

FOSTERING POLITENESS IN ADOLESCENTS: A SYSTEMATIC LITERATURE REVIEW IN GROUP GUIDANCE INTERVENTIONS

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Abstract

Politeness is a crucial component in social competence and character that needs to be instilled in students from an early age. However, the latest phenomenon indicates a decline in polite behavior among adolescents, especially at the junior high school level, which is a crucial phase in identity formation. This study aims to conduct a systematic literature review (SLR) to assess the effectiveness of guidance and counseling services, especially group guidance, in improving students' verbal and nonverbal politeness. The SLR method was used to identify, analyze, and synthesize five relevant scientific articles indexed in various databases. The results of the synthesis show that group guidance services implemented with active techniques such as modeling and role playing, and supported by innovative game-based media, have proven to be effective in improving students' politeness. Supporting factors for the success of the intervention include a pleasant approach as well as consistent support from the family and school environment. This research presents a theoretical and empirical foundation for guidance and counseling teachers and schools in designing a systematic, evidence-based, and sustainable character development program.

Keywords: Group guidance, politeness, character education, adolescents, systematic literature

1. Introduction

Adolescence is a period of fundamental transition from childhood to adulthood, which is characterized by the search for identity, autonomy, and individualism (Sutrisno et al., 2024). In this process, adolescents often experiment with various forms of communication, both verbal and nonverbal communication, as a means of self-expression and social interaction (Setiyowati et al., 2024). Communication is not limited to verbal speech, but it also includes body language, facial expressions, and other non-linguistic cues (Mailani et al., 2022).

However, adolescents' self-expression in communicating is often not in line with the prevailing social norms and ethics of decency. Various studies report a decrease in the level of politeness among students, which is manifested in the use of coarse language, unfriendly tone of speech, and the use of slang with negative connotations (Mukharomah & Sumanto, 2023; and et al., 2022). This phenomenon is not just a matter of etiquette, but reflects a deeper challenge related to the development of adolescents' character and social competence. At the global level, the decline in communication ethics, especially politeness among the younger generation, is a serious concern, as it can correlate with an increase in antisocial behavior and bullying in the school environment (Hymel & Katz, 2019).

Politeness, which in a sociolinguistic context is defined as a strategy to maintain social harmony and minimize potential conflicts in interactions (Brown & Levinson, 1987), is an important pillar in the Indonesian cultural context (Surjowati, 2021). Politeness not only forms positive interpersonal relationships but also creates a conducive learning climate (Daulay et al., 2022). The formation of polite behavior is influenced by various factors, especially the family, school, and community environment (Rahmawati & Utomo, 2023). Politeness has an important position in Indonesia considering the culture of society that highly upholds ethics.

A preliminary study at SMP Negeri 6 Malang City confirmed similar challenges related to politeness. An interview with a Guidance and Counseling teacher revealed that although various efforts such as the habituation of 5S (Smile, Greeting, Greeting, Politeness, Manners) have been implemented, the results have not been optimal. This shows the need for a more structured and evidence-based effort. Although many research findings discuss politeness,

systematic studies that specifically synthesize the effectiveness of group guidance services at the junior high school level are still limited.

Therefore, this study uses the Systematic Literature Review (SLR) approach to collect, analyze, and synthesize empirical evidence from various studies on the role of group tutoring services in facilitating the growth of student politeness. Through this study, it is hoped that a strong theoretical and practical foundation can be formulated to design a more effective strategy for fostering the character of politeness, not only for the context of SMPN 6 Malang City, but also expected as a reference for education practitioners more broadly.

2. Method

2.1.1. Design

This study uses the Systematic Literature Review (SLR) approach to identify, evaluate, and synthesize relevant research on group guidance interventions to foster decency in junior high school students. The SLR approach was chosen because of its transparent, structured, and objective methodology in summarizing scientific findings.

