

STRENGTHENING CHARACTER EDUCATION PROGRAM IMPLEMENTATION AT 100703 BATANG TORU ELEMENTARY SCHOOL THROUGH 5S ACTIVITIES

Astary Desty Rahmadhani¹ and Sapri²

^{1,2}Universitas Islam Negeri Sumatera Utara, Medan, North Sumatra, Indonesia

Email: astarydesty@gmail.com

Abstract: Being friendly or communicative is a behavior that is done to show a sense of pleasure in talking, getting along, and cooperating with others. One of the methods that can be applied at school to support communicative character is the culture of smiling, greeting, saluting, politeness, and manners, an Eastern culture that must remain attached to the Indonesian nation. This study aimed to determine the program's implementation to strengthen student character education through 5S activities at 100703 Batang Toru Elementary School. This research method uses qualitative research methods. Data collection techniques use observation and interviews, which are then analyzed using data reduction, data presentation, and conclusion. The results of this study show that 100703 Batang Toru Elementary School implements the 5S program through a self-development program that includes routine activities, spontaneous activities, exemplary activities, and conditioning implemented in subjects and extracurricular activities. This 5S program has been implemented since 2012. The results of this study also show that the benefits of the 5S implementation have shown positive results in creating students' communicative character in the school environment.

Keywords: Character Education, 5S Activities

INTRODUCTION

According to Presidential Regulation No. 87 Year 2017,

Strengthening Character Education is an educational movement under the education unit's responsibility to strengthen students' character through harmonizing heart, taste, mind, and exercise (President, 2017). Strengthening Character Education is an educational movement under the responsibility of education units to strengthen student character through the harmonization of heart, taste, mind, and exercise with involvement and cooperation between education units, families, and communities as part of the National Movement for Mental Revolution (Fanny, 2020).

The Minister of National Education stated that character education will be implemented at all levels of education, from elementary school to university. However, a more significant portion will be given to elementary schools. Character education must start early, namely elementary school, and the proportion reaches 60% compared to other levels of education. Primary education is the most appropriate time to instill character education because primary education is a continuation of family education. Therefore, cooperation between schools and families is essential. Children's character is strongly influenced by the environment in which they live. Character education aims to improve the quality of education implementation and results,

which lead to the formation of character and noble character of learners as a whole, integrated and balanced. With the help of character education, students must be able to independently improve and apply their knowledge, study, internalize, and personalize these character values and noble morals so that they can be manifested in everyday life (Hidayati, 2022).

In character education, 18 values are pursued through the vision and mission of education. One of the 18 character values is the value of being friendly or communicative. Friendly or communicative behavior is carried out to show a sense of pleasure in talking, getting along, and cooperating with people (Hanum & Meilinda, 2019). Besides that, a communicative character is open to communicating well with someone who aims to establish good societal cooperation. One of the applications of this character education is the ability to communicate. Everyone will communicate or talk with other individuals who have different personalities. Therefore, it is necessary to apply this character education to prepare children for real life because they will interact with diverse people (Maulidah & Paksi, 2019).

Communicative education is the ability to express and understand what has been expressed and what will be expressed using various elements of language to understand what is expressed thoroughly.

Communicative is the ability to speak, not simply speak, but also adjust to who the other is speaking to (Saputri, 2020). Learners must also be able to distinguish how to talk to friends and how to speak with appropriate language when

communicating with older people (Nurhaliza & Anwar, 2019).

One method that can be applied in schools to support communicative character is the 5S Culture of smiling, greeting, saluting, politeness, and manners, an Eastern culture that must remain attached to the Indonesian nation (Annisa, 2019). The 5S culture program is an effort to develop character in line with the theory of character building by Stephen Covey, one of which is the theory of character-building Psychic Determinism. Psychic Determinism is our parents who do that to us. Our upbringing and childhood experiences shape our personal tendencies and character makeup (Covey, 2021).

Therefore, it is essential to apply the 5S culture in elementary schools to students' awareness of the importance of mutual respect between each other and concern for the surrounding environment. To make the next generation of the nation aware of the 5S culture, smiling, greeting, saluting, politeness, and manners, it is emphasized that each student increases compliance in applying 5S because the ethics of students' manners still need to be improved. In applying the 5S culture in elementary schools, not only students are emphasized to apply the 5S culture, but teachers must also apply the 5S culture so that teachers become role models for students in the application of the 5S culture in elementary schools, (Sarwina et al., 2022). The 5S school culture program (smiling, greeting, saluting, politeness, and manners) is also expected to instill students' communicative/friendly attitudes, such as pleasure in talking, getting along, and cooperating with others.

