



# The Implementation of 5S Culture as an Effort to Form Student Character

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ARTICLE INFO	ABSTRACT
<p><b>Article History:</b> Received: 29-May-2024 Revised: 17-Aug-2024 Accepted: 20-Sep-2024 Available online: 30-Sep-2024</p> <p><b>Keywords:</b> Student character; 5S culture; Character building.</p>	<p>The 5S culture is self-habituating to always <i>senyum</i> means to smile, <i>sapa</i> means to greet, <i>salam</i> means to say hello in Islam, <i>sopan</i> means to be polite, and <i>santun</i> means to be courteous. This study aims to get a clearer and more complete picture and information regarding the attitudes of students in schools in implementing 5S culture. The research subjects were students of SMA Batik 1 Surakarta, SMA Muhammadiyah 1 Surakarta, and SMA Muhammadiyah 3 Surakarta. This type of research uses qualitative methods through a case study approach. The result of the research is that students implement the 5S culture even though in certain conditions they are still exceeding the limit.</p>

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## INTRODUCTION

The development of the current era is experiencing very rapid progress affecting the social and cultural life of society, this development is marked by advances in very sophisticated information technology and increasingly efficient and practical means of transportation. These changing times are one of the factors that influence the decline in moral, ethical and cultural values such as honesty, responsibility, discipline, helping others, mutual respect, mutual cooperation and other values, thus causing a decline in the world of education. One of the causes is that foreign culture enters and influences the life activities of Indonesian people without any good cultural filtering and is only accepted raw, so that Indonesian people, especially children, tend to imitate it and make it a habit which can inadvertently influence their lifestyle and patterns. thinking and personality.

Education in the context of cultivating character is really needed to overcome the moral and ethical crisis, because education is a form of process and effort to develop the quality of human resources who are not only intellectual but have good morals in everyday life. School is a place for students to obtain character education. According to Widyati and Yani (2010), character education is the process of instilling and forming

behavioral values for all school components which include insight, awareness and desires, as well as behavior in implementing these values for oneself, Almighty God, fellow humans and the environment around. Therefore, if the character education process can be carried out well, this will not only have an impact on student progress but also show the development of education in a nation and country. In Law Number 20 of 2003, article 3 which explains the National Education System, states that national education functions to develop abilities and shape the character and civilization of a dignified nation in order to make the nation's life more intelligent, aiming to develop the potential of students to become people of faith, devoted to God. God Almighty, have noble character, be healthy, knowledgeable, capable, creative, independent, and be a democratic and responsible citizen. Therefore, education does not only produce intelligent people, but people who love their culture. So that education becomes a process of cultural transfer from teachers as educators to students. However, recently there have been many opinions that the process of cultivating and educating the character of students is not yet optimal, this is because the current education system does not emphasize intellectual development and many educational institutions have not fully implemented the character cultivation of their students properly.

It is very necessary to consistently instill character education so that it can become a good habit. Educator's efforts in this consistency process are very necessary to help set a good example in the school environment so that it is not just limited to providing material for learning, but starts from small things that are implemented such as getting used to the 5S attitude, namely *senyum*, *salam*, *sapa*, *sopan*, and *santun*. *Senyum* means to smile, *sapa* means to greet, *salam* means to say hello in islam, *sopan* means to be polite, and *santun* means to courteous. So, that the synergy between educational institutions, educators and the communities within them will give birth to good noble values.

Based on the explanation above, the role of educators is a crucial role in forming the character of students at school. There are many simple things, one of which can be started to get used to, starting from implementing the culture of 5S, there are smile (*senyum*), greet (*sapa*), say hello (*salam*), be polite (*sopan*), and courteous (*santun*).

5S culture has elements of the first, *senyum*, which is a habit that creates a sense of calm, a sense of serenity with a cheerful face and transmits happiness and positive energy to everyone around us. The second is *salam*, which is a positive behavior that can be done together with greetings, not just by shaking hands, but by saying greetings according to each other's religion and beliefs as a form of practicing Islamic teachings to pray for each other's fellow human beings. Third, *sapa* is an attitude shown as a form of concern, mutual respect and harmony towards others, by greeting we further strengthen our ties of brotherhood with other people. Fourth, *sopan* can be interpreted as a friendly attitude or behavior towards other people, whether in words or actions.

