

An Analysis of the Teacher's Exemplary Role in Shaping the Polite Character of First Grade Students at SDN Ngaliyan 05

Rosita Nova Auliya^{1*}

¹Department of Elementary School Teacher Education, Faculty of Education and Psychology, Universitas Negeri Semarang, Indonesia

✉ * rositanova28@students.unnes.ac.id

Article Info	Abstract
Keywords: Character, Politeness, Students, Teacher Exemplary	This study aims to describe and analyze the role of teachers as role models in shaping courtesy among first-grade students at SD Negeri Ngaliyan 05. Using A descriptive qualitative approach was used to collect data through observations and interviews. The results showed that Teachers play a central role in shaping students' character through their own behavior and speech, such as greeting students, speaking softly and showing empathy and patience. Students who are still in the early stages of development tend to imitate the behavior they observe from Teachers. Good manners are also strengthened through habituation, positive reinforcement, and a thematic approach to learning. Factors that support teacher success include personal commitment, supportive school culture and cooperation with parents. However, there are also obstacles, such as a large number of students or the teacher's physical or mental condition, which These obstacles affect the consistency of the example. Nevertheless, teachers strive to create a warm and pleasant classroom atmosphere. This study confirms that consistent exemplary behavior by teachers is the main key to instilling the value of manners from an early age and shaping student character in a thorough and sustainable manner in a basic educational environment.

INTRODUCTION

One of the objectives of national education as stipulated in Law Number 20 of 2003 is to develop the potential of learners so that they grow into individuals who are faithful and devoted to God Almighty, possess noble character, are physically and mentally healthy, knowledgeable, skilled, creative, and independent. In line with this, the government has also established character building as one of the top priorities in the National Long-Term Development Plan (RPJPN) 2005-2025 to support national development (Ependi et al., 2023). Education holds a strategic role in shaping an excellent next generation of the nation that is prepared to face contemporary

dynamics. Beyond serving as a medium for knowledge transfer, education also bears the responsibility of shaping the personality and character of learners. Therefore, the implementation of character education has become a crucial aspect of the modern education system (Rasyid et al., 2024). According to Zuchdi (2010), character education is an effort to instill moral values in learners so that they possess good conduct, are capable of distinguishing between right and wrong, and can implement positive values in their daily lives. Through character education, students are expected not only to excel intellectually but also to possess positive attitudes such as honesty, responsibility, discipline, environmental awareness, patriotism, and integrity. These noble values need to be instilled from an early age so that they become deeply rooted within the learners as provisions for navigating life. Character education serves as the primary foundation for shaping children's personality and morals from early childhood. Amid increasingly rapid global advancements, character values such as politeness are frequently neglected, despite their critical importance in daily social life. Elementary school, particularly at the first-grade level, represents a highly strategic initial stage for instilling these foundational values because, at this age, children are in a developmental period of attitude and habit formation. One of the most effective ways to instill the character of politeness is through exemplarity. Teachers, as the figures who interact most frequently with students in the school environment, hold a vital role in providing concrete examples of how to behave politely. A teacher acting as a role model is a trusted figure who serves as an exemplar for students in their daily attitudes and actions (Wardani, 2010).

First-grade teachers face unique challenges as they deal with students who have just entered a formal school environment. Students at this age are still highly impressionable, easily absorb behaviors from their surroundings, and strictly require clear guidance. According to Hakim (2019), a teacher is an individual who demonstrates attentiveness toward fundamental attitudes, ways of speaking, lifestyles, mindsets, and behaviors, and also possesses the ability to reflect on experiences as a basis for making wise decisions in the future. Consequently, every action, attitude, and word of a teacher can serve as a model for students to understand what politeness entails. When a teacher can display a polite attitude in communication, respect students, and remain consistent in modeling good behavior, students will tend to imitate and internalize those values (Sianipar & Irawati, 2022). In practice, however, not all teachers are capable of or fully aware of the importance of consistently providing an exemplary model. Occasionally, there are teachers who indirectly exhibit impatience, speak in a high pitch, or pay insufficient attention to using polite language in front of students. This can affect students' character formation, as they tend to mimic what they see and hear from figures they consider significant (Sunarti et al., 2023).

