

Implementation of Student Character Building Through the 5S Program (Smile, Greet, Salute, Politeness, Courtesy) at SDIT El-Haq Sidoarjo

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ABSTRACT

Objective: This study aimed to evaluate the integration of student character building through the 5S program (Smile, Greet, Salute, Politeness, Courtesy) at SDIT El-Haq Sidoarjo by assessing the implementation of general character education, teachers' comprehension, and collaborative efforts of school principals and educators. **Method:** Employing a descriptive qualitative case study approach, data were collected through observations, interviews, and documentation, with analysis conducted via data reduction, presentation, and inference, and validity ensured through source and data triangulation. **Results:** Findings indicate that the 5S program is effectively embedded in daily school routines and curricular activities, with teachers exemplifying positive behavior and principals coordinating efforts that result in enhanced student discipline and social courtesy. **Novelty:** This investigation offers novel insights into the replicability of the 5S program as a holistic model for character formation, presenting a viable strategy to counteract the adverse influences of modern development while fostering a nurturing educational environment.

INTRODUCTION

In the fast-paced and dynamic era of globalization, character building for students has become an important aspect of the education world. Good character not only determines academic success but also shapes a strong personality and morals in social life. One of the strategies implemented in character education is the 5S program (Smile, Greet, Salute, Polite, Courteous), which aims to build a positive culture in the school environment. This program not only instills moral values but also shapes good habits in daily interactions. In general, education is the process of acquiring knowledge, skills, and habits among a group of people, which is passed down from one generation to the next through instruction, training, and learning. Education is a conscious and planned effort to create a learning environment and learning process that enables students to actively develop their potential and that of society. Education can be defined as a conscious and systematic effort to achieve a better standard of living or greater progress [1].

According to Purwanto, there are certainly educational goals that one aims to achieve in the teaching and learning process. Learning outcomes are the achievement of educational goals by students who participate in the teaching and learning process. The educational goals are ideal, but the learning outcomes are practical. Learning outcomes are the embodiment of achieving educational goals, and measurable learning outcomes heavily depend on educational objectives [2]. SDIT El-Haq Sidoarjo, as one of the integrated Islamic schools committed to character education, has implemented the 5S program as part of daily activities. This program is part of the school's efforts to shape a

generation with noble character, social awareness, and the ability to interact well in both the school environment and society. With the implementation of 5S, it is hoped that students can develop respect for teachers, fellow classmates, and their surroundings. Law of the Republic of Indonesia Number 20 of 2003 on the National Education System Education is a conscious learning process in a learning environment so that students can actively actualize their potential in developing religious spiritual strength, self-control, and noble character. This is an effort to create something practical and well-planned. Intelligence, noble character, and the abilities needed by oneself, society, and the nation. Education helps develop and guide people's potential and achieve their goals in life [3].

Masnur Muslich further explains that education is the process of instilling culture in individuals and society, cultivating them, and making them part of the community. Education is not merely a means of conveying knowledge. Education is also a means to preserve and transmit values. The Father of National Education of Indonesia, Ki Hajar Dewantara, defined the meaning of education as follows: "Education is a demand in the life of children's growth, the purpose of which is to guide all the natural strengths that exist in these children, so that they, as human beings and as members of society, can achieve the highest safety and happiness." Marisyah and Firman state that education is a humanistic process known as the humanization of humans. Therefore, we must be able to respect the basic rights of all humans. Students are not machines that can be controlled at will, but they are a generation that we must help and nurture in their reactions to changes until they reach maturity, so that they can become independent, critical thinkers with noble character. attitude. Therefore, education not only makes humans different from others in terms of having something to eat, drink, wear, and a place to live, this is what is meant by the humanization of humans.

