**ABSTRAK**

**IMPLEMENTASI BUDAYA 5-S (SENYUM, SALAM, SAPA, SOPAN, SANTUN) DALAM PEMBELAJARAN PPKN SEBAGAI PENGUATAN PENDIDIKAN KARAKTER PESERTA DIDIK**

**(Studi Deskriptif Kuantitatif kelas XI di MA Al-Falah Cikelet)**

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Penelitian ini dilatar belakangi oleh adanya penurunan karakter peserta didik setelah adanya wabah Covid-19 dan kegiatan Pembelajaran Jarak Jauh (PJJ). Selain itu karakter peserta didik juga dipengaruhi oleh dampak negatif globalisasi terhadap kehidupan masyarakat termasuk peserta didik yang semakin nyata dari waktu ke waktu hanya memikirkan dirinya sendiri sehingga kurang perduli kepada orang lain, etika sopan santun mulai hilang dimana anak-anak sekarang kurang bisa menempatkan diri kepada siapa mereka bergaul dan bagaimana sikapnya kepada orang yang lebih tua termasuk gurunya. Oleh karena itu implementasi Budaya 5-S bisa menjadi salah satu penguatan pendidikan karakter peserta didik di sekolah. Tujuan penelitian ini: pertama untuk mengetahui implementasi budaya 5-S (senyum, salam, sapa, sopan, santun) pada peserta didik di lingkungan sekolah, kedua untuk mengetahui pengaruh implementasi budaya 5-S terhadap karakter peserta didik, ketiga untuk mengetahui faktor penghambat dan pendukung dalam pengimplementasian budaya 5-S pada peserta didik. Jenis penelitian ini adalah penelitian deskriptif dengan pendekatan kuantitatif, metode yang digunakan adalah wawancara, observasi, angket dan studi dokumentasi. Populasi dalam penelitian ini sebanyak 54 responden kelas XI MA Al-Falah Cikelet. Berdasarkan analisis data yang dilakukan peneliti maka diketahui: pertama implementasi budaya 5-S terhadap peserta didik dilakukan dengan tiga kegiatan yaitu rutin/pembiasaan, spontan dan keteladananan. Kedua, adanya pengaruh implementasi budaya 5-S terhadap karakter peserta didik sebesar 26,3%. Sedangkan hasil uji hipotesis diperoleh nilai t hitung > t tabel atau 4,302 > 1,674, maka Ho ditolak dan Ha diterima. Artinya terdapat pengaruh implementasi budaya 5-S terhadap karakter peserta didik kelas XI MA Al-Falah Cikelet. Ketiga, faktor yang mempengaruhi implementasi budaya 5-S yaitu faktor pendukung terdiri dari faktor kurikulum, lingkungan sekolah dan sumber daya sekolah. Sedangkan faktor penghambatnya yaitu faktor lingkungan luar sekolah, keluarga dan globalisasi.

**Kata Kunci: Budaya 5-S, Pendidikan Karakter, Peserta Didik**

***ABSTRACT***

***IMPLEMENTATION OF 5-S CULTURE (SMILE, GREETING, GREETING, POLITENESS, COURTESY) IN PPKN LEARNING AS STRENGTHENING STUDENTS' CHARACTER EDUCATION***

***(Quantitative Descriptive Study of class XI at MA Al-Falah Cikelet)***

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***This research is motivated by the decline in the character of students after the Covid-19 outbreak and Distance Learning (PJJ) activities. In addition, the character of students is also influenced by the negative impact of globalization on people's lives, including students who are increasingly evident from time to time only thinking about themselves so that they care less about others, the ethics of manners are starting to disappear where children are now less able to place themselves with whom they hang out and how they behave to their elders including their teachers. Therefore, the implementation of the 5-S Culture can be one of the strengthening of students' character education at school. The purpose of this study: first to determine the implementation of the 5-S culture (smile, greeting, greeting, politeness, courtesy) on students in the school environment, second to determine the effect of the implementation of the 5-S culture on the character of students, third to determine the inhibiting and supporting factors in implementing the 5-S culture on students. This type of research is descriptive research with a quantitative approach, the methods used are interviews, observations, questionnaires and documentation studies. The population in this study were 54 respondents of class XI MA Al-Falah Cikelet. Based on data analysis conducted by researchers, it is known: first, the implementation of the 5-S culture towards students is carried out with three activities, namely routine / habituation, spontaneous and exemplary. Second, there is an influence of the implementation of the 5-S culture on the character of students by 26.3%. While the results of hypothesis testing obtained the value of t count> t table or 4.302> 1.674, then Ho is rejected and Ha is accepted. This means that there is an effect of the implementation of the 5-S culture on the character of students in class XI MA Al-Falah Cikelet. Third, the factors that influence the implementation of the 5-S culture are supporting factors consisting of curriculum factors, school environment and school resources. While the inhibiting factors are factors outside the school environment, family and globalization.***

***Keywords: 5-S Culture, Character Education, Students***