So far, several studies have shown that the application of the 5S culture

(smiling, greeting, saluting, politeness, and manners) as a cultivation of students' caring attitudes as an implementation of strengthening character education is carried out through morning greetings and students bowing to teachers, principals, and school guards (Rakhmawati, 2018). Forming student character through the habituation of the 5S application requires that teachers understand the nature of character education well; 5S application activities are self-development, including routine school activities, spontaneous activities, exemplary activities, and conditioning (Maksum, 2019). Other previous research shows that the role of the 5S culture (smiling, greeting, saluting, politeness, and manners) to improve student compliance, namely on cognitive, affective, and conative indicators, is in the category of very instrumental (Zsantana & Suwanda, 2023).

From the above research, it can be explained that the similarities between the research of Rakhmawati, Maksum, and Pahlevi and this research are both examining the 5S culture (smiling, greeting, saluting, politeness, and manners). However, the difference is that from the research location, the author then researches the implementation of the character education strengthening program through 5S activities, which is the focus of this research.

Batang Toru Elementary School is one of the elementary schools in Batang Toru District, South Tapanuli Regency, North Sumatra; this school implements Strengthening Character Education for its students. The implementation of PPK is carried out with a class-based approach. This school uses the 2013 Curriculum, and the application of 5S has been carried out

in this school since 2012. In the formation of character in students through the application of character-based education, especially with the application of the 5S culture in schools, it is hoped that all related parties, such as parents, teachers, and residents, will participate in helping and supporting the implementation of this 5S culture so that that student character can be directed and shaped towards a better direction.

This study aims to analyze the implementation of the character-strengthening program (communicative) through 5S activities (smiling, greeting, saluting, politeness, and manners) at Batang Toru Elementary School. The benefits of research conducted by researchers are expected to benefit the world of education in implementing character-strengthening programs to create students with good character in the future. In addition, this research can add experience, knowledge, and skills related to the implementation of Strengthening Character Education (PPK) through 5S activities "smile, greeting, saluting, polite, and manners" to students' learning development.

METHODS

In this study, researchers used qualitative research methods. Qualitative research is used to understand a phenomenon or problem experienced by the research subject (Moleong, 2018). Procedures from qualitative research, the data results are descriptive data in the form of written or spoken words from the subject concerned and activities that can be observed. Therefore, researchers use qualitative methods in research. Researchers want to examine the

strengthening of character education, especially communicative values integrated with thematic learning, through applying smiling, greeting, saluting, politeness, and manners.

The research approach used is a descriptive approach, which is an approach that is only limited to describing, or in other words, describing activities as they appear when observed. This approach was chosen because the program of strengthening character education through 5S activities at Batang Toru Elementary School has been implemented; it only remains to be exposed to the public.

The location of this research was conducted at Batang Toru Elementary School; this school is located on Jalan Puskesmas kelurahan wek II Batang Toru. The researcher chose this research location because the school has implemented Strengthening Character Education with the 5S method (smiling, greeting, saluting, politeness, and manners). The subjects of this research are one principal with the initials KS and one 5th-grade teacher with the initials GK. The subjects of this research will be interviewed about implementing the character education strengthening program through 5S activities at 100703 Batang Toru Elementary School.

The data collection technique used three methods: observation and interviews; this interview was conducted to collect research data, namely to obtain information directly about implementing the character education strengthening program through 5S activities. The observation was made by making a direct visit to 100703 Batang Toru Elementary School, which is where the research took place. This observation aims to explore the

source of ideas or problems related to implementing the character education strengthening program through 5S activities.

The activities employed in qualitative data analysis are interactive and continue indefinitely until the analysis is finished and the data is saturated. The activities in data analysis include data reduction, data presentation, and conclusion drawing/verification (Sugiyono, 2018).

