Cultivating Religious Values Through the Habit of Smiling, Greeting, and Saluting in Schools

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Abstract: This study aims to explore the implementation of Smile, Greet, Salute Habituation as a religious behavior in the environment of State Islamic Elementary School (MIN) 7 Tapanuli Tengah students. The research method used is descriptive research with a qualitative approach. Data were collected through participatory observation, interviews, and analysis of related documents. The results showed that the habituation of Smile, Greet, Salute at MIN 7 Tapanuli Tengah has had a positive impact on shaping the religious behavior of students. The existence of a supportive school policy and active participation of students in the practice of Smile, greeting, and Salute can create a friendly environment, and mutual respect, and strengthen religious values. The implications of this research can be a reference for other educational institutions in developing inclusive religious practices at the elementary school level.
Keywords:
Diversity of Learners; Religious Values; Smile Greet Salute

Abstrak: Penelitian ini bertujuan untuk mengeksplorasi implementasi Pembiasaan Senyum, Sapa, Salam (3S) sebagai perilaku keberagamaan di lingkungan peserta didik Madrasah Ibtidaiyah Negeri (MIN) 7 Tapanuli Tengah. Metode penelitian yang digunakan adalah penelitian deskriptif dengan pendekatan kualitatif. Data dikumpulkan melalui observasi partisipatif, wawancara, dan analisis dokumen terkait. Hasil penelitian menunjukkan bahwa pembiasaan 3S di MIN 7 Tapanuli Tengah telah memberikan dampak positif dalam membentuk perilaku keberagamaan peserta didik. Adanya kebijakan sekolah yang mendukung dan partisipasi aktif peserta didik dalam praktik 3S mampu menciptakan lingkungan yang ramah, saling menghargai, dan memperkuat nilai-nilai keberagamaan. Implikasi dari penelitian ini dapat menjadi acuan bagi institusi pendidikan lain dalam mengembangkan praktik keberagamaan yang inklusif di tingkat sekolah dasar.

Kata Kunci:
Keberagamaan Peserta Didik; Nilai-nilai Agama; Senyum Sapa Salam

INTRODUCTION

Education as a vehicle for character and personality formation has an important role in shaping students' attitudes and behaviors (Affandy, 2017). Religion, as one of the important aspects of human life, is also the main focus of the educational process (Umar, 2019). Religiosity is not only about ritual aspects, but also includes moral values, ethics, and daily behavior that reflect religious teachings (Anwar & Nuryana, 2019). Such as in reviving religious activities such as congregational prayers, and wirid, and in the world of education, habits such as congregational dhuha prayers, and tadarus together (Nurdiyanto et al., 2023). State *Madrasah Ibtidaiyah* (MIN) 7 Central Tapanuli became the center of attention in this study. The introduction and implementation of the Habit of Smile, Greet, Salute (3S) at MIN 7 Central Tapanuli is an interesting step to explore, especially in the context of religious education. 3S as a concept of religious behavior has the potential to have a positive impact on the formation of students' character and attitudes (Alawi et al., 2022). Students can prioritize social concern and love peace for others and the surrounding environment (Nurdiyanto, Polem, et al., 2024).

Furthermore, research related to the habit of smiling greetings as religious behavior has been carried out by many previous researchers. As far as the author's observation goes, previous researchers are divided into three tendencies. *First*, the implementation of 3S in the context of education can create a harmonious environment and reduce the potential for conflicts between individuals. *Second,* the implementation of a smile greeting greetings in improving morals. *Third,* implementation in every understanding of divine values (Hardiansyah et al., 2021; Ismail, 2018; Nurdiyanto, Basri, et al., 2024; Pandiangan, 2024; Sarwina et al., 2022). If the previous research focused on three trends, then in this case, the author will focus on further deepening the environment of MIN 7 Central Tapanuli. Further understanding of how students respond and internalize 3S as religious behavior is expected to provide valuable insights.

In addition, MIN 7 Central Tapanuli as a religious educational institution has a great responsibility in forming the next generation who are not only academically superior but also have a solid moral character. Therefore, this research is expected to contribute to the development of effective and sustainable religious education strategies.

In facing global challenges and the diversity of society, it is important to understand the role of religion as a social glue (Priatna et al., 2020). With the Habit of Smile, Greeting, Greetings (3S), it is hoped that it can form students who are not only academically intelligent but also have moral integrity, mutual respect, and sensitivity to religious diversity.