Furthermore, the character of politeness can also be formed through habituation activities, offering rewards for good behavior, and positive reinforcement from the teacher. For instance, teachers can habituate students to greet others and use the words "please," "sorry," and "thank you" in specific situations, as well as show respect toward others. A teacher's exemplary role in this regard will reinforce students' understanding that politeness is not merely a theory but must be manifested in concrete daily actions (Alkhasanah et al., 2023). Based on these considerations, it is crucial to conduct an analysis of the teacher's exemplary role in shaping the polite character of students, particularly in first-grade elementary school. Through this analysis, it will be possible to identify how teachers execute this exemplary role, the forms of concrete actions taken by teachers to instill politeness values, and the factors that either support or hinder the success of the teacher's role.

METHODS

This study employs a descriptive qualitative method as it aims to describe and analyze in depth the teacher's exemplary role in shaping the polite character of first-grade students at SD Negeri Ngaliyan 05. In line with Sugiyono (2017), a descriptive qualitative approach is used to examine the condition of natural objects, with the researcher serving as the primary instrument.

This research does not intend to test hypotheses, but rather to understand the meaning behind the teacher's actions and the students' responses within the context of classroom learning and daily interactions. Data were collected through observation, interview, and documentation techniques to obtain a comprehensive overview of the teacher's attitudes, behaviors, and exemplarity that influence the formation of the students' polite character.

According to Sugiyono, in qualitative methods, the data analysis process is conducted interactively and continuously until completion. The obtained data are not presented in numerical form, but rather in a narrative format that describes the reality in the field. The researcher continuously performs data reduction, data display, and conclusion drawing. Through this approach, the researcher can fully comprehend the teacher's role as a role model who exerts a significant influence on shaping the students' fundamental character, particularly in terms of politeness, which constitutes a part of early childhood character education.

RESULT AND DISCUSSION

Based on the results of observations and interviews conducted in the first grade of SD Negeri Ngaliyan 05, it was revealed that the teacher plays a vital role as a role model in shaping the polite character of students. The teacher demonstrates a polite attitude through the habit of greeting students, speaking in a gentle tone, and showing empathy as well as patience in dealing with various student characters. This teacher's behavior indirectly serves as a model for students in their daily conduct. First-grade students, who are still in the early stages of development, show a tendency to imitate the behaviors they observe from the teacher. When the teacher provides examples in uttering words such as "please," "sorry," and "thank you," the students also begin to habituate themselves to using these words in their interactions. This indicates that exemplarity exerts a strong influence on the formation of students' polite character. This finding is in line with the view of Zuchdi (2010), who asserts that character education aims to instill moral values so that learners are capable of distinguishing between good and bad, as well as implementing positive values in daily life.

In addition to exemplarity, character formation is also reinforced through consistent habituation carried out by the teacher. Daily activities, such as lining up in the morning while exchanging greetings, praying before and after lessons, and providing rewards for good behavior, become part of the routine that strengthens students' polite character. Alkhasanah et al. (2023) state that positive reinforcement in the form of praise or appreciation from the teacher can encourage students to continuously repeat such polite behaviors. Factors supporting the teacher's success in instilling the character of politeness include the teacher's personal commitment and awareness as an exemplary figure. The teacher realizes that every action will be observed and imitated by the students, thereby constantly striving to maintain good attitudes, speech, and appearance. A conducive school environment, the presence of a school culture that upholds the value of politeness, and support from the principal as well as fellow teachers also serve as driving factors. In addition, parental support in also habituating politeness at home acts as a reinforcing element in shaping the student's character holistically (Rasyid et al., 2024).

Meanwhile, the hindering factors faced by the teacher in executing this exemplary role include the relatively large number of students in a single classroom, making it difficult for the teacher to guide all students personally, particularly in behavioral aspects. Furthermore, the teacher's physical and mental conditions, which occasionally suffer from fatigue or stress, can affect consistency in maintaining a positive attitude. In some cases, the teacher may speak in a high pitch or display impatient expressions, especially when dealing with difficult students. This corresponds with the findings of Sunarti et al. (2023), which indicate that a teacher's inconsistency in providing examples of good behavior can impede the process of internalizing character values in students.

Nonetheless, the teacher at SD Negeri Ngaliyan 05 consistently strives to execute the role optimally. The teacher endeavors to create a warm classroom atmosphere filled with emotional closeness with the students, ensuring that the character formation process takes place naturally and enjoyably. The teacher is also consistent in reminding students of the importance of behaving politely in various situations, both during studying and playing. To reinforce the inculcation of a polite character, the teacher also incorporates an integrated thematic approach within the learning process. For instance, in themes discussing daily life, the teacher embeds politeness values through stories, songs, and group discussions. In this manner, students do not merely listen to verbal explanations but are also engaged to reflect on and practice the learned values within a concrete context close to their experiences. The use of engaging and contextual learning media further assists students in understanding the importance of a polite attitude in a more enjoyable and memorable way. Beyond classroom learning, extracurricular and outdoor activities also serve as effective vehicles for shaping a polite character. In activities such as classroom community work or daily cleaning duties, the teacher provides guidance on the importance of cooperation and mutual respect, allowing politeness values to be internalized through direct experience. Guided by social interactions led by the teacher, students learn to understand that a polite attitude applies not only toward the teacher but also toward peers and the surrounding environment.

