([Myrtha et al., 2021](#)). Youth engaged in PMR are educated not only through formal processes but also through real experiences that create opportunities for learning, growth, and positive impact on their social lives in society ([Choirul Muzaini & Ichsan, 2023](#)).

The activities of the Indonesian Red Cross serve as a bridge addressing the developmental needs of students that are not in harmony, such as differences in moral and behavioral values, abilities, and creativity. Through participation in PMR activities, students can learn and share their communication skills, collaborate with others, and discover and develop their potential ([Lubis et al., 2023](#)). Students are particularly interested in attending schools with PMR activities as a platform to express and share their interests and potentials. To ensure the smooth running of PMR activities, guidance from school principals is essential. In the educational unit, the school principal serves as the leader, responsible for steering the school towards its goals by taking on roles and responsibilities essential for effective school management ([Boisard & M. Rasyidi, 1980](#); [Panuluh et al., 2023](#)). The school principal acts as a leader in directing subordinates to achieve the school's objectives through existing activities.

Humanistic attitudes are considered the articulation of fundamental humanism, the key to maintaining a cultured society in the realms of culture, religion, politics, science, and technology ([Putri Nila Ninggar, 2019](#); [Uke et al., 2023](#)). In the context of the Palang Merah Remaja (PMR) initiative, which aims to enhance health, well-being, and various other dimensions, this approach includes character development and the promotion of well-being that appeals to the majority. It is achieved through several strategies, including encouraging the improvement of well-being for those who are capable and providing assistance to those in need. Participants in this study can learn to communicate and coordinate effectively to ensure the success of planned tactics and achieve set goals. This research aims to provide an explanation of the PMR Organization at MTsN Palopo, covering Planning, Organization, Assessment, and the Supporting and Inhibiting Factors within the PMR Organization.

The culmination of this study holds the potential to yield insights and contributions in the realms of science and education, particularly emphasizing humanistic values within the organizational framework of PMR in schools. For educational institutions, the study is poised to: inform the formulation and sustenance of effective relationships and interactions within the school's social milieu; take into account social norms, interests, and individual objectives. For educators, the research is envisioned as a tool to equip students with independence and proficient skills, factors pivotal for competitiveness in the professional sphere and adeptly addressing the multifaceted challenges of their livelihoods. With regard to students, the study is expected to serve as a cornerstone for enhancing their abilities in socialization, communication, collaboration, and assuming responsibilities conducive to social integration. From the author's standpoint, the research serves as a platform for honing problem-defining skills, synthesizing findings from antecedent studies, and proffering optimal alternatives conducive to fostering humanistic values within PMR organizations. For fellow researchers, this study can serve as a valuable reference or springboard for further inquiry and exploration.

## **LITERATURE REVIEW**

### ***Humanistic Attitudes***

Humanism emphasizes the respect for human dignity, prioritizes humane actions, and demands rights in accordance with the law ([Ali, 2020](#)). These values manifest in fair and civilized interactions among individuals and with the surrounding environment ([H. E Hassan Saleh, 2020](#); [Lubis et al., 2023](#)). Humanistic education focuses on character development and student well-being through a humane communication approach ([Jessy Amelia, 2021](#); [Yashinta Laras Wilujeng, 2021](#)). This concept recognizes human rights, provides space for expressing opinions, and involves the development of thinking capacity. Striking a balance between intellectual and emotional development in humanistic education is crucial for creating a well-rounded generation ([Anwari & M. Sholihun, 2021](#); [Choirul Muzaini & Ichsan, 2023](#)).

The implementation of humanistic attitudes in schools, especially through the Red Cross Youth (PMR), opens up space for creativity and aims for dynamic personal development ([Gea & Darmawan, 2021](#)). By granting students the freedom to express their interests and talents, humanistic education involves teachers as initiators, motivators, and facilitators of learning ([Handayani, 2020](#); [Susilo, 2008](#)). In this concept, students not only understand their potential but also develop it positively, creating an environment that supports healthy personal development ([Herlianto, 2021](#); [Pramono & Suseno, 2021](#)). Overall, humanism is not just a movement to revive the sense of humanity; it serves as a foundation for achieving a better life through education that prioritizes humane values.

