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The Influence of Students' Activeness in Youth Red Cross Extracurriculars on Landslide Disaster Preparedness at Senior High School 1 Plaosan, Magetan Regency

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Abstract

Purpose: this research aims to analyze the influence of students' activeness in the Youth Red Cross extracurricular on landslide disaster preparedness at Senior High School1 Plaosan, Magetan Regency.
Methodology: The research employed a quantitative approach with a correlation regression design. The population in this study was all Youth Red Cross members, totaling 50 students. The sample comprised all Youth Red Cross members, constituting the research sample. Data collection in this study used questionnaires which had to be filled in by all respondents.
Results: The results of this research are the first results of calculating the highest student activity, namely the active criteria with a percentage value of 32%. Out of the total sample, there were 16 active students. The analysis categorized the landslide disaster preparedness at Senior High School Negeri 1 Plaosan into the 'ready' category, with an overall percentage of 79%. The third result indicates a linear relationship between students' activity in the Youth Red Cross extracurricular and landslide disaster preparedness at Senior High School 1 Plaosan, Magetan Regency. The results of data analysis show a correlation value of 0.919, it can be said that there is a perfect and positive correlation between the two variables of student activity in the Youth Red Cross extracurricular towards landslide disaster preparedness.
Applications/Originality/Value: This research demonstrates the influence of student activity in extracurriculars on landslide disaster preparedness at Senior High School 1 Plaosan.

Keywords: Influence**,** Learner activity, Extracurricular, Preparedness

Introduction

Schools are educational units that have the potential to help students in the process of developing their individual abilities. The abilities possessed include cognitive aspects, affective aspects and psychomotor aspects. An educator only provides direction or encouragement in the development process. In essence, education can be defined as a dynamic exchange between instructors and learners with the purpose of cultivating human capital, as stipulated in Article 3 of Law of the Republic of Indonesia No. 20 of 2003 on the National Education System: "The fundamental objective of national education is to educate the populace and foster the holistic development of Indonesian society individuals who are devoted to and have faith in the Almighty God, possess virtuous character, knowledge, and skills, and are in good physical and spiritual health."(Apriyani et al, 2018).

According to Sudjana (2006), fundamentally, learning is a process of engaging with every situation that surrounds a person. Learning can be conceptualized as a goal-oriented procedure that entails taking action based on a variety of experiences. Additionally, learning involves perceiving, observing, and comprehending something. Engaging in educational activities within the school environment serves as a vehicle to advance the objectives of education, which are to educate the populace and foster the holistic development of Indonesia. This learning process comprises a sequence of activities in which both instructors and learners participate in a mutually beneficial manner with the intention of attaining educational objectives. Not only does the learning process impart knowledge covered in the classroom, but it also shapes students' attitudes and values.

One of the efforts to improve education in schools is by enhancing the curriculum system. The curriculum is important because it is part of the education program. The main goal is to improve the quality of education. We can understand this because the curriculum is an important instrument in the implementation of education, without a curriculum education will have unclear direction and objectives (Miswanto, 2015). The present educational framework is referred to as the

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Independent Curriculum, which is designed to enhance the endeavor of attaining the Pancasila student profile. The Pancasila student profile serves as the primary guide for directing educational policies and provides educators with information on how to develop students' character and potential (Ngadinem, 2022). In essence, the creation of this autonomous curriculum represents a progression towards the implementation of education with the aim of attaining educational objectives. In accordance with the Minister of Education and Culture Law No. 7 of 2022 concerning guidelines for implementing curriculum in the context of learning recovery, the development of an independent curriculum is stipulated to include the following: "Consists of three curriculum options applicable to learning recovery, rules governing learning and assessment, and teacher workload."(Permendikbudristek, 2022). The Merdeka Curriculum is a curriculum with a variety of intracurricular and extracurricular learning, this will be more optimal for students to deepen concepts and strengthen competencies (Suprapno et al, 2022).

