



## Implementation Of A Character Education Program Through 5s Activities (Smile, Greetings, Sapa, Popular, Courteous) At State 100 Primary School Pekanbaru

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### Pelaksanaan Program Pendidikan Karakter Melalui Kegiatan 5S (Senyum, Salam, Sapa, Populer, Sopan) Di SDN Negeri 100 Pekanbaru

#### HISTORY ARTICLE

#### ABSTRACT

**Submitted:**  
02 September 2023  
02<sup>th</sup> September 2023

**Accepted:**  
19 Oktober 2023  
19<sup>th</sup> October 2023

**Published:**  
26 Oktober 2023  
26<sup>th</sup> October 2023

**Abstract:** Character education is an attempt to educate students so that they understand, feel and apply good values in their lives. However, in reality there are still some students who do not apply politeness in speaking, the researchers examined further how to implement character education in the 5S program at SDN 100 Pekanbaru. The purpose of this research is to describe the implementation of character education in the 5S program at SDN 100 Pekanbaru. This research method uses descriptive qualitative research methods using interview instruments. From the research results it can be seen that the character values in the 5S program are tolerance, social care and peace-loving values. The 5S program implemented at SDN 100 Pekanbaru makes students behave politely and politely so that students respect each other. Students become helpful, so as to create a comfortable, harmonious and peaceful school environment.

**Keywords:** Character education, 5S Program, elementary school

**Abstrak:** Pendidikan karakter merupakan usaha untuk mendidik peserta didik agar mereka mengerti, merasakan dan menerapkan nilai-nilai yang baik dalam kehidupannya. Namun dalam kenyataannya masih ada beberapa peserta didik yang kurang menerapkan sikap sopan santun dalam berbicara, peneliti meninjau lebih jauh bagaimana implementasi pendidikan karakter dalam program 5S di SDN 100 Pekanbaru. Tujuan penelitian ini untuk mendeskripsikan implementasi pendidikan karakter dalam program 5S di SDN 100 Pekanbaru. Metode penelitian ini menggunakan metode penelitian kualitatif deskriptif dengan menggunakan instrumen wawancara. Dari hasil penelitian dapat diketahui bahwa nilai-nilai karakter yang ada dalam program 5S adalah nilai toleransi, peduli sosial dan cinta damai. Program 5S yang dilaksanakan di SDN 100 Pekanbaru menjadikan peserta didik berperilaku sopan dan santun sehingga peserta didik menghargai sesama. Peserta didik menjadi suka menolong, sehingga tercipta lingkungan sekolah yang nyaman, harmonis dan damai.

**Kata Kunci:** Pendidikan Karakter, Program 5S, SD

#### CITATION

Aulia, Y., & Dafit, F. (2023). Implementation of the Character Education Program through 5s Activities (Smile, Greet, Greet, Polite, Courteous) . *Primary: Journal of Primary School Teacher Education*, 12 (5), 1375-1387. DOI: <http://dx.doi.org/10.33578/jpfkip.v12i5.10243>.

#### INTRODUCTION

The seriousness of the Ministry of National Education in implementing character education is proven by the circular letter of the Ministry of National Education Number 1860/C/TU/2011 concerning the determination of the 2011/2012 academic year as the start of implementing character education nationally for all students at primary, secondary and higher education levels. On July 18 2011 (Monday), the introduction of character education was officially launched at a flag-raising

ceremony in each region. However, the implementation of character development has not been implemented optimally in all educational units. Teachers as educators are expected to take the initiative to improve the morals of the nation's future generations, so that the nation's character is not lost. The government is not silent about improving the morals of the next generation, the Ministry of National Education (Kemendiknas, 2011) is trying to improve the morals of the next generation by designing character education.

Character education is not just about working out what is right and what is wrong, but character education instills habits about good things so that students understand what is right and wrong, are able to feel good values and are used to doing them. Based on Omeri's explanation, 2015, character education is education that forms a person's personality through character education, the results of which are reflected in a person's real actions, such as good deeds, honesty, a sense of responsibility, respecting the rights of others, and perseverance.

A good school culture really supports the success of character education. However, negative culture will hinder the implementation of character education in schools. This shows that school culture has a big influence on the process of implementing character education. It can be interpreted that character education also has a role to play in forming a positive school culture. Therefore, implementing character education through school culture is absolutely necessary for schools to create a conducive school culture and facilitate the cultivation of character values in students (Khotimah, 2018).

