

**INTERNALIZATION OF ISLAMIC EDUCATIONAL VALUES
THROUGH THE DECLUTTERING CONCEPT TO FORM A
5R CULTURE AT SMP LABSCHOOL UNESA 1 SURABAYA**

ARTIKEL JURNAL



Diajukan oleh

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**PROGRAM MAGISTER PENDIDIKAN ISLAM
FAKULTAS STUDI ISLAM DAN PERADABAN
UNIVERSITAS MUHAMMADIYAH SURABAYA**

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Magister Pendidikan (M.Pd)**

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Internalization of Islamic Educational Values Through The Decluttering Concept To
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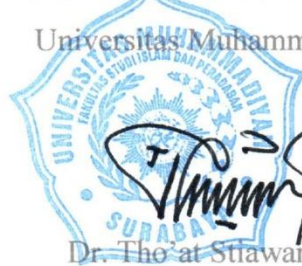
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Internalization of Islamic Educational Values Through the Decluttering Concept to Form a 5R Culture at SMP Labschool Unesa 1 Surabaya

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ABSTRACT

Problems with student discipline, cleanliness, and orderliness in the school environment pose a challenge to character building. One approach to create a neat and clean learning environment is the implementation of the 5R culture. However, its current implementation in schools remains oriented towards physical cleanliness. This study was conducted using a qualitative method in the form of a case study. Data were collected through observation, interviews, and documentation. Data validity was tested using source and technique triangulation. The process of internalizing Islamic educational values through the concept of decluttering is carried out through three stages: transformation, transaction, and transinternalization of values integrated into learning, habituation, and school culture to cultivate behaviors of discipline, responsibility, cleanliness, and *istiqomah*, and to create a more organized and conducive learning environment. This study concludes that the concept of decluttering contributes as a starting point in implementing the 5R culture, making it easier for students to get used to sorting, organizing, and maintaining the cleanliness of the school environment, as well as internalizing these values consistently.

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1. INTRODUCTION

Education is a strategic tool for developing students' potential in the areas of knowledge, attitudes, and skills. In general, education functions to develop thinking skills while instilling

a positive culture, building character, and strengthening students' spiritual dimensions (Peraturan Pemerintah RI, 2003). Strengthening school culture is one strategy in realizing these educational goals. School culture can shape habits and behaviors that are built and developed by the entire school community (Anisah, 2023). In the perspective of Islamic education, educational activities should also be accompanied by evaluation and continuous self-improvement so that learners develop cognitive, affective, and psychomotor aspects in an integrated manner (D. W. Rahayu, Akbar, Untari, & Wahyono, 2024). School culture must adhere to basic values that refer to moral codes, norms, attitudes, habits, and ethics regarding what needs to be cultivated. It serves as a guideline that must be applied to all school members. Therefore, full support from all elements of the school is essential for its successful implementation.

One form of school culture that has the potential to build student character and morals is the 5R culture (Neat, Tidy, Clean, Maintain, and Diligent). The 5R culture was adopted from the Japanese 5S principles (Seiri, Seiton, Seiso, Seiketsu, Shitsuke). This culture was initially implemented in the industrial sector as an attempt to increase work efficiency and productivity, but over time, it began to be adopted in the education sector (Santosa, Sari, & Ahmad, 2022). To date, the 5R culture in Indonesia is mostly implemented at the SMK (Vocational High School) level, especially in majors closely related to industry; however, it remains relatively limited at other levels of education, particularly SMP (Junior High School).

From an Islamic educational perspective, the 5R culture reflects principles that align with Islamic teachings, such as maintaining cleanliness, tidiness, discipline, and responsibility. This is in line with a popular hadith stating that "Cleanliness is half of faith" (Al-Hajjaj, n.d.). Building a 5R culture from an Islamic educational perspective not only has worldly goals, but also holds afterlife values. The 5R culture in Islamic education has spiritual value because Islamic teachings emphasize a clean and orderly life as a reflection of the quality of one's faith. Therefore, the 5R culture in the school environment needs to be integrated with the process of internalizing Islamic educational values so that it not only acts as a normative regulation but also shapes students' awareness and character.

