

Application of 5S Principles (Seiri, Seiton, Seiso, Seiketsu, Shitsuke) for Educational Facilities and Infrastructures at SMKS Hudatul Muna 2 Ponorogo

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Abstract: The 5S (Seiri, Seiton, Seiso, Seiketsu, Shitsuke) principle is a Japanese work culture. This method, which places a premium on individual behaviors and awareness, has the potential to serve as a model for designing a school environment that is safe, comfortable, effective, and efficient. One of the schools that has not adhered to the 5S principles is SMKS Hudatul Muna 2 Ponorogo. This may be seen in the school's current state, which still appears to be filthy, as well as the lack of knowledge of the importance of preserving the school's cleanliness. This study intends to discover how to implement the 5S principles at SMKS Hudatul Muna 2 Ponorogo, as well as what should be done at SMKS Hudatul Muna 2 Ponorogo to improve the layout of educational facilities and infrastructure using 5S principles. This study combined a qualitative descriptive analytic methodology with a field research method. Data is gathered through interviews, observations, and documentation. The researcher will generate a matrix column with 5S Theory as the data analysis approach. The findings revealed that: (1) The 5S principle had not yet been implemented to the organization of educational facilities and infrastructure at Hudatul Muna 2 Vocational School in Ponorogo. (2) In preserving the cleanliness and neatness of facilities and infrastructure in schools, there is no shared sensitivity and responsibility. (3) No ongoing effort is made to organize schools in such a way that they are safe, comfortable, effective, and efficient. (4) Lack of school assistance in terms of providing facilities/supporting facilities for the implementation of the 5S culture, preventing any policy from being properly implemented. Based on the findings of the study, it can be stated that using the 5S concept can help schools manage their instructional facilities and infrastructure in a more efficient and effective manner.

Keywords: 5S Principles, education, facility and infrastructure arrangement.

Abbreviations: SMKS: Private Vocational High School

Introduction

Along with the times, school institutions face very tight competition between institutions. With the emergence of an increasing number of school institutions, school institutions are required to continue to innovate their educational institutions. Because in order to continue to exist in today's era, schools must have an advantage that is contained in their institutions. Without this, school institutions will be eroded over time. Because the institution will lose to school institutions that have

sprung up with the innovations owned by each institution.

School is one of the public institutions that has the duty to provide services to the public, especially in the field of education. As we know, education is always related to learning activities. Learning is a knowledge transfer activity between teachers and students to continue to develop the talents possessed by these students. Several education experts agree that schools are places for fostering and developing all individual potentials, namely students. Especially in the development of physical potential, intellectual potential, and moral

potential of each student. Therefore, schools should be able to function as formal educational institutions to develop all the potential of each student as human resources. (Sugandi, 2005)

In the current era of globalization, we are required to prepare everything more maturely. Education is one of the main weapons that can shape the quality of human resources needed in order to develop in accordance with the demands of the times. Preparation of human resources in the field of education must have been carried out since elementary, secondary, to final education. Education is a very important aspect in human life. Through education, every individual can develop and increase potential related to intellectual, mental, social, emotional, personality in life. This is in order to form quality human resources and can face the demands of the times. In today's world, the world of education must be managed and treated professionally in order to continue to maintain its existence in the midst of intense competition.

Based on the previous description, the success of an educational institution consists of various supporting factors, namely: curriculum, teaching methods, teachers, and educational facilities and infrastructure. In order to achieve quality and superior educational institutions, support from various resources owned by the institution, both human and material, is needed. Facilities and infrastructure are a material resource in supporting teaching and learning activities in an educational institution.

Educational facilities and infrastructure is one of the management contained in educational institutions. Facilities and infrastructure have a very important role in organizations, institutions, and in educational institutions. If an educational institution does not have supporting facilities and infrastructure, the teaching and learning process will not run as it should. Mulyasa (2007) states that the facilities in the world of education are in the form of equipment and equipment that are used directly to support the learning process, especially teaching and learning activities. The equipment includes classrooms, books, tables, chairs, teaching aids, and learning media.

