

Penerapan budaya 5R pada tenaga kependidikan UNY dalam rangka perbaikan berkelanjutan

Implementation of the 5R culture in UNY educational staff in the context of continuous improvement

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Abstrak

Penelitian ini bertujuan untuk mengkaji implementasi budaya Kaizen pada tenaga kependidikan (tendik) di Universitas Negeri Yogyakarta (UNY), serta tantangan, hambatan, dan strategi lembaga dalam penerapannya. Budaya Kaizen yang diteliti berfokus pada prinsip 5R (Ringkas, Rapi, Resik, Rawat, Rutin). Penelitian ini menggunakan metode kuantitatif dengan pendekatan deskriptif, di mana data diperoleh melalui kuesioner, observasi, dan wawancara. Teknik pengambilan sampel menggunakan simple random sampling, dengan populasi tenaga kependidikan UNY sebanyak 891 orang. Hasil penelitian menunjukkan bahwa implementasi budaya Kaizen di UNY telah berjalan dengan baik, dengan total skor rata-rata sebesar 736,79, yang berada pada kategori "Tinggi". Skor tertinggi terdapat pada dimensi "Ringkas" (798,5), diikuti oleh "Rapi" (763), "Rawat" (745,83), "Resik" (694,33), dan "Rutin" (683,22). Meskipun demikian, tantangan dan hambatan utama meliputi kurangnya konsistensi dalam penerapan dan kesadaran terhadap prinsip-prinsip 5R. Strategi yang diusulkan untuk mengatasi tantangan tersebut meliputi pelatihan yang lebih intensif dan dukungan manajemen yang berkelanjutan. Dengan implementasi budaya 5R, UNY menciptakan lingkungan kerja yang lebih produktif dan terorganisir, yang pada akhirnya berkontribusi pada peningkatan efektivitas dan kualitas hasil pekerjaan.

Kata Kunci: Kaizen, 5R, tenaga kependidikan, implementasi, Universitas Negeri Yogyakarta

Abstract

This research aims to examine the implementation of Kaizen culture among educational staff (tendik) at Yogyakarta State University (UNY), as well as the challenges, obstacles and institutional strategies in implementing it. The Kaizen culture studied focuses on the 5R principles (Concise, Neat, Clean, Careful, Routine). This research uses quantitative methods with a descriptive approach, where data is obtained through questionnaires, observations and interviews. The sampling technique used simple random sampling, with a population of 891 UNY educational staff. The research results show that the implementation of Kaizen culture at UNY has gone well, with a total average score of 736.79, which is in the "High" category. The highest score is in the "Concise" dimension (798.5), followed by "Neat" (763), "Care" (745.83), "Clean" (694.33), and "Routine" (683.22). However, the main challenges and obstacles include a lack of consistency in implementation and awareness of the 5R principles. Proposed strategies to overcome these challenges include more intensive training and ongoing management support. By implementing the 5R culture, UNY creates a more productive and organized work environment, which ultimately contributes to increasing effectiveness and quality of work results.

Keywords: Kaizen, 5R, educational staff, implementation, Yogyakarta State University

1. Introduction

Good management serves as a strong foundation for progress and for keeping pace with ongoing developments and changes over time. One of the methods implemented to adapt to these changes is continuous improvement, as applied by advanced industries in Japan through the Kaizen method (Suárez-Barraza et al., 2025). The Kaizen method has been widely implemented in various countries and utilized across multiple sectors, including goods and services production (Manurung et al., 2021).

The application of Kaizen benefits companies in several ways, such as reducing waste, enabling rapid adaptation, ensuring timely product delivery, improving production flow, enhancing product quality, fostering responsive employees, reducing costs, optimizing resource utilization, improving communication, and boosting employee morale (Rusdiana et al., 2022; Pauzi & Setyani, 2024). However, the implementation of Kaizen in relation to factors that enhance employee performance may not always be fully achieved, as it depends on variables or the alignment of research data obtained (Boma Jonaldy & Nur Anisah, 2022).

