

Teachers' Efforts to Improve Politeness Towards Students at SMPN 24 Medan

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Abstract: The purpose of this study was to determine the teacher's efforts in improving students' polite behavior. This study uses a qualitative approach with phenomenological research methods. The research subjects were students at SMP Negeri 24 Medan with a total of about 30 people. In this study, the informants were taken by purposive sampling. Collecting data using interviews and observation. The results of the study stated that: the forms of teacher efforts to improve student manners at school, namely: religious cultivation, teaching and learning process, punishment, individual and group guidance, and parental involvement.

Keywords: Character Education, Teacher Effort, Polite

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui upaya guru dalam meningkatkan perilaku sopan santun siswa. Penelitian ini menggunakan pendekatan kualitatif dengan metode penelitian fenomenologi. Subjek penelitian adalah Siswa di SMP Negeri 24 Medan dengan jumlah sekitar 30 orang. Pada penelitian ini pengambilan informan diambil secara Purposive Sampling. Pengumpulan data menggunakan wawancara dan observasi. Hasil penelitian menyatakan bahwa: bentuk-bentuk upaya guru meningkatkan sikap sopan santun siswa di sekolah, yaitu: penanaman agama, proses belajar mengajar, hukuman, bimbingan individual dan kelompok, serta keterlibatan orang tua.

Kata Kunci: Pendidikan Karakter, Upaya Guru, Sopan Santun

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A. Introduction

Education in Indonesia is currently trying to review the need for moral education or character education by implementing the 2013 curriculum and the independent curriculum. The development of character education at this time needs to be done,

because the quality of students in personality and character is an important thing that must be considered carefully.

Ideally, education that is built by this nation must refer to the goals set out in the National Education System Law, character education is the mandate of Law Number 23 of 2003 concerning the National Education System, article 3 confirms that national education functions to develop abilities and shape national character and civilization. dignified in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens (Hidayani 2021).

This shows that education in schools must be able to form a better character. Referring to the goals of national education that have been previously described, the values developed in education should form the basis of a school curriculum that aims to continuously and systematically develop student character. Implementation of education should be based on a set of values as a guide between the continuity of the cognitive, affective and psychomotor domains (Taufiqur Rahman and Siti Masyarafatul Manna Wassalwa 2019).

One of the character values that students should have is politeness, this is important for a student to be able to interact in the school environment with teachers, school employees and fellow students (Rismayani, Kertih, and Sendratari 2020). Politeness is a subtle and good nature from the point of view of grammar and behavior towards everyone, while language politeness is a form of politeness and delicacy in using language when someone communicates, both orally and in writing. Polite behavior is a rule of life that arises from the association of a group of people in society and is considered as a daily social guide for that society (Wibowo, Akhlis, and Nugroho 2015). Politeness is a Javanese term that can be interpreted as the behavior of someone who upholds the values of respect, respect and noble character. Manners can be considered as unwritten norms that regulate how we should act or behave. that polite behavior is also called ethics or good manners towards others (Kurnia and Mugiarto 2021).

The reality that occurs in the school environment is different from the expectations of educational goals. The phenomenon related to the low character of students at school, especially the polite behavior of students towards teachers occurred at Medan 24 Public Middle School was shown from the results of interviews conducted with students on August 10, 2022, which stated that there were still students who often said rude or dirty words, besides that students were also brave disobey the teacher's orders. Communication between students and teachers also shows low courtesy, for example students don't use good language when talking to their teachers. When talking to teachers, students often use ngoko language. Teacher and student interaction also shows low courtesy, from the results of interviews it is explained that there are students who are late for class but do not give greetings or expressions of excuse to teachers who are already in class, besides that if there is a teacher who reprimands, students act indifferent to the teacher. Then the interaction in the classroom between the teacher and students also shows an attitude of lack of courtesy, that is, if the teacher is explaining in front of the students they don't listen well, are busy or chat with their friends (Gunawan 2022).

The same thing was obtained from an interview with a class VIII student on August 11, 2022, the student stated that students who often did not behave politely towards teachers were male students. Students behave impolitely towards the teacher when the teacher reprimands them by talking dirty or grumbling. From the way of dressing, many students are impolite, that is, students usually do not include uniforms. In addition, when interacting with the teacher, many students are indifferent or do not reprimand the teacher even though the student is walking in front of the teacher.