Humanistic attitudes, essential for fostering compassion and cooperation, include respecting freedom of speech, collaborating for the greater good, sacrificing for others, showing care and solidarity, and providing mutual assistance ([Ahmad Abdul Karim, 2021](#); [Anisa et al., 2023](#); [Isni Robiyanti, 2020](#); [Rizki Isma Wulandari, 2023](#); [Usiono, Hutasuhut, et al., 2023](#); [Yaacob & Hanafiah, 2021](#)). These values, forming the bedrock of a compassionate society, need to be instilled not only through educational initiatives but also through the influence of teachers, parents, and the broader community ([Setiani & Hermawan, 2021](#)). Schools, particularly those under the Ministry of Religion, should play a central role in guiding students to embrace these values fully, exemplified through programs like the Red Cross Youth (PMR) ([Faradila et al., 2020](#)).

To rectify the failures in education susceptible to dehumanization, the Qur'an's role is pivotal. This entails repositioning educational activities based on Islamic values, achieving a balance between religious discipline and humanistic development, allowing academic communities the freedom for intellectual growth, implementing realistic education strategies, and gaining government support for regenerating the Islamic education paradigm ([Burhanudin, 2017](#); [Nasith, 2021](#)). In essence, Islamic humanistic education prioritizes pure values and the well-being of humanity, emphasizing compassion, tenderness, and the maintenance of good morals aligned with humanitarian principles ([Doni Setiyono, 2011](#); [Yaacob & Hanafiah, 2021](#)).

### ***Management of the Red Cross Youth Organization (PMR)***

The extracurricular Red Cross Youth Organization (PMR) serves as an active program designed to enhance students' abilities across various fields and develop their potential and talents, particularly in

health-related areas. With a focus on health education, including first aid, blood donation, adolescent health, and family care, PMR meticulously plans activities as benchmarks for success in achieving its goals. The successful execution of PMR activities relies on adequate facilities and infrastructure, although the PMR equipment remains incomplete. The role of resources in creating a conducive environment for activities is crucial, impacting the effectiveness of the applied management process.

The implementation phase involves developing and managing PMR extracurricular activities to realize the planned objectives. This process requires meticulous planning to overcome potential obstacles. Actuating involves providing guidance to subordinates, ensuring they work sincerely towards organizational goals. The successful execution of PMR activities relies on adequate facilities and infrastructure, though PMR equipment remains incomplete. The role of resources in creating a conducive environment for activities is crucial, impacting the effectiveness of the applied management process ([Pugut Ranto Priono Shandi, 2020](#)).

The evaluation process is the final stage to identify challenges in activities and work towards improvements for subsequent endeavors. Extracurricular activities, as per the planned work program, face shortcomings during execution. Conducting evaluations during hindrances helps rectify issues and enhance future activities, providing valuable data on student achievement levels and overall success ([Wiji Hidayati Khumaidah, 2020](#)). PMR serves as a platform for nurturing students in character development within the framework of the principles of the Indonesian Red Cross ([Suryosubroto, 2019](#)). Members act as role models for a healthy lifestyle, offering motivation to peers. They understand their responsibilities and tasks after receiving training. PMR at the Central PMI Headquarters focuses on training and developing school youth members through Extracurricular Programs/School Organization ([Dariyanto, 2019](#); [Rifai et al., 2022](#)).

PMR aims to strengthen the quality and character formation of the younger generation ([Ghozali, 2020](#)). Specific activities, such as first aid training, contribute to equipping students with essential skills ([Susanti & Putri, 2021](#)). The overarching goals include building well-rounded individuals, educating the youth to act positively, fostering a spirit of mutual assistance, and supporting humanitarian activities ([Rahardjo, 1992](#)). PMR benefits include enhancing youth quality, character formation, and introducing various health-related knowledge and skills. Members can provide basic medical assistance to those in need, demonstrate self-management skills, relieve parents/teachers by caring for sick students, enhance personal skills and discipline, and serve as positive examples for healthy living ([Ali, 2020](#)).

