STUDENT CHARACTER BUILDING THROUGH THE 5S CULTURE (SMILE, GREETING, GREETING, POLITENESS, COURTESY) IN TRIWIDADI PUBLIC ELEMENTARY SCHOOL

Ninis Setyaningsih[1,*] Ganung Anggraeni[1]

[1]*Universitas PGRI Yogyakarta, Indonesia*
Corresponding author. Email: ninis.setyaning@gmail.com

ABSTRACT

This study aims to describe the implementation of character education through the 5S program (Smile, Greet, Greet, Polite, Courteous) at SDN Triwidadi. This type of research is descriptive qualitative research. The research was conducted at Triwidadi State Elementary School. The subject of this research is Triwidadi State Elementary School. The object of research is the social situation at school, while the research subject is Triwidadi State Elementary School. The research sources were the principal, teachers, students, and employees. Data were collected through in-depth interviews, observation and documentation. Data analysis techniques, using an interactive analysis model, include: data reduction, data presentation and conclusions. Data collection techniques aim to obtain data in the field by using strategic steps based on the type of research method used. Data collection techniques in this study through interviews, documentation and observation. The use of this qualitative method is intended to obtain information related to the cultivation of student character through the 5S habituation (Smile, Greeting, Greeting, Polite, Polite) at Triwidadi State Elementary School. The results showed that the character building of 5S (Smile, Greet, Greet, Polite, Courteous) can be implemented in three activities, namely: in self-development activities, in subjects and in extracurricular activities. Based on the results of the study, the implementation of character education through the 5S (Smile, Greet, Greet, Polite, Courteous) program has been implemented.

Keywords: 5S; Character; students; habituation

1. INTRODUCTION

The development of an increasingly advanced era greatly affects social and cultural education in elementary school-age children, education is an effort used to guide and guide students to be more useful for the Indonesian nation. Because basically education is not only to provide knowledge to students when at school or outside school but can educate students to be able to become a generation of nations that have a quality identity for the country. An educational activity is not only done in an educational institution but educational activities are carried out anywhere in the school, community, and family environment. Education is something that a person does throughout his life as a means of educating and teaching students in carrying out a learning process in the form of both values and knowledge [1]. Along with the development of science that develops indirectly also affects student behavior, currently many are seen in the middle of the school environment, many teachers and the younger generation, including elementary school children who rarely apply the 5S culture (Smile, Greeting, Greeting, Polite, Polite), the 5S culture becomes faded due to one factor, namely imitating westernized life, because currently it is very easy to access the behavior of other countries' lives which tend to be selfish and hedonistic.

In the current condition, there are external factors that are realized in the reality of a culture that continues to change because of the many incoming western cultures that will make it difficult to maintain good manners wherever and whenever, in addition to being disrespectful to their own parents, that today's children are also disrespectful to people around who are older than them by calling people by name directly, There is also the way young people dress today that is westernized by imitating western culture which is not suitable for Indonesia which is more inclined to eastern culture [2], as for the internal factors that influence the loss of manners of Indonesian students in the students themselves, family, environment, playmates, school

environment, or mass media. The cause of impolite behavior is thought to be influenced by student associations that are less controlled by parents, lack of guidance from teachers and trial and error behavior from students, student behavior needs to be formed starting from early childhood education, because it can affect the development of further education [3]. Planting the 5S culture among elementary school students is not easy, because many of them are not used to it, this is thought to be due to the same thing, namely lack of familiarization in the family environment.

Character education is very important to be implemented, which is why researchers are interested in conducting research on character education in elementary schools (SD/MI). As observed by researchers at SD Negeri Triwidadi Pajangan Bantul when carrying out observations, it was seen that some students were less polite. This can be seen when students shake hands in front of the school gate before entering class, some do not want to shake hands, some respond indifferently. Not only that, when meeting a teacher where the teacher is not their homeroom teacher, the students will be indifferent and do not want to shake hands. They tend to respect only their class teacher. In fact, students should respect their elders wherever they are, whether they know them or not. SD Negeri Triwidadi Pajangan Bantul applies 5 S (smile, greeting, greeting, politeness, courtesy) as a means of character education. States that the 5S culture is a recommendation that a person makes when communicating and socializing with others [4]. Indonesia is famous for its friendly people. This statement has been famous since the Japanese colonial period because this friendliness is seen when Indonesian people meet each other smiling, greeting and slightly bowing their bodies or heads. This shows polite behavior to people around or to their elders. But when we see students today tend to have less respect for their elders, they seem indifferent and care less about ethics and manners. This happens because of modernization and the swift influence of western culture so that they do not realize that they have left the eastern culture which is the identity of our own country.

