

**POLITENESS OF COMMUNICATION THAT DELIGHTS AND
EMPOWERS STUDENTS AT MADRASAH IBTIDAIYAH**

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Abstract. Language is the most important thing used in communication activities, the use of appropriate, correct, and good language can facilitate the delivery of information. School is a place where communication often occurs. The communication used in the school environment must be child friendly. Child-friendly language is a language that is used by looking at the child development. The research subjects used were the students of MI Muhammadiyah PK Kartasura. This research used a qualitative research methods. Data collection techniques using interview, observation, and documentation. The results of the research showed that in habituation activities, students imitated the teacher's attitude in communicating by greeting and using good language. The use of greetings in communicating with both students and teaching staff is also applied. The result of this habituation is that MI Muhammadiyah PK Kartasura students have the ability to behave and communicate well to teachers, students, and the school community as well.

Keywords: politeness, communication, fun, child friendly

A. Introduction

Education at the elementary school level becomes the main education to develop abilities, intelligence, and character as a provision for students to live a life in society. Furthermore, the implemented educational process has continuity in each process and forms an integrated education system to provide experience to students (Djamarah, 2006). That thing facilitates students to acquire knowledge and understanding.

Indonesia is currently starting to aggressively follow technological developments which also have an impact on western cultural contamination. Western culture has a character that is opposite to the character of Indonesian citizens who are renowned for being polite, tolerant, and have high moral standards. To overcome the decreased characteristic of Indonesian citizens, character education from an early age be a goal that developed for students at school. Character is the values that can be obtained in education, experiences, experiments, sacrifices, and environmental influences (Soedarsono, 2008). The character can also influence

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personal abilities and individual abilities related to manners (Zuchdi, 2011).

Language education is an effort to teach and develop the language which will contribute to the development of the emotional, intellectual, and social of the students. To support the success of students in learning all scientific fields, language became the spearhead. The language also has a close relationship with reading a variety of literature that is used by students. This is in line with Sumardi's opinion (Sumardi, 2011) that enjoyment and reading habits become the foundation for building mastery of all knowledge. Children's social development is an ability gained from various experiences and habits wherever the opportunities encountered by children when interacting with others. In these activities, children use language in their interactions.

Frans Boas (Suparno, 2008) states that each language represents an experience and uniqueness markers of politeness that is reflected in the use of certain words chosen to be spoken by someone. Duranti (1997) mention that

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the function of language as a communication tools. Language in the association cannot be separated used by students in the school environment, because the school is not only a place to learn science but also to instill and socializing the norms and values that exist in society (Koesoma, 2012).

For this reason, child-friendly schools become a school concept developed by education units. Child-friendly school is a school concept that tries to build a school atmosphere by paying attention to various children's developments, such as learners' psychological to keep on to feel safe, comfortable, and calm in learning. This is in accordance with Aqib's opinion which states that the child-friendly school model will provide good prejudice to children. In this case, the teacher needs to be aware of various potentials that are surely different for all students, so it is demanded to provide opportunities for students to choose activities and play activities according to their interests (Kristanto, 2011).

This is in line with Article 4 of Law No.23/2002 concerning child protection. This article states that every child has the right to be able to live, JPSPD Vol. 5 No. 2, September 2019
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grow, develop, and participate properly in accordance with human dignity, and get protection from violence and discrimination. Therefore, the school as one of the environment that always filled with children should be able to create a polite and friendly language for children, so it can be used as communication in everyday life.

However, the fact that happens in the field about child-friendly language in schools' learning shows that there are still many problems in implementation. It is seen that there are still many teachers or educators who use bad language in the learning process at school. Teachers are often scolding students, snap at students during the learning process, and teachers still often use difficult language for students to understand. This data comes from the results of the Indonesian Child Protection Commission survey in 2012 in nine provinces with objects of more than 1000 students, both from Elementary School/MI, Junior High School/MTs, and High School/MA. The survey results showed that 87,6% of students claimed to experience acts of violence, one of those actions is being insulted and given a negative stigma.

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The use of demeaning language and tends to harass can effect very poor student conditions. Meanwhile, more surprisingly, 78,3% of students were also claimed to have committed such acts of violence.

Therefore, schools are expected to contribute to solving these kinds of problems. The language used by a teacher in learning must be easily understood and easily perceptibly by students. Language besides functioning as an introduction to understanding learning conducted by a teacher also needs to be meaningful in order to

provide enthusiasm and motivation in student learning, speaking words, communicating, and do polite language with the speaker.

MI Muhammadiyah PK Kartasura is a school that carries Islamic values and tries to apply the character of politeness language that is implemented in the learning process and outside the learning process. This school embeds child-friendly school slogan, one of them being the use of communication language in the school with polite and delights language.

B. Research Methodology

This type of research is qualitative which produces analytic descriptions of real phenomena in the field (Sukmadinata, 2007). The design of this research is a case study that found in MIM PK Kartasura Sukoharjo.

