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## **The Application of Moderate Politeness into School Practices of An Urban Muhammadiyah Primary Students in The Era of Global Communication**

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### **Abstract**

Language politeness is considered one of the defining characteristics of Indonesian society. In the age of global communication and computing, moderate politeness, centered on politeness of opinion, politeness in deliberation, and politeness in respecting the opinions of others, is an important factor. However, progressive politeness in Urban Muhammadiyah Primary School is becoming a growing concern that requires special attention. The purpose of this study was to examine this violation in the interactions between learners, teachers, and principals in Yogyakarta, Indonesia. This study adopts a qualitative approach with a case study design. The data were collected from interviews, observations, and documentation. Interviews were conducted with classroom teachers, principals, and learners, while observations were recorded through field notes and reflections. Moreover, audio-visual documentation in the form of photographs, videos, and recordings during the learning processes and interactions between learners or teachers were utilized. Data collection was based on four strategies: observation, interview, documents, and audio-visual, as outlined in Creswell's theory. Validity was examined using data

triangulation, member checking, prolonged duration of data collection, repeated observations in the study location, and peer examination. The findings of the study include a) There was a violation of the politeness through bullying, body shaming, and verbal abuse, which violated the principles of appreciation and sympathy. b) Urban Muhammadiyah Primary School helped promote language politeness through several methods, including performing Duha prayers, morning recitation with assistance from the teacher and principal, and teacher role modelling by arriving at school at 06.15 and reciting Asmaul Husna together. Importantly, these efforts positively affected the politeness of the learners. This study provides an update on the assistance given to learners to address impoliteness, including Duha prayers, morning recitation, and memorization of Al-Qur'an and Asmaul Husna assisted by teachers. Moreover, the school has a well-equipped School Health Unit (SHU) to promote a healthy, clean, disciplined, and polite lifestyle. Appeals are made through persuasive and affectionate books and direct assistance from teachers as role models. The study of the Quran and Asmaul Husna demonstrates children's moderate politeness in expressing their opinions. The agreement to develop a joint discipline demonstrates the children's moderate politeness in deliberation.

Keywords: moderate politeness; global communication, urban school; elementary school

## Introduction

Politeness is a defining characteristic of the Indonesian language, which when used in a conversation determines whether its purpose is effectively achieved. Although language and cognition are two distinct aspects, they are closely related and influence each other (Ismiyatin & Prayitno, 2022; Murthado et al., 2021; Waljinah et al., 2019). Apart from being a tool for communication, language is a means of thinking and expressing thoughts. Communication involves not only delivering the purpose of the message but also showing appreciation for the speakers. Therefore, it is necessary to pay attention to politeness as a form of communication. Specifically, politeness is the application of moral norms or rules for determining what is polite. The language used reflects cognitive or thinking ability because what individuals express reflects their thoughts. However, previous studies showed that the current level of politeness in language use is poor (Prayitno et al., 2019).

Moderate politeness respects diversity and differences of opinion. Politeness in making decisions based on deliberation. Politeness respects the interlocutor in communicating. Schunk (2012: 31) suggests the influence of various aspects in the classroom as a form of behavior or response that occurs from the environment. Wiklund (2016) stated that there is interactional diversity in conversation. Culpeper (2003; 2012) suggests politeness is a strategy of maintaining a positive face and respecting the interlocutor to avoid conflict. Khahan et al (2023) moderation of self-leadership and behavior in interactions

Politeness in communication is influenced by the context in which it occurs. Mishra et al (2022); Bowman et al (2023); & Wang et al (2024) politeness is important in human-human interaction when asking people to engage in sensitive conversation. Leech, (2016) differentiated between "Relative Politeness" and "Absolute Politeness." Relative politeness refers to the respectfulness of an action relative to a particular context. In contrast, absolute politeness is associated with an action independent of the context. Regarding absolute politeness, Leech stated that some illocutions, including commands, are inherently impolite, though others are polite (Leech, 2016). Contrastingly, (Brown & Levinson, 1987), who worked in the face-oriented politeness model, stated that "certain actions intrinsically threaten the face." This approach is more

oriented towards politeness as an independent action of the context. Considering politeness as a technical term, the face is the embodiment of one's personality in society (Yule, 2006).

Politeness in communication is influenced by verbal communication between humans, which has recently received great attention. Researchers use their terms to describe polite communication in the context in which it occurs. Ali, M. I. et al (2022) good communication must be accompanied by good information literacy. Brown & Levinson (1987) and Yule (2006) used the terms positive and negative faces to refer to politeness. In line with Leech, Brown, Yule, and Levinson, Lee (2011) studied the politeness of Chinese learners who were learning English. This is because the gap or impoliteness they displayed in communication drew much attention. Lee tried to identify factors that influenced the perception of the politeness level of these learners who are learning English and compared them with native speakers of English. Culpeper (2010), who studied "Conventionalized Impoliteness Formulae," investigated the influence of newspapers in teaching the impoliteness of political expressions. In line with Culpeper, Pishghadam & Navari (2012) examined politeness strategies and markers in their advertising, aiming to influence someone.

