

The Implementation of Youth Red Cross (PMR) Extracurricular Program Activities in Shaping Students' Social Skills in Al Kautsar Secondary School of Bandar Lampung (Indonesia)

Rudiyanto¹ Sudjarwo² Trisaningsih³

1. Students Master of Social Science Education, Faculty of Teacher Training and Education University of Lampung, 1 Sumantri Brojonegoro Street, Bandar Lampung 35144, Indonesia

2. Lecturer Master of Social Science Education, Faculty of Teacher Training and Education University of Lampung, 1 Sumantri Brojonegoro Street, Bandar Lampung 35144, Indonesia

Abstract

Social skills are very important for learners to live in a community. Youth Red Cross is one of extracurricular activities in Al Kautsar Secondary School of Bandar Lampung provided as a medium for the students to develop their potential and shape their social skills. This extracurricular activity is developed by providing real experiences to students through social activities, school health care, first aid and fire fighting. This study aims to determine whether the Youth Red Cross activities can shape the social skills of Al Kautsar Secondary School students and on what dimension of students' social skills are developing through joining the Youth Red Cross activities. The approach used in this research is qualitative approach with case study method. The data were collected through interview and observation and reinforced by documentation. This research was conducted at Al Kautsar Secondary School of Bandar Lampung (Indonesia) in the academic year 2017/2018. The results of this study indicate that the Youth Red Cross extracurricular program in Al Kautsar Secondary School of Bandar Lampung can shape and improve the students' social skills in some aspects such as to be a good speaker, care and be attentive to friends, appreciate friends' opinions, have a teamwork, and be discipline. The dominant social skills indicators developed are caring, cooperative and discipline.

Keywords: Youth Red Cross Extracurricular, Social Skills, Students

1. Introduction

Education is defined as conscious and well-planned efforts to create an atmosphere of learning and learning process so that learners can actively develop their potential to have religious spiritual capacity, self-control, intelligence, noble character, as well as skills needed for themselves, their society, nation and state. Education may improve the quality of human resources as a whole being as the basic capital of national development. Qualified human resources are expected to manage and utilize the wealth and resources of the nation as well as possible. Education does not only develop learners' knowledge but also their social skills. As the next generation of the nation, it is expected that the learners have sufficient social skills in addition to high academic intelligence.

The 2013 National Curriculum stated two kinds of competencies namely core competence and basic competence. The core competence is a competence that binds various basic competencies into aspects of attitude, skills, and knowledge that must be learned and owned by learners. The basic competence is the competence of each subject for each class. The core competence should reflect a balanced quality between hard skills and soft skills achievement. As an effort to achieve the target of the National Curriculum, the Youth Red Cross is one of the extracurricular programs that can be utilized in improving the social skills of learners. During this time, the Youth Red Cross at Al Kautsar Secondary School runs actively both inside and outside school. The activities include Red Cross service training, social service, school health programs, first aid in handling accidents, and fire fighting.

As a matter of fact, based on the observations carried out during the Social Science learning process at the students of grade VIII of Al Kautsar Secondary School of Bandar Lampung, there are still many students who have not fully understood and able to practice appropriate social skills. This was indicated through the presence of students uttering offending words to his/her friends, choosing with whom they would work, having difficulty sharing tasks and carrying out group tasks agreed with the group, being passive in group work, and not being able to take roles in the group. Those conditions indicate that the sense to cooperate each other has not shaped and developed well. In addition, the students' ability to communicate has not well formed and developed. This can be observed through discussion process. It can be found that when a student is arguing, another student interrupts which may indicate that the students have little respect to other students and could not become a good listener. Another phenomenon is the attitude related to the students' responsibility and discipline. An indicator of inappropriate social skills was shown when the students join flag raising ceremony every Mondays. We can find that some students do not march well and do not show their respect for the national flag appropriately.

Another indication that appears is that the students lack of ability to empathize with any students who are sick. Without any order from their class advisor, they have no initiative to visit their sick friend. Besides, most students are also still difficult to accept criticism and suggestions from other students. It can be seen during group discussions. When there are criticisms for certain statements or answers conveyed, the students who are criticized seem to be reluctant to accept the criticisms.

Pre-research observation data related to the social skills of Al Kautsar Secondary School students in Bandar Lampung obtained by the researchers in 2017 indicated that 50% of the students have low social skills. On the ground of this fact, this study aims to determine whether the extracurricular activities of Youth Red Cross can improve the social skills of Al Kautsar Secondary School students Bandar Lampung.

