

Teacher Strategies in Instilling Politeness Values in Grade III Students at SD Negeri 03 Kedungleper

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Article Info	Abstract
Keywords: Character education, Politeness, Teacher strategies	This study aims to identify and analyze the strategies employed by teachers in instilling politeness values in Grade III students at SD Negeri 03 Kedungleper. Instilling politeness values has become urgent in the modern era due to the widespread exposure of students to negative influences from external environments, which leads to the displacement of courtesy values. This study utilized a qualitative approach with a descriptive method, gathering data through in-depth interviews with the Grade III teacher as the primary research subject. The findings indicate that the teacher implements seven primary strategies in instilling politeness values, namely: (1) an exemplary strategy by providing direct examples of polite behavior; (2) a habituation strategy through the consistent implementation of the 3S program (senyum, salam, sapa - smile, greet, welcome); (3) an interactive communication strategy by applying the principle of alternating listening; (4) a strategy for addressing impolite behavior through a tiered reprimand system; (5) collaboration with parents via intensive communication using the WhatsApp application; (6) confronting the challenges of students' differing family backgrounds; and (7) evaluating success through direct observation of changes in student behavior. This study concludes that the strategies applied by the teacher have demonstrated effectiveness in shaping students' polite character, with success indicators including positive behavioral transformations and students' intrinsic awareness to improve themselves when mistakes occur.

INTRODUCTION

National education in Indonesia is currently facing obstacles in balancing students' academic achievements with character building. In the Law on the National Education System No. 20 of 2003, Articles 1 and 3, the government has stated that education aims not only to develop academic abilities but also to shape students' character and personality so they are able to behave in accordance with the norms and values applicable in society. This aligns with the opinion of Soraya

(2020), who states that the educational process should not only focus on cognitive aspects but also needs to balance them with psychomotor and affective aspects.

Politeness is one of the characters that needs to be instilled in students as early as possible. The value of politeness aims to enable students to respect their elders, appreciate others, and communicate well with people in daily life. Instilling politeness values in elementary schools has become highly urgent in the modern era due to the widespread exposure of students to negative influences from external environments, which leads to the displacement of courtesy values. In this context, teachers hold a strategic role as character educators. Baginda (2018) states that teachers are not only responsible for delivering learning materials but also act as role models in instilling character values through exemplary behavior and value integration in every learning activity.

The success of instilling politeness values heavily depends on the learning strategies employed by the teacher. Wally (2022) states that the effectiveness of shaping student character, including politeness, is highly influenced by the approaches and methods utilized by educators. Grade III elementary school students are within the age range of 8-9 years; an age considered a golden period for developing an individual's character. At this stage of development, students have the ability to grasp the things taught to them and tend to emulate someone, such as mimicking the behavior of the teacher as a respected figure. However, in reality, numerous challenges persist in teaching politeness values to students. Based on preliminary observations at SD Negeri 3 Kedungleper, many Grade III students still lack an understanding of the importance of behaving politely. For instance, some students still use harsh language with their peers, fail to greet teachers when passing by, and show a lack of respect for others. This condition indicates the pressing need for solutions to teach politeness to students.

Research on how to teach politeness values to students has been widely conducted; however, studies regarding teacher strategies in instilling politeness values in elementary schools remain limited. Most previous studies discuss character education in general terms without focusing specifically on the value of politeness. Therefore, this study aims to identify and analyze the strategies employed by teachers in instilling politeness values in Grade III students at SD Negeri 03 Kedungleper. This study is expected to provide benefits in the form of additional insights regarding effective ways to teach politeness in elementary schools. The findings of this study are also expected to assist other teachers in developing better methods to instill politeness values in students. Furthermore, this study can serve as a reference for other schools wishing to enhance their character education programs, particularly regarding politeness.

METHODS

This study utilized a qualitative approach with a descriptive method. The selection of this approach aimed to explore more deeply the strategies employed by teachers in instilling politeness values in students. Sugiyono (2016) states that qualitative methods are based on post-positivism philosophy to examine objects in their natural settings. Within this approach, the researcher acts as the primary instrument, utilizing triangulation data collection techniques, qualitative data analysis, and research findings that focus on meaning rather than generalization.