The successful implementation of 3S in MIN 7 Central Tapanuli can also provide an example for other educational institutions. By understanding the factors that support or hinder the implementation of 3S, more effective strategies can be developed to improve students' religious behavior. Supporting factors in the implementation of this greeting smile such as collaboration between teachers and good parents are very important. This is also related to the application of 3S

culture in the learning process, including the methods used by teachers. Meanwhile, the inhibiting factors include: some parents still find it difficult to cooperate in implementing the 5S culture in their children due to busy work, so there is limited time to supervise their children (Afifah et al., 2023).

Through a deep understanding of the Habit of Smile, Greet, Salute (3S) in MIN 7 Central Tapanuli, it is hoped that solutions or policy recommendations can emerge that can improve the quality of religious education at the elementary school level. Thus, educational institutions can play an active role in shaping the character of students who follow religious values and can contribute positively to society and the nation.

RESEARCH METHODS

This research uses a qualitative approach with a case study method, where the researcher conducts an in-depth exploration of programs, events, processes, and activities, for one or more people (Sugiyono, 2022). A case is bound by time and activity and the researcher collects data in detail with various procedures (Fiantika et al., 2022). This approach was chosen to gain an in-depth understanding of the implementation of Smile, Greeting, Salam (3S) Habituation as a religious behavior in MIN 7 Central Tapanuli. The subjects of the study are students, teachers, and administrative staff at MIN 7 Central Tapanuli. The selection of subjects was carried out by considering the diversity of grade levels and the level of involvement in 3S practice in the school environment Data Collection Techniques used included in-depth interviews with teachers, administrative staff, and several students to gain a deeper understanding of the understanding and implementation of 3S. Participatory Observation was carried out directly in daily activities at MIN 7 Central Tapanuli, including learning activities and social interaction between students. Analysis Documents related to school policies, religious programs, and school activity records are analyzed to support the understanding of the context of 3S implementation.

RESEARCH RESULTS AND DISCUSSION
Aspects of Smile in the Context of Religion

Smile has an important role in the context of religion as an expression that reflects positive attitudes and behaviors (Firdaus, 2023). In various religious teachings, smiling is considered an action that brings kindness, implies a sense of peace, and reflects an attitude of hospitality. Some important aspects of smiling in the context of religiosity involve a deep understanding of its meaning and impact in daily interactions (Shihab, 2022). Understanding Goodness and Peace, smiling in the context of religion is not only just a physical action, but also includes a spiritual dimension (Rukhmana, 2021). Many religious teachings teach that smiling is a form of kindness that can create peace in oneself and the environment around them. Smiling as a manifestation of kindness is considered the first step towards a harmonious relationship between fellow religious people (Pamungkas, 2023).

Expressions of gratitude and satisfaction, in some religions, a smile is also interpreted as an expression of gratitude and satisfaction with God's grace. A sincere smile reflects gratitude for the blessings received, and this is linked to religious values that emphasize the importance of being grateful for everything, big and small.

Attitude of friendliness and openness, a smile is considered a sign of attitude of friendliness and openness in religion (Sitorus, 2022). In various religious traditions, welcoming with a smile is a way to show openness to others, regardless of diversity or other differences. This attitude of hospitality creates an inclusive atmosphere and promotes tolerance among religious people (Muslihi, 2023).

A positive influence on social interaction, smiling has the power to change social dynamics by creating a positive atmosphere (Syahrani, 2018). In the context of religiosity, smiling can be a means to build good relationships between religious communities, reduce tensions, and increase mutual understanding. A sincere smile can stimulate empathy and affection between fellow religious people.

Markers of inner well-being, in some religions, teach that a smile is a marker of inner well-being (Mareta, 2020). The smile that arises from peace of mind and inner satisfaction is considered a true form of happiness, which does not depend on external conditions, but rather comes from spiritual depths.

Greetings and Greetings as Expressions of Virtue

Greetings and greetings have a very important role in the context of religiosity, not only as a form of formal communication but also as an expression of virtue that reflects moral and ethical values in interacting with others. In various religious teachings, greetings and greetings are considered actions that contain deep meaning and contribute to the formation of good character. Some key aspects of greetings and greetings as expressions of virtue (Zuhri, 2021).

