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AN ANALYSIS OF TEACHERS' ROLE IN FRAMING STUDENTS' CHARACTER THROUGH LANGUAGE POLICY HABITATION IN SDN 1 KETRO

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ABSTRACT

The objectives of this research are 1) to analyze teachers' efforts to build students' polite character, and 2) to describe the factors inhibiting teachers in building students' polite character. The method used in this research is qualitative with a case study approach. Data was collected through observation, interviews, and documentation. The research results show that teachers' role is significant in familiarizing students with language politeness. Teachers apply various strategies, such as providing correct examples, using polite language in daily interactions, and providing positive reinforcement for polite language behavior. Based on the research results, it can be concluded that language policy habituation can increase students' awareness of the importance of polite language skills, so, it can support the creation of a conducive and harmonious learning environment.

Keywords: Teacher's Role, Student Character, Language Politeness.

INTRODUCTION

The educator's responsibility is to guide students in the process of self-discovery and skill development. Therefore, it is the responsibility of educators to encourage student development and potential. The guide used when learning a language is called grammar (Puspitasari, 2023). In every meeting between more than two people, language functions as a means of expressing and conveying ideas, sentiments and emotions. When people act in a good and ethical manner, it is called politeness. Communication skills, including politeness, play a significant influence in building an individual's character. Mastery of grammar is the ability to recognize how sentences are formed and are truly accurate and meaningful in a language (Puspitasari & Kurniawan, 2017). Language will not be practiced well without grammar (Puspitasari, et al, 2023). The aim of character education is to help students build their personality. A person's character is the good and bad mental and ethical traits that shape the way they think, act and interact.

Developing one's character requires one's innate qualities that change one's personality (Ananda, at al., 2024). Family, school, living environment, workplace, and social media play a role in shaping individual character. Whether manners are good or not is not only shown through one's actions but also through careful, morally commendable choice of words, to develop one's character through the use of polite language. The aim of character formation is to develop individual potential and embed good values. The formation of student character is one of the main goals of education in Indonesia. One of the important aspects in character formation is language politeness, which reflects an individual's attitudes and behavior in interacting with other people.

The habit of language politeness is something that shows awareness of the dignity of the individual in language and the use of language that most clearly expresses the nature of human sociality. This explains that a person's character and personality can be seen from the language used when someone interacts. Speaking politely is a necessity for everyone, not just an obligation, but a way for educators to educate students. Politeness in language is important to assess as a measure of personal character. As an educator at school, the teacher can observe student interactions based on the language used in speaking.

The problem at SD Negeri 1 Ketoro is the lack of politeness in students' language. Various efforts had been made by teachers at SD Negeri 1 Ketoro to improve students' attitudes or behavior regarding politeness in language, including, teachers behaving well so that they can be an example. In every teaching and learning activity the teacher always conveys a moral message or appreciates every student's hard work, provide inspirational stories that are easy for students to understand, put up posters in each class about politeness in language and other motivations. One way to bring peace to a social environment is to use appropriate and polite language. The determining factor for the success of the learning process in the classroom is that the teacher has appropriate competence and meets the required standards (Puspitasari & Kurniawan, 2021). Teachers have a very important responsibility in the classroom in terms of teaching and establishing the importance of polite language for students.

Through the habit of language politeness, teachers can help students not only understand but also apply ethical values and good manners in everyday life. SD Negeri 1 Ketoro, as a basic educational institution, has the responsibility to shape students' character from an early age. In this context, the teacher's role is crucial to ensure that language politeness values become part of students' daily habits. The aim of this research is to examine how teachers at SD Negeri 1 Ketoro shape the personalities of their students by embedding habits towards good manners, highlighting the ways in which teachers at this school try to shape their students' manners, and detailing the ways in which teachers at the school deal with inhibiting factors.

The role of students in maintaining politeness must be carried out both inside and outside the classroom environment. Teachers can help students develop positive communication skills, develop an attitude of respect for others, and increase awareness of the power of words in forming character through teaching and guidance on language politeness. This qualitative research will explore how teachers at SD Negeri 1 Ketoro apply language politeness habits in teaching and learning activities, as well as the challenges faced in this process.

Apart from explaining the influence of these values on students' character development, this research is expected to provide insight into the techniques and strategies used by educators to embed these principles. Similar to other research that focuses on elementary school and *madrasah* students, this research uses SD Negeri 1 Ketoro as the point of analysis. This research examines the relationship between interviews and identifying words in speech as a means of developing the character of fourth grade students at SD Negeri 1 Ketoro. Based on the explanation above, teachers need to provide examples of polite language behavior, convey the importance of ethical communication, and guide students in using good and polite language.