The application of the 5 S is applied to the self-development program which includes routine school activities, spontaneous activities, exemplary, and conditioning. The application of 5 S is also applied in subjects and school culture, namely in extracurricular activities, every 5 S implemented at SD Negeri Triwidadi needs to be seen further. This makes the author interested in conducting research related to Student Character Building through the 5 S Culture (Smile, Greeting, Greeting, Polite, Polite) at SD Negeri Triwidadi Pajangan Bantul.

2. RESEARCH METHOD

The research method used in this research is descriptive qualitative research method. The qualitative approach is a research process to understand social or human problems by analyzing words to create a complex and comprehensive picture, and reporting detailed views of information obtained from sources of information in a natural environment. In addition, the qualitative approach also aims to investigate, discover, describe, and explain the qualities or features of social influences that cannot be explained, measured, or described through quantitative approaches [5].

The subject of this research is Triwidadi State Elementary School. Habituation of 5S (Smile, Greeting, Greeting, Polite, Polite) is a unity of the school community, so in this study the informants are the principal, teachers, employees and students. Data collection techniques aim to obtain data in the field by using strategic steps based on the type of research method used. Data collection techniques in this study through interviews, documentation and observation. The use of this qualitative method is intended to obtain information related to the cultivation of student character through habituation of 5S (Smile, Greeting, Greeting, Polite, Polite) at SD Negeri Triwidadi.

In this study, the instrument or research tool is the researcher himself. Researchers as research instruments carry out the function of determining the focus of research, selecting informants as data sources, collecting data, assessing data quality, analyzing data, interpreting data and making conclusions on their findings [5].

The data analysis technique used in this research is the Miles and Huberman model, namely interactive model analysis. Miles and Hurberman in Sugiyono [6] suggest that activities in qualitative data analysis are carried out interactively and take place continuously until completion, so that the data is saturated, activities in data analysis are data reduction, data display, and conclusion drawing / verification.

The data analysis carried out in this study is: 1) Data reduction, can be interpreted as an attempt to sort out the data obtained to record some important data only. Reducing data means summarizing, selecting key things, focusing on important things, looking for themes and patterns and discarding unnecessary ones [7]. This data reduction then continues until the final report in this study is compiled to completion. 2) Data presentation is a collection of arranged data and information that provides opportunities to draw conclusions and take some action. What is meant in presenting the data in this study is that the researcher describes the data according to the actual situation. 3) Verification (concluding drawing), the researcher provides a conclusion that the initial stage of the research is still temporary, the data obtained is dynamic, can change as the data obtained during the field develops. However, if the conclusion stated by the researcher is in accordance with the facts and circumstances that occur in the field, then the conclusion can be trusted. In this case, the researcher's initial

conclusion is that student character building can be applied through self-development activities, integrated into subjects and extracurricular activities, because these three activities are closely related to students and the formation of good student character.

3. RESULTS AND DISCUSSION

The results of this study are presented in the form of descriptions with the use and selection of simple sentences so that they are easily understood by the reader. Data collection was carried out at SD Negeri Triwidadi, which is located in Pajangan, Triwidadi, Pajangan, Bantul Regency. The data sources are the principal, teachers and students in the school. The data collection techniques used in this research are: interview, observation, and documentation. From the three data collection techniques, the following data can be obtained: Interview technique.

From SD N Triwidadi, the following data were obtained:

Self-development Program

Routine School Activities

5S culture is a program that is carried out as an effort to instill character education. The 5S culture includes character values, namely: (1) Religious, (2) Tolerance, (3) Friendly/communicative, (4) Peace-loving, (5) Social Care. Character education through the 5S Culture (smile, greeting, greeting, politeness, and courtesy) is carried out in 4 ways, namely: (1) routine activities, (2) spontaneous activities, (3) exemplary, and (4) conditioning [8]. Routine activities are activities that students and teachers do regularly and continuously. At SD Negeri Triwidadi, routine activities are carried out. Routine activities are activities that are carried out regularly with the aim of forming students' habits of doing things well.

Data 1. Data from the Interview with the Principal

How is the implementation of 5S culture through self-development activities?

Principal: The activities carried out include welcoming students when they leave school with a smile, greeting, greeting, politeness and courtesy. In addition, every day there is coaching for homeroom teachers before the lesson starts and finally healthy Friday activities, in which there are three activities, namely spiritual, healthy gymnastics, and cleaning activities.

Based on research through the interview method, it is suggested that there are three routine activity agendas carried out at SD Negeri Triwidadi on a regular basis. These routine activities include making a schedule to welcome students when they leave school. This is so that all teachers and employees can take part in implementing the 5S culture (Smile, Greeting, Greeting, Polite, Polite) at school. There are also routine homeroom coaching activities that are carried out 10-15 minutes before

teaching and learning activities begin. The last routine activity is a healthy Friday with an agenda of gymnastics together, memorization and activities to clean classrooms and the school environment.

Data 2: Data from Interview Results with Teachers

How is the implementation of routine activities to implement the 5S culture at school?