2.1.2. Procedure

The literature search process is carried out systematically through several digital databases, namely Google Scholar, ResearchGate, Science Direct, Garuda, and SINTA. The keywords used in the search were a combination of: "politeness", "group guidance, group counseling", "junior high school students", and "gamification, educational games". The inclusion criteria set are: (1) the article is empirical research (qualitative, quantitative, or action research); (2) the focus of the research is group guidance interventions to improve politeness or prosocial behavior; (3) the research subjects are junior high school students or equivalent; (4) Articles published in peer-reviewed scientific journals within the last 10 years (2014-2024). After the screening process based on titles, abstracts, and full text readings, as many as five articles were considered the most relevant and met all the criteria to be analyzed.

2.1.3. Anlysis

Data analysis was carried out through thematic synthesis. Each article was extracted with information related to the objectives, methods, forms of intervention, and key findings. The extraction results are then presented in a table and analyzed narratively to identify patterns, similarities, differences, and the effectiveness of the approaches used, which further serves as the basis for formulating conclusions.

3. Results and Discussion

3.1 Results

The results of the analysis of the five selected articles are presented in Table 1. All five studies consistently show that group tutoring services are an effective intervention to improve student politeness.

Table 1. Articles Analyzed in Literature Review

Name/ Year	Article Title	Research Objectives	Method	Findings/Results
Kresnawan Adri Wicaksono (2022)	Improving Polite Behavior in Speaking Through Group Guidance Services with Modeling Techniques	Improve behavior through group with guid on services modeling techniques students	politeClassroom inaction ance research (PTK) on	The problem of polite behavior in speaking of SMPN 1 Wonoasri students can be solved by providing group guidance services with modeling techniques, which is shown through evidence of an increase in cycle values I = 63.3% to II = 83.3% of the category is well alleviated with an increase of 20%
Afifatul Faujiah Harahap (2024)	Implementation of Group Guidance Services to Improve Polite Behavior in Language AlAbraar Islamic Boarding School	Knowing manners of students at the AlAbraar Islamic boarding school in language and Implementing Group Guidance services to help improve polite behavior in language.	theQualitative Descriptiv e	It was found that the existence of polite behavior in language applied by students is still not in accordance with language ethics, but the provision of Group Guidance services is enough to help students slowly to improve polite behavior in speaking properly and in accordance with ethics.
Afifah Khusnul Khatimah, et al (2023)	Guidance and counseling Teachers' Efforts in Improving Students' Speaking Manners through Group Guidance Services at SMP Negeri 1 Dolok Merawan	Examining the efforts of guidance and counseling teachers in improving students' speaking manners through group guidance services.	the Descriptiv e	The criterion for disrespectful behavior is to speak loudly and interrupt friends' conversations. However, after being given group guidance services, there was an increase in the politeness of talking to students with friends.

Rahmad Raya, Agung Budi Prabowo (2022)	BoliImproving Student Manners through Group Guidance	Discuss important provide guidance with the right techniques in improving the manners of students at school.	howStudi it is toLiteratur group(Literature Review) services in the right techniques in improving the manners of students at school.	The provision of group guidance services is effective in improving students' manners because in group guidance it will help students solve problems by getting solutions from counselors and other group members.
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- Stuart O'Neill, Stuart O'Neill (2023)	Efforts to Improve Manners through Group Guidance Services with Role Playing Model	Obtain information related to the description of students' manners before providing group guidance services with role playing techniques.	Tindakan (Action of Research)	Group guidance services with role playing model techniques can improve the manners of class X students of Marketing SMK Bina Utama Sosok Sanggau Regency, after the implementation of Cycle I and Cycle II there was an increase in the attitude of students in class X of Marketing SMK Bina Utama Sosok Sanggau Regency. The results of the psychological scale before the actions of Cycle I and Cycle II were 41% with the category "Sufficient", the results of the psychological scale after the implementation of the first cycle of actions obtained a result of 67% with the category "Good", and after the implementation of Cycle II obtained a result of 75% with the category of "Good"

3.2 Discussion

The synthesis of the five articles highlights several key themes. First, the effectiveness of group guidance services as a forum for intervention. Group dynamics provide a safe environment for students to learn, grow, practice, and receive feedback regarding their social behavior. This is in line with the findings that group guidance can foster a sense of togetherness and peer support, which is a driving factor for behavior change in adolescents (Corey, 2015). Second, the strength of service techniques that emphasize active and experiential engagement. Studies by Wicaksono (2022) and Dewi et al. (2023) specifically show the effectiveness of modeling and role playing techniques. This finding can be explained through the Social Learning Theory of Albert Bandura (1977), which states that individuals learn new behaviors through observation (imitating models) and reinforcement. In this context, Guidance and counseling teachers or peers can act as models of polite behavior providing real examples. While role playing sessions allow students to practice these behaviors in a safe situation simulation before applying them in the context of daily life.

