

Shaping Students' Responsibility Character: Evidence from PIK-R Extracurricular Activities

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Article History

Received:

11-04-2026

Revised:

06-05-2026

Accepted:

11-05-2026

Available online:

30-05-2026

ABSTRACT

This study aims to analyze the role of PIK-R extracurricular activities in shaping students' sense of responsibility at one of SMA Negeri in Tegal. It employs a qualitative approach with a case study design to examine how the value of responsibility is internalized, practiced, and manifested within the context of extracurricular activities. The research subjects consisted of four informants selected through purposive sampling, namely the advisor, the chairperson, and two active PIK-R members. Data were collected through participant observation, semi-structured interviews, and documentation, and were analyzed using an interactive model. The results of the study indicate that the character of responsibility develops through an integrated process that includes the internalization of values, participation in organizational practices, behavioral manifestations, role modelling, and support from structured program. The value of responsibility is formed through habituation, active involvement in tasks, and direct experiential learning, while role modelling by the advisor and the chairperson strengthens the process of value internalization. This study also identifies limitations in the aspects of evaluation and reflection, which are still not systematically implemented. These findings imply that the integration of structured reflection and evaluation mechanism is essential to optimize character development outcomes. Practically, this study suggests that schools and extracurricular advisors should design more systematic reflective activities and assessment strategies to strengthen students' responsibility character.

Keywords: Responsibility Character, Extracurricular Activities, PIK-R, Character Education, Qualitative Study.

ABSTRAK

Penelitian ini bertujuan untuk menganalisis peran kegiatan ekstrakurikuler PIK-R dalam membentuk karakter tanggung jawab siswa di salah satu SMA Negeri di Tegal. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus untuk mengkaji bagaimana nilai tanggung jawab diinternalisasikan, dipraktikkan, dan dimanifestasikan dalam konteks kegiatan ekstrakurikuler. Subjek penelitian terdiri dari empat informan yang dipilih melalui teknik purposive sampling, yaitu Pembina, Ketua, dan dua anggota aktif PIK-R. Data dikumpulkan melalui observasi partisipatif, wawancara semi-terstruktur, dan dokumentasi, kemudian dianalisis menggunakan model interaktif. Hasil penelitian menunjukkan bahwa karakter tanggung jawab berkembang melalui proses terintegrasi yang meliputi internalisasi nilai, praktik kegiatan ekstrakurikuler, manifestasi perilaku, keteladanan, dan dukungan program yang terstruktur. Nilai tanggung jawab dibentuk melalui pembiasaan,

keterlibatan aktif dalam tugas, serta pengalaman langsung, sementara keteladanan dari pembina dan ketua memperkuat proses internalisasi nilai. Temuan ini menyiratkan bahwa integrasi mekanisme refleksi dan evaluasi terstruktur sangat penting untuk mengoptimalkan hasil pengembangan karakter. Secara praktis, studi ini menyarankan agar sekolah dan pembimbing kegiatan ekstrakurikuler merancang kegiatan reflektif dan strategi penilaian yang lebih sistematis untuk memperkuat karakter tanggung jawab siswa.

Kata kunci: Karakter Tanggung Jawab, Kegiatan Ekstrakurikuler, PIK-R, Pendidikan Karakter, Studi Kualitatif.

A. INTRODUCTION

Education is essentially a strategic process in shaping students' personality, intelligence, and character so that they are able to function optimally in both individual and social life. Within the framework of national education, education is not only oriented toward cognitive aspects but is also directed at forming individuals who are faithful, morally upright, democratic, and responsible (Damayanti et al., 2023; Dewi et al., 2025). Character education becomes an essential component in achieving these goals as it functions to instil moral values, ethics, and positive habits through learning processes integrated into daily life (Aris & Wijaya, 2023; Putri et al., 2024; Syifa et al., 2022; Wibowo, 2023). Conceptually, character education does not only emphasize understanding values Putra et al., (2024) and Puspitasari et al., (2022) but also the formation of attitudes and behaviours through habituation, role modelling, and real-life experiences (Arifudin, 2022; Lickona, 1992; Tomas, 2024).