Based on the results of observations and interviews of researchers with the principal of SD Negeri 100 Pekanbaru which was conducted on February 5 2022, SD Negeri 100 Pekanbaru has implemented character education. Students at SD Negeri 100 Pekanbaru are polite, but there are still some students who do not apply polite attitudes such as when speaking. Character education is not just about working out what is right and what is wrong, but character education instills habits about good things so that students understand what is right and wrong, are able to feel good values and are used to doing them.

SD Negeri 100 Pekanbaru has a vision of creating civilized human beings who have intelligence in science and technology, love the environment and have a global perspective based on faith and piety and one of the goals of this vision is to excel in the character of students who are polite, disciplined and responsible. To achieve this vision goal, SD Negeri 100 Pekanbaru implemented the 5S (Smile, Greeting, Greeting, Polite, Courteous) program as a means of implementing character education.

The 5S program contains the values of mutual respect, mutual appreciation and mutual love for each other. The culture of smiling, greeting, saying hello, being polite, polite, which is implemented every day, is expected to make students have better morals or behavior, be disciplined, be full of good manners between each other, not fight easily and so on, so that children feel comfortable when they are at and gaining knowledge at school (Maulidah & Paksi, 2019). The 5S program is implemented into self-development activities which include routine school activities, spontaneous activities, modeling and conditioning. The 5S program is also implemented in school subjects and culture, namely in extracurricular activities. Every 5S program implemented at SD Negeri 100 Pekanbaru needs to be looked at further, whether the program implemented at SD Negeri 100 Pekanbaru is in accordance with the guidelines issued by the Ministry of National Education.

Based on the description above, researchers are interested in conducting research with the title "Implementation of Character Education through the 5S Program (smile, greeting, greeting, politeness) at SD Negeri 100 Pekanbaru City".

The research objective is based on the problem formulation, so this research aims to describe the implementation of character education in the 5S (Smile, Greeting, Greeting, Polite, Polite) program at SD Negeri 100 Pekanbaru.

## **THEORITICAL SUPPORT**

### **1. Character Building**

Character values are interpreted as good norms, which then from these norms will guide us to carry out tasks well (Nuriyatun, 2016). Character education is a process of cultivating and empowering noble values within the educational unit (school), family and community. Character education is one of the national development priorities mandated in Pancasila, the Preamble to the 1945 Constitution, and to overcome the problems that exist in Indonesia today. Character education instills habits, so that students can understand (cognitively) what is right and wrong, are able to feel (affective) good values and can carry them out (Gunawan, 2012).

Muslich (2011) stated that character education is a system of instilling character values in school members which includes the components of knowledge, awareness or will, and actions to implement these values so that they become human beings. In this way they can make a positive contribution to their environment. Sudrajat (2011) explains, character education is not just about working out what is right and what is wrong, character education instills habits (habituation) about what is good so that students become understanding (cognitive) about what is right and wrong, able to feel (affective). ) good grades and used to do it (psychomotor).

(Kusuma Ningrum, 2020) stated that character education is the anthropological structure of each individual where character is not just an action, but is also a result and process. Therefore, every individual is expected to be responsible for the actions they have taken. Apart from that, character education is also a systematic process or forum for instilling character values which include knowledge, awareness and action (Zsantana and Suwanda, 2023).

Based on the explanations of these experts, it can be concluded that character education is a trait or behavior that students must have, starting from knowledge about what is good and appropriate, awareness of fellow humans and other living creatures, as well as actions as an implementation of existing knowledge and awareness. (Thambu, N., et al, 2020).

overall student behavior, based on special values associated with school. Character education is an effort to instill good values in students, including components of knowledge, awareness and action. In this way, students can make decisions wisely (Doni, 2010). They can practice it in their lives so that they become human beings with good character. Character education does not only teach what is right and what is wrong. Character education instills habits about good things, so that students will understand what is right and what is wrong. Students will be aware and care about applying virtues in everyday life. Character education is an effort to educate students so that they understand, feel and apply good values in their lives.