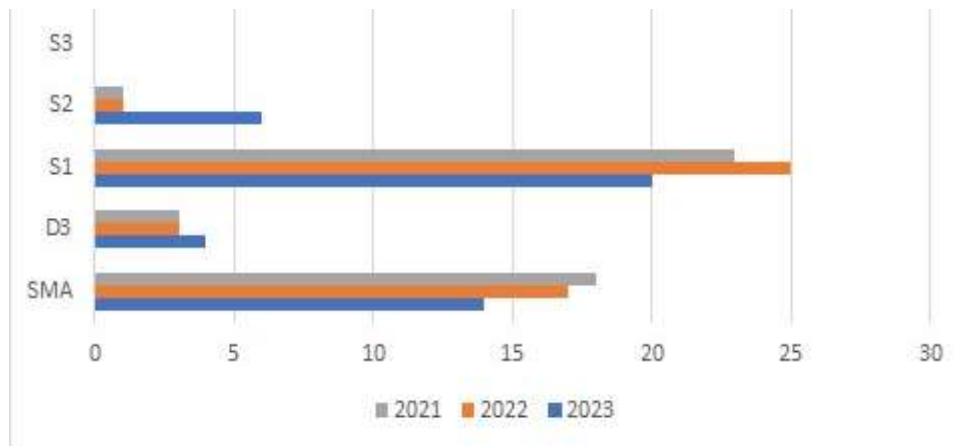
In Indonesia, the Kaizen culture has been adopted in the industrial sector. Tri, Rakhmanita, and Anggraini studied a manufacturing company in Tangerang that has applied the Kaizen culture since its establishment. Kaizen has significantly facilitated work processes, making them more efficient and safer while minimizing both time and material waste (Tri et al., 2019). The Kaizen culture is also implemented in governmental institutions, as demonstrated in the study by Italina and Yani, which found that the Kaizen culture, along with personal and organizational factors, has a positive and significant influence on employee productivity at the Pidie Regent Office (Italina & Yani, 2022).

Kaizen can also be applied in higher education institutions. Nurcahyo et al. examined a diploma program that integrates the Kaizen culture with the ISO 9001 system. Their study identified a relationship between the 5-S principles and ISO 9001 requirements, as well as the performance evaluation results of the integrated system implementation in higher education (Nurcahyo et al., 2019). Similarly, John, Gold, and Claxton found that a constructive research approach using discourse analysis mediation methods can aid in developing effective continuous improvement process routines within the context of higher education (Jones et al., 2022).

The Kaizen method, rooted in Japanese philosophy, emphasizes continuous improvement through structured practices, notably the 5S methodology. This approach enhances workplace efficiency and quality by fostering an organized environment (Mazur et al., 2024). The 5S concept is essentially a process of attitude change by implementing organization, cleanliness, and discipline in the workplace (Lan Chi, 2024). It represents a workplace culture that emphasizes how individuals should properly manage their work environment. When a workplace is well-organized, clean, and orderly, it facilitates ease of work.

1. Seiri refers to the process of separating necessary items from unnecessary ones and subsequently removing the unnecessary items (sorting).
2. Seiton literally means arranging items in an appealing manner (systematic arrangement). In the context of 5S, this entails organizing objects so that they can be quickly and easily located by everyone.
3. Seiso is a concept that prioritizes cleanliness by maintaining order and hygiene (cleanliness).
4. Seiketsu involves continuous efforts to sustain the previous three 5S principles.
5. Shitsuke is a method used to motivate workers to consistently participate in maintenance activities and continuous improvement, fostering habitual adherence to established rules (discipline) (García et al., 2017; Sahri & Novita, 2019; Ardiyansah, 2024).

Educational staff play a crucial role as an integral component in driving the education system (Purwanto, 2020). Personnel management that focuses on human resources highlights the importance of staff quality in the education system. Educational staff ensure that all administrative processes run smoothly, enabling education to be conducted effectively and efficiently. The success of an educational institution depends on the skills, competencies, educational background, and dedication of its personnel. However, the integration of technology in administrative services poses challenges for some staff members, particularly those with limited technological skills or access. Additionally, the level of education significantly influences the quality of services provided. The following presents data on the education levels of educational staff at FISHIPOL UNY for the years 2021–2023.



