

The Implementation of Politeness Ethics among the Fourth-Grade Students in Learning Activities at SDN Banyuajuh 2 Kamal, Bangkalan Regency

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Abstract

This study aims to describe the implementation of polite ethics among third-grade students during learning activities at UPTD SDN Banyuajuh 2. The research background is based on the observed decline in polite behavior among elementary school students, influenced by family environment, peer interactions, and external cultural influences. The method used is qualitative descriptive, with data collected through observation, interviews, and questionnaires distributed to 20 third-grade students and their homeroom teacher. The findings indicate that some students still lack polite behavior, such as speaking while the teacher is explaining, not paying attention, or contradicting the teacher's advice. Questionnaire data show that only 25% of students fall into the "Good" category, while 45% are in the "Fair" category, and 30% are in the "Poor" category. Factors affecting students' polite behavior include parenting styles, social environment, and cultural influences from outside the community. Teachers play a vital role in instilling politeness through habituation, integration of Pancasila values in lessons, and the application of the 5S culture (smile, greet, salute, polite, courteous). This study concludes that the implementation of polite ethics among third-grade students still needs improvement through collaboration between teachers, parents, and the school environment to create a conducive learning atmosphere that supports the development of respectful behavior.

Keywords– Ethics, Politeness, Elementary School Students, Learning, 5s Culture



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1. Introduction

Education is a conscious effort to develop the potential of every individual. According to Article 1 Paragraph (1) of Law No. 20 of 2003 of the Republic of Indonesia concerning the National Education System, education is defined as a planned process aimed at creating a learning environment and learning activities so that students can actively participate in developing their abilities. Through education, students are expected to possess spiritual strength, self-control, personality, intelligence, noble character, and skills that are beneficial to themselves, society, the nation, and the state. Herdiansyah et al. (2021) state that Civic Education plays an important role in shaping students to become citizens of character who uphold national values. Students are trained to understand and practice values such as tolerance, honesty, discipline, and responsibility. Thus, they can demonstrate national identity through their attitudes and behavior, while also contributing positively to social, national, and state life. Furthermore, the goal of education is to shape students into individuals who are faithful, independent, of strong character, and responsible for their actions. This aligns with Nasution's (2022: 38) view that primary education not only serves to provide academic skills to support learning success but also instills character development. The values cultivated include faith in God, moral integrity, and awareness of responsibility in daily life. One of the main functions of national education is to prepare the younger generation to face the workforce and their future. Article 3 of the 1945 Constitution emphasizes that national education aims to improve the quality and character of the nation by shaping individuals who are faithful to God Almighty, possess noble character, are knowledgeable, and skilled. In addition, education is expected to produce citizens who are aware of their responsibilities.

Ethics is a branch of philosophy that focuses on moral values—principles used to distinguish right from wrong behavior in human life. Therefore, ethics is often referred to as moral philosophy, as it discusses considerations regarding appropriate and inappropriate actions, moral and

immoral conduct, especially in social interactions (Prasetyo et al., 2021). Indonesia is internationally recognized as a nation that upholds etiquette, hospitality, and politeness. Politeness can be interpreted as behavior that aligns with time, place, and specific conditions, enabling individuals to live more meaningful and harmonious lives (Lestari, 2020: 64). This value is reflected in Indonesian culture, which emphasizes togetherness, respect, and appreciation for others in daily life. For elementary school students, politeness plays a crucial role, although in reality, this value tends to decline year by year. As explained by Mardani (2019), the manifestation of politeness in children can be seen in simple actions, such as greeting teachers upon entering the classroom, offering salutations to elders, praying solemnly, speaking without harsh words, not disturbing friends, avoiding fights, maintaining cleanliness by not spitting carelessly, asking permission when borrowing items, and expressing gratitude after receiving help. However, these values are not yet fully reflected in the character of elementary school students. Putri (2021) emphasizes that teachers play a vital role in instilling politeness by guiding children through simple yet impactful values. Teachers are also responsible for ensuring that character education received from family and previous environments continues at school, so that children develop a foundation of good attitudes, beliefs, and morals. Nevertheless, various challenges still arise related to children's character, perspectives, and life principles, which are influenced by their diverse backgrounds (Hamidah, 2021: 77). Therefore, every form of communication and interaction at school—whether with teachers, peers, or other school members—requires ethics as a guideline to assess whether a behavior is appropriate or not.

