



## **Implementation of Character Education Through 5S Work Culture Training for Students of Vocational High School (SMKN I) Gunung Sindur, Bogor, West Java, Indonesia**

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### **ABSTRACT**

Vocational high schools in Indonesia are referred to as SMK. Vocational High School (SMK) is a secondary education institution that specifically develops students' practical skills in various fields. The main objective of SMK is to provide training to students with technical skills relevant to the demands of the job market, while also cultivating an industrial work culture that emphasizes discipline, responsibility, and teamwork. Universities play a crucial role in strengthening the quality of SMK education by providing various additional training, seminars, and workshops, as well as offering resources and mentor guidance to help students hone their interpersonal skills, time management, and important communication abilities for their future careers. The implementation of additional training for SMK is one tangible form of community service as part of the three pillars of education. One training that can be provided is the 5S training (Sort, Set in order, Shine, Standardize, Sustain), aimed at introducing students to the importance of applying a disciplined, effective, and efficient industrial work culture. Therefore, the outcome of this training is expected to provide SMK students with a deeper understanding of the importance of structured and quality-oriented work practices.

Keywords: Vocational School Students; Competence; Character building; Work Culture; 5S Training

### **Introduction**

One key factor that can enhance a company's productivity is the performance of its workers, especially those in the younger workforce segment. According to data presented by the Indonesian Ministry of Manpower in 2020, the percentage of young workers (aged 15-24 years) engaged in the formal sector reached approximately 17.5%. The contribution of these young workers is crucial as they often bring fresh enthusiasm, creative ideas, and positive energy to the workplace (Indonesian Ministry of Manpower, 2020).

Graduates of Vocational High Schools are part of this significant young workforce segment. They possess practical skills that are relevant to industry needs and are typically ready to enter the job market quickly. However, to optimize their contributions, vocational high schools graduates need additional training that aligns with the evolving demands of the industry. This training includes enhancing both technical and non-technical skills, understanding work processes, and adapting to the latest technologies.

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A strong work culture is one key aspect of both individual and organizational success. A good work culture helps create an environment where students can thrive, collaborate, and achieve common goals. Forming a positive work culture is an integral part of the educational process. Students are taught to appreciate values such as discipline, integrity, and responsibility, which will ultimately help them face challenges in the workforce.

Therefore, investing in training for vocational high schools students not only supports individual advancement but also has the potential to increase overall company productivity. This opens up opportunities for graduates to play roles as quality and efficient young workers in workplaces that require a deep understanding of work processes and strong practical skills.

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abilities for their future careers. The implementation of additional training for SMK is one tangible form of community service as part of the three pillars of education.

Universitas Mercu Buana (UMB) is one of the higher education institutions that is very active in research and community service activities. UMB has the potential to become a strategic partner in the development of Vocational High Schools (SMK) by providing additional training for SMK students. This is an implementation of the university's vision and is in line with the Community Service Master Plan, which aims to proactively improve the quality of vocational education and prepare SMK students as skilled and quality workers. Collaboration between UMB and SMK can take various forms, such as training programs, seminars, and consultancy services, aimed at applying academic knowledge and skills for the benefit of society at large. Furthermore, this collaboration also aims to expand the professional networks of SMK students (Widarto & Widodo, 2015; Nugroho, 2022).

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These training activities refer to the Community Service Master Plan of Universitas Mercu Buana for the period 2021-2024, with the flagship implementation of character education values for the creation of generations with good behavior/character and work culture. The training method involves providing an understanding of the 5S Work Culture in the industrial world, delivering materials on strengthening technical skills (hardskills) and non-technical skills (softskills) required by the industry.

Character education is integral to enhancing the soft skills essential for vocational high school (SMK) students. The aim of character education is to cultivate mutual understanding, care, and adherence to core ethical values. Values pertaining to work culture in the industrial and business sectors should be instilled throughout the learning journey in vocational high schools. This ensures that upon graduation from SMK, students possess the habits of applying these values, thus gradually molding their personalities and shaping the character of each SMK student.

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## Priority Problems

Based on the situation analysis above, the challenges faced by the partners in this community service activity are:

1. How to provide an understanding of the 5S work culture concept?
2. How to develop the skills of vocational high school (SMK) students that support their ability to implement the 5S work culture in creating an organized, clean, and efficient work environment?