Extracurricular activities are organized, non-academic pursuits in which students participate typically beyond the designated study hours of the curriculum (Apriyani et al, 2018). This activity is carried out in order to improve skills, increase knowledge, develop personality, interests, talents and abilities in various fields outside the academic field. There are many extracurricular activities at school, one of which is the Youth Red Cross The Youth Red Cross is one of the extracurricular activities that accommodates students in developing youth membership with the aim of developing character and formation in accordance with the guidelines of Tribakti Youth Red Cross and the 7 principles of Red Cross, to become future volunteers in helping others (PMI, 2008). In connection with the Tri Bakti Youth Red Cross which contains as a forum for the younger generation to create cadres who have skills in dealing with disasters, as well as skills in making emergency signs and public kitchens, students are required to be active in implementing Youth Red Cross extracurricular activities through understanding the material in the form of theoretical activities and practice. One of the theoretical activities involves disaster preparedness material in accordance with the Wira Youth Red Cross Let's Prepare for Disasters guidebook, followed by practical application through disaster simulations.

Consisting of a sequence of occurrences that endanger and disturb human existence and are attributable to human or natural causes, disasters result in property and object loss, human casualties, environmental destruction, and psychological repercussions (UU No. 24, 2007). One component of the disaster management process is preparedness, and in the disaster concept that is still in development, one of the critical elements of proactive disaster risk reduction prevention activities is the significance of preparedness prior to the occurrence of a disaster (LIPI-UNESCO, 2006). Disaster education is a method used to create good knowledge, a safe situation, and a resilient attitude in facing disasters which is carried out by providing disaster education at all levels of education, both formal and informal (Septikasari, 2018). Schools are an effective vehicle for providing positive effects in the dissemination of information, knowledge and skills. Implementation of disaster education in schools in order to increase knowledge about disaster risks, one of which is through Youth Red Cross extracurricular activities. This implementation is a method that can make students actively increase their knowledge, as well as enable students to know well the disaster risks that exist in the school environment so that they are able to apply actions if a disaster occurs and reduce the impact of disaster risks at school.

Youth Red Cross extracurricular activities at Senior High School 1 Plaosan serve as a platform for students to develop skills beyond the academic realm, including measures to mitigate the impact of disaster risks. If we look at the theory and practice provided, there is a mutually supportive relationship between students who are active in Youth Red Cross extracurricular activities and delivering material related to disaster preparedness, especially within the Senior High School 1 Plaosan school area with the risk of landslides. Senior High School 1 Plaosan is located in Magetan Regency with geographical coordinates 7˚39'53.19"S and 111˚15'51.46"E with an altitude of up to 704 meters above sea level and has a school area of 17,000 m^2. The area around Senior High School 1 Plaosan is a landslide-prone area because it is included in the landslide-prone map with a high category (Map of Landslide Disaster Vulnerability in Plaosan District, Magetan Regency, 2020). Ministry, ESDM (2020) explains the main factors that cause landslides, namely: steep slopes, soil that is less dense and thick, high rainfall, type of land use, vibrations, the presence of material piled on cliffs, old landslide marks, deforestation, and dump areas. rubbish

The risk of the threat of landslides within the scope of Senior High School 1 Plaosan has become a danger that is prone to occur, so that the school community, especially those who actively participate in Youth Red Cross extracurricular participation, have become more knowledgeable regarding landslide disaster preparedness, especially in the school area and also where they live. Based on the initial data described above as a basis for conducting research, the author will conduct research related to the activity of students who take part in the Youth Red Cross extracurricular with landslide disaster preparedness entitled "Analysis of the Effect of Student Activity in Extracurricular Youth Red Cross with Landslide Disaster Preparedness at Senior High School 1 Plaosan, Magetan Regency."

Method

The utilized research is quantitative in nature and employs a correlation regression design. The objective of this study is to examine the two variables under investigation, which are the levels of student engagement in the Youth Red Cross extracurricular program and their level of preparedness for landslide disasters at Senior High School 1 Plaosan, Magetan Regency. The study's population comprised fifty students, all of whom were members of the Youth Red Cross. The sample was determined using a saturated sample where all Youth Red Cross members were the research sample. Data collection

