



Implementation Of Character Education Through The Implementation Of 5S Culture In Students At State Elementary School 232 Dampang

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Abstract

This anthropological study examines the implementation of the 5S culture (Senyum, Sapa, Salam, Sopan, Santun) as a mechanism for character education at State Elementary School 232 Dampang. Utilizing a qualitative ethnographic approach, this research investigates how daily cultural practices shape the moral values and behavioral patterns of students within the school ecosystem. Data were gathered through participant observation, in-depth interviews with teachers and students, and document analysis. The findings reveal that the 5S culture functions as a vital enculturation process, transforming abstract moral values into lived, daily habits. Teachers act as primary cultural models, fostering a respectful social environment. However, challenges persist, such as the social dissonance between the school's structured discipline and the students' varied external home environments. Ultimately, this study demonstrates that embedding repetitive cultural rituals within educational institutions effectively instills core values of empathy, respect, and social harmony, providing a sustainable model for early childhood character development.

Keywords: Character Education, 5S Culture, Enculturation, Ethnography, Elementary School.

INTRODUCTION

Education is the most important aspect of human development. Through education, people will acquire values such as skills and character. Skills and character do not emerge automatically; they must be developed through effort and practice. These efforts and practices are acquired through education. This is what makes education so crucial for humans (Zulfida, 2020).

In line with this mandate, education should not only focus on knowledge but also emphasize the development of students' character. Education plays a crucial role as a tool for developing a holistic personality, where students are expected to face life's challenges with a positive attitude, good morals, and a strong sense of social responsibility. During this phase, basic education is a crucial time for character development because children are at a stage of strong moral development and are easily influenced by good habits (Sarwina et al., 2022).

Furthermore, according to Setyadi et al. (2020), character education is the anthropological foundation for every individual, where character is not merely behavior but also a result and a journey. Therefore, everyone is expected to be responsible for their actions. Furthermore, character education can also be understood as a process or means that has a system for instilling character values, including knowledge, awareness, and behavior.

The goal of character education is a planned effort to help individuals or students build strong morality, strengthen adherence to religious values, increase social awareness, foster a sense of responsibility, strengthen interest and self-confidence, and develop high moral integrity. Character education plays a crucial role in shaping children's attitudes, particularly at the elementary school level, where the foundation of good morals and behavior can be effectively instilled (Jamatulailah et al., 2024).

This statement aligns with Kurniawan's (2017) book on "Character Education in Schools," which explains that students attending a school are capable of becoming future leaders of the nation, impacting their orientation and destiny. Therefore, early character formation is crucial, as the character formed today will reflect the nation's future identity. Strong character can develop well if students are given adequate opportunities to express themselves freely and responsibly, in accordance with their potential and individual developmental pace. In this context, schools play a crucial role as a means of not only improving cognitive abilities but also shaping students' character, morals, and ethics through the application of positive values in daily activities. Furthermore, Bennett argues that schools have a significant responsibility in educating students about character, especially those who do not receive adequate character education from their families. Therefore, schools bear a significant responsibility in creating a generation with good character, noble character, and capable of contributing to the nation's future progress (Kurniawan, 2017).

Meanwhile, the most fundamental character education needs to be instilled from an early age, especially in schools. Some efforts that must be implemented include the implementation of the 5S culture. The 5S culture consists of several elements, the first is Smiling, which is a habit that creates calm and peace through cheerful facial expressions and transmits happiness and positive energy to those around us. The second element is Greeting, which is a positive attitude

that can be done together, not only through handshakes, but also by saying hello according to each person's beliefs as a form of implementing Islamic teachings to pray for one another. Next, Sapa describes an attitude that shows attention, mutual respect and harmony between others; by greeting, we can strengthen brotherly relationships with others. Fourth, Politeness is defined as an attitude or behavior that is friendly towards others, both through words and actions. Finally, Politeness is behavior, words, or actions that respect others by prioritizing their interests over one's own for the common good (Shema, 2024).