METHOD

This research uses a qualitative approach with a case study type of research. A qualitative approach was chosen to explore social phenomena holistically and contextually, while case studies were used to understand the role of teachers in forming student character in depth in the specific environment of SD Negeri 1 Ketro. This research seeks to explore a deeper understanding of the dynamics of student character formation at SD Negeri 1 Ketro. Descriptive case study is the research model used. The purpose of this model is to provide a detailed description and analysis of the role that instructors play in building the character of their students through the habit of polite language. Classroom procedures, student-teacher interactions, and teacher-led activities were the primary focus of the research.

Several stages make up this research, namely planning, collecting data, analyzing data, and drawing conclusions. The role of educators in shaping students' personalities through embedding polite language habits is included in the scope of this research. The target population for this research consists of teaching staff and students at SD Negeri 1 Ketro, specifically examining learning activities related to language politeness. Teacher notes about polite language habits are the main source used in this research. Interview documentation tools mainly consist of observation sheets, interview guides, and audio recorders to document interviews.

The educational environment where teachers and students are involved in daily learning chosen for this research is SD Negeri 1 Ketro. Interviews, observation and documentation are the means of data collection used in this research. The function of educators, etiquette in using language, and the character development process are three concepts covered in this research. There are two types of variables used in this research, namely independent and dependent variables. Data reduction to extract useful information, narrative data presentation, inference from results, and identification of themes are part of the data analysis procedures used in this research.

RESULTS

Politeness in language at SD Negeri 1 Ketro includes the use of polite language, a friendly tone of voice, and a respectful attitude towards the person you are talking to. At SD Negeri 1 Ketro, language politeness is taught not only through formal learning, but also through examples of everyday teacher behavior. From the results of observations and interviews, it can be concluded that the language politeness of students at SD Negeri 1 Ketro in interacting is quite good, but it still needs improvement in several aspects. Most students are accustomed to using polite expressions such as "please," "thank you," and "sorry," in everyday communication. Students also show respect for teachers and fellow students. However, there are still some students who sometimes use language that is less polite or does not comply with expected politeness norms.

This shows that even though language politeness habits have been implemented, continuous efforts are still needed to improve and strengthen this habit among students. In the world of education, language politeness plays a strategic role in building harmonious relationships between students, teachers and the school environment (Juhaeni, et al., 2020). Politeness in language at SD Negeri 1 Ketro is based on maxims, including:

1. Maxim of Wisdom

Behavior that reflects the maxim of wisdom at SD Negeri 1 Ketro, namely that some students are always careful in speaking so as not to offend other people's feelings.

2. Maxim of generosity
Students at SD Negeri 1 Ketro often help friends who need help.
3. Maxim of Praise
Students at SD Negeri 1 Ketro are used to giving praise to their friends to increase their self-confidence. For example, when they see a friend's beautiful work, they will say, "Your paintings are so beautiful! You are so talented." This praise makes the learning atmosphere more positive and enjoyable.
4. Maxim of Humility
Students at SD Negeri 1 Ketro are taught not to be arrogant about their achievements, but to always appreciate the contribution of others to their success.
5. Maxim of Agreement
Students at SD Negeri 1 Ketro often discuss to reach a mutual agreement.
6. Sympathy Maxim
Students at SD Negeri 1 Ketro show sympathy for their friends who are experiencing difficulties.

By applying these language politeness maxims, students at SD Negeri 1 Ketro learn to communicate in a way that respects and pays attention to other people's feelings, creating a harmonious and mutually supportive school environment. Overall, the polite language used by students at SD Negeri 1 Ketro reflects the school's efforts to build a generation with character, good ethics, and effective and polite communication in everyday life.

The teacher's efforts in the process of forming student character at SD Negeri 1 Ketro are carried out by providing continuous and consistent experience or habituation for students so that they get used to good behavior and ultimately form good character as well. Teachers at SD Negeri 1 Ketro apply various strategies to shape students' character and politeness in language. Some of the efforts made include:

1. Modelling (Example)
Teachers always try to be good role models in the use of polite language. Teachers use polite language in every interaction with students, both inside and outside the classroom.
2. Daily Habits
The teacher reminds and familiarizes students with using polite expressions. For example, when asking for help, saying hello, and saying thank you.
3. Application of Politeness Values in Learning Materials
Teachers integrate politeness values in various subjects, so that students not only learn about politeness in Indonesian language lessons, but also in a wider context.
4. Awards and Sanctions
Teachers give awards to students who consistently show politeness in language and provide educational sanctions for students who use impolite language.
5. Extracurricular activities
Through extracurricular activities, teachers provide space for students to practice language politeness in more varied and dynamic situations.