Picture 1: Data on educational level of students at FISHIPOL UNY in 2021-2023.
Source: FISHIPOL Personnel Data, 2023

A study conducted by Kurniawan and Sugiri in 2021 (Kurniawan et al., n.d.) on education service satisfaction at FIS UNY reported an IKM (Community Satisfaction Index) of 75.98, categorizing the service as good. The index was derived from nine service elements. Elements rated as good included service quality, completion time, costs/fees, service specifications and types, as well as facilities and infrastructure. Conversely, elements categorized as less satisfactory included system mechanisms and procedures, staff competence, staff behavior, and complaint handling, suggestions, and feedback. These findings suggest that certain aspects of service still require quality improvements to achieve a higher IKM score. Similar conditions are likely present in other faculties or work units. The complete research findings are presented in Table 1.

Table 1. FISHIPOL UNY Academic Service Satisfaction Survey 2021

Unsur	Nilai	Nilai dasar 25	Mutu	Kategori Nilai	SKM	IKM
Persyaratan	3,24	81,08	B	Baik	9,01	77,04
Sistem mekanisme dan prosedur	3,04	76,06	C	Kurang Baik	8,45	
Waktu penyelesaian	3,13	78,19	B	Baik	8,69	
Biaya atau tarif	3,15	78,82	B	Baik	8,76	
Produk, spesifikasi, dan jenis pelayanan	3,10	77,50	B	Baik	8,61	
Kompetensi pelaksana	3,05	76,13	C	Kurang Baik	8,46	
Perilaku pelaksana	3,02	75,57	C	Kurang Baik	8,40	
Penanganan pengaduan saran dan masukan	2,86	71,39	C	Kurang Baik	7,93	
Sarana prasarana	3,14	78,60	B	Baik	8,73	

Source: (Kurniawan & Sugiri, 2021)

Based on these results, improving the quality of academic services is necessary, both at FISHIPOL and in other faculties or work units. Given this situation, it is essential to implement a culture of Continuous Improvement (Kaizen) by adopting the fundamental principles of the 5S

culture. Therefore, the author is interested in conducting research on "The Implementation of the 5S Work Culture among Educational Staff at Universitas Negeri Yogyakarta in the Context of Continuous Improvement." The objectives of this study are to examine the implementation of the Kaizen culture among educational staff at UNY, identify challenges and obstacles in its implementation, and explore institutional strategies for adopting the Kaizen culture among UNY's educational staff.

2. Method

This study employs a quantitative method, utilizing survey responses from respondents, which emphasizes objective measurement of social phenomena (Sugiyono, 2021). The data sources in this research are obtained through sampling from the population by distributing questionnaires directly to relevant parties involved in the study. The population in this research consists of 891 UNY employees. The sample should proportionally represent all members of the population to be considered an unbiased sample.

A descriptive method is used to systematically, factually, and accurately describe the existing phenomena. This study employs data collection techniques, including questionnaires, observations, and interviews. The sampling technique used is simple random sampling. The research scale follows the Likert scale with four response options: Strongly Agree, Agree, Disagree, and Strongly Disagree.

The data analysis technique involves classifying data based on variables and respondent types, describing the data, and testing the analysis requirements. Descriptive statistics are used to describe each variable's data. The use of descriptive statistics aims to determine the highest and lowest scores, mean, median, mode, and standard deviation.

3. Results and Discussion

Respondent demographic data

Table 2. Respondent demographic data by gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	152	66.4	66.4	66.4
	Female	77	33.6	33.6	100.0
	Total	229	100.0	100.0	

Source: Primary data processing by Researcher, 2024

In the distribution of questionnaires to educational staff at Universitas Negeri Yogyakarta (UNY) in accordance with the sampling criteria, a total of 229 respondents participated. These respondents consisted of 152 males (66.4%) and 77 females (33.6%).

