

Research Article

Application of 5s Culture in Mathematics for the Islamic Character Building in Elementary School Students

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ABSTRACT

This research aims to find out: 1) What Islamic character values are instilled in students of SDN 3 Nisam. 2) The process of implementing the Islamic character building of students through the application of 5S culture to mathematics lessons in SDN 3 Nisam. The type of research is qualitative descriptive with sampling techniques are: observational data, interviews, and documentation. The results are: 1) Islamic character values for elementary school students are instilled in students, namely: religious, honest, social and environmental caring attitude, cleanliness, discipline, hard work, nationalism, respecting achievement, peace-loving, friendly, and fond of reading and counting, 2) Implementation of Islamic character building for elementary school students: a) Formulating Islamic character into math subjects in primary school, b) Cultivate students' habits of good manners through 5S culture, c) Giving appreciation to students who are have good character, d) The Teacher becomes an example in the formation of Islamic character.

Keywords: 5s Culture; Islamic Character; Math Lessons;

1. INTRODUCTION

Education is a process of increasing knowledge in developing knowledge and expertise, which can later compete in the world of globalization. (Helmawati, 2014) Education is a conscious and planned effort to realize the atmosphere of learning so that learners actively develop their potential (Muslich, 2015). In addition to increasing self-potential, education must also be able to create humans who have adab, ethics, and good character. Education according to John Dewey is the process of forming fundamental skills intellectually and emotionally into fellow human beings and the direction of nature (Muslich, 2015). The functions and objectives of education are in line with the educational principles contained in the Qur'an. In the Islamic perspective, the Qur'an as the main source and standard in the process of character formation of learners (QS al., Rum, 30:30). The process of forming the Islamic character of learners in line with the principles of the Qur'an and the National Education System is determined by educators in providing education in accordance with these two basic principles. Educators cannot provide optimal educational personality to learners, without being equipped with an understanding of personality that is in line with the Islamic Concept and the National Education System in a pretension of knowledge, values, reason, mind, and language.

In elementary school children begin to learn to interact and communicate with others. (Ahyan, 2010) Children do not understand manners, courtesy, rules, norms, ethics, and other matters related to the life of the world. Children do not have a culture of smiles, greetings, manners, rules, norms, ethics, and other things, so it is very important to guide children to understand the rules of society, through islamic character education in school because learners have a lot of time in school. Education is not only conveying knowledge to educate the nation's children, but also teaches the value of educating children to be of a strong Islamic character. Islamic character education not only provides examples and non-examples, but Islamic character education breeds good habits in accordance with the recommendations of the Qur'an so that learners can understand and distinguish about what is right and what is wrong, and also able to feel and carry it out. Islamic character education emphasizes the habits that are constantly carried out with 5S culture. The application of 5S is applied to self-development programs that include routine school activities, namely in mathematics subjects that are integrated into Islamic values.

This makes the author interested in conducting research related to the formation of Islamic character in civilizing 5S through mathematics learning at State Elementary School 3 Nisam North Aceh. In this study, the formulation of the problem is:

1. What Islamic character values are instilled in students of SDN 3 Nisam?
2. How is the process of implementing of Islamic character building of students through the application of 5S culture to mathematics lessons in SDN 3 Nisam?

Based on the formulation of the above problem, the purpose of the research is to find out:

1. What Islamic character values are instilled in students of SDN 3 Nisam.
2. To find out the process of implementing of Islamic character building of students through the application of 5S culture to mathematics lessons in SDN 3 Nisam.

Relevant Previous Research Studies

The results of Khanif and Nilsi 's research (2018) are the formation of student character through the application of 5S, namely teachers have understood the nature of character education well, the application of 5S is also applied in learning activities and the role of the principal to coordinate, move, and harmonize the implementation of learning. The results of Ika's research (2017) said that 5S culture is a disciplinary character value of 87%, a peace-loving character value of 84%, a friendly character value of 85.5%, and an ethical value of 84.5%. The results of the study, Fani (2018) concluded that the behavior of 5S students had a positive effect on elementary school students after following the application of 5S culture through brochure media.

Relevant concepts or theories

1. The Nature of Character Education

Masnur Muslich (2011: 84) argues that character education is an effort to instill character values to students that include knowledge, awareness, and actions to carry out values. Thomas Lickona (in Sauri, 2010:31) explains that character is the knowledge of good morals consists in knowing, loving, and doing good.

2. Values of Character Education

Jamal Makruf Asnawi (2011: 41). stated that character values are divided into five values developed in several character values, namely:

- a. Value of character in relation to god (Religious),
- b. Value character in relation to oneself. The values included are (1) Honest, (2) Hard Work, (3) Healthy Lifestyle, (4) Discipline, (5) Responsible, (6) Entrepreneurial Spirit, (7) Confident, (8) Critical Thinking, Logical, Innovative, and Creative, (9) Independent, (10) Love of Science, and (11) Curious.
- c. The value of character in relation to others, namely the existence of awareness between the rights and obligations of self and others, politeness, manners, and adherence to social rules.
- d. Character values in relation to the environment (Social and Environmental Care)
- e. National Values, including nationalist (Caring and Loyalty)

2. RESEARCH METHOD

This research is a descriptive qualitative research of case studies. Nana Syaodih (in Sukmadinata, 2014) explained that qualitative research that has this type is a study conducted on the unity of the system. The data collection techniques in this study are with observation, interviews, and documentation. Data analysis is the process of finding and compiling data obtained from interviews, observations, and documentation. (Sugiyono, 2013) The stages of data analysis that will be used in this study are as follows:

1. Data Collection,
Understand the social phenomena being studied and after collecting data that can be analyzed.
2. Data Reduction,
Summarizing, selecting, focusing on important data, interviewing, determining themes and patterns, and discarding unnecessary ones.
3. Presentation of data,
Description, chart, relationships between categories, flowcharts and the like.
4. Conclusion /verification
Find the new things that can be a description or a clear picture of an object.

Discussion Plan

The discussion plan in this study consists of 3 (three) stages, namely the first stage on preparation, the second stage about implementation, and the third stage about conducting data analysis.

1. The preparation stage, beginning with the introduction to get the problem formulation and arrange the instrument, validate the instrument, and revise the instrument.
2. The implementation stage, researchers made observations in SDN 3 Nisam about the implementation of 5S culture on mathematics lessons.
3. The stage of data analysis, where the researcher collects data from the results of the study, then reduces the data to be presented in the presentation of the data, and finally draws conclusions.

3. RESULTS AND DISCUSSION

3.1 Results

a. Description of Learning Device Development Stage

Islamic character is behavior that is related to the values of relationship with God, himself, fellow human beings, and the environment. Based on the data obtained that there are several Islamic characters instilled in students of SDN 3 Nisam, among others:

1. Religious. Obedient attitude and behavior in carrying out religious teachings, SDN 3 Nisam every Friday is carried out to read surah yasin and prayer together and every Wednesday is carried out reading AsmaulHusna, then learning always begins by reciting prayers and closes by reading Salawat.
2. Honest
3. Social and Environmental Care
4. Discipline (Orderly and Obedient Behavior)
5. Strive
6. Nasionalism
7. Respecting Achievement (Recognizing and Respecting)
8. Friendly
9. Love of Peace (Forgiveness)
10. Diligent reading and counting

The ten Islamic character values above can be a focus for teachers to instill Islamic character values in math subjects.

Islamic values applied in islamic character education values in students of SDN 3 Nisam are: Religious, honest, social and environmental caring attitude, cleanliness, discipline, hard work, appreciating achievements, friendship, peace love, and fond of reading and counting. The process of implementing 5S culture in the Islamic character building must be continuous and there is support from all parties. One party that must provide support is the family, because the family is the main component to form the Islamic character (Masnur Muslich, 2011: 52).

The school in this case is not only burdened to develop the ability of students in intellectual matters, but also affective, and psychomotor. High intellectual ability can be a scourge in society or in the school environment if it is not accompanied by Islamic character. Sometimes there are some children who have high intellectual (smart) but their actions are not in accordance with islamic religious rules and customs, as well as culture. Therefore, the process of forming Islamic character can be represented by the 5S culture in SDN 3 Nisam by accustoming to being polite to teachers, students, and school environments.

Implementation of Islamic character building for elementary school students, namely:

1. Including character education into math subjects in primary school.

Question: How is the Islamic character of students on math learning in UPTD SDN 3 Nisam?

Answer: The character of students in math learning is good, because from class IV and class V is always accustomed to starting with greetings and prayers.

Question: Do all mathematics teachers understand the principles of islamic character building of their respective students?

Answer: Alhamdulillah yes, all teachers understand how to build the character of students, because math teachers are graduated from S1-FKIP education backgrounds.

Question: What kind of student character can be build?

Answer: The character that each student wants to build is the character that can bring the student into the science of religion with honesty, social and environmental care, cleanliness, discipline, hard work, nationalism, appreciating achievements, friendship, peace love, and fond of reading and counting.

2. Cultivate students' habits of good manners through 5S culture,
3. Giving reward to students who have good behave / good character

The observations showed that every student always greeted and kissed the teacher's hand. For example, at the beginning of entering and returning from school, but this condition focuses more on the conditions in the classroom. The islamic character above is something that is actually commonly done in school, but not yet maximal because the child's environment cannot be controlled continuously. The role of principals, teachers, parents, and the environment in implementing 5S culture is indispensable to shaping the character of 5S.

4. Teachers become role models in the formation of Islamic character

Teacher as an educator, role model for students, and also for the environment and family. In the 5S cultural exploration for the student character building in addition to providing examples and also being an example in discipline, responsibility, manners such as values, morality. Teacher as an role models: the existence of the teacher is one of the figures that will be a role model for students. Therefore, whatever is in the teacher will be reflected through his actions, humility and personality. Teachers as examples are a major role in the formation of Islamic character for students. Based on observations researchers found an exemplary attitude exemplified by teachers, namely communicating with students using the language

of manners. Dressed neatly and politely and sharia, well-interacting, ethical, moral. The teacher becomes an example in teaching and learning activities in the classroom and in the environment in which the teacher is located.

The 5S culture in schools on math learning helps students to have morals when meeting each other accustomed to always greeting, and smiling. In addition, always be polite in the classroom in the process of learning mathematics, this condition works well when in the classroom. But at the break hours students who have been given understanding and practiced in the classroom through the 5S culture, do not carry out the culture even the conditions when playing students often say disrespectful even outside the classroom no one gives greetings when meeting with fellow students. (Observation, October 9, 2021). Based on the observations of researchers, the condition of students who carry out 5S culture in the school environment is only 60% within one week after the implementation of 5S culture practiced in mathematics learning in Grades IV and V. This is far the percentage with the condition of children in the classroom when practiced 5S culture results reach 90%.

The constraints of forming islamic character of elementary students through 5S culture are: the character of students who have been formed through 5S culture is easily affected by negative impacts because it is not monitored continuously. Forming an Islamic character must involve various parties, namely in the family and household, the school environment, and the community environment. The formation of the nature and character of education will never succeed if the three environments are not harmonious and continuous. The student's environment outside of school exerts a greater negative influence on the formation of Islamic character. This is seen from the application of 5S culture in the classroom during the math learning process in Class IV and V which reaches 90% compared to outside the classroom, namely in a community environment that only reaches 60%. This is in line with the results of research (Hamburg in Sandroek, 2003) which states that children's play environment is one of the factors that are very influential in the formation of children's character or attitude. Therefore, support from the family is parents who must really pay attention to the playing environment of their children.

4. CONCLUSION

Based on the results of the study as described above, it can be concluded that:

1. The values of Islamic character education for elementary school students instilled in students are: Religious, honest, social and environmental caring attitudes, cleanliness, discipline, hard work, nationalism, respect achievement, friendship, peace love, and love to read and count.
2. Implementation of Islamic character formation for elementary school students: a) Incorporating character education into math subjects in elementary school, b) Fostering students' habits to behave well through 5S culture, c) Giving gifts to students who behave/character well.
3. The constraints of forming Islamic character of elementary school students through 5S culture are: the character of students who have been formed through 5S culture is easily influenced by negative impacts because it is not controlled continuously, children's environment outside of school exerts a greater negative influence in the formation of Islamic character. This is seen in the application of 5S culture in the classroom during the math learning process in Grades IV and V which reaches 90% compared to outside the classroom in the school environment which only reaches 60%.

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AUTHOR'S CONTRIBUTIONS

All authors discussed the results and contributed to from the start to final manuscript.

CONFLICT OF INTEREST

There are no conflicts of interest declared by the authors.

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