



Carving Superior Character Through 5S Culture: The Role of Teachers in Madrasah Ibtidaiyah

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Abstract: This research aims to explore the routines carried out by children to shape student character by the provisions of Minister of Education and Culture Regulation No. 20 of 2018 concerning Character Strengthening. A qualitative approach with a phenomenological type was used in this research to gain an in-depth understanding of this phenomenon. The results of this research identified seven strategies used in implementing character education based on Minister of Education and Culture Regulation No. 20 of 2018. In addition, and this research highlights efforts to foster positive interactions between students, protect themselves and the school environment through routines, facilitate the development of students' maximum potential, and invite participation from parents and the school community through routines. This research contributes to understanding how the implementation of character education in elementary schools can be successful objectives set out in Minister of Education and Culture Regulation no. 20 of 2018. By implementing these strategies, strengthening student character can be achieved effectively by relevant policies, management, and learning curriculum. The results of this research open the door to a better understanding of character education efforts at the elementary level and may provide insight for improving this process in the future.

Keywords: Character building; Ibtidaiya madrasah; 5S culture

Introduction

Character education is an important aspect in forming an individual's personality, and has a central role in creating a nation that has quality character by the values of Pancasila. Law of the Republic of Indonesia Number 20 of 2003 emphasizes that moral education programs based on the Pancasila ideology contribute greatly to shaping national character (Arifin, 2021). Apart from that, the 5S culture (smile, greet, greet, be polite, and courteous) has been regulated in Minister of Education and Culture Regulation Number 20 of 2018 as an effective method for forming quality character.

Every school in Indonesia, including Madrasah Ibtidaiyah Muhammadiyah 05 Banyutengah, is obliged to teach cultural values and character to its students by applicable regulations, namely Regulation of the Minister of Education and Culture Law Number 20 of 2018. Character education is the key to producing good

citizens. productive for a better future for Indonesia (Retnasari et al., 2021).

In the world of education, various approaches have been explained in detail in the Regulation of the Minister of Education and Culture to shape students' personalities. There are seven ways of character development which are the focus of this research (Lamb et al., 2022). First, through establishing good moral and spiritual routines. Second, by utilizing tradition to foster a sense of pride in the identity and uniqueness of the nation. Third, by developing behaviors that encourage constructive communication between educators, students, and their families. Fourth, through fostering habitual and constructive student-student relationships. Fifth, by developing good practices that will help students and the school. Sixth, by encouraging children to develop routines that allow them to thrive. Seventh, by involving family and friends in the transition to school.

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Banyutengah, Panceng District, Gresik Regency, East Java became where the character education program takes place at Madrasah Ibtidaiyah Muhammadiyah 05 Banyutengah. This educational institution operates with permission from the Ministry of Religion and adopts the 5S Cultural Character education program as an effort to shape student character. The 5S philosophy describes five basic qualities that must be embedded in every individual: smile, greet, salute, be polite, and be courteous. These principles support ethical daily actions and reflect a healthy relationship with nature.

Research reveals that the role of leaders, such as school principals, who set good examples has a big impact on the entire school environment, from teachers to students (Robinson & Gray, 2019). 5S culture seems to be an effective educational strategy for instilling and implementing social values in students' lives (Arifin et al., 2023). By introducing and popularizing the 5S culture, it is hoped that a new generation will emerge who has high morality and will make a positive contribution to the nation's civilization.

This research, entitled *Carving Superior Character Through 5S Culture: The Role of Teachers in Madrasah Ibtidaiyah* aims to compile a comprehensive picture of the practices used to shape student character by applicable regulations. Through this research, we will understand more deeply the strategies for implementing character education at Madrasah Ibtidaiyah Muhammadiyah 05 Banyutengah. In addition, this research will provide an analysis of gaps in these practices and identify improvement efforts that can be made in the future. Thus, this research not only focuses on exploring existing practices but also on efforts to improve the quality of character education in this educational institution.

Through this research, it is hoped that it can provide valuable insight into the implementation of character education at the elementary level and the real contribution of the 5S Culture program in shaping student character. In addition, it is hoped that this research can become a useful reference source for other educational institutions that are interested in adopting similar strategies to shape student personalities.

