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# Analysis of the Clean Friday Program in Fostering Students' Social Awareness Character at SDN Tanjungrejo 2 Malang

***Analisis Program Jumat Bersih Dalam Menumbuhkan Karakter Kesadaran Sosial  
Peserta Didik di SDN Tanjungrejo 2 Malang***

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***Abstract***— Clean Friday is a school program to create a clean environment by involving all students and school members. Researchers often find schools with dirty environments, litter, puddles, full trash cans, and so on. This study aims to analyze the Clean Friday program in fostering social awareness characters such as cooperation, social involvement, and empathy for high-class students at SDN Tanjungrejo 2 Malang city. The research method used is descriptive qualitative with data collection techniques of observation, interview, and document study. The instruments in this study are observations made to 5 representatives of students from each high class and interviews conducted to 3 high-class teachers and 5 representatives of students from each high class. Data analysis used data collection, data reduction, data presentation, and conclusion drawing by checking the validity of the findings using triangulation techniques. The results showed that the division of group tasks in clean Friday such as sweeping, mopping, wiping windows, cleaning outside the classroom, watering plants, and disposing of garbage according to its type can foster the character of social awareness, namely the character of cooperation, social involvement, and empathy of learners, although some learners are more comfortable mingling with their close friends when activities are carried out.

***Keywords***— *Clean Friday, social awareness character, empathy character, cooperation character, social involvement character*

## I. INTRODUCTION

Habituation is a habit that a person does successively so that it is embedded and can be done wherever the person is. This is in line with the definition of habituation, namely behavior that aims to influence someone who is carried out regularly and repeatedly so that it becomes a habit for that person (Marwiyati, 2020). The purpose of this habituation program is to foster good character and

behavior of students because it is carried out regularly and repeatedly in the learning process and outside the learning process so that students can understand the purpose and objectives of the habituation program carried out at school and can implement it in everyday life (Munawwaroh, 2024). One of the habituation programs that can be implemented at school to create a clean environment by involving all students and school community is Clean Friday. Clean Friday is an activity to clean the school environment regularly on Friday. The purpose of the clean Friday program is to keep the school clean to avoid germs so that the environment is maintained and teaching and learning activities become safer and more comfortable (Mulyani et al (2020: 229). In addition to aiming to keep the school environment clean, clean Friday can also shape students' social awareness characters such as empathy, cooperation, and social involvement in participating in the program because it is carried out regularly and repeatedly.

Good character is needed in the development of students. This is in line with the definition of character education, which is the cultivation of good character values in a person through the application of habituation, socialization, education and guidance carried out in everyday life (Tasya et al., 2024). Character education has the main goal of fostering good character in a person such as noble character, tolerance, being able to work together without discriminating, and having empathy (Novita, J., & Pangestu, W.T., (2024). Social awareness is a picture of a person's soul towards himself and others, this idea describes the state of individuals or groups who have the ability to understand, respond, and feel responsible for social problems and events that occur around him. Based on this, the indicators of social awareness are empathy, tolerance, social involvement, polite behavior, cooperation, peace love, and organizational awareness. (Inayah et al., 2023).

According to Sheldon and Jhonson (Abute, 2019) there are 7 forms of social awareness namely as follows 1) Self-appearance seen from the perspective of others 2) Other people's experiences seen from their perspective 3) Appearance of others seen from one's own perspective 4) Self-appearance seen from one's own perspective 5) Self-experience seen from the perspective of others 6) Other people's experiences are seen from the perspective of the self Other people's appearances are seen from the perspective of the self.

The character of social awareness is very important to grow in students so that they can deal with problems that occur in the school environment by working together with their friends without distinguishing each other.