Fifth, *santun*, is an action, word or behavior that respects other people by putting the interests of others before oneself, simply for good.

From another point of view, the 5S culture is also very relevant to be applied in education. In the Islamic view, it explains that before we are able to learn a science well, the first thing we have to learn is manners (*adab*). This 5S culture is the seed of etiquette which is also taught in religion. If this can be applied as well as possible, it will have a positive impact in the school environment and social community as a good role model and role model in that society.

The implementation of 5Sculture was formed based on a joint decision to create an educational institution with high noble values and character, so that the obligation to implement and maintain it is held by all school components in order to realize common goals and produce a quality future generation. By consistently implementing 5S in schools, it is hoped that the quality of institutions can be improved so that educators and students are not only intelligent, but also have superior character with good character and etiquette.

## LITERATURE REVIEW

According to Widyati and Yani (2010), character education is the process of instilling and forming behavioral values for all school components which include insight, awareness and desires, as well as behavior in implementing these values for oneself, Almighty God, fellow humans and the environment. around. Therefore, if the character education process can be carried out well, this will not only have an impact on student progress but also show the development of education in a nation and country.

According to Yulianto Bambang Setyadi (2019), character education is very important in shaping the behavior of students, especially children and teenagers who are greatly influenced by the negative impacts of current developments. The most basic character education that is instilled from an early age, especially at school, is the 5S culture (*senyum, sapa, sopan, santun*). This activity aims to strengthen students' character education. With the 5S program, it can be concluded that the activities are carried out effectively and on target, if all school members have an attitude of caring about character education. So that not only students are required to behave well, but teachers as a supporting factor must also be able to be role models for their students. 5S activities at least reflect the development of religious, friendly or communicative character, and social care. All of this will be better if done regularly and continuously.

## METHOD

This type of research is descriptive qualitative research which also includes interview-based field data. This research is descriptive in nature and seeks to examine and report the actual conditions at the research location. Sugiyono (2015: 137) said

that data collection can use primary and secondary sources, depending on the data source. Primary sources are those that provide data collectors with the information they need immediately. Secondary sources on the other hand are sources that indirectly provide information to the data collector, such as through other individuals or written materials. Researchers in this study utilized both primary and secondary data sources. This research uses various data collection methods, including interviews, observation and documentation. To collect data and information about the implementation of 5S culture in efforts to build student character at SMA Batik 1 Surakarta, SMA Muhammadiyah 1 Surakarta, and SMA Muhammadiyah 3 Surakarta, these three strategies were used.

## DISCUSSION

### Implementation of 5S at SMA Batik 1 Surakarta

SMA Batik 1 Surakarta is a high school under the auspices of the Batik Education Foundation. The characters of students at SMA Batik 1 Surakarta tend to be diverse. Many of them have good attitudes towards each other, teachers and PLP teachers there, but what is lacking among the students there is that some of them cannot speak politely to people who are older than them. For more details as follows.

First, attitude towards peers. As far as we have observed, students at SMA Batik 1 Surakarta in their social interactions do not differentiate between friends, they tend to be able to mingle with anyone. Students also do not hesitate to remind their friends if their friends make mistakes. Students tend to help each other and help each other, even though During group activities there are still students who do not contribute enough to collaboration in the group.

Second, attitude towards teachers. Student at Batik 1 Surakarta tend not to have a good attitude towards teachers. This can be seen from how they interact with the teacher. When talking to the teacher, they cannot differentiate between the language they use with their friends and the teacher, so the language they use is less polite. One time, during midday prayer time, there was a teacher who appealed to pray in congregation, but at that time the students who were encouraged to respond poorly, by saying "*kosek bu arep ning kantin sek luwe* (wait a minute ma'am, I'm going to the canteen first, I'm really hungry)" even though at that time it was already prayer time and then during the lesson there were students who impolitely asking for permission from the teacher using impolite language and speaking positions that are far apart so that it is less ethical.