Method

This research uses a naturalistic qualitative approach with a focus on a phenomenological approach. This approach allows a deep understanding of the phenomenon under study without interference or engineering which is significant in the research area, and reflects the naturalistic nature underlying the observed phenomena (Aspers & Corte, 2019). The research

population was the Chair and Teachers of MI Muhammadiyah 05 Banyutengah, as well as students from classes A and B. Sampling, was carried out purposively, where 6 teachers and 60 students from classes A and B were chosen as research subjects because they were individual, who are directly involved in implementing character education programs in school.

The data collection instrument consists of three instruments, namely interview guidelines, observation lists, and documentation checklists. Interview guidelines were used in interviews with the Head and Teachers of MI Muhammadiyah 05 Banyutengah to explore their understanding of the implementation of character education based on Minister of Education and Culture Regulation Number 20 of 2018. The observation list contains important points observed during the student's learning process, including activities such as playing and other activities at MI Muhammadiyah 05 (Nisa & Amrullah, 2021). Meanwhile, the documentation checklist is used to collect data about how the daily learning implementation plan is followed to carry out learning and familiarization with relevant items.

This research was conducted by conducting interviews with the Chair and Teachers of MI Muhammadiyah 05 Banyutengah to collect information regarding the implementation of character education. Apart from that, observations were also carried out to understand student activities in the school environment. Data is also collected through documentation based on daily learning implementation plans. Although the exact period is not specified in the methodology description, the study was conducted over a specific period. This research uses a triangulation method to ensure the validity of the data which is carried out by cross-verification between data (Campbell et al., 2020). The data was then evaluated and analyzed using Miles and Huberman's three-step model, namely data reduction, data presentation, and data validation (Hanif et al., 2022). In ensuring the validity of the data, this research uses a triangulation method by integrating information from various sources into one unit. Data will be analyzed systematically to ensure the accuracy of the findings. However, there is no specific explanation yet regarding data reliability efforts in the description of this methodology.

This research is qualitative, so it does not involve statistical tests or data comparisons in the analysis. This methodology is limited to a predetermined population and sample, namely the Chair and teachers of MI Muhammadiyah 05 Banyutengah as well as class A and B students. This research is also limited to the implementation of character education based on

Ministerial Regulations Education and Culture Number 20 of 2018 at MI Muhammadiyah 05 Banyutengah.

Result and Discussion

The results of this research reveal several important findings related to the implementation of character education with the 5S cultural approach at Madrasah Ibtidaiyah Muhammadiyah 05 Banyutengah. First of all, character education begins with developing moral and spiritual habits, which emphasize obedience as the main virtue. This observance is reflected in the norm of "politeness and decorum," which places particular emphasis on cleanliness and order in daily life. Furthermore, character formation involves getting used to daily routines, such as *tadarus Al-Qur'an*, prayer, *dhikr*, and daily prayer, as well as involving annual rituals such as *zakat fitrah* and *hajj*. This emphasis on good habits provides a strong foundation for developing godly character in students.

Warnings, advice, punishment, rewards, and spontaneous correction are used as spontaneous habituation strategies to teach moral and spiritual values to students (Nurhayati et al., 2021). Teachers provide warnings when student behavior is inappropriate and offer counseling if necessary. Praise and positive rewards are given as recognition for improving student behavior. Corrections are also given for errors in reading the *Qur'an* or performing prayers. The activity of welcoming students at the school gate is very important in forming a 5S culture, namely greeting, smiling, saying hello, and being polite. Teachers play a key role in setting a positive tone and modeling good behavior through their warm demeanor. This shows the institution's dedication to a more educational approach, which also considers students' moral, spiritual, and social needs. Teachers who greet their students as they arrive at school reflect a message of good nurturing and care, this direct gesture ensures that each student knows that they are valued and cared for at school. Teachers build relationships with their students when they set a good example for them and are open to learning and interacting with them. 5S culture can be seen from the smiles, greetings, greetings, politeness, and politeness that teacher give to their students (Sagita & Rochmania, 2022).

The way children are greeted as they enter school is another way in which these ideals are communicated (Davison et al., 2023). Teachers demonstrate that a small effort toward friendliness and warmth can have a profound effect on a student's character development. In addition, a non-discriminatory and friendly atmosphere is fostered for all members of society. Students from all backgrounds are welcomed with open arms,

strengthening the bonds between everyone at the school. Spiritual principles are an integral part of the 5S culture of Madrasah Ibtidaiyah Muhammadiyah 05 Banyutengah which helps foster the development of virtuous children's character. The ideals of the sunnah of the Prophet Muhammad SAW, as well as the development of noble and praiseworthy morals in Islam, are taught to children through the medium of smiles, greetings, salutations, politeness, and manners.