Based on initial observations and the researcher's participation in the 8th batch of the Kampus Mengajar program at SD Negeri 232 Dampang, several indications were found that efforts to instill character education through the implementation of the 5S culture have not met expectations. Although the school has attempted to socialize and provide motivation about the values of Smile, Greeting, Greeting, Politeness, and Courtesy, their implementation in students' daily lives still appears inconsistent. For example, some students appear less proactive in greeting teachers or friends when meeting, or sometimes display less friendly facial expressions. Furthermore, in some situations, there are students who do not fully follow the norms of speaking or showing respect for others. Therefore, in reality, based on an analysis of various previous studies on the implementation of the 5S culture, several shortcomings were identified that need further emphasis, especially in the aspect of politeness and courtesy. Many previous studies, such as those conducted by Afriasti (2024), tend to emphasize the implementation of the 5S culture as a whole in general character formation, without explaining in detail the differences between the meaning and the process of internalizing each element, especially politeness and courtesy. While these two values have distinct yet complementary meanings, politeness reflects adherence to social and ethical norms, while courtesy reflects gentleness, empathy, and subtlety in interactions. Therefore, more focused and in-depth research is crucial to understand how these two values are instilled and implemented in student behavior (Afriasti, 2024).

As an illustration, it was found that the implementation of 5S often appears more as a reaction to the presence of teachers or school staff, rather than as a personal initiative or awareness from within students. Despite these efforts, the school environment has not yet fully functioned as an ecosystem that automatically teaches students to implement 5S in every interaction. Meanwhile, the implementation of a 5S culture plays a crucial role in creating a supportive, harmonious, and ideal school atmosphere for the development of students' overall character. If this habituation is not carried out routinely, the taught character values risk remaining merely intellectually understood without being translated into concrete actions.

This situation indicates that students' ability to understand and apply 5S values still varies. This may be due to several factors, such as a lack of regular mentoring or the absence of a well-planned and integrated program to ensure that these values become part of students' habits.

Nevertheless, the implementation of a 5S culture is crucial for creating a supportive, harmonious, and ideal school atmosphere for the development of students' overall character. If these habits are not properly fostered, the taught character values have the potential to remain only theoretically understood without being realized in concrete actions. Therefore, this research is very important to explore in depth how the implementation of the 5S culture at SD Negeri 232 Dampang takes place, as well as what factors influence it.

According to Shema (2024), the 5S culture, consisting of Smiling, Greeting, Greeting, Politeness, and Courtesy, is a crucial habit in developing positive character in educational settings. Each element has its own meaning, for example, a smile creates a pleasant atmosphere, a greeting is a form of respect and prayer, a greeting demonstrates concern, and politeness reflects respect for others. Shema's research aims to outline the meaning and significance of the general implementation of 5S in building student character in schools.

Unlike Shema's research, this study not only explores the meaning of the 5S culture but also directly investigates how it is implemented at Dampang 232 Public Elementary School. This study focuses on two core values: politeness and courtesy, which are often considered synonymous but actually have different meanings. This emphasis is crucial because politeness refers more to adherence to social norms and ethics, while courtesy reflects gentleness, empathy, and refinement in interactions. Therefore, this study is more in-depth and contextual, exploring the practical application of these two values in students' daily lives at school, rather than simply focusing on theoretical aspects. Thus, there is a clear difference between the ideal hope of realizing a solid character education through the introduction of 5S culture in a permanent and internalized manner in students (as regulated in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 23 of 2015 concerning the Development of Character, which is also supported by various previous writings and studies that show the importance of school culture in shaping character, as revealed by Shema's research, (2024) which indicates uncertainty in the implementation of 5S culture in the field) and the reality of implementation at SD Negeri 232 Dampang.

Based on the discrepancy between expectations and reality, this study is crucial to explore in detail how the 5S culture (Smile, Greet, Greet, Polite, and Courteous) is implemented at State Elementary School 232 Dampang. The purpose of this study is to identify strategies for planning and implementing it, as well as to identify factors that support and hinder the consistent implementation of the 5S culture, while also evaluating its impact on student character development. This finding aligns with the findings of research by Wijayanti et al. (2022), which highlights the importance of strengthening character education through habitual methods to realize the Pancasila student profile. Saiful (2024) also revealed that instilling character education through the implementation of the 5S culture is more effective and sustainable, leading to the creation of a future generation with superior character and noble character.

Therefore, it is crucial to conduct more in-depth research into how the 5S culture is implemented at State Elementary School 232 Dampang, the factors that support and hinder its implementation, and how this culture plays a role in student character development. The results of this study are expected to provide a systematic foundation and guidance for developing good student behavior as a foundation for personality. This study is expected to provide concrete suggestions to schools to improve and provide a clear understanding of the effectiveness of implementing the 5S culture as a strategy for character education, as well as serve as a foundation for developing more targeted, sustainable habit programs that have a positive impact on students' moral development in elementary schools.