A similar incident also occurred on August 22, 2022, especially in class VIII F and VIII G, there were still students who showed impolite behavior when talking to peers, including: there were still students who spoke loudly or loudly, there were still students who said dirty words, students always interrupting people's conversations, when speaking the student's attitude is not good, and does not use good and correct language.

These problems must be addressed immediately with various efforts and the role of the teacher in the school environment. Teachers are responsible not only for cognitive aspects, but also for aspects of social development, so this is a concern by finding solutions through guidance services. According to Noor (2012) regarding the role of the teacher in school, family, community in terms of his personal self (self-oriented), a teacher must act as: (1). Social worker, namely someone who must provide services to the community, (2). Students and scientists, namely someone who must always learn continuously to develop their scientific mastery, (3). Parents, meaning that the teacher is the representative of the parents of students for each student at school, (4). Exemplary model, meaning that the teacher is a model of behavior that must be emulated by students, (5). Providing a sense of security and compassion for each student, students are expected to feel safe in their teacher's education (Buchari 2018).

The efforts made by the teacher will be maximized if the teaching and learning process carried out in class is related to character education. Teachers and learning designers in developing moral learning strategies should provide more opportunities for students to take on moral roles, both within the family environment, peer groups, schools, and the wider community. Although the current education system does not provide teachers with the opportunity to specifically teach about character education but can be inserted into the Subject of Religion and Civics, in accordance with the policies and directives of the Ministry of National Education at coordination meetings and consultations of the directorate of basic education and teaching character education will be taught not in the form of separate subject, but inserted in the subject of Religion and Pancasila and Citizenship Education (Sulaiman 2021).

Instilling character in students is inseparable from the teachings of Islam as a source of character values that must be used as a basis for parents in fostering children's character because religion is a way of life and provides a strong foundation for every child. Habits that parents do everyday such as praying, reading the Qur'an, fasting and good behavior are important parts in the formation and development of children's character. According to Stark and Glock (in Mustari, 2014), there are five elements that can develop humans to become religious. Namely, religious belief, worship, religious

knowledge, religious experience, and consequences. Of these five elements, the experience dimension (the consequential dimension) can discuss how a person is able to implicate his religious teachings so that it influences a person's behavior in his social life (Anggi 2018).

Students' polite behavior can be formed through the implementation of counseling guidance in schools. Nurihsan (2006) suggests the goals of guidance in schools include: 1) developing good social relations with peers, namely being able to work in groups, accepting friends of the opposite sex, and not imposing will on the group; 2) Develop the values and ethics of social life, namely politeness in socializing, being honest in acting and respecting the feelings of others; 3) Develop emotional attitudes and behaviors, namely not giving up quickly, not being spoiled, daring to take risks, loving parents, and respecting teachers (Lilliek Suryani 2017).

Individual and group guidance can be a form of teacher effort in providing guidance in relation to character, this is because the counseling process is helping clients to realize their existence and potential. According to Soedarmadji (2012) the individual counseling process includes three stages, namely: the first stage, the counselor assists clients in identifying and clarifying their assumptions about the world. Clients are invited to define a point of view so that their existence is accepted. Counselors teach them to reflect on their existence and examine their role in creating problems in their lives. In the second stage, clients are encouraged to be eager to further investigate the sources and authorities of their systems. This passion will provide clients with a new understanding and restructuring of their values and attitudes to achieve a better and deserving life. The third stage focuses on being able to apply what they have learned about themselves. Clients are encouraged to apply their new value in a concrete way. Clients will usually find the strength to live a purposeful existence. While group guidance can be in the form of delivering information or group activities discussing educational, work, personal and social issues. Furthermore, it is also explained that group activities are directed at improving and developing self-understanding and environmental understanding, self-adjustment, and self-development. Guidance through groups is more effective because in addition to a more active individual role, it also

allows for the exchange of thoughts, experiences, plans and problem solving, especially the problem of low polite behavior in students (Nadzirah 2017).

Punishment is one of the effective ways that schools apply to be able to educate students to be disciplined and obedient to school rules. According to Sudiono, et al (2007) put forward several definitions of punishment, according to experts' understanding of punishment are as follows: 1) E. Utrecht argues that law is a set of rules, containing orders and prohibitions that regulate the order of a society ; 2) S.M. Amin defines law as a collection of regulations consisting of norms and sanctions; 3) J.C.T. Simorangkir and Woerjono Sastropranoto define law as a coercive rule, which determines human behavior in a social environment made by official and competent bodies, violation of the regulations will result in taking certain legal actions; and 4) Frans Magnis Suseno defines law as a system of norms that govern life in society.