Third, the importance of an interesting and relevant approach for adolescents. The use of game media such as the Nusantara Ethics Map (PEKARA) offered in the context of guidance

and counseling services at SMPN 6 Malang, is in line with the trend of gamification utilization in education. Gamification has been shown to increase student motivation, engagement, and learning retention (Giacomazzi et al., 2022). By framing the message of ethics and politeness in a fun game format, students tend to be more receptive and do not feel patronized. PEKARA media, which integrates local cultural values, also strengthens the relevance of the material to the context of students' lives.

Fourth, the crucial role of the supporting ecosystem. The results of interviews at SMPN 6 Malang and findings in the literature such as the findings of Ramadhan et al. (2024) confirm that interventions in schools will not be effective without support from the family environment. Character, including politeness, is formed through consistent habituation in various spheres of student life. Therefore, a comprehensive strategy ideally involves collaboration between the school and parents. Interventions must be part of a whole-school approach to create a positive and civilized school climate, where politeness is the norm that is lived by all school residents (Hymel & Katz, 2019).

The findings of this systematic review have significant practical implications for guidance and counseling services in schools. Fundamentally, these findings drive a paradigm shift in guidance and counseling from a reactive and often curative approach in dealing with disrespect, to proactive, preventive, and developmental interventions. Guidance and counseling services should not only respond to code violations, but actively design group guidance services as the main forum to foster students' prosocial behavior. School counselors are required to master and implement service techniques that emphasize student involvement and are experiential-based such as modeling and role-playing, as these techniques have been proven to provide a safe space for students to practice, reflect, and internalize the values of politeness, much more effective than simply receiving service messages presented expositively. In addition, these findings also further affirm the role of guidance and counseling teachers as innovators and collaborators. The effectiveness of the use of service media such as the Nusantara Ethics Map (PEKARA) indicates that guidance and counseling teachers need to be creative in designing service media that is relevant to the current cultural context and interests of students. In addition, the emphasis on the supporting ecosystem (family and school) emphasizes that the role of guidance and counseling teachers is not only in the guidance and counseling room. They must actively build collaborations with subject teachers and parents to create message consistency and habituation. Thus, guidance and counseling teachers become the central agent in concocting a whole-school approach to build a positive and civilized school climate.

Although this study highlights the great potential of group coaching, it is necessary to acknowledge its limitations. Most of the studies analysed were from the Indonesian context and had a relatively small sample. Future research will need to explore the effectiveness of these interventions on a larger scale and with stronger research designs, such as experimental studies with control groups.

4. Conclusion

Based on this systematic literature review, it was concluded that group tutoring services are an effective and evidence-based strategy to improve verbal and nonverbal politeness in junior high school students. The success of these interventions relies heavily on the use of service techniques that actively engage students and emphasize experiential techniques such as modeling and role playing, which are based on the principles of Social Learning Theory. In addition, the integration of innovative and fun service media, such as educational games, can significantly increase student engagement and motivation. However, efforts in schools must be part of a holistically supportive ecosystem. To achieve optimal and sustainable results, a decency character building program must involve strong synergy between schools, families, and communities.

Practical recommendations from this study are: 1. For guidance and counseling teachers, they should design and implement regular group guidance service sessions with the topic of politeness, using methods that are active, participatory, and relevant to adolescent culture. 2. For schools, it is to encourage the creation of a school climate that upholds ethics through consistent

policies and habituation, as well as facilitating collaboration with parents to ensure consistency in character development at home and at school. 3. For the next researcher, conduct follow-up research with a more comprehensive method to test the effectiveness of various models of politeness interventions in diverse cultural contexts.

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