Table 3. Respondent demographic data by work units

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	DPM	9	3.9	3.9	3.9
	DPPK	11	4.8	4.8	8.7
	DAKA	17	7.4	7.4	16.2
	DRPM	5	2.2	2.2	18.3
	DUSDH	10	4.4	4.4	22.7
	FISHIPOL	20	8.7	8.7	31.4
	FT	25	10.9	10.9	42.4
	FEB	13	5.7	5.7	48.0
	FIPP	29	12.7	12.7	60.7
	FMIPA	27	11.8	11.8	72.5

	FIKK	35	15.3	15.3	87.8
	SPs	5	2.2	2.2	90.0
	FK	6	2.6	2.6	92.6
	FV	7	3.1	3.1	95.6
	FBSB	10	4.4	4.4	100.0
	Total	229	100.0	100.0	

Source: Primary data processing by Researcher, 2024

The respondents who completed the questionnaire were distributed across various work units within UNY. Each unit was represented by a proportionate number of respondents based on the total number of staff in that unit. The educational staff at UNY includes Civil Servants, Contract Employees, and Permanent Educational Staff under PTNBH (State-Owned Legal Entity Universities). However, this study does not differentiate between these categories. Among the 229 respondents, the majority came from the Faculty of Sports and Health Sciences (FIKK), with 35 respondents representing a total of 80 staff members from this faculty.

Validity and reliability

All items demonstrated a high Corrected Item-Total Correlation, indicating that each item strongly correlated with the total scale and contributed significantly to the overall reliability of the scale. The Cronbach's Alpha if Item Deleted value for each item was lower than the overall Cronbach's Alpha value (0.926), suggesting that removing any of these items would reduce the reliability of the scale.

Table 4. Validity test results

	Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Ringkas	107.20	188.931	.773	.615	.916
Rapi	108.44	166.993	.853	.763	.899
Resik	104.32	174.623	.782	.618	.914
Rawat	115.55	183.082	.849	.764	.903
Rutin	104.86	160.928	.810	.679	.911

Source: Primary data processing by Researcher, 2024

Reliability testing refers to the consistency of research results when repeated under the same conditions. Data is considered reliable if the Cronbach's Alpha value is greater than 0.60 (Cronbach's Alpha \geq 0.60) (Ghozali, 2016). The following table presents the results of the obtained data:

Table 5. Reliability test results

Cronbach's Alpha	Reliability Statistics	
	Cronbach's Alpha Based on Standardized Items	N of Items
.926	.929	5

Source: Primary data processing by Researcher, 2024

The data analysis on the implementation of the 5S work culture among educational staff at Universitas Negeri Yogyakarta indicates that the Cronbach's Alpha value is 0.926, which is greater than 0.60. Therefore, it can be concluded that the questionnaire used is reliable and suitable for use.

Summary of research findings

Table 6. Summary of Research Findings

Skala Budaya Kerja 5R	Skor Hipotetik				Skor Empirik			
	Min	Max	Mean	Std. Dev	Min	Max	Mean	Std. Dev
	40	60	100	20	90	160	125	35

Source: Primary data processing by Researcher, 2024

Based on the table above, in general, the respondents or research subjects have successfully implemented the 5S work culture, as the empirical mean score of the 5S work culture is 125, which is higher than the hypothetical mean of 100. The research findings can be used to categorize the research subjects into specific classifications, including very low, low, moderate, high, and very high categories. The categorization is presented in the following table.

Table 7. Research Categorization

Kategori	Norma	Nilai
Sangat Tinggi	$X > M + 1,5 \text{ SD}$	$X > 130$
Tinggi	$M + 0,5 \text{ SD} < X \leq M + 1,5 \text{ SD}$	$110 < X \leq 130$
Sedang	$M - 0,5 \text{ SD} < X \leq M + 0,5 \text{ SD}$	$90 < X \leq 110$
Rendah	$M - 1,5 \text{ SD} < X \leq M - 0,5 \text{ SD}$	$70 < X \leq 90$
Sangat Rendah	$X < M - 1,5 \text{ SD}$	$X < 70$

Source: Primary data processing by Researcher, 2024

Based on the above categorization, the respondents' answers are summarized in the table below.

Table 8. Categorization of Respondents' Answers

		Kategorisasi		Valid Percent	Cumulative Percent
		Frequency	Percent		
Valid	Sedang	7	3.1	3.1	3.1
	Tinggi	98	42.8	42.8	45.9
	Sangat Tinggi	124	54.1	54.1	100.0
	Total	229	100.0	100.0	

Source: Primary data processing by Researcher, 2024

The majority of respondents, accounting for 54.1% or 124 individuals, fall into the very high category. Meanwhile, 42.8% or 98 individuals are in the high category, and the remaining 3.1% (7 individuals) are categorized as moderate. This indicates that, overall, the 5S culture has been effectively implemented by the educational staff at UNY.