One of the core values in character education is responsibility, which serves as an important indicator in the formation of students' personality. Responsibility is understood as an individual's awareness in carrying out obligations and readiness to be accountable for every action taken (Musbikin, 2021; Njiofor, 2024; Wibowo, 2023). This value has a broad dimension, encompassing responsibility toward oneself, the social environment, and national life (Dewi et al., 2025; Sutiyono & Khaerunnisa, 2023; Tirtasari et al., 2022). Operationally, responsibility character in students can be identified through indicators such as discipline, task completion ability, commitment to obligations, and the ability to collaborate within groups (Hidayatullah et al., 2024; Libri, 2016; Nugraha & Jatningsih, 2021; Triyani et al., 2020). However, various studies indicate that students' responsibility character still faces challenges, such as low discipline, lack of independence, and weak commitment in completing task (Asyari et al., 2021; Syifa et al., 2022).

In this context, character formation cannot rely solely on extracurricular learning but requires a more contextual and applicative approach. Extracurricular activities become one of the strategic means in performing roles, engaging in social interaction, and practicing responsibility values in real contexts (Dahliyana, 2017; Masnawati et al., 2023; Sasmito, 2021; Wiyani, 2022). Extracurricular activities enable students to learn through experience, allowing values such as discipline, collaboration, leadership, and responsibility to develop more effectively (Rizal et al., 2025; Tirtasari et al., 2022). Previous studies show

that active student participation in extracurricular activities significantly contributes to the development of responsibility character through task implementation, rule compliance, and social interaction within groups (Indriyani et al., 2024; Sumardjoko & Haryanto, 2024; Tirtasari et al., 2022).

One extracurricular activity that strong relevance in developing responsibility character is the Youth Information and Counselling Centre (PIK-R) is a platform managed by, from, and for adolescents, aimed at providing manner (BKKBN, 2012). This program is designed to develop adolescents' knowledge, attitudes, and skills in addressing various life challenges through peer counselling approaches and active participation (BKKBN, 2012). Substantively, activities within PIK-R such as program management, counselling sessions, group discussions, and social activities require members to carry out roles and responsibilities in real contexts, both at personal and social levels (Arif et al., 2023; Budiarti & Ilahiyah, 2024; Isrodiyah, 2017).

The process of forming responsibility character in extracurricular activities occurs through continuous value internalization mechanisms. Lickona emphasizes that character formation involves three main components, namely moral knowing, moral feeling, and moral action, which must develop in balance so that values are not only understood but also manifested in real actions (Lickona, 1992). In practice, the internalization of responsibility values is also influenced by habituation, role modelling, task assignment, and continuous evaluation within educational activities (Ferzania & Murniyetti, 2022; Indriyani et al., 2024; Palunga & Marzuki, 2017; Tomas, 2024). In addition, studies indicate that the process of value internalization in extracurricular activities occurs through stages of value transformation, value transaction, and value trans internalization involving active interaction between advisors and students (Hidayatullah et al., 2024). In line with this, preliminary observations at one of SMA Negeri in Tegal show that PIK-R extracurricular activities have facilitated the transformation of character values, particularly responsibility.

Although various studies have emphasized the importance of extracurricular activities in character formation (Ferzania & Murniyetti, 2022; Indriyani et al., 2024; Palunga & Marzuki, 2017; Tomas, 2024), research that specifically examines the role of PIK-R activities in shaping students' responsibility character remains limited, particularly in the context of senior high schools. Most studies tend to focus on other extracurricular activities such as drum band, theatre, or Red Cross Youth (Hidayatullah et al., 2024; Indriyani et al., 2024; Sumardjoko & Haryanto, 2024). However, previous studies have not specifically examined the role PIK-R extracurricular activities in shaping responsibility character within the senior context. This study addresses this gap by providing an in-depth analysis of how responsibility is constructed through organizational practices and social interaction in PIK-R activities. Therefore, a more in-depth study is needed to understand how PIK-R activities contribute to the formation of responsibility character in a contextualized manner.

