

The Effect of Interests, Personality and Compliance with Organizational Regulations on the Responsible Character at MB UMS

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Abstract

Purpose: This Research aims to determine the effect of interest on the responsible character of Marching Band UMS members, to determine the effect of students' personality traits on the responsibility of Marching Band UMS members, to determine the effect of organizational regulations on the responsibility of Marching Band UMS members, and to determine the join effect of interest, personality, and compliance with organizational regulations on the responsible Character at Marching Band UMS members.

Methodology: This research uses quantitative research methods. The sample in this study was 105 people consisting of administrators and members of the UMS marching band.

Results: The results of this research show that there is a significant influence between student interests, personality and compliance with organizational regulations on responsible character. UMS marching band members have implemented the character of responsibility well in daily training and in maintaining the equipment they use.

Applications/Originality/Value: This research provides a contribution to future researchers and can be used as additional information regarding the character of a person's responsibility.

Introduction Section

Higher education institutions face considerable challenges in fostering students' character and mindset amid the increasing integration of digital technology. Evidence of diminished work ethic and responsibility among students is apparent through the frequent lack of discipline observed across both academic and extracurricular spheres (Kurniawan et al., 2023). Although universities provide various programs, including educational and extracurricular activities designed to build character (Sihombing, 2020), the success of such programs—such as those associated with Marching Band—largely depends on the level of responsibility exhibited by the participants. Cultivating core character values, especially responsibility, remains a central goal in efforts to enhance the quality of education within higher education settings (Pratama, 2019). Through extracurricular engagements like Marching Band, students have the opportunity to develop discipline and responsibility via regular practices and performances.

Presidential Regulation (Perpres) Number 87 of 2017 on the Strengthening of Character Education, specifically Article 3, mandates that character education is realized through the incorporation of Pancasila values. These encompass religious commitment, honesty, tolerance, discipline, perseverance, creativity, independence, democratic spirit, inquisitiveness, national pride, patriotism, respect for achievements, effective communication, love for peace, a passion for reading, environmental awareness, social responsibility, and accountability. Participation in Marching Band activities thus represents a significant avenue for enhancing individual responsibility, allowing students to be accountable not only to themselves but also to their peers (Tri et al., 2019)

In today's rapidly evolving technological landscape, students face challenges that require not only knowledge and skills but also the development of essential character traits, including a strong sense of responsibility (Ubaidillah et al., 2023). A notable lack of responsibility among students is evident in various aspects of student life, manifesting as insufficient discipline in maintaining equipment and in meeting schedules and organizational obligations. This issue extends beyond individual shortcomings, pointing to broader challenges in cultivating robust character within the collegiate environment.

Marching Band activities have proven effective in promoting positive character development, addressing the gaps in essential values among students. Additionally, Marching Band participation offers students valuable experiences through a blend of music and physical activity. Members of Marching Bands demonstrate their commitment by balancing demanding practice schedules with academic obligations, often engaging in 3 to 4 training sessions per week over 5 to 6 months in preparation for competitions that typically last only 10 to 12 minutes. These members also require significant

physical endurance, as they manage equipment weighing between 5 to 15 kilograms, and performers like the Color Guard must execute coordinated routines throughout their performances.

Marching Bands have a rich and multifaceted history, originating in Europe and later evolving in the United States and Indonesia. The term "Marching Band" combines "marching," signifying movement, and "band," referring to an ensemble of musical instruments (Faradila et al., 2024). A Marching Band comprises individuals performing one or more musical pieces while marching and forming various visual patterns. In Indonesia, Marching Bands emerged post-World War II, led by veterans who played nostalgic military tunes during ceremonies and celebrations. Originally called the Military Band to honor wartime memories, the term eventually evolved into Marching Band (Saputra & Maestro, 2023).

Beyond mere entertainment, Marching Band activities hold significant historical importance, serving as a platform for musical expression while also contributing to military and cultural events in Indonesia. Within Marching Bands, there are various categories of musical instruments, including the Brass Line (wind instruments), Percussion Line (percussion instruments and pits), and Color Guard instruments. Marching Bands emphasize not only musical performance but also the necessity of unity, discipline, and collaboration among members, who engage in regular practice to align musical execution with synchronized marching formations.

