

THE IMPLEMENTATION OF THE GREETING CHOICE TO INCULCATE POSITIVE STUDENTS' CHARACTER AT AL BANNA INTEGRATED ISLAMIC ELEMENTARY SCHOOL

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Abstract

This study aimed to describe the implementation of greeting choice and the character values found in class 4A SDIT Al Banna. It was decided that the best method to adopt for this investigation was a descriptive qualitative method. Then, the data collection techniques used were structured interviews, observation, and documentation. Further, the subjects in this study were teachers and students of class 4A SDIT Al Banna. Moreover, data credibility techniques included triangulation of sources, time, and techniques. The data analysis technique was data reduction, data presentation, and conclusion. Finally, it was inferred that the implementation of greeting choices in class 4A SDIT Al Banna was in a good category. With the application of greeting choice, positive character values were inculcated in students such as democratic, curiosity, respect for achievement, communication, peace-loving, fondness of reading, religiosity, honesty, tolerance, discipline, hard work, creativity, independent, social care, and responsibility.

Keywords: *Greeting Choice, Student, Character*

INTRODUCTION

Character is a combination of traits, attitudes, and actions that show the values, norms, and ethics of each individual. This character can begin to form from birth, but the formation process continues to develop along with a person's life experiences and social interactions (Aminah et al., 2022). Character education can also be introduced to children from the ages of 6 to 12 years during the child's physical and motor development stages.

In the current era, the inculcation of positive character in children is crucial. Globalization directly and indirectly brings many changes and challenges to children's development. From the development of globalization, children have been introduced to and pampered with increasingly sophisticated advances in information technology. The presence of various online games and social media provides very easy access to information and entertainment for children. However, this also poses significant challenges in building children's character because the available content is often not developmentally appropriate (Mislikhah, 2021).

The phenomenon of students' character fading which occurs in various school environments becomes an important issue because it seems to fade and disappear. This problem is also starting to occur in students whose politeness towards teachers at school is still low, some students don't use proper greetings when entering a room, like to scribble on walls and motivational slogans, skip school, often talk dirty, don't obey rules of school. The fading and loss of character also lead to the loss of the nation's next generation. Character cannot appear by itself, but must be built and inculcated through

various systematic and continuous efforts. This effort involves families, schools, and even the wider community. According to research conducted by Khansa et al (2020), these efforts can be made through education and teacher approaches to create a nation with strong character. Besides, the role of teachers provides improvement and increase the learning quality and quantity (Rahayu & Puspitasari., 2024).

According to Aminah, et al., (2022), the role of teachers in education is undoubtedly important in determining the classroom learning process quality and the development of student character. Moreover, teachers should not only act as transmitters of information, but also play a role in inculcating positive character inspiration, and a positive learning environment. A positive learning environment should also need to pay attention to creativity and innovation to achieve maximum results (Bagas et al., 2023). So seeing phenomena such as the erosion of the character values above, the role and efforts of teachers are very necessary to overcome these problems.

In conformity with the results of preliminary observation at SDIT Al Banna by meeting directly with the class 4A homeroom teacher and conducting unstructured interviews, information was obtained that several problems regarding the character of students in class 4A. This can be seen from the students' behavior who are reluctant to greet the teacher, lack of curiosity about displays or slogans about motivation on the classroom walls, lack of learning motivation, and self-confidence which results in class passivity. To solve this problem, the class 4A teacher tried to provide a solution by implementing greeting choice activities every day at 07.30 after the evening prayer and before learning. Through the implementation of greeting choices, students are trained and educated to develop positive character and also inculcate better character values. Therefore, from the previous issues, the purpose of this article is to provide a general overview of the greeting choice implementation and the character values hidden in the application so that it can be used as a reference for readers, especially teachers, in providing character education in schools.

METHOD

It is a kind of descriptive qualitative method that is aimed at gaining an in-depth understanding of how greeting choice is implemented and what character values are available in greeting choice. This research was conducted in class 4A SDIT Al Banna on the 27, 28, and 29 of February and 1, 2, 4, 5, 6, 7, and 8 of March 2024. The subjects of this research were teachers and students of class 4A at SDIT Al Banna, totaling 13 male students and 13 female students, and the object of this research is the application of greeting choices in strengthening student character in class 4A SDIT Al Banna. Data collection techniques include interviews, observation, and documentation.

Observations were carried out in class 4A SDIT Al Banna. It included students' behavior during the learning process and activities outside the classroom and interactions between students, responses to teachers and motivational slogans, student participation in class activities, as well as students' attitudes towards implementing greeting choices carried out outside the classroom. Interviews were done with teachers and class 4A students through written interview sheets regarding the pattern and willingness of students to greet friends and teachers at school, students' responses to slogans or motivational displays, and the concept and definition of character strengthening through the application of greetings. Choice, the process of implementing greeting choice, obstacles in implementing greeting choice, the role of the teacher as an

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implementer in strengthening student character through implementing greeting choice, and the teacher's success in implementing greeting choice. Moreover, data collection was obtained from students' activity documentation during learning hours inside and outside the classroom, especially when implementing greeting choices. Then, the data credibility techniques are carried out through triangulation of sources, time, and techniques, as well as using data analysis techniques including data reduction, data presentation, and conclusions.