Teachers have the responsibility to support the development of good behavior, noble ethics, and positive character in students. They are also expected to protect students from negative influences that may harm their personality. One effort that can be made is to provide guidance on how to interact socially in accordance with moral norms and ethics prevailing in the surrounding environment. This is especially important at the elementary

school level, as students are in a sensitive developmental phase and need guidance toward good behavior. With the advancement of technology, including the widespread use of social media, both positive and negative impacts have emerged—not only for teenagers and adults but also for elementary school students entering pre-adolescence. One negative impact is the decline in ethical and polite behavior when social media use is not properly supervised by parents. Based on initial observations, it was found that some students still lack polite behavior. Therefore, the researcher chose the title “The Implementation of Polite Ethics Among Third Grade Students in Learning Activities at UPTD SDN Banyuajuh 2” with the aim of examining how polite ethics are applied by third grade students during the learning process at the school.

2. Method

This study employs a qualitative descriptive method to obtain an in-depth overview of efforts to instill polite behavior among third-grade students at SDN Banyuajuh 2. According to Sugiyono (2015), qualitative research is based on post-positivist philosophy and focuses on observing research subjects in their natural settings, with the researcher serving as the key instrument.

In its implementation, data were collected using systematically designed instruments through observation, interviews, and documentation techniques. Observations were conducted on 19 third-grade students at SDN Banyuajuh 2 on September 6, 2025. On the same day, the researcher also carried out interviews with the fourth-grade teacher. Subsequently, questionnaires were distributed on September 8, 2025, involving the homeroom teacher and third-grade students. The collected data were analyzed through several stages: data collection, data reduction, data presentation, and conclusion drawing.

3. Result and Discussion

Instilling polite behavior from an early age is essential in shaping an individual's personality. The term "behavior" originates from the root word laku, which refers to actions, movements, or deeds performed by an individual. According to the Kamus Besar Bahasa Indonesia (Indonesian Dictionary), politeness is defined as an attitude that reflects respect toward others through actions that align with commonly accepted norms of goodness and etiquette. The term santun itself refers to a gentle, courteous, and respectful manner of speaking and acting. Therefore, when combined, the meaning of sopan santun (politeness) represents a form of respect expressed through daily attitudes, speech, and behavior (Meilani et al., 2023).

Based on interviews conducted by the researcher, it was found that some third-grade students at SDN Banyuajuh 2 still exhibit impolite behavior toward teachers and classmates. In their daily interactions, some children are not yet accustomed to practicing polite ethics, even though teachers have repeatedly instilled values of respectful communication and appropriate interaction. This condition is influenced by family and environmental backgrounds that may not fully support the development of students' attitudes. This aligns with Nasution's (2022) view, which emphasizes that teachers play a significant role in guiding students to develop polite habits through good communication and positive interactions with those around them. However, environmental influences often pose challenges, making it difficult for all students to consistently demonstrate polite behavior.



Figure 1. Interview with the Third Grade Teacher

In the interview, the teacher also emphasized that the cultivation of polite behavior is not only carried out directly through habituation, but also integrated into the learning process, particularly in the Pancasila Education subject. For example, when discussing the application of Pancasila values, students are encouraged to understand the importance of mutual respect, honoring teachers and parents, fostering togetherness, and upholding school rules. The Pancasila values taught include moral guidelines in the form of advice, regulations, and codes of conduct passed down through education and religious teachings. In line with the view of Galuh et al. (2021), morality in the implementation of Pancasila encompasses the quality of human actions related to goodness, justice, and propriety, which can serve as a foundation for shaping students' polite character.



Figure 2. Students Filling Out the Questionnaire

Classroom observations revealed that some students have not yet fully practiced polite ethics, either toward teachers or peers. This was evident from their behavior during lessons, such as lack of attention to explanations, engaging in personal play, and talking while the teacher was teaching. Additionally, some students were not accustomed to showing respectful gestures, such as bowing slightly or saying “excuse me” when passing by a teacher. On the other hand, there were students who demonstrated polite behavior effectively. To gather data on the implementation of polite ethics in learning activities, a questionnaire was distributed to 20 third-grade students at SDN Banyuajuh 2. The questionnaire instrument included several key indicators: (1) Polite behavior toward school members; (2) Ability to build

positive interactions with school members; (3) Positive learning behavior, such as listening, taking notes, completing assignments, and actively participating in class; (4) Discipline in following school rules; (5) Practice of the 5S culture (smile, greet, salute, polite, courteous) The results of the questionnaire distributed to third-grade students at SDN Banyuajuh 2 are presented below:

Table 1. Questionnaire Results on Students' Polite Behavior

No	Name	Questionnaire Score	Percentage	Kategori
1	Arum	14	70%	Fair
2	Aulia	18	90%	Good
3	Arrow	12	60%	Poor
4	Zamira	17	85%	Fair
5	Bilal	16	80%	Fair
6	Annisa	19	95%	Good
7	Adit	13	65%	Poor
8	Nisha	15	75%	Fair
9	Putri	18	90%	Good
10	Jamil	11	55%	Poor
11	Radisky	16	80%	Fair
12	Ahmad	17	85%	Fair
13	Ariski	19	95%	Good
14	Gadis	15	75%	Fair
15	Filia	13	65%	Poor
16	Arsen	18	90%	Good
17	Nayra	14	70%	Fair
18	Feby	12	60%	Poor
19	Agnes	17	85%	Fair
20	Amar	10	50%	Poor