While educational infrastructure is a facility owned by school institutions that have an indirect

relationship in supporting the educational process. Namely such as parks, gardens, roads to study rooms, sports fields. And if used directly in the teaching and learning process, such as parks for learning biology and sports fields for practice on physical education subjects. Such things can be called educational infrastructure.

Every educational process, especially in the teaching and learning process, is in dire need of related facilities and infrastructure to support teaching and learning activities. But all the equipment must be present in accordance with the needs. If the school already has the required facilities, it must be managed and maintained optimally. In the world of education, this is as important as instrumental input and environmental input. Because this will also be a determinant related to the outputs and outcomes that exist in an educational institution.

School facilities and infrastructure must meet minimum standards. This refers to PERMENDIKNAS NO 24 of 2007 article 1 which states that, the standard of facilities and infrastructure for elementary schools / madrasah ibtidaiyah (SD/MI), junior high schools / madrasah tsanawiyah (SMP / MTS), high school / madrasah aliyah (SMA/MA), includes the minimum criteria for facilities and minimum infrastructure. Assessment for school accreditation with regard to facilities and infrastructure must meet the minimum facilities and infrastructure standards.

Referring to the explanation previously explained, it can be concluded that management related to facilities and infrastructure in schools must be implemented. Management of educational facilities and infrastructure has the task of regulating, caring for and maintaining existing facilities and infrastructure so that they can be used optimally in the educational process, and can provide optimal results for all educational activities within the educational institution itself.

All educational institutions realize that all educational activities will not run statically, but educational activities will run dynamically in accordance with the times and technology that continues to change and develop rapidly. Therefore, schools are required to prioritize the quality of education from various sides, one of

which is in terms of facilities and infrastructure. As stated in the Law of the Republic of Indonesia No. 20 of 2003 Article 45 concerning the national education system:

1. Each formal and non-formal education unit provides facilities and infrastructure that meet educational needs in accordance with the growth and development of the physical, intellectual, social, emotional, and psychological potential of students.
2. Provisions regarding the provision of educational facilities and infrastructure at all levels of education as referred to in paragraph 1 are further regulated by government regulations (material, 2010).

In order to carry out something in a planned, orderly, structured and directed manner, it is necessary to implement management in an educational institution. Management is an art to do work together with several people who are brought together. In general, management is carried out to achieve the main goals of an organization by arranging other people to achieve these goals together. (Fattah, 2000)

Management or management has components that are interrelated with one another and cannot be separated from other educational activities. Without the implementation of a good management, education goals will not be achieved optimally. This applies to all educational institutions, institutions that require effective and efficient management. What is meant by effective and efficient here is effective and efficient. (Law on National Education System, 2003) This means that management has succeeded in achieving its goals by saving time, energy and costs. A good educational process also requires the support of adequate facilities and infrastructure, either directly or indirectly.

Facilities and infrastructure are one of the components of supporting educational activities in the teaching and learning process which are expected to lead students to their maturity. Limitations related to educational facilities and infrastructure will certainly affect student learning outcomes. The difficulty is felt not only by the teacher, but also by the completeness of the

facilities and infrastructure. When viewed from the reality, many schools do not yet have the necessary facilities and infrastructure, thus creating teaching and learning activities that are less effective.

It is unavoidable that the statement that if the facilities and infrastructure are supportive and adequate will create maximum student achievement. Facilities and infrastructure are one of the factors that support success in the educational process and even become an obstacle to the creation of an optimal educational process. The problem that often occurs in the management of facilities and infrastructure is the lack of optimizing the management of facilities and infrastructure which causes educational activities to become less efficient. Creating an optimal educational process in an educational institution cannot just happen. This requires something effective and efficient. Good quality in an educational institution is determined by a well-planned management. Therefore, to create good planning management for the creation of educational institutions in order to create quality outputs, good management is needed.

The management of a company or organization will not be able to achieve the desired goals if it does not have good management. Although management is only a tool to achieve a final goal, it must be arranged as well as possible. If the management is good, then the main goal can be achieved, waste can be avoided, and all the potential that is owned will be more useful. Hasibuan (2009) explains that management comes from the word *to manage* which means to regulate. Arrangements are made through a process and are arranged according to the order of the management functions.

