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Implementation and Role of 5S Habits in Forming The Manners Character of The Students of Muhammadiyah 1 Semarang Vocational School

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Abstract

This study aims to describe the implementation of 5S habituation (Smile, Greeting, Greeting, Politeness, and Manners) and analyzing its role in shaping the character of manners of students of SMK Muhammadiyah 1 Semarang. The method used was qualitative with a descriptive approach of a case study, where data was collected through observation, interviews, and documentation for two weeks from 7–20 August 2025. Informants were selected purposively, including school principals, teachers, students, and education staff. The validity of the data is guaranteed through triangulation of sources, techniques, and time. The results of the study show that the implementation of 5S has been systemically integrated into the school culture through structured scheduling that involves all school residents, including external parties. This practice does not stop at the morning ceremony, but rather melts organically into daily interactions. 5S habituation has been proven to play a significant role in shaping the character of manners through three synergistic mechanisms, namely repetitive habituation, teacher example, and the formation of a positive culture, which concretely improves respectful attitudes, communication ethics, and more ethical social interaction. Thus, 5S habituation is a fundamental strategy based on school culture that is able to bridge moral knowledge and moral action in a sustainable manner.

Keywords:
5S Habituation; Character Formation; Manners.

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan implementasi pembiasaan 5S (Senyum, Salam, Sapa, Sopan, dan Santun) serta menganalisis perannya dalam membentuk karakter sopan santun siswa SMK Muhammadiyah 1 Semarang. Metode yang digunakan adalah kualitatif dengan pendekatan deskriptif studi kasus, di mana data dikumpulkan melalui observasi, wawancara, dan dokumentasi selama dua minggu pada 7–20 Agustus 2025. Informan dipilih secara purposive meliputi kepala sekolah, guru, siswa, dan tenaga kependidikan. Keabsahan data dijamin melalui triangulasi sumber, teknik, dan waktu. Hasil penelitian menunjukkan bahwa implementasi 5S telah terintegrasi secara

Kata Kunci:
Pembiasaan 5S; Pembentukan Karakter; Sopan Santun.

sistemik ke dalam budaya sekolah melalui penjadwalan terstruktur yang melibatkan seluruh warga sekolah, termasuk pihak eksternal. Praktik ini tidak berhenti pada seremoni pagi, melainkan melebur secara organik ke dalam interaksi harian. Pembiasaan 5S terbukti berperan signifikan dalam membentuk karakter sopan santun melalui tiga mekanisme sinergis, yaitu pembiasaan berulang, keteladanan guru, dan terbentuknya budaya positif, yang secara konkret meningkatkan sikap hormat, etika komunikasi, dan interaksi sosial yang lebih etis. Dengan demikian, pembiasaan 5S merupakan strategi fundamental berbasis budaya sekolah yang mampu menjembatani pengetahuan moral dan tindakan moral secara berkelanjutan.

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1. Introduction

In the midst of globalization and the rapid development of digital technology, the young generation is now facing increasingly complex moral challenges, including the tendency to erode ethical values in daily life. One of the phenomena that is quite concerning is the declining attitude of manners among students, which is reflected in the way of communicating, behaving towards teachers, and interacting with others. This fact emphasizes that the success of education cannot be measured solely from the achievement of cognitive aspects, but must also touch on the formation of character as a whole (Sutisna, 2020). Therefore, the crisis of manners in the school environment has become an urgent issue that demands serious attention from all parties involved in the world of education.

Manners are a form of social ethics that regulate manners and norms of interaction in social life, so that it becomes an important provision for every individual in building harmonious relationships. For vocational school students, mastering manners is increasingly crucial considering that they are prepared to directly enter the world of work which emphasizes professionalism and the ability to communicate politely. Unfortunately, the phenomenon in the school environment still often shows disrespectful actions to teachers and impolite communication patterns between students. This condition confirms that the formation of character of manners is an urgent need that cannot be ignored in the educational process (Winanda et al., 2024).

Character education that is only delivered through formal learning in the classroom is often limited to cognitive aspects and does not touch the affective realm and real behavior of students. Therefore, instilling character values requires a more concrete approach through school culture and a sustainable habituation process. This concept is in line with the classical view of Aristotle that character is not something that is formed instantaneously, but rather is the result of habits that are carried out continuously (Dorris, 2022). On the basis of that thought, the 5S habituation program is present as a conceptual solution that

offers a practical framework in shaping the manners of school residents through the repetition of positive behavior every day.

The 5S program, which is an acronym for Smile, Greeting, Greeting, Politeness, and Politeness, is present as a real practice of moral values that are manifested in daily actions, not just slogans, so that it becomes an operational form of the character of manners that can be observed and habituated directly. In the context of SMK Muhammadiyah 1 Semarang, a vocational education institution based on Islamic values and the Muhammadiyah organization, it has made the habituation of 5S a school culture that is implemented in a sustainable manner (Akhmad, 2020). The program is interesting to research because it has taken root and has become a hallmark of the school, especially with the orientation of vocational schools that prepare graduates to be ready for work so that the demands of ethics and professionalism make the formation of character manners through 5S more relevant and unique to be studied in depth.

A number of previous studies have examined 5S habituation in relation to general character formation in the school environment. However, these studies generally have not specifically explored the role of 5S in shaping manners as a stand-alone variable and has distinctive behavioral indicators. In addition, there has not been much research that has explored the process of implementing 5S contextually, especially in Islamic values-based vocational schools that have a dual orientation, namely moral development as well as ethical readiness in the world of work. Thus, this study is here to fill this gap by specifically examining how the implementation of 5S habituation plays a role in shaping the character of manners of students of SMK Muhammadiyah 1 Semarang.

Theoretically, the formation of character manners through the habituation of 5S can be explained through the view of Thomas Lickona who emphasizes the importance of moral action as a tangible manifestation of character (Lickona, 2004), as well as Albert Bandura's modeling theory which places exemplification and repetition of behavior as the main mechanism in attitude formation (Bijandi, 2011). In addition, Lawrence Kohlberg's perspective on moral development provides a framework that the internalization of ethical values such as good manners requires a gradual process facilitated by a consistent social environment (Sortino, 2020) Based on this theoretical framework, this study proposes a problem formulation, namely how to implement 5S habituation at SMK Muhammadiyah 1 Semarang and how its role is in shaping the character of manners of school residents. The purpose of this research is to describe the implementation of 5S habituation and analyze its role in the formation of character manners, with the hope of providing theoretical contributions to the development of character education science and practical benefits for schools in optimizing similar programs

2. Methods

This research uses a qualitative type with a descriptive approach of case studies in order to understand in depth the implementation of 5S habituation and the dynamics of character formation of manners at SMK Muhammadiyah 1 Semarang. The location of the research was deliberately chosen because the

school, which is located on Jalan Dr. Cipto No. 39, Semarang City, has a 5S program that has been running and has become part of the school culture, so it is very relevant to the focus of the study. The data collection lasted for two weeks, starting from August 7 to 20, 2025, the period of time was considered sufficient to obtain data sources and complete research needs, in addition to being able to reveal the meaning and social context behind habituation practices.

The data sources in this study consisted of informants selected using the purposive sampling technique, which is deliberate selection based on the criteria of relevance and involvement in the research focus (Tajik et al., 2024) The informants involved included the principal, three teachers, a student, and an education staff at SMK Muhammadiyah 1 Semarang. They were chosen because all parties were directly involved in the implementation of daily 5S habituation in the school environment. Thus, each informant can provide factual and in-depth information according to his or her role and experience in shaping the character of school students.

Data collection in this study was carried out through observation, interviews, and documentation, each of which has a complementary function. Observation is used to directly observe the practice of 5S habituation and student interaction which is an indicator of the formation of good manners character. The interview serves to explore the experiences, understandings, and perceptions of school principals, teachers, students, and education staff regarding the implementation of the program (Jailani, 2023) Documentation in the form of photos of school activities and archives is used as supporting data to strengthen and complement the findings from observations and interviews. In this process, the researcher acts as the main instrument assisted by observation guidelines and interview guidelines so that the data extraction remains directed and systematic.

The data that has been collected through observation, interviews, and documentation is then analyzed using the interactive model of Miles, Huberman, and Saldana. The analysis process takes place cyclically and continuously during the research period, starting from data condensation to sorting and summarizing relevant information with the focus of 5S implementation and the character of manners. After being reduced, the data is presented in the form of a narrative that relates the field findings to the theoretical framework used. The final step is the drawing of conclusions and verification carried out by referring back to the raw data to ensure that the resulting conclusions are truly rooted in empirical evidence in the field (Matthew Miles, Micheal Hubermann, 2014)

To ensure the validity of the data, this study uses source triangulation, triangulation technique, and time triangulation. Source triangulation is carried out by comparing information obtained from school principals, teachers, students, and education staff to obtain diverse viewpoints. The triangulation technique is carried out by matching the results of observations, interviews, and documentation so that the resulting data confirm each other (Nurfajriani et al., 2024) Meanwhile, time triangulation is applied by checking data at different times and conditions during the research period to ensure consistency and stability of findings in the field.

3. Result and Discussion

a) Implementation of 5S Habituation at SMK Muhammadiyah 1 Semarang

The implementation of 5S habituation at SMK Muhammadiyah 1 Semarang has been systemically integrated into the rhythm of school life and not just a ceremonial program. This habituation is designed in a structured manner through scheduling teachers and students to be in charge of greeting in the school environment before the Teaching and Learning Activities (KBM) begin. This practice is inclusive by involving external parties such as teaching practice students from UIN Walisongo and Semarang State University who participated in the welcome process. Furthermore, the implementation of 5S does not stop at the morning ceremony, but rather melts organically into every daily interaction throughout the school ecosystem.

At the operational level, the element of Smile is the primary non-verbal expression that is consistently shown when school residents cross paths as a sign of initial friendliness and respect. This continues with Sapa which represents warm social interaction, and Salam which is a form of verbal respect that is spoken with full awareness (Ida Fitri Yani et al., 2025) These three elements run naturally without coercion, indicating that the value of Politeness has been embedded in the ethics of speaking that puts the interlocutor in a position of honor. The accumulation of all these behaviors manifests into Manners, a crystallization of attitudes that directly meet the indicators of manners such as mutual respect, the growth of empathy, and the creation of a civilized school environment (Rahmadhani & Sapri, 2023).

The implementation of 5S at SMK Muhammadiyah 1 Semarang is a manifestation of Aristotle's view that character is not an innate gift, but the result of habits that are carried out repeatedly and consistently. The practice of greeting, smiling, and greeting carried out every morning follows the classic trajectory of character formation: from structured actions through scheduling, transforming into habits, to finally crystallizing as a naturally expressed character of manners (Afrina et al., 2024) Aristotle affirmed that moral virtue must be practiced constantly until it becomes a habit, and this is where the urgency of the role of principals and teachers as exemplary figures finds its place; They do not just instruct, but are actively present to greet and greet as a concrete example for students. Deputy Principal for AIK, Mr. Moh. Rifa'i, emphasized that the long-term goal of this habituation is to foster a sense of mutual belonging among students, an inner disposition that only grows from the repetition of good deeds in a mock manner. In line with Aristotle's belief that the character formed will manifest in various life contexts, Mrs. Yuli as the Vice Principal for Curriculum added that she hopes that 5S habituation will tend to be emulated and applied by students outside the school environment as a provision for complete character in community life.

This habituation has gone beyond its position as a structured program and transformed into a school culture that is alive and lived naturally without any element of coercion. This can be seen from the daily lives of school residents who spontaneously throw smiles, greetings, and greetings when they cross paths, indicating that these values have been internalized in daily interactions. In the perspective of Albert Bandura's social learning theory, this condition represents the formation *of* a conducive environment in which positive behavior is no longer merely instructed, but has become a collective model that is constantly observed and reproduced (McLeod, 2022) As revealed by Mr. Ramanda as an education staff, this habituation slowly brings a positive influence on the relationship between school residents. This process of imitation between school residents creates reciprocal determinism, which is a reciprocal relationship between individual behavior, cognitive factors, and the environment that together strengthen the existence of 5S culture. Thus, 5S is no longer seen as a temporal obligation, but has become a living value and lived together as the collective identity of SMK Muhammadiyah 1 Semarang.

b) The Role of 5S in Shaping Manners Character

The implementation of 5S habituation at SMK Muhammadiyah 1 Semarang has significantly improved the attitude of respect, communication ethics, and polite behavior of all school students. In the realm of verbal communication, students show an interaction pattern that reflects linguistic politeness, where greetings are pronounced consciously as a form of respect and greetings present represent warm social interaction (Sholeh, 2020) The use of polite language is increasingly evident from the instilling of polite values in speaking ethics, namely students naturally place teachers and peers in a respected position through the choice of words and proper intonation. Interaction with teachers takes place within the framework of sincere respect, while interaction with peers is colored by friendliness that is reflected in greetings and smiles that are thrown at each other spontaneously. In the end, the accumulation of all these behaviors manifests into a polite attitude that crystallizes as a natural character, complete with indicators of mutual respect, the growth of empathy, and the creation of a civilized school environment (Hattangadi, 2020)

This habit has encouraged students' moral development towards a more mature understanding of social norms, where students no longer carry out the practice of smiling, greeting, and greeting as a purely structured obligation, but begin to understand that these behaviors are part of the collective expectations of the school environment. In the perspective of Lawrence Kohlberg's theory, this condition places students at a conventional stage, precisely the orientation of interpersonal harmony (Kohlberg, 1971) where individuals behave well with the aim of meeting the expectations of those around them such as teachers, friends, and the entire school community. The realization that 5S has become a school culture that is alive and lived together encourages some students to step towards

the orientation of maintaining social rules, namely carrying out norms as part of the responsibility to maintain social order and cohesion in their environment. This moral development does not stop at cognitive understanding, but is manifested in real actions that help increase students' confidence in interacting, as revealed by Zaki, an 11th grade student, that this habit is very helpful in establishing familiarity, "We can be more familiar with friends who used to be not very close, let alone those who are in different classes." In line with this, Mrs. Wiwid as the Vice Principal for Student Affairs emphasized that the involvement of students in the habit of greeting every morning aims to make them feel the benefits firsthand, not just to become the object of the program, especially to erode the indifference between students that often arises only because of class and gender differences. Thus, the habituation of 5S has succeeded in bringing students beyond superficial obedience to the appreciation of authentic social norms, preparing them to establish healthy and respectful social relationships in the school environment and society (Dinda Azzahra et al., 2023)

c) Supporting and Inhibiting Factors

The successful implementation of 5S habituation at SMK Muhammadiyah 1 Semarang is inseparable from a number of mutually reinforcing supporting factors, namely the school's commitment which is manifested through a structured scheduling policy, the active example of the principal and teachers who are present to greet and greet each other, and the formation of a positive culture that makes 5S a collective value that is lived together without coercion (Ihwal Ihsanul, 2025). Policy support is also evident from the school's long-term vision which emphasizes the growth of a sense of mutual ownership among students and encourages this habituation to be sustainable beyond the school environment. On the other hand, this habituation process also faces several inhibiting factors, especially in the early stages when students are not yet fully accustomed and still require structured scheduling as a behavioral trigger (Unadiroh et al., 2025) In addition, the influence of the outside environment and lack of consistency in some students is a challenge in itself, as can be seen from the fact that some students are sometimes still affected by the habits of their friends who are indifferent to other students just because of class and gender differences. Nevertheless, the consistency of teachers' exemplary and the entrenchment of the 5S culture in schools are able to gradually minimize these obstacles, proving that a conducive environment can defeat negative influences from outside (Setyowati et al., 2025).

Obstacles in the implementation of 5S habituation at SMK Muhammadiyah 1 Semarang is the lack of a collective awareness among students regarding the importance of this habituation serves as a general factor that can act as an obstacle. One piece of its evidence is such as students who are not used to it yet and are still influenced by the habits of their friends, cannot be viewed simplistic but need to be critically analyzed

as a reasonable dynamic in the process of forming a new culture. In the perspective of Albert Bandura's social learning theory, this obstacle occurs because the social environment of students is not only shaped by the school ecosystem, but also influenced by the outside environment that may not have instilled similar norms (Goslin, 1969)), so that there is a tug-of-war between the positive behavior model in school and the indifferent behavior model that students sometimes encounter outside. Bandura emphasized that habituation requires consistency and continuous strengthening of the environment; when students are not regularly exposed to the model of example, then the expected behavior has not been fully internalized and is susceptible to faltering by external influences (Khozin et al., 2024) In addition, Mr. Lukman Hakim as the Principal said that "Such things must continue to be habituated, because we are fellow school residents who are in the same environment. There must be respect from students to teachers, and there must also be a sense of protection from teachers to students." The statement emphasized the importance of building a positive culture and harmonious relationships in schools, where mutual respect not only reflects the character of students, but also becomes the foundation for creating a comfortable and productive learning atmosphere. Thus, this analysis shows that the success of 5S habituation is highly dependent on the school's ability to maintain a positive environmental consistency in a sustainable manner, so that the model of example that is constantly presented is able to defeat negative influences from outside and form a solid character of manners in students.

d) Comparative Analysis with Previous Research

The results of this study show similarities with a number of previous studies that affirm that the implementation of 5S habituation is consistently able to increase the positive character of students in the school environment. Various previous studies have proven that the practice of smiles, greetings, greetings, politeness, and manners carried out repeatedly contributes to the formation of a friendly and characterful school culture. However, this research offers a novelty that has not been raised much by previous studies, namely a more specific focus on the formation of character manners as a stand-alone moral dimension, rather than just part of character education in general. Furthermore, this study succeeded in identifying that the dominant factor that determines the success of the implementation of 5S is not solely in the structure of the program, but in the synergy between the example of teachers who are actively present to greet and greet and the habituation process that takes place steadily to form a natural moral disposition (Kusumaningrum, 2020). This finding enriches the treasure of character education studies by emphasizing that example and habituation are two pillars that cannot be separated in forming authentic and sustainable character manners.

Based on all the discussions, it can be emphasized that the habituation of 5S at SMK Muhammadiyah 1 Semarang is not just a daily

routine that is ceremonial, but has been proven to be an effective strategy in shaping the character of manners of all school residents. This strategy works through three main mechanisms that reinforce each other, namely repetitive habituation that transforms structured actions into natural characters, the example of teachers and principals who become concrete models for students, and the formation of a school culture that makes 5S values live and be lived together without coercion. These three mechanisms synergistically bridge the gap between moral knowledge and moral action, so that manners are not only understood cognitively but are actually manifested in everyday interactions. Thus, the implementation of 5S in schools can be a model of character formation that is applicable and relevant to be applied in various other educational contexts.

4. Conclusion

The implementation of 5S habituation at SMK Muhammadiyah 1 Semarang has been proven to be carried out consistently through structured and natural daily activities. This program has succeeded in integrating a positive culture organically by involving all school residents, from leaders to external parties. Through this culture-based approach, habituation plays a significant role as an effective strategy that bridges moral knowledge into concrete action. This success is demonstrated through concrete evidence such as increased respect, more polite communication, and empathetic social interaction throughout the school ecosystem.

The formation of students' character manners does not happen instantly, but goes through a gradual process from daily repetition until these values crystallize. The main key to the success of this mechanism lies in consistency of habituation, continuous example from teachers and principals, and a conducive environment. Through this positive ecosystem, moral values are not just a theory in the classroom but are actually lived by students in daily interactions. Therefore, these findings have wide relevance for other schools in strengthening character education to prepare graduates who have ethical readiness and authentic professionalism.

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