### **2. 5S Program (Smile, Greet, Greet, Polite, Courteous)**

The Ministry of National Education (2011) explains that character education uses three strategies in its implementation, namely: strategies at the level of the ministry of national education. Strategy at regional level. And strategies at the educational unit level. In educational units, schools develop their own programs or activities that will be implemented for character education in accordance with the guidelines socialized by the Ministry of Education. Schools are given the freedom to carry out activities in character education written in the development of the school curriculum.

According to Faozah (2014), implementing the 5S (Greeting, Smile, Greeting, Polite and Polite) program for all school members can strengthen character and make all school members have good personalities. The 5S (Greeting, Smile, Greeting, Polite and Polite) program teaches students to be respectful of each other. In addition, Juidani (2010) stated that curriculum development is a way to plan and implement educational curricula in educational units, in order to produce a collaborative, accommodative curriculum, thereby producing an ideal-operational curriculum, which is in accordance with the characteristics and needs of educational units. and their respective regions.

## **METHODS**

This research uses a qualitative research type. According to Sugiyono (2010), qualitative research methods are research methods used to examine the condition of natural objects. According to Sujarweni (2014) Qualitative research is research that does not involve counting numbers, because the research provides a factual, systematic picture of field conditions, the nature of the phenomena's relationships. Meanwhile, Nursapiah (2020) explained that "qualitative research is where data collection is seen as unsystematic, very individual, less scientific, and it is difficult to track the data collected and the results are doubtful." In this study, the research subjects were all school residents. Meanwhile, to determine informants, researchers used a purposive sampling technique, namely a data source sampling technique with certain considerations. Therefore, the informants for this research were the school principal, extracurricular teachers, class teachers and students in grades 1, 3 and 5 of SD Negeri 100 Pekanbaru.

The research was conducted at SD Negeri 100 Pekanbaru on Jl. Lily no 18, Kedung Sari sub-district, Sukajadi sub-district, Pekanbaru city, Riau Province. In this research, the method or technique used by researchers to collect data in this research is observation. In this research, the data obtained through observation is a self-development program from the 5S (Smile, Greeting, Greeting, Polite, Polite) program in 5S subjects and programs in extracurricular activities. The instruments used to collect data through observation are observation guidelines and field notes (Sukmadinata, 2009). According to Moleong (2012), an interview is a conversation with a specific purpose, the conversation is carried out by two parties, namely the interviewer who asks questions and the interviewee who provides answers to the questions. Data collected using interview techniques is data about teachers' understanding of character education, implementation of the 5S program in self-development programs. Documentation is a record of past events. In this research, researchers used documents in the form of writing and images. Meanwhile, the research instruments in this study are observation guidelines, interview guidelines and writing tools. In this research, researchers used Miles and Huberman data analysis. According to Miles and Huberman, activities in qualitative data analysis are carried out interactively, so that the data is saturated. Activities in data analysis, namely data reduction, data display, and conclusion drawing/verification. The validity of the data from research uses 2 triangulations, namely source triangulation and technique triangulation (Nugrahani, 2014). Triangulation of sources to test the credibility of data regarding the implementation of character education through the 5S (Smile, Greeting, Greeting, Polite, Courteous) program was carried out by checking data that had been obtained through several sources. Triangulation technique according to Sugiyono (2009) to test the credibility of data is done by checking the data against the same source with different techniques, so in carrying out the data source there must be further discussion with the person concerned or others to ensure that the data is true.

## **RESULTS AND DISCUSSION**

### **Research result**

In this research, the activities seen for the 5S program are seen in learning activities, developing school culture and learning activity centers as well as in extracurricular activities.

#### **a. Learning Activities**

At SDN 100 Pekanbaru learning activities begin with opening activities, core activities and closing activities. First, at the opening of the learning activity the teacher says hello, then starts with a smile in greeting the students.



**Figure 1. Interview with the Principal**

Source: Researcher Documentation

Based on an interview with the principal on Monday 28 November 2022, the principal explained the school's routine activities as follows.

"For the first teaching and learning activity there is a greeting activity before or after the lesson is carried out, then there is a line before entering class which will be followed by smiles, greetings, greetings and shaking hands. Before going home from school, children will line up first in the classroom."