5-S is a new way of managing facilities and infrastructure in an educational institution. The 5-S concept originated in Japan and is known in Indonesia as the 5-R. The 5-S principle is the initial letter of five Japanese words, namely: *Seiri, Sei-ton, Seiso, Seiketsu, and Shitsuke*, which in its development in Indonesia are known as 5-R namely: Concise, Neat, Clean, Treat, and Diligent. These words reflect the order of application of the 5-S transformation process (Rimawan and Sutowo, 2012). 5-S is a determination to organize, clean,

maintain steady conditions and maintain the habits necessary to carry out a job well. From the above definition it can be concluded that 5-S is a method or step in an effort to create and maintain a quality work environment in order to create safe and comfortable working conditions. 5-S consists of *Seiru, Seiton, Seiso, Seiketsu, Shitsuke*.

In Indonesia, 5-S is translated into 5 R's, namely Concise, Neat, Clean, Treat, Diligent. The description of the 5-S concept is: (1) *Seiri* (Election) The activity of arranging everything, sorting according to certain rules and principles or it can be said that election is the art of throwing things away. In 5-S means distinguishing between what is needed and what is not needed, taking firm decisions and implementing stratification management to dispose of what is not needed, (2) *Seiton* (arrangement) storing goods in the right place or in the right layout with attention to efficiency, quality and security as well as finding the optimal storage method so that it can be used in an emergency because it can eliminate the search process. Organizing also includes making decisions about how much to keep and where to store it. (3) *Seiso* (cleaning) *seiso* means removing dirt and foreign matter and cleaning everything. (4) *Seiketsu* (Consolidation) stabilization means constantly and repeatedly maintaining selection, structuring and cleaning. This means carrying out 5S activities regularly so that abnormal conditions are seen and practicing the skills to create and maintain visual control. (5) *Shitsuke* (habituation) habituation is doing work over and over again so that naturally we can do it right. If we want to do work efficiently and without mistakes, we have to do it every day. (Syaef, 2017)

Aspects of the building relating to the inadequate condition of school buildings to support the learning process (damp, dark, cramped, fragile, many have collapsed) to the point of endangering safety. Aspects of furniture related to inadequate facilities for the process of educational activities (rickety tables and chairs, incomplete teaching aids, insufficient books) including extracurricular facilities. Therefore, in this study, the authors conducted field research on SMKS Hudatul Muna 2 Ponorogo.

Materials and Methods

Research procedure

The research carried out is qualitative research, the research focuses on direct observation to the location, namely SMKS Hudatul Muna Ponorogo. In this qualitative research, case study research is applied which absorbs various problems according to the research theme. As it is shown that the purpose of qualitative research is to reveal and find deep meaning about an indication, in the form of a phenomenon, fact or reality. (Raco, 2010)



Figure 1. Environmental Conditions of SMKS Hudatul Muna 2 Ponorogo obtained by the author, through the condition of the yard, from the phenomenon of the scope it is reflected in the conducive level of school buildings (facilities).

Procedure

The procedure used in this research is the method of Interview, Documentation, and Observation. The description of these procedures is as follows:

Interview

The interview method is a method that seeks to find out verbally about the problem being studied. Interviews were conducted directly with the informants who determined the results of the research. Interviews are the treatment of researchers to obtain in-depth data. (Albi, 2018) Information from related parties in the research theme is very important to provide direction for the research process. Directions obtained from informants are very important because they are directly obtained from the unit that runs the field being studied. It would be nice if the interview activity had to prepare a planned instrument so

that the results would be more effective and efficient.

Documentation

From the method of collecting documentation data, it can meet the evidence in the form of conditions and atmosphere in the research location. Documentation evidence in the collection of qualitative research data leads the research to a description of the location (phenomenon). Materials for presentation of conditions, phenomena, and field facts are the characteristics used in qualitative research. Documentation evidence is usually in the following forms, diaries, meeting minutes, periodic reports, student activities, scale reports, activity schedules, official letters, government regulations, official letters, student report cards, articles of association, environmental conditions around the school, and objects -objects related to the research position. (Mamik, 2015) The documentation method is realized by using photos, involving in this way provides consistency for the location chosen in the study. So the answer from this method provides an expression by showing the interest and advantages that are presented.