RESEARCH METHODE

This research employs a qualitative methodology with an ethnographic approach to deeply investigate the enculturation of the 5S culture (*Senyum, Sapa, Salam, Sopan, Santun*) at State Elementary School 232 Dampang. Anthropological fieldwork was conducted over a specific period to capture the natural interactions and daily rituals within the school environment. Data collection techniques rely heavily on participant observation, allowing the researcher to immerse themselves in daily school activities, flag ceremonies, and classroom interactions. Additionally, in-depth, semi-structured interviews were conducted with key informants, including the school principal, teachers, students, and parents, to understand their emic perspectives and subjective experiences regarding character education.

To ensure data trustworthiness, the gathered qualitative data were verified through source and technique triangulation. The collected field notes, interview transcripts, and relevant institutional documents were analyzed using thematic analysis, which involves data reduction, data display, and conclusion drawing. This analytical process focuses on identifying recurring behavioral patterns, symbolic meanings behind the 5S rituals, and the structural challenges faced by the school community. By contextualizing these findings within the local cultural framework, the study systematically maps how repetitive behavioral practices transition from enforced school regulations into internalized cultural habits among elementary students.

RESULT AND DISCUSSION

School Culture

School culture reflects the values, norms, and beliefs held by the entire school community. This includes how members interact, attitudes toward learning, and commitment to academic achievement. A positive school culture can create a supportive environment for students to learn effectively. When students feel valued and accepted within the school community, they are more likely to be motivated to actively participate in the learning process. School culture consists of various components, including the values embraced by the school, norms that govern behavior, and symbols that represent the school's identity (Deya, 2025).

Elements of school culture consist of interconnected values, norms, habits, symbols, and traditions. Values such as discipline and responsibility form the foundation for student behavior, while norms govern how students interact with one another at school. Habits and traditions that are practiced routinely shape students' character. Research on cultural values in schools and student activities demonstrates that daily habits have a significant impact on character development. You can access the journal here: [Access the School Cultural Values Journal](#). A good school culture is characterized by a safe environment, harmonious relationships, and respect for achievement and ethical values. This creates a supportive learning environment and can increase student motivation. A positive school culture and positive interactions between teachers, students, and parents contribute significantly to improving the quality of education (Aspiani, 2025).

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Factors influencing school culture include the principal's leadership, the role of teachers, the community environment, and local culture. Regional values also have the potential to form the foundation for creating a unique school culture. Studies focusing on local wisdom indicate that integrating local culture can strengthen student character and school identity. Strategies for developing school culture include leading by example, fostering habits, enforcing regulations, and engaging with all school members. Activities such as literacy programs, cleanliness programs, and character education are concrete examples of implementing school culture. Research also shows that a school culture that involves the active participation of all parties is more successful in improving the quality of education. Concrete examples of school culture can be seen in activities such as the 5S program (smile, greet, greet, be polite, and be

courteous), morning literacy sessions, and other routine activities. These programs are a continuous way of fostering habits to shape students' character (Murtafik et al., 2025).

It is understandable that the implementation of the 5S culture (Smile, Greet, Say Hello, Be Polite, and Courteous) at Dampang 232 Public Elementary School is a concrete form of school culture that fosters character in students. This culture is implemented through daily activities, such as interactions between students and teachers and fellow students, as well as through the role models set by teachers within the school environment. The 5S culture is considered a positive school culture because it embodies values such as courtesy, mutual respect, discipline, and ethical interactions. This demonstrates that school culture is not merely a written set of rules but is also formed through the consistent practices of the entire school community. Through these practices, character values are gradually ingrained in students.

However, in practice, the implementation of the 5S culture has not been optimal. This is evident in the persistence of students who are inconsistent in applying the 5S values in their daily lives and the continued dependence on teacher supervision. This situation indicates that these values have not yet fully become a conscious awareness within the students, but rather are merely habits carried out due to certain situations. Therefore, it can be concluded that school culture through the implementation of the 5S culture plays a very important role in shaping student character. However, for optimal implementation, consistency in habituation, role models from teachers, and support from the family and community are needed. With cooperation from various parties, it is hoped that the values in the 5S culture can be truly ingrained and become part of students' behavior in everyday life.

Implementation of 5S Culture in Character Building of Students at SD 232 Dampang

Implementing the 5S culture (Smile, Greet, Greeting, Politeness, and Courtesy) is crucial for character building because it focuses on cultivating positive behavior in everyday life. By implementing the 5S, people become accustomed to being respectful, appreciating others, and fostering positive communication and social interactions (Duya et al., 2025).

