



Internalization of Ethical Behavior Values in Local Language Lessons to Improve Student Politeness

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Abstract

This study aims to determine the influence of the internalization of ethical behavior values in local language lessons to improve student politeness. The progression of times has led to a decline in student politeness, necessitating teachers to take action to address this issue. One method employed by guidance and counseling teachers at SMK Muhammadiyah 1 Malang is incorporating ethical behavior values into local language lessons, particularly in the sections on etiquette and politeness. This study uses a qualitative descriptive method. Data collection techniques include interviews and observations. Interviews were conducted with five tenth-grade students. The results indicate that local language plays a significant role in enhancing politeness, as the subject contains several materials related to etiquette and politeness. Local language lessons accompanied by the internalization of ethical behavior values have helped students improve their politeness.

Keywords: Local language; ethical behavior; polit

1. Introduction

Nowadays, life has developed rapidly where students experience changes that require adaptation (Muslihati, Sobri, Saputra, 'Ilmi, & Kurniawan, 2023). Values that were once very strong are gradually fading away with time. The development of all aspects of life has had a significant impact on the world of education, including how educators conduct learning (Saputra, Hidayah, & Ramli, 2023). Currently, many children are exhibiting disrespectful or impolite attitudes toward others, whether they are older or younger. The decline in student politeness indicates a change in values over time. Politeness is behavior or an attitude that respects others in social interactions (Sinta, 2023). Essentially, politeness is a fundamental attribute that should be inherent in every individual, containing good values toward others, which distinguish one person from another (Azizah et al., 2021).

One factor contributing to the decline in politeness is the habitual practice of online learning since 2020. The drastic change in the learning system requires students to adapt to new things (Sitorus, 2021). Changes in the learning system, such as initially interacting only online, compel students to learn to interact socially in a good manner (Damayanti, 2023). This event also pushes parents to put more effort into shaping their children's polite behavior. Parents can set direct examples for their children since children tend to imitate what their parents do (Risthantri & Sudrajat, 2015).

The phenomenon of declining polite attitudes among students occurs frequently in the school environment, one of which occurs in students at SMK Muhammadiyah 1 Malang City. In daily life at school, it appears that students show impolite attitudes as shown by the results of researchers' observations that during learning at school, many students oppose the teacher's words with several inappropriate words. The learning process carried out at school can make

students not only have high intellectual abilities but also have good morals and ethics (Kholifah & Naimah, 2016).

If this problem is not immediately resolved now, this could be the beginning of damage to the nation's morals and Indonesian society will lose its national identity which upholds a culture of good manners. Reduced polite behavior will cause problems between people and disrupt teaching and learning activities at school (Raya & Prabowo, 2023). In dealing with the phenomenon of declining student politeness, teachers play an important role in shaping polite behavior. Teachers are not only responsible for the cognitive aspect but teachers are also responsible for the social development aspect (Di et al., 2023).

Every teacher or educator certainly has a different way of dealing with this. One way that can be done is by implementing the values of ethical behavior in subjects with full assistance from teachers appropriate to their field (Ahmad, 2022). In determining how to instill good manners, teachers need to know the perspectives of both teachers and students so that they suit existing needs. It is also necessary to know the students' point of view so that teachers can position strategies that are suitable for students but also capable of being carried out by teachers (Ainah et al., 2016).

Based on interviews conducted with guidance and counseling teachers at SMK Muhammadiyah 1 Malang, the method used by guidance and counseling teachers at SMK Muhammadiyah 1 Malang to overcome the problem of declining student manners is by combining regional language lessons with guidance and counseling simultaneously. The guidance and counseling teachers include the value of ethical behavior in regional language lessons, especially in the areas of uploading, etiquette and good manners. When learning regional languages, guidance and counseling teachers always provide openings related to guidance and counseling, especially the value of ethical behavior, guidance and counseling teachers also use polite language during lessons to familiarize students with polite behavior, good manners and good manners towards other people (Kirom et al., 2022). In overcoming the decline in polite attitudes related to the foundation of ethical behavior in high school SKKPD, guidance and counseling teachers need techniques and methods that are different from others. Learning methods can emphasize aspects of life skills, communication skills and speech (Ahmad & Hartati, 2016).