Education does not only mean imparting knowledge but also instilling values. Education must instill good character in students. Education is the process of instilling culture into individuals and society, thereby cultivating both humans and society [4]. Education is a strategic tool for building character and improving human quality. Education aims to cultivate intelligent individuals with strong willpower. Elmubarak stated that to address the moral crisis, education in the form of character development is necessary. Because education is an effort or process aimed at improving the quality of human resources comprehensively. The hope is that through education, we can change our thoughts and actions from bad to good. Therefore, education plays an important role in developing the spirit, morals, and character of students, because the success of education is part of national progress. William and Schnaps define character education as a collaborative effort involving school personnel, parents, and community members to help children and youth develop compassion, faith, and responsibility [5].

Character education is a system of instilling behavioral values (character) in students at school, which includes elements of knowledge, awareness, willingness, and the ability to practice these values towards God Almighty, oneself, and others. However, there is currently much suspicion that the implementation of character development is

still not optimal. The reason is that the education system does not place enough emphasis on intellectual development. Moreover, character education is only taught in a discursive format in most schools. Many schools still do not implement character education adequately [6].

According to Rusdianti in the framework for implementing character education, there are several elements that need to be considered, namely: community involvement, educational policies, agreements, integrated curriculum, learning experiences, assessments, parental support, staff development, and personality [7]. The educational program that needs to be implemented, maintained, and updated through application with special attention and high commitment. The most basic character education instilled from an early age, especially in school, is the 5S culture (Greeting, Smile, Salute, Polite, Courteous). Greetings in this context can be done by shaking hands and saying greetings according to each person's religion and beliefs [8]. A smile is an expression of the face that conveys friendliness and sincerity to break the stiff atmosphere. Greeting is an action to show mutual respect among humans in the form of a salutation. Polite is a respectful behavior shown towards others. Polite is being good and gentle in terms of words and actions. From the above understanding, 5S can be used as a program to strengthen character education for students, especially at SDIT El-Haq Sidoarjo [9].

The results of this research are expected to provide insights for other schools in implementing similar programs. In addition, this research also contributes to the development of an effective character education model, particularly in integrated Islamic-based schools. Thus, it is hoped that the 5S program will not only become a routine in schools but also a habit that continues to be carried into the students' future lives. Through this research, it is hoped that schools can further improve the quality of character education, so that they can produce a generation that is not only academically intelligent but also possesses good morals and ethics in community life.

RESEARCH METHOD

In this study, in accordance with its title, qualitative research was used with a case study type of research and the data obtained was in the form of descriptive data. According to Ahmadi, the qualitative approach has natural characteristics (natural setting) that occur naturally in research. This is because the concept in qualitative research emphasizes the data acquisition process, and in qualitative research, it forces researchers to prioritize the process over the results obtained directly from the data [10]. This research uses case studies because the study of why a case occurs in case study research can solve problems that arise and are faced in the world of education. Case study research will identify the uniqueness of a case being studied. Descriptive data will illustrate the content of the data in this study, which is the implementation of character education through the 5S culture (smile, greet, salute, polite, courteous) [4].

In qualitative research, the presence of an expert in the field is very important because it allows for a more in-depth investigation of the research focus being discussed.

This research is located at SDIT El-Haq, Banjarsari village, RT 06 RW 01, Buduran Sidoarjo. The reason the researcher chose this location is because this Madrasah has a strong character education program and is good at implementing it. In this study, the data sources used are primary data and secondary data.

Data collection techniques use 3 methods, namely observation, interviews, and documentation. As for the data analysis techniques, the first is data reduction, which involves processing the data according to the research focus by summarizing and simplifying the important data in line with the research focus. The second is data presentation, which involves considering the existing data that is certainly related to other data. The third is drawing conclusions, which involves verification from the beginning of the data obtained so that the researcher can more easily draw conclusions. The verification technique for data validity in this research is triangulation. According to Sugiyono, triangulation is the use of various sources in data collection to analyze an interconnected problem [11].