Observation

Observation activities are one of the mandatory steps that must be carried out in qualitative research. This is very intensive to support the accuracy of the events that actually occurred in the research. Thus, observations carry out field surveys or research sites. So observation is an activity carried out to find out something from a phenomenon that is based on knowledge and ideas that aims to obtain information related to a phenomenon that occurs in the scope, thereby obtaining objective, reliable and accountable information. (Muhammad, 2021) Observational data collection methods also help get relevant and reasonable ideas. So this activity gives consideration to researchers about the suitability of the case.

Data Analysis

Implementation of data analysis is a component that determines the results in accordance with the

research direction. Data analysis is an activity in the research process in the form of choosing, determining the results of information obtained through the selected data collection method. So that these activities provide firmness of conclusions and consistency of decisions that have been considered. So the preparation of research with data analysis provides systematic action. The following is the stage of data analysis carried out in the study:

Data Reduction

Data reduction is a technique used to summarize the results of the information that is really needed. So in this activity the focus is on controlling important things that have value and integration with the research process. By reducing the data researchers can understand the schemes and themes that will be implemented in the research report.

Data Presentation

The data presentation technique is the second step whose role is to show the data in the discussion process. The presentation of data in qualitative research is shown in the form of brief descriptions, charts, relationships between categories, and others that are still in one category. (Umrati & Hengky, 2020) Thus, the presentation construction presented will facilitate the understanding process.

Verification or Withdrawal of Conclusions

Drawing conclusions is a form of a whole series of information that has been validated by evidence and research objectives. So that through this process it provides confirmation of the research results. In verification (drawing conclusions) provides the development of arguments from researchers regarding the results obtained from the research.

Results and Discussion

General Description

SMKS Hudatulmuna 2 Ponorogo is a private SMK-level educational unit in Brotonegaran, Kec. Ponorogo, Kab. Ponorogo, East Java, with Operational Permit SK number:

P2T/1109/19.08/02/IX/2019. The Hudatul Muna Ponorogo Islamic Boarding School Education Foundation has run it as an educational institution since 2005. Hudatul Muna 2 Ponorogo Vocational School is located in a low-lying section of a city, allowing for future school development. SMKS Hudatul Muna 2 Ponorogo now has four classes of male and female students ranging from class X to class XII. The following are the different ways that SMKS Hudatulmuna 2 Ponorogo formulates its vision and mission: 1) Vision: Create a generation of noble characters who are tough, capable, and eager to work; 2) Mission: (a) Realizing pesantren as a tafaqquh fiddin institution capable of responding to the progress of the times through the provision of independence skills for all students, (b) Improving human resources of independent student communities as provisions for professional development in society, (c) Organizing high-quality education in the fields of science and technology and IMTAQ, and (d) Organizing a teaching and learning process oriented towards fun learning.

Description of the Situation 5S

The following research findings were obtained from direct observation and discussions with different resource persons regarding how to use the 5S principles at SMKS Hudatul Muna 2 Ponorogo:

Seiri (Sorting)

Researchers managed to collect images which are poor implementation of sorting. The results of the disaggregation of poor school facilities and infrastructure will have an impact on their quality. When these facilities and infrastructure are needed to be used, it will be very difficult to ensure that the goods can still function properly.



Figure 2. Poor use of the Seiri principle (Sorting).

Based on the results of interviews that researchers conducted with informants, it was found that there were some unorganized junk in the literacy room. This is according to the informant that the students never want to obey the rules that are made and are considered too underestimate the neatness. But this was objected by the students who said that the school was not able to provide special places such as equipment warehouses and trash cans which were quite a lot in every corner of the school. In addition, students have not been told whether the junk can still be used, can be repaired or if it should have been thrown into the trash. Then the researcher asks questions about how to determine the principle of sorting, whether it has been determined for each school facility and infrastructure. The informant again said that this has not been determined because students have never been socialized with the determination of the policy.