In the Student Independence Competency Standards (SKKPD) for high school level, there are 10 aspects of development that must be achieved. One of them is the aspect of developing the foundations of ethical behavior. In the aspect of developing the basis for ethical behavior, students are expected to be able to know the values and norms that exist in their surrounding environment (Wulandari, 2024). Students who are members of society are also expected to be able to use values and norms as guidelines for themselves in living their lives. The need to apply values and norms in life is so that individuals or students do not fall into various deviant behaviors in the dynamics of social life. Therefore, there is a need for learning that contains ethical behavior for students (Cahyono, 2022).

The existence of this ethical behavior is very important and has a big impact on society, namely so that life runs more orderly, according to rules or norms, and run as it should so that individuals can feel comfortable in carrying out social life. Ethical behavior makes humans have ethics in socializing (Mawah et al., 2021). The foundation of ethical behavior is one aspect of development in the Student Independence Competency Standards (SKKPD) in student development tasks at school. This SKKPD must be achieved by each individual according to the level of education he or she is pursuing. The problem of declining polite attitudes is aimed at upper middle school students where they have entered the teenage stage where morality has

begun to mature compared to before, therefore they must already understand moral values and apply them well. In the Student Independence Competency Standards (SKKPD), precisely the task of developing the foundations of ethical behavior, students can be said to have achieved the developmental task if they are able to understand and apply norms and values (Rahmawati, 2023).

Based on the needs of students at SMK Muhammadiyah 1 Malang related to the problem of declining manners and the methods that have been carried out by guidance and counseling teachers in overcoming this problem, in the Teaching Assistance activity the researcher wants to know the influence of the internalization of ethical behavior values in Regional Language lessons to Improve Politeness. Polite Students. In this case, the researcher will examine further the relationship between regional language lessons and the value of ethical behavior, the way guidance and counseling teachers link the value of ethical behavior in regional language lessons, and the impact of internalizing the value of ethical behavior in regional language lessons for Muhammadiyah Vocational School 1 student Poor.

2. Method

This research uses a qualitative descriptive research method, namely procedures research that produces descriptive data in the form of written or spoken words from the subjects being observed. Qualitative descriptive research focuses on answering questions about who, what, where, and how something or an experience occurred so that the data obtained is studied in depth to find patterns that emerge in the events studied (Zellatifanny & Mudjiyanto, 2018). Descriptive research does not intend to test or validate certain hypotheses regarding the object under study. It is hoped that descriptive research can show an event in a real way without any manipulation (Putra, 2015). Qualitative descriptive research in guidance and counseling aims to present a detailed picture regarding the process of guidance and counseling services carried out in schools, how the services are carried out, and whether the guidance and counseling services carried out are in line with the problems studied. The data collection techniques used in this research were interviews and observations carried out over 4 months (Yuliani, 2018). In the data analysis process, researchers summarize the data obtained then determine codes for each source group the data according to sub-topics, and then conclude. The presentation of data in qualitative descriptive research takes the form of a description, narrative, or notes obtained from interviews and observations (Subandi, 2011).

During the data collection process, the researcher became the main instrument in the research by actively participating in observations carried out while the researcher was teaching at SMK Muhammadiyah 1 Malang. Data collection was also carried out by interviews where the researcher conducted interviews with 5 students from different classes so that they could represent one generation. There were several questions related to their experience of learning regional languages, their opinions about the teaching process, and the impact they felt. The form of data obtained in this research is in the form of interviews and observations of students' polite attitudes, especially when learning at school. The data that has been obtained from interviews and observations is simplified or concluded according to the specified points.

3. Results and Discussion

3.1 Result

After the researchers conducted interviews with 5 students, namely SU, LR, BR, KN, and IM regarding regional languages to improve good manners, the researchers found that the five subjects felt that regional languages played an important role in improving good manners

because in regional language subjects there were several related materials. with manners, etiquette, and upbringing. An effective aspect that can improve politeness according to students is the material provided by the teacher. According to students, the material provided by the teacher is very useful in improving politeness, such as grammar in regional languages.