Teacher: The routine activities carried out are appropriate and are always carried out every day. Especially the activity of welcoming students which makes students more enthusiastic and excited to enter school because they feel happy to be greeted and asked how they feel. Then for coaching activities and healthy Friday also make students happy and always look forward to Friday.

Based on research through the interview method, it is suggested that the three routine activity agendas carried out at SD Negeri Triwidadi are routinely implemented well and have a positive impact as well. In addition, these activities can also increase closeness and make students more respectful of teachers when they meet. It also makes students build positive habits to shake hands and greet when meeting teachers anywhere.

Spontaneous Activities

Spontaneous activities are activities that are not planned at that time. Spontaneous activities in schools are school members being friendly with smiles and greetings when meeting other school members, students shaking hands and greeting teachers when they meet, and teachers smiling and greeting each other when they meet other teachers. Spontaneous activities implemented by the school will develop the value of tolerance among students.

Data 3. Data from the Interview with the Principal

How is the implementation of 5S culture through spontaneous activities?

Principal: Spontaneous activities are activities that are not planned and just happen. So it is necessary to instill in the teacher first about the 5S culture (Smile, Greeting, Greeting, Polite, Polite) that should be done. So that later when meeting students anywhere, the 5S (Smile, Greet, Greet, Polite, Polite) can be applied. But so far, when students accidentally meet the teacher in the school hallway or outside the school, students are willing to smile, greet, bow their heads politely and want to shake hands with the teacher.

Based on research through the interview method, it is suggested that unplanned spontaneous activities can form good student character because of the habit factor that they apply daily at school [9]. So that it makes students smile more, respect others and shake hands with teachers they meet at school and outside school.

Data 4. Data from Interview Results with Teachers

How is the implementation of spontaneous activities to implement the 5S culture at school?

Teacher: So far, when students accidentally meet teachers in the school hallway or outside the school, students have been willing to smile, greet, bow their heads politely and want to shake hands with teachers.

Based on research through the interview method, it is suggested that the three routine activity agendas carried out at SD Negeri Triwidadi are routinely implemented well and have a positive impact as well. In addition, these activities can also increase closeness and make students respect teachers more when they meet. It also makes students build positive habits to shake hands and greet when meeting teachers anywhere. [10]

Exemplary

In exemplary activities, the exemplary form of the 5S program (smile, greeting, salutation, politeness, courtesy) is that first the principal shakes hands with teachers and staff when they come to school, second teachers shake hands with other teachers when they arrive at school, and third teachers and staff shake hands after the flag ceremony on Monday. This is a good example for students. With the example given by the principal, teachers and staff, students will indirectly imitate it. This can develop the value of tolerance and love of peace in the school community [11].

Conditioning In conditioning there are two activities, namely by socializing the 5S program (smile, greeting, greeting, politeness, courtesy) and installing the 5S slogan (smile, greeting, greeting, politeness, courtesy).

The 5S Program (smile, greeting, greeting, politeness, courtesy) in Subjects

In learning activities to implement character education can be done by using contextual approaches. Through contextual learning students relate the material to real world situations [12]. That way, through contextual learning students have more comprehensive results not only at the cognitive level (thinking), but at the effective level (heart, taste, and spirit) and psychomotor (exercise). For the 5S program (smile, greeting, greeting, politeness, courtesy) implemented into the subjects, teachers have included the values to be developed and included the 5S activities (smile, greeting, greeting, politeness, courtesy) into the Learning Implementation Plan (RPP) although most of these activities are more spontaneously carried out by the teacher.

Data 5. Data from Interview with Teachers

How is the implementation of the 5S culture in the subject?

Teacher: In learning, a lot of character education is applied to children, not only in subjects such as Civics but in other subjects can also be inserted to build good character in students. For example, when students must learn to be polite when speaking, must greet when meeting and be polite and courteous wherever.

Based on research through the interview method, it is suggested that classroom learning can be a medium for implementing good character education for students. Because the subjects are diverse as well as the activities are diverse, it is necessary to instill good character in all aspects.

The 5S program (smile, greeting, greeting, politeness, courtesy) implemented in extracurricular activities.

For school culture, SD Negeri Triwidadi integrates the 5S program (smile, greeting, greeting, polite, courtesy) into dance extracurricular activities. As for the activities of the 5S program (smile, greeting, greeting, polite, courtesy) the first extracurricular activity is that the teacher starts dance activities with greetings followed by shaking hands. Second, the teacher prepares dance participants to dance and opens it with a greeting while smiling. Third, teachers teach students with a smile and teach dance that has positive aspects. Teachers teach students gently and with a smile. The dance performed is a traditional dance from Yogyakarta, Gajah Melin Dance, which has flexible and polite movements. This can help students familiarize smiling and polite attitudes through learning the movements.