The principles of politeness in language between speakers and hearers occur during learning. Language in schools is often taught by teachers and learned by students (Krisdiah et al., 2022). However, it is not clear whether or not the language used is polite or impolite, the two common aspects found in the teaching and learning processes. The studies related to politeness and impoliteness of language, including Culpeper, Lee, Yule, and Levinson, show the need for a follow-up. The interaction between the speaker and the hearer implies politeness and impoliteness are affected by the context of the speech, such as learners. The language politeness of learners in Yogyakarta has attracted special attention. This is because Yogyakarta is considered one of the cities with a high level of politeness in language, though there is a problem in the interaction between learners and teachers. AR, the principal Urban Muhammadiyah Primary School, stated that there are violations of learners' language politeness rules.

The humanization of social life is achieved through the values held by individuals. According to Prayitno et al. (2022), values such as generosity, honesty, tolerance, and politeness are important for realizing humanization through social life. Similarly, liberation can be realized through education, health, mutual help, and hard work. Transcendent life can also be actualized through consistency (*istiqamah*) in worshipping Allah (*swt*), gratitude, and humility (*tawadhu*). The study suggests that prophetic values serve as a foundation for developing politeness and strengthening educational character in the global era. Several studies, including Allbright et al. (2019), Cressey (2019), Dyson et al. (2019), and Morrison et al. (2019), examined Social and Emotional Learning (SEL), which involves the development of knowledge and skills related to self-awareness and management, social awareness, relationship skills, and responsible decision-making. These findings are relevant to this study, which emphasizes the importance of social awareness and learners' self-management in promoting politeness. However, the roles of teachers, principals, and assistants were not previously examined.

Education provides provisions for respect for one another in the community. Hulvershorn & Mulholland (2018) established an approach for preventing conflict by creating a healthy school condition where learners are given communication skills to build relationships with peers. However, studies on the school's condition do not correlate with the role of assistants in preventing conflict. Therefore, it is vital to examine the principles of language politeness in Urban Muhammadiyah Primary School and the forms of assistance provided by elementary schools.

## Literature review

Communication between humans reflects their identity in society and determines whether they are appreciated. Brown & Levinson (1987) proposed a theory of politeness related to a person's "face", which represents their identity or personal form in society. The face can be divided into negative and positive, which are requisites for respect and protection. However, in communication, individuals may take actions that threaten their positive and negative faces. For this reason, positive and negative politeness theories emerged to protect these faces and serve as a reference for gaining a better understanding of underlying studies.

Positive and negative faces in communication are indicators of language politeness. Brown & Levinson (1987) explained that positive politeness is oriented toward the positive face of the speaker, or the self-image. In contrast, negative politeness is meant to satisfy the speaker's negative face, or their desire to maintain claims of territory and self-determination. The application of these theories helps avoid coercion and gives the speech partner a choice. There are similarities between Brown and Levinson and Yule in terms of politeness, while Yule (2006) categorizes it as negative politeness and positive politeness. The rescue efforts on a person's negative face often show respect and even apologies for coercion or abuse. Similarly, positive politeness rescues a person's positive face, resulting in a tendency for solidarity or a common goal between the speaker and the speech partner.

Blitvich & Sifianou (2019) suggest that for a truly discursive approach to pragmatics and politeness, researchers need to develop methods and tools that facilitate the analysis of politeness phenomena at the meso-level and reveal the dynamic interaction among these three levels. Language politeness plays an essential role in communication orally and in written form. Polite language is crucial because it will not lower the speech partner (Leech, 2016).

The principle of language politeness can be internalized during the learning process. Learning not only provides good and correct language vocabulary theories but also shapes learners to be polite in communicating, be creative, possess a good attitude and remain smart in theoretical and practical aspects. Language learning in the 2013 curriculum has become a host to other subjects. In this context, the term 'host' refers to an introduction to material delivery that cannot be separated from other knowledge fields. Thematic learning in elementary schools is also connected to the learning environment, which means that teachers, principals, and parents need to assist learners. Additionally, according to Sanjaya (2008), contextual factors, teacher and learner, and infrastructure factors, affect the learning system, a unity of components correlated and interacting with each other to achieve an expected outcome optimally (Sanjaya, 2008).

Thematic learning models are widely used in education nowadays. Andayani (2015) stated that the implementation of thematic learning models in elementary schools led to a significant portion of language materials being taught. However, it can be both beneficial and unbeneficial because learners are taught about the language both as a communication tool and a linguistic theory. As a result, the functions and roles of language have a lesser portion.