However, field conditions indicate that student awareness regarding the maintenance of cleanliness and orderliness of the school environment, especially in the classroom, remains relatively low. Based on initial observations at SMP Labschool Unesa 1 Surabaya, it was found that students do not fully exhibit discipline and responsibility in maintaining classroom cleanliness and tidiness, even though the available facilities are adequate. This is evident from the persistence of trash in the classroom, the less-than-optimal implementation of duty, the accumulation of misplaced items, and general disorganization. These conditions indicate that the values of discipline, responsibility, and environmental concern have not been optimally internalized by the students. Therefore, an approach is needed to build awareness and habituation of students to maintain order in the learning environment.

To address the aforementioned issues, the concept of decluttering can be used as a relevant approach. Decluttering involves sorting items and removing unnecessary ones to create a clean, tidy, and organized environment. Implementing this concept is expected to foster students' habits of maintaining a tidy learning environment consistently.

Based on these issues, this study offers a novelty by integrating the concept of decluttering with the process of internalizing Islamic educational values in the formation of a 5R culture in the school environment. Previous studies have primarily focused on the implementation of 5R in the school environment or analyzed the internalization of Islamic educational values in the learning process in general. Meanwhile, this study presents a new

approach using the concept of decluttering as a medium for habituating and internalizing Islamic values such as trustworthiness, discipline, cleanliness, and *istiqomah* in students' daily lives. Another novelty lies in the application of this concept at the junior high school level through a school culture oriented towards the continuous formation of students' moral awareness and character.

The internalization of values is the psychological process of individuals accepting and internalizing external values, such as social and cultural values. A person's behavior that aligns with internalized values is internally motivated, rather than driven by external coercion. Thus, values that were originally external become part of a personal value system that guides a person's behavior in everyday life (Wu, Chen, & Huang, 2025). In Islamic education, the process of value internalization involves three stages: transformation, transaction, and transinternalization of values (Muhaimin, 2012). This process demonstrates that education is not only oriented towards the aspects of knowing and doing, but also being, where students are able to implement and practice Islamic values continuously (Tolchah & Mu'ammam, 2019). Thus, the internalization of Islamic educational values is an important part of instilling disciplined and responsible behavior in students.

In Islamic education, the development of religious character and noble morals in students is the primary focus. Values of cleanliness, tidiness, and responsibility are integral parts of Islamic teachings that must be instilled. The application of these character-building values is not sufficient through the mere delivery of material; rather, it needs to be supported by habituation and a conducive environment. To foster good habits, students require guidance and practice (Rahim & Setiawan, 2019). The description above shows that the success of character education begins with habits that will shape the culture within the school environment.

The implementation of the 5R culture in schools can serve as a means of character building in students, such as fostering habits of cleanliness, orderliness, and organization. The formation of a 5R culture in schools is still faces with various obstacles, especially the low awareness and discipline of students in maintaining each element of the 5R. Therefore, an approach using the concept of decluttering is needed. Decluttering is not just the activity of sorting and tidying items, but a cultural practice that allows for the filtering of information and learning experiences (Muster, Iran, & Münsch, 2022). When integrated with the 5R culture (Ringkas, Rapi, Resik, Rawat, and Rajin), decluttering activities become a starting point towards a cultural habit system that encourages students to sort, organize, maintain, and internalize values consistently. This practice is in line with Islamic values such as discipline, maintaining cleanliness, trustworthiness, and *istiqomah*.

A study demonstrated that decluttering education can improve the ability to organize the environment and form positive habits through the learning and habituation process (Aso, 2018). Therefore, it can be understood that decluttering is not merely a physical activity of tidying up, but it also drives changes in individual behavior and awareness. The approach grounded in the concept of decluttering is relevant to supporting the formation of a 5R culture in schools through the integration of Islamic educational values, namely discipline, responsibility, and order. In the context of this study, the 5R culture is positioned as a form of habituation practiced routinely and continuously. Habituation in schools can shape the disciplined character of students through activities carried out consistently (Pangestika & Minsih, 2023)

Previous research has not yet integrated the internalization of Islamic educational values with the concept of decluttering as a strategy to form a 5R culture in the school

environment. Previous research generally only discussed the implementation of the 5R culture as a work culture or school culture, as well as the internalization of Islamic educational values for the formation of religious character, tolerance, or concern for the environment, without connecting the two concepts in an integrated manner. This study offers a model of internalization of Islamic educational values through the concept of decluttering as a contextual and applicable approach to building a 5R culture in students, so that it not only produces a clean and orderly learning environment but also instills Islamic values such as cleanliness (taharah), discipline (intizam), and responsibility (amanah) sustainably.