Interviews from school principals were also supported by interviews with class teachers. The answer from the teacher is as follows:



**Figure 2. Interview with class teachers**

Source: Researcher Documentation

Mrs. Risnia: "At school there is a habit of lining up in front of the class followed by smiling, greeting, saying hello, shaking hands or shaking hands with the teacher, when going home from school too..."

Yulia's mother: "Get into the habit of lining up and shaking hands when going in and out of school. There is a handshake activity after morning exercise on Saturdays..."

Answers from school principals and teachers were also supported by answers from several students. When the researcher asked



**Figure 3. Interview with students**

Source: Researcher Documentation

Researcher: "Do you always shake hands with your teacher after every exercise?"

Students: "Yes".

Students always say greetings when initial learning begins. The greeting that is often used by teachers is Assalamu'alaikum or good morning. This greeting is in accordance with what states that greetings contain elements of peace. While the forms of greeting include introductions, meetings and farewells. Second, in the core learning activities the teacher uses the discussion method to train students' spirit of tolerance. Teachers guide and advise students using polite and courteous language and with a smile. With existing materials such as stories or conversations, it will be easier to implement the 5S program. Teachers can take stories related to the theme of politeness and politeness. Meanwhile, for conversation material, the conversation also contains 5S, namely smiling, greeting, saying hello, being polite and courteous. Implementing the 5S program in learning can develop students' attitudes of tolerance, for example by teachers using the discussion method students will learn how to express opinions politely and politely. Apart from tolerance, a helpful attitude is also developed, for example teachers often advise students to help each other, this will develop students' social caring character. By implementing the 5S program, the learning atmosphere will be comfortable. Third, in the closing activity the teacher in class will also reflect on the learning gently and always direct the students in a friendly and polite manner until the students say hello to the teacher at the end of the lesson.

#### **b. Development of School Culture and Learning Activity Centers**

In developing school culture and learning activity centers at SDN 100 Pekanbaru through routine activities, spontaneous activities, modeling and conditioning. Routine Activities, school elements including principals, teachers and extracurricular teachers always implement the 5s program in various routine activities such as at IMTAQ Fridays, Monday ceremonies and after gymnastics on Saturdays. By reminding students to always greet each other, greet each other in polite and courteous language and not forget to always spread a smile at every moment. Spontaneous Activities, all elements of the school will always smile while greeting each other at school using polite and courteous

language during spontaneous times such as crossing paths or meeting in the canteen and so on. Exemplary: The educators at SDN 100 Pekanbaru, including the principal, teachers and extracurricular teachers, are always role models at school. The 5s program is not only applied to students, but is also applied to educators with the aim of providing examples or role models for students. Conditioning, character education has been included in the school's vision and mission as a form of planning a written program launched by the school. This aims to ensure that all elements of the school can carry out character education within the school as a center for developing school culture and a center for learning activities. This movement to strengthen character education is a form of mental revolution that must be built in students. So it takes a long process to form a perfect character.

Based on the results of an interview with the school principal on Monday, November 28 2022, the principal explained "For other habits, such as greeting in the morning when the teacher comes to school, and the teacher reprimanding students if someone acts rudely outside of learning, the teacher's way of reprimanding is of course by polite with a smile."

### **c. Extracurricular activities**

For school culture, SD Negeri 100 Pekanbaru City integrates the 5S program into extracurricular activities.

#### **1) Al-Qur'an Learning Park**

Based on the results of interviews conducted by researchers with Mr. Fakhurozi as the TPA extracurricular teacher, the researcher asked how the 5S program was implemented in TPA extracurricular activities, and the answer was "First, give examples when teaching. "Secondly, familiarize children with the 5S behavior of smiling, greeting, saying hello, being polite and courteous from the start to the end of the TPA."

Mr. Fakhurozi's answer is supported by field notes made by the researcher. TPA extracurriculars are held twice a week. First for class I and II students. Second, for students in classes III, IV, and V. For TPA classes III, IV, and V, Ha is assisted by Sundi Lor teenagers. Ha and teenager Sundi Lor provide good examples regarding 5S activities to students. Mr. Fakhurozi will advise students with polite language and attitudes as seen in the observation on Friday, 02 November 2022. Mr. Fakhurozi advised students to perform their ablutions politely while smiling "Come on, quickly perform your ablutions, then we will pray Ashar together." During the observation on Friday, November 2 2022, Mr. Fakhurozi was also seen guiding students to memorize with a smile and politeness. Students also behave politely towards Mr. Fakhurozi, they learn to memorize while smiling. Furthermore, in the TPA extracurricular, the teacher will start and end the lesson with greetings as in the observation on Friday, 02 November 2022. After the dhuha prayer, students memorize a short letter, before that Mr. Fakhurozi opens with the greeting "Assalamu'alaikum wr. wb" students answer with smiled "Wa'alaikum salam wr.wb".