Based on the above explanation, this study aims to analyse the role of PIK-R extracurricular activities in shaping students' responsibility character at one of SMA Negeri

in Tegal. This study is expected to contribute theoretically to the development of character education studies, particularly from the perspective of Civic Education, and to provide practical implications for schools in optimizing extracurricular activities as strategic means in developing responsible student character.

B. RESEARCH METHOD

This study employed a qualitative approach with a case study design to examine in depth the role of PIK-R extracurricular activities in shaping students' responsibility character at one SMA Negeri in Kota Tegal. This approach was chosen because it allows the researcher to understand the phenomenon in a contextual, naturalistic manner, and based on the lived experiences of participants in real-life situations (Tiwari et al., 2025). The case study design was selected as the research focuses on a single specific unit of analysis, namely PIK-R activities as a space for character formation, thereby enabling an in-depth exploration of processes, interactions, and meanings constructed by the actors involved (Yin, 2018).

The research subjects were selected using a purposive sampling technique, considering the informants' direct involvement in PIK-R activities. The informants consisted of four individuals. They are one PIK-R advisor, one PIK-R extracurricular chairperson, and two active PIK-R members. This composition was chosen to represent the organizational structure. It used to capture diverse perspectives on the development of responsibility within the extracurricular context. The primary research instrument was the researcher's, supported by data collection techniques including observation, participant observation, semi-structured interviews, and documentation. Observations were conducted through the researcher's direct involvement in PIK-R activities to capture behavioral dynamics and responsibility practices in their natural context, while semi-structured interviews were used to explore the informants' experiences, perceptions, and reflections in depth (Tiwari et al., 2025; Yin, 2018).

Data analysis in this study employed the interactive model of Miles and Huberman (Miles et al., 2014). This research applied data reduction, data display, and conclusion drawing. The analysis process was carried out concurrently with data collection by selecting, focusing, and simplifying data relevant to the research objectives. During the data reduction stage, the researcher categorized and filtered the data based on its sources, namely interview data, observation data, and documentation data. In terms of documentation, the reduction process involved reviewing and selecting relevant information from key documents, including the Decree of PIK-R Extracurricular Management at one of SMA Negeri in Tegal, the PIK-R Extracurricular Profile Book, and the PIK-R Extracurricular Activity Reports. Data were grouped in order to connect to the specific research question being investigated. A consistent approach of presenting the findings has been used to assist the reader in obtaining meanings from them. The validation of the results has provided the opportunity to draw conclusions over time by continually comparing, checking for similarities, and verifying the reliability of the results. The ability

of this analysis to take on an iterative nature has allowed the researcher to make connections between categories, and explore the empirical and contextual ways in which PIK-R activities affect students' feeling of responsibility.

C. RESULTS AND DISCUSSION

Result

The finding analysed by using the Miles & Huberman (2014) Interactive Model. It consisted of data condensation, data display and the drawing/confirming of conclusions, the study's findings were systematically analysed based on qualitative data from multiple sources such as, interviews (INT-1 to INT-4) with participants, observations (OBS-1 to OBS-3), and document analysis (DOC-1 to DOC-3). Thus, achieving methodological triangulation, increasing credibility for the study findings. The analysis culminated in four themes; (1) The internalisation of responsibility values, (2) The development of responsibility character through organisational practices, (3) The expression of responsibility through student behaviour and (4) The role of role-modelling in supporting the development of character. Together these themes represent an integrated method used to develop responsibility through participation in PIK-R extracurricular activities. A summary of the key findings is presented in Table 1.

Table 1. Summary of Findings on Students' Responsibility Character in PIK-R Activities

No	Main Theme	Sub-Findings	Evidence (Codes)
1	Internalization of Responsibility Values	Role modelling by advisor and leader	OBS 1, OBS 2, DOC 3, INT-P1, INT-P2
		Habituation through routine activities	OBS 3, DOC 2, INT-P3, INT-P4
		Value reinforcement through guidance and feedback	OBS 3, INT-P1
2	Formation of Responsibility Character	Awareness of roles and responsibilities	OBS 3, DOC 1, INT-P2, INT-P3
		Discipline in attendance and rules	OBS 2, DOC 2, INT-P3
		Task execution aligned with roles	OBS 3, DOC 3, INT-P4
		Independence in task completion	OBS 3, DOC 3, INT-P3, INT-P4
3	Manifestation of Responsibility	Commitment to task completion	OBS 3, DOC 3, INT-P3, INT-P4
		Accountability through reporting and outputs	OBS 3, DOC 3, INT-P2
		Response to mistakes and feedback	OBS 3, INT-P1, INT-P3
		Limited reflective evaluation system	DOC 3, INT-P1