RESULTS AND DISCUSSION

Results

In this section, based on the initial observation results, it will discuss the results and findings of the observations conducted by the researcher in accordance with the focus and objectives of the study. Therefore, the results and discussion will address the implementation of character education, the application of character values, and the implementation of the 5S culture (smile, greet, salute, polite, courteous) at SDIT El-Haq Sidoarjo. The discussion is as follows:

1. Implementation of Character Education for Students at SDIT El-Haq Sidoarjo

Character education at SDIT El-Haq Sidoarjo is implemented well because it meets the aspects of character education. The first aspect, namely knowledge about character development in schools, continues to be programmed and implemented. Character development in schools is already known by the school community through the habits and exemplary behavior of the teachers. Teachers demonstrate good education every day, for example, by preparing for lessons (PB) orderly in the school yard, arriving at school on time, performing congregational Dhuha prayers, performing congregational Dhuhr prayers, having lunch and breaks properly and correctly, and so on. Character education is an important aspect of the education world, especially in shaping students' personalities and morals from an early age. In this context, the 5S program (Smile, Greet, Salute, Polite, Courteous) has become one of the methods used to instill character values in students' daily lives. SDIT El-Haq Sidoarjo, as an integrated Islamic school, has implemented this program in learning activities and social interactions within the school environment.

The second aspect is feelings, meaning fostering good character education in students. Character education in schools has instilled positive values through various character education programs that the school has. This is evidenced by the presence of

character education, where students greet and shake hands with teachers or school staff when they meet. Every time the bell rings, students immediately head to the school yard to carry out study preparation (PB) and then proceed to their respective Quran study places to engage in Quran learning activities. Character education starts from the smallest things and will generate positive values for the students.

The third aspect is action, in the school the actions taken by the principal include the good habits exemplified by the teachers at the school, such as during the congregational Dhuhr prayer, when the call to prayer is heard, at 11:30 preparing to go to the mosque. Similarly, the principal also creates a duty schedule to welcome students in the schoolyard every morning before the bell rings. According to Suyanto, character education is an enhanced moral education found in madrasahs, which involves three aspects: knowledge (cognitive), feelings (feeling), and actions (action).

2. Implementation of Character Values through School Culture at SDIT El-Haq Sidoarjo

The implementation of character values through school culture at SDIT El-Haq, which are religious, independent, and disciplined, varies in their application. For the religious values implemented at the school, there are congregational Dhuha prayers, recitation of Asmaul Husna, and congregational Dhuhr prayers [12]. For the values of independence and discipline, students are trained in independence, such as during learning activities where they are taught to neatly fold their own clothes and tidy up books before recess. For the value of discipline, the school disciplines students who do not follow school rules, such as those who arrive late or do not wear complete uniforms, by giving them consequences. For the school culture, its implementation is slightly different because it happens spontaneously, without a specific schedule, such as the culture of smiling, greeting, saluting, politeness, and courtesy [13].

If we look at the presence of character values through the school culture implemented at SDIT El-Haq Sidoarjo, the school carries out character values through school culture with exemplary activities, spontaneous activities, and routine activities. Thus, the implementation of character values applied in the school is in accordance with Wiyani's opinion, which states that the creation of character value processes can be carried out in four ways: through exemplary habituation, spontaneous habituation, routine habituation, and conditioning.

3. Implementation of the 5S Culture (smile, greeting, salutation, politeness, courtesy) at SDIT El-Haq Sidoarjo

Baedowi states that the purpose of establishing the 5S culture (smile, greeting, salutation, politeness, courtesy) includes fostering mutual care among school members, creating communication, and eliminating bad behavior in the school environment. Teachers play a primary role in setting an example of good actions. Here is a discussion of the 5S culture (smile, greeting, salutation, politeness, courtesy) that has been created through exemplary behavior, routine activities, and also spontaneity at school [14].