Assistance by schools is crucial for the character-building of learners. Muhonen et al. (2017) and Wei & Webb (2018) contributed ideas on how schools may provide assistance to build the characters of learners. Carolus et al. (2019) examined the "Impertinent mobiles – Effects of politeness and impoliteness in human smartphone interaction," to reveal the first knowledge toward human beings - smartphones focusing on the effects of politeness and impoliteness in speech activity. Yuan et al. (2019) studied the "Correlation between Children's eating behaviours and caregivers' feeding behaviours among preschool children" in China. Darling et al. (2019)

investigated the "Social and emotional learning for parents through Conscious Discipline," which showed that children's behaviour can be changed by adjusting adult eating behaviour to understand and manage their thoughts and emotions. Hanks et al. (2019) in the study entitled "Communicative interaction in terms of bat theory: Towards an innovative approach to language practice" proposed an interactive context understanding of meaning in certain utterances. He reconsiders context as the core of pragmatics.

Given the importance of assistance provided by schools, Kachaturoff et al. (2020) examined the effects of peer mentoring on the stress and anxiety levels of undergraduate nursing students. The results showed that peer mentoring decreases stress and short-term anxiety levels of undergraduate nursing students. Additionally, Kachaturoff et al. (2020) in the study entitled "Midwives' perspectives of the challenges in mentoring students: a qualitative survey," recommended acknowledging the important role of midwifery mentorship and introducing preparation for mentorship training for midwives working with students.

In the context of global communication and computing, aspects of communication between children need to be associated with the ability to express opinions, the ability to deliberate, and the ability to appreciate differences of opinion as the main pillars in moderate politeness studies. This novel investigation establishes a new connection between language politeness and positive and negative facial expressions, a correlation previously explored by scholars such as Levinson (2022), Culpeper (2017), Leech and Tatiana (2014), and Blum Kulka (1990).

## **Research method**

This study used a qualitative approach, as defined by Cressey (2019) in general, this approach focuses on issues related to the marginalization of certain individuals and utilizes a narrative design to study issues from the perspective of individual stories and is more exploratory in nature, focusing on the context or participant setting. Qualitative research aims to understand social phenomena by focusing on a single concept or phenomenon. Cressey (2019) outlines different strategies that can be used in qualitative research, such as ethnography, grounded theory, case study, phenomenology, and narratives. This study utilizes a case study approach, which is divided by Yin (2009) into holistic (single case unit) and bounding (embedded). Moreover, a multiple case design embedded research, which leads to a case study of the Single Case Design An Urban Muhammadiyah Primary School.

### Data and research data sources

According to Sudaryanto (2015), research data is a special lingual phenomenon that contains and is directly related to the problem to be studied. The data is substantially deemed to have the qualifications of being valid and reliable. This research data takes the principles of language politeness from An Urban Muhammadiyah Primary School. Data sources (multiple sources of data) refer to Cresswell (2015) in qualitative research taken from various sources. These sources come from students, namely Na, M.E.F, M.K.S, K.F.A. Documents in the form of affection books, photos of humanistic existential realization at school, and school vision and mission documents. Next, the author reviews all the data sources by providing meaning and processing them into categories. Moleong (2011) states that the main data sources are recorded through

written notes or through recording video/audio tapes, taking photos, etc. Observation notes are in the form of field notes resulting from observations and reflections.

The data collection procedure based on the opinion of Cressey (2019) in this research involves three types of strategies; observation, namely the author made direct observations in the field to find out the activities of Elementary School (ES) students in Yogyakarta in communicating directly, both with teachers, peers and school employees. In this observation, the author took notes using Field Notes on Observation Results (FNOR) and Field Notes on Reflection Results (FNRR) and recorded these activities carefully both in a structured and semi-structured manner (asking questions to elementary school students). The author's role in this observation is that of a complete participant, hiding his role as an observer. This is done in order to obtain valid and natural data from the field. To strengthen this, the author recorded important events after making observations and included reflections.

Interview, namely the author conducted a face to face interview with individual participants. This is important to do when the writer knows the overall response of all participants so that individual interviews will help obtain in-depth data. Interviews with students, namely, Na, M.E.F, M.K.S, K.F.A, class teachers, namely Mr. A.R, Mr. A.S.R, Mr. A.M, Mrs. D.W, and other teachers who help implement humanistic existentialism.

Documents, namely in the form of affection books, daily writing diaries, personal notes, or students' scribbled expressions on media. This helps the author in obtaining written data and textual words from participants (school principals, teachers, students). Audio-visual, namely in the form of photos, videotapes, recordings, etc. Data collection in this section can be obtained from students' text messages if messages are found. recording is an inseparable part of obtaining complete and contextual data relating to the participant's current condition

#### Data analysis

The data analysis follows the four stages of data analysis proposed by Miles et al. (2018). This includes data collection, reduction, and display, and drawing/verifying conclusions. The model consists of 4 stages of analysis carried out, namely.