No	Main Theme	Sub-Findings	Evidence (Codes)
4	Role of Role Modelling	Advisor as normative model	OBS 1, DOC 3, INT-P1
		Leader as peer role model	OBS 2, INT-P2
		Structural reinforcement of role modelling	DOC 1, DOC 3

Discussion

1. Internalization of Responsibility Values

The findings reveal that the internalization of responsibility values within PIK-R extracurricular activities is systematically constructed through role modelling, habituation, and value reinforcement. Interview data from the advisor (INT-P1) indicate that *“the activities are intentionally designed to train students to consistently carry out their responsibilities through structured guidance and clear task distribution.”* This statement reflects a deliberate pedagogical approach in embedding responsibility as a lived value rather than a theoretical construct. This is further supported by observational evidence showing that the advisor consistently demonstrated punctuality and structured facilitation during activities (OBS 1), which functioned as a concrete behavioural model for students. In line with this, documentation analysis reveals that responsibility values are formally embedded in program planning and organizational task allocation (DOC 1), reinforcing that value internalization is institutional structured. Such findings align with the perspective that character education requires intentional design through integrated practices and modelling Lickona (1992), as well as its integration across educational activities including extracurricular programs (Novianti, 2021).

The process of internalization is further strengthened through habituation mechanisms embedded in routine organizational activities. As expressed by student participants (INT-P3 and INT-P4), *“we are used to completing our tasks in every meeting because the activities are scheduled and repeated regularly,”* indicating that repeated engagement fosters behavioural consistency. This statement aligns with observational findings showing that PIK-R activities are conducted regularly with structured sequences, including coaching, counselling, and self-development (OBS 3), as well as with document evidence highlighting routine program implementation (DOC 2). Theoretically, such repetitive practices are essential in shaping responsibility as a habit rather than a situational response, as argued by Putri et al., (2024) and Tirtasari et al., (2022), where character is cultivated through sustained behavioural repetition and experiential engagement in social contexts.

In addition to habituation, institutional values are also reinforced as a significant means of achieving more deeply ingrained responsibility. According to the advisor (INT-P1), *“students are given guidance, corrective feedback, and appreciation so that they understand the consequences of their actions,”* indicating that the reinforcement strategy used appears to demonstrate a fairly balanced use of these mechanisms. Data gathered through observation indicate that feedback, corrective guidance and appreciation are all

forms of reinforcement that occur through direct interaction with students during various activities (OBS 3). The finding suggests that the connection between developing Responsibility and being aware of the consequences for one's actions, as well as being accountable for those actions, are both key components of developing character (Hidayatullah et al., 2024; Musbikin, 2021). Reinforcement practices also provide a means of regulating behaviour, and support reflective learning by giving students reinforcement cycles of evaluation and feedback.

Modelling, habituation, and reinforcement within PIK-R Activities reflect the Integrative Pedagogical model of responsibility values. The impact of these processes on constructing responsibility through experience, as well as through continuous practice, confirms that responsibility is built from experienced situations rather than only through the use of theory. This is a key principle of character development in an experiential sense as demonstrated by (Indriyani et al., 2024; Rizal et al., 2025). The information from interviews, publication-recordings, observations show converging lines of evidence which provide further confirmation regarding the integrity of character formation within extracurricular.

2. Formation of Responsibility Character through Organizational Practices

The evidence from the analysis supports that responsibility character development is established primarily through the direct practice of organizations performing activities with their members in real roles and responsibilities. According to the student leader interviewed (INT-P2), *"each member understands their role and is responsible for completing assigned tasks according to the program structure,"* indicating that members were clearly aware of their roles in the organization. In addition, the observational evidence demonstrated that there was no overlap between the activities of members performing the same task in the same way (OBS 3) and documents also verified that the tasks were distributed within the system as indicated (DOC 1). All these findings support the view of responsibility character development occurring through active engagement and participation in structured environments Indriyani et al., (2024) and Tirtasari et al., (2022).