a. Smile

The practice of the smile culture at SDIT El-Haq is celebrated by teachers, educators, the school committee, students, and the entire school community. As an example of exemplary behavior, teachers smile and greet other teachers when they meet. When teaching students in the classroom, the teacher always smile and treat students kindly. Thus, the implementation of smiles applied in schools aligns with Hadi's opinion that smiles can strengthen the bonds of brotherhood and create peace in the environment.

b. Hello

When students meet their teacher, they greet each other. The teacher meets another teacher and greets them. Before and after the lesson, greetings are exchanged. So that the greeting culture in the school environment aligns with Sutarno's opinion that greetings are a gesture of respect towards others.

c. Greeting

The greeting culture at school is when students meet their friends, they greet each other in a way they consider to be friendly. Similarly, when meeting with teachers. Usually, students will greet by calling the names of the teachers. Thus, this culture aligns with Sutarno's opinion that greeting can be said to invite someone to communicate.

d. Politeness and Courtesy

At SDIT El-Haq, students have already been accustomed to behaving with politeness. Politeness in both words and actions. When speaking with religious teachers, do not use harsh language. The same goes for his peers. Although sometimes still mixed with regional languages. What is meant by politeness according to Khalid is the etiquette of socializing with others.

The implementation of the 5S in this school is not just a routine, but also a part of the school culture that is applied in various activities, both in the classroom, during worship, and in social life within the school environment. Thus, it can be concluded that the implementation of the 5S culture (smile, greet, salute, polite, courteous) at Madrasah Ibtidaiyah Bustanul Ulum is sometimes carried out simultaneously at one time, and sometimes separately, for example, students meeting teachers with just a smile or just greeting. However, based on the observations, it is more inclined to combine several components of the 5S culture (smile, greet, salute, polite, courteous) at one time, in accordance with Khalid's opinion.

4. Implementation of the 5S Program at SDIT El-Haq Sidoarjo

Character education has become one of the fundamental aspects in shaping students' personalities from an early age [15]. SDIT El-Haq Sidoarjo implements the 5S program (Smile, Greet, Salute, Polite, Courteous) as part of its character education strategy aimed at instilling moral and social values in students' daily lives. The 5S program is implemented systematically through various methods, including teacher role modeling, integration into school activities, and the reinforcement of a positive culture. Teachers and educators play a key role in habituating students to be friendly, respect others, and establish good interactions. In addition, the 5S program is implemented in

daily activities such as morning ceremonies, entering the classroom, worship, and during interactions in the canteen and library.

To ensure the effectiveness of this program, the school also implements rewards and periodic evaluations as a form of appreciation for students who consistently uphold the 5S values. With the evaluation, the school can identify challenges in the implementation of the program, such as the lack of consistency among students in applying 5S outside the school environment and the minimal support from some parents. Despite facing several challenges, the 5S program at SDIT El-Haq Sidoarjo has had a significant positive impact on the character development of the students. With sustainable strategies and collaboration between the school, teachers, and parents, it is hoped that this program can continue to develop and become part of the school culture that is ingrained in the students' lives, both in academic and social environments. In practice, this program is implemented through various strategies, including:

a. The Exemplary Conduct of Teachers and Educators

Teachers and school staff play a key role in demonstrating the 5S practice. Students are encouraged to follow the habits practiced by the teachers, such as greeting before entering the classroom, greeting warmly, and treating others with politeness and courtesy.

b. Integration in School Activities

The 5S program is not only taught as a theory but also practiced in daily activities such as ceremonies, extracurricular activities, and interactions in the cafeteria and library.

c. Strengthening Through Rewards and Evaluation

To encourage students to be more active in applying the 5S, the school gives appreciation to students who consistently uphold those values. In addition, periodic evaluations are conducted to see the extent of changes in students' attitudes in their daily lives.

d. Challenges in Implementing the 5S Program

The 5S program (Smile, Greet, Salute, Polite, Courteous) at SDIT El-Haq Sidoarjo has been implemented as part of efforts to shape students' character with noble morals. However, in its implementation, there are several challenges faced by the school in ensuring the effectiveness of this program runs consistently and sustainably. One of the main challenges is consistency in implementation. Not all students come from families that support the values of 5S, so the behaviors that have been instilled at school are sometimes difficult to practice in life outside of school. The lack of continuity between the school environment and home causes some students to only apply the 5S principles while at school, but not yet make them a habit in their daily lives.