Data reduction means summarizing, sorting out the main things, focusing on important things, and looking for themes and patterns. The data that has been reduced will provide a clear picture; it will also make it easier for researchers to collect further and search for it when needed. Data presentation (data display) in qualitative research can be done in brief descriptions, charts, relationships between categories, flowcharts, and the like. Displaying data will make it easier to understand what is happening. The third step in data analysis is conclusion drawing or verification. The initial conclusions are temporary and will change unless solid evidence supports the following data collection stage. However, suppose the conclusions at the initial stage are supported by valid and consistent evidence when the researcher returns to the field to collect data. In that case, the conclusions put forward are credible.

RESULTS

Implementing the Strengthening Character Education Program through 5S Activities at 100703 Batang Toru Elementary School.

In implementing the Strengthening Character Education program at 100703

Batang Toru Elementary School, especially communicative character, the school implements the 5S culture strategy (smiling, greeting, saluting, politeness, and manners). This has been implemented since 2012.

From the interview results, researchers can find out that the 5S program is implemented through a self-development program, which includes routine activities, spontaneous activities, exemplary, and conditioning—implemented in subjects and extracurricular activities (KS and GK, Personal Communication, 2023).

The implementation of 5S in routine activities is that after morning gymnastics, students line up neatly and shake hands with the principal. In spontaneous activities, students greet, greet and shake hands with teachers and principals when students come to school; besides that, the application is also to residents or parents who come to school; students are friendly by smiling and greeting guests who come to their school (KS and GK, Personal Communication, 2023).

The exemplary form of the 5S program is the principal shaking hands with teachers and staff when they come to school; the newly arrived teacher shakes hands and smiles, also saying good morning to the principal. Likewise, teachers shake hands with other teachers when they arrive at school, and even in the parking lot, they immediately greet each other and say hello.

Furthermore, the conditioning carried out to implement 5S is the existence of 5S slogans installed in all classes (classes I, II, III, IV, V, and VI). In addition, there are written rules of the 5S

program; the 5S program is written in the curriculum of 100703 Batang Toru Elementary School, and there is a special time allocation for the 5S program smiling, greeting, saluting, politeness, manners, Every day (Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday) students line up neatly in the classroom when going home followed by shaking hands with the teacher with a smile and saying greetings (polite attitude) (KS and GK, Personal Communication, 2023).

Character education implements three strategies: strategies at the national education ministry level. Strategy at the regional level. And strategies at the education unit level. In the education unit, schools develop programs or activities that will be implemented for character education per the signs socialized by the Ministry of National Education. Schools are given the freedom to implement activities in character education that are written in the development of the school curriculum.

At 100703 Batang Toru Elementary School, implementing character education and incredibly communicative, various strategies include implementing the 5S program (smiling, greeting, saluting, politeness, and manners). The 5S program at 100703 Batang Toru Elementary School is derived from the vision and mission written in the school curriculum. The strategies implemented have impacted teachers and students (Observation, 2023).

The 5S culture is to familiarize students with always smiling, greeting, saluting, politeness, and manners when interacting with others. This 5S culture consists of 1) SMILE, students are taught to smile or be friendly to anyone; 2)

GREET, greetings spoken with sincerity can break the rigid atmosphere; SALUTING, in this case, does not only mean shaking hands but such as saying greetings according to their respective religions and beliefs; 3) SAPA, friendly greetings that we say make the atmosphere familiar and warm so that our interlocutors feel valued. "how are you today? / how can I help you?" or with warm and familiar words. By greeting others, that person will feel valued. The greeting and greeting will give its nuances; 4) POLITENESS, politeness when sitting, politeness when passing in front of parents, politeness to teachers, politeness when speaking and when interacting with others need to be taught in schools; 5) MANNERS, is a trait that is owned by remarkable people, namely people who put the interests of others before their interests, people who give up their rights for the benefit of others solely for good. Manners are our gestures, words, or actions to respect others. Using polite and courteous actions and speech, we will make others feel valued and respected (Maf, 2019)

From the description above, cultivating the 5S culture in elementary school students of 100703 Batang Toru Elementary School Subdistrict, South Tapanuli Regency, can be embedded in good habits that are applied in the school environment. The 5S culture is Smile, Greet, Saluting, Polite, and Manners. Students of 100703 Batang Toru Elementary School, Batang Toru Subdistrict, South Tapanuli Regency, are expected to have a friendly attitude, such as speaking politely and saying hello when meeting someone, having ethics, such as the habit of students saying sorry and thank you, having a friendly attitude such as the habit of students to give a smile, greeting, and saluting to someone, caring for others such as the habit of students to share with people in need.