RESULTS AND DISCUSSION

Results

Based on the research results, the greeting choice implementation is carried out by teachers in class 4A SDIT Al Banna every day at 07.30 after the Duha prayer and before learning begins. Before implementing the greeting choice, the teacher gives greetings and the greeting "good morning" to the students. Next, students are accustomed to lining up neatly and according to the schedule that has been formed, one of the students must be responsible for leading the prayer at the front which is then followed by the other students. Next, students take turns choosing the greeting that the teacher has provided on the wall at the front of the classroom. The choice of greeting is chosen based on the student's wishes, after that, the choice of greeting is applied to the teacher, then the student is allowed to go to class.

Through observation, and implementing the greeting choice, greeting choices were made in the form of pictures with various types of choices such as hugs for female students (hug), fist bumps, high-fives, handshake.), waving hands (wave), and direct greetings (verbal). Then, students are encouraged to choose greetings in turns and an orderly manner, then the greeting choices are applied to the teacher and the teacher provides feedback by replying to the student's choice of greeting. Even in research, through observations and interviews, students choose different greeting options every day and the types of greeting or greeting options that many students like are verbal greetings and high fives. The greeting choices are also made in English. The following is a picture of the greeting choice poster in class 4A SDIT Al Banna:



Figure 1. Greeting Choice Poster in class 4A SDIT Al Banna



Figure 2. Documentation of Greeting Choice Implementation

Referring to the interviews with class 4A teachers, students have the freedom to choose greetings. It can inculcate character noble values such as students' confidence in interacting and greeting students or friends and teachers, enthusiasm to school and classroom learning, having the awareness to greet teachers and friends when entering and leaving the classroom, having the willingness to respond to greetings and shake hands with teachers and students, as well as other positive attitudes. This is also the same as students' answers through written interview sheets. Researchers can conclude that the application of greeting choices mostly embeds student character values, such as making students more confident and enthusiastic about participating in learning. Apart from that, in giving and moving the greeting choices, students felt happy and enthusiastic. From the results of observations and interviews, researchers also analyzed that there are 15 character values embedded through the activity of implementing greeting choices. The 15 character values are presented in Table 1 below:

Table 1. Character Values Through Greeting Choice Implementation Activities

No	Character Value Type	Information
1	Religiosity	Students pray first before carrying out activities and say greetings before entering the room.
2	Honesty	Students can choose a greeting that suits the students' true feelings and wishes for that day
3	Tolerance	Students are given the freedom to choose the greeting options provided by the teacher according to the student's wishes
4	Discipline	Before making greeting choices, students are accustomed to lining up neatly and choosing greeting choices in an orderly manner
5	Hard work	Students must work hard to get rid of their feelings of laziness, shyness, and lack of enthusiasm to line up neatly and apply their greeting choices to the teacher
6	Creativity	The teacher makes a poster of a selection of greetings in various forms of animated images and sticks it outside the classroom
7	Independence	Students are taught to have the courage to take the initiative in choosing the right type of greeting according to their wishes without having to depend on other students' greeting choices
8	Democracy	One of the students must have the courage to lead the prayer in front of the other students. It has been mutually agreed that the students who lead the prayer will take turns each day
9	Curiosity	Students learn to want to know what the meaning of greeting choices is, how important it is, why implementing greeting

No	Character Value Type	Information
		choices needs to be done every day in the morning, as well as the wisdom and benefits that can be taken from implementing these greeting choices.
10	Rewarding Achievement	The teacher through a form of appreciation that recognizes the student's ability to choose the right greeting
11	Communicative	Implied in the process of leading prayer, arranging lines, and choosing verbal greeting options
12	Love peace	Students can see and listen to other friends' greeting options. Therefore, during the implementation process, students should not be busy or chat alone with other friends.
13	Like to read	Students will directly read several selected types of greetings that have been provided by the teacher
14	Responsibility	Students are given the responsibility to be officers leading prayers in turns according to the agreed schedule.
15	Social care	The teacher's attitude is to follow the wishes of the student's choice of greeting and then the teacher provides feedback by responding to the greeting according to what the student chose and applied.

DISCUSSION

Through interviews with teachers and students of class 4A SDIT Al Banna regarding the way and willingness of students to greet and give greetings to friends and teachers at school, most students already greet each day when they enter the room and meet teachers and between friends or students. Apart from that, students can also apply and understand the meaning and significance of the words contained in slogans and motivational displays.

4th-grade elementary school students enter affective development. This development includes the child's social development, which also includes the child's emotional state and adaptability (Istati, 2016). So to direct students towards affective development, teachers in schools need to carry out activities such as habituation which involves implementing consistent routines and practices in the educational environment to help students develop character, values, and social-emotional skills. This habit can be done repeatedly, one example is by getting used to applying greeting choices. In terms of terminology, greeting choice comes from two words, namely greeting and choice. The word greeting in Indonesian means greeting or salutation and choice means choice or selection from several available options (Complete Dictionary, 2023). So, it can be concluded that greeting choice is a greeting movement that adapts to the wishes of all students with different styles that are carried out before entering the class.