This study aims to analyze the internalization of Islamic educational values, the application of the decluttering concept within the 5R culture, and its contribution to the formation of a 5R culture at SMP Labschool Unesa 1 Surabaya. Theoretically, this study is expected to contribute to the development of Islamic education studies based on school culture. Practically, it can serve as a reference for educators in developing students' clean, tidy, disciplined, and responsible character through a contextual and applicable approach.

2. METHODS

This research was conducted using a qualitative case study approach. This methodology was chosen because it focuses on an in-depth study of the process of internalizing Islamic educational values through a decluttering-based 5R culture in the natural context of school life (Hadi, Asrori, & Rusman, 2021). This research was focused on SMP Labschool Unesa 1 Surabaya, which has established and is currently implementing a Clean School Program, although the aspect of internalizing values in its execution remains suboptimal.



Figure 1. Research location at SMP Labschool Unesa 1, Jl. Kawung No.9, Surabaya.

Primary data in this study were collected through observation and interviews, while secondary data were gathered from relevant literature and institutional documents. Observations were conducted in a participatory manner, while interviews were conducted using a semi-structured format, involving the vice principal for student affairs and seventh and eighth-grade students. In addition to observations and interviews, the researcher utilized documentation to obtain supporting data related to school programs and the

learning process. Data validity was tested using source triangulation and technique triangulation to ensure the reliability and consistency of the research findings.



Figure 2. Interview activities with research informants at SMP Labschool Unesa 1 Surabaya.

The data analysis technique used refers to the Miles and Huberman model, which includes data condensation, data display, and conclusion verification. Data condensation was carried out by selecting and transforming relevant data related to the internalization of Islamic educational values through the concept of decluttering. Data were presented in a descriptive narrative with tables or charts to facilitate analysis. Furthermore, conclusion verification was carried out continuously through data interpretation to understand the formation of a 5R culture through the internalization of Islamic educational values. (Miles, Huberman, & Saldana, 2014).

3. FINDINGS AND DISCUSSION

3.1. Findings

3.1.1 *Internalization of Islamic Educational Values*

Internalization of Islamic educational values at SMP Labschool Unesa 1 Surabaya is developed through learning activities, habituation, and the strengthening of school culture. The internalized values include cleanliness, responsibility (*amanah*), orderliness, discipline, and *istiqomah*. The implementation of the 5R culture, based on the concept of decluttering, serves as a means of internalizing these values, which are incorporated into students' daily routines within the school environment.

The internalization process consisted of three stages (Muhaimin, 2012):

- Value Transformation
- Value Transaction
- Value Transinternalization

The process of value internalization in this study went through three stages: transformation, transaction, and transinternalization of values (Muhaimin, 2012). In the value transformation stage, the researcher conveyed information to seventh- and eighth-grade students regarding the values contained in each element of the 5R through the concept of decluttering. The value of responsibility was internalized through the elements of tidiness and care; order and discipline through neatness; cleanliness through the element of hygiene; and *istiqomah* through diligence. This stage provided students with an initial understanding of the importance of the 5R culture as part of character building and the practice of Islamic values.



Figure 3. Implementation of Islamic values internalization at the value tranformation stage.

The second stage was the value transaction. In this stage, the researcher demonstrated and invited students to actively practice each element of the 5R through decluttering activities. This stage demonstrated that students gained theoretical knowledge while also being directly involved in the activities of sorting items, organizing learning equipment, maintaining classroom cleanliness, and carrying out class duties according to the schedule. Through this habituation process, students began to understand the meaning of the values they practiced and connected them to real-life behaviors in their daily lives.