Based on the student questionnaire results presented in Table 1, it is evident that some third-grade students at SDN Banyuajuh 2 still exhibit behaviors that do not fully reflect polite ethics. This is observed through their lack of respect toward teachers and peers during the learning process. Nevertheless, there are students who have demonstrated polite behavior in classroom interactions. In general, the majority of students have used language that aligns with norms of politeness. In line with the view of Muhlis et al. (2024: 310), ethics in speech plays a crucial role in supporting the quality of the learning process, as students' morals and character are considered more

fundamental than knowledge alone. Therefore, teachers are expected to serve as good role models so that students can emulate such behavior in their daily lives (Cornelia et al., 2022). Moreover, students' behavior is strongly influenced by various external factors, including family environment, social surroundings, and daily play settings. If these environments are positive and supportive, students tend to behave well. Conversely, if the environment is negative, students may be inclined toward inappropriate behavior.

The social interactions children experience have a significant impact on their polite conduct. For instance, when children frequently play in unsupervised environments, they may imitate impolite behavior, which can then carry over into their behavior at school. Lawotan (2022) emphasizes that teachers play a vital role in shaping students' polite character. The guidance and examples provided by teachers regarding positive behavior are often imitated by children, greatly influencing their character development in the future. Teachers are instrumental in instilling simple habits such as greeting others, smiling, initiating friendly interactions, and maintaining respectful conduct. These habits are known as the 5S principles—smile, greet, salute, polite, courteous—which not only train students to be respectful in social interactions but also foster discipline. However, the process of instilling polite values cannot be achieved instantly. It requires the collective involvement of the entire school community—including teachers, educational staff, and students—to create a conducive learning atmosphere, allowing positive values in communication and interaction to develop consistently (Hidayani, 2021).

Teachers who serve as role models and guide students to respect one another, communicate effectively, and behave kindly contribute to the creation of a positive and supportive learning environment. Through the application of the 5S principles, teachers play a key role in shaping students' ethical character while fostering an enjoyable classroom atmosphere. For example, when students enter the classroom, the teacher greets them with a smile and a salutation, and encourages students to greet one another politely with expressions such as "Good morning." Teachers also emphasize the importance

of using respectful language and valuing others' opinions. During class discussions, students are taught to listen attentively, respond politely, and avoid interrupting others. The implementation of the 5S culture in daily school interactions not only cultivates discipline but also helps build students' positive character and encourages them to appreciate the values of politeness. This aligns with Kusumanningrum's (2020) assertion that the application of the 5S culture can influence both the school and broader community environments, promoting mutual respect and appreciation. Furthermore, teachers are also expected to attend to students' emotional needs, provide support, and create an inclusive classroom atmosphere where every student feels safe, confident, and encouraged to participate without fear or hesitation (Jannah et al., 2023).

Table 2. Percentage of Students' Polite Ethics

Category	Number of Students	Percentage
Good	5 students	25%
Fair	9 students	45%
Poor	6 students	30%

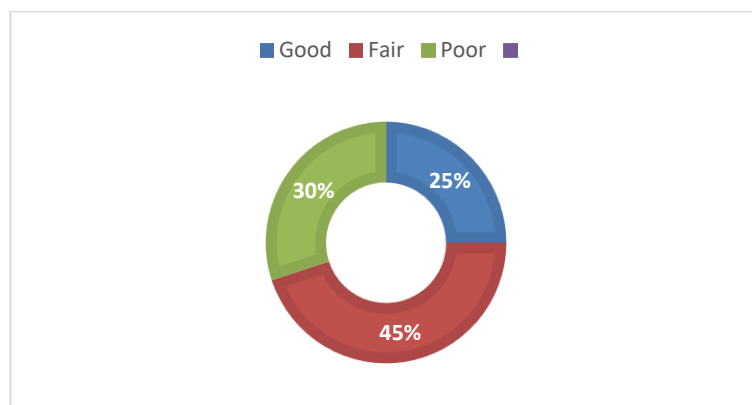


Figure 3. Pie Chart of Students' Polite Ethics Percentage

Based on the data presented in the percentage table and pie chart regarding polite ethics, it is evident that only 25% of students fall into the "Good" category. This figure remains relatively low, as the majority of students are categorized as "Fair" at 45%, and "Poor" at 30%. These differences in percentage indicate that students' polite behavior still needs improvement. Teachers play a crucial role in this effort. Their responsibility goes beyond