#### *Data collection*

The data obtained by the author during interviews, documentation and direct observations was recorded using field notes. These notes are divided into two, namely reflective and descriptive notes. Descriptive notes are natural records of the results of what the writer saw, felt, heard and experienced himself during the data collection process. The author uses Field Notes from Observations (FNO), Field Notes from Interviews (FNI), Field Notes from Documentation (FND), and Field Notes from Reflections (FNR). These notes require sensitivity from the writer to match the facts that occurred, while reflective notes contain more impressions, opinions and assessments during the collection process.

#### *Data reduction*

After carrying out the first stage, the next stage is data reduction with the aim of selecting relevant data and focusing on problem solving. Data related to the principles of language politeness. Data reduction is used to find meaning and answer research questions. At this stage, only findings

that are appropriate and support the research are reduced, while data that is not appropriate can be excluded. The second stage is needed to direct, classify and make it easier for the writer to draw conclusions.

#### *Data presentation (data display)*

The third stage, namely presenting data in the form of writing, images and filling in tables. This stage was carried out by the author to facilitate the delivery of content and the integration of information as a whole. Thus, it is easier for authors to create descriptions of the data presented.

#### *Drawing conclusions (conclusions drawing/verifying)*

The final stage, namely drawing conclusions from the entire series of research. At this stage, it is carried out during the research process. This was done to make it easier to draw temporary conclusions and reach final conclusions.

## **Results**

The Principle of Moderate Politeness An Urban Muhammadiyah Primary School, Yogyakarta, Indonesia

An Urban Muhammadiyah Primary School is located in Yogyakarta. This is a densely populated area with people of various religions. The school's educational focus revolves around Jamial Fallah Mosque, located in the centre of the school. There are motivational appeals and quotes displayed on every door to encourage courteous behaviour and maintain a positive environment. The friendly and familial atmosphere is evident to anyone who visits the school. Mr AR, who assumed leadership of the school around 8 years ago, identified the issue of students' lack of politeness, as noted in the following observation quote:

*At the beginning of his leadership, he highlighted the correlation between learners' delinquency and certain problematic behaviours that were challenging to address. These behaviours included mocking peers, insulting others, using parents' names instead of real names, and disrupting the class during examinations or tests.*

[FNO, Data 1]

Based on field notes from observations An Urban Muhammadiyah Primary School, Yogyakarta, information was obtained about a story of student impoliteness that occurred eight years ago. The use of polite language demonstrates respect for the person being spoken to or about (Kulsum, 2020). By prioritizing politeness, it is possible to shift and even eliminate impolite behaviour (Prayitno et al., 2019). Politeness strategies in elementary schools lay the foundation for character building (Prayitno et al., 2018). The observed behaviour violated the maxims of respect, generosity, and sympathy. The interview with Mr AR is shown in the transcript statement below.

*There will inevitably be delinquent behaviour among learners in every school. Two factors contribute to learners' delinquency, including being inherent to their home life and their environment. It is impossible for teachers to intentionally teach learners to misbehave. Is there any curriculum or material that promotes naughty behaviour among learners? Sometimes schools are unfairly blamed as the root cause of delinquency. Some delinquency may originate*

*from the learner's home environment, perhaps due to the family character or an unfavourable external environment.*

[FNI, Data 1]

There is a correlation between learners' delinquency in Urban Muhammadiyah Primary School, though with underlying factors, including family and social environment. The interaction and communication between parents and children are often less dynamic, contributing to delinquent behaviour (Andriyani, 2020). Lestari et al. (2017) clarified that a harmonious relationship between parents could better support adolescents during their transition period and help them navigate smoothly. Schools cannot teach impoliteness or delinquency, but it is influenced by the atmosphere created in their homes or the environment where they play or hang out. Local languages and dialects are crucial for demonstrating age, social distance, and how to have critical conversations in the classroom (Fatma et al., 2019). Additionally, interviews about learners' politeness were conducted with teachers, as shown in Table 1.

Table 1. Interview notes from the classroom teacher and religion teacher

No	Tacher's name	Position	Form of disobeying rule by learners	Form of language principle disobey	Handling of disobeying attitude
1	D.W	Classroom teacher	Stating "stupid", not good, mocking peers "hu"	Maxim agreement	Advising about language politeness
2	A.M	Religion teacher	Kidding and mocking	Maxim agreement	Giving assistance
3	A.S.R	Classroom teacher	Calling with no real name	Maxim agreement	Giving assistance and guidance

Interview notes with Mrs DW, a classroom teacher An Urban Muhammadiyah Primary School, Yogyakarta, revealed that incidents of learner impoliteness are not common. However, some use derogatory language and mock their peers using the expression "hu..." Furthermore, a learner named Na from class 6B was interviewed, as quoted below:

*Researcher: bullying the school environment.*

*Na: emm just rarely happens.*

*Researcher: bullying in the school?*

*Na: sometimes, but it's just ordinary mocking*

*Researcher: some peers say rude things*

*Na: yes, there is.*

*Researcher: a form of rude talk?*

*Na: a little talking dirty*

[FNI, Data 2]

Na stated that bullying or impoliteness is rarely found in school. However, sometimes he heard mocking from a friend, with a few learners even talking inappropriately. The transcript of the interview is used as a reference in determining whether there is a violation of the politeness



principle of language. Based on Na's description, the peer who said the dirty thing violated the principle of politeness, maxim agreement. M.E.F, the 6B grader was also asked the same question. The transcript of the interview is shown below.