By following these steps, polite language can be formed, introduced and strengthened among elementary school students. In the process of forming the character of SD Negeri 1 Ketro students through habituation methods, consistency and

perseverance are the main keys to achieving the desired goals. Through teaching and guidance, teachers help students develop positive communication skills, develop attitudes of respect for others, and increase awareness of the power of words in forming character.

From the results of interviews with teachers, several inhibiting factors were identified in forming students' character of politeness in language, namely:

1. Environmental Influence

Students are often influenced by environments outside of school that may not support language politeness, such as the family environment or relationships outside of school.

2. Lack of Support from Parents

Some parents do not pay enough attention or support to the habit of language politeness at home, so that teachers' efforts at school are not fully effective.

3. Variations in Student Character

Each student has a different character and background, so applying the same strategy is not always effective for all students. There are students who are easy to guide in polite language, but there are also those who need a more intensive and personal approach.

4. Resource Limitations

Some programs or activities that can support the habit of language politeness require additional resources that may not be available at school.

5. Limited time

Teachers often face limited time in integrating language politeness into a learning schedule that is already busy with academic material. These factors show the various obstacles teachers face in instilling good character in students.

These factors show the various obstacles teachers face in instilling good character in students. By understanding these obstacles, educators can look for more effective strategies and work together with families, schools and communities to create an environment that supports the development of polite values.

DISCUSSION

From the results of observations and in-depth interviews, it was found that teachers at SD Negeri 1 Ketro taught and practiced language politeness in various situations. Teachers use interactive teaching methods and provide direct examples of polite communication, both in the classroom and outside the classroom. Apart from that, it was found that this habit was not only taught verbally but also through concrete actions such as giving appreciation to students who demonstrated polite language, and giving polite warnings to students who had not practiced politeness. However, apart from that, teachers also need cooperation with students' parents, so that parents also contribute to educating children from home, because one of the things that influences students' language politeness at SD Negeri 1 Ketro is family background, family background in improving language politeness. The students or backgrounds of students at home are different, because each child comes from different parental upbringing.

Limitations or shortcomings in the home environment itself can cause education not to be delivered properly, and vice versa. Therefore, the role of parents in educating children is very important and influences the character of students at school. Teachers see the need for character education at home to instill good character values in order to

create harmonious interactions wherever they are. Good character education can create good habits, so that students have good personalities, not only at school but also in their environment. In character building through language politeness at SD Negeri 1 Ketro, the role of the teacher as an educator is very important. It's not just about teaching and achieving program goals, but you also need to provide good examples and role models for students.

Teachers' efforts will be less effective if politeness values are not consistently maintained at school and at home. So, overcoming these obstacles requires the cooperation of all parties, including support from schools, parents and the community. With the right approach and a supportive environment, students can develop into polite and ethical individuals who can make positive contributions. The importance of instructors in shaping students' personalities, especially ethics, is demonstrated by this research. Apart from imparting knowledge in the classroom, teachers also act as role models of good manners for their students.

The habit of language politeness carried out by teachers has a positive impact on students, where students become more accustomed to communicating politely and respecting other people. Educators must always provide a good example for their students, in accordance with the principles of character education, therefore something must make sense. Character education in elementary schools benefits from this research. As a first step, educators can use the findings of this research as a guide to initiating a culture of respectful language use in their classrooms. Teachers can adopt methods and approaches that have been proven effective at SD Negeri 1 Ketro, so that they can strengthen the character formation of students in their respective schools. Second, this research contributes to the character education literature, especially related to the role of language in student character development.

This is important to develop a more comprehensive and integrative educational strategy, which does not only focus on academic aspects but also on character development (Rostikawati, et al., 2020). This research also opens up opportunities for further research, for example by exploring the role of parents and the surrounding environment in the habituation of language politeness, or by applying similar research at a higher education level to see the consistency and development of students' character in the long term. Therefore, this research offers practical suggestions that can be used in everyday education and provides a new picture of how instructors shape student character through language politeness.

CONCLUSION

The research results show that instructors at SD Negeri 1 Ketro play an important role in shaping their students' personalities by instilling the habit of using polite language. Educators have many roles in society; they guide students to behave ethically and implement appropriate language use, in addition to imparting academic knowledge. Through various methods and strategies applied, such as providing direct examples, using polite language in daily interactions, and emphasizing the importance of mutual respect, teachers have succeeded in instilling polite language habits in students.

Teachers at SD Negeri 1 Ketro continue to consistently strive to create a learning environment that is conducive to the development of student character. With a comprehensive and continuous approach, the process of character building through language politeness is expected to have a long-term positive impact on students in their

future lives. Overall, this research confirms the importance of the teacher's active role in shaping students' character through the habit of language politeness. This shows that character education cannot be separated from academic education, and must be integrated harmoniously in all aspects of teaching and learning activities.

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