Students are expected always to uphold cultural ethics, such as the habit of students to speak honestly in daily life. The role of parents in instilling the 5S culture (smiling, greeting, saluting, politeness, and manners) is crucial in shaping children's character and familiarizing a significant influence in the success of instilling the 5S culture in elementary school students to form the next generation that is good in faith, piety, and praiseworthy morals; it is necessary to instill and get used to doing 5S to everyone as early as possible.

The 5S school culture program also aims to realize a child-friendly school. So, this 5S program is ideal for promoting climate and culture in the school environment. This program will be implemented well and following what is desired with a note; teachers must first set an example by practicing it with fellow teachers and the whole school community. With this, students will see and imitate it; teachers must also socialize the 5S program.

CONCLUSIONS

From the results of this research and also the analysis conducted by researchers, it can be concluded that the implementation of the Communicative Character Education Strengthening program through 5S activities (smiling, greeting, saluting, politeness, and manners) can form good character in students which can be seen from the attitude of students who are more polite and friendly to every school citizen who shows the increasing quality of communication between students, besides that students are also more courageous to start greeting the teacher who can form good character in the attitude and character of students.

DISCUSSION

From the results of research conducted at 100703 Batang Toru Elementary School, it can be described that the implementation of the 5S program (smiling, greeting, saluting, politeness, and manners) can develop the attitude of tolerance of students seen when the teacher uses the discussion method during the teaching and learning process students learn how to express opinions politely and politely. This is where students can express their opinions in front of the class without hesitation. In addition to tolerance, helpful attitudes are also developed; teachers often advise students to help each other, which develops students' social care character.

Every day, when the teacher and students are in the classroom, the teacher will greet students kindly first with a polite and happy tone and give greetings and then ask how each student is doing, and then the teacher asks one of the students to lead the prayer before starting the lesson. Often, the teacher tries to create an exciting classroom attitude and atmosphere, such as telling stories or singing together. Therefore, the classroom atmosphere is relaxed and relaxed, especially when students are afraid to participate in the lesson. Furthermore, the teacher continues the preliminary activities to build enthusiasm and motivation and students' attention in participating in learning; besides that, the teacher's attitude is also very attentive to his students, where the teacher is open and provides opportunities for students to convey their complaints. The teacher is open and listens to the students' complaints well.

Exemplary in the 5S program is an effort made by the teacher; the teacher

gives a good example to students through the 5S program so that it can be emulated. This example aligns with the views of Heri Gunawan (2022), who says that exemplary is the behavior and attitude of teachers and educators in caring, for example, through good deeds. Moreover, this example is in line with the opinion of (Sarwina et al., 2022), which states that habituation of polite behavior can be achieved by providing examples of polite behavior shown by the teacher. In the example the teacher gave about the 5S program, students will imitate or practice it. Students follow the teacher by speaking politely, smiling, and not easily offended (Kemendiknas, 2011).

The results of this study indicate that the benefits of 5S implementation have shown positive results in creating students' communicative character in the school environment. The classroom indicators of communicative character values put forward by the Ministry of National Education, 2010, are classroom arrangements that facilitate student interaction and dialogical learning, teachers listening to students' complaints, and teachers not keeping their distance from students when communicating. In this case, the classroom atmosphere during the teaching-learning process is good, and the interaction between students and teachers is excellent. Dialogical learning has also been shown in the classroom.

The achievement of these indicators cannot be separated from the efforts made by teachers and other school parties who have implemented the 5S strategy, where the impact is that students feel there is no distance between them and the teacher, so they do not get obstacles in communicating. The 5S habituation implemented also positively impacts

student character, where students become friendly, polite, and courteous.

This study's results align with research conducted by (Khotimah, 2019). The implementation of the 5S culture is carried out continuously. Implementation is through the example of the teacher, spontaneous activities of teachers to students or vice versa, and finally, through routine activities that contain 5S culture (smile, greeting, saluting, polite, manners) without having to wait for the teacher's command, students will automatically carry out the Madrasah culture that Madrasah has programmed. This shows that the application of 5S has a positive impact or is embedded in each student, which can form a good student character.