The character of cooperation is the ability of students to carry out and complete activities related to the group together which aims to help each other and ease the task of these activities (Wati et al, 2020). Indicators of cooperation character according to Isjoni, namely applying agreements in groups, respecting the opinions and roles of group members, taking part and sharing tasks, participating in group work, encouraging others to work in groups, being responsible for completing tasks on time (Shofiah & Fauzi, 2023). Good cooperation with the group can make maximum results with more efficient time. In accordance with the ability to work together can improve students' skills in interacting and adapting to the environment and can foster their self-confidence (Yulianti et al., 2016). When working with a group of learners must experience social involvement with others, thus fostering the character of social involvement is also important for learners.

Social care attitudes arise from frequent interactions carried out by individuals with their social environment, so that a desire is born from within to help others who are in need of help (Suntara et al., 2022). Learners' social engagement plays a role in fostering adaptability to their environment. The definition of social engagement is the learners' perspective on school and their participation in social activities held at school (Mof Yahya & Muhammad Fahmi Nuraini (2022). The dimensions of learner engagement, namely Emotional Engagement, are learners who are emotionally affected will feel affective reactions such as interest, enjoyment or a sense of belonging, Behavioural Engagement is learners who have good behavior and comply with norms or rules, and Cognitive Engagement is learners who are cognitively involved enjoy the demands of academics and exceed learning targets (Fredicks et al (Gladisia Nolla et al., 2022). The growth of social engagement character in learners can also foster empathy character in them.

Empathy is a person's ability to understand the situation of others and put himself in that situation (Nurfazrina et al., 2020). Indicators of empathy character are being sensitive to others, trusting others, understanding others, awareness of students in receiving criticism and suggestions, openness with friends, social contact, social communication (Anggraini et al., 2023). Having empathy character means that learners are sensitive to people and the surrounding environment. In line with students who have empathetic characters are students who can show tolerance by loving each other between friends, understanding their friends' needs, helping each other if there are other people who need help (Winangsih et al., 2018). Habits applied by parents at home and teachers at school can affect learners' empathy. Everything that learners see, hear, and feel at home and at school can contribute to their future lives.

Based on the results of field observations conducted by researchers at SDN Tanjungrejo 2 Malang, clean Friday is carried out once every 2 weeks and is held at 07.15-07.45 WIB. The teacher divides students in their respective classes. There are students who clean inside the classroom and outside the classroom, there are groups in charge of sweeping, mopping, wiping windows, sorting garbage according to its type and putting it in a trash can that matches the garbage, containing water and watering plants and at certain times the teacher invites student guardians to participate in implementing the Friday clean program, especially if there are certain activities such as Adiwiyata assessments or workshops with the head of the agency and the mayor of Malang. eneliti obtained information that the Friday clean program has been implemented regularly. The results of interviews with teachers explain that the Clean Friday program is made so that students are able to interact, mingle with other school residents and so that students are able to work together with others because there are still many students who sometimes do not want to participate in activities, are lazy, underestimate and only rely on their friends.

Munawwaroh's research (2024) focuses on clean Friday habituation in fostering faith and environmental love character. Setiati et al's research (2024) focuses on the habit of clean Friday carried out by students can realize the character of love for the country and mutual cooperation. Tasya et al's research (2024) focuses on clean Friday activities that can increase the dimension of mutual cooperation in students. Permatasari & Wicaksono's research (2024) focuses on there are 3 dimensions of the Pancasila student profile character that appear during Friday B3S activities, namely faith, fear of God Almighty, global diversity, and mutual cooperation, Syaibani & Sugiarti's research (2023). Sugiarti, (2023) which focuses on the application of clean Friday at school as a form of discipline in shaping religious character, environmental care, discipline, hard work, and responsibility, so researchers will follow up on the clean Friday habituation program in fostering the social awareness character of students, because previous researchers have not discussed how clean Friday can foster the social awareness character of students, the social awareness character in question is the character of social involvement, empathy, and cooperation.

The purpose of this study was to determine how the clean Friday program in fostering the character of social awareness, namely cooperation in the aspect of the ability of students to work collaboratively in groups to complete cleaning tasks effectively, the social involvement of students in clean Friday activities and concern for the environment and their classmates, and empathy for the conditions and feelings of friends with the attitude of mutual assistance and tolerance of students at SDN 2 Tanjungrejo Malang City during Friday clean activities.