Furthermore, the researchers tried to get information about the determination of periodic large-scale hygiene carried out by the school. According to the informants that regarding cleanliness has been determined by the school, but students do cleaning only to the extent of the desires and instincts of each student without seeing or knowing clearly the procedural about cleanliness itself where students who care only do these activities. The management of stratification or sorting of school facilities and infrastructure has not been set too strictly so that according to informants that students do not know which items or facilities are very important, important, and not too important in the storage sequence. Therefore, these items are not arranged neatly and seem messy. So when needed it will be difficult to find it.

Seiton (Set in Order)

Researchers collect pictures which are examples of incorrect arrangement where from the observations of researchers the picture shows that there is no policy about applying the principles of arrangement in schools. There are gallons of water at the bottom of the table, guitar musical instruments that shouldn't be placed in the room and also there are several files piled up in old

cardboard boxes, this can damage the paper so it's very inefficient.



Figure 3. Application of the principle Seiri (Sorting) are not true.

The researcher conducted interviews with several key informants and other informants to find the phenomenon of the application of the structuring principle. According to informants, in terms of structuring, there is still no explicit appeal from the school principal. So that students/teachers store goods, or educational facilities by looking at the empty side of a storage area. Meanwhile, the school itself does not have a storage warehouse for facilities or facilities that are large enough. Then on the part of the teacher trying to make a storage area from used goods so that it looks pretty neat.

The researcher found that there were no markers for documentation. Therefore, the teacher cannot arrange stationery and documents properly. According to the informant, there are no provisions regarding the storage or arrangement of documents. Teachers tend to be more on instinct alone, so it is often difficult for teachers themselves to find or find documents and stationery that have been stored. If found it will take a long time. Some teachers choose to borrow from their colleagues to save time when the tool they are looking for is not found.

Seiso (Shine)

From the observations of researchers while at school, many researchers found that the cleanliness of the school area was not good. In the classroom itself, although the chairs look messy, the floor looks clean and well-maintained, but the outside of the classroom still looks like food waste and the

floor looks dirty, especially in the school toilet room. This can cause germs to multiply.



Figure 4. Class atmosphere.

Interviews that researchers conducted with informants to see how the principal's policy on the cleanliness of the school area. According to the informants, daily, monthly and yearly cleanliness has not been determined, school stakeholders are only instructed to clean the school area every day. Therefore, teachers and students only carry out cleaning if the school area is considered too dirty. According to the informant, daily cleaning in their respective work areas is still being carried out and is continuous. But not all areas are cleaned, only those that are visible to the eye, while hard-to-reach areas are not detected at all.

The researcher ensured clarification to the key informants where the key informants emphasized that the cleaning policy was only giving instructions every morning for fifteen minutes to clean the school area. The researcher continued with the supervision of the cleaning and then according to the informant that some were supervised and some were not supervised. Key informants strongly agree that cleanliness can create a school atmosphere that is comfortable and pleasing to the eye. However, this has not yet been fully implemented.

Seiketsu (Standardized)

The researcher took and collected several photos of the situation where there was no stabilization or standardization in the specified workplace. From the picture it is clear that the file is not given a code, color or label so that if needed it will be very difficult to find and it will take a long time to find

it. The files are placed randomly and not arranged neatly. This can lead to waste in terms of time efficiency.



Figure 5. Unorganized file storage.

Based on the results of interviews with informants who work in office locations, it is said that teachers will find it difficult to find stored files. Teachers save their files only based on memory where the files are stored. The researcher asked how long the document he was looking for could be found, then the informant answered that it depended on how long the document was stored. The longer the document is stored and never used, the longer the document will be found and vice versa. The researcher asked again about the labeling, code or color in the folder. The informant explained that putting the code, color and so on was judged to be just a waste of time while other priority work was also waiting so that it was not done. In addition, schools also do not provide folders or folder markers, as a result, this standardization is very difficult to implement because it is not supported by adequate facilities.

