Research Article

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5S Culture in Strengthening the Character Education of Students at SD Negeri Manggong Lombok Tengah

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Abstract: This research aims to describe the planning, implementation and impact of implementing the 5S culture in strengthening the character education of students at SD Negeri Manggong, Lombok Tengah. This research uses a qualitative research approach with an inductive approach. The subjects of this research were all students, teachers and principals at SD Negeri Manggong. Data collection techniques use observation, interviews and documentation. The data analysis used was data analysis from Milles and Huberman which consisted of data analysis, data presentation and drawing conclusions. The results of this research show that the implementation of strengthening character education through 5S culture at SD Negeri Manggong, Lombok Tengah was carried out with good planning and then implementing or getting used to 5S behavior, namely Smiling, Greeting, Greeting, Polite and Polite. In implementing character values through 5S culture, positive character values have begun to appear, including shaking hands or shaking hands and saying hello to teachers when entering the school gate, speaking polite words and behaving politely between teacher and teacher, teacher and students. and between fellow students.

Keywords: 5S culture, students, character education.

Introduction

Indonesia is currently facing very serious character issues and needs attention to be studied. The shift in personality orientation that leads to various immoral behaviors is so clear and visible in the midst of social life. Various acts of child and adolescent delinquency such as brawls, drug abuse, truancy, and other delinquencies as well as many criminal acts can easily be seen on television or in person. The above issue of national character has become a sharp focus on society. These highlights are contained in various articles in print media, interviews, dialogues and talk shows in electronic media. This shows that Indonesia is in a character crisis.

Agustian (2008: 8) suggests that according to the Emotional Spiritual Quotient (ESQ) analysis, there are at least six moral crises in Indonesian society, namely a crisis of honesty, a crisis of responsibility, a crisis of not thinking too far ahead, a crisis of discipline, a crisis of togetherness, and justice crisis. The moral decline that has occurred needs to be overcome with action to improve the character of citizens through character education in schools.

Simple character education efforts have been outlined in Republic of Indonesia Law No. 20 of 2003, concerning UUSPN article 3, it is explained that "national education has the function of developing abilities and forming the character and civilization of the nation which is useful in order to make the life of the nation intelligent, aimed at developing the potential of students to become human beings who believe and are devoted to God Almighty, have noble character, as well as being knowledgeable, capable, creative, independent, and being a democratic and responsible citizen."

Paying attention to the goals of national education, namely developing abilities and

forming the nation's character and civilization, if education is unable to form character, it can be said that education is not functioning well. Education that functions well not only produces students who are intelligent, but also capable, creative and valuable (Johannes, 2020).

According to Judiani (2010) in his research entitled "implementation of character education in elementary schools through strengthening curriculum implementation" stated that culturally education functions to pass on past values and achievements to the younger generation through the process of enculturation. These values and achievements will become the pride of the nation and in turn will make the nation better known to other nations. Apart from the function of passing on values, education also has the function of developing cultural values and past achievements into national cultural values that are appropriate to present and future life as well as developing new achievements that become the nation's new character.Character education is an effort to educate children so they can make wise decisions and practice them in everyday life, so that they can make a positive contribution to their community, Wiyani (2012: 24). Meanwhile, Lickona (2004: 53) believes that character education is education that focuses on the formation of personality through knowledge of morals (moral behavior) which can be seen in a person's real actions, namely good, honest, responsible behavior, respecting rights. other people, and hard work.

Saripudin and Komalasari (2017: 303) stated that education character is a habit, so the formation of a person's character requires communities of character consisting of family, school, religious institutions, media, government and various parties that influence the values of the younger generation. For Lickona (1996: 93), there are several very urgent reasons why national character education is very necessary in schools. The reasons are as follows: first, if we want to be fully human, we need good character. A good character requires a strong mind, heart and will as an example of honesty, empathy, attention,

perseverance, discipline, self-control and moral encouragement. Second, schools are a good place to teach and disseminate the values of national character. Third, character education is very important to build a moral society. This means that character education is very important to instill from an early age.