Data 6. Data from Interview Results with the Principal

How is the implementation of 5S culture through extracurricular activities?

Principal: The extracurricular activities at SD Negeri Triwidadi are diverse, including: scouts, drumband, hadroh, dance, karawitan and volleyball. The various extracurricular activities can be a medium for the implementation of character education, especially regarding the 5S culture (Smile, Greet, Greet, Polite, Polite) which should be done. So that later when meeting students anywhere, the 5S (Smile, Greet, Greet, Polite, Polite) can be applied. But so far, when students accidentally meet the teacher in the school hallway or outside the school, students are willing to smile, greet, bow their heads politely and want to shake hands with the teacher.

Based on research through the interview method, it is suggested that various extracurricular activities can shape students' good character because of the habit factors they apply daily at school. So that it makes students smile more, respect others and shake hands with the teachers they meet at school and outside school.

Data 7. Data from Interview Results with Teachers

How is the implementation of extracurricular activities to implement the 5S culture at school?

Teacher: One of the extracurricular activities that many students are interested in is dance. The teacher prepares the dance participants for the dance and opens it with a greeting and a smile. In addition, the teacher also teaches the students with a smile and teaches dances that have positive aspects. The teacher teaches the students gently and with a smile. The dance performed is a traditional dance from Yogyakarta, Gajah Melin Dance, which has flexible and polite movements. This can help students familiarize smiling and polite attitudes through learning the movements.

Based on research through the interview method, it is suggested that one of the extracurricular activities that can implement the 5S culture (Smile, Greet, Greet, Polite, Polite) is dance [13]. It can be seen when the dance teacher prepares the participants and opens it with greetings, besides that, he also guides students when practicing dancing with flexible and polite movements and familiarizes smiles and polite and speech and behavior .

Implementation of Character Education through the 3S (Smile, Greet, Greet) Program at Triwidadi State Elementary School

Based on the results of the research carried out, one of which is through interviews conducted by researchers to the principal, and homeroom teacher. The principal has known about character education, according to the principal, character education shapes the self so that the child can later produce or what is expected to be good behavior in the school environment or society [14]. One way is by cooperating with all school components (principals, teachers, staff, and students) and jointly uniting steps to build good character in the school environment. The strategy of SD Negeri Triwidadi in implementing character education through the 5S program (smile, greeting, greeting, politeness, courtesy). According to [15] states that character development in shaping student attitudes can be done through exemplary, discipline, and habituation.

Supporting and Inhibiting Factors in the Implementation of Character Education through the 5S Program (smile, greeting, greeting, politeness, courtesy)

School programs do not just materialize, but are also influenced by certain factors [16]. As for the results of interviews with the 5S program coordinator teacher (smile, greeting, greeting, polite, courtesy), the factors that support and hinder the implementation of character education through the 5S program (smile, greeting,

greeting, polite, courtesy) at SD Negeri Triwidadi are as follows:

1. Supporting factors, namely the effectiveness of teaching and learning activities, the existence of teacher resources and a good environment, and teachers who are easy and dexterous to direct.

2. The inhibiting factors, namely the lack of readiness of some teachers, there are still students who are not disciplined, and weather factors.

CONCLUSION

Based on the results of the study, researchers can conclude that in the implementation of character education through the 5S program (smile, greeting, greeting, politeness, courtesy), that:

1. The 5S (smile, greet, salute, polite, courteous) program is a program based on the school's vision and mission as stipulated in the Decree. The 5S program (smile, greeting, greeting, polite, courtesy) is implemented in the self-development program which includes, school routine activities, spontaneous activities, exemplary, and conditioning. Then the 5S program (smile, greeting, greeting, polite, courtesy) is implemented in subjects, and implemented in extracurricular activities. The character values developed in the 5S program (smile, greeting, greeting, polite, courtesy) are discipline, tolerance, social care, and peace-loving, and friendly/communicative.

2. In the implementation of character education through the 5S program (smile, greeting, greeting, polite, courtesy) there are several factors that become supporters and obstacles in its implementation. The following are the supporting and inhibiting factors as well as efforts to overcome the inhibiting factors in the implementation of character education through the 5S program (smile, greeting, greeting, politeness, courtesy). The supporting factors of the 5S program (smile, greeting, salutation, politeness, courtesy) are first the effectiveness of teaching and learning activities, second the existence of teacher resources and a good environment, third teachers who are easy and dexterous to be directed. Then the inhibiting factors of the 5S program (smile, greeting, greeting, polite, courtesy) are the lack of readiness of some teachers, there are still students who are undisciplined and ignorant of 5S (smile, greeting, greeting), and weather factors. The efforts to overcome the inhibiting factors of the 5S program (smile, greet, greet, polite, courtesy) are by reprimanding, always reminding students, and teachers always give examples of the 5S program (smile, greet, greet, polite, courtesy).

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