In addition, discipline is a vital aspect of creating a responsible character. Students (INT-P3) stated that *"we are expected to attend on time and follow the rules during every activity,"* for all activities as a result of internalised behaviour expectations. The observations confirmed that the majority of members attending activities on time and adhering to organisational rules (OBS 2), and the document review provided support for this with attendance records that matched this pattern (DOC 2). In this context, discipline is more than just complying with rules. It's about having an internal understanding that you have obligations, and it indicates a person has developed a responsible character (Musbikin, 2021; Ratnawati & Nasehudin, 2024; Samani, 2019). Sari et al., (2025) also assert that responsibility is linked to following rules and being committed to completing tasks.

The development of independence in task performance allows for the development of responsibility character traits. Members' interview data (INT-P4) tell us *"we can*

complete tasks independently without always relying on the advisor,", indicating a movement from guided participation to independent responsible action. Observational data of members completing tasks independently, such as delivering materials and completing group work (OBS 3), and document evidence of structured but independent implementation of the tasks (DOC 3) lends support for this. The theory establishes a close relationship between responsibility, autonomy and self-regulation based on the expectation of individuals to fulfil their obligations without relying on an outside source (Milam et al., 2022; Wibowo, 2023). The extracurricular activities create a context for students to experience both personal and social responsibility through direct involvement and independent actions.

3. Manifestation of Responsibility in Students' Behaviour

The data show that PIK-R members demonstrate their sense of responsibility not only through their internal values but also through observable behaviours that can be seen and measured. As one of the members stated (INT-P3), *"we try to complete every task given to us until it is finished, even when there are difficulties,"* which shows how much they value completing tasks as part of their behaviour. The observation data indicate that members have been consistently responsible in all aspects of their work from planning through execution (OBS 3), and the document evidence validated the use of structured programmes (DOC 3). Responsibility also encompasses persistence and being committed to fulfilling obligations Milam et al., (2022) and Sari et al., (2025), thus reflecting behaviours observed in this study beyond procedural compliance or following procedures. Finally, it is necessary to assess if this level of commitment is internally or motivated by an expectation of fulfilling the duty externally from the organisation.

Furthermore, responsibility is also characterized by the means of holding people accountable, such as through reporting and presenting the results of one's work. According to the student leader (INT-P2), *"every member is required to report their work results, either orally or in written form so that all tasks can be evaluated,"* which demonstrates the existence of formal ways to hold people accountable. The results of members' work are also presented during activities (OBS 3), and document analysis supports that formal reports and documented outputs exist (DOC 3). Practically speaking, accountability is one of the primary dimensions of responsibility because it captures one's ability to rationalize one's actions and outcomes (Musbikin, 2021; Wibowo, 2023). However, although accountability is evident at the procedural level, it appears to be present only at a functional level but not at the evaluative level.

Another dimension to manifesting responsibility is how students react toward errors and feedback. Based on interview data (INT-P1), *"students usually accept feedback and try to improve their mistakes in the next activity,"* In addition, being constructive, they will strive to improve (OBS 3). These behaviours are consistent with the definition of responsibility in that they involve both the willingness to accept the outcomes of one's actions and the will to improve oneself (Hidayatullah et al., 2024; Putri et al., 2024). Analytically, it can distinguish whether these are due to a high level of reflective awareness

or just adaptive behaviours in an environment that promotes structure. This is an important distinction when assessing the extent to which character has been internalized.

The positive behavioural manifestations are noted in the findings as being limited by a lack of systematic review to aid in implementing an effective reflective evaluation strategy. The document analysis indicates that while activity reports and resources listed are provided as evidence of accountability, no structured follow-up evaluation or explicit recommendation has been documented (DOC 3). The responsibility is mainly characterised by task completion, reporting and behavioural compliance, rather than being developed through reflective processes. Lickona (1992) states that for character development to take place, action & reflection must be integrated, to allow for an improvement in moral reasoning; whereas, Arifudin (2022) notes that to enhance character formation, evaluative feedback is essential. Even though the activities associated with the PIK-R program enable participants to demonstrate accountable behaviours, there may be limitations on the sustainability and depth of the outcomes related to character development.