The general aim of character education according to Zubaedi (2015:18) is, The first function is to shape and develop the potential of students to think well, have a good heart and behave well in accordance with the Pancasila philosophy of life. Second, it functions to improve and strengthen the role of families, educational units, communities and government so that they can participate and be responsible in developing the potential of citizens and building the nation towards a developed nation. Third, it functions to sort out one's own nation's culture and filter out the culture of other nations which is not in accordance with the cultural values and character of a dignified nation. By achieving the three goals of character education as described above, a person can behave in accordance with the Pancasila philosophy, participate in society, and be responsible as a good citizen. Character education also has the aim of forming the character of students, this is in line with the opinion of Agus (2012: 22), that character education aims to form and develop the mindset, attitudes and behavior of students so that they can become positive individuals, have good character, noble spirit, and responsible.

In simple terms, it can be stated that the purpose of character education is to shape and develop the potential of students so that they behave well in accordance with the Pancasila philosophy, can participate in society and are responsible as good citizens. Apart from that, character education aims to build the character of students so that good character is formed.

There are many things that can be done to improve the quality of education. One of them is building a good school culture. School culture is organizational culture in the school context. According to Uyoh, et al (2006: 65), the definition

of school culture has not yet achieved a unified view. The terminology of school culture is still equated with "climate or ethos". The concept of school culture is included in education basically as an effort to provide direction regarding the efficiency of the learning environment. In this case, the environment can be differentiated into two things (1) a natural environment in accordance with the culture of students and teachers, (2) an artificial environment which created by the teacher or the result of interaction between the teacher and students.

School culture is the unique characteristics of a school that can be identified through the values it adheres to, the attitudes it has, the habits it displays, and the actions shown by all school personnel who form a special unit of the school system, this is what is stated by Triatna (2005: 102). The aim of school culture is to build a conducive school atmosphere through developing healthy communication and interaction between the school principal and students, educators, education staff, parents of students, the community and the government. According to Anggarini (2017: 151), school culture plays an important role in instilling the value of character education in schools.

In line with this, Dirto. et al (1995: 87) explain that "school culture is the distinctive characteristics of a school that can be identified through the values it adheres to, the attitudes it has, the habits it displays, and the actions shown by all school personnel who form a special activity. from the school system." School culture is a set of values that underlie behavior, traditions, daily habits and symbols practiced by principals, teachers, admin officers, students and the community around the school. School culture is the characteristics, character or disposition, and image of the school in the wider community.

5S culture (smile, greet, salute, be polite and courteous) is one form of implementing a positive school culture. The most important and basic character education that students must learn from an early age is the 5S movement culture (smile, greet, salute, be polite and courteous). In this case,

a smile is meant to move the facial expression and lips slightly so that other people feel comfortable when they meet us. Greetings are a tradition that every Indonesian does as a way to respect each other. Greetings are meant to be a form of respect for other people by shaking hands. hands or saying greetings according to each religion or belief, politeness is an act of respect shown to other people or older people, politeness is kind and sincere in the words and actions taken. It is hoped that implementing the 5S culture will be able to minimize the prevalence of immoral acts that occur, especially at the elementary school education level. With the aim of developing students' good character, so that noble character is created in accordance with the true goals of character education.

From the results of observations carried out at SD Negeri Manggong, which is a school that has implemented the 5S culture (smile, greet, salute, be polite and polite), positive or moral character was found among the school's residents. This can be seen from the activities that occur in the school environment. Where at SD Negeri Manggong it is seen that the positive character of students is starting to form, such as shaking hands or shaking hands and saying hello to the teacher when entering the school gate, speaking polite words and behaving politely both between teacher and teacher, teacher and students and between fellow students. . Apart from that, the positive character of the Manggong State Elementary School community is also reflected in their friendly and polite attitude towards residents outside the school (guests) who come to visit. So it is very interesting to learn more about the implementation of the 5S program at Manggong State Elementary School, because the program that has been implemented is felt to be able to develop the positive character of the school community.