The third stage was the trans-internalization of values. At this stage, students were willing to accept and internalize the values implemented in the 5R culture. After going through the transformation and value transaction stages, students realized that implementing the 5R culture provided a sense of comfort, order, and a more conducive learning environment. This process encouraged students to implement the 5R culture without constant reminders from teachers. This condition indicated that the values of discipline, responsibility, and steadfastness were beginning to be internalized in students' daily behavior.

3.1.2 Implementation of the Decluttering Concept

The findings show that decluttering was implemented through several practical activities, including sorting unnecessary items, organizing learning equipment, disposing of waste appropriately, maintaining classroom facilities, and sustaining cleanliness through continuous monitoring and evaluation. These activities formed the practical basis for implementing the 5R culture in the school environment.



Figure 4. Demonstration of the application of the decluttering concept to form a 5R culture by researchers to students on classroom lockers.



Figure 5. Demonstration of the application of the decluttering concept to form a 5R culture by researchers to students on classroom lockers

The implementation was carried out as a continuous process rather than a one-time activity. Periodic evaluation was conducted through observation and monitoring using instruments developed based on Takashi Osada's 5R implementation concept (Osada,

2004). The evaluation process enabled the school to monitor the consistency of students' participation in maintaining classroom cleanliness and orderliness.

3.1.3 Impact on the Formation of 5R Culture

The implementation of the 5R culture through the concept of decluttering impacted student behavior at SMP Labschool Unesa 1 Surabaya. Based on observations, students became accustomed to reducing the accumulation of objects in the classroom, organizing learning materials at each lesson change, and maintaining a clean classroom environment. Furthermore, students demonstrated discipline in carrying out class duties according to the agreed-upon schedule.

The impact of internalizing Islamic educational values through the concept of decluttering on shaping the 5R culture is presented in Table 1 below.

Table 1. Impact of Internalization of Islamic Educational Values through the Decluttering Concept in Forming a 5R Culture

Decluttering activities in 5R Culture	Internalized Islamic educational values	Changes in student behavior
Sorting item based on functional utility and reducing the accumulation of items in the classroom (Sort)	Trust and responsibility	Students are starting to reduce the accumulation of items and are becoming more orderly in tidying up their learning equipment after use.
Putting and arranging items in their respective places (Neatly)	Order, discipline, and regularity	Students are accustomed to returning and arranging items in their designated place after use
Cleaning the classroom and learning environment (Clean)	Cleanliness	Students are aware of throwing rubbish in its place and maintaining the cleanliness of the classroom environment
Maintaining classroom facilities and school equipment (Maintain)	Trust and responsibility	Students show greater concern for maintaining and caring for classroom facilities to prevent damage
Maintaining the cleanliness and tidiness of the classroom consistently (Diligently)	Discipline, responsibility, consistency (<i>istiqomah</i>)	Students carry out their duties according to the schedule and remind each other to keep the classroom clean and tidy

3.2. Discussion

3.2.1 The Process of Internalizing Islamic Educational Values at SMP Labschool Unesa 1 Surabaya

The integration of Islamic values into school culture demonstrates a contextual and applicable internalization approach. The 5R culture is internalized not only as a means of implementing cleanliness practices but also as a vehicle of practicing these values. This

finding is consistent with previous studies indicating that learning activities designed according to students' contexts and experiences facilitate deeper comprehension and internalization of educational values (Asrori & Saputro, 2025). Thus, students not only understand the values conceptually but are also able to implement them in real life. This finding is consistent with previous research showing that habituation serves as the primary mechanism for shaping students' religiosity, discipline, and social responsibility. Routine school activities provide a strong foundation for sustainable character formation (Ardiansyah & Fathurrahman, 2025).

The findings suggest that the internalization of Islamic educational values is an ongoing process that extends beyond the period of this study. The sustainability of this process is crucial for the 5R culture to truly become a habit that is ingrained in students. This long-term effort requires consistent support, particularly from homeroom teachers. Teachers play a crucial role in guiding students to practice Islamic values in their daily activities (Puspasari, Bakhruddin, & Hidayat, 2024). This finding is supported by the statement of one homeroom teacher, who explained:

"As a homeroom teacher, my role is to continuously remind students to maintain the cleanliness of the classroom and its surroundings. Since there is a daily classroom cleanliness assessment, I also encourage them to avoid becoming the dirtiest class, which motivates them to work together and be more responsible." (Homeroom Teacher, HT-01)

This statement indicates that homeroom teachers function not only as supervisors but also as facilitators who reinforce students' responsibility and discipline through continuous habituation. Their daily guidance helps students connect the practice of maintaining cleanliness with the internalization of Islamic educational values.