The 5S culture is a school habituation strategy that plays a crucial role in shaping students' character through the internalization of social and moral values. Through the habit of smiling, students are shaped into friendly, open individuals who are able to create a positive atmosphere for interaction. Greetings instill respect and religious values, so that students develop a sense of respect for teachers and others. Greetings develop students' social skills, such as caring, communication skills, and strengthen social relationships between individuals. Meanwhile, politeness fosters discipline and adherence to applicable norms and rules, while courtesy fosters a gentle personality, empathy, and morality in speech and actions. Through continuous practice, the values of the 5S culture are not merely fleeting behaviors but develop into students' self-awareness. Thus, the 5S culture not only shapes students' personalities and social skills but also creates a harmonious school environment and produces a generation with strong character, noble morals, and the ability to adapt positively to social life.

Based on the results of my research at Dampang 232 Public Elementary School, the implementation of the 5S culture as a character-building activity at Dampang 232 Public Elementary School is carried out through small habits. These small habits indirectly instill the values of discipline, ethics, and concern for the surrounding environment, thus forming a character that is moral and responsible. The results of this research cover several aspects, namely:

Greeting Habits

The habit of greeting is part of the implementation of the 5S culture which plays an important role in the character formation of students in elementary schools. Greeting is interpreted as a form of respect and prayer conveyed to others, both through words and actions, so it contains religious, social, and ethical values. In its implementation, the habit of greeting is carried out through daily activities at school, such as when students arrive, meet teachers, or interact with friends, and is reinforced through the example of teachers as a direct example for students. The purpose of this habit is to instill an attitude of respect, increase politeness, and building harmonious social relationships in the school environment (Nabilla, 2024).

However, research findings indicate that the implementation of greetings is not entirely consistent, as it relies heavily on teacher supervision. This suggests that these values have not yet been fully internalized by students. Therefore, cultivating greetings should not be understood merely as a routine, but as a character-building process that requires consistency, role models, and environmental support to develop into a moral awareness embedded in students' daily behavior. As conveyed by Nurlela, S.Pd, I, the principal of Dampang 232 Public Elementary School, she stated:

As the principal, this greeting habit has been implemented at the school, starting before entering the school grounds. Every morning, teachers greet students at the gate. Likewise, before entering class, students are required to line up in front of the classroom to check their readiness for learning. This begins with checking their attire, followed by asking questions about the lesson. Afterward, students can enter the classroom, pray, and greet before starting the lesson. After the lesson, they are also required to pray and express their gratitude to the teacher." (Interview, December 12, 2025).

This statement was reinforced by Muhammad Ridwan, S.Pd., a teacher at SD Negeri 232 Dampang. He stated:

As a class teacher, I have implemented the habit of greeting students within the school environment, especially in my class. I require my students to greet each other before entering the classroom. Before starting the lesson, the class leader will prepare their classmates for prayer and greeting. After that, we begin the lesson well. After the lesson is over, the class leader will prepare their classmates for prayer and thank the teacher." (Interview, December 12, 2025).

Based on interviews with the principal and teachers, the habit of greeting students as part of the 5S culture at SD Negeri 232 Dampang is regularly practiced in daily activities. This activity begins with the teacher welcoming students at the entrance, followed by grouping students for a readiness check before entering the classroom, then praying and greeting before the lesson, and ending with a prayer and thanking the teacher. Furthermore, teachers play an active role in making this habit a habit, including involving class leaders to lead prayers and organize students. This shows that the culture of greeting is not only taught, but also implemented through activities that take place routinely at school.

When linked to the character education theory proposed by Thomas Lickona, this implementation reflects the aspect of moral knowing, where students are taught the importance of greeting, praying, and being polite to teachers through guidance and repeated activities. Thus, students not only practice these habits but also begin to understand the values within them, although additional support is needed to deepen their self-awareness.

Handshaking Habit

The habit of shaking hands is part of the implementation of the 5S culture, especially in the aspect of greetings, which demonstrates the values of politeness, respect, and friendliness in interactions between individuals. In the world of education, this activity is one concrete example of the implementation of 5S (Smile, Greet, Greet, Polite, and Courteous) which aims to instill good character in students. (See Figure 4.2.) Through the practice of shaking hands that is done regularly accompanied by a smile and greeting, students are trained to respect others and build good social relationships. In this way, this habit is not only limited to physical actions, but also serves as a means to internalize the values of 5S in everyday life (Fitriyani, 2025).