Developing students' social skills can be done through extracurricular activities. Extracurricular activities are defined as additional activities outside to the program structure which are implemented outside the normal course hours to enrich and broaden the knowledge and skills of students (Suryosubroto, 2009: 287).

Furthermore, as part of the Indonesian Red Cross, the Youth Red Cross is one of the media to conduct guidance and development of the students' skills. (Gunawan, 2012: 274). The Youth Red Cross hold a duty to be performed which is known as the Tribakti which must be known, understood and implemented by all members. The Tribakti of Youth Red Cross consists of: 1) Improving the skills to live healthy life. 2) Working and serving for society. 3) Strengthening national and international friendship. (Susilo et al, 2008: 23).

Types of Extracurricular activities can be classified into two types, namely: 1) Extracurricular activities that are routine or continuous, i.e. the type of extracurricular activities carried out continuously for a certain period. It usually takes a long time to complete this program of extracurricular activities. 2) Extracurricular activities that are periodic or momentary, i.e. extracurricular activities conducted only at certain times. (Suryosubroto, 2009: 290).

Youth Red Cross in Indonesia consists of three levels according to the members' education level or age. The levels are: 1) The members of the Indonesian Youth Red Cross aged 10-12 years or equivalent to Primary School may join as the '*Mula*' or Beginner Member of Youth Red Cross. 2) The members of the Indonesian Youth Red Cross aged 12-15 years or equivalent to Junior High School can join as the '*Madya*' or Intermediate Members of Youth Red Cross. 3) The members of the Indonesian Youth Red Cross aged 15-17 years or equivalent to Senior High School may join as the '*Wira*' or Senior Members Youth Red Cross. (Susilo et al, 2008: 11).

The Youth Red Cross's extracurricular activities should contribute to the process of developing social skills which are related to human relationship with other people in community life. In having that relationship, people need to understand the norms that apply to the relationship to make it run smoothly or avoid misunderstanding. Humans should be able to distinguish between good and bad deeds in relationships with other humans.

"Social skills are the ability to interact with others in social contexts as well as values and in the same time the skills are useful to them and others." (Com and Slaby in Gimpel and Merrell; 44). The skills used to interact and communicate with others fit the role in the existing social structure. How to communicate is created, communicated, as well as done verbally and non-verbally in social complexity to know the level of one's emotional intelligence. The learning process of this skill is called socialization. In this life, one requires certain social skill, among others; tolerance of difference, respect for others, communicating politely, cooperating responsibly, empathizing with the suffering of others, helping people in trouble and so on. Such skills are referred to as social skills (skills that are needed to interact with others). (Muchlas, 2007; 81).

Social skills are how to interact and work with others. The capability of working in groups is very important since in social life so many people depend their lives on social groups. Several social skills that need to be trained by a teacher include "1) to identify the consequences of deeds and the influence of speech on others, 2) to show respect and attention to others, 3) to share duties and work with others, 4) to work effectively as a member of a group. 5) to carry out various roles of the group and to accept criticism and suggestions, 6) to adjust the capability with duty assigned (Sapriya, 2009: 53)

Social skills are the ability to interact with others in a social context in a specific way that is socially acceptable or valuable and beneficial to others. The skills include: 1) Communication skills, 2) Ability to cooperate, 3) Having relationship with others or associate, 4) Ability to empathize with others and respect themselves and others, 5) Listening to opinions or complaints from others, 6) Giving or accepting feedback, 7) Giving or accepting criticism, 8) Acting in accordance with the social norms and rules, etc. (Sjamsudin and Maryani, 2008: 6)

"Social skills are the skills of maintaining relationships by building networks based on the ability to find common ground and building rapport." (Osland, 2002: 372). Further, the social skills include: the ability to communicate, the ability to cooperate, and to participate in community groups (Seefeld and Barbour, 1994: 158-159).

People who are skilled in social interaction have social intelligence that can establish relationships with others smoothly. It is supported by the opinion that social skills as: 1) The ability to express feelings or communicate interests and desires to others 2) The ability to express positive and negative feelings in an interpersonal context without suffering losses due to social reinforcement 3) the ability to interact and to choose certain communicative behaviors in order to achieve their own goals interpersonally 4) The process of producing effective behavior directed toward a goal. Segrin and Gilvertz (in Goleman, 2007: 30)

Social skills can also be defined in the context of social and emotional learning as recognizing and managing our emotions, developing care and concern for others, building positive relationships, and making responsible decisions. (Zins, Weissbert, Wang, & Walberg, 2004 in Steedly et al., 2008: 5).