## II. METHOD

This research uses descriptive qualitative research, which is a research method used to examine the conditions of natural objects, this method uses researchers as the main tool by using triangulated data collection techniques, inductive data analysis, and the results emphasize meaning (Sugiyono, 2022: 9). The data criteria in research with qualitative methods are certain, definite data is data that actually occurs in the field (Sugiyono, (2022: 10). The stages in this study consist of four stages, namely the pre-field stage, the work stage, the data analysis stage, and the final report writing stage (Jumiyati et al (2022)..

The population used in this study were class IV, V, VI teachers who were also in charge of clean Friday and 15 student representatives consisting of 5 students in class IV, V, VI at SDN Tanjungrejo 2 Malang. The sample of this study used purposive sampling and snowball sampling techniques. Purposive sampling is a sampling technique carried out from certain considerations that are considered to have an understanding related to the information needed (Sugiyono, (2020: 288) while snowball sampling is a technique for taking data sources that starts with a little and if the data source has not provided sufficient information, the researcher will look for data sources from other people. The samples selected were representatives of 5 students from classes IV, V, and VI who were involved in the Clean Friday process and class IV, V, and VI teachers as informants to obtain data on how the Clean Friday program fosters the character of social awareness, namely cooperation, social involvement, and empathy of students.

The data collection techniques used by researchers are observation, interviews, and documentation. Observation is done by observing students while participating in the Clean Friday program, how the character they grow during the Clean Friday process. The instruments used by researchers are observation instruments used to examine class IV, V, and VI teachers and representatives of class IV, V, and VI students, interview instruments for class IV, V, and VI teachers and representatives of class IV, V, and VI students (Adhandayani, 2020).

The next technique is interviews. Interviews were conducted with class IV, V, and VI teachers as the person in charge of clean Friday whose purpose was to find out how the implementation of clean Friday in fostering the social awareness character of students (Sugiyono, (2020: 304). The last technique is document study. This document study is in the form of RKAS, activity reports, student activities, school profiles, and photos during implementation (Prawiyogi et al, 2021).The data analysis stage uses the Miles and Huberman interactive model, namely data collection, data reduction, data presentation, and conclusion drawing or verification (Zullfirman, 2022). Checking the validity of the findings is done by triangulation technique, namely testing the data using several data collection techniques, namely observation, interview, and documentation. (Sugiyono, (2020: 3164).

### III. RESULTS AND DISCUSSION

Based on research that has been conducted at SDN Tanjungrejo 2 Malang city, the author has made a table of observation and interview results containing information about the Clean Friday program can foster the character of social awareness of students such as cooperation, social involvement, and empathy. The following is a table of observations and interviews with students and teachers to find out more clearly about the analysis of the Clean Friday program in fostering the character of social awareness such as cooperation, social involvement, and empathy of students.

Table 1. Results of Learner Observation Indicators of Cooperation, Social Engagement, and Learner Empathy

Code	Indicator	Aspects observed	Observation
S-O-KJ	Cooperation	Group dynamics, division of tasks, communication between members, and overall implementation of activities	Learners and teachers divide the groups before the Friday clean-up activity. Each group then divides the tasks for its members. Group members are given the opportunity to express opinions if there are problems with the task. Each learner has an equal task. If there are members who do not participate, the group leader or other members will invite them to join. Most members try to complete the task on time, although some are a little late.
S-O-KS	Social Engagement	Learners' behavior and participation in Clean Friday activities	Every clean Friday will begin, learners look very enthusiastic to start dividing groups and dividing their tasks according to the teacher's direction. Learners with groups are actively involved in carrying out their duties in clean Friday activities such as cleaning the classroom, outdoors, watering plants, sorting garbage and disposing of garbage according to its type. Learners are also involved in planning how to make the tasks in Clean Friday evenly distributed and completed on time.
S-O-E	Empathy	Social skills, communication, collaboration, and attitude towards teamwork	When there are friends who have not completed the task, learners take the initiative to help them. When a friend has not completed a task, learners take the initiative to help. they divide tasks equally and trust each other when doing tasks together. When there are differences of opinion, learners try to understand each other and do not fight, and do not get angry when receiving suggestions. They are also open in communication, especially when they need cleaning tools for Clean Friday activities. Learners actively interact to complete tasks and communicate clearly with teachers and friends during activities.