Shitsuke (Sustain)

Researchers take photos or pictures about announcements that are considered less effective. In addition, announcements issued only regarding the use of software and hardware do not cover all the important points of the 5S principle, then re-

confirmation is needed so that the information received can really be understood.

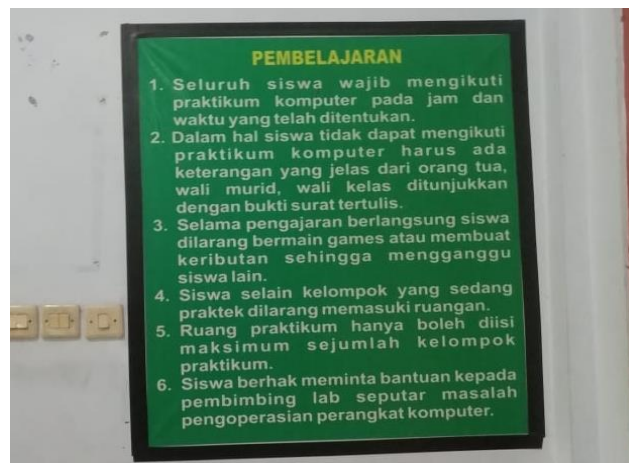


Figure 6. Announcements that have not been comprehensive.

The picture above clearly explains that the information conveyed does not cover all the important points of the 5S principle. Then related to writing, it is necessary to re-assure so that there is no misunderstanding of the news consumed by teachers and students. Based on the results of interviews conducted by researchers to supervisory informants that there are some good habits from this school that must be maintained and maintained, such as throwing garbage in its place and others. The informants agreed that if a good habit is repeated gradually naturally then the habit will get better and better. Psychologically, teachers and students who practice good habits will be able to see the abnormality that occurs.

Discussion

The researcher will produce a matrix column holding the 5S theory, then the next column will be the facts in the field that have been obtained from Primary and Secondary data sources, and the last column will be the Analysis column, where the analysis is the research's final conclusion.

Table 1. 5S Principle.

5S Principle	Field Facts	Analysis
Seiri (Sorting)	1. There is no sorting policy in place. 2. Inadequate educational facilities due to a lack of student information regarding sorting 3. Lack of storage space for stuff like as gallons, art equipment, and other necessities 4. Teachers and students store and organize items based on their personal preferences. 5. Inadequate knowledge about how to deal with damaged items	Socialization related to the principle of sorting is needed. School equipment must be placed in its place supported by appropriate facilities. Issue a stratification policy on school supplies. So that all teachers and students know clearly where the items will be placed later. With stratified management that is designed and carried out in a disciplined manner, teachers and students can find out how to treat an item whether it will be repaired or discarded.
Seiton (Set in Order)	1. There is no policy on structuring educational facilities and infrastructure 2. Lack of styling promotion 3. As a result, students do not know how to arrange procedures 4. The arrangement of documents and goods is less effective 5. Organizing stored items is difficult because it is not supported by adequate facilities 6. All stakeholders do not realize how important the arrangement is and how the basis of the arrangement itself is 7. Files stored in the workspace are not organized properly.	Immediately drafted and issued regarding the structuring policy to support the objectives to be achieved, then it was immediately socialized and procedures regarding the arrangement were immediately carried out in accordance with the established schedule. The concept of arrangement must be clear in detail and can be applied both in schools. Schools are required to provide supporting facilities and infrastructure for the success of the policy. This will get a great output where teachers and students will feel the importance of the arrangement for individuals and schools.
Seiso (Shine)	1. Cleaning activities are well scheduled 2. Cleaning activities are not carried out thoroughly 3. There are still many places that are neglected from cleanliness 4. Not routinely checking the school area so that it avoids dirt and garbage 5. The evaluation treatment never actually happened, but if a supervisor came it seemed as if the whole place would be clean, tidy, neat by itself. 6. Cleaning equipment such as methamphetamine, mops, buckets, mosquito nets and others, have not been fully fulfilled in schools.	Cleaning can be interpreted as checking where in between doing cleaning there will also check whether it is the cause of something happening or damage and so on. There are three steps in doing proper cleaning namely (1) macro level i.e. cleaning things up and looking for ways to deal with the overall causes related to the whole picture. (2) determine what to clean, the order, and how. (3) revision of the cleaning method and educational facilities used so that the cage can be easily cleaned. (4) determine the rules that must be obeyed so that the goods or facilities can still be used properly. Ensure that cleaning is carried out simultaneously with only 3 minutes a day. This will reduce even a dirty place to a less dirty one, and it will continue to change every day until it is shiny.
Seiketsu (Standardized)	1. There is no policy for the maintenance and development of educational facilities and infrastructure 2. The students were judged not to be able to see abnormalities visually. Some of them are able to see the abnormality visually but it is considered normal and then ignored. 3. There are no pictures or visual demonstrations pasted in the school area to show the correct procedure 4. School supplies and documents are not marked where they should be placed after	Stabilization starts with 5S maintenance and control. Stabilization can be interpreted as maintaining a clean condition including color, shape, clothing and so on so as to provide a clean atmosphere. Maintenance presents the abnormality as something that needs to be fixed. Teachers and students must be able to distinguish between normal and abnormal and are required to do something about the abnormality. Alert and attentive teachers and students will spot abnormalities easily. Visual management can help stakeholders remember things. Visual management