Involvement in co-and extracurricular activities is significantly related to student achievement and academic achievement. In particular, student involvement in academic-related activities, performing arts and sports is significantly related to the personal development of students (Regina G. Danganan, Ph.D., Alvin V. Nuqui, Ph.D., 2015: 4). By being part of a group, members can learn good behavior and social attitudes from student behavior, other members and group experiences. (Wing Sze Mak, 2014: 16)

Many studies have shown that shy children can turn to be more aggressive, aggressive children can learn self-control, and children who tend to be socially isolated can be taught how to socialize with friends. Children with better social skills have a significant advantage in life. Not only do they benefit positive relationships but they do better in school, have a better self-image, and in general, are much more resilient as they face the inevitable challenge of life. This is a necessary skill when interacting with others. There are certain ways in which we can behave if we want to be happy and have many friends around us, for example, we must take turns, share, be patient, respect, listen, speak positively about others and be friendly.

2. Research Methods

This study uses descriptive design with qualitative approach. Qualitative research is defined as a method to explore and understand the meanings of what some individuals or groups of people consider as social or humanity problems. Cresswell (2012: 4).

In accordance with the definition above, the approach used in this study is a qualitative approach. The basic reason for the researchers to use the qualitative approach is that this method is to explore and understand the meaning of social or

humanity problems. Qualitative research is defined as a method to explore and understand the meanings of what some individuals or groups of people consider as social or humanity problems. In this research, the researcher investigated the event or activities of Youth Red Cross in shaping the social skill of students at Al Kautsar Secondary School in Bandar Lampung. Hence, based on the research objective, the chosen approach for this research is case study.

Case study is one type of qualitative research in which researchers carefully investigate a program, event, activity, process, or group of individuals. In connection with that Bogdan and Biklen (1998) describes the characteristics of qualitative research that include; (1) having a natural background as a source of data or in the context of something intact, (2) using the researcher himself as the main instrument in the effort of data collection, (3) doing more concerned with the process than the outcome, (4) having tendency to analyze and inductive, 5) being very concerned with the meaning contained in an action or events that occur in social situations. (Cresswell, 2012: 20).

2.1 Time and Place of Study

The research was carried out at Al Kautsar Secondary School located at Jalan Sukarno Hatta, Rajabasa Sub District of Bandar Lampung. The reason for taking the place of this research is that Al Kautsar Secondary School Bandar Lampung is considered a school that has a vision and mission towards character building. The school provides a wide range of extracurricular activities that runs actively; one of them is Youth Red Cross extracurricular to work with shaping the social skills of students. The school has students from various regions in Lampung province with different social background. This condition is in accordance with the theme of this research. The pre-research activities were conducted from March 2017 to June 2017 and the study was conducted from July 2017 to January 2018.

2.2 Research Subject

The subjects of this study were the students who join the Youth Red Cross activities at Al Kautsar Secondary School Bandar Lampung Indonesia of academic year 2017/2018. In this study, the objects of the research are: a) the social skills of the students; b) the activities of the Youth Red Cross in the school, and c) the implementation of social skills through Youth Red Cross activities.

2.3 Procedure

This study was conducted with 60 members of Youth Red Cross in the school by observing the extracurricular activities of the Youth Red Cross and asking the students and teachers who were directly involved in the extracurricular activities of the Youth Red Cross. Then the researchers conducted interviews with other informants who have a big share in the implementation of the extracurricular activities.

2.4 Data, Instruments, and Data Collection Techniques

The data of this research were observation data, documentation study in the form of books, pictures, journals, and documentation of activities related to this research. The document review in this research was done to sharpen and complete the data about the implementation of the extracurricular activity program in shaping the social skills of students at Al Kautsar Secondary School in Bandar Lampung. To simplify documentation activity especially on program activities, this study used observation sheet, picture / video recorder, interview instrument, diary, and so forth. The documents reviewed in this research were; 1) Program plan of extracurricular activities in general, 2) Schedule of activities, 3) Implementation of activities 4) Social skills from the extracurricular activities of Youth Red Cross. To facilitate the research activities, this study used research documentation, especially on the process of making the documentation of activities with such tools as image, voice or video recorder and attendance list of the members, work plans, and so forth. The research instruments can be seen in Table 1 below.