delivering academic content; they must also guide students in developing positive character values. Therefore, teachers are expected to avoid authoritarian approaches and instead adopt open, dynamic attitudes while fostering effective communication with students, which in turn cultivates respect and affection from students toward their teachers (Zuriah, 2015). For instance, when a teacher teaches the importance of respecting peers during group discussions, students are encouraged to listen first before responding to others' opinions (Djuwita, 2017). Such practices represent the application of polite ethics in valuing others' perspectives. In this process, teachers also strive to be role models through their daily communication, both verbal and written. They demonstrate the use of respectful language, appreciation for differing viewpoints, and avoidance of inappropriate expressions. As emphasized by Pebriyanti & Badillah (2023), educators serve as key role models in demonstrating noble character (*akhlakul karimah*), which significantly influences students' development. External environmental factors also support the formation of such behavior. In addition to academic guidance, teachers educate students to express opinions politely and encourage healthy dialogue. Assignments such as writing letters or essays serve as tools to train respectful communication skills. Schools, as educational institutions, also contribute significantly to shaping students' character. This aligns with Istiqomah's (2021) assertion that education plays a vital role in addressing the moral decline among younger generations. Thus, teachers are expected to deeply understand the vision, mission, and learning objectives, while mastering concepts of values, morals, ethics, and various approaches that support the development of polite behavior (Djuwita, 2017).

In addition to distributing questionnaires, the researcher also conducted direct classroom observations in the third grade at SDN Banyuajuh 2 during the learning process. The observations revealed similar tendencies to the questionnaire findings, showing that many students had not yet consistently demonstrated polite behavior. Some students were seen talking to their seatmates while the teacher was explaining, disrupting the flow of the lesson.

There were even instances of students showing disrespect by contradicting the teacher's advice.

This phenomenon illustrates that children's polite behavior is influenced by various factors, one of which is the infiltration of foreign cultures that often affect speech styles, behavior, and social interactions that may not align with national cultural values. In line with Ahmad (2022), a person's quality is reflected in how they maintain politeness in thinking, speaking, acting, and behaving in daily life. The development of children's politeness is also closely related to parenting patterns in introducing social values and local customs. Teachers play a vital role as role models, particularly through their speech, demeanor, and respectful treatment of students. Moreover, teachers are responsible for providing guidance and protection, while students are expected to follow school rules, such as arriving on time, being disciplined in learning, and fulfilling classroom duties responsibly. In this way, teachers' exemplary behavior becomes a tangible model for students in developing polite attitudes in everyday life (Putri, 2022).

Parental role models in applying daily life norms can serve as strong motivation for children to emulate them. Likewise, schools play a major role in fostering students' polite character. When both teachers and parents uphold high standards of politeness, it positively impacts the school atmosphere, creating a better environment (Santoso et al., 2023). However, students' behavior is often influenced by various factors, such as family, surroundings, and peers. Although schools and teachers have made maximum efforts to instill polite ethics through behavior, speech, and dress, the results are not yet optimal. This is because students spend more time outside of school, and what teachers have taught is often challenged by habits formed in external environments. According to Darmawan et al. (2022), teachers play a crucial role in shaping polite character. Therefore, classroom teachers are expected to demonstrate positive behavior, good personality, and respectful communication. This is important because elementary school students tend to imitate what their teachers model, so the words, attitudes, and personality of teachers are often

reflected in their students (Mediatati, 2014). The process of habituating polite behavior can begin with simple actions that have a significant impact (Putri et al., 2021), such as encouraging students to greet elders, kiss the teacher's hand, say thank you when receiving help, apologize when making mistakes, use the word "please" when asking for help, and say "excuse me" when passing by an elder. However, teachers must ensure that this habituation process is not coercive, but rather offers alternatives and support so that students feel comfortable in applying it.

4. Conclusion

Based on the research findings, it can be concluded that the implementation of polite ethics among third-grade students at UPTD SDN Banyuajuh 2 remains suboptimal. Observations and interviews revealed that some students still exhibit impolite behavior toward teachers and peers, such as talking while the teacher is explaining, not paying attention during lessons, and contradicting the advice given by the teacher. The questionnaire distributed to 20 students reinforced these findings, showing that 5 students (25%) fell into the "Good" category, 9 students (45%) into the "Fair" category, and 6 students (30%) into the "Poor" category. These percentages indicate that the majority of students have not yet reached the ideal level of polite behavior. Several factors contribute to this condition, including parenting styles, social environments, and the influence of external cultures that often conflict with national cultural values. Teachers play a crucial role in shaping students' polite character through habituation, role modeling, and the integration of Pancasila values into the learning process. Additionally, the implementation of the 5S culture (smile, greet, salute, polite, courteous) helps foster discipline and positive character development in students. Therefore, improving students' polite ethics requires collaboration among teachers, parents, and the school environment to create a conducive learning atmosphere that supports the development of respectful behavior in students.

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