Table 2. Result of Learner Interview Results Indicators of Cooperation, Social Engagement, and Learner Empathy

Indicator	Indicator	Aspects to ask	Interview
S-O-KJ	Cooperation	Group dynamics, division of tasks, communication between members, and overall implementation of activities	Learners stated that before the Friday clean-up activity began, the teacher divided the groups and tasks for each member. If there is a violation, it will be reported to the teacher. Learners also said that if they feel uncomfortable, they will talk to the group leader. Each member is given the same task in the cleaning process. If they meet friends who are less enthusiastic, they will invite them to work together in the cleaning process. They will also invite silent friends to help. Learners mentioned that the teacher asked them to complete the activity in 45 minutes, and they tried to be on time even though some had not finished because they were joking.
S-O-KS	Social Engagement	Learners' behavior and participation in Clean Friday activities	Learners said that clean Friday is important to make the environment cleaner, they are proud when they see the results of clean Friday which is a cleaner environment, when going to do clean Friday they are also happy because they can interact with other friends and clean Friday activities are relaxed. Learners say that they are all involved in cleaning the parts that have become their respective tasks. Learners said that clean Friday activities are important to do so that the school environment becomes cleaner, before starting the activity they together with the group divide the tasks equally to the group members.
S-O-E	Empathy	Social skills, communication, collaboration, and attitude towards teamwork	Learners help friends who have not completed the task and are ready to provide assistance if needed. They entrust the group leader to divide the tasks and do not hesitate to help anyone, although some friends are more comfortable working with those who are close. They also often see friends who have difficulty in completing tasks, such as picking up items or reaching high places. Learners accept criticism well and help each other when reprimanded. During Friday clean-up, they interact with other classes and exchange cleaning tools, which makes them more comfortable with each other. They often communicate, chat and help each other so that tasks can be completed on time and their social relationships are strengthened.

Based on tables 1 and 2 of the results of observations and interviews of students at SDN Tanjungrejo 2 Malang, the habit of clean Friday can foster several characters of students, namely the character of cooperation, justice, and responsibility which can be seen from the seriousness of students in doing the assigned tasks, although there are some who are late in completing the task, in general they try to complete the work on time according to the teacher's direction. In addition, the equal distribution of tasks fosters a sense of justice and cooperation in the group. The character of social involvement of students is also very visible, namely when there are friends who have not completed the task or are less enthusiastic, other students take the initiative to help and invite to work together. This shows the development of the character of social involvement, empathy, and solidarity between friends. Cooperation is important to be applied to learners so that wherever they are there are no difficulties in social interaction, cooperation can also support learners in developing an open attitude and accepting differences easily (Rahayu et al, 2020). When the activity takes place, learners show the ability to communicate effectively and openly. Clean Friday activities are also a means of shaping the character of discipline, because learners are taught to complete tasks within a predetermined time, which is 45 minutes. Although it was hampered by joking, learners still showed awareness of their responsibility by completing the task in the process of cleaning the school area. Self-awareness and individual responsibility are very important qualities for learners' academic success, personal development, and future opportunities (Lakadjo, 2023). Learners will gain trust from others because of a sense of discipline and great responsibility because the main purpose of discipline is to shape behavior so that it will fit into the roles determined by the cultural community, where the individual is located (Manshur, 2019). The character of tolerance can also grow in the Clean Friday process, where students are also able to manage differences of opinion in a good way, without conflict or excessive emotions and they do not discriminate against friends. The character of tolerance is needed by students so that bullying, selfishness of students, and picky friends do not occur (Nur & Pangestika, 2022). In addition, inter-class interactions that occur during activities, such as sharing cleaning tools and working together, show the character of gotong royong and they not only work for their group, but also care about the needs of other classes that strengthen social ties and togetherness. This is in accordance with the definition of social care, which is a sense of responsibility for the difficulties of others that encourages a person to provide assistance as a form of concern for others (Masduqi, 2020). Learners also realize that this activity is important to create a clean and healthy environment. They feel proud of their work, which shows the growth of the character of environmental love and a sense of belonging to the school environment. Knowledge about the environment needs to be given early so that students understand the importance of the environment, grow into responsible citizens, and have environmental awareness (Ismail, 2021).