Greetings and greetings in religion are often used as a form of respect for the presence of others. In greeting or giving greetings, there are civilized values and respect for human dignity, creating a relationship full of positive values (Nisa et al., 2021).

Greetings and greetings can be considered forms of friendly and tolerant expression (Sari et al., 2023). In many religious traditions, a friendly and tolerant attitude is considered a basic principle in interacting with others, regardless of differences in religious, cultural, or ethnic backgrounds.

In religion, greetings and greetings are considered the first step to building good relations between religious people. When accompanied by sincere intentions, greetings and greetings create an atmosphere of togetherness and closeness, helping to reduce conflicts and increase mutual understanding.

Greetings and greetings are not just a formality, but also an effort to establish positive communication. In religiosity, positive communication is considered a means to convey moral messages, inspire kindness, and promote virtuous values.

The act of greeting and greeting often teaches the values of simplicity and honor. In various religious teachings, simplicity in speaking and greeting is considered a form of obedience to the moral and ethical teachings adhered to.

Greetings and greetings also serve as a reminder of the togetherness of humanity. In religion, the concept of brotherhood and togetherness is considered the foundation for creating a just, harmonious, and compassionate society (Huriani et al., 2022).

Integration of Religious Values in the Curriculum

The integration of religious values in the curriculum is a crucial step in building an educational foundation that includes the spiritual and moral aspects of students (Mahardika, 2023)(Fadilla et al., 2021). This approach not only relates to the academic aspect but also leads to the formation of a solid religious character and attitude.

Before integrating religious values, there needs to be a clear determination of religious education goals. These goals can include the formation of moral character, a deep understanding of religious teachings, and the development of mutual respect and tolerance.

The curriculum needs to map the central values contained in religious teachings recognized by students. This identification is the basis for integrating religious values into extracurricular subjects and activities.

The integration process requires the development of learning materials that are relevant to religious values (Astuti, 2023). The material can include religious stories, ethics, religious norms, and the application of these values in daily life.

The integration of religious values can be strengthened by involving religious leaders, religious scholars, or representatives of religious communities in the curriculum development process. This involvement can provide an in-depth and authentic perspective.

The integration of religious values is not only limited to religious subjects but also needs to be expanded to various subjects. For example, ethical values can be integrated with history, language, or even science subjects.

In addition to the context of formal learning, the integration of religious values can be strengthened through extracurricular activities. These activities include religious seminars, charity activities, or religious discussion groups that support the formation of students' character.

The integration process needs to be followed by a continuous evaluation system to measure the achievement of religious education goals. Continuous monitoring is needed to ensure the consistency and effectiveness of the implementation of religious values in the curriculum.

Facilitation of Interfaith Dialogue Spaces: Facilitation of interfaith dialogue spaces is an important additional step. This dialogue can open opportunities for students to share experiences and views on religion, and strengthen understanding and tolerance.

The Positive Impact of Religion on the Formation of Students' Character

Religion has an important role in shaping the morality of students. The values of ethics, integrity, and honesty taught in religious teachings are the basis for the formation of a solid and integrity character.

Religious teachings teach students to care for others and the surrounding environment. This helps develop social awareness and the ability to feel empathy for the needs of others, enriching the social dimension of the learner's character. Because the dimensions of religion are five including knowledge, belief, appreciation, practice, and worship (Stark, 1970). It is the initial foundation in directing students that the things that are done are the development of the religious attitude itself.

Religiosity teaches the values of tolerance, respect for differences, and respect for diversity. Students who are exposed to these values tend to have an open and tolerant attitude toward differences in background, religion, and culture. Religious practices often involve obligations, rites, and rules that teach students about discipline and responsibility. This helps form a structured and responsible character in living daily life (Safitri & Nursalim, 2024).

Religious teachings provide a strong moral foundation for students. They become more able to make decisions based on positive values, developing independence that benefits not only themselves but also the surrounding environment. Diversity can help students overcome stress and pressure in life by providing a positive outlook on challenges. This contributes to emotional balance and the ability to manage conflicts more peacefully.

Religious teachings often teach the values of simplicity, humility, and appreciation for the greater. Students who are exposed to these values tend to develop an attitude of humility and appreciation for every award received.

Religiosity gives students a clear view of the purpose of life and existential meaning. This can increase motivation and provide a positive direction in living daily life.

Students who are empowered by religious values tend to have a willingness to contribute to society. They can be agents of positive change and have the motivation to carry out beneficial charitable actions.