in this study used questionnaires which had to be filled in by all respondents. This research uses instruments with assessments from questionnaires developed by researchers referring to the theories of the Indonesian Institute of Sciences (LIPI) and the United Nations Education, Scientific and Culture Organization (UNESCO). Measurement of the student activity variable is measured using the final score from the entire series of Youth Red Cross activities which will later be weighted according to the criteria. The preparedness variable was measured using a statement questionnaire with indicator achievements according to the Guttaman scale, with two answer choices, if the statement is positive, then Yes (1) and No (0). While the statement has a negative value, then Yes (0) and No (1). The data analysis technique used in this research is parametric descriptive statistical analysis and the data processed uses prerequisite analysis tests, namely the normality test and linearity test and data analysis uses the Pearson correlation test and simple linear regression test. Calculation of activity value using a Likert scale consisting of five assessment scores. The assessment criteria can be seen in the table.

Table 1. Activeness assessment.

Criteria	Score
Very active	5
Very active	4
Active	3
Quite Active	2
Less Active	1

Source: Sudjana, 2006

Table 2. Preparedness indicators

Variable Type	indicator	Question
preparedness	a. Knowledge about disasters	18
	b. Emergency Response Plan	5
	c. Disaster Warning	9
	d. Resource mobilization	3

Source: LIPI-UNESCO/ISDR, 2006

The calculation of preparedness values is grouped into 5 categories, which can be seen in the table.

Table 3. Disaster Preparedness Level

Category	Mark
Very ready	80-100
Ready	65-79
Almost Ready	55-64
Not Ready	40-54
Not ready	0-40

Source: LIPI-UNESCO/ISDR, 2006

Results

This research was conducted with the aim of analyzing the influence of students' activity in the Youth Red Cross extracurricular on landslide disaster preparedness at Senior High School 1 Plaosan, Magetan Regency. The sample for this research consisted of 50 students from all Youth Red Cross members. The score results for each variable are calculated using descriptive statistics to calculate the percentage of each variable. Meanwhile, to determine the relationship between two variables, use the Pearson correlation test and simple linear regression test.

Level of student activity

The following are the results of calculating the percentage of students' activeness in Youth Red Cross extracurricular activities.

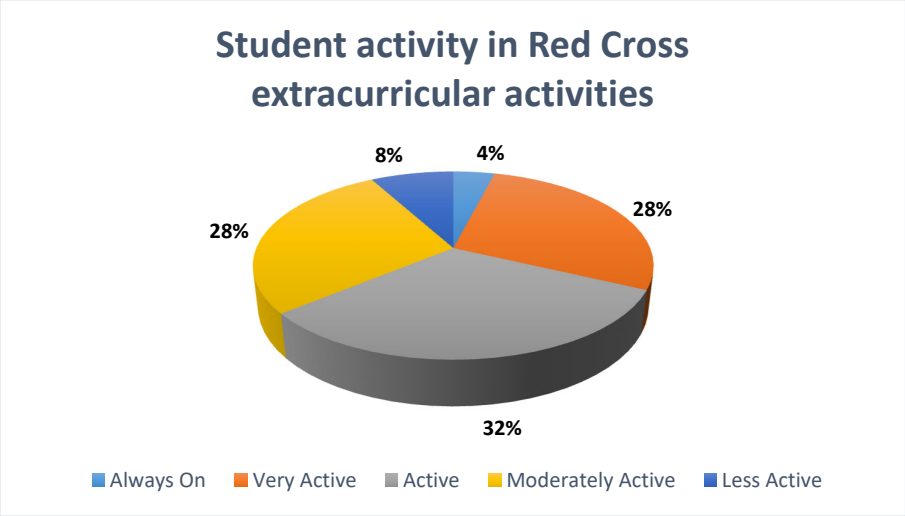

Figure 1. Percentage of student activity

Source: Field survey, 2023

The findings derived from the research data collection indicate that the assessment of student engagement in the Youth Red Cross Extracurricular at Senior High School 1 Plaosan involved a total of fifty students (N) who participated in the aforementioned extracurricular program. Five Likert scale criteria are utilized to evaluate student activity: five indicates "very active," four indicates "very active," three indicates "active," two indicates "quite active," and one indicates "less active." The percentage values are determined through the application of descriptive statistical analysis. Based on the highest percentage calculation results, namely the active criteria with a percentage value of 32%, the number of active students was 16 students. Meanwhile, the lowest percentage calculation results are very active criteria with a percentage value of 4% of the total number of 2 students. The criteria are very active with a percentage score of 28%, the number of 14 students from the total sub-district. The criteria are quite active with a percentage score of 28%, the number of 14 students from the total. The criteria for being less active with a percentage value of 8% is 4 students from the total.