Figure 1. Prioritizing character education for Madrasah Ibtidaiyah students with the example of a teacher welcoming students at the school gate

Second, traditions and cultural differences are fostered through habituation (Wahyuni, 2018). Findings suggest that the goal of educating young people about national values and diversity is to help them develop into accepting adults. The MI chairman emphasized the importance of educating the younger generation about tolerance. Children who are taught a tolerant attitude grow up to become moderate Muslims (Sumadi et al., 2021).

Third, create routines that encourage constructive communication between educators, students, and their families. Data shows that students, teachers, and parents interact positively through several routines: get used to saying goodbye; get used to smiling, saying hello, greetings, being polite and courteous; getting used to *Kromo Inggil*; get used to eating together; get used to greeting arrivals; and make home visits more personal. The habituation method used in all of these examples is the spontaneity habituation strategy.

The educator explains that it is customary for students to say their final goodbyes to parents and teachers before leaving for the day. That's part of the "greeting" if you're in a 5S culture. The kids all shook hands as they left. When students and their families arrive, it is customary to greet the teacher and the teacher gives a warm greeting to the students and their families. When greeted by friends or teachers, students usually smile and say hello. Fourth, create habits that encourage positive student relationships. Observational

data shows that students who frequently use polite expressions such as "please," "excuse me," and "thank you" are more likely to follow school rules and engage in other conditioning activities designed to encourage healthy interactions among students. Students are trained on how to properly seek help. Apologies for mistakes and thanks for a friend's help are the first two lessons taught to young children.



Figure 2. Teaching national values and diversity through habituation

The teacher said that the children's initial egocentric phase made it difficult to foster positive interactions between them. Students place great value on the possessions and clothing they choose (Chang et al., 2018). Toy fighting is a common example of negative behavior among children, teachers overcome this problem by creating games that encourage cooperation and teamwork among students. Children who spend time together get along with each other more easily, and this can have a positive impact on their relationships and interactions.



Figure 3. Protecting the environment through learning that children love the environment

Fifth, maintain a healthy relationship with yourself and the class through habituation. Habitual strategies are used for self-care and educational environments at

MI such as checking nails, checking hair, cleaning hands, ablution, class assignments, brushing teeth, and vaccination is an example of habituation. On Friday, look at hair and nails. Before and after eating, wash your hands. The Dhuha prayer is preceded by a cleansing ritual. Daily class pickets occur on time and are accordingly planned. If you want to learn how to brush your teeth properly, you should brush your teeth with a friend once a month. Vaccination efforts will be coordinated with the Banyutengah District Health Center so that its efficacy is maximum. According to the (Honório et al., 2021), the main aim of the event is to instill in children a lifelong appreciation for cleanliness and a healthy lifestyle. This habit helps students develop a lifelong appreciation for cleanliness and a healthy lifestyle.

Sixth, through habituation activities students will be able to realize their maximum potential. Educators have confidence in each student's innate abilities. The role of educators is to help students reach their full potential through diverse learning experiences (Keiler, 2018). Students are encouraged to develop their potential through extracurricular activities such as band, dancing, and painting. These activities help students grow into well-rounded individuals and teach valuable life skills. Students demonstrate this kind of determination as they explore new artistic mediums such as music, dance, and painting. A healthy child should have no problems with any of these three tasks.

Seventh, create a habit for families and neighbors to visit schools. Educators work together with families and the wider community to help students succeed, educators play a dual role in developing students' character and in the acquisition of new knowledge and abilities. According to the MI Chairman, most parents put their trust in teachers because they see them as potential allies in shaping their children's personalities. Habituation activities in the home or family environment that are similar to habituation activities in the classroom help parents and teachers work together to shape children's character (Astuti et al., 2023).

The emphasis on the spiritual principles of Madrasah Ibtidaiyah Muhammadiyah 05 Banyutengah is reflected in the school's dedication to developing a 5S culture (greeting, smiling, saying hello, being polite and courteous) (Desianti et al., 2022). Infaq is a religious activity that encourages students to give alms in their free time. Students are encouraged to learn the value of sharing with those who need it most by participating in infaq (Riana Kristina Suminar et al., 2023). This helps students develop into complete people and have an awareness of the feelings of those around them. Students can greatly benefit from participating in Murojaah events at local mosques before starting their schoolwork.

Engaging in murojaah has consistently been proven to have a positive effect on students' persistence and self-control in class. Memorizing the Qur'an is not a simple process and requires tenacity. That is the lesson that can be learned through Murojaah.



Figure 4. MI students' cultural refraction learning in the classroom

Overall, the results of this research indicate that character education using the 5S cultural approach has proven effective in shaping the character of students at Madrasah Ibtidaiyah Muhammadiyah 05 Banyutengah through various habituation strategies that involve various aspects of their lives.

In Indonesia, the government has a policy to provide educational services (Yusuf & Taufiq, 2020). Guidelines on the meso-scale and micro-scale of character development must be in line with the overall policy stipulated by the Minister of Education and Culture Regulation No. 20 of 2018. This was done so that the Regulation of the Minister of Education and Culture could be implemented by any school. Each school handles character education on a smaller scale. By their respective policies, this document will become a basic source when character education is finally implemented. Foundation leaders or clients may issue decrees outlining the rules that must be followed. This was not an effort made by MI Muhammadiyah 05 Banyutengah. However, MI's implementation of character development steps is quite effective. This is because several character development methods can be used to achieve each goal.

The author believes that for the character education strategy to be effective, a teacher should be appointed by the MI leadership to carry out habituation activities. He has the option to delegate some educators to help him if necessary. This is done to clarify who is responsible for realizing the character education plan. To avoid future situations where one teacher is responsible for the actions of another teacher (Chen, 2023). Here, the MI principal must function as both a leader and manager by

selecting, deciding, and believing in the teacher's new approach to implementing character education (Jeynes, 2019). Currently, all educators have the opportunity to contribute to the success of character education programs. However, sometimes misunderstandings occur among educators when certain educators are not present in class at the implementation stage. This is because teachers who are unable to come to school do not communicate with their colleagues regarding the schedule of habituation activities. This is a problem that prevents many character education programs from being fully implemented.

Character development through habituation strategies can still be done, even though there are difficulties that may arise (Maratussholihah & Wibowo, 2022). Habituation activities are carried out routinely, naturally, and exemplary. Research shows that by carrying out habitual training continuously, schools can foster an environment that is beneficial for the development of students' personalities (Syahrin et al., 2021). Other research shows that school culture can be fostered not only through habituation training but also through individual leadership that exemplifies positive moral principles (Al Halbusi et al., 2023). This research illustrates the importance of teacher characteristics, such as sincerity, patience, and friendliness, in shaping children's character and establishing harmonious relationships with parents in the educational context (Birhan et al., 2021).

Teachers who demonstrate these attitudes not only influence students' character development but also create high-quality educational services (Graham et al., 2020). This reflects the results of research which shows that there is a harmonious relationship between teachers and parents can be created because of the characteristics of sincerity, patience, and kindness that are applied to relationships with teachers (Harmaini et al., 2022). This research confirms that positive interactions between teachers, parents, and children can be realized with sincerity, patience, and friendliness in this relationship. This is consistent with other research findings which state that children's social skills can develop optimally through positive relationships with other individuals (Sørli et al., 2021). Apart from that, research also highlights the importance of habituation carried out continuously in developing children's social skills (Hidayanti et al., 2023)

In the context of MI Muhammadiyah 05 Banyutengah, this research offers insight into how teachers, parents, and students can work together to create an educational environment that is child-friendly and focuses on developing student character. The results of this research contribute by emphasizing that positive relationships and sustainable habits are key elements in

developing children's social skills and character. All of these findings illustrate that a holistic and sustainable approach to character education can have a significant positive impact on student development.

Conclusion

The implementation of the Character Education Strategy at MI Muhammadiyah 05 Banyutengah, by the Minister of Education and Culture Regulation Number 20 of 2018, has been optimally successful. This success is proven by achieving the goals in seven character habituation activities which are carried out consistently. More than that, the importance of building children's character in the educational context has been emphasized by the awareness of teachers and parents. These findings provide a clear picture of the effectiveness of the character education approach which can be exemplified by other educational institutions, and its relevance to student character development in the context of modern education.

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Author Contributions

Conceptualization, S. A. S., I. A.; methodology, S. A. S.; validation, I. A. and S. A. S.; formal analysis, I. A.; investigation, S. A. S., and I. A.; resources, S. A. S. and I. A.; data curation, S. A. S.: writing—original draft preparation, I. A. and S. A. S.; writing—review and editing, I. A.: visualization S. A. S, and I. A. All authors have read and agreed to the published version of the manuscript.

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Conflicts of Interest

The authors declare no conflict of interest.

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