Table 1 Research Instruments

SOCIAL SKILLS DIMENSION	INDICATOR	1	2	3	4
Communication skills	Become a good speaker				
Empathy towards friends and others	Caring and attentive towards friends				
Respect and appreciation for friends	Appreciate friends' opinion				
Cooperation Skills	group work/ cooperation				
Acting according to the norms and rules	Discipline				
Total score					

Source: Modification of Likert scale

Scale:

- Scores > 3 - 4 = Very Good
- > 2 - 3 = Good
- > 1 - 2 = Poor

The data were collected through observation, interview, and documentation. The instruments used by researchers in order to facilitate the research were: a) observation sheet in the form of check list for observation, b) interview guide for the interviews carried out, and c) documentation guideline Instrument for documentation. In this study, researchers used two kinds of triangulation namely triangulation of data collection techniques and triangulation of data sources.

2.4 Data Analysis

The data of this research were analyzed through interactive analysis technique. The sampling technique was non-random sampling which is a sampling technique that does not provide equal opportunities for every member of the population. This sampling technique includes systematic sampling, quotas, accidental, purposive, saturated, and snowball (Sugiono 2011: 84).

While to determine the sample or informant, the research applied purposive sampling. "Purposive sampling is a sampling technique to gain data with certain consideration" (Sugiyono 2016: 218-219).

This study was conducted with 60 members of Youth Red Cross in the school by observing the extracurricular activities of the Youth Red Cross and asking the students and teachers who were directly involved in the extracurricular activities of the Youth Red Cross. Then the researchers conducted interviews with other informants who have a big share in the implementation of the extracurricular activities. The main data sources in qualitative research are as follows: 1) Interview (human instrument). In the interview process the researcher will find the problem to be researched, and will get in-depth information by conducting interview face to face as well as with communication media. 2). Observation. Observations conducted in the study aims to observe the activities of educators, learners and the school community in the process of learning and the interaction of learners and educators in the process of transfer of character education in sociology learning. 3) Documentation (archives, pictures etc). 4) Additional information from competent sources in the field of research, especially qualitative research (Sugiyono, 2016: 225).

The informants in this study were selected by considering that informants are relevant to the problem of this study. "Purposive procedure is a strategy of determining the most common informants in qualitative research, which is to determine the group of participants who become informants in accordance with the selected criteria relevant to a particular research problem". (Burhan Bungin, 2011: 107).

Researchers serve as the main instruments (key instruments) for the data collection by directly involved in the field or target research actively. To obtain data on the social skills of the students, some indicators are needed to indicate the social skills to be measured through student activities in Youth Red Cross activities. During the research of extracurricular activities of Youth Red Cross at Al Kautsar Junior High School in Bandar Lampung there are five dimensions of social skill observed in this research namely, communication skills, empathy skills, respect and attention to friends, cooperative skills, acting skills according to norm and rules. The dimensions of social skills are observed and measured using the Likert scale model research instrument.

The activities observed in this study include the following: 1) Social activities; 2) School Health Activities; 3) Fire fighting Activities; and 4) First Aid Activities in Handling Accidents.

3. Research Result And Discussion

Based on the research results of extracurricular activities, it is found that Youth Red Cross can improve students' social skills. The following table presents the results of this study related to social skills of the students' who join the extracurricular activities of Youth Red Cross at Al Kautsar Secondary School in Bandar Lampung. The results of the extracurricular activities of the Youth Red Cross show that the extracurricular programs of Youth Red Cross at Al Kautsar Junior High School in Bandar Lampung can shape and improve the social skills of being good, caring and attentive to friends, appreciating friends' opinions, working on teamwork, and being discipline. The dominant social skills indicators developed are caring, cooperation and discipline. The results of social skills data can be observed on the following Table.

Table 2 Student social skills on social activities

No	Social Skills	Descriptions			
		Very Good	Good	Poor	Student number
1	Communicating	2	25	33	60
2	Empathize with friends and fellow human beings	29	22	9	60
3	Respect and concern to friends	7	30	23	60
4	Group Cooperation	19	24	17	60
5	Act according to norms and rules	9	26	8	60

Description N = 60

Based on table 2, on the dimension of empathy skills to friends and fellow human beings, there are 29 students considered very good score result, while the communication skills dimensions got the lowest score with only 2 students scored very good. This means that social service activities are excellent for improving empathy and caring and caring for friends and others, while communication skills have not shown optimal results. This is possible because the students' time for speaking activities was relatively less compared to student activities in social activities such as packing and distribution of food packages.