4. The Role of Role Modelling in Strengthening Responsibility Character

The result from thematic analysis showed that role modelling plays a major influence in building character responsibility. The data from the advisor's interview (INT-P1) agree with this; *"Students will tend to copy what they see, therefore being consistent in what you expect from them is a very important part of guiding them."* Thus, the behavioural example set by those that are role models helps to develop the character of the student. Evidence that the advisor consistently demonstrates his role model behaviours of punctuality, preparedness and structured facilitation during his activities (OBS 1), while the student leader is working to develop and give direction to the team in a structured manner (OBS 2). Furthermore, documentary review agrees that these roles are included in the structural organisation (DOC 3). Therefore, role modeling is institutionally reinforced and not incidental. This is consistent with modern theories of character development, which state that educator behaviour and school environments influence how children learn character through direct experience and social interaction (Arifudin, 2022; Hidayatullah et al., 2024).

Additionally, having dual role models, such as both an advisor and a peer model of the student leader, produces an additional layer of influence in terms of reinforcing the internalization of responsibility (Sari et al., 2025). For instance, one student leader (INT-P2) stated, *"I try to show responsibility first so that other members will follow,"* showing they understand that a leader can be a moral example as well as a rule enforcer. These implications were also seen in the observational results, where members followed peers more readily during activities (OBS 2), indicating peer modelling plays a significant role in how members behave on a daily basis. This correlates with the belief that individual and community engagement produce character development and values are developed through relationships and collaboration (Rizal et al., 2025; Tirtasari et al., 2022). The combination of both types of role modelling creates a reinforcing mechanism to promote character development within an organisation.

A more nuanced analysis demonstrates that role modelling is effective if behaviour is consistent and authentic. Interview data from members (INT-P3) suggest that “*we follow instructions more seriously when the leader also shows discipline,*” signifying credibility and implying that role modelling is effective. While both the observational and document data (OBS 1, DOC 3) indicate consistent role modelling, the effectiveness of these practices hinges on the sustainability of this effect. The influence of role modelling is further strengthened by the alignment of values and actions. This supports the claim that character building in the classroom requires the support of sustained advocacy and moral integrity (Ferzania & Murniyetti, 2022; Lickona, 1992) in practised behaviours. This means that PIK-R activities have placed role modelling as a key component of character building. PIK-R activities also advocate that role modelling in PIK-R activities builds character, and the sustained influence of PIK activities focuses behavioural consistency toward the aim that responsibility becomes an integral aspect of character of the members.

D. CONCLUSION

The research findings indicate that developing students’ responsible character in the PIK-R extracurricular program is constructed in a systematic, integrated process of internalizing values, practicing organizational skills, manifesting behaviour, and modelling. Responsibility is not simply defined and explained. Rather, its essence is captured and constructed by the students continually engaging in goal-oriented, organized activities that require the students’ active participation to play certain roles, finish tasks, and interact in a social unit. Habituation, reinforcement, and experiential learning all aid students in developing responsibility as a habitual behaviour, while modelling by supervisors and peer leaders facilitates value transmission through their behaviours. The research shows that character education is more effective when students are enabled to practice responsibility in a meaningful, authentic manner and in a sustained and organized manner.

The study also reveals a significant deficiency in the critical reflective dimension of character formation, especially in the systematic evaluation and follow-up. Responsibility at the operational level can be observed through task discipline, accountability, and the willingness to implement suggestions. The development of discipline at the reflective and strategic levels remains underdeveloped. The lack of formal evaluation processes leads to the assumption that students may not reach a certain level of deeper self-reflection, which is needed to help participants sustain the character of a disposition instead of a behaviour that is confined to a situation. Thus, it can be said that although the PIK-R activities built a good level of the responsibility character through the experiential and social learning processes, in the future, the focus should be on the integration of reflective evaluation processes to create deeper, sustainable, and transformative character education outcomes.

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