Disaster preparedness level

Percentage of overall landslide disaster preparedness

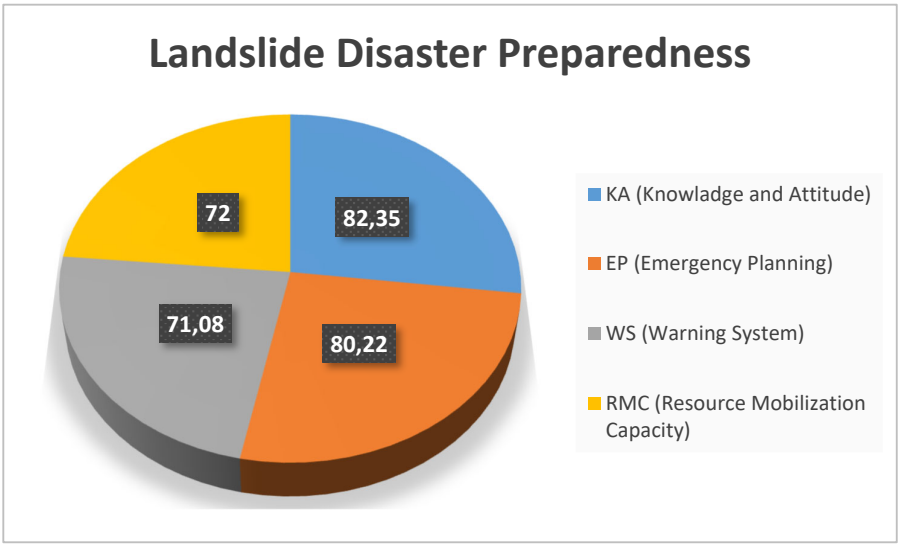

Figure 2. Overall disaster preparedness percentage

Source: Field survey, 2023

Based on the results of diagram calculations related to landslide disaster preparedness, the students' level of readiness at Senior High School 1 Plaosan is evident. Calculation of the percentage of disaster knowledge (KA) indicators that have a very ready preparedness with an index value of 82.35, the emergency response plan (EP) indicator has a very ready preparedness with an index value of 80.22, the Disaster Warning (WS) indicator has a ready preparedness value The index is 71.08 and the resource mobilization indicator (RMC) has ready preparedness with an index value of 72.