#### **2) Dance**

Based on the results of interviews conducted by researchers with Mrs. Etni. The researcher asked how the 5S program was implemented in dance extracurricular activities, Mrs. Etni's answer was as follows. "The way to implement the 5S program in dance extracurriculars is by, firstly, smiling at the students, secondly by greeting at the beginning and end of the dance which is followed by a handshake. "To teach dance, you must behave politely and politely towards students. Furthermore, the dance that I teach also contains positive attitudes such as being polite and polite."

The results of the interviews were also supported by field notes taken by the researcher. The 5S program implemented in dance extracurriculars is as follows. First, San will start and end the dance

activity with greetings followed by shaking hands as in the observation on Saturday, 03 November 2022. Mother Etni prepares the dance participants to dance, opening it with the greeting "Assalamu'alaikum wr.wb" while smiling. Second, Mrs. Etni will teach students politely and teach dance that has positive aspects of being polite and courteous, as seen in the field notes on Saturday, 03 November 2022. Mrs. Etni teaches students gently and smiling. Even though the dance performed is a modern dance, it is a flexible and polite dance, this can help students get used to polite attitudes through learning the movements. Occasionally, San reprimands the students by touching the students' bodies, of course while smiling.

### **3) Scout**

From the results of interviews conducted by researchers with Mrs. Farida as the scout leader's sister about how the 5S program is implemented in scout extracurricular activities, Mrs. Farida answered as follows.

"First we have a ceremony with greetings, and when we come home we sing and greet each other with a happy smile. When I teach my younger siblings, I also smile and use polite words. For example, if we have outside activities, we have to go around the village and we have to, if we have someone as a mentor, tell the younger siblings to say excuse me while smiling or saying hello."

The results of the interview with Ms. Farida were supported by field notes that the researcher took. In teaching and learning activities, Mrs. Farida is polite, this can be seen in observations on Thursday, November 1 2022. Mrs. Farida manages students politely, with a smile, never once shouts at students even though elementary school students are very difficult to manage. Mrs. Farida will also reprimand students who behave impolitely, such as during the observation on Thursday, November 1 2022, there was a male student whose scout shirt was not tucked in. Mrs. Farida admonished him to have his scout shirt tucked in. Mrs. Farida will start and end the extracurricular with greetings which will be followed by shaking hands accompanied by the song sayonara as in Thursday's observation which ended with the greeting "Assalamu'alaikum wr. wb". The scout participants then prayed, after praying the scout participants shook hands with Mrs Farida while singing the song sayonara.

From the description above, it can be concluded that in TPA, dance and scout extracurricular activities, the implementation of character education is directly based on role models or the advice given by teachers is not implied in the material. Apart from that, teachers also open and end extracurricular activities with greetings. For extracurricular dance, San teaches dances that have positive values such as being polite and polite.

### **The character values in the 5S program (Smile, Greetings, Greetings, Polite, Polite)**

The character values in the 5S program can be seen from their objectives. Based on the results of the researcher's interview with the school principal regarding the objectives of the 5S program are as follows.

"The goal is to change children's behavior for the better, of course, because that is the goal of education. The better behavior that is expected from this 5S program is for students to become more polite and polite so that they can respect the differences of others. Children will like to help, in this way a comfortable, harmonious and peaceful school environment will be created among all school members."

The answer from the principal is supported by the answer from the class teacher as follows. Mrs. Risnia: "Shaping students' attitudes or behavior, so that students behave better, such as being polite, respecting others and liking to help people in need."



Mrs. Yulia: "What is certain is that the aim is to form a good student personality and for students to behave politely and courteously towards everyone, respect and like to help."