Third, attitudes towards intern teachers. The response of students at SMA Batik 1 Surakarta to intern teachers was quite good. Even though when communicating they are still like peers, the emotional approach is very interactive between students and intern teachers. It can be seen that in class and outside of class, students are very

enthusiastic when meeting or communicating, they tend to be aware and able to position themselves as students at school, although there are some students who need extra attention.

### **Implementation of 5S at SMA Muhammadiyah 1 Surakarta**

There are not too many students at SMA Muhammadiyah 1 Surakarta, okay because of that we can easily understand the character of the students and it is also easy for the students to recognize each other's intern teachers in more detail and specifically as follows.

First, attitude towards peers. Based on what we observed at school, they really care about their friends and really appreciate the strengths and weaknesses of each individual. In learning they tend to be interactive and happy when invited to discuss and this moment shows that they really respect their fellow students.

Second, attitude towards teachers. There are not many teachers at SMA Muhammadiyah 1 Surakarta, we saw that each teacher covers 4 classes a day and some even have up to 6 classes a day if a teacher is absent. Students' attitudes towards teachers also tend to be good. In the morning at 6 o'clock the teacher must come to welcome the students in front of the school hall, in this case the students who come are shown wearing neat uniforms and must wear a tie, greet the teacher with a smile, greet the teacher before entering their respective classes to start learning. This attitude shows politeness from students towards their teacher.

Third, attitude towards intern teachers. Our first experience of coming to school was that we were welcomed by the teachers and stakeholders at the school. However, we have not been introduced to the students directly, but we will later enter the classroom to introduce ourselves. They really appreciate our arrival as intern teachers for the next 5 weeks. And when we were allowed to continue in class, the response from the students was very good so that the learning progressed well. Even though in class 12 you have to have a little extra patience to see that the age gap between us and the intern teachers is not too far, so students sometimes interact too loosely and forget about the status of students who must respect and appreciate the teacher. But in general, Muhammadiyah High School is quite good.

### **Implementation of 5S at SMA Muhammadiyah 3 Surakarta**

There are not too many students at SMA Muhammadiyah 3 Surakarta, making it easier for interns to recognize the specific and comprehensive character of students from class 10 to class 12. In the first week, the enthusiastic attitude of the students tends to be good in learning. The politeness shown to teachers and apprentice teachers is also less dominant/obtrusive. A more detailed explanation is as follows.

First, attitude towards Teachers. At SMA Muhammadiyah 3 Surakarta is said to be very communicative and close to the students there. Even outside school hours,

teachers still maintain good relationships so that some students are like friends with several teachers. Conversations between teachers and students also often sound less formal, in our opinion this makes communication between teachers and students less hampered because students can be more comfortable and open with the teacher. From this it can be seen that students' attitudes towards teachers are good and controlled.

Second, attitude towards intern teachers. During an internship teacher at SMA Muhammadiyah 3 Surakarta. We have often introduced and talked about him as an educator/teacher and even a friend to the students there. It is a way to establish communication so as to produce a good/warm emotional approach. Maybe this is what makes the students of SMA Muhammadiyah 3 Surakarta sometimes make some students go a little over the normal limits of a teacher and student, whether in the form of opposing arguments or sentiments. But normatively, the students at SMA Muhammadiyah 3 Surakarta are enough. kind and polite. When intern teachers need help, students even more often offer themselves to intern teachers. Students can also maintain communication with intern teachers, both in learning and just communicating about school activities such as accompanying extracurricular activities.

## CONCLUSION

In this research, from the three schools above, the results were that the students had implemented the 5S culture sufficiently, although in several incidents there were still students who behaved impolitely/exceeded the limits. The limitation of this research is the researcher's limited memory in remembering every detail of student behavior. This can happen because when carrying out activities there is no detailed/specific recording of observations so that the data obtained is limited to the memory of the observer.

The advice we can give to this research is for students to be more careful in applying norms as students so as not to exceed the limits in their interactions. both with friends and teachers at school, and this can be done with teacher guidance for students through a 5S emphasis program so that it is not only emphasized verbally and there must be a program to follow up on existing obstacles in the school regarding norms and Student ethics at school is related to the 5S. so that with the emphasis on the 5S program it is hoped that human resources from students and teachers can develop and understand the ethical norms in 5S schooling

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