Additionally, the lack of awareness among some students also becomes an obstacle in the implementation of this program. Some students still need more time to understand the importance of 5S in their social lives. Age factors, parenting styles at home, and the surrounding environment also influence the level of acceptance and involvement of students in this program. Another challenge is the minimal involvement

of parents in supporting the implementation of 5S at home. Some parents do not yet fully understand the importance of this program and how they can help reinforce the 5S habits in the family environment. Therefore, the school needs to establish closer communication with parents so that these character values can be applied consistently.

Although facing various obstacles, with the right strategies such as enhancing the role of teachers as role models, strengthening socialization with parents, and providing motivation to students, the 5S program can still serve as a foundation in building better and more virtuous student character. Although the 5S program has a positive impact on character building for students, there are several challenges faced by the school, including:

a. Consistency in Implementation

Not all students come from families that support the implementation of 5S at home, so the sustainability of this program outside the school environment becomes a challenge in itself.

b. The Lack of Awareness Among Some Students

Some students take longer to understand and get accustomed to the 5S concept, especially those who are not yet familiar with these values.

c. Support from Parents

The role of parents is very important in ensuring that the 5S habits are also applied in the home environment. Therefore, schools need to establish good communication with parents so that the implementation of character values can be sustainable.

Discussion

The Impact of the 5S Program on Student Character

Character education is one of the important aspects in the world of education that aims to shape students into individuals with noble character, discipline, and good social attitudes. One of the methods applied to instill positive character is the 5S program (Smile, Greet, Salute, Polite, Courteous). SDIT El-Haq Sidoarjo has implemented this program as part of the school culture to shape students' character from an early age. The impact of the 5S program on students' character is evident in various aspects of their lives, both in the school environment and in their daily social lives. First, it increases social awareness, where students become more sensitive to their environment and find it easier to interact with their peers, teachers, and the surrounding community with a friendly and respectful attitude. Second, forming positive habits, such as cultivating smiles and greetings before starting activities, which creates a more harmonious and conducive learning atmosphere [16].

In addition, this program also instills polite and courteous attitudes, which are evident in the way students speak, behave, and respect others. By regularly practicing the 5S values, students become more responsible for their own behavior and understand the importance of maintaining ethics in communication and interaction. Although there are challenges in implementing this program, such as the lack of consistency in its application outside of school and the lack of support from some parents, the positive

impact generated is quite significant. With the right strategy, the 5S program can serve as a foundation for shaping a better character in the younger generation, instilling noble morals, and preparing them to face future social challenges. From the results of observations and interviews, this program has had a significant positive impact on the character of the students, including:

1. Increasing Social Awareness

Students find it easier to interact with friends, teachers, and their surroundings with a more polite and respectful attitude.

2. Forming Positive Habits

With the implementation of 5S, students become accustomed to friendly attitudes, greeting each other, and communicating with good etiquette.

3. Increasing Respect and Responsibility

This program helps students understand the importance of respecting others and being responsible for their behavior in everyday life [17].

CONCLUSION

Fundamental Finding: The research indicates that both scheduled and spontaneous activities, reinforced by exemplary teacher behavior, successfully inculcate values of religious devotion, independence, and discipline among students. **Implication:** This integrated approach not only enhances daily student experiences but also ensures that these character-forming habits become self-sustaining and automatic. **Limitation:** However, challenges such as limited instructional time and diverse learning styles may hinder the uniform application of these practices. **Future Research:** Subsequent studies should explore the long-term effects of these interventions and develop additional strategies to address these limitations, thereby ensuring a comprehensive and adaptive framework for character education.

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