Religion helps students in shaping their identity and identity. This provides a strong foundation for living life with meaning and purpose.

Implementation of 3S Habituation in MIN 7 Central Tapanuli

The implementation of the Habit of Smile, Greet, Salute (3S) at MIN 7 Central Tapanuli reflects real efforts in shaping students' religious behavior. Here are some aspects that highlight the implementation of the 3S program in the MIN 7 Central Tapanuli environment:

Policy Introduction and Implementation

Schools have successfully introduced and implemented the 3S Habituation policy as an integral part of the school culture (Shofia Rohmah et al., 2023). This creates a formal foundation for 3S practice and provides a clear direction to all components of the school.

Student Participation in the 3S Program

Students at MIN 7 Central Tapanuli actively participate in the 3S program. They not only understand the concepts of smiles, greetings, and greetings, but also apply them in daily interactions with fellow students, teachers, and administrative staff.

Students' Level of Understanding of the Concept of Smile, Greet, Salute

The level of students' understanding of the concept of Smile, Greeting, Greetings (3S) at MIN 7 Central Tapanuli is a key factor in the successful implementation of this program. Here are some aspects that highlight the level of understanding of students towards the 3S concept:

Literal Understanding, most students at MIN 7 Central Tapanuli have a literal understanding of the concept of Smile, Greeting, Greeting. They understand that smiling involves facial expressions, greeting is related to greeting verbally, and greeting involves greetings.

Understanding the Meaning of Virtue, some students have achieved a deeper understanding, understanding that 3S is not only about physical actions but also contains the meaning of virtue (Fauziah, 2019). They realize that smiles, greetings, and greetings are expressions of religion that reflect values such as kindness, friendliness, and politeness.

Regarding religious Teachings, some students have been able to relate the practice of 3S to the religious teachings they follow. They can mention verses or teachings that support the importance of smiles, greetings, and greetings in the context of religion (Ismail, 2018).

Relevance in Social Interaction, learners who have a good level of understanding are aware of the relevance of 3S practices in daily social interactions. They understand that smiles, greetings, and greetings can create good relationships, maintain harmony among others, and build a positive atmosphere.

Students' understanding of 3S practices is also closely related to the application of religious values in daily life. They can identify that smiles, greetings, and greetings are manifestations of religious teachings that teach compassion, respect, and concern for others.

Factors Affecting Students' Understanding

The family environment has a big role in shaping students' understanding (Nisa' et al., 2020). Religious values that are taught and implemented at home can affect the way students understand the concept of Smile, Greeting, and Salam (3S).

Religious lessons or education in schools can be a key factor in shaping students' understanding of religious values (Djollong & Akbar, 2019). The quality of religious teaching and curriculum can affect the extent to which students can relate the 3S to their religious teachings.

Interaction with peers, teachers, and administrative staff at school also affects students' understanding (Naim & Djazari, 2019). A social environment

that supports 3S practices can increase understanding and encourage students to adopt these values.

Personal experiences, both positive and negative, can affect the way students understand and apply the 3S concept. Social interaction experiences involving smiles, greetings, and greetings can shape students' perceptions and attitudes toward the practice.

The use of social media and technology can also affect students' understanding. Exposure to digital culture can shape students' views on 3S practices and influence the way they interact virtually and offline.

Exemplary behavior models, both in the school environment and in the community, have a major impact on students' understanding (Fatimah, 2021). If they see respected figures applying the 3S, students are more likely to adopt the practice.

The cultural and traditional context in the environment where students live can also affect their understanding (Dwipayana et al., 2020). The concepts of religion and ethics in local culture can provide a special context for the understanding of 3S.

The education system, including curriculum, teacher training, and school policies, has a role in shaping students' understanding (Daga, 2022). The availability of resources and support for the implementation of 3S can affect the extent to which these values are applied.

Students' awareness of the positive impact that can result from 3S practice is also a key factor (Ahsanul Haq, 2019). Understanding that smiles, greetings, and greetings can create a more welcoming and harmonious environment can be a motivation to adopt the practice.

3S Integration in Social Interaction

The application of Smiles, Greetings, and Greetings (3S) in social interaction is an important step in forming a harmonious and diverse environment.

Smiling is considered the main door to social interaction. Students, teachers, and staff are expected to welcome every interaction with a sincere smile. Smiles create a positive atmosphere, reduce tension, and open up space for better communication.