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## Method

### a. Problem-solving Framework

One of the main tasks of lecturers and in an effort to increase the university's involvement in society, Universitas Mercu Buana through the Community Service Center needs to actively look at and participate in helping to make a direct contribution. Therefore, the research team proposes an educational program and implementation of character education in the vocational high school (SMK) environment through 5S work culture training.

### b. Target Audience

The target audience for community service will be the students of the State Vocational High School (SMKN) 1 Gunung Sindur, located in Bogor regency, West Java, Indonesia.

### c. Method

The training method for implementing character education among vocational high school (SMK) students is as follows:

1. Presentation of character education and 5S work culture materials.
2. Video screening.
3. Interactive discussion.

### d. Evaluation Design

Activity evaluation is conducted to understand students' perceptions regarding character education materials and their implementation in the vocational high school (SMK) environment. After this activity, to gauge students' enthusiasm, questionnaires are distributed to obtain perceptions regarding the implementation of the activities, including understanding, benefits, improvements, and evaluations.

The evaluation of these perceptions is part of the effort to improve the quality of activities in the character education implementation program, including:

1. Presentation of materials (handouts or modules)

2. The trainer's competency
3. The completeness of activity facilities
4. Benefits and Participants' interest

## Results

The community service activity was conducted on Wednesday, March 6, 2024, at Vocational High School (SMKN) 1 Gunung Sindur, Bogor Regency, West Java. The participants attending this training consisted of 60 students, representing the following expertise programs: machining engineering, light vehicle engineering, electronics engineering, computer engineering, and broadcasting.

The training materials were presented through presentations, video screenings, and interactive discussions, as shown in Figure 1.



Fig.1- (a) Presentation of 5S; (b) Student participants

At the end of the training, vocational high school students were given an evaluation questionnaire regarding the implementation of the training. The evaluation questionnaire consists of 5 questions relating to: 1. whether the participants have previously received similar training, 2. whether this training is beneficial for the participants, 3. whether the message of the material is understood by the participants, 4. whether the delivery of the material is engaging and not boring, 5. whether the time provided for delivering this material is sufficient. The assessment results are shown in Figure 2.

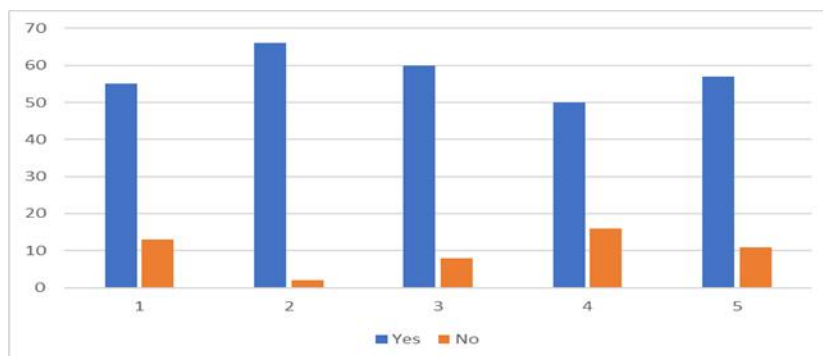


Fig.2-The assessment results

Based on the evaluation questionnaire results, vocational high school students stated that 81% have never received similar training before, 97% found the training materials highly beneficial, 88.24% found the material easy to understand, 73.53% found the delivery of the material engaging and not boring, and 83.82% found the time provided for delivering the material sufficient.

## Conclusion

Character education is an important element in preparing oneself to understand industrial culture. This can help prospective employees understand work ethics, build strong teamwork, stimulate problem-solving and innovation, shape quality leadership, and enhance the company's reputation through high levels of professionalism and morality. The evaluation questionnaire results is that the majority of vocational high school students had not previously received similar training, indicating the novelty of the experience for them. Additionally, the training materials were highly beneficial, easy to understand, and delivered in an engaging manner, contributing to a positive learning experience. Moreover, the time allocated for delivering the material was deemed sufficient by the majority of the participants. Overall, the training was well-received and effectively met the needs of the students.

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