*Researcher: any bullying in school?*  
*M.E.F: ee I do bully and some peers do bullying too*  
*Researcher: what form of bullying?*  
*M.E.F: mocking*  
*Researcher: give me an example.*  
*M.E.F: not frequently.*  
*Researcher: what form of mocking?*  
*M.E.F: it is usually calling parents' name*  
*Researcher: how is the usual response?*  
*M.E.F: fighting back.*  
 (FNI, Data 3)

Expressions of impoliteness were evident in M.E.F, who admitted to having bullied a friend. The friend then retaliated with similar behaviour. However, this impoliteness is not habitual, but rather intentional and meant as a joke. When speaking, it is important to exhibit attitudes such as using polite words and respecting others (Kentary et al., 2016). Language politeness reflects the character and intelligence of a speaker (Kusmanto et al., 2019; Tarwiyati et al., 2022). MEF expressed impoliteness towards a friend by calling the parents' name. This behaviour violated the maxim of agreement, though it was also experienced, as seen in the following interview transcript:

*Researcher: is there anything regarding mocking parents' names?*  
*M.E.F: there is bullying too.*  
*Researcher: what form of bullying?*  
*M.E.F: it is just rare.*  
*Researcher: is there any peer who says something rude?*  
*M.E.F: yes, there is.*  
*Researcher: your classmates or different?*  
*M.E.F: my classmate.*  
*Researcher: how often can a rude statement be expressed?*  
*M.E.F: sometimes I heard that*  
 (FNI, Data 4)

Language impoliteness discipline can take many forms, such as calling out someone by their parents' name or even taking or hiding the peers' shoes. These actions indicate that the character of students has decreased and that politeness of speech and character education are interconnected (Prayitno et al., 2019, 2021, 2022). Even though these actions are rare, they still violate the maxim of sympathy. Teacher assistance and direct reprimand are effective ways of addressing these problems, though verbal warnings can be given to rebuke naughty students (Widodo et al., 2017). The brief transcription of the interview is shown in Table 2.

Table 2. The Notes of the interview from learners an Urban Muhammadiyah Primary School, Yogyakarta, Indonesia

No	Name and class	Form of impolite language by learners	The politeness language principle disobeys	The first action is done by the teacher	Follow up action
1	Na (VIB)	Mocking, saying something dirty and rude	Agreement maxim	The teacher reprimands her for her attitude	Assistance from the teacher
2	M.E.F (VI B)	Mocking, calling peers by their parent's name and hiding shoes	Agreement maxim Sympathy maxim	The teacher reprimands her for her attitude	Assistance and advice from a teacher
3	M.K.S	Mocking by calling his peer his parents' name, fighting	Agreement maxim' Sympathy maxim	The teacher reprimands and gives advice	Assistance from teacher
4	K. F.A	Mocking by calling his peer his parents' name, fighting	Agreement maxim' Sympathy maxim	The teacher reprimands and gives advice	Advising so he will not do the same thing next time

The interview shows a prevalent form of language impoliteness which involves mocking peers by calling them by their parents' names, as expressed by four sources, violating the maxim of agreement in language principles. Furthermore, learners also reported incidents of physical fights that violate the maxim of sympathy. The school's response to these incidents, which includes direct reprimand and advice, is appropriate. Additionally, teacher assistance is available to promote language politeness.

#### The Mentoring Language Politeness An Urban Muhammadiyah Primary School, Yogyakarta, Indonesia

The mentoring for politeness An Urban Muhammadiyah Primary School, Yogyakarta, is running smoothly. The success of this program is shown by the implementation of various mentoring activities for learners, such as organizing Duha prayers, memorizing asmaul husna in unison, and periodic memorization of the 30 juz. The school does not use punishment but instead employs role-modelling techniques, such as the early arrival of teachers compared to learners and the principal's presence before 06:15 in the morning. The principal plays a crucial role in the school through the culture of smiling, greeting, welcoming, and politeness, becoming an excellent role model for teachers. Although lateness is punished, the principal or homeroom teacher offers assistance using humanistic approaches. The teacher, as the spearhead of learning, plans and implements quality learning to achieve learning objectives (Sutama et al., 2020, 2021; Farida, et al., 2023).