Preparedness level according to parameters

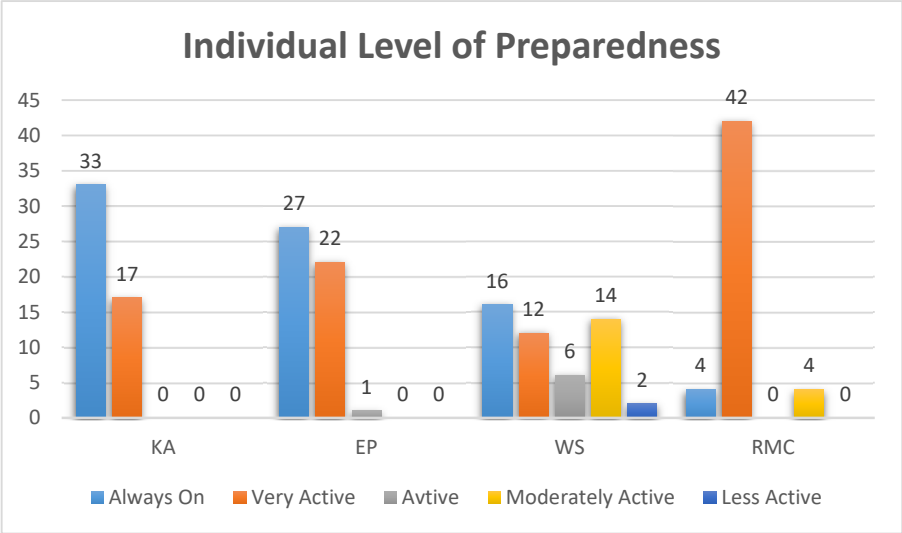

Figure 3. Individual preparedness level based on parameters

Source: Field Survey, 2023

The subsequent analysis pertains to the preparedness indicators of students whom participate in the Youth Red Cross extracurricular at Senior High School 1 Plaosan, as depicted on the graph of individual preparedness levels. The results of the calamity knowledge (KA) indicators place seventeen students in the ready category and thirty-three students in the very ready category. As measured by the emergency response plan (EP) indicators, 22 students are in the ready category and 27 are in the very ready category. Based on the results of the catastrophe warning indicators (WS), the following student classifications have been established: sixteen in the very ready category, fourteen in the less ready category, twelve in the ready category, six in the almost ready category, and two in the not ready category. As well as the achievement of the resource mobilization indicator (RMC) with a total of 42 students with the ready indicator and 4 students in the very ready category

The influence of student activity on disaster preparedness

Normality test

The arithmetic mean of the data, as determined by the one-sample Kolmogorov-Smirnov test for normality, is approximate. The obtained significance value of 0.064 for the test results examining the relationship between disaster preparedness and student activity exceeds the predetermined significance level of 5% (0.05). It is possible to deduce that the value of Asymp. A significance level of 0.064 greater than 0.05 indicates that the residual follows a normal distribution.

Table 3. Normality Test Results

		Unstandardized Residuals
N		50
Normal Parameters, b	Mean	,0000000
	Std. Deviation	2.56690964
Most Extreme Differences	Absolute	,121
	Positive	,104
	Negative	-,121
Statistical Tests		,121
Asymp. Sig. (2-tailed)		.064c

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Source: Researcher, 2023

Linearity Test

The Sig value is discernible through the outcomes of the linearity audit. The linearity deviation is 0.090, which is greater than 0.05. A linear relationship can be inferred between student participation in Youth Red Cross extracurricular activities and preparedness for landslide disasters.

Table 4. Table of Linearity Test results

			Sum of Squares	df	Mean Square	F	Sig.
Preparedness * Activeness	Between Groups	(Combined)	1794,607	4	448,652	72,112	,000
		Linearity	1751,718	1	1751,718	281,553	,000
		Deviation from Linearity	42,889	3	14,296	2,298	,090
	Within Groups		279,973	45	6,222		
	Total		2074,580	49			

Source: Researcher, 2023

Pearson Correlation Test

A Pearson correlation test was conducted in order to ascertain the degree of association between variables, denoted by the correlation coefficient (r). This correlation test may yield either positive or negative results. The calculated result is denoted by the Sig value. 0.000 < 0.05. Thus, the correlation between the variables X and Y can be concluded. Meanwhile, the results of the Pearson correlation are 0.919, from this value it can be concluded that there is a perfect correlation. It can be concluded that student activity is related to landslide disaster preparedness.

Table 5. Correlation coefficient index table

No	Category	Mark
1	No correlation	0.00-0.20
2	Weak correlation	0.21-0.40
3	Moderate correlation	0.41-0.60
4	Strong correlation	0.61-0.80
5	Perfect correlation	0.81-1.00

Source: Researcher, 2023

Table 6. Correlation test results

		Liveliness	Preparedness
Liveliness	Pearson Correlation	1	,919**
	Sig. (2-tailed)		,000
	N	50	50
Preparedness	Pearson Correlation	,919**	1
	Sig. (2-tailed)	,000	
	N	50	50

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Researcher, 2023

Simple Linear Regression Test

The correlation/relationship value was determined to be 0.919 by the SPSS calculations, with the coefficient of determination (R) measuring 0.844. Thus, it can be deduced that the dependent variable (Preparedness) is 84.4% influenced by the independent variable (Activity).

Table 7. Results of the coefficient of determination (R)

Model Summary b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate

1	,919a	,844	,841	2.59351
a. Predictors: (Constant), Activeness				
b. Dependent Variable: Preparedness				

Source: Researcher, 2023

The results of the SPSS calculations indicate that the value of the constant (a) is 4.220, whereas the value of the regression coefficient (b) is 5.822. It can be inferred that a 1% increase in the preparedness value corresponds to a 5.822-point increase in the participation value. Since the linear regression coefficient is positive, the direction of variable X's influence on Y can be described as positive.

