

The Role of the Teacher as A Prototype of Students' Language Policy in Elementary School

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Abstract. In today's world, the development of digital technology and social media has had a major impact on communication patterns, including the use of language. The language used in digital interactions often pays little attention to politeness norms. Seeing this problem, this study aims to develop politeness in language and communication, especially for students in elementary schools. This research uses a descriptive qualitative method with a phenomenological design through interview techniques with twenty students at the Az-Zahra Character Elementary School. Then get the results in the form of facts of violations of politeness in schools, this can be seen from every utterance or sentence and interaction between teachers and students or students with students that are expressed while in the school environment. Therefore, it is hoped that teachers can become prototypes of politeness in schools as a shaper of national character. This can be done by integrating positive politeness values in learning at school so that it is more optimal and of course useful in building harmonious relationships or establishing closeness between teachers and students which is where the teacher as a motivator and gives attention to students, or students with students for example, being able to cooperate in academic activities and be active in study group.

Keywords: Communication Patterns; Politeness Norms; Student; Prototype of Politeness; Character

1. Introduction

In today's world, the development of digital technology and social media has had a major impact on communication patterns, including the use of language (Adow, 2024). The language used in digital interactions often pays little attention to politeness norms, such as short language, the use of emoticons, and speech containing elements of hatred. This phenomenon affects children who are exposed to technology from an early age, blurring the boundaries between formal and informal polite language (Albrent, 2024).

At the international level, UNESCO emphasizes the importance of language education as a tool for building cross-cultural understanding and instilling values of politeness from an early age (Babino, 2023). Teachers in elementary schools are seen as key actors in this effort, acting not only as teachers, but also as models of behavior in communication (Century, 2020).

In Indonesia, the issue of politeness in language is becoming increasingly relevant amidst social and cultural changes (Perrigo, 2024). The Merdeka Curriculum currently implemented provides space for the development of students' character, including politeness in language. However, the reality in the field shows that children are often exposed to impolite language styles, both through electronic media, social interactions, and the surrounding environment (Serafini, 2022).

The role of teachers as educators in elementary schools is very important. Teachers not only teach grammar and communication skills but also become prototypes of politeness in language that students see and emulate. In this context, teachers must be role models and be able to integrate politeness values into learning (Yang, 2020).

1.1. Problem Statement

Politeness of language among elementary school students is increasingly receiving attention due to the following factors: the influence of technology and social media, the lack of positive examples and minimal emphasis in the curriculum on polite communication (Alvarado, 2024).

The formulation of problems in this study includes (1) how the role of teachers in shaping national character, and (2) how the role of teachers as prototypes of politeness. As for the impact, if the role of the teacher as a prototype of language politeness is not optimised, then students will continue to get used to communicating impolitely and respecting the value of applicable social norms. In order to investigate this problem, there are several steps that can be taken, including: identifying the role of teachers, analyzing student attitudes and behavior, developing intervention programs and measuring effectiveness. Then the urgency in this research is the importance of politeness in language and communication as a shaper of student character which becomes the foundation of social life in the future (Corella, 2021).

Educators play a very significant role in the ongoing teaching and learning process. Among these tasks, teachers must be able to create an environment that is conducive to learning (Gomez, 2021). For example, a good teacher must be able to design interesting lessons so that students learn in a psychologically safe environment that takes into account the unique circumstances of each student and guides them to achieve their greatest potential (Kaveh, 2020). A positive learning environment can only be created if teachers are kind to students. Teachers do not use harsh language that offends students (Halil, 2024). The determining factors of politeness in language consist of two main aspects: linguistic factors, which include pronunciation and style, and non-linguistic factors, which include the context of communication and topics of conversation. As mentioned, the situation influences the use of language (Levinson, 2024).

Students can use their teacher's politeness as an example. In this way, teachers indirectly instill the character values of politeness in their students. One of the character traits that the government has started to inculcate in kids is politeness (Marcus, 2022). On the other hand, it is also stated that as a professional according to the Teachers and Lecturers Law (UUGD), teachers are expected to have pedagogical, practical, professional, and social skills (Oliviera, 2024), and the only strategy that needs to be applied is through exemplary behavior or modeling (Nam, 2023).