The results of this study state that the administration of punishment is needed in increasing students' polite behavior towards school rules, giving punishment to students who commit violations or mistakes needs to be carried out by the school. The punishment given is a punishment that educates students to realize their mistakes and think they will not repeat the same mistakes. Sanctions are given to students if students violate the rules that have been determined by the school contained in the student rules (Ratnasari and Arsana 2013).

The stages of the development of moral reasoning according to Kolberg are divided into 3 levels, which consist of pre-conventional, conventional and post-conventional. The three levels are then divided into six stages. In this pre-conventional level there are 2 stages, namely obedience punishment orientation and instrumental relativist orientation. The first stage is the orientation of punishment and obedience, in which generally at this stage the physical consequences of an action determine whether it is good or bad, regardless of the meaning and human value of these consequences. Children simply avoid punishment and submit to power without questioning it. Valued as something of value in itself and not because of respect for the underlying moral order and which is supported by punishment and authority (Nurjanah 2018).

The cooperation of the school and parents is important to make children of good character, especially in politeness. Children are good imitators. Parents should be aware of this, so that they can better maintain their attitudes and actions when they are around or hanging out with their children. Psychologically, children really need role models or examples in the family. So that with these examples children can apply in everyday life. On the other hand, if children do not get a model or behavior that reflects morals, of course they will do things that are not good.

Parents have a major role in the family, as the first educators for their children. It is said to be the first educator because education from the family (parents) has a major influence on the lives of children in the future, because their role is very important, parents must really be aware of it so that they can play it properly. Parents also play a very important role in the development of the cognitive, emotional and mental spiritual aspects of children's worship. Parents must be an example for their children. Because parents are an ideal example in the eyes of children, whose behavior, politeness and manners will be imitated, realizing it or not all of these examples will stick to themselves and their feelings, because example is a determining factor for the good and bad of a child. Therefore, parents must be an example for their children because parents are an ideal example in the view of children, whose behavior, courtesy and manners will be imitated, whether they realize it or not. All of these examples will stick to themselves and their feelings, because example is a determining factor for the good and bad of a child (Wahidin 2019).

From the above problems, the following problem formulation emerges: What are the efforts of teachers to improve the politeness of students at school? Based on the description and phenomena above, the purpose of this research is to find out the efforts of teachers to improve the politeness of students at school.

B. Methods

The criteria for informants in this study were students who had low politeness shown by the scores of violations of the school rules. Teachers who have the capacity to foster students who commit minor and serious politeness violations at school. Sampling

with purposive sampling procedure. Methods of data collection using interviews with semi-structured interviews. The interviews were carried out directly using an interview guide that had been prepared beforehand. Next, carry out the process of writing verbatim, then make data analysis. The analytical method used is thematic data analysis by organizing the data into categories describing into units, choosing which ones are important and which will be studied, and making conclusions so that they are easily understood by oneself and others.

C. Results and Discussion

Based on the results of the research and data analysis that has been carried out, the discussion regarding the teacher's efforts to improve the politeness of students at school is as follows:

1. Installation Of Religion

Improving the politeness of students at school begins with efforts to instill religious education by the teacher. With strong religious cultivation, students will more easily accept guidance from teachers.

Religious planting is also given to students by giving them the opportunity to study the Koran and its translations every morning before learning begins.

Religious education obtained by students can provide provisions in shaping character and behavior, so that students are able to socialize well in the community. The teachings of Islam as a source of character values must be used as a basis for parents in fostering children's character because religion is a way of life and provides a strong foundation for every child. Habits that parents do everyday such as praying, reading the Qur'an, fasting and good behavior are important parts in the formation and development of children's character. Another opinion according to Stark and Glock, there are five elements that can develop humans to become religious. Namely, religious belief, worship, knowledge, religious knowledge, religious experience, and the consequences of these four elements. Of these five elements, the experience dimension (the consequential dimension) can discuss how a person is able to implicate his religious teachings so that it influences a person's behavior in his social life (Budiman 2013).

2. Teaching and Learning Process

Efforts to improve the politeness of students at school are inseparable from the strategies used by teachers in providing guidance and learning in class and outside the classroom.

The strategy in providing learning also uses the group learning method, this is intended to foster a sense of cooperation and tolerance for each student.