The Sig value is derived from the significance value results obtained from the table of coefficients. With a p-value of less than 0.05, 0.000 indicates that the preparedness variable (Y) is significantly influenced by the student activity variable (X). The calculated t value of 16.138 is greater than the critical t value from the t table of 2.011. The student activity variable (X) therefore has an effect on the preparedness variable (Y), as deduced.

Table 8. Regression test results

Regression						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	4,220	1,115		3,783	,000
	Liveliness	5,822	,361	,919	16,138	,000
a. Dependent Variable: Preparedness						

Source: Researcher, 2023

Discussion

The level of student activity in participating in Youth Red Cross extracurricular activities at Senior High School 1 Plaosan, Magetan Regency

According to the Ministry of Education and Culture (in Novianti Rahmawati, 2019) Student activities at school, especially extracurricular activities, are carried out with good coordination and are integrated into various areas of school life. This supports the achievement of program objectives. In the implementation process, teachers are tasked with guiding extracurricular activities so that the implementation plan runs smoothly. This is in line with research conducted by Maulydia Nina Rakhmanti (2014) pertaining to the impact of students' active engagement in the Crumb Red Cross extracurricular, which indicates that students who participate in the Youth Red Cross extracurricular have a substantial influence on their comprehension of disaster preparedness. The Youth Red Cross extracurricular activity concerning landslide disaster preparedness at Senior High School 1 Plaosan, Magetan Regency meets the active criterion with a percentage of 32% and a total of 16 students out of 50 students who are Youth Red Cross members, according to the findings of data analysis conducted by researchers regarding student activity. This active criterion indicates substantial student participation in Youth Red Cross extracurricular activities. This activity assessment is in line with the indicators of student activity in Youth Red Cross extracurriculars according to Sudjana (2009) There are 9 aspects of extracurricular activities, namely (1) aspirations, courage, expressing interests, needs and problems, (3) showing different learning efforts or creativity in achieving. Analyze and carry out teaching and learning activities until they are successful, (4) Do it freely or as you wish without any pressure from the teacher or other parties (learning independence), (5) Establish social relationships between students in carrying out learning activities, (6) Every student can comment and provide input on other students' opinions. (7) Every student has the opportunity to use various available learning resources, (8) Every student tries to evaluate the learning outcomes they have achieved, (9) Students try to ask questions to the teacher and/or seek your own opinion in their learning activities.

There are several factors that influence the criteria for student activity levels in the Youth Red Cross extracurricular. According to Umar Hamalik (in Novianti Rahmawati, 2019) namely: namely: (1) factors originating from supervisors, (2) factors influencing the school environment, (3) factors originating from the family environment, (4) factors influencing the community environment. According to Drs. Slameto (in Lutriani et al, 2022) Factors that influence extracurricular activities are divided into two groups, namely: Internal factors are physical and psychological conditions. Participation in extracurricular activities, including Youth Red Cross activities, enables students to contribute to advancing knowledge regarding disaster risks. This implementation is a method that can make students actively increase their knowledge, as well as enable students to know well the disaster risks that exist in the school environment so that they are able to apply actions if a disaster occurs and reduce the impact of disaster risks at school.

The Youth Red Cross is classified as active with 32% of its total membership, according to the results of an analysis of the percentage of pupils who actively participate in extracurricular activities. Therefore, increasing student engagement in Red Cross activities at the school is imperative for achieving curriculum objectives related to extracurricular activities. This is in line with the opinion of Amal AA (2020) that extracurricular activities in the school environment help create

high intelligence. Every organization, regardless of size, requires the participation and activity of its members. As with extracurricular activities, these activities also require the participation or activities of members, especially students. Activities are defined as something or conditions in which students can operate. According to Wina Sanjaya (2011) activity is not only defined by physical activity but also non-physical activities such as mental, intellectual and emotional activities. Student activities in extracurricular activities within the school are activities that are a collection of valuable learning experiences that are useful for the formation of students' personalities and are carried out outside program lesson hours.