Mrs. Nolinda: "The aim is to develop students' good personalities, so that students behave politely, are more confident, responsible, like to help and respect their friends. So that after that an atmosphere will be formed and established between teachers and students that is harmonious, familiar and comfortable." The same thing was also said by Mrs. Etни, Mrs. Farida and Mr. Fakhrurozi as extracurricular teachers. Their answers were as follows.

Ibuk Etни: "So that students respect teachers. So that students respect each other. Students are friendly and polite towards everyone. And so that students have Islamic morals"

Mrs. Farida: "So that students become polite, well-mannered individuals and respect each other."

Mr. Fakhrurozi: "If I think about the value of your presence, sis, their polite behavior is related to neatness, playing games also trains responsibility, discipline, concentration too, continues to respect friends, helps others in life, is polite."

The results of the interview are also supported by the results of observations made by the researcher. From the results of observations and interview answers regarding the objectives of implementing character education for school principals, class teachers and extracurricular teachers, it can be concluded that the character values developed in the 5S program are the values of tolerance, social care and love of peace. The 5S program makes students accustomed to behaving politely and politely so that students will respect each other. Next, students become helpful, in this way a comfortable, harmonious and peaceful school environment will be created among all school members.

### **Supporting Factors for the 5S Program (Smile, Greeting, Greeting, Polite, Polite)**

Based on the interview results, the answers from the school principal regarding the supporting factors of the 5S program can be seen as follows.

"The supporting factors are the presence of teacher and environmental resources as well as the student's parents. Teachers who are easy and agile to direct in 5S activities. Parents support this activity. "Furthermore, the school environment also supports this program, such as the availability of comfortable fields and classrooms, cleanliness that is always maintained."

Answers from the principal are supported by answers from class teachers and extracurricular teachers. The class teacher is more detailed in describing the supporting factors of the 5S program. Answers from the researcher's interview with the class teacher can be seen as follows.

Mrs. Risnia: "The first environmental factor is the availability of classrooms that support the teaching and learning process. "Secondly, there is supporting material such as Javanese language lessons that teach children how to behave politely and lesson plans made by teachers for implementing the 5S program, although most of them are not in the lesson plans for the 5S program."

Mrs. Yulia: "Factors that support the class are that there is a classroom that is comfortable for the learning process, in the Indonesian and Javanese language lesson plans, I also have 5S, so that makes it easier for teaching guidelines."

Mrs. Nolinda: "The main factor of this program is that it cannot be separated from all the components that exist at school and in class. Like a teacher who provides an example to students and a supportive class."

The interview results were also supported by observation results which stated that teachers were easy to direct, this was proven in the observations made by researchers, teachers always set a good example to students, teachers also developed lesson plans by including the 5S program. Apart from that, during observations in Indonesian and Javanese subjects, material was also found that

taught children to implement the 5S program, such as story material or conversation material. In observations it was also discovered that teachers sometimes used discussion methods for the learning process.

From interviews and observations, it can be concluded that there are four supporting factors for the 5S program. The first is the existence of teacher resources who are agile or easy to direct. Second, there is a supportive school environment, such as the availability of comfortable fields and classrooms and always maintained cleanliness. Third, there is a lesson plan that has been developed to include the 5S program so that it will make it easier for teachers to carry out learning. The fourth factor is Indonesian and Javanese language material which can be included in the 5S program.

From the research results that have been described at SDN 100 Pekanbaru implementing the 5S program in school culture, namely through extracurricular activities, this is in accordance with what was stated by the Ministry of National Education that school culture has a very broad scope, one of which is extracurricular activities. The extracurricular at SD Negeri 100 Pekanbaru is scouting. In extracurricular activities, extracurricular teachers implement the 5S program in four ways. First, extracurricular teachers make it a habit to say greetings at the beginning and end of learning with enthusiasm. Second, extracurricular teachers will advise students politely, courteously and with a smile. Third, for extracurricular dance, the teacher provides movements that have positive cultural values such as polite and courteous attitudes. Fourth, in extracurricular scouts during outbound activities (village walks), the instructor will remind students to say hello to residents or excuse themselves when passing by.

With the 5S program implemented in extracurricular activities, students will receive the 5S program in all learning. It is hoped that students will implement the 5S program not only at school but also in their community. However, the implementation of character education in extracurricular activities is not included in the extracurricular material.