Table 3 Students' social skills on School Health Service activities

No	Social Skills	Description			Student number
		Very Good	Good	fair	
1	Communicating	3	30	27	60
2	Empathize with friends and others	16	32	12	60
3	Respect and concern to friends	9	14	26	60
4	Group Cooperation	19	24	17	60
5	Act according to norms and rules	17	30	13	60

Description N = 60

Based on the table 3 above, on the dimensions of group cooperation skills there are 19 students fulfilling very good score criteria, while the lowest score is shown on the communication skill dimension with only 3 students having very good score criteria. This means that School Health Services activities are very good for social skills of group cooperation but not for communication skills. This might happen because the student activity in performing the duties as a health officer was carried out at the same time with the implementation of the flag ceremony, so that students should be ordered in joining the ceremony and got a little talk activity as more activities were related to overseeing the health condition of the participants of the ceremony.

Table 4 Students' social skills on fire fighting activities

No	Social Skills	Description			
		Very Good	Good	Fair	Student Number
1	Communication	1	26	33	60
2	Empathize with friends and others	18	31	11	60
3	Respect and concern to friends	7	22	32	60
4	Group Cooperation	19	27	14	60
5	Act according to norms and rules	17	21	22	60

Description N = 60

Table 4 shows that the dimension of group cooperation skills worked well as indicated by 19 students fulfilling very good score criteria, while the lowest score was on the communication skill dimension which resulted only 1 student getting with very good criteria. This means that fire fighting activities are excellent for improving group cooperation skills, while social skills indicator – to be good speakers – has not been reached positive trends. This might happen because the students' activities in carrying out fire fighting activities were not exposed into verbal communication activities but more into physical movement activities. The students only occasionally asked the trainer or his friend if the students were not familiar with some explanations or procedures in extinguishing the fire.

Table 5 Students' social skills on First Aid activities in Accidents

No	Social Skills	Description			
		Very Good	Good	Fair	Student Number
1	Communicating	3	30	27	60
2	Empathize with friends and others	16	32	12	60
3	Respect and concern to friends	9	14	26	60
4	Group Cooperation	19	24	17	60
5	Act according to norms and rules	17	30	13	60

Description N = 60

Based on the table 5 above, the dimensions of the skills of respect and skills of concern to friends and group cooperation respectively reach 14 and 24 students of very good criteria. The lowest score is indicated on communication skills where there are 7 students with very good criteria. This means that First Aid for Handling Accident activities are excellent for improving peer awareness and attention skills, empathy skills and teamwork, while communication skills and acting skills according to norms and rules are not well optimized.

Student social skills data as a whole from Youth Red Cross activities were obtained from the observation of 60 members of the Youth Red Cross with four times of activities including social activities, School Health activities, fire fighting activities, First Aid Activities for handling Accidents. The observation sheets consist of 5 dimensions and 5 indicators of students' social skills. The four activities were analyzed to identify which activities provide more dominant role in improving students' social skills.

Table 6 Recapitulation of student social skills data of all PMR activities

Social Skills	Criteria	Youth Red Cross Activities			
		Social Activity Activities	School Health Services	Fire Fighting Activities	First Aid Activities In Accidents
Communicating	Very Good	2	3	1	7
	Good	25	30	26	29
	Poor	33	27	33	24
Empathize with friends and others	Very Good	29	16	18	17
	Good	22	32	31	28
	Poor	9	12	11	14
Respect and attention to others	Very Good	7	9	7	24
	Good	30	14	22	26
	Poor	23	26	32	10
Group Cooperation	Very Good	19	19	19	17
	Good	24	24	27	25
	Poor	17	17	14	16
Act according to norms and rules	Very Good	9	17	17	9
	Good	26	30	21	25
	Poor	8	13	22	26