Overall, the implementation of the 5S culture at UNY is considered highly effective, with most educational staff recognizing its benefits and demonstrating a high level of compliance and appreciation. This reflects their strong awareness and commitment to applying this culture in the

workplace. The principles of 5S (Sort, Set in Order, Shine, Standardize, Sustain) have been effectively implemented, demonstrating that UNY's educational staff possess a deep understanding and a strong, consistent commitment to maintaining a clean, organized, and efficient work environment. This contributes positively to the quality of the work environment and productivity at UNY. The implementation of the 5S culture not only enhances workplace cleanliness, organization, and efficiency but also improves work effectiveness and output quality, ultimately increasing overall productivity and performance at UNY.

Although the 5S culture has been well implemented, there remains room for improvement. Observations and interviews indicate that certain areas still require better organization. Some document stacks have not yet been properly placed in storage folders, and some office stationery is not stored in designated areas, reducing overall tidiness. Limited workspace is also a contributing factor to document and equipment clutter. To address these issues, leadership support is needed to provide adequate storage facilities for educational staff.

To further motivate staff in maintaining workplace cleanliness and organization, university management has initiated workplace cleanliness competitions at both the faculty and university levels. Additionally, community service activities such as collective workplace cleaning are occasionally conducted, though not on a regularly scheduled basis.

This study aligns with previous research findings, which suggest that implementing the 5S culture in industrial settings provides numerous benefits, including waste reduction, adaptability, timely product delivery, improved production flow, enhanced product quality, responsive employee development, better preparedness for uncertainty, increased productivity, cost reduction, resource optimization, improved communication, and higher employee morale (3) (4).

In the context of higher education institutions, the implementation of the 5S culture enhances service efficiency, creates a more conducive working environment, speeds up service processes, and improves overall service quality.

Analysis of each dimension

a. Implementation of Sort (Seiri)

Table 9. Results of the Sort Dimension

ITEM	STS (1)	TS (2)	S (3)	SS (4)	Jumlah Responden	Jumlah Skor
RK 1	0	2	59	168	229	853
RK 2	0	1	65	163	229	849
RK 3	0	8	102	119	229	798
RK 4	1	2	105	121	229	804
RK 5	0	3	105	121	229	805
RK 6	9	14	120	86	229	741
RK 7	5	2	109	113	229	788
RK 8	0	18	130	81	229	750
Jumlah Skor Total						6388
Rata-rata						798,5

Source: Primary data processing by Researcher, 2024

The average respondent score for the Sort dimension is 709.78.

Table 10. Categorization of the Sort Dimension

Kategori	Norma	Nilai
Sangat Tinggi	$X > M + 1,5 SD$	$X > 774,25$
Tinggi	$M + 0,5SD < X \leq M + 1,5 SD$	$629,75 < X \leq 774,25$
Sedang	$M - 0,5 SD < X \leq M + 0,5 SD$	$515,25 < X \leq 629,75$
Rendah	$M - 1,5 SD < X \leq M - 0,5 SD$	$400,75 < X \leq 515,25$
Sangat Rendah	$X < M - 1,5 SD$	$X < 400,75$

Source: Primary data processing by Researcher, 2024

The respondents' answers for the Sort dimension resulted in an average total score of 798.5, placing it in the very high category. This score indicates that the Sort dimension of the Kaizen culture at Universitas Negeri Yogyakarta (UNY) has been implemented exceptionally well by educational staff. The findings are consistent with observations conducted by researchers, who noted that documents were systematically organized, making them easy to locate when needed.

b. Implementation of Set in Order (Seiton)

Table 11. Results of the Set in Order Dimensio

ITEM	STS (1)	TS (2)	S (3)	SS (4)	Jumlah Responden	Jumlah Skor
RK 1	0	18	117	94	229	763
RK 2	0	4	118	107	229	790
RK 3	5	15	131	78	229	740
RK 4	5	4	119	101	229	774
RK 5	0	11	124	94	229	770
RK 6	1	37	112	79	229	727
RK 7	0	10	130	89	229	766
RK 8	1	12	115	101	229	774
Jumlah Skor Total						6104
Rata-rata						763