Based on observations and interviews, homeroom teachers were tasked with reminding students of their responsibilities in maintaining classroom cleanliness and tidiness. Through the "Clean Friday" program, held once a month, homeroom teachers accompanied students in thoroughly cleaning the classroom area, including rarely touched areas such as fans, windows, and corners. This direct supervision helped students connect the Islamic values of cleanliness with real-world practices, making the internalization process more meaningful.

The implementation of the 5R culture through the decluttering concept at SMP Labschool Unesa 1 Surabaya was supported by several factors. The first supporting factor was the Clean School Program, which conducted daily cleanliness assessments led by members of the Student Council (OSIS) from the Environmental Lovers Division and the Social Discipline Division. The cleanest and dirtiest classes were announced at the end of the school day. The results of these assessments were then accumulated over a year as the basis for awarding rewards to the class with the best level of cleanliness. This program encouraged students to be more disciplined and responsible in maintaining classroom cleanliness. The second supporting factor was the Clean Friday Program, held once a month, specifically in the first week. During this activity, all students were required to thoroughly clean their classrooms under the guidance of their homeroom teachers, who acted as directors and supervisors. These two factors helped students understand that the 5R culture is not just a physical activity of cleaning the environment, but also part of the process of character building and internalizing Islamic educational values. The implementation of the 5R culture through the decluttering concept requires the support of the school's organizational culture through the involvement of all school members so that the habituation process can continue. (Nasir & Jabar, 2022).

Although the implementation of the 5R culture through the concept of decluttering was running well, it still faced several obstacles. One inhibiting factor was the inconsistency of some students in implementing the 5R culture continuously. Some students still needed to be reminded to maintain classroom cleanliness, tidy up personal belongings, and carry out class duties according to the schedule. Furthermore, family environmental factors also posed obstacles in the process of habituating the 5R culture. Not all students were accustomed to maintaining cleanliness and tidiness in their home environment, making it difficult for them to consistently implement the 5R culture at school.

Based on the research findings, the effectiveness of instilling Islamic educational values is realized through the synergy between learning, habituation, and school culture. The continuity of the internalization process has been proven to foster the development of student character, enabling students not only to recognize values but also to understand and practice them.

3.2.2 Implementation of the Decluttering Concept at SMP Labschool Unesa 1 Surabaya

The implementation of the decluttering concept at SMP Labschool Unesa 1 Surabaya has evolved into an educational strategy that integrates aspects of Islamic values such as cleanliness, discipline, orderliness, and responsibility. The activity of sorting and reducing unnecessary items reflects self-control and an awareness of the importance of simplicity. Thus, decluttering can be understood as a contextual medium for applying Islamic teachings in students' daily activities.

As a starting point, decluttering helps students cultivate a culture of tidiness through sorting items according to their utility. Items that are still usable are then reorganized into their appropriate places, reinforcing this practice. The habit of returning learning equipment to its proper place after use shows that the application of the decluttering concept supports the formation of a culture of order and responsibility (Mu'ammar & Badri, 2022). Meanwhile, unused items, such as paper waste and food packaging, are disposed of properly, allowing students to foster a culture of cleanliness. After achieving cleanliness and tidiness in the learning environment, it is necessary to maintain order and consistency to continue implementing the 5R culture. This stage becomes a vital transition after the implementation of the 3R (tidy, neat, clean).

In order for students to cultivate the elements of care and diligence, a controlling function was needed, which includes monitoring, supervision, and evaluation as a control mechanism to ensure that the cultivation of 5R through the concept of decluttering took place consistently and sustainably (Phakamach, Panjarattanakorn, Ratchavieng, & Senarith, 2023).