The data collection technique in this study employed in-depth interviews. Sukmadinata (2016:216) states that interviews are a widely used data collection technique in descriptive qualitative research. The interviews were conducted orally in individual face-to-face meetings. This method was chosen because it provides comprehensive information regarding the perspectives, experiences, and strategies for shaping students' polite character.

The interviewed subject was the teacher as the primary informant in this study. The selection of the teacher as the research subject was due to their central role in the learning process and in shaping student character within the school environment. The interview was conducted at SD Negeri 3 Kedungleper to create a comfortable atmosphere that aligns with the teacher's working

environment. The interview utilized a pre-prepared question guide consisting of 14 primary questions for the teacher. The questions covered aspects of instilling politeness values in learning, the strategies and methods implemented, the obstacles faced, as well as collaboration with parents and the school management. Specifically for the Grade III teacher, Mr. Ahmad Antoni, S.Pd.SD, the questions provided were more focused on his direct experience in managing Grade III students and the character-building efforts that have been implemented. Each question was designed to obtain specific information while allowing the teacher sufficient space to express his experiences and views in depth.

RESULT AND DISCUSSION

Instilling politeness values in students is an essential part of character education in elementary schools. Strategies carried out by an educator to instill politeness values must be executed in a well-directed manner and in accordance with the child's developmental stage. Irwan & Agus (2022) state that character-building strategies for politeness through role modeling, habituation, and environmental conditioning receive positive responses from school members and parents and need to be implemented in elementary schools to realize better student character. Based on the in-depth interviews conducted with the Grade III teacher at SD Negeri 03 Kedungleper, comprehensive data regarding the strategies for instilling politeness values in students were obtained. The research results indicate that the teacher implements various systematic and integrated approaches to shape students' polite character. These research findings are analyzed and discussed across seven primary aspects, which include exemplary strategies, habituation, interactive communication, addressing impolite behavior, collaboration with parents, challenges faced, and evaluating the success of instilling politeness values.

The primary strategy implemented by the teacher in instilling politeness values is through role modeling. This approach is based on the understanding that training polite character requires direct examples from the teacher practiced right in front of the students. This strategy aligns with Bandura's (1977) social learning theory, which emphasizes the importance of a model in a child's learning process. This learning theory highlights the importance of students processing the knowledge or information they obtain through observing the models around them (Lesilolo, 2019). The implementation of this exemplary strategy can be observed in various daily learning situations. When a student's parent arrives, the teacher sets an example by asking the students for permission to speak with the parent. The teacher also exemplifies good communication methods by adjusting the language used according to the interlocutor, utilizing both Indonesian and Javanese.

The effectiveness of this exemplary strategy is supported by the characteristics of Grade III students, who are still in a developmental stage where they tend to mimic the behavior of the adults around them. As explained by Mr. Anton, Grade III students still observe the activities in their surroundings, which they will later apply to their lives in the community. The habituation strategy serves as the second approach emphasized in instilling politeness values. The school implements the 3S program (*senyum, salam, sapa* – smile, greet, welcome), which is carried out every morning when students arrive at school. This program is not merely a routine; a reminder system is also enforced whereby students are required to practice the 3S when meeting parents, teachers, or older individuals. When a Grade III student fails to practice the 3S, their classmates are required to remind them.

This strategy aligns with Aristotle's view, which states that character is formed through good habits performed repeatedly. Character is not formed instantaneously but must be trained seriously and proportionally to achieve its ideal form and strength (Sukiyat, 2020:25). Consistency in implementing the 3S program can create a school environment conducive to shaping a polite character. The success of the habituation strategy can be seen in the transformation of student behavior. The teacher explained that after implementing consequences for students, such as

reciting istighfar in front of the class, Grade III students immediately realize that their actions are wrong whenever they make a mistake. This indicates that habituation has successfully developed students' awareness regarding right and wrong behavior.