Interest is a crucial element that motivates individuals to take action toward achieving specific goals. Within humans, various drives or motives compel individuals to engage with their surroundings, and these motives differ from person to person based on individual characteristics and uniqueness (Faauziannor, 2022). Interest plays a significant role in fostering personal responsibility among members of the UMS Marching Band. Individuals who are genuinely passionate about Marching Band are more likely to exhibit a strong sense of responsibility regarding their duties and obligations. This heightened sense of responsibility emerges from a profound commitment to the activity, prompting them to fulfill their responsibilities and strive for excellence. Interest acts as a driving force that encourages Marching Band members to take ownership and contribute meaningfully to the team's success and the overall achievements of the Marching Band.

Research has shown that positive personality traits, such as Openness to Experience (willingness to embrace new ideas), Conscientiousness (thoroughness and accountability), Agreeableness (kindness and generosity), Neuroticism (calmness and confidence), and Extraversion (friendliness and engagement), enhance members' sense of responsibility (Simanullang, 2021). A student's personality significantly influences their participation in extracurricular activities like Marching Band. As a student's personality develops, their ability to confront challenges, solve problems, and collaborate with others improves. In the context of Marching Band, a positive character contributes to the development of time discipline, tempo, movement, rhythm, and melody, while also enhancing the capacity to accept and respect the opinions of others.

Clear and well-established organizational rules assist members in understanding what is expected of them, fostering a heightened sense of responsibility. Rules related to time discipline, commitment to training, and cooperation among members play a crucial role in enhancing member accountability. Organizational regulations impact individuals' commitment, as regulatory dimensions or indicators assess the extent to which members adhere to established obligations. Compliance with these obligations is typically measured in terms of the percentage or level of adherence, reflecting how well members align their actions with the rules (Sholikhah & Frianto, 2022). The presence of effective leadership within an organization is essential to ensure that activities align with the organization's objectives. Leaders bear responsibility for the success or failure of task completion within the organization. (Faturahman, 2018) asserts, leaders with the appropriate skills and abilities are more likely to guide their organizations toward effective operations and goal achievement. Thus, an effective leader is one who successfully influences the behavior of their members.

The Muhammadiyah University Surakarta Marching Band (UMS Marching Band), established on April 1, 1990, is a student activity unit (UKM) engaged in extracurricular activities that span music, dance, and sports. The integration of these three elements forms the core identity of the UMS Marching Band. This organization plays a pivotal role in nurturing students' talents and interests in music and performance arts. Additionally, the UMS Marching Band actively participates in competitions and events at university, national, and international levels, showcasing its members' abilities across diverse platforms. The UMS Marching Band, as an organization focused on arts and sports, requires members with a strong sense of responsibility and discipline to achieve success in various events and competitions. When a Marching Band performs, it is typically led by a field commander responsible for regulating the tempo of the music, ensuring it remains harmonious. MB UMS is one of the prominent Marching Band units within the Surakarta Residency area.

Table 1. List of Marching Band Units at the Surakarta Residence.

Nama Unit	Lokasi	Penaung
Marching Band Universitas Muhammadiyah Surakarta	Sukoharjo, Jawa Tengah	Universitas Muhammadiyah Surakarta
Marching Band Sebelas Maret	Surakarta, Jawa Tengah	Universitas Sebelas Maret Surakarta
Marching Band Mandala Bahana Samberyawa	Sukoharjo, Jawa Tengah	UIN Raden Mas Said Surakarta
Marching Band Gema Wijaya Nusantara (PPI)	Sukoharjo, Jawa Tengah	Pemkab Sukoharjo

Source: (List of Marching Band Units-Central Board of the Indonesian Drum Band Association 2024

Based on Table 1, the data presents a list of marching band units within the Surakarta Residency area, detailing the unit names, locations, and persons in charge. The table includes the Muhammadiyah University Surakarta Marching Band, located in Sukoharjo, Central Java, under the supervision of Muhammadiyah University Surakarta. The Sebelas Maret Marching Band, situated in Surakarta, Central Java, is managed by Sebelas Maret University. Additionally, the Mandala Bahana Sambernyawa Marching Band, based in Sukoharjo, operates under the responsibility of UIN Raden Mas Said Surakarta. The Gema Wijaya Nusantara (PPI) Marching Band, also located in Sukoharjo, is overseen by the Sukoharjo Regency Government.