The implementation of 3S also involves friendly and respectful greetings. Students are taught to use polite greetings and show respect in every interaction, not only with peers but also with teachers and school staff.

The use of warm and inclusive greetings is part of the 3S practice. Students are taught to give sincere greetings to everyone, regardless of background, religion, or social status.

Social interaction in group activities is an opportunity to integrate 3S. Students are invited to apply smiles, greetings, and greetings when working together in group projects or extracurricular activities.

3S is not only limited to formal interactions in the classroom but is also applied in the context of informal activities in the school environment. Students

are taught to apply 3S in daily activities, such as during breaks, school events, or activities outside of class hours.

Teachers and school staff play a role as a model of behavior in integrating 3S. By providing real examples, teachers can inspire students to adopt the practice of smiling, greeting, and greeting in daily interactions.

It is important to emphasize that 3S practices should include all elements of diversity in schools. Learners are taught to embrace and respect cultural, religious, and background differences, creating an inclusive environment that enriches diversity.

Developing specific programs or activities that focus on 3S practices can provide additional encouragement. This could include diversity activities, religious seminars, or joint projects that integrate 3S values.

The Positive Impact of 3S Practice in the School Environment

The practice of Smile, Greeting, Greetings (3S) makes a great contribution to increasing the positive atmosphere in the school environment. Smiles, greetings, and sincere greetings create a friendly, warm, and communal atmosphere among students, teachers, and school staff.

The implementation of 3S helps build harmonious relationships between members of the school community. Students, teachers, and staff feel more connected to each other, creating strong social bonds and supporting each other.

The practice of 3S has a positive impact on reducing the level of conflict in the school environment. Communication based on smiles, greetings, and respectful greetings can prevent conflicts and increase understanding between individuals.

3S helps to form an inclusive learning environment. All learners feel welcome and valued regardless of background, religion, or social status, creating a safe and supportive place to learn.

Smiles, greetings, and sincere greetings can improve the emotional well-being of students. The awareness that the school environment is full of positive interactions can have a positive impact on mood and motivation to learn.

3S is a means to form a virtuous character. Students are taught to apply religious values, such as politeness, friendliness, and kindness, in their daily actions, resulting in better individuals.

A school environment that implements 3S can also increase parental involvement. This practice creates a positive image of the school, making parents feel comfortable and involved in their children's educational lives.

Teachers and school staff who are examples of implementing 3S have a positive influence on students. They not only teach religious values but also show how these values are implemented in daily life.

By creating a positive environment, 3S practices can improve the sustainability of learning programs. Students who feel comfortable and supported tend to be more motivated to actively participate in the learning process.

The practice of 3S helps foster a strong culture of diversity in schools. Diversity is valued and strengthened, creating an environment that respects differences and promotes cooperation among community members.

Figure 1. Schedule of 3S Officers every morning

Figure 2. Implementation of 3S every morning at the school gate

Figure 3. Students and Teachers carry out 3S

Figure 4. When entering class, the 3S method is still cultivated

CONCLUSION

In Exploring the Habituation of Smile, Greet, Salute (3S) as the religious behavior of students at MIN 7 Central Tapanuli. The main findings show that the implementation of 3S in this school environment has a positive impact on learners' understanding and religious behavior. First, learners' understanding of the 3S concept shows a satisfactory level. Learners not only understand the literal meaning of smile, greeting, and salutation but are also able to internalize the meaning of religiousness in the three elements. This reflects the effectiveness of the 3S habituation program in transmitting religious values to students. Second, the implementation of 3S at MIN 7 Central Tapanuli is reflected in the daily practice of students. The existence of a supportive school policy and the active

participation of learners in implementing 3S create an environment that is friendly, full of intimacy, and full of tolerance. The practice of 3S is also well integrated into learning activities and social interactions at school. Data analysis shows that the concept of smile, greeting, and salutation not only functions as an expression of courtesy but also as a concrete manifestation of religious values. Interactions colored by smiles, greetings, and greetings create a positive atmosphere, mutual respect, and mutual care in the educational environment of MIN 7 Central Tapanuli. Thus, the implementation of the Smile, Greet, Salute (3S) Habituation at MIN 7 Central Tapanuli can be considered successful in shaping students' religious behavior. This success contributes positively to the character building of students, creates a conducive learning environment, and stimulates the development of inclusive religion.

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