The application of character can be given by the teacher through various learning methods in class or by inserting character material in the subjects that students get. As explained that teachers and learning designers in developing moral learning strategies should provide more opportunities for students to take moral roles, both within the family environment, peer groups, schools, and the wider community. that the current education system does not provide opportunities for teachers to specifically teach about character education but instead inserts it into the Subject of Religion and Civics, in accordance with the policies and directions of the Ministry of National Education at the coordination meeting and consultation of the directorate of basic education and teaching character education will be taught not in the form of subjects separately, but inserted in the subjects of Religion and Pancasila and Citizenship Education (Wibowo et al. 2015).

3. Punishment

Related to the rules made by the school in terms of manners, the punishment of a student committing an offense that cannot comply with school policy.

According to Sudiono, putting forward several legal definitions, according to the experts' understanding of law are as follows: 1) E. Utrecht argues that law is a set of rules, containing orders and prohibitions that regulate the order of a society; 2) S.M. Amin defines law as a collection of regulations consisting of norms and sanctions; 3) J.C.T. Simorangkir and Woerjono Sastropranoto define law as a coercive rule, which determines human behavior in a social environment made by official and competent bodies, violations of these regulations will result in taking certain legal actions; and 4) Frans Magnis Suseno defines law as a system of norms that govern life in society. Punishment, which is also called the negative control type, is often used in the classroom by teachers because it is remedial and can work well. Punishment, as the last

and most serious and formal action that can be used by the teacher, is effective in controlling the class when used appropriately (Wibowo et al. 2015)t.

Kolberg in this pre-conventional level there are 2 stages, namely the obedience punishment orientation and the instrumental relativist orientation. The first stage is the orientation of punishment and obedience, which is generally at this stage. The physical consequences of an action determine its good or bad, regardless of the meaning and human value of these consequences. Children simply avoid punishment and submit to power without questioning it. Valued as something of value in itself and not because of respect for the underlying moral order and which is supported by punishment and authority (Khoirun Nida 2013).

4. Individual And Group Guidance

The cause of the lack of polite student behavior is due to the lack of controlled supervision from the teacher. Therefore individual guidance and group guidance are one of the efforts for teachers to improve polite behavior at school.

According to Soedarmadji (2012) the humanistic counseling process includes three stages, namely: the first stage, the counselor assists clients in identifying and clarifying their assumptions about the world. Clients are invited to define a point of view so that their existence is accepted. Counselors teach them to reflect on their existence and examine their role in creating problems in their lives. In the second stage, clients are encouraged to be eager to go deeper into the source and authority of their system. This passion will provide clients with a new understanding and restructuring of their values and attitudes to achieve a better and deserving life. The third stage focuses on being able to apply what they have learned about themselves. Clients are encouraged to apply their new value in a concrete way. Clients will usually find the strength to live a purposeful existence. In an existential perspective, technique itself is seen as a tool to make clients aware of their choices, and responsible for the use of their personal freedoms.

Group guidance is assistance to individuals carried out in group situations. Guidance through groups is more effective because apart from having a more active

individual role, it also allows for the exchange of thoughts, experiences, plans and problem solving, especially the problem of low polite behavior in students (Wati 2018).

5. Parent Involvement

For a child, the family is the first and foremost place as a vehicle for educating, nurturing and socializing children in the formation of good manners. So parents have a very important role for their children.

Children are good imitators. Parents should be aware of this, so that they can better maintain their attitudes and actions when they are around or hanging out with their children. Psychologically, children really need role models or examples in the family. So that with these examples children can apply in everyday life. On the other hand, if children do not get a model or behavior that reflects morals, of course they will do things that are not good.

Parents have a major role in the family, as the first educators for their children. It is said to be the first educator because education from the family (parents) has a major influence on children's lives in the future, because their role is very important, parents must really be aware of it so that they can play it properly (Kobandaha 2019).

D. Conclusion

Based on the results of the research and discussion, the following conclusions can be obtained: That manners at SMP N X Klaten are not good enough so that they have not been properly developed after the score system has been implemented. Some students still commit violations so that students do not obey the rules in school. Most students commit violations in the form of making fun of teachers on social media, fighting over trivial matters (accidentally bumping into the cafeteria), talking impolitely with teachers, removing clothes and not following the uniformed schedule. Besides that, politeness can be seen from the teacher and principal, he provides a good example as well as in how to dress neatly, speak properly and politely so that students are able to apply it with other teachers.

The results of the study explain that the efforts used to improve the polite behavior of students at SMP N X Klaten include providing religious inculcation, teaching and learning processes, punishments, providing individual and group

counseling for students who violate, and involving parents of students to work together in improve student manners.

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