As outlined by the Ministry of Education and Culture's regulations, PMR activities serve four main functions: development, expanding interests, social mission, and professional maturity. These functions aim to support students' personal growth, foster diverse skills, instill social responsibility, and enhance professional development ([Isni Robiyanti, 2020](#); [Susanti & Putri, 2021](#)). PMR activities adhere to principles such as individualized character development, optional participation, active involvement, and a focus on social interests ([Ibrahim & Adam, 2021](#)). These principles guide the organization's activities, emphasizing inspiration, hard work, and social concerns.

Key indicators for PMR activities, encompass planning, organizing, implementing, monitoring, and evaluating ([Pugut Ranto Priono Shandi, 2020](#)). These indicators provide a comprehensive framework for assessing the success of PMR initiatives in achieving their set objectives. Evaluations help identify areas for improvement and measure the effectiveness of planned activities ([Panuluh et al., 2023](#)). PMR activities, with their numerous benefits, play a crucial role in shaping the character and skills of students. They contribute to creating a quality human resources pool and align with the national education system's goals ([Kamesyworu et al., 2023](#)).

## **METHODS**

### ***Design***

The approach employed in this research is the phenomenological approach ([Williams, 2021](#)). This approach is conducted by identifying and interpreting the essence of specific human experiences regarding a particular phenomenon. The research type utilized is qualitative research ([Hennink et al., 2020](#)). Qualitative research aims to understand phenomena experienced by research subjects, such as behavior, perception, motivation, and actions. The research is conducted holistically and descriptively, using words and language within a specific natural context and employing various scientific methods.

This study constitutes field research, intending to present and describe the conditions and phenomena more clearly within the studied situation.

### ***Location and Time***

This research was conducted at MTsN Kota Palopo, starting from December 2022 to search for journals that matched the research title. Subsequently, the selected journals were screened based on criteria established by the prospective researcher. Purposive Sampling was employed as the sampling method, where subjects were chosen with specific considerations, such as their perceived knowledge or influential positions that could facilitate the exploration of relevant information regarding the studied social objects or situations ([Campbell et al., 2020](#)). The research subjects included the Headmaster of MTsN Palopo, who served as an informant to provide an overview of the school. Information related to the school's general profile was then forwarded to the administration section. The facilitators of the Indonesian Red Cross (*Palang Merah Indonesia*) and teachers involved in the activities also served as informants to gather insights into the implementation of these activities. Additionally, active students participating in the Palang Merah Indonesia activities, including 4 core committee members and 2 department heads, were interviewed to capture their perspectives on the implementation of these activities.

### ***Instruments***

The research instrument used in this qualitative study is employed to collect data through observation, interviews, and documentation. The prospective researcher serves as the instrument, acting as the tool and data collector. Supporting instruments include interview guides, observation guides, notebooks, writing tools, and recording devices or smartphones. Interview and observation guides serve as directions for guiding the data collection process, while notebooks and writing tools are used to record detailed findings and observations. Additionally, recording devices or smartphones are utilized to capture interviews or specific situations to obtain more comprehensive and accurate data.

### ***Data Collection Procedure***

This study employs three data collection methods: non-participant observation, structured interviews, and documentation. Observation is conducted to obtain insights and humanistic values in the activities of the Indonesian Red Cross Youth (PMR) at MTsN Palopo for the 2022/2023 period. Structured interviews involve various parties, including the PMR supervisor, trainers, school principal, staff, and teachers, to gather information about the activities and general overview of MTsN Palopo. Meanwhile, documentation is utilized to collect written data such as books, documents, and regulations supporting this research.

### ***Data Analysis***

This study employs Miles and Huberman's data analysis model with three main stages: data reduction, data presentation, and drawing conclusions ([Miles et al., 2011](#)). Data reduction involves the selection, simplification, and transformation of raw data, while data presentation produces organized information to support decision-making. In the conclusion-drawing stage, researchers seek meaning, regularities, and patterns to address the formulated problems, generate new findings, and strengthen conclusions.

## **RESULTS AND DISCUSSION**

### ***The Humanistic Approach in the Palang Merah Remaja Organization at MTsN Palopo***

The research findings underscore the deep-rooted presence of humanistic values at MTsN Palopo, emphasizing the rational and moral development of students. A central contributor to this cultivation of humanism is the PMR organization, which places a strong emphasis on politeness and respect ([Isnri Robiyanti, 2020](#)). The leadership within the organization, coupled with consistent guidance from teachers, ensures that students not only fulfill their organizational duties but also embody humanitarian values in various facets of their activities ([Anisa et al., 2023](#)).