However, the reality on the ground is very concerning. the problem of character education in Indonesia today is increasingly concerning. In class, many teachers commit verbal and physical violence against students. This fact shows that many teachers in schools do not provide direction to students on how to behave and speak well (Mahanani, 2022). In kinesthetic theory, verbal expression expands the kinesthetic principle because its presence on the surface inhibits interaction (Albrent, 2024), so it is likely to cause disharmony (Rajan, 2020). As a result, it is crucial that elementary school instructors serve as models of civility in linguistic interactions (Suhr, 2021).

1.2. Related Research

In this study, there are three previous studies that are relevant to the topic, including:

Zebryk (2021) presented his research on the role of teachers as models of language politeness in instructional interactions in elementary schools. The results show that teachers can apply positive politeness strategies to build close relationships with students, such as using politeness sub-strategies in daily communication.

Febriyani & Yuliani (2022) described their research related to the form of language politeness and the behaviour of fifth grade students. The results of their research found that the forms of imperative pragmatic language politeness in teaching and learning interactions include commands, invitations, requests, invitations, and prohibitions. In addition, there are deviations from the principles of language politeness caused by various factors, such as direct accusations and lack of sympathy.

Siki, Suciptaningsih, & Anggraini (2024) highlighted the decline in language politeness among primary school students and emphasised the important role of family and school environment in shaping children's language habits. At school, teachers as models and a conducive learning atmosphere are very important in shaping students' language politeness.

Based on these three studies, they only focus on describing the role of teachers in general or environmental factors that influence students' language politeness. This is certainly different from this study which will more specifically explore how teachers act as prototypes of language politeness, including concrete strategies used by teachers in their daily interactions with students in elementary schools.

This study will offer a cutting-edge perspective by: exploring specific strategies used by teachers in becoming role models of language politeness for elementary school students, analyzing the direct impact of teachers' language behavior on the development of students' language politeness and presenting practical recommendations for teachers in integrating language politeness into the daily learning process.

1.3. Research Objectives

This study focuses on exploring the role of teachers as prototypes or role models in language politeness in elementary school environments. The main focus includes strategies and practices used by teachers to demonstrate language politeness in learning activities, the impact of teachers' language behavior on students including how students imitate and develop politeness in communication, and the challenges faced by teachers in becoming models of language politeness in the classroom (Tenorio, 2024). The objectives of this study include identifying the role of teachers as role models of language politeness in elementary schools, analyzing the strategies and methods used by teachers to teach language politeness, exploring the influence of teachers' language behavior on the formation of students' character, especially in the aspect of communication, and providing practical recommendations for teachers to improve students' language politeness (Sumarlam, 2021). Furthermore, this research is expected to produce (1) a deep understanding of the role of teachers as prototypes of polite language, teachers will be understood as figures who not only teach knowledge, but also provide real examples in the practice of polite communication in the school environment, (2) effective strategies for integrating polite language in learning, there are findings of concrete strategies that can be used by teachers in daily interactions in the classroom, such as the use of polite questions, invitations with a positive tone, and strengthening student awareness of the importance of polite language, (3) recommendations for policies or training programs for teachers, (4) improving student character in language, by making teachers a prototype, students are expected to be able to develop polite, effective language skills, and in accordance with social norms, (5) contributions to strengthening character education in forming a generation that is not only intellectually intelligent, but also has good values of politeness and communication ethics (Stimmer, 2020).

2. Theoretical Framework

There are two main theories of politeness that stem from distinct classical perspectives, namely those proposed by Brown and Levinson, and by Leech. Leech's theory of politeness is widely recognized for its social orientation, making it particularly appealing to many researchers from Eastern cultures as a framework to understand social norms (Becker, 2021). In contrast, Brown and Levinson's theory offers a more individualized approach to politeness, focusing on personal interactional behavior (Besharov, 2023). Leech's theory is commonly referred to as the "conversational maxim theory," while Brown and Levinson's approach is known as the "face-saving theory."