Table 1. Results of Learner Observation Indicators of Cooperation, Social Engagement, and Learner Empathy

Indicator	Indicator	Aspects observed	Observation
G-W-KJ	Cooperation	Teacher's role in managing activities, cooperation, discipline, responsibility, and social attitudes of learners	Teachers will divide learners into groups when the Clean Friday activity starts and will supervise them during the activity. During the activity, learners are expected to respect each other's opinions, without arguing over different views. Each learner has their own task that has been arranged, and if anyone does not do the task, the teacher will call them out and give sanctions. The teacher ensures that all learners cooperate in this activity. If anyone does not participate, the teacher will remind them and, if necessary, sanction them by asking them to clean the area with the teacher. Learners help each other if anyone needs it, and they work together to complete the task before the activity time ends. Most learners can finish the work on time, but there are some who are late due to playing while mopping.
G-E-KS	Social Engagement	Teacher's role in activities, task management and supervision, learners' cooperation and social awareness, learners' attitudes towards differences and responsibilities, teachers' strategies to overcome inactivity, discipline and punctuality.	The teacher said that there are one or two children who are usually reluctant to participate but most of them are enthusiastic when the Friday cleanup takes place usually because the child has problems at home or problems with his friend how to solve it is the teacher will call the child while chatting and cleaning the school area. The teacher said that learners are actively involved in the cleaning process and there are even learners who are very eager to take over tasks and help their friends. The teacher said that when the division of groups is complete, the learners will independently divide the tasks or areas that need to be cleaned fairly and equally, after Friday clean the learners also remind each other to maintain cleanliness in the classroom.
G-W-E	Empathy	Cooperation and mutual assistance, tolerance and openness to help, empathy and social care, attitudes towards differences Opinions, social interaction, and involvement in communication	The teacher notes that during Friday clean-up, participants help each other without discriminating against each other. Learners believe that helping friends in times of difficulty is very important, and they cooperate well. When they see friends struggling, they finish their work first before helping their friends' work. Teachers never see learners arguing or fighting. Most participants blend in and work together, although some are more comfortable with familiar friends. During clean Friday, no one avoided social interaction, some tended to be quiet, but they interacted well when spoken to. All participants actively communicated and interacted during the activities.

Based on the results of table 3, namely interviews with teachers, information was obtained that the Clean Friday habituation activity was not only an activity to clean the school environment but also a means of character building for students. Teachers take an active role in organizing, supervising and ensuring the course of activities so that students can be responsible and play an active role in the cleaning process. In addition to participating in the cleaning process, the teacher is also the main guide in activities such as guiding in dividing groups, directing activities, and handling when there are problems that arise during clean Friday. The role of teachers as mentors is prioritized because the existence of teachers in schools is tasked with guiding students to develop into mature and ethical individuals, without direction, students will find obstacles when facing their own development (Syafuruddin & Komalasari, 2022). In addition, teachers also provide wise sanctions to students who do not carry out their duties properly, such as inviting the students to clean the area with the teacher while being invited to dialogue about the reasons why students do not do their duties properly, it is a humanistic approach taken by the teacher so that students are confident and open about themselves. The humanistic approach prioritizes the importance of emotions or feelings, open communication, and the values of learners, therefore it is recommended that teachers emphasize the values of cooperation, mutual assistance, honesty, and innovation in every activity with students (Syarifuddin, 2022).