The PMR extracurricular activity serves as a noteworthy example of the practical implementation of humanistic values. Beyond imparting knowledge on health, first aid, and social issues, it actively

fosters religiousness, discipline, care for others, health awareness, and creativity among students ([Selvina, 2020](#)). This character development is observable in tangible changes, including improved discipline, hygiene habits, and enhanced creativity ([Khosasih, 2021](#)).

However, the research acknowledges the presence of challenges, particularly in the form of peer influence, highlighting the importance of a supportive environment. MTsN Palopo's overarching vision and mission, centered on religious and technological knowledge, Islamic character, and community participation, provide the fundamental framework for these transformative efforts. The PMR organization effectively aligns with these institutional goals, contributing to the creation of a positive and impactful learning environment ([Usiono, Hutasuhut, et al., 2023](#)).

### ***Internal and External Factors Contributing to the Humanistic Attitude of the PMR Organization at MTsN Palopo***

Based on field research, internal factors include the mentorship provided by teachers within the school, and the personal values and beliefs of PMR members. The personal beliefs instilled by PMR members at MTsN Palopo play a crucial role in their humanistic attitude. Students adhering to values such as humanity, empathy, and tolerance tend to exhibit a more humanistic attitude. A significant internal factor is the educational level of students. Well-educated students are more capable of understanding and applying humanitarian values in their daily lives ([Usiono, Hutasuhut, et al., 2023](#)). Individual personalities also play a role, with students possessing empathetic and open personalities being more inclined towards a humanistic attitude ([Panuluh et al., 2023](#)).

External factors identified through field research include the support provided by the Indonesian Red Cross (PMI), facilitators serving as instructors related to the Palang Merah Remaja curriculum, and the influence of education, school curriculum, and character education ([Myrtha et al., 2021](#); [Usiono, Khoiriyah, et al., 2023](#)). Schools that promote humanitarian values in their teaching contribute to the development of a humanistic attitude ([Choirul Muzaini & Ichsan, 2023](#)). Family influence is vital, as families encouraging empathy, tolerance, and care for others assist students in developing a humanistic attitude ([Putri Nila Ninggar, 2019](#)). Social environment, including peer interactions, can also influence students. Interacting with peers who exhibit humanistic attitudes or participating in social activities supporting humanitarian values can impact students' attitudes ([Boisard & M. Rasyidi, 1980](#)). Media and popular culture can shape students' worldviews, with content promoting tolerance, cooperation, and humanity contributing positively to students' humanistic attitudes ([Jessy Amelia, 2021](#)). Students' life experiences, including personal experiences in overcoming challenges or helping others, can be crucial drivers in the development of a humanistic attitude. Additionally, internal motivation and external factors, such as internal constraints (e.g., support from the school principal, the involvement of accompanying teachers and coaches, learning spaces, communication, and collaboration with relevant parties) and external challenges (e.g., weather conditions and supporting facilities), contribute to the overall dynamics of PMR activities ([Doni Setiyono, 2011](#); [Panuluh et al., 2023](#); [Pugut Ranto Priono Shandi, 2020](#)). However, the difficulties faced by PMR in its activities may not be immediately apparent.

### ***Management of the Indonesian Red Cross Youth Organization at MTsN Palopo***

At the level of Madrasah Tsanawiyah Negeri (MTsN) Palopo, the management of extracurricular activities, especially the Indonesian Red Cross Youth (PMR), is implemented effectively. The madrasah not only focuses on the teaching and learning process in the classroom but also pays attention to activities outside the classroom, including PMR organizational activities ([Pugut Ranto Priono Shandi, 2020](#)). Adequate facilities and active support from the school's principal, student affairs department, and supervising teachers contribute to the success of students in achieving both academic and non-academic achievements ([Mashunatun, 2022](#)).