Two-way communication between the teacher and students serves as a key strategy for instilling politeness values. This approach enables meaningful interactions to take place, making the learning process effective (Muslim et al., 2022). In practice, the teacher employs the principle of alternating listening, meaning that when the teacher speaks, the students listen, and vice versa. Mr. Antoni also asserted that when someone is speaking, others must not interrupt the conversation. This strategy not only teaches proper communication methods but also builds attitudes of mutual appreciation and respect. The application of this reciprocal communication corresponds with Vygotsky's theory, which explains that high-quality social interaction can accelerate a child's moral development. Inside the classroom, the teacher allows students to use various languages, whether Indonesian or Javanese, but they must pay close attention to the importance of speaking in a polite tone. This demonstrates that the teacher understands the local culture while maintaining the values of courtesy applicable in society.

In dealing with students who exhibit impolite behavior, the teacher implements a gradual, tiered reprimand system that is educational in nature. The reprimand process consists of three stages; the first and second reprimands are delivered verbally. If the student has not shown any change, the third reprimand is given by asking the student to step forward to the front of the class and recite istighfar 50 times. This approach allows students to correct their attitudes through gradual reflection. The integration of spiritual values in administering consequences contributes to character building, aligning with the educational principles applicable in Indonesia. The effectiveness of this strategy is reflected in the behavioral changes of students who are beginning to understand their mistakes. The teacher explained that after going through the reprimand process, students become more aware that their actions were inappropriate, indicating the success of this method in instilling moral awareness.

Cooperation between the teacher and parents stands as an important strategy for instilling politeness values in students. The teacher utilizes the WhatsApp application as a tool to communicate with parents. The use of this application aims to convey important information and remind parents to always habituate their children to behave politely toward teachers and the people around them. This communication is not merely informative but is also directed toward building awareness regarding the importance of early character formation. The teacher understands that student behavior is not only shaped within the school environment but is also influenced by family parenting styles and the social environment around their residence. Therefore, the teacher emphasizes the importance of synergy among the school, family, and community in supporting student character development. Through intensive communication with parents, the teacher can ensure consistency in the values and behaviors taught both at home and at school, allowing the process of instilling politeness values to proceed sustainably.

This study also found that a key challenge faced by the teacher when instilling politeness values is the diversity in students' family backgrounds. The teacher revealed that students who are accustomed to receiving politeness habituation from their parents at home tend to possess a stronger character and are easier to guide in attitude formation. Conversely, students from family or community environments that place less emphasis on the importance of politeness demonstrate difficulties in adapting to the values taught at school. This condition requires the teacher to work harder in conducting continuous character development approaches. This finding reinforces the vital importance of synergy between education at home and at school in creating an environment that supports comprehensive student character development. The success of instilling politeness values in students can be evaluated through direct observation of their behavior in daily school activities. The teacher assesses success based on the positive attitudes and habits demonstrated by students, such as polite speaking manners, friendly behavior, and a good

mindset. The teacher also monitors students' behavioral changes over time. If students begin to recognize their mistakes and attempt to correct them independently, it indicates that politeness values have started to take root within them. This change demonstrates that students do not merely comply out of fear of punishment but are beginning to understand the actual importance of behaving politely. Furthermore, the teacher provides educational guidance and reprimands if any student acts impolitely. This method helps students reflect on their actions and learn from their mistakes. Through continuous habituation and teacher attentiveness, students show better attitudinal development. This serves as a sign that politeness values have become a part of their daily habits at school.

CONCLUSION

The instillation of politeness values in Grade III students at SD Negeri 03 Kedungleper is carried out through well-directed and systematic strategies. These strategies encompass teacher role modeling, habituation through the 3S program, two-way communication, the administration of educational consequences, and collaboration with parents. Evaluation is conducted through behavioral observations and students' reflections on their actions. The greatest challenge faced is the diversity of parenting styles within the students' family environments. Nevertheless, the consistent implementation of these strategies demonstrates positive transformations in student behavior. It is recommended that the school continuously reinforce collaboration with parents in nurturing student character, particularly regarding politeness values. Furthermore, teachers need to receive routine training on character education strategies that are relevant to modern developments. Future research could also be conducted by involving more grade levels and schools to obtain a broader perspective.

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