During Friday clean-up activities, learners show good cooperation, help each other, and do not discriminate against friends. They understand the importance of completing tasks together and even show concern by helping friends who are having difficulties, after they have completed their own tasks. This shows the development of empathy and social engagement. Empathy encourages a sense of caring and a desire to help others regardless of background (Febriani et al., 2024). Learners also show tolerance, openness, and maturity when interacting with their friends because the teacher has never handled serious conflicts, although there are differences of opinion, they can respect each other, maintain good communication, and do not cause pressure. Learners are also directed by the teacher to be independent by dividing their own group assignments to improve their skills in planning, determining, and carrying out tasks fairly and equally, this can foster the responsibility and independence of learners because the character of responsibility and independence is important to teach children because they are starting to enter a new environment and learn to be independent, socialize, and be responsible for themselves, their own environment (Ni'mah et al, 2023). Most students are enthusiastic when Friday clean takes place, they are excited and have the initiative to help their friends and take over tasks that are burdensome for their friends and after the activity is over they also remind each other to keep clean, this shows that students love a clean school environment.

Clean Friday is carried out once every 2 weeks after students carry out routine *istighosah* then at 07.30 the teacher coordinates students in the classroom for group division. The purpose of group division in clean Friday is that students can work well together in groups, students can be responsible for the tasks given by the teacher, achieving common goals in these activities (Wijayanti et al, 2023). Grade 4 teachers divide groups in a way that male students clean outside the classroom while female students clean inside the classroom. Grade 5 and 6 teachers divide groups randomly for students who clean inside the classroom and outside the classroom, the teacher directs which areas must be cleaned and explains the sanctions for students who do not participate in the Friday clean program, in addition to directing the teacher also participates in supervising and following the course of the Friday clean program. After being given directions by the teacher, students begin to do their respective tasks such as sweeping, cleaning tables and other classroom equipment using a feather duster, wiping windows, sorting garbage and disposing of it according to type into a bin that has been differentiated by type, sweeping the yard and picking up leaves that have dried and fallen, they help each other. Through this Clean Friday program, learners learn that as social creatures, they will always need other people, in line with the opinion (Iffah & Yasni, 2022) that humans will join with other people to form groups to achieve their goals. The gathering of learners in a group in the Clean Friday program will foster several characters, one of which is the character of their social awareness. Social awareness includes the ability of learners to understand, appreciate, interact well and have a sense of responsibility with their social environment (Arifin et al., 2024). The social awareness referred to here is the character of cooperation, social involvement, and empathy.

The character of cooperation that is fostered in this Friday clean-up activity can be seen through students who work together to divide the group equally, then they help each other if there are friends who are having difficulty doing their tasks, when Friday clean-up time will be finished they immediately work together to complete the area that has not been cleaned, although there are some students who are more comfortable working with friends who are already familiar with them because usually a child who feels comfortable with someone or a group tends to imitate their behavior, especially if it is fun, without realizing the impact in the future (Nurfand et al, 2023). But what happens during Friday clean-up at SDN Tanjungrejo 2 does not reduce their interaction with others. This can be seen when there is cleaning equipment that is not in their class, they will interact with other classes to borrow, they are also comfortable when conveying to the teacher or their friends regarding the difficulty of the task or matters relating to the cleaning process in Friday clean activities, this is in line with the opinion (Aqobah et al., 2020) which says that cooperation can foster students' ethics and social interactions, because they have the opportunity to interact with their friends, cooperate in groups, accept their differences, and develop their activity.