Marching band performances emphasize key values, including discipline, unity, responsibility, and aesthetics, which are essential to the nature of the ensemble. As part of a musical ensemble, members are required to maintain responsibility by fostering cohesiveness and harmony to produce coordinated and aesthetically pleasing music. Furthermore, the success of the UMS Marching Band's organizational activities relies heavily on its members' sense of responsibility. This responsibility encompasses time discipline, commitment to training, and effective cooperation among members. According to Manurung & Rahmadi (2017), character education plays a critical role in shaping individuals' morals by establishing structures and environments that promote moral development. This is supported by the findings of Rakhmansyah (2018) who suggests that character formation can be achieved through participation in extracurricular activities such as drum bands or marching bands.

Research with a similar focus was conducted by Fajar (2015) who explained that the method used to foster the character of responsibility among marching band members involved habituating them to engage in various positive activities. This approach aimed to enhance the sense of responsibility in both coaches and members. Additionally, each member was required to adhere to agreed-upon regulations, actively participate in activities, and ensure that equipment was properly organized after use. The development of responsibility has remained a crucial aspect for all members, including those in activity units such as the Muhammadiyah University of Surakarta (MB UMS) Marching Band. This responsibility not only reflects individual discipline and commitment but also directly influences the overall performance of the team.

Although numerous studies have investigated the influence of interests and personality on the development of responsibility, limited research has focused on the role of student personality and organizational regulations in shaping responsible character. Therefore, this study aims to examine the influence of students' interests, personalities, and compliance with organizational regulations on responsible character. It is expected that the findings of this research will contribute to the development of responsible character among organizational members and enhance the performance of the UMS Marching Band.

Research Methods

This study employed a quantitative approach using a questionnaire to assess the impact of interests, student personality, and organizational regulations on the responsible character of marching band members at Muhammadiyah University of Surakarta. The research population consisted of all 144 members of the marching band, with sampling conducted through a random sampling technique. The use of simple random sampling aimed to ensure that the research findings were representative of the entire organization.

The primary data collection instrument was a questionnaire, which had undergone validity testing to accurately measure variables such as interests, personality, organizational regulations, and responsible character. The questionnaire comprised multiple items designed on a Likert scale, allowing respondents to express their level of agreement. Prior to full deployment, the instrument was pilot-tested with a small group to confirm that all items were clear and relevant, as well as to evaluate the questionnaire's reliability.

The collected data were analyzed using both descriptive and inferential statistical techniques. Descriptive analysis was employed to describe the demographic characteristics of respondents and the distribution of each variable, while inferential analysis, including multiple regression, was applied to test the proposed hypotheses. This analysis aimed to determine the extent to which interests, personality, and organizational regulations collectively influenced the responsible character of marching band members.

To ensure data accuracy and reliability, ethical considerations were carefully addressed throughout the research process. Prior to data collection, all respondents were informed about the research objectives and assured of the confidentiality of their identities. Additionally, participation in this study was voluntary, allowing respondents to provide honest responses without any coercion. By following this ethical approach, the study aimed to contribute meaningfully to the development of responsible character among organizational members. To strengthen the credibility of the findings in this study, the researchers tested the validity and reliability of the questionnaire items on 30 respondents. This validity and reliability testing aimed to ensure that each questionnaire item could effectively measure the variables studied. The results of the research variable instrument tests are presented in Table 1 and Table 2.

Table 2. Validity Test.

Question Item	r count	r table	sig.	Decision
Y.1	0,465	0,361	0,010	Valid

Y.2	0,425	0,361	0,010	Valid
Y.3	0,709	0,361	0,000	Valid
Y.4	0,726	0,361	0,000	Valid
Y.5	0,717	0,361	0,000	Valid
Y.6	0,623	0,361	0,000	Valid
Y.7	0,527	0,361	0,000	Valid
Y.8	0,418	0,361	0,021	Valid
X1.1	0,746	0,361	0,000	Valid
X1.2	0,477	0,361	0,000	Valid
X1.3	0,740	0,361	0,000	Valid
X1.4	0,766	0,361	0,000	Valid
X1.5	0,775	0,361	0,000	Valid
X1.6	0,656	0,361	0,000	Valid
X2.1	0,546	0,361	0,002	Valid
X2.2	0,498	0,361	0,005	Valid
X2.3	0,721	0,361	0,000	Valid
X2.4	0,600	0,361	0,034	Valid
X2.5	0,411	0,361	0,001	Valid
X2.6	0,592	0,361	0,007	Valid
X2.7	0,483	0,361	0,000	Valid
X3.1	0,556	0,361	0,000	Valid
X3.2	0,881	0,361	0,000	Valid
X3.3	0,667	0,361	0,000	Valid
X3.4	0,858	0,361	0,000	Valid