REFERENCES

- Annisa. (2019). Budaya 5 S (Senyum, Sapa, Salam, Sopan, Santun) Dalam Pembentukan Karakter Siswa/Siswi Di Sd Muhammadiyah Sapan Yogyakarta. *Jurnal Teknologi Pendidikan Madrasah*, 2(2), 187–204.
- Covey, S. R. (2021). *7 kebiasaan manusia yang sangat efektif*. Binarupa Aksara.
- Fanny, A. M. (2020). Sinergitas Tripusat Pendidikan Pada Program Penguatan Pendidikan Karakter (PPK) di SD Dalam Pandangan Ki Hajar Dewantara. *EduStream: Jurnal Pendidikan Dasar*, 4(2), 176–183.
- Gunawan, H. (2022). *Pendidikan karakter: Konsep dan implementasi* (Vol. 1, Issue 1). CV. Alfabeta.
- Hanum, A., & Meilinda, A. (2019). Studi Karakterisasi Bersahabat/Komunikatif Pada Siswa SMPN 18 Kota Jambi. *Jurnal Publikasi Pendidikan*, 9(2), 147–151.
- Hidayati, R. (2022). Pengembangan Model 5s (Senyum, Sapa, Salam, Sopan, Santun) Untuk Mewujudkan Profil Pelajar Pancasila Di Sdn Pendem 01 Kota Batu. *Jurnal Pendidikan Taman Widya Humaniora (JPTWH)*, 1(4), 170–193.
- Kemendiknas. (2011). Pengembangan pendidikan budaya dan karakter bangsa, Pedoman Sekolah. *Kementerian Pendidikan Nasional Badan Penelitian Dan Pengembangan*.
- Khotimah, D. N. (2019). Implementasi program penguatan pendidikan karakter (PPK) melalui kegiatan 5s di sekolah dasar. *INOPENDAS: Jurnal Ilmiah Kependidikan*, 2(1).
- Maksum, K. (2019). Implementasi Pembentukan Karakter Siswa Melalui Program Penerapan 5 S (Senyum, Sapa, Salam, Sopan, Santun) di SD Muhammadiyah Ambarbinangun Bantul. *LITERASI (Jurnal Ilmu Pendidikan)*, 9(2), 90–97.
- Maulidah, F., & Paksi, H. P. (2019). Implementasi Budaya 5s (Senyum, Sapa, Salam, Sopan, Dan Santun) di SDN Suruh Sidoarjo. *Jurnal Penelitian Pendidikan Guru Sekolah Dasar*, 7(4).
- Moleong, L. J. (2018). Metodologi penelitian kualitatif. (*No Title*).
- Nurhaliza, N., & Anwar, M. (2019). Efektivitas Pendekatan Komunikatif Terhadap Keterampilan Berbicara Bahasa Jerman Siswa. *Jurnal Eralingua*, 3(1), 53–57.
- Presiden, R. I. (2017). Peraturan Presiden Nomor 87 Tahun 2017 tentang Penguatan Pendidikan Karakter. *Jakarta: Pemerintah Republik Indonesia*.
- Rakhmawati, U. N. (2018). *Peran budaya 5s (salam, senyum, sapa, sopan, santun) terhadap penanaman sikap peduli siswa sebagai implementasi penguatan pendidikan karakter di sd negeri 2 pliken*. Universitas muhammadiyah purwokerto.
- Saputri, I. Y. (2020). *Pembentukan karakter komunikatif siswa melalui*

- program We Can Speak Four Languages di SD Nahdlatul Ulama Kota Pasuruan.* Universitas Islam Negeri Maulana Malik Ibrahim.
- Sarwina, E., Praheto, B. E., & Rasijah, R. (2022). Penerapan Budaya 5s (Senyum, Salam, Sapa Sopan Dan Santun) Sebagai Bentuk Penanaman Pendidikan Karakter Peserta Didik Di Sdn 001 Air Asuk. *Prosiding Seminar Nasional PGSD UST*, 1(1), 88–92.
- Sugiyono. (2018). *Metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan R&D.*
- Zsantana, P. N., & Suwanda, I. M. (2023). Penguatan Nilai-Nilai Pendidikan Karakter dan Moral melalui Program 5S (Senyum Sapa Salam Sopan Santun) di SMK Negeri 1 Trenggalek pada Masa Pandemi Covid-19. *Kajian Moral Dan Kewarganegaraan*, 11(1), 222–236.