Parental cooperation also constitutes an essential part of the efforts to instill a polite character. The teacher routinely communicates with parents through communication books, class meetings, or short messages to convey progress regarding student behavior. Through this communication, the teacher and parents can work together to remind and habituate students to maintain politeness, both at school and at home. The alignment of parenting styles and parental exemplarity greatly helps reinforce the values already instilled at school, enabling character building to take place synergistically and sustainably. Overall, the findings from observations and interviews in the first grade of SD Negeri Ngaliyan 05 demonstrate that the teacher's exemplary role is highly vital in shaping students' polite character. The exemplarity shown by the teacher, supported by consistent habituation, a positive school environment, and collaboration with parents, creates a holistic character education ecosystem. Despite facing various challenges, the teacher's commitment and awareness remain the ultimate keys to realizing a younger generation that behaves politely, respects others, and is capable of living harmoniously in society.

CONCLUSION

Based on the results of the research conducted in the first grade of SD Negeri Ngaliyan 05, it can be concluded that the teacher plays a highly critical role as a role model in shaping students' polite character. The teacher's exemplarity is reflected in daily attitudes such as exchanging greetings, speaking gently, and demonstrating empathy as well as patience toward students. Students in their early stages of development exhibit a strong tendency to imitate the teacher's behavior; thus, the teacher's attitudes and actions significantly influence their character formation. In addition to exemplarity, the formation of a polite character is reinforced through consistent habituation activities, positive reinforcement, and the integration of politeness values into thematic learning. Supporting factors for the teacher's success in executing this role include personal commitment, a supportive school culture, and collaboration with parents. Nevertheless, several constraints such as a large number of students and teacher fatigue can affect the consistency of providing a positive model. Overall, consistent teacher exemplarity, supported by a harmonious school and family environment, serves as the primary key to instilling politeness values in students from an early age. This collective effort is highly essential for shaping a younger generation that possesses noble character and is capable of interacting courteously in their social life.

REFERENCES

- Alkhasanah, N., Darsinah, & Ernawati. (2023). Peran Guru dalam Membentuk Karakter Siswa SD. *Jurnal Ilmiah Pendidikan Citra Bakti*, 10(2), 2355–5106.
- Ependi, dkk. (2023). *Pendidikan Karakter*. Sada Kurnia Pustaka.
- Hakim, I. N. (2019). Hubungan Keteladanan Guru dengan Adab Siswa Tingkat Sekolah Dasar (SDN, SDIT, MI, Homeschooling Group) di Bogor. *Journal of Chemical Information and Modeling*, 53(9), 1689–1699.
- Rasyid, R., Fajri, M. N., Wihda, K., Ihwan, M. Z. M., & Agus, M. F. (2024). Pentingnya Pendidikan Karakter dalam Dunia Pendidikan. *Jurnal Basicedu*, 8(2), 1278–1285.
- Sianipar, H. M., & Irawati, W. (2022). Peran Guru sebagai Teladan dalam Upaya Pembentukan Karakter Siswa Berdasarkan Kajian Filsafat Aksiologi Kristen. *Didache: Journal of Christian Education*, 3(1), 58.
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. CV Alfabeta.
- Sunarti, S., Kosilah, K., & Agus, J. (2023). Optimalisasi Peran Guru dalam Membentuk Karakter Sopan Santun Siswa Kelas IV SD Negeri 1 Katobengke. *Prosa: Jurnal Penelitian Pendidikan Guru Sekolah Dasar*.
- Wardani, K. (2010). Peran Guru dalam Pendidikan Karakter Menurut Konsep Pendidikan Ki Hadjar Dewantara. *Proceedings of the 4th International Conference on Teacher Education*, 230–239.
- Zuchdi, D. (2010). Pengembangan Model Pendidikan Karakter Terintegrasi dalam Pembelajaran Bidang Studi di Sekolah Dasar. *Cakrawala Pendidikan*, 29(1).