Source: Primary data processing by Researcher, 2024

The respondents' answers for the Set in Order dimension yielded an average total score of 763, categorizing it as high. This suggests that educational staff at UNY have implemented the Set in Order principle of the Kaizen culture effectively. Observational findings also support this conclusion, as workplaces appear organized, with tools and equipment arranged according to their functions. However, in some areas, workspace organization is still lacking due to an excessive number of documents without sufficient storage space.

c. Implementation of Shine (Seiso)

Table 12. Results of the Shine Dimension

ITEM	STS (1)	TS (2)	S (3)	SS (4)	Jumlah Responden	Jumlah Skor
RS 1	0	3	115	111	229	795
RS 2	0	8	111	110	229	789
RS 3	0	4	108	117	229	800
RS 4	2	53	104	70	229	700
RS 5	2	10	131	86	229	759
RS 6	1	6	94	128	229	807
RS 7	0	1	94	134	229	820
RS 8	1	7	120	101	229	779
RS 9	0	4	111	114	229	797
Jumlah Skor Total						6249
Rata-rata						694,3333

Source: Primary data processing by Researcher, 2024

The respondents' answers for the Shine dimension resulted in an average total score of 694.33, placing it in the high category. This finding suggests that the Shine dimension within the Kaizen culture has been well implemented among educational staff at UNY. Observations further confirm that staff work environments appear clean, and the Shine principle is also reflected in staff appearance and personal hygiene.

d. Implementation of Standardize (Seiketsu)

Table 13. Results of the Standardize Dimension

ITEM	STS (1)	TS (2)	S (3)	SS (4)	Jumlah Responden	Jumlah Skor
RJ 1	0	12	113	104	229	779
RJ 2	0	25	126	78	229	740
RJ 3	5	23	130	71	229	725
RJ 4	5	22	133	69	229	724
RJ 5	1	25	122	81	229	741
RJ 6	1	10	127	91	229	766
Jumlah Skor Total						4475
Rata-rata						745,8333

Source: Primary data processing by Researcher, 2024

Based on the table above, the respondents' answers for the Standardize dimension resulted in an average total score of 745.83, placing it in the high category. This suggests that the Standardize dimension of the Kaizen culture has been well implemented among educational staff at UNY. Interview results, particularly with staff in housekeeping departments, further support this finding, as they stated that maintenance of work equipment is conducted according to established procedures.

e. Implementation of Sustain (Shitsuke)

Table 14. Results of the Sustain Dimension

ITEM	STS (1)	TS (2)	S (3)	SS (4)	Jumlah Responden	Jumlah Skor
RJ 1	0	4	123	102	229	785
RJ 2	0	4	104	121	229	804
RJ 3	0	5	93	131	229	813
RJ 4	0	1	77	151	229	837
RJ 5	5	15	111	98	229	760
RJ 6	9	36	109	75	229	708
RJ 7	2	41	105	81	229	723
RJ 8	2	37	117	73	229	719
RJ 9	1	15	109	104	229	774
Jumlah Skor Total						6149
Rata-rata						683,2222

Source: Primary data processing by Researcher, 2024

Based on the table above, the respondents' answers for the Sustain dimension resulted in an average total score of 683.22, placing it in the high category. This indicates that the Sustain dimension within the Kaizen culture has been implemented well among educational staff at UNY. However, interviews reveal that the sustain dimension has not yet been fully optimized in practice.

4. Conclusion

The implementation of the 5S culture (Sort, Set in Order, Shine, Standardize, Sustain) at Universitas Negeri Yogyakarta (UNY) has been well-executed and consistently maintained. Evaluation results indicate that UNY's educational staff have successfully adopted the principles of Kaizen, leading to improvements in performance and service quality. Overall, with an average score of 736.79, the implementation of the Kaizen culture at UNY falls into the high category. Further enhancements across all five dimensions will have an even greater impact on staff performance and service quality, ultimately contributing positively to the work environment and the institution's reputation. By continuously applying Kaizen principles and making ongoing improvements in each dimension of the 5S culture, UNY can strengthen an effective, efficient, and

sustainable work culture. This, in turn, will further support the institution in achieving higher performance and service quality.

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