Of the 5 subjects, there were two students, namely BR and IM, who still did not help students at SMK Muhammadiyah 1 Malang to improve their manners. Meanwhile, for LR, SU, and KN, regional language lessons accompanied by internalization of ethical behavior values have helped students improve their manners. They reiterated that this matter came back to each individual, and even though the guidance and counseling teacher had tried, each student also had a different response.

Apart from the importance of regional language lessons in improving good manners, researchers also examined the role of guidance and counseling teachers in improving good manners. Based on the data obtained, the guidance and counseling teacher at SMK Muhammadiyah 1 Malang is a regional language teacher so the material provided in regional language subjects also becomes guidance and counseling material. The material presented is not only about manners but also provides material about how to speak in public and the dangers of promiscuity and bullying. Students also said that the guidance counselor played a very important role in improving good manners because the guidance counselor often reminded them that when the lesson was finished the guidance counselor gave advice to the students and how to teach well.

From the efforts made by BK teachers to improve manners through internalizing the value of ethical behavior in regional language lessons, the subjects or students have suggestions regarding this matter in the future. BR said that guidance and counseling teachers need to take a deeper approach and explain the importance of good manners subtly. This is different from IM and LR who think that it would be better to provide more material regarding Guidance and Counseling because students feel this is needed. Meanwhile, SU and KN said that teachers need to give small appreciation to students and have a gentle and sincere way of teaching because this affects students' acceptance of the learning provided.

Another aspect studied is the application of polite attitudes taught in everyday life. The results of the interviews that the researchers conducted were that several students said that they applied good manners in everyday life, such as paying attention when the teacher was explaining the material in front of them, saying hello when they passed the teacher, listening to the teacher's and parent's advice, and speaking politely to the teacher or with others parent.

3.2 Discussion

From the results of the interview, it was found that the application of ethical values in regional language lessons was important in improving good manners in students. How the guidance and counseling teacher, who is also a regional language teacher, improves students' manners by providing several materials that can change students' behavior and speech so that they become polite and polite in accordance with the values of ethical behavior in the Student Independence Competency Standards (SKKPD), which is the task of student development. When entering adolescence, as mentioned by (Rahmawati, 2023), the task of developing ethical behavior must be given so that students can understand and apply applicable norms. Material that helps students improve their manners provided by guidance and counseling teachers is related to grammar and how to behave socially to avoid bullying (Ramli et al, 2022).

All subjects also felt the role of regional language subjects in improving good manners which are useful for everyday life in socializing and for themselves (Cahyono, 2022). With

regional language lessons that contain ethical values, students become friendly towards the teacher, use good manners when talking to the teacher or older people, listen to the teacher's advice, do not argue when the teacher is explaining the material in front of them, when they meet the teacher they immediately bow and Salim, reducing impolite words, and not bullying at school. From these results, it can be seen that students have implemented behavior and habits in accordance with norms, values, and rules in accordance with the values of ethical behavior.

From the discussion explained above, it can be seen that internalizing the value of ethical behavior in regional language lessons can improve good manners in students at SMK Muhammadiyah 1 Malang so that they can behave politely in interacting with other people inside or outside school. Also, in the future guidance and counseling teachers will continue to develop more effective methods to provide students with more interesting learning techniques.

4. Conclusion

Based on the explanation above, the result of this research is the internalization of the value of ethical behavior in regional language lessons to improve students' manners, it has a positive impact on students' daily lives personally and socially. Having regional language lessons that focus on manners, etiquette, and good manners can help students become individuals who are ethical, have empathy, and contribute positively not only in the school environment but also outside of school.

The material provided needs to be developed by the teacher so that it attracts more students' attention, and the techniques used are not limited to using expository only but need to apply other techniques such as group discussions or collaborative projects to make learning more interesting so that students do not feel bored and can follow the lesson more enthusiastic.

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