From the research results that have been described, it can be seen that the character values contained in the 5S program are the values of tolerance, social care and love of peace. The 5S program implemented makes students behave politely and politely so that students respect each other. Students become helpful, thus creating a comfortable, harmonious and peaceful school environment.

The 5S program implemented of course also has supporting and inhibiting factors. The supporting factors for the 5S program are the resources of teachers, the environment and student guardians who support the implementation of the 5S program. Teachers are agile and easy to direct. The school environment includes comfortable fields and classrooms and always maintains cleanliness. For subjects, there is also material that teaches children to behave and say politely. There is a lesson plan that has been developed to include the 5S program as a teacher's teaching guide. The inhibiting factor of the 5S program is that there are students who sometimes behave impolitely, students who are disorganized or undisciplined. Students who are not consistent in carrying out the values or characters that have been taught are students who are difficult to manage.

Meanwhile, for scout extracurriculars, class differences are an inhibiting factor in the 5S program. To overcome the inhibiting factors of the 5S program is by reprimanding, always reminding students. The teacher gives an example of the 5S program. In scout activities, the inhibiting factor is students from different classes.

## **DISCUSSION**

Based on the research results above, it can be discussed that the implementation of the 5S program activities has been carried out well through learning activities, developing school culture and

learning activity centers, as well as extracurricular activities. From these activities, the 5S program has been integrated into the subjects. This management is carried out intensively using planning, implementation and evaluation of the 5S program.

This research supports the findings (Zuchdi and Masruri, 2010) stating that an effective character education model is one that uses a comprehensive approach. Character education is not only instilled through teaching and learning activities in the classroom, but can also be carried out through various cultural activities at school. Apart from that, instilling character education can also be carried out in 5S (Smile, Greeting, Greeting, Polite, Polite) activities. What is no less important in cultivating a culture of character is through extracurricular activities.

This research also found that school principals, teachers and school residents have a role in driving the 5S program. This is based on an explanation from the journal (Munah, 2015) concluding that teachers individually and in groups can provide character education to students both classically and personally. Apart from that, teachers can coordinate with all existing school components to instill character education through 5S program activities.

In his book Daryanto states that according to Koentjaraningrat, defines culture as a whole system of ideas, actions and results of human work in the context of social life which is made into human property by learning (Daryanto, 2015).

Likewise, the 5S culture is implemented at SDN 100 Pekanbaru as one of the results of human work in implementing school culture. School culture can be interpreted as a set of values that underlie the behavior, manners, habits carried out by students, teachers, principals, administrative officers around the school environment. The school culture arises from the long journey that the school has had as a result of interactions within the school environment.

The inhibiting factor in the 5S program is that there are students who sometimes behave impolitely. Students who are difficult to manage. Students who are disorganized or undisciplined. Students who are not consistent in carrying out the values or characters that have been taught. Meanwhile, the supporting factors for the 5S program are the resources of teachers, the environment and student guardians who support the implementation of the 5S program. The efforts made by teachers to overcome the inhibiting factors of the 5S program are by reprimanding and always reminding students. The teacher gives an example of the 5S program.

This is in accordance with Imron Arifin and Wahyudi's theory that every school institution must have values, norms, beliefs and habits that are characteristic of that institution. Every student who enters the school institution must follow and obey all applicable values, norms, rules, habits (Arifin & Wahyudi, 2018). All these norms and rules become a close bond between the school community.

## **CONCLUSION**

Based on the research results and discussions that have been described, it can be concluded as follows.

1. In classroom learning activities, this program has been implemented by the teacher and followed well by the students. In its application, this program places more emphasis on the opening of the lesson, the core of the lesson and the closing of the lesson.
2. The 5S program is implemented in a self-development program which includes routine school activities, spontaneous activities, modeling and conditioning. Furthermore, the 5S program is implemented in subjects focused on Indonesian. The 5S program is also implemented in TPA, dance and scout extracurricular activities.
3. In extracurricular activities, this program has been implemented and participated well by the

students. In its implementation, this program places greater emphasis on the beginning, core and closing activities.

4. In implementing the 5S program, school principals should supervise teachers in the learning process related to the 5S program.
5. In implementing the 5S program, it is better for teachers to include more clearly the steps for implementing 5S in the activity steps of the learning implementation plan
6. With the help of teachers, students can follow all the rules and directions of all programs at school, including the 5S program.

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