Level of disaster preparedness, landslides at Senior High School 1 Plaosan, Magetan Regency

Based on the results of the analysis of the level of landslide disaster preparedness at Senior High School 1 Plaosan, Magetan Regency, it is classified in the ready category with a percentage of 79%. This category is in accordance with the 2020 landslide disaster vulnerability map in Plaosan District, Magetan Regency as in Figure 4. This is in line with research conducted by Kessy Deajeng Sudirman and Zikri Alhadi (2020) related to the analysis of students' preparedness in facing disaster risks. The research aims to determine the average level of student preparedness. Preparedness is an effort to overcome emergency situations and identify various resources to meet needs at that time (Utami, 2011). The assessment of preparedness for landslide disasters encompasses various factors, including resource mobilization, emergency response strategies, disaster warning systems, and knowledge of disasters. All of these indicators derive substantial value from the responses obtained from the questionnaire. According to LIPI-UNESCO/ISDR, indicators of students' knowledge regarding disasters fall within the category of extremely ready. (2006) that understanding of disasters is the primary motivation for individuals to engage in current preparedness or protection activities. Emergency response plan indicators fall under the category of "extremely ready" in accordance with Head of BNPB Regulation number 10 of 2008 on guidelines for disaster emergency response commands, which states, "Disaster emergency response comprises a sequence of actions executed promptly following a catastrophe in order to mitigate the detrimental consequences that ensue (BNPB, 2016). Disaster warning indicators are included in the very ready category, according to LIPI-UNESCO/ISDR (2006) "Early warning as part of disaster risk reduction is not only about technically accurate warnings, but must also build a good understanding of the risks from a warning." The resource mobilization indicator is included in the ready category, the results of this resource mobilization indicator are in line with Nugroho's opinion (2007) states that resource mobilization is more about potential and increasing resources in society, such as through the skills that are followed. Assessment of student preparedness levels can be seen according to indicator achievements, this can provide an overview of the factors that influence the high and low levels of student preparedness. The level of student preparedness is influenced by internal and external factors such as knowledge, attitudes, family environment, physical and psychological conditions, as well as socio-economic factor (Student, 2020).

Based on the results, the overall percentage of student preparedness is in the good category. However, there are still aspects that need to be improved regarding the achievements of preparedness indicators. Based on the highest weight of the disaster knowledge aspect of 90 percent, this is included in the very prepared category. This is in line with the opinion of Hartini (2018) that knowledge of catastrophes is significantly correlated with an individual's level of knowledge; the greater the knowledge, the more effective. With a 90% weighting assigned to the emergency response plan component, it falls within the "very ready" category. This is the main basis for students to know in general what to do to save themselves from landslides, such as knowing where to evacuate and where to save themselves. In terms of the calamity warning component's weight, it remains comparatively modest, positioning it within the "almost ready" classification. In contrast, resource mobilization continues to have a comparatively low aspect weight within the readiness category. The current evaluation of the correlation between resource mobilization indicators and disaster mitigation indicators remains comparatively inadequate; this must be enhanced to mitigate the frequency of disasters. This is in line with the opinion of Hidayati, D (2015) that the disaster warning system plays an important role, because this is a danger sign that can be disseminated to all elements of the school community so that they immediately respond to save themselves. Apart from that, the weight of the resource mobilization indicator is still low, it is necessary to increase the ability to mobilize resources to become a potential that can support anticipating landslide disasters. As said by (Hidayati, 2018) resource mobilization is a very crucial factor, there are 5 factors that underlie this. Namely, 1) have Youth Red Cross members ever participated in training or similar activities; 2) what skills need to be followed; 3) what assets need to be saved when a landslide occurs; 4) are there other members ready to help when a landslide occurs; 5) what preparations are necessary to deal with landslides.