The object of the research is the students of PK Kartasura Sukoharjo MIM. The source data is a very important part for researchers because of the accuracy of choosing and determining the type of source data can determine the information be obtained.

Sutopo (2006) states that the source of data in qualitative research can be humans, situations or events, places or locations, objects, various images and records, documents or archives.

The data collection is done through observation, interview, and documentation techniques.

1. Observation

Samino and Saring Marsudi (2012) explain that observation is an individual understanding technique or data collection that is applied

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carefully and systematically to a particular symptom or event. In this study, observation is used to observe the process of school residents' interaction in applying greetings in communication at MIM PK Kartasura Sukoharjo.

2. Interview

Prastowo (2010) that the interview is a method of collecting data in the form of a meeting of 2 or more people directly to exchange information and ideas with questions and answers verbally so that meaning can be built on a particular topic. Interviews were conducted with the school community namely the school principal, teachers, and students of PK Kartasura Sukoharjo MIM.

3. Documentation

Samino and Saring Marsudi (2012) explain that documentation is gathering explanation/information through reports that have been written. The one that used for completeness of the data needed in

this research. The documents used as data in this study include the vision, mission, and goals of the school, the policy of implementing child-friendly schools, and other documents relating to the use of polite and pleasant language..

The validity of the data in this study uses triangulation. Moleong (2007) states that triangulation is a data validity checking technique that utilizes something else. The triangulation used is sourced triangulation and data collection techniques.

The qualitative data analysis technique uses the concept given by Miles and Huberman in Sugiyono (2005) namely interactive techniques. The interactive technique is a data analysis technique that occurs continuously until it is complete so the data obtained has been saturated. Activities in this data analysis are includes. Activities in data analysis include reduction, data display, and conclusion drawing/verification.

C. Research Results and Discussion

Language is an important means for humans to communicate. Language has a very organized system, so it can be an appropriate means to communicate with others. Marjusman Maksan said that language is an expression of the human mind's ideas which has been well-organized, uttered clearly, and has meaning. This expression of thought is delivered to the interlocutor using language which is inseparable from the manners' issues (Nisja, 2009).

Piaget (1954) states that language is not a separate natural characteristic, but a unity of abilities derived from cognitive maturity. Cognitive development that occurs in children can determine the development of children's language. Piaget asserted that the thinking process is a prerequisite for language. This process will continue to develop progressively and happen at every stage of development as a result of experience and reasoning.

The child's general physical development and language development at an early stage are closely related to various children's activities, events experienced, the

activities to touch, see, hear, smell, and feel the objects directly. Vygotsky (1986) argues that children's cognitive and language development is closely related to culture and society where children raised. There are stages of language acquisition which include: (1) prelinguistic stage, (2) acquisition stage, and (3) authority stage (Marisa, 2015).

Education at this age is one form of education that focuses on placing the foundation towards the growth of language and communication well. Therefore, language is a cognitive ability that develops in students through activities experienced by students by touching, seeing, and feeling related to the existence of culture and society where the students grow and develops. The factors that can affect language include:

- 1) Health. In language development, health is very important because when a child is healthy the child's language development will be good, but if a child at the toddlers' age around the first two years, the child has continuous pain, then that child is likely to experience

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slowness or difficulties in language development.

- 2) Intelligence. To know the child's intelligence is high or not can be seen from the mastery of language. Children who have high intelligence will easily learn to speak and understand the environment faster than those with low intelligence.
- 3) Family's Socio-Economic Status. The Differences in learning opportunities effect to the children from poor families to experience obstacles in language development than the children from better families. (Hetzer & Raindrorf dalam E. Hurlock, 1956).
- 4) Gender. At the age of two, girls show faster development than boys. At every age, boys are shorter and use less accurate grammar, talked less vocabulary, and less accurate pronunciation than girls.
- 5) Family Relationship. Healthy relationships between parents and children facilitate children's language development, while unhealthy relationships effect children to experience difficulties

or obstacles in language development.

To support language development, the role of parents is needed to support children's language development by maintaining the child's condition. One of the responsibilities of parents in educating children is to prepare and organize a conducive environment for children's development.

The results of research conducted to find out the language development through delights and empower communication. MI Muhammadiyah PK Kartasura is a school institution that implements child-friendly schools through child-friendly greetings. The child-friendly greeting is one form of activity done to habituate students and teachers in the school environment to develop good communication. Good communication requires aspects of language and speaking with a right, proper, and not offend the listener's feelings. Therefore, someone who interacts using refined and polite language is said to have high courtliness. The greeting words are used to greet the person being spoken to (second

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person) or to replace the name of the third person.

Moreover, the form of greeting applied in schools also has benefits for students, which can motivate and empower students so they are able to achieve the goals of education. To maximize the program, the school also need to maximize the teachers' role as (1) students and scientists, namely the lifelong learning to develop science, (2) parents at school, (3) models and role models, which are the examples and models of behavior that can be emulated by students in schools, (4) guardians, security and affection givers for each student. Learners can feel safe in their teacher's education, and (5) social workers that provide services to the public (Noor, 2012).