	use - Instructions are not demonstrated through pictures - Educational facilities or documents are not given signs, labels, colors and so on.	turns a person's memory of something into a dynamic dimension that can be observed on the spot. Schools should make rules that are easy to understand and easy to follow. Here, visual management is very helpful in implementing the rules and regulations. Establishing visual management procedures really helps make visualization easier. Management must provide skills to exercise extra control. It is expected that teachers and students can control extra in carrying out the maintenance of school facilities and infrastructure. To provide an overview of the various types of visual control demonstrations that are needed, for example: making demonstrations on how to maintain cleanliness, disposing of garbage in its place, being aware of threatening hazards, indications of where items should be placed, marking of equipment, warning and caution along with how to operate, preventive maintenance demonstrations, as well as instructions. In other cases management must set standards of right and wrong. Provide colors, labels and other markings on educational facilities and documents so as to explain where and how to find the tool or document again.
Shitsuke (Sustain)	- There is no habituation principle policy - School culture that is not good, does not receive full attention by management so that school habits or culture both in the school and classroom environment cannot be controlled properly. - There is no periodic evaluation of the actions and actions taken - Students are considered not to have responsibility for the school but only as a place to carry out their routine as students. - Discipline of teachers and students is individual even though some of them are only due to solidarity or joining in. In essence, the discipline of the stakeholders so far is still far from what is expected.	The principle of habituation is a way to change habits with the cooperative determination of all school stakeholders. Every teacher and student must work together, act together and think together to form a strong and solid organizational team. All members of the school together do the right thing as a habit because habituation is doing work over and over again so naturally can do the right thing. Communication is important. Therefore, make communication that is easy to understand so that the person who replaces it can easily carry out the routine properly and correctly. Designing a way to encourage inspectors to be reliable will make it easier for top management to see how the school is doing without having to visit it. This is done by creating a checklist that includes all the required information and must be filled out correctly. Every teacher and student must practice to reduce the level of forgetting about a discipline. Habituation means asking everyone to promise to carry out their duties properly and correctly. Principals and teachers must campaign for compliance with regulations and policies. This is important so that everyone can practice to ensure that every teacher and student can carry out their duties properly.

Conclusions

Several inferences can be derived from the outcomes of the researcher's analysis, including the following: (1) The system for structuring educational facilities and infrastructure at Hudatul Muna 2 Vocational High School Ponorogo needs to be improved. The 5S concept is the first stage in creating a clean, neat, and organized school in order to indirectly establish the school's image, value, and selling point while working with all members of the organization to achieve the specified goals. (2) The 5S principle has not been applied to the educational facilities and infrastructure at SMKS Hudatul Muna 2 Ponorogo. (3) Each school member is unaware of the importance of maintaining the 5S values and culture. (4) Of all the problems collected by researchers in general, problems that arise on the surface can be solved through the application of 5S principles.

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