Mentoring assistance is monitored through an affection book given to learners, and the importance of politeness is emphasized in the learning process. For example, the use of indirect language in making the request, such as using euphemisms or expressing gratitude in advance, can reflect a community's emphasis on politeness and respect for social hierarchy (Halil et al.,

2023). Learners who display good manners and behaviour are given a star mark as an appreciation. The teacher always advises learners to speak politely, and the school has been successful in fostering politeness. Understanding the material on language politeness in textbooks is crucial to accommodate students and teachers in character formation (Prayitno et al., 2022). Politeness in language, commenting, and expression is essential to education, especially in developing character (Prayitno et al., 2021). Education systems should respond to changes brought by technological developments through digital literacy and enhance learning opportunities (Yuliana et al., 2021; Suhardi, et al., 2023).

Mr AM, the religion teacher reported that there are still some forms of impoliteness among learners, such as mocking and excessive joking during mentoring sessions. Teachers and principals have provided excellent role models and patience, such as smiling when meeting others, respecting others, and being patient when bullied. Mr ASR, the classroom teacher, reported that there is very little impoliteness among learners at the school. The book of affection and the teacher's role modelling is highly effective in promoting politeness among learners. Some impoliteness still occurs, such as calling a peer by the wrong name or mockery. The teacher always sets a good example and accompanies learners to teach them how to communicate politely. Early diagnosis of learner's delinquency is the responsibility of teachers and the principal in the mentoring assistance process. The transcription of the interview is provided below.

It should be a completed total assistance program that starts at the teacher level. If the teacher is no longer able to handle it, there will be communication with the parents of the learner, inviting them to school. InshaAllah, if this is done but there is still no change, it will be processed to the level of the school, by meeting with the principal. Nowadays, children with special needs who have a high level of delinquency will be reported to Mr Sugeng to be handled. The problem of delinquency or unwanted events is Allah's way of educating and improving us so that we can gain more knowledge and rewards. It can be stated that no problem becomes a real problem unless we can handle and overcome it.

The assistance provided by schools, with the help of teachers, homeroom teachers, and principals, should be directly followed by parents. Good cooperation between all parties positively influences the politeness of learners. Mentoring assistance is carried out in stages, starting from verbal reprimands, mentoring assistance by classroom teachers, and principals, and involving parents in overcoming the problem. The interviewee added that every learner's delinquency is Allah's way of educating teachers and other parties involved in improving their knowledge of conflict management. Moreover, no problem is insurmountable, and there is always a solution. The habit of performing Duha prayers, reciting in the morning, teachers arriving at school at 06:15 in the morning, and reciting Asmaul Husna simultaneously has had a positive impact on the politeness of learners. Teachers play an important role in educating society and building a strong foundation of knowledge and skills (Ratih et al., 2021). The politeness assistance An Urban Muhammadiyah Primary School, Yogyakarta, also involves an appreciation system, as shown below.

*Sometimes teachers only focus on the negative side and show less appreciation for positive behaviour. However, we cannot ignore learners who come early and give all our attention to those who come late. I am grateful that the teachers here are trained to be balanced. There is no need to worry if a learner needs to be reprimanded. Teachers can also act sternly towards learners without being overly harsh. Sometimes, a little humour is also needed to start the lesson on a positive note.*

(FNR, Data 1)

The appreciation given by teachers is a form of their involvement in the learners' development. There should be a balance between reminding and appreciating learners. In case of a mistake, the teacher should remind them and be appreciated when something positive is achieved. The principal conducts training for teachers to balance between when to reprimand and use humour with learners. The principal's direction for teachers who dare to make decisions regarding the handling of students is essential. The assumption that teachers are not allowed to scold learners is not entirely correct because of their authority to scold learners when a mistake is made. Policy's realization is shown in the interview transcript below.

Name: M.K.S

Class: VI

Interviewer: is there any teacher involvement in advising learners who are rude?

Interviewee: Yes, it is. He also assists.

(FNI, Data 5)

Name: K.F.A

Class: VI

Interviewer: is there any teacher's involvement in giving a reprimand to learners who behave in an impolite manner?

Interviewee: yes it is usually a reprimand.

Interviewer: what form of reprimand was given by the teacher?

Interviewee: he gives advice.

Interviewer: is there any teacher's involvement in advising naughty peers?

Interviewee: Yes it is. He also advises to not to be naughty more

(FNI, Data 6)

Both students showed that the teacher assisted them when facing problems through direct advice, emphasizing the need to not repeat their actions. The teacher reprimanded the learners when they made mistakes, leading to an interaction between the learners and teachers in solving the problems. Dollah, S., & Mustaqimah, M. (2016) apart from that, it is necessary to develop a good attitude in learning towards them. Rachmawaty, N., Wello, M. B., Akil, M., & Dollah, S. (2018) emphasizes that academic culture influences students' abilities. The authors presentation of politeness assistance in Indonesian is include in Figure 1.