Teachers as the parents in the school environment have a very large role in forming the students' character. The role of the teacher is not merely an instructor, but an academic educator and also an educator of moral and cultural character for students. The teacher must be an exemplar, a model, as well as a mentor for students to realize the character's behavior, which includes thinking, psyche, and feeling.

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Parents and the public believes that teachers can represent behavior that reflects the moral values such as honesty, fairness, and obey to the professional ethic code for their children in school that are in accordance with the mandate contained in Law No.23 of 2002 article 54 concerning the Child Protection which reads: "Children at school and within school area must be protected from violent act committed by teachers, school administrators or his/her peers at the schools or other education institution." From this article, can be deduced that a child must feel safe and comfortable during the learning process. One of them is by creating a child-friendly environment, which creates a safe, comfortable, healthy and conducive atmosphere, accepting children as they are, and respecting children's potential (Arismantoro, 2008).

In everyday life at MIM PK Kartasura, there is a program that the homeroom needs to arrive early at 6:30 a.m. to establish good communication in the morning from parents and students. This communication will build the closeness of teachers and parents, and the teacher can also know the students'

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activities at home. All homeroom teachers and staff prepare to pick up students or called as "among siswa" in front of the gate to do 5S (Smile, Sapa, Salam, Sopan, Santun). To welcome students every morning, the teacher must give a smile to the students to give a good and friendly impression so the students can comfortably come to school without fear of the teachers. After giving a smile "among siswa" also greets the student's condition to create a conducive environment and the teacher knows the initial conditions of the students who have just arrived. All are done politely and courtesy because the teacher is a role model for students. The main purpose of this 5S activity is to make students feel comfortable to come to school, happy, get the teachers' attention, and the teacher can directly communicate with parents who accompany their children. To get closer to students, "among siswa" greet with the kinship greeting form, such as use the word of mas, abang, and kakak to their students when students shake hands with teachers.

In greeting activities, teachers usually use simple, sweet and concise greetings. Therefore, the teacher always

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asks the students' condition when they come, with that teacher will know the condition of their students. The form of greeting applied at MIM PK Kartasura was not determined in writing, the homeroom teacher had a special way to greet their students.

With greetings implemented to students will build the closeness of students and teachers. This closeness will make good communication between students and teachers. Greetings given in the morning will also build enthusiasm for students psychologically. The morning spirit spoken by the teacher makes students more enthusiastic and motivated to achieve maximum learning outcomes and build expectations to achieve the expected goals. Simple greetings that are used at school make students feel happy because they get attention and affection every day at school. With these happy feelings, the students will learn with enthusiasm and earnestly. This simple habit can also find out the students' condition when they come to school. If students come with unfavorable circumstances then the teacher can know earlier.

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Madrasah Ibtidaiyah Muhamdiyah PK Kartasura also gives the example of a language that is done in learning, namely with the use of language that provides enthusiasm, motivation, and inculcation of character towards students. The habit that is usually done by a teacher before learning in class is greeting and ask the condition of the students.

By speaking or greeting, will make the politeness of language in communication between school residents can be built properly. With this good communication, it can build students to have gentle practices, polite, high-minded, and have good and pure character that can cause hospitality to everyone. Good language given to students every day will form them to answer with good speech.

Furthermore, in the teaching and learning process students are also taught to communicate well with the teacher or other students for example when they want to get out permission by using the right language without leaving politeness. With other students, they are taught to use good and polite language when borrowing stuff.

Based on these examples, students imitate good and polite language habits. To make a habit, it must be started from the beginning so that the habituation of students will form the students' character and teach students to communicate well, from the teacher's habituation at the beginning of the learning process of students to the time of learning in class.

A good language order that is inherent in students can bring students to communicate well with anyone they meet during interacting. So, it can be taken synthesis that students see concretely what they see and students will emulate or imitate the attitude they see.

The application of the use of child-friendly language to the development of student communication politeness in MI Muhammadiyah PK Kartasura has a positive value to children being able to communicate politely. Besides, it can also build student character by using friendly-language to others. Sholihat (2018) states that character is a positive basic value that someone has. This value can differentiate between one person and another. This character is seen because it is manifested in daily

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behavior. Strengthening character education since basic education, so cannot be separated from the teacher's role. The teacher must instill character education since basic education, so students have a strong foundation in social life (Rachmadyanti, 2017).

D. Conclusions

The form of greeting used in activities at MIM PK Kartasura is using words that belong to kinship to make it more familiar and enjoyable in communication activities carried out, either communication with the teacher, students, or with teaching staff in the school environment. For exemplary, language is implemented by the teacher by giving examples directly to students. This will be meaningful, easily remembered by students, and become a habit for teachers and students. Habituation activities that are carried out directly to students will have a positive impact on students in communication, learning activities, and giving students reinforcement in learning. Greetings taught to students also have a positive impact on students in speaking, behaving, and students are able to communicate well with school community.

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