Description N = 60

Table 6 above indicated that 1) communication skills reached the highest score in the first aid activity in handling accident with 7 students obtaining good criteria and 29 students good criteria. This means that first-aid activities in handling accidents are more dominant in improving communication skills; 2) empathy skills to friends and fellow human beings have the highest score found in social activities in which there are 29 students with very good criteria and 22 students with good criteria. This means that social activities are more dominant in improving social skills of empathy with friends and fellow human beings; 3) Skills of respect and attention to others have the highest score found in First Aid Activities in Handling Accidents that show 24 students with good criteria and 26 students good criteria. This means that first-aid activities in

handling accidents are more dominant in enhancing the skills of respect and concern for others; 4) the highest score of group cooperation skills are in fire fighting activities. There are 19 students with good criteria and 27 students of good criteria. This means that fire fighting activities are more dominant in improving the skills of cooperation of the group; 5) the highest score of acting skills according to norms and rules of was found in School Health Service activities with 17 students with good criteria and 30 students of good criteria. This means that School Health Services activities are more dominant in improving the skills of acting according to norms and rules.

The first finding on data analysis is that social service activities are dominant in improving emphatic skills. This can be seen through the activities of the students who were able to share with others and share the suffering of others. The students also began to care about his friends who were sick. They could initiate to visit the sick friend without given any order by the teacher. The efforts to improve students' social skills through social work were done by providing an understanding of the importance of sharing with each other and the attention to friends. Social activity is one of the leading activities in the formation of student skills. The sustainability of the intra-curricular program into the extracurricular program has provided an opportunity for students to continue to develop emphatic attitudes and be able to share happiness with others. Empathic skills are seen in students when students were so enthusiastic about competing to give their help.

The second findings of the data analysis indicate that School Health Service activities applied through events of flag ceremony could improve the empathy and discipline of the students. The attitude of empathy is reflected in their caring attitude in providing fast relief to participants who were sick or fainting during the ceremony. The aspect of discipline might also improve as seen when the students came to school early, help organize the march during ceremony, and be perfectly prepared during the ceremony. The attitudes of Youth Red Cross members in School Health Services activities were in accordance with the expected objectives of improving the skills of empathy and discipline by providing health services to students who experienced pain, fainting, or certain minor accidents during school activities. Based on the explanation, it can be concluded that the activities of Youth Red Cross through School Health Enterprises can shape the social skills of the students, especially the most prominent on the indicators of group cooperation.

The third finding gained is the indication that fire fighting activities can help shaping the social skills of group cooperation. This might happen as during practicing, the coaches constantly reminded the students to help each other and cooperate. The actions were then applied by students when they practiced. They always shared their duties and carried out their duties with full responsibility. The ability to cooperate is well established when they are doing fire fighting. They held the gunny sack by spreading it together and then lay on a flaming fire until the fire went out. Based on the explanation above, it might be concluded that the fire fighting activities can improve the skills of empathy and cooperation.

The fourth findings on data analysis were related to the observed First Aid Activities in Handling Accidents that seemed effective in increasing the aspects of respect and attention to friends and communication skills. it can be seen when students made question and answer, either with fellow friends or with trainers by using good and polite language when speaking. They also showed that they care when there were other members who got trouble practicing even without being asked. Based on the general explanation above, it seemed that First Aid Activities in Handling Accidents can establish and improve the skills of respect and attention to friends and empathy skills. The fact that the member of the students extracurricular program of Youth Red Cross in Al Kautsar Secondary School amounting 60 students might be one indicator that the extracurricular activities is in great demand by the students of Al Kautsar Secondary School in Bandar Lampung. The activities that are conducted regularly every Tuesday might give positive impacts on the students. The extracurricular activities of Youth Red Cross at Al Kautsar Secondary School of Bandar Lampung are implemented through various activities as an attempt to shape the students social skills. The Youth Red Cross involve school leaders such as principals, vice principals, youth Red Cross coaches, Trainers, Students and other stakeholders related to Youth Red Cross activities. In addition, some materials are also presented within the activities which include: the history of the international Red Cross, Red Cross Indonesia, and the basic principle of Red Cross. There are also material to practice in the hope that the students would be more interested and able to implement the theory explained into real activities that can sharpen their real soft skills.

The extracurricular activities of Youth Red Cross at Al Kautsar Bandar Lampung Secondary School are carried out with good management starting from planning, implementation of activities, facilities and infrastructure and monitoring and evaluation of activities. The patron and the coaches have also been selected by considering some relevant aspects and giving priority to competence and knowledge about the Red Cross activities. Some routine exercises such as providing first aid, managing School Health Services, fire fighting, and social services are carried out with a variety of methods such as games, outbound, lectures, and motivation share. The students are trained to be disciplined, able to work together, able to communicate well, have social care and foster mutual help to each other. Social skills after the implementation of extracurricular activities of Youth Red Cross according to informants can be seen in table 8 below.