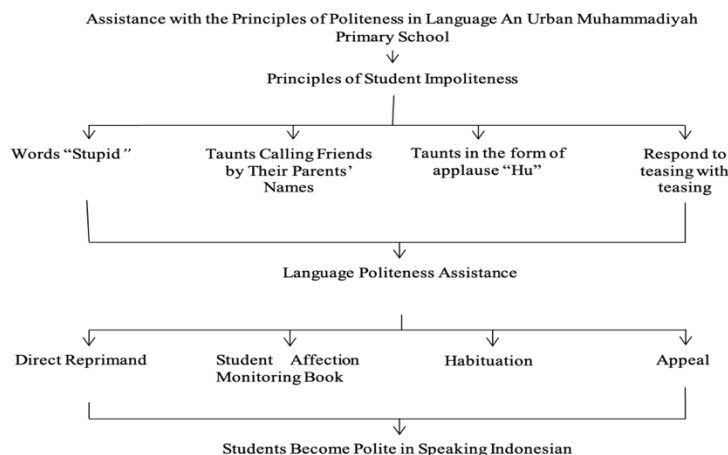


Figure 1. Chart of assistance to the principles of politeness an Urban Muhammadiyah Primary School

The impoliteness of students An Urban Muhammadiyah Primary School, namely speech using impolite words in the form of "stupid" when seeing other friends unable to answer during learning, giving ridicule in the form of cheers when other friends come to the front of the class, giving teasing in the form of clapping hands accompanied by verbal expressions "hu" when other friends cannot answer the teacher's questions, and make taunts such as calling their friends by their parents' names. Due to the students' impoliteness, the school realizes a humanistic existential approach, including the following.

First, collaboration between teachers and students is carried out in learning by giving direct warnings and asking students to "take forgiveness" after making mistakes in language politeness and behavior. Dollah and Weda (2018) students actively express their ideas and thoughts in class discussions which ultimately improve their language skills. Second, a student affection monitoring book to assess how students behave. The affection monitoring book has an assessment column and is evaluated every morning by each class teacher (Suparto et al., 2023). There are different student affection monitoring books in each class so that each class level has its own achievements. The book is distributed to students at the beginning of each semester and filled in under the supervision of parents and teachers. The student evaluation is held every month with the class teacher and parents by carrying out recitation first. Saud et al., (2020) Students need to maximize searching for meaning, testing language skills, practicing writing, practicing grammar, and getting assistance.

Third, morning habituation in the form of duha and tadarus prayers which are carried out at the resident's mosque in the school area. Morning training carried out in setting 3 starts at 06.15 WIB where the teacher directly accompanies the students. Activities are led by the principal, if the principal is unable to attend he is replaced by another teacher who has been appointed directly by the principal. Then to support morning habits by arranging the departure times for school principals, teachers and students. The maximum arrival time for the principal is 06.15 WIB, the arrival time for teachers is 06.25 WIB, and the arrival time for students is 06.35 WIB. Mulyasa (2011) that a teacher is an educator. Teachers become figures, role models and identification for students and their environment so that teachers must have personal quality standards that include responsibility, authority, independence and discipline.

Fourth, appeals are placed in the classroom and outside the classroom to support the mentoring program in teaching language politeness to students. Some of the appeals are: (1) a board that says "Grow a Culture of Shame"; (2) a sign that says "If you can dream it, then you can do it"; (3) a board that says "6 Culture: Concise, Neat, Clean, Caring, Diligent, Friendly". Saud and Abduh (2018) giving students freedom to understand culture in learning to increase intercultural understanding will be good for them.

Accompanying congregational prayers, routine studies, verbal and written advice, memorizing short letters, implementing student discipline, and congregational morning prayers are routine elementary school activities in creating polite, moral and intelligent students. The principles of politeness in elementary schools are monitored every day by the principal, teachers and employees through routine activities. The Affection Book is used as a guide to the activities and achievements of level students.

## **Discussion**

Research on politeness among Urban Muhammadiyah Elementary School students found various novelty values. Lee (2011) researched "Comparison of Politeness and Acceptability Perceptions of Request Strategies between Chinese Learners of English and Native English

Speakers". He compared politeness and reception strategies between Chinese learners and native English speakers. Researching the extent of politeness of Chinese students learning English has received great attention. This attention is annoying or impoliteness displayed by Chinese students in communicating. Lee identified factors that influence the perceived level of politeness of Chinese learners learning English and compared with native English speakers. This research has similarities with linguistic politeness studies.

The author focuses An Urban Muhammadiyah Primary School, while Lee compares the politeness of Chinese students learning English with native English speakers. However, Lee's research stopped at the factors that influence impoliteness and did not examine language politeness assistance to students. He only used two classes of participants, namely one class of Chinese students and one class of native English speakers through the English Language Proficiency Test. The author examines urban schools. Lee stated that Chinese students who learn English express more cruelty and disrespectful language in communication than native speakers.