When learners can interact well, their social engagement character can also grow. The term learner engagement can be used broadly to refer to how learners' perspectives and how they participate in activities held at school (Yahya & Nurani, 2022). Learners' social engagement in Clean Friday can be seen through their enthusiasm when going to participate in the Clean Friday program, all learners are involved in this program, they feel proud and happy when their environment is clean. Teachers also have an important role in learners' social engagement. The first stage to improve learners' social engagement is to observe directly and

engage directly with learners (Yahya & Nurani, 2022). This is in line with what teachers do during Clean Friday, namely participating in dividing and directing students in groups and then participating in the process of cleaning activities on Clean Friday, teachers also get involved when there are students who are reluctant to participate in Clean Friday, they call the students and invite them to chat to ask about the reasons they are reluctant to participate in Clean Friday, this is included in the approach taken by the teacher, namely the communicative approach. Through a communicative approach, learners can have the opportunity to listen and talk to the teacher, this can also train learners' communication skills (Adib, 2024).

Empathy characters are also shown by students during Friday cleanup activities such as helping each other when there are friends who need help, when Friday cleanup time will end then they will all help each other, remind each other to friends who often joke when in the cleaning process, students also gracefully accept suggestions from their friends if there is something missing from the cleaning process, although there are some students who are comfortable mingling with friends they are familiar with, but that does not reduce their togetherness and cooperation in Friday cleanup, students also often communicate and interact with other classmates when the cleaning process takes place. Those who have empathy character will create a friendly person, understand others, be sensitive to their surroundings, a pleasant person, and open to others (Fithriyana, 2019).

The Friday clean program that has been carried out regularly at SDN Tanjungrejo 2 Malang has provided benefits to school residents, especially students. This program has fostered the social awareness character of students, namely the character of cooperation, social involvement, and empathy, although there are students who are more comfortable when mingling with their close friends, sometimes there are also students who are reluctant to participate because of personal problems but it can be overcome because they cooperate and help each other because peers have an important role in the socialization and academic growth of students (Almala et al, 2024). Teacher involvement also plays an important role in this clean Friday process, teachers can observe and motivate learners directly because they participate in the cleaning process. process. teaching and learning (Gusti et al, 2023).

The next stage, the assessment stage, showed that the group got very good grades but needed more accuracy, for example in number 2. they wrote a number that was not in the previous stage, so the final result was less precise. The results of observations and interviews, namely at this stage the group can identify important information that will help solve the problem, however, the accuracy in the group causes the final result in the solution to be less than satisfactory. Tjokrodiharjo (2013) the group discussion process has several stages, including students being directed to discuss groups given problem issues. Then the teacher acts as a monitor between groups so that group discussions can run systematically, interactively, and enjoyably (Gita Gagulu, 2023).

#### IV. CONCLUSION AND SUGGESTIONS

The Clean Friday program which is a routine program that is carried out every 2 weeks at SDN Tanjungrejo 2 Malang can foster the social awareness character of students, namely the character of cooperation, social involvement, and empathy. Learners can cooperate in group division, do not discriminate against each other, train them not to be afraid when they will express their opinions when their tasks do not match their abilities, be responsible and help each other complete the tasks that have been given, learners can also interact with other classmates when borrowing cleaning tools, remind each other when there are friends who are mostly joking, and they can readily accept criticism and suggestions if the cleaning process is not optimal.

Teachers can make a policy of implementing a clean Friday program once a week so that it can better foster the character of social awareness, namely the character of cooperation, social involvement, and empathy of students. Schools can also create several programs that can foster good student character and benefit the surrounding environment. For future researchers, it is recommended to explore more deeply related to the characters that can be grown through the Clean Friday program. Based on the analysis and discussion of students' critical thinking skills in the 5th grade group discussion process on FPB and KPK material according to JS theory, it can be concluded that 3 groups were able to meet the four indicators of critical thinking, namely clarification, assessment, inference, and strategy. However, there is 1 group that is lacking in developing critical thinking skills. So that the group needs more guidance. So that for 1 group only meets 2 indicators, namely clarification and inference. So that the group for critical thinking skills is at a low level because it only meets two indicators of critical thinking skills.

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