Table 8. Social skills of students according to informants

Type of Social Students	Skills Activity Developed		
	Coach of Youth Red Cross (PMR)	Coach of Students Union (OSIS)	Headmaster
Public service	Empathy, politeness and cooperative	Empathy of talking with politely	Empathy of talking politely and cooperative
School Health Service	Empathy, cooperative and discipline	Empathy, cooperative and discipline	Empathy, cooperative and discipline
Fire Fighting	Empathy, cooperative and discipline	Empathy, cooperative and discipline	Empathy, cooperative and discipline
First Aid Handling	Empathy, respect for other opinions cooperative and discipline	Empathy, cooperative and discipline	Communicate well, Empathy, respect for other opinions, cooperative and discipline

Source: Interview data

Based on table 7, it can be seen that the dominant social skills developed are empathy, cooperation and discipline. The findings of this analysis, the coach of the Youth Red Cross Youth argued that the extracurricular activities of Youth Red Cross conducted at Al Kautsar Secondary School have been able to instill empathy and social care because the Youth Red Cross activities have touched students in attitude and behavior.

The coach of Students Union (OSIS) believed that empathy has emerged in students because the Youth Red Cross activities have a supportive program of activities in fostering an empathetic attitude and student care. Similarly, the headmaster noted that empathy develops in students because of a continuous habit formation efforts in the Youth Red Cross activities in fostering students' social attitudes.

The aspect of skills of cooperation, according to the coach of Youth Red Cross, has also been dominantly developed, because Al Kautsar Secondary School through extracurricular activities continuously teaches the students to always work together. The coach of student union mentioned that the skills of student in collaboration are also dominantly developed; it is shaped because the Youth Red Cross activities are carried out together and in groups, in which the students are taught to be able to work together, and solve problems together. The principal's opinion is that the skills of cooperation are dominantly developed in the Youth Red Cross activities; it is because the Youth Red Cross activities at Al Kautsar Junior High School of Bandar Lampung have involved students actively in cooperation. They are taught to deliberate in completing group tasks, so that students are accustomed to always cooperate.

Student social skills aspect of discipline attitude, according to the coach of Youth Red Cross, has dominantly developed. It can be seen from the obedience of student in implementing rule which have been agreed as performed during the time of practice and their discipline in doing exercise. Some strict rules have also had an effect on student discipline. The coach of Students Union believes that the discipline attitudes develop because during the Youth Red Cross activities the students are equipped with basic education, inaugurated as the members by reading the pledge to discipline and develop the Youth Red Cross. Besides, there are rules and sanctions that have been agreed together, so that the discipline attitude of students increasingly entrenched and developed. The principal similarly mentioned that the dominant discipline stance develops through the Youth Red Cross activities. It can be seen when they are punctual to practice from 15.30-17.30. The opinion of the coaches of the Youth Red Cross, Students Union, and the principal indicated that the students' social skills of empathy ability, Cooperation and acting according to the rules (discipline) have well developed.

4. Conclusion

To conclude based on the results of research discussed above, the result of the implementation of Youth Red Cross activities in shaping the social skills of students in Al Kautsar Secondary School in Bandar Lampung Lesson 2017/2018 can be described as follow:

1. The Youth Red Cross activities can improve students' social skills in communicating, empathize with respect and concern for others, ability to cooperate and to act in accordance to norms and rules.
2. The extracurricular activities of Youth Red Cross at Al Kautsar Secondary School in Bandar Lampung on social aspects can improve the social skills of caring attitude and attention to friends and others and group cooperation. School Health Services programs can improve their social caring skills and attention to others, teamwork and more dominantly in discipline. Likewise, the Fire fighting activities can improve social skills of group cooperation, responsibility and discipline. And the First Aid Activities in Handling Accidents can improve social skills to appreciate peer opinions, care and attention to friends, and more dominantly in group collaboration.

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Author: Rudiyanto, S.Pd. He was born on January 12, 1975 in Central Lampung (Indonesia). He graduated from Lampung University Majoring History in 1999. Currently, the author is complishing his study of Social Education Program at Lampung University. He is, at present, active as social teacher at Al Kautsar Secondary School in Lampung. The author was once at the position of vice principal, curricullum field (2011- 2017).