Communicating using polite language is a form of social interaction in the global era. Apart from Lee (2011), Felemban (2012) assessed communicative competence in social interactions with sources entitled "Building up Learners' Communicative Competence: the Politeness Principle". The results of his research answer the questions about what is the Principle of Politeness?, what are the maxims and sub-maxims of the principle of politeness, and what is the relationship between indirectness and politeness? However, the research has not yet reached the link between assisting students with the principles of language politeness. The research still focuses on the results of students' speech and has not looked at the mentoring context. The role of teachers and principals in mentoring is not described. The research conducted by the author continues these shortcomings, namely examining the implementation of the principles of language politeness An Urban Muhammadiyah Primary School.

Politeness between speakers and interlocutors is an absolute requirement for a message to be conveyed well. Furthermore, Hobjila (2012) researched "Positive Politeness and Negative Politeness in Didactic Communication - Landmarks in Teaching Methodology". Didactic communication between teachers and students involves the use of politeness, both positive and negative. The results of his research recommend a specific framework of didactic communication as part of the teaching methodology at the pre-school and elementary school levels. The recommendations given by Hobjila were one of the reasons for the author to study the politeness of Urban Elementary School students. Hanks, et al (2019) in their study entitled "Communicative interaction in terms of bat theory: Towards innovative approaches to language practice" proposes an understanding of interactive context in interpreting a speech. He rethinks the context that lies at the core of pragmatics. Various studies conducted have had a positive impact on writers in interpreting and understanding student and teacher speech, not just understood in passing, but requiring more specific study. The result is a violation of the principles of language politeness, namely the maxim of appreciation and the maxim of sympathy.

Moderate politeness gives each speaker the freedom to convey ideas well. Dyson, et al (2019), Allbright (2019), Cressey (2019) and Morrison, et al (2019) conducted research on Social and emotional learning (SEL), namely the process by which people develop knowledge and skills related to self-awareness, management self, social awareness, relationship skills and responsible decision making. The four studies are related to the research the author conducted. The research conducted by the author describes various activities of Duha prayer, morning study, morning Al-Qur'an memorization, and Asmaul Husna memorization with the assistance of all teachers. Through healthy UKS activities, students are accustomed to living healthy, clean, disciplined and

polite lives with teacher assistance. The appeals are in the form of invitations, affection books and direct assistance through demonstrations carried out by teachers, employees and school principal, the relationship between components of students' knowledge and skills, awareness of social importance, and students' self-management.

Getting used to positive behavior will develop moderate politeness. Darling, et al (2019) researched "Social and emotional learning for parents through Conscious Discipline". The result is changing children's behavior by changing the way adults understand and manage their own behavior. This research has similarities to the one carried out by the author, namely through an early arrival pilot carried out by school principals and teachers. Each teacher accompanies and provides examples of Duha prayer, reading the Koran, and reading Asmaul Husna every morning so that students follow it. Hulvershorn's research (2019) produces an approach to preventing conflict by creating a healthy school climate. Providing students with communication skills in building relationships with peers. However, research conducted focusing on school climate has not linked the role of mentoring carried out by schools in preventing conflict. The research carried out by the author has carried out this study, namely the role An Urban Muhammadiyah Primary School.

## Conclusion

Research on politeness among an Urban Muhammadiyah Elementary School students found various findings. The problem of language impoliteness among students in elementary school is in the form of bullying, body shaming, ridicule, and even calling fellow students by their parents' names as well as various other language interaction problems. This research shows that there is non-compliance with the principles of politeness, especially the maxims of appreciation and sympathy.

Moderate politeness with respect for students making decisions based on the results of collective reflection and discussion. Students are invited to think and reflect on the behavior they have carried out and determine their own steps consciously. Students are not forced to do something based on the choice of the teacher or principal, but based on their own awareness. Awareness in choosing decisions independently (Corey, 2013:68). He places freedom, self-determination, desires and decisions centered on oneself. Therefore, every student who has made a mistake in speaking impolitely will realize it independently. Next, he will change his behavior according to what he deems appropriate.

This research is involved in language politeness an Urban Muhammadiyah Elementary Schools. Students in urban environments have high social heterogeneity. This is also influenced by the various regional languages that each student brings. Therefore, routine activities of carrying out Duha prayers in congregation, reciting the Koran in the morning with the assistance of teachers and school principals, setting an example by teachers going to school at 06.15, reading Asmaul Husna together, and using love books contribute positively to students' politeness. . The principles of language politeness serve as a guide for students in interacting with peers. This principle can be a reminder for them in communicating both written and verbally. Students remind each other when there is a violation of the principles of polite discussion.

## Declaration of conflicting interest

The authors convey that there is no conflict of interest regarding the publication of this paper.

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