The implementation of greeting choice in class 4A SDIT Al Banna has been implemented for 2 years and is attended by teachers and all class 4A students. The beginning of the teacher's initiative to implement this greeting choice was when the teacher saw that there were still some students in class 4A whose character needed to be strengthened, such as lacking good manners, not understanding the use of greetings, lacking self-confidence and having no strong motivation to learn. Therefore, the teacher's hope for implementing this greeting choice is to strengthen and instill positive character in students in class 4A SDIT Al Banna.

Puspitasari (2019) stated that the aim of teaching and learning English is to enable students to communicate well orally and in writing in English. Therefore, the greeting choices in class 4A SDIT Al Banna are also made in English. The reason teachers use English is that, apart from strengthening students' character, it also increases students' enthusiasm for learning English, helps students get used to using English in everyday contexts such as greeting and communicating, and helps them feel more confident in using it. The language, as well as training them to recognize several greeting vocabulary words in English. This vocabulary is also very useful as a communication tool (Puspitasari et al., 2024)

An activity or implementation cannot be free from obstacles. Through the presentation of interviews with resource persons from class 4A teachers, the obstacles experienced were that there were still some students who did not understand the meaning of implementing greeting choice, and in daily implementation, there were still students who were difficult to manage. So, if there are obstacles, teachers need to find solutions to overcome them. According to Pulungan (2017), teachers must find solutions by solving a problem through themselves, if students' problems can be solved through themselves, then teachers also need to provide a wise and patient approach. The way for class 4A teachers to overcome this problem is by, before implementing greeting choice, providing continuous understanding of the meaning and benefits of greeting choice, as well as continuing to provide positive and patient direction to students who are still difficult to manage.

The role of teachers in strengthening students' character through implementing greeting choices is also very much needed. Overall, the teacher's role in implementing greeting choices is also very important to build a learning environment that supports diversity, is inclusive, and comfortable for all students. The role played by the class 4A teacher as the implementer of the implementation of the greeting choice is through inviting and getting one of the students accustomed to leading the prayer and being followed by other students, as well as the students lining up neatly and orderly before implementing the greeting choice.

Based on the 15 character values contained in the application of greeting choices that teachers apply to class 4A students at SDIT Al Banna, teachers also need to be good role models for students. Traits such as honesty, responsibility, discipline, and empathy shown by teachers will definitely be imitated by students. Therefore, teachers who are consistent in positive behavior will also help students to internalize these character values. In addition, teachers must act as mentors who support students' character development. Such as giving advice, listening to problems faced by students, and providing constructive feedback. Teachers must support students in facing challenges and help students find solutions that are under moral values.

CONCLUSION

Finally, the results of greeting choice implementation in class 4A SDIT Al Banna are in the "good category". The researchers can conclude that the application of greeting choices is carried out every day at 07.30 after the Duha prayer and before learning. The implementation of the greeting choice begins with the teacher who prepared a picture of the greeting choice pasted near the door. Then students are invited to line up neatly before entering class, then the teacher gives directions to each student to choose the greeting choice with reference to the student's choice. After that, the greeting choice

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they choose is applied to the teacher. Greeting choices are made in the form of images and use English.

In implementing greeting choice, there are problems and obstacles in the form of some students who do not understand the meaning of implementing greeting choice and there are still students who are difficult to manage. The teacher overcomes these obstacles by providing a continuous understanding of the meaning and benefits of greeting choice before implementing greeting choice, as well as continuing to provide positive and patient direction to students who are still difficult to manage. However, the researcher can conclude that the entire series of implementation of greeting choice was carried out well.

The role of the teacher to strengthen students' character through the greeting choice is carried out by inviting and getting one of the students to lead the prayer followed by other students, as well as students lining up neatly and orderly before implementing the greeting choice. The teacher also provides feedback to students by replying to the same greeting choice as the student chose.

With the implementation of this greeting choice, positive character values are inculcated in students' souls such as democratic, curiosity, respect for achievement, communication, love of peace and reading, religiosity, honesty, tolerant, disciplined, hard work, creativity, independence, caring, and responsible. By implementing frequent and continuous greeting choices, it can develop and inculcate noble student characters. From this statement, it can be inferred that the implementation of greeting choice in class 4A SDIT Al Banna is very effective in strengthening student character.

SUGGESTION

Based on the results of research on the application of greeting choices, researchers put forward several suggestions. First, teachers are expected to consistently continue the greeting choices every day. Second, students must listen and follow the directions given by the teacher in implementing greeting choices. Third, parents are advised to maintain good relationships with teachers in inculcating and strengthening their children's character. Fourth, for other researchers to develop and deepen the results of research regarding the implementation of greeting choice as an effort to strengthen student character. This research has limitations, namely, the author still has difficulty finding more accurate and reliable references.

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