Method

This research uses a qualitative research approach. Qualitative research is based on data in the form of words to describe the object being

studied using an inductive approach. Qualitative research methods are used to research natural objects, where the researcher is the key instrument. Triangulated data collection techniques, inductive/qualitative data analysis and qualitative research results, emphasize meaning rather than generalization. The location of this research is SD Negeri Manggong, Jonggat District, Lombok Tengah Regency. The object of this research is the 5S (Smile, Greet, Greeting, Polite and Polite) cultural movement. The subjects of this research were all students, teachers and principals at SD Negeri Manggong. The school has tried to implement the 5S culture in developing the good character of its students.

Data collection techniques are methods that can be carried out and used by researchers to collect data. According to Sugiyono (2012: 308), data collection techniques are the most strategic step in research because the main goal of research is to obtain data. In qualitative research, data collection is carried out in natural conditions (natural settings), primary data sources, and data collection techniques are mostly observation, in-depth interviews, and documentation. According to Sugiyono (2012: 333) in qualitative research, data is obtained from various sources, using various data collection techniques (triangulation), data is carried out continuously until the data is saturated. The same thing was conveyed by Miles and Huberman (Sugiyono, 2012: 337) who stated that activities in qualitative data analysis were carried out interactively and continued continuously until completion, so that the data was saturated. Activities in data analysis, namely data collection, data reduction, data display, and data drawing/verification.

Results and Discussion
Program Planning

The rise of deviations and immoral behavior that occurs in the educational environment cannot be separated from the lack of optimal character education in schools. This is a concern, especially for teachers who are implementers of education.This is also what educators at SD

Negeri Manggong experience, there is a feeling of worry about seeing the behavior of students where noble values have begun to be eroded, such as behaving politely and courteously towards teachers, respecting each other, speaking well and with a good face. friendly and much more. So, this concern is what underlies the emergence of the idea from Manggong State Elementary School educators to implement 5S culture as a form of maintaining moral values that have almost been eroded. This idea emerged during a meeting held by educators at Manggong State Elementary School, then this idea was packaged in school culture which was named the 5S cultural movement. The 5S cultural movement is also a form of application of the values contained in the Pancasila student profile which are echoed through the independent curriculum.

Implementation of 5S Culture (Smile, greet, greet, be polite and courteous).

Implementation of 5S culture in elementary schoolNegeri Manggong, Jonggat District, Lombok Regency is applied or implemented through interactions and daily activities at school. The form of application or application of the 5S culture at SD Negeri Manggong is as follows: (1) Every day the teacher welcomes students at the front of the school gate. (2) When teachers and principals enter the school gate, they greet each other warmly as a form of setting an example for students. (3) the teacher welcomes students with a smile and students say hello while shaking hands with the teacher and peers. (4) students are accustomed to saying hello when they enter the classroom. (5) students are accustomed to behaving politely both inside and outside the classroom. (6) students are accustomed to speaking polite words when interacting or talking with other people. (7) character strengthening is also carried out through imtaq activities which are carried out every Friday. (8) The school also promotes the school vision which is packaged in the phrase "creating a generation that is creative, disciplined, participating and has noble

character". (9) providing posters in each class about the 5S movement.

Impact of Implementing 5S Culture

From the results of research related to the implementation of the 5S culture (smile, greet, greet, be polite and polite) it has gone quite well, and has become a culture and habit for all elementary school students Manggong Country. In simple terms, the success of this activity is proven by the emergence of positive behaviors from the Maggong State Elementary School school community, such as: (1) the spontaneous emergence of positive behaviors from the school community. (2) positive behavior has started to become a habit or habit every time there is interaction between Manggong State Elementary School students. (3) the values contained in the 5S movement are exemplary in the positive behavior of Manggong State Elementary School students. (4) the interaction of the school community both outside and inside the classroom naturally appears to reflect a positive character, without any external coercion. (5) warmth is visible in the Manggong State Elementary School school environment because the school community respects each other, which is manifested through habituation or exposure to the values contained in the 5S culture.

Conclusion

The research results obtained show that the 5S cultural program implemented at SD Negeri Manggong has been implemented well and has produced positive character from students. The positive character that is meant is, behavior that is mutually respectful towards others, polite and courteous in interacting with teachers and peers, shaking hands and saying hello when meeting teachers and peers, as well as being friendly and smiling when interacting with other people.

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