Brown and Levinson's theory has had a profound influence on the study of linguistic politeness. These scholars are closely associated with the conceptualization of politeness itself (Abed, 2023). Similar to Lakoff's framework, Brown and Levinson view politeness as a strategy for conflict avoidance in communication (Cavaion, 2020).

According to Brown and Levinson, politeness is primarily governed by two universal aspects: face and rationality. All speakers and hearers—referred to as Participants (Pn) and Interlocutors (Pt)—possess these traits, encapsulated in the concept of the "Model Person" (MP). The notion of "face" refers to a person's self-image in relation to two conflicting needs: positive face—the desire to be appreciated and liked by others; and negative face—the desire to act freely without imposition from others. Meanwhile, rationality pertains to the use of logical reasoning and goal-directed behavior in interaction (Gilmour, 2020).

Politeness, then, functions as a mechanism to preserve face, acknowledging that most speech acts inherently threaten either the speaker's or hearer's face. As such, politeness serves to reduce the potential threat. Brown and Levinson (as cited in Davis, 2024) proposed five strategies that speakers may adopt when engaging in face-threatening acts (FTAs): (1) bald on record (speaking directly without mitigation); (2) positive politeness (seeking closeness and affirmation); (3) negative politeness (maintaining distance and showing deference); (4) off record (hinting indirectly); and (5) opting not to speak at all. Among these, strategies two and three represent positive and negative politeness, respectively, while strategy four involves a range of sub-strategies under indirect communication (Foged, 2023).

The choice of strategy depends on three main considerations: (1) the speaker's intention to convey the content of the FTA; (2) the need to communicate efficiently; and (3) the importance of maintaining the hearer's face. A Model Person will tend to mitigate FTAs unless the first two considerations outweigh the third (Mohamad et al., 2023; Irasuti, 2024).

3. Method

3.1. Research Design

This study uses a descriptive qualitative method that aims to describe in depth and systematically a social phenomenon based on direct understanding of the research subject's experience (Hall, 2020). Using a phenomenological research design to explore and understand the individual's life experiences of a particular phenomenon, as well as the meaning they give to those experiences. The results of the interviews using phenomenological design were analyzed descriptively. This research was also conducted in three strategic stages of research, namely the data provision stage, the data analysis stage, and the stage of presenting the results of the analysis. The data source in this study was the results of interviews with elementary school students regarding the teacher's speech at their school which was delivered some time ago at the end of 2023 and May 2024. The methods used in the data provision stage are the listening method and the speaking method. The techniques used in data provision are the free listening technique and speaking technique and the note-taking technique.

3.2. Participant

The population and participants in this study were 20 students of grade 6 of Az-Zahra Character Elementary School. They were selected using a simple random sampling method based on predetermined criteria. The characteristics of these participants were 11 to 12 years old, male and female, and experienced incidents of violations of politeness at school. The data source in this study was the results of interviews with elementary school students regarding teacher speech at their school.

3.3. Data Collection

The data used in this study used interview techniques with 20 students of Az-Zahra Character Elementary School. The interview content generally asked about politeness in communicating in the school environment. Such as (1) what forms of polite language do teachers usually apply when teaching? (2) in what situations do teachers usually give examples of polite communication to students? (3) how do students usually greet teachers or friends? Does it reflect politeness? (4) what is the role of teachers in instilling politeness values in communicating continuously?

3.4. Data Analysis

The data were analyzed using the intralingual matching method. The intralingual matching method is defined as an analysis method carried out by comparing lingual elements, both in one language and in several different languages (Cavaion, 2020). Data analysis was conducted by observing the transcription of student interview speech to find the form of politeness in language which was analyzed using Leech's politeness principle, and the determining factors of politeness in language used in teacher speech both during learning and outside of learning in the school environment. The results of the data analysis are presented using an informal presentation method. Furthermore, the following will be explained: (1) teachers as the main pillar in forming national character; (2) facts about violations of politeness in schools; (3) the theory of politeness according to Besharov, and (4) teachers as prototypes of politeness in Elementary Schools.

3.5. Validity and Reliability

This study used an interview as an instrument