The role of extracurricular activity management consists of several stages, namely planning, organizing, implementing, and supervising ([Pugut Ranto Priono Shandi, 2020](#); [Wiji Hidayati Khumaidah, 2020](#)). In the planning phase, meetings and consultations are conducted to determine the types of activities and budgets. Organizing involves selecting supervisors and establishing the structure of the extracurricular institution. The implementation of activities includes planned activities according to the work program, daily supervision, participation in competitions, and the development of student

achievements. Supervision involves the evaluation of each activity, accountability reports, and necessary improvements ([Pugut Ranto Priono Shandi, 2020](#); [Rifai et al., 2022](#); [Suryosubroto, 2022](#)).

In facing challenges such as limited execution time, insufficient budget, and inadequate facilities, the extracurricular management at MTsN Palopo continuously evaluates the situation. Facilitators, such as Yuspiana Ahmad, emphasize the importance of unity and good coordination between supervisors, members, and facilitators as key factors for success. Despite facing obstacles, the unity and enthusiasm of PMR members remain intact. This research highlights the significance of extracurricular activity management in achieving student achievements. With a focus on PMR activities, the implementation of management functions from planning to supervision can enhance the effectiveness and efficiency of extracurricular activities. The identified challenges also serve as a foundation for future improvements and developments.

### ***The Humanistic Attitude Approach in the Red Cross Youth Organization (PMR) at MTsN Palopo***

Based on the field research findings, it can be concluded that the main reason teachers or facilitators adopt the humanistic approach is to enhance the quality of learning, allowing students to comprehend the material in line with organizational goals. In this context, students actively engage in learning, and facilitators employ enjoyable methods. Students feel comfortable with the applied techniques, reflecting in their enthusiastic participation during the teaching of moral and ethical values ([Usiono, Khoiriyah, et al., 2023](#)).

Interview results indicate that teachers or facilitators implement the humanistic approach to improve the quality of learning and stimulate students' curiosity. This approach positively impacts the smooth functioning of the organization. Students exhibit very positive responses to the humanistic learning model in both school and organizational character education ([Faradila et al., 2020](#)). Observations and interviews also reveal that PMR facilitators have educated members through a humanistic approach, instilling values such as expressing gratitude, apologizing, assisting each other, and providing help to peers. Teachers also establish personal connections with students, fostering interactions and creating harmonious relationships. Teachers use familiar language, offer motivation, and express appreciation through various forms such as thumbs up or love emoticons, applause, and commendations like "good," "smart," "good," and "excellent."

In an Islamic context, Prophet Muhammad is considered a role model for a highly professional educator ([Isni Robiyanti, 2020](#)). The educational values reflected in the life of Prophet Muhammad demonstrate his success as a professional teacher. This can serve as an example for educators to communicate with students according to their understanding ([Choirul Muzaini & Ichsan, 2023](#); [Putri Nila Ninggar, 2019](#)). The hadith stating, "We, the Prophets, were commanded to place people according to their positions and speak to them according to their level of understanding," emphasizes the importance of a humane approach in education. Examples from the life of Prophet Muhammad can guide the Islamic community in various aspects of life.

### **CONCLUSION**

The research on the Palang Merah Remaja (PMR) organization at MTsN Palopo effectively illustrates the profound impact of extracurricular activities on student development, emphasizing humanistic values such as respect, discipline, and health awareness. Through leadership, teacher guidance, and active participation in PMR activities, students demonstrate tangible improvements in behavior, underscoring the role of such organizations in fostering comprehensive development beyond academic achievements. Challenges like peer influence highlight the need for a supportive environment to maintain and nurture these values, aligning with MTsN Palopo's broader educational mission that integrates religious, technological knowledge, and community involvement.

Management of the PMR at MTsN Palopo, characterized by structured planning, organizing, implementing, and supervising activities, showcases the effectiveness of extracurricular management in achieving both academic and non-academic excellence. The adoption of a humanistic approach by educators, inspired by the values exemplified by Prophet Muhammad, further enriches the educational experience, promoting moral and ethical values among students. This holistic approach not only enhances the quality of learning but also encourages a positive organizational culture within the PMR,

demonstrating the significant role of extracurricular activities in the comprehensive development of students within the Islamic educational framework.

### **Funding and Conflicts of Interest**

The authors declare no funding and conflicts of interest for this research.

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