As stated by Nurlela, S.Pd, I, the principal of Dampang 232 Public Elementary School, she stated:

The habit of shaking hands is commonplace, especially as I mentioned earlier. Before entering the school grounds, students are greeted by teachers at the gate. Furthermore, after each ceremony, it's customary for each class to line up to shake hands with all the teachers before entering. This custom has been around for a long time, and I believe it's very effective for students to respect their elders and to appear more polite." (Interview, December 12, 2025).

This statement was reinforced by Hamsul, S.Pd., a teacher at Dampang State Elementary School 232. He stated:

I think the habit of shaking hands is very good, especially since it's implemented in this school, from before entering the school grounds until leaving. Furthermore, children love to imitate, so this habit often carries over beyond school. So, as a class teacher and homeroom teacher, I strongly emphasize the importance of teaching students the 5S culture. This handshake is an example." (Interview, December 12, 2025).

The conclusion from this interview is that the habit of shaking hands regularly at school is part of building a positive culture and fostering character in students. This activity is carried out consistently, from the moment students arrive at school, after the ceremony, until they leave, so it becomes an ingrained habit. Furthermore, the handshake activity also reflects the importance of teacher modeling in character education, where teachers directly provide examples of polite behavior that are then imitated by students. This aligns with Lickona's view that character is not only taught but also formed through a supportive social environment, also known as a moral community. In this context, the entire school community plays an active role in creating a culture of politeness through positive interactions. Furthermore, this continuous habit allows for the internalization of values, as seen in students' behavior, who begin to carry these habits outside the school environment. Thus, the practice of shaking hands as part of the 5S culture is not only routine, but has contributed to the overall formation of students' character in accordance with the concept of character education according to Thomas Lickona.

Getting used to being polite and courteous in behavior

Cultivating politeness and courtesy in behavior is a step toward practicing good manners and respecting others in everyday activities. This can be done through simple steps, such as using kind words, avoiding harsh language, listening when others speak, and respecting elders. Furthermore, being friendly, not hurting others' feelings, and understanding how to behave in various situations are also part of being polite and courteous. This habituation process must be carried out consistently to become a habit. If someone is accustomed to being polite and courteous, they will be more liked by others, interact more easily, and be able to build good relationships with those around them (Amelia, 2022). As conveyed by Nurlela, S.Pd, I, the principal of Dampang 232 Public Elementary School, she stated:

At school, students' habits of being polite and courteous are starting to become apparent, such as obeying teachers' instructions, speaking politely to elders and peers, and respecting teachers and parents. This is all due to the 5S practices implemented at school. Although not all students have seen significant changes." (Interview, December 12, 2025).

This statement was reinforced by Andi Rahmat Amanah, S.Pd., a physical education teacher at Dampang State Elementary School 232, who stated:

In my opinion, as a physical education teacher, the habit of being polite and courteous has been significantly improved in students. Moreover, we know that physical education lessons are mostly conducted outdoors, which inevitably presents many challenges. However, I've seen significant changes from grades 4 to 6. They can now listen to my instructions well, although they still play more than they study. However, their politeness has improved. Moreover, their speech and behavior during class time are now more focused on listening." (Interview, December 12, 2025).

Based on the interview results, it can be concluded that the implementation of the 5S (smile, greet, say hello, be polite, be courteous) in the school environment has had a positive effect on student character development, particularly in terms of ethics and manners. This can be seen from changes in student behavior who are starting to show respect for teachers and parents, speak better, and are better able to follow teacher instructions, including in physical education lessons which have many challenges.

CONCLUSION

In conclusion, the implementation of the 5S culture (Senyum, Sapa, Salam, Sopan, Santun) at State Elementary School 232 Dampang serves as an effective mechanism for character education through the process of enculturation. By embedding these five behaviors into daily school rituals, the institution successfully transforms abstract moral values into tangible, daily habits for students. The active role of teachers as cultural models and the consistent repetition of these practices create a respectful and harmonious social ecosystem. From an anthropological perspective, these repetitive rituals do not merely enforce discipline, but they actively reshape the students' social character, fostering deep-rooted values of empathy and mutual respect from an early age.

However, the study also highlights that the internalization of these values faces structural challenges, primarily due to the cultural dissonance between the school's regulated environment and the students' diverse external home lives. For character education to achieve long-term sustainability, a holistic synergy between the school, families, and the wider community is essential. Ultimately, this research demonstrates that integrating localized cultural wisdom into the formal educational framework provides a powerful, sustainable model for early childhood development. This approach effectively bridges the gap between conceptual moral education and lived cultural practices in contemporary society.

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