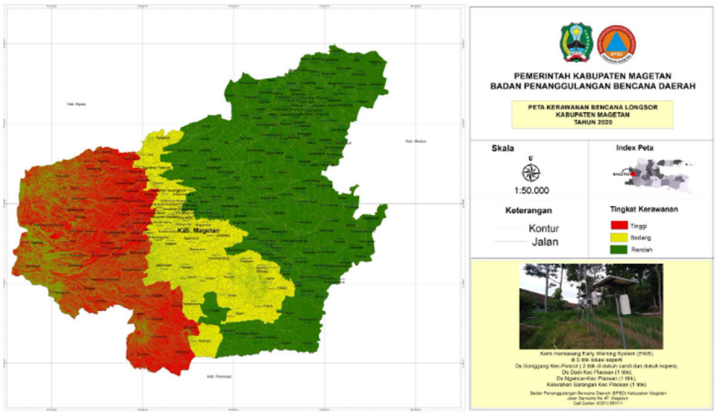

Figure 4. Plaosan District Landslide Disaster Hazard Map

Source: BPBD Magetan, 2020

The relationship between the influence of student activity in Youth Red Cross extracurriculars on landslide disaster preparedness at Senior High School 1 Plaosan, Magetan Regency

Based on the results of correlation tests and simple linear regression, it can be seen that there is a linear relationship between students' activeness in the Youth Red Cross extracurricular activity and landslide disaster preparedness at Senior High School 1 Plaosan, Magetan Regency. Based on the correlation value of 0.919 obtained from the data analysis, it can be concluded that the two variables pertaining to student engagement in the Youth Red Cross extracurricular program and their readiness for landslide disasters exhibit an ideal and positive correlation. The findings of this study are consistent with those of research conducted by Windy Puspita Sari (2020) In relation to the significance of extracurricular activities in disaster management at the educational institution, it was asserted that engagement in PMR extracurricular activities seeks to augment one's understanding of disaster preparedness. This is further strengthened by research conducted by Syahrial Ayub, et al (2020) argued that the presence of extracurricular activities will instill in students a more proactive mindset towards mitigating the impact of impending disasters, thereby enabling them to respond more effectively to such calamities; thus, the Youth Red Cross endeavors to enhance preparedness by imparting knowledge or education via extracurricular activities. Providing disaster or preparedness-related materials in accordance with the pocket book or guidelines for the Wira Youth Red Cross's Let's Be Prepared for Disasters (PMI, 2020). Through the Youth Red Cross extracurricular, students are not only required to be active in terms of knowledge related to preparedness, apart from that, students must be able to implement emergency response plans and disaster warnings, so that if a landslide occurs, they are able to minimize the risk of landslides occurring in the surrounding environment. This is in line with the opinion of (Sunarti, 2014) that if a disaster strikes when students are at school or outside school, panic will occur and students already have the knowledge and emergency response actions that must be taken in an effort to save themselves in the face of a landslide disaster. Therefore, it is very important for students to increase their activity in the Youth Red Cross extracurricular as a goal related to increasing preparedness in terms of knowledge, early warning and disaster emergency response plans. Youth Red Cross extracurricular activities become very relevant and in line when linked to disaster preparedness material, so that students who actively participate in Youth Red Cross extracurricular activities are able to understand and implement the knowledge gained while participating in Red Cross activities.

Conclusion

Based on the findings of the conducted research, it can be deduced that the proportion of students engaged in extracurricular activities at Senior High School 1 Plaosan is as follows: 32% are classified as active, 4% as very active, 28% as both very active and quite active, and 8% as less active. In the interim, the assessment of readiness for landslide disasters at SMA Negeri 1 Plaosan reveals an overall readiness level of 79%. Furthermore, the level of individual preparedness is evaluated based on indicator achievements: 33 students meet the criteria for the "very ready" category, scoring between 80% and 100%, and 17 students meet the criteria for "ready" category, scoring between 65-79%, in terms of disaster knowledge. The emergency response plans are assessed by placing 27 students in the very ready category, accounting for 80-100% of the total, and 22 students in the ready category, representing 65-79% of the total. Indicators of disaster preparedness set sixteen students in the category of "very ready" at 80-100%, fourteen students in the category of "less ready" at 40-54%, twelve students in the category of "ready" at 65-79%, six students in the category of "almost ready" at 55-64%, and two students in the category of "not ready" at less than 40%. Indicators of resource mobilization encompass 42 students, representing a readiness percentage of 65-79%, and 4 students, representing a less prepared percentage of 40-54%.

Acknowledgment

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