3.2.3 Analysis of the Impact of Internalization of Islamic Educational Values through the Decluttering on Establishing a 5R Culture at SMP Labschool Unesa 1 Surabaya

The findings demonstrate that the implementation of the 5R culture through the concept of decluttering contributes not only to behavioral changes among students but also to the creation of a more organized learning environment. The behavioral changes identified in Table 1 indicate increased awareness of cleanliness, orderliness, responsibility, and discipline in everyday school activities. These findings suggest that the repeated practice of decluttering enables students to internalize these values through

habituation rather than through theoretical instruction alone. This finding is consistent with previous studies indicating that implementing 5R culture in educational institutions improves organization, cleanliness, and operational efficiency while fostering a conducive learning environment (Kularathne, Manjaree, & Langseth, 2026).

The consistency of implementing decluttering activities also encouraged students to practice the 5R culture independently. This indicates that the internalization process gradually shifted from externally guided behavior to self-regulated behavior, which is an important indicator of successful character formation. This interpretation is supported by the experience of one student, who stated:

"After implementing the 5R concept, I immediately realized that I had to automatically throw away the trash around me before the lesson started and tidy up my study table immediately after each change of subject so that my desk would not be cluttered." (Student, ST-01)

The student's statement demonstrates that the practice of the 5R culture is no longer solely driven by teachers' instructions but has developed into self-regulated behavior. The use of the expression "I immediately realized" and the student's initiative to clean and organize without being prompted indicate that the values of cleanliness, discipline, and responsibility have begun to be internalized through continuous habituation.

From the perspective of Islamic education, evaluation is not limited to measuring academic achievement but also includes the cultivation of self-awareness and moral improvement. Therefore, habituation activities that foster discipline, responsibility, and environmental awareness become essential components of learners' character development (F. Rahayu, 2019). The present findings support this perspective by showing that routine decluttering activities facilitated the practical application of Islamic educational values in students' daily lives.

Furthermore, the implementation of the 5R culture through the decluttering concept contributed to the establishment of a cleaner, tidier, and more conducive learning environment. This finding demonstrates that the internalization of Islamic educational values extends beyond conceptual understanding and is reflected in observable student behavior. Consequently, the decluttering-based 5R culture can be regarded as an effective vehicle for sustainable character education through continuous practice and habituation.

4. CONCLUSION

Based on the research findings, the internalization of Islamic educational values through the concept of decluttering in fostering a 5R culture is implemented through a synergy among learning, habituation, and school culture. The process of internalizing values involves three stages: transformation, transaction, and trans-internalization. This internalization process encourages students to understand and practice the values of discipline, order, regularity, responsibility, trustworthiness, and *istiqomah*.

The concept of decluttering serves as a starting point for implementing the 5R culture, making it easier for students to cultivate the habit of sorting, organizing, and maintaining a clean school environment, as well as consistently internalizing these values. Therefore, the concept of decluttering can be an effective medium for supporting the internalization of Islamic educational values in fostering a sustainable 5R culture.

This study demonstrates that the internalization of Islamic educational values through the decluttering concept can support the establishment of a sustainable 5R culture among students. However, the findings are limited to a single school context and a relatively short

observation period, which may restrict their broader generalization. Therefore, schools are encouraged to strengthen the implementation of the 5R culture through consistent habituation and continuous guidance from teachers and homeroom teachers. Future studies may employ quantitative or mixed-methods approaches in broader educational settings to provide a more comprehensive understanding of the effectiveness of the decluttering concept in fostering students' character development and 5R culture.

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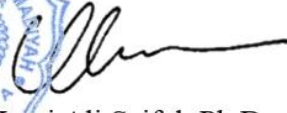
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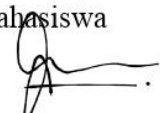
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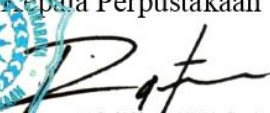
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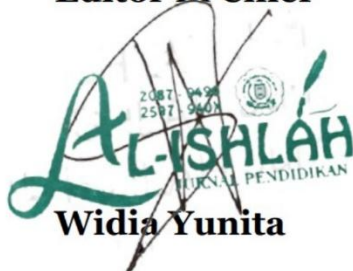
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