Source: Data processed by researchers, 2024

Based on table 1, all question items have a calculated r-value greater than the r-table value (0,361) and a significance level (sig.) of less than 0,05. Therefore, the conclusion is that all question items for each variable are valid and can be used as research instruments.

Table 3. Reliability Test.

Variable	Cronbach's Alpha	Standard Alpha	Decision
Y (Responsible Character)	0,711	0,60	Valid
X1 (Interest)	0,767	0,60	Valid
X2 (Personality)	0,610	0,60	Valid
X3 (Compliance With Organizational Regulations)	0,744	0,60	Valid

Source: Data processed by researchers, 2024

Based on table 2, all variables have Cronbach's Alpha values greater than 0,60. Thus, it can be concluded that variables X1, X2, X3 and Y are reliable.

Prerequisite Analysis Test Result

The data analysis in this study was conducted systematically and tailored to meet the research requirements to ensure the reliability of the findings. Prior to proceeding with further analysis, the collected data underwent a normality test to verify that it met the necessary statistical assumptions. Several key testing methods were employed, including the Normality Test to evaluate the data distribution, the Multicollinearity Test to determine if there was a strong linear relationship between the independent variables, and the Heteroscedasticity Test to assess whether the residual variance was consistent. The outcomes of these tests were discussed in the following section.

Table 4. Reliability Test.

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		105
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	1,79510405
Most Extreme Differences	Absolute	,122
	Positive	,122
	Negative	-,122
Test Statistic		,122
Asymp. Sig. (2-tailed)		,001 ^c
Exact Sig. (2-tailed)		,079

Point Probability	,000
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- a. Test distribution is Normal.
- b. Calculated from data.
- c. Lilliefors Significance Correction.

Source: Results of data processing software IBM SPSS Version 26 for Windows

Referring to the table above, the Asymp. Sig. (2-tailed) value indicated that $0.79 > 0.05$, leading to the conclusion that the data followed a normal distribution. To enhance accuracy, the study also applied the exact p-value method during the normality test. Although the exact p-value was primarily designed for smaller samples, it was effectively used for larger samples, given sufficient computational resources. This approach was consistent with the understanding that the exact p-value is considered the gold standard in hypothesis testing, despite its application being influenced by factors such as sample size and data complexity (Mehta & Patel, 1996).

Table 5. Multicollinearity Tes Results.

Model		Collinearity Statistics	
		Tolerance	VIF
1	Interest	,492	2,033
	Personality	,412	2,425
	Compliance with Organizational Regulation	,610	1,638

a. Dependent Variable: LN_RES

Source: Results of data processing software IBM SPSS Version 26 for Windows

Based on the table 4, it can be seen that all variables have a tolerance value greater than 0.10 and a VIF less than 10.00, so it can be concluded that none of the variables show signs of multicollinearity

Table 6. Heteroscedascity Test Results.

Model		Coefficients ^a		Standardized Coefficients Beta	t	Sig.
		Unstandardized Coefficients B	Std. Error			
1	(Constant)	3,974	2,271		1,750	,083
	Interest	,223	,153	,196	1,456	,148
	Personality	-,368	,135	-,399	-2,719	,008
	Compliance with Organizational Regulation	-,056	,134	-,050	-,418	,677

a. Dependent Variable: LN_RES

Source: Results of data processing software IBM SPSS Version 26 for Windows

Based on Table 6, the multiple linear regression equation is expressed as follows: $Y = 13.679 + 0.799X_1 + 0.272X_2 - 0.616X_3$. The constant value (α) is 13.679, which means that when the independent variables are zero, the dependent variable, the character of responsibility, will be 13.679. The coefficient for the interest variable is 0.799, indicating a positive impact of interest on the character of responsibility. Specifically, a 1% increase in the interest variable leads to a 0.799 increase in the character of responsibility among the Marching Band members. Similarly, the coefficient for the student personality variable is 0.272, showing that a 1% increase in the student personality results in an increase in the character of responsibility. Finally, the coefficient for compliance with organizational regulations is -0.616, meaning that a one-unit increase in compliance with organizational regulations decreases the character of responsibility by 0.616, assuming the other variables remain constant. data collection, correlation analysis was conducted to determine the relationship between the quality of HR (X) and parental satisfaction (Y). Pearson's correlation coefficient was utilized to quantify the strength and direction of this relationship.

This analysis will help address the research questions and test the proposed hypotheses regarding the relationship between HR quality and parental satisfaction in the context of Islamic Preschool Education Mutiara Quran Surakarta.

Research Results and Discussion

Research Results

This study uses 105 respondents, consisting of administrators and members of the Marching Band of Muhammadiyah University of Surakarta.

Table 7. Multiple Liner Regression Analysis Results.

		Coefficients ^a				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	13,679	1,566		8,735	,000
	Interest	,799	,106	,698	7,558	,000
	Personality	,272	,093	,294	2,916	,004
	Compliance with Organizational Regulation	-,616	,093	-,551	-6,651	,000

a. Dependent Variable: Responsible Character

Source: Results of data processing software IBM SPSS Version 26 for Windows

Based on Table 6, the multiple linear regression equation is expressed as follows: $Y = 13.679 + 0.799X_1 + 0.272X_2 - 0.616X_3$. The constant value (α) is 13.679, which means that when the independent variables are zero, the dependent variable, the character of responsibility, will be 13.679. The coefficient for the interest variable is 0.799, indicating a positive impact of interest on the character of responsibility. Specifically, a 1% increase in the interest variable leads to a 0.799 increase in the character of responsibility among the Marching Band members. Similarly, the coefficient for the student personality variable is 0.272, showing that a 1% increase in the student personality results in an increase in the character of responsibility. Finally, the coefficient for compliance with organizational regulations is -0.616, meaning that a one-unit increase in compliance with organizational regulations decreases the character of responsibility by 0.616, assuming the other variables remain constant.

Table 8. T-Test Results.

		Coefficients ^a				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	13,679	1,566		8,735	,000
	Interest	,799	,106	,698	7,558	,000
	Personality	,272	,093	,294	2,916	,004
	Compliance with Organizational Regulation	-,616	,093	-,551	-6,651	,000

a. Dependent Variable: Responsible Character

Source: Results of data processing software IBM SPSS Version 26 for Windows

Referring to Table 7, the interest (X_1) has a t-count value of 7.558, which is higher than the t-table value of 1.983, and a significance value (Sig.) of 0.000. This suggests that the parenting pattern variable has a significant positive effect on the character of responsibility. The student personality variable (X_2) shows a t-count of 2.916, greater than the t-table value of 1.983, with a significance value (Sig.) of 0.004, indicating that the student personality variable also has a significant positive impact on responsibility. On the other hand, the Compliance with Organizational Regulations variable (X_3) has a t-count of -6.651, which exceeds the t-table value of 1.983, with a significance value (Sig.) of 0.000. This indicates that while compliance with organizational regulations has a significant effect, its impact on the character of responsibility is negative.

Table 9. F-Test Results.

		Coefficients ^a				
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	13,679	1,566		8,735	,000
	Interest	,799	,106	,698	7,558	,000
	Personality	,272	,093	,294	2,916	,004
	Compliance with Organizational Regulation	-,616	,093	-,551	-6,651	,000

a. Dependent Variable: Responsible Character

Source: Results of data processing software IBM SPSS Version 26 for Windows

This research involved 50 parents as guardians of students at Islamic Preschool Education Mutiara Quran Surakarta. Below are the general characteristics of the respondents, including their gender and age

Table 9. F-Test Results.

		ANOVA ^a				
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	455,861	3	151,954	45,795	,000 ^b
	Residual	335,129	101	3,318		
	Total	790,990	104			

a. Dependent Variable: Responsible Character

b. Predictors: (Constant), Compliance with Organizational Regulation, Interest, Personality

Source: Results of data processing software IBM SPSS Version 26 for Windows

The results of the F test analysis show that the variables of interest, personality, and compliance with organizational regulations collectively have a positive and significant influence on the responsible character. This is evidenced by the calculated F value of 45,795, which exceeds the F table value of 2.693, with a significance value (Sig.) of 0.000, which is smaller than 0.05. These findings confirm that interest, student personality, and compliance with organizational regulations together significantly impact the character of responsibility.

Table 10. Determination Coefficient Test Results.

Model Summary				
Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	,759 ^a	,576	,564	1,822

a. Predictors: (Constant), Compliance with Organizational Regulation, Interest, Personality

Source: Results of data processing software IBM SPSS Version 26 for Windows

Based on Table 9, the adjusted R Square value is 0.564, indicating that interest, student personality, and compliance with organizational regulations explain 56.4% of the variation in the character of responsibility in MB UMS. The remaining 43.6% is attributed to other factors not included in this study.

The Effect of Interest on Responsible Character

The results of this study show that interest has a significant effect on the character of responsibility. The simple linear regression analysis produces the equation $Y = 13.679 + 0.799X_1$, indicating that higher interest positively influences the character of responsibility. Hypothesis testing also demonstrates a positive and significant effect between interest and the character of responsibility, with a t-value of 7.558 (greater than the t-table value of 1.983) and a significance value of 0.000 (less than 0,05)

The Effect of Personality on Responsible Character

The results of this study demonstrate that student personality significantly affects the character of responsibility. The simple linear regression analysis produces the equation $Y = 13.679 + 0.272X_2$, indicating that a higher level of personality leads to a stronger positive influence on the character of responsibility. Additionally, the hypothesis test confirms a positive and significant relationship between personality and the character of responsibility, with a t-value of 2.916 (exceeding the t-table value of 1.983) and a significance value of 0.004 (which is less than 0.05). The findings of this study reveal that compliance with organizational regulations has a significant impact on the character of responsibility, though the impact is negative. The simple linear regression analysis results in the equation $Y = 13.679 + -0.616X_3$, indicating that as compliance with organizational regulations increases, the character of responsibility decreases. Further hypothesis testing shows a significant negative relationship between compliance with organizational regulations and the character of responsibility, with a t-value of -6.651 (greater than the t-table value of 1.983) and a significance value of 0.000 (less than 0.05).

The Effect of Compliance with Organizational Regulation on Responsible Character

The findings of this study reveal that compliance with organizational regulations has a significant impact on the character of responsibility, though the impact is negative. The simple linear regression analysis results in the equation $Y = 13.679 + -0.616X_3$, indicating that as compliance with organizational regulations increases, the character of responsibility decreases. Further hypothesis testing shows a significant negative relationship between compliance with organizational regulations and the character of responsibility, with a t-value of -6.651 (greater than the t-table value of 1.983) and a significance value of 0.000 (less than 0.05).

The Effect of Interest, Personality, and Compliance with Organizational Regulation on Responsible Character

The F test analysis reveals that the independent variables in the regression model—interest, student personality, and compliance with organizational regulations—together have a significant impact on the dependent variable, which is the character of responsibility. This is demonstrated by the calculated F value of 45.795, which exceeds the F table value of 2.693, with a significance value (Sig.) of 0.000, which is below 0.05. Therefore, it can be concluded that the variables of interest, student personality, and compliance with organizational regulations are significant and provide strong evidence of their effect on the character of responsibility.

Furthermore, the adjusted R Square value is 0.564, indicating that interest, student personality, and compliance with organizational regulations explain 56.4% of the variation in the character of responsibility in MB UMS. The remaining 43.6% is attributed to other factors not included in this study.

Conclusion

This study finds that interest, personality, and compliance with organizational regulations significantly influence the character of responsibility among Muhammadiyah University Surakarta marching band members. Interest and personality positively contribute to shaping responsibility, indicating that higher interest levels and better personality traits lead to a stronger sense of responsibility. Conversely, compliance with organizational regulations shows a negative effect, suggesting that overly strict or inflexible regulations can diminish members' responsibility. Thus, it is essential to implement balanced organizational regulations to effectively support the development of responsibility.

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