
Strengthening The Character of Global Diversity Through Child-friendly School Programs by Utilizing 5S (Smile, Greetings, Greetings, Politeness, Courtesy) in the Regional Coordinator for Education, South Cilacap District

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ABSTRACT

This study aims to analyze the strengthening of Global Diversity through the Child-friendly School Program utilizing the 5S culture (Smile, Greeting, Salutation, Politeness, Courtesy) at SD KorwilBiddik South Cilacap, and to describe the supporting and inhibiting factors of learning to strengthen Global Diversity through this program in the South CilacapBiddik Regional Council. Using a descriptive qualitative research approach, the study focuses on students, teachers, and elementary school principals in both public and private schools in the region, particularly on the implementation of child-friendly schools through the 5S culture to enhance the character of global diversity among students. The findings reveal that schools in the South CilacapBiddik Regional Council have effectively implemented child-friendly school policies and integrated the 5S program into daily school activities. The supporting factors include school policies, teachers, the school environment, parents, supportive subject matter, and adequate facilities and infrastructure. However, there are inhibiting factors such as inconsistencies among school residents in implementing the program, the diversity of student characteristics, and differing habits of students at school and at home. Despite these challenges, the 5S program has been well-implemented daily, fostering respectful and friendly behavior towards teachers and peers, thereby enhancing students' global diversity character.

Keywords: Child Friendly Schools, 5S, Global Diversity.

INTRODUCTION

Character education is very important for the younger generation because the younger generation is a reflection of the character of a nation (Fadhila & Pandin, 2021). The younger generation is also a benchmark for the success of nation-building. The younger generation is expected to be able to apply noble character both in words and behavior (Hanafiah, Mawati, & Arifudin, 2022).

Each school instills and implements the values of the nation's character (Ismail, 2016). Efforts that can be done are through coaching, nurturing, and developing children's character that will be provisions in the future (Salomone et al., 2019). The character development program is in accordance with the central government program through the Ministry of Law No.20 of 2003 concerning the National Education System that:

"Education is a conscious and planned effort to create an atmosphere of learning and learning so that students actively develop their potential to have spiritual, religious, self-control, personality, intelligence, noble character and skills needed by themselves, society, nation and State. Furthermore, it is stated that national education is education based on Pancasila and the 1945 Constitution of the Republic of Indonesia, which is rooted in religious values and Indonesian national culture and responsive to the demands of the times (Santoso & Murod, 2021). Article 3 states that national education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the nation's life."

Child-friendly schools become programs to create a comfortable atmosphere. (Yosada & Kurniati, 2019) in his article entitled *Creating Child-Friendly Schools* explained that one of the crimes that has become a phenomenon lately is violence against children. Acts of violence occur a lot in the world of education. The violence that occurs can tarnish the name of the world of education, which does not reflect education itself (Macedo, 2018). Violence can occur between students and even teachers against students. Such violence can be physical, verbal and mental violence. Schools as implementing agents of the educational process must have a friendly culture in carrying out their functions to achieve educational goals (Wandasari, Kristiawan, & Arafat, 2019).

Building a sense of tolerance is a challenge in developing character in schools. (Wijayanti & Muthali'in, 2023), in her article entitled *Strengthening the Global Dimension of Diversity Pancasila Student Profile through Learning Pancasila and Civic Education* explained that it is not easy to build a sense of tolerance in everyday life. There are many conflicts, including those that occur in the world of education today, due to the emergence of student intolerance towards others, especially fellow students (Utomo & Wasino, 2020). The global diversity dimension of the Pancasila student profile is dreamed of being able to produce Indonesian students who are able to maintain or preserve their identity, locality and noble culture, always keep an open mind when socializing with other cultures so as to increase the spirit of tolerance and distance from division. Strengthening the dimension of global diversity is important to maintaining the identity of the country and preventing divisions due to its existence.

Observations that have been carried out in the area of the Regional Coordinator for Education (Korwil Biddik) South Cilacap, which here in after in this study is called Korwil Biddik, resulted in some teachers still encountering several cases of bullying caused by differences in ethnicity and social status, or differences of opinion. All schools in this district have implemented child-friendly school programs (Suharsiwi, Arifin, Setiyanti, & Arvan, 2023). The schools have declared as child-friendly. Most schools have implemented 5S programs (Smile, Greetings, Greetings, Politeness, Courtesy) both in the learning process and outside of learning activities. In some elementary schools in the morning, picket teachers arrived early and stood by the gate to greet students who came to school. The program is very good because students feel happy when they are welcomed with greetings and warm greetings

from their teachers (Hayward, 2019). The observations show that not all schools have implemented picket activities and not all teachers have been able to participate.

Some schools have students who have different religions, some are Muslim, Christian and Khatolik (Aldeia & Nisa, 2022). They are in the same class. Regular learning goes on as usual, but when their religious lessons are taught by different teachers according to their respective religions. Interaction and communication between these students go hand in hand. The nuances of the character of global diversity are needed to establish tolerance and accept existing differences so that learning activities can run well.

The character of global diversity has not been formed optimally. Respecting others and parents also has not been seen well in learners. It often happens that there are cases of calling by name or designation of parents' names. Some students still discriminate when hanging out with friends (Museus, Sariñana, Yee, & Robinson, 2016). The selection of study groups is often a problem because there are children who do not get the group because other students do not want to recruit one of the children to join their group.

Interviews with several grade 4, 5 and 6 teachers in several schools in KorwilBiddik South Cilacap showed that there were several cases of bullying models both physical and verbal. Verbal bullying includes ridiculing, insulting, and threatening. Physical bullying includes kicking, pushing, pinching and hitting friends. These results were obtained from interview activities in December 2023. The grade 6 teacher at SD KemalaBhayangkariCilacap explained that there is often verbal and physical bullying in children. The perpetrator did this event because he felt greater than others. Another reason is that they feel disliked because of the actions or attitudes of other students. Dissent is also a reason for bullying.

The grade 5 teacher of SD Negeri Sidakaya 03 on December 16, 2023, explained that there was a special note about students who were bullied. The note is a follow-up to the report of one of the victims of bullying. There was student Y insulted and mocked on WhatsApp social media by displaying a photo of the victim with the phrase "Little item does not matter" so that the student was embarrassed and did not go to school.

Some of the results of these interviews show that in the school environment, there are cases that make students uncomfortable. Students commit acts of bullying with various motives that ultimately make other students feel ashamed and even make them not enter school. This phenomenon needs to be followed up so that teaching and learning activities run more comfortably and achieve learning goals. This study aims to (1) Analyze the strengthening of Global Diversity through the Child-friendly School Program Utilizing 5S (Smile, Greetings, Greetings, Politeness, Politeness) at SD Korwil Biddik South Cilacap. (2) Describe the supporting and inhibiting factors of learning to strengthen Global Diversity through the Child Friendly School Program Utilizing 5S (Smile, Greetings, Greetings, Politeness, Courtesy) in South Cilacap Biddik Regional Council. (3) analyze the strengthening of global diversity through child-friendly school programs by utilizing 5S (Smile, Greetings, Greetings, Politeness, Politeness) at SD KorwilBiddikCilacap Selatan.

RESEARCH METHODS

The research method used in this study is a descriptive qualitative research approach. The subjects of this study were students, teachers, and elementary school principals in Korwil Biddik South Cilacap both public and private schools. This research is focused on the implementation of child-friendly schools through 5S culture to strengthen the character of global diversity which includes the implementation of 5S culture by principals, teachers in the classroom and students in the school environment. Data sources were obtained from informants in 5 elementary schools in the South Cilacap Biddik Regional District by conducting observations, interviews, and documentation studies. This research uses the data analysis technique of the Miles and Huberman and Saldana Models, namely data analysis in qualitative research is carried out interactively and takes place continuously until it is complete, so that the data is saturated (Isnaini & Ariyanti, 2020).

RESULTS AND DISCUSSION

The implementation of strengthening the character of global diversity through child-friendly school programs by utilizing 5S (Smile, Greetings, Greetings, Politeness, Politeness) at SD KorwilBiddikCilacap Selatan.

One of the programs implemented by the school is the Child Friendly School program. In the implementation of the program, there are activities as one of the implementations with the application of 5S. Every school resident has a big role in running and succeeding the implementation of the program.

School policy involves principals, teachers, staff, students as well as guardians. All elements support each other to create a safe and comfortable school for students and all school residents.

The GM principal explained that:

"The school implements 5S every day. The program is included in learning and character building. (Results of interview with GM, May 2, 2024)

The kindergarten teacher explained that:

"The school implements 5S (Smile, Greetings, Greetings, Politeness, Courtesy) in daily implementation, the school also adds facilities and infrastructure for children to be more comfortable at school". (Results of interview with TK, May 2, 2024)

The results of the interview above can be concluded that schools in the Korwil Biddik area of South Cilacap have implemented child-friendly school policies and implemented the 5S program in the daily agenda at school both in the outside environment and in learning.

The results of the interview with FN told that:

"Child-friendly school activities include anti-bullying declarations, every morning before entering the classroom teachers greet with a smile in front of the gate." (Results of interview with FN, April 30, 2024)

In line with the results of the interview, the results of the interview with JMI explained that:

"Child-friendly school activities include disciplining Anti-Harassment and Anti-Bullying schools. Parental Participation and Involvement. Facilitate Counseling and Emotional Support for students. Always practice in teaching and learning activities, making students familiar with the implementation of the 5S program." (Results of interview with JMI, May 2, 2024)

The interview with GM explained that:

Some examples are greeting principals and teachers who picket in the morning, greeting teachers and friends at the beginning and after school, knocking on doors when entering the room." (Results of interview with JMI, May 2, 2024)

Some of the results of the interview above can be concluded that some of the implementations of child-friendly schools in South Cilcapa Biddik Regional School schools are: Child-friendly school activities include anti-bullying declarations, every morning before entering the classroom teachers greet with a smile in front of the gate, greet the principal and teachers who picket in the morning, greet teachers and friends at the beginning and after school, knock on the door when going to enter the room. Discipline Anti-Harassment and Anti-Bullying schools. Parental Participation and Involvement. Facilitate Counseling and Emotional Support for students (Callahan & Inckle, 2012). Always practice in teaching and learning activities, making students familiar with the implementation of the 5S program.

The results of the interview are in accordance with (Puspita, 2023) about Child friendly schools (CFS) are formal, non-formal and informal education units that are safe, clean and healthy, caring and cultured environment, able to guarantee, fulfill, respect children's rights and protect children from violence, discrimination, and other mistreatment and support children's participation, especially in planning, policy, learning, supervision, and complaint mechanisms related to the fulfillment of children's rights and protection in education

Supporting and inhibiting factors for strengthening global diversity through child-friendly school programs utilizing 5S (Smile, Greetings, Greetings, Politeness, Politeness) at SD KorwilBiddik South Cilacap

The implementation of child-friendly school activities by utilizing 5S has supporting and inhibiting factors (Pratiwi, Rusilowati, & Subali, 2022). GM in the interview explained that the supporting factor is the school's policy for character building, the responsibility of educating all aspects of student life. While the inhibiting factor of program implementation is habits at home, sometimes not the same as habits taught in school."

Tk explained in the interview that: "The supporting factors of 5S activities are school policy, responsibility. While the inhibiting factor is the inconsistency of teachers and school residents in implementing the program. (Interview with TK, May 2, 2024).

JMI in the interview explained that "The supporting factors of activities are teachers, school environment, and subject matter that supports the implementation of the 5S Program. while inhibiting factors are students who behave disorderly and difficult to manage, efforts made to overcome inhibiting factors are by reprimanding or giving advice." (Interview with TKJMI, May 2, 2024)

NH explains that "The supporting factor of the program is teachers who embrace students. School environment that provides support for both facilities and infrastructure as well as programs. While the inhibiting factor is the characteristics of different students so that it is difficult to handle." (Results of interview with NH, April 30, 2024)

Based on the interview activities above, it can be concluded that the supporting factors for the implementation of the 5S program in developing the character of global diversity are:

1. School policies
2. Teachers, school environment, and learning materials that support the implementation of the 5S Program
3. Facilities and infrastructure

Program inhibiting factors are:

1. Inconsistencies of school residents in the implementation of the program
2. Diversity of student characteristics.
3. Different habits in students at school and at home.

Analysis of strengthening global diversity through child-friendly school programs by utilizing 5S (Smile, Greetings, Greetings, Politeness, Politeness) at SD KorwilBiddik South Cilacap

TK explained that "The development of student character after implementing the 5S program is that students become friendly and polite to their elders. Students become friendly, smiling and respectful to their elders." (Results of interview with TK, May 2, 2024)

GM explains that "Students are getting used to things that belong to 5S characters, they do out of themselves and not a sense of force. (Results of interview with GM, May 2, 2024)

JMI explained in his interview, namely "There is spontaneity of greeting, smiling and wrong in students, when meeting with teachers / friends after implementing the 5S program." (Interview with JMI, May 2, 2024)

HAS explained that the implementation of 5S has been carried out well every day, and can foster respectful and friendly behavior both to teachers and fellow friends. (Interview with HAS, April 30, 2024)

Students at SD KorwilBiddikCilacap feel the benefits of the program. ZA explained that students have already practiced courtesy and courtesy. (Results of interview with ZA, April 30, 2024)

K explained that the 5 S program can strengthen the character of students' global diversity. (Interview with K, April 30, 2024)

The results of the interview with NH explained that 5S activities can improve the character of students' global diversity. GM explained that this activity is quite effective for elementary school children because continuous habituation is expected to strengthen children's character, especially global diversity. JM explained that the program is very effective because all school residents have a caring attitude towards each other.

Based on the results of the interview mentioned above, it can be concluded that the development of student character after implementing the 5S program is that students become

friendly and polite to their elders. Students become friendly, smiling and respectful to their elders. 5S activities can improve students' global diversity character.

This is in accordance with (Rohmah, Narimo, & Widyasari, 2023), the strategy to strengthen the Pancasila Student Profile in the global diversity dimension is carried out by integrating into learning activities such as intracurricular activities and then packaged in project activities to strengthen the Pancasila Student Profile such as introducing various kinds of traditional foods, introducing various unique regional potentials, getting to know domestic products. The implementation of 5S in Korwil Biddik Cilacap Selatan is not just a jorgan but is implemented into learning so that it has a great impact on strengthening the character of students' global diversity.

Several activities in the implementation of the global diversity character strengthening program through the 5S program have been carried out well and have an impact on student character development. Starting from students coming to school greeted by the principal and teachers, communicating using Indonesian. As well as the arrangement of seats that are rolled every day. This is in line with (Yudha & Aulia, 2023) explaining that school culture related to strengthening the character of global diversity through 5S culture (smile, greetings, greetings, politeness, politeness) includes using Indonesian in daily interactions, rolling seats every day, cultural seminars, implementation of an independent curriculum, hospitality events.

CONCLUSION

Based on the data from research and discussion, it can be concluded that: (1) Schools in the South Cilacap Biddik Regional Council have implemented child-friendly school policies and implemented the 5S program in the daily agenda at school both outside and in learning. (2) Supporting factors for the implementation of the 5S program are school policies, teachers, school environment, parents and subject matter that supports the implementation of the 5S Program, facilities and infrastructure. Inhibiting factors of the program are inconsistencies of school residents in the implementation of the program, diversity of student characteristics. Different habits in students at school and at home. (3) The 5S program has been implemented well every day, and can foster respectful and friendly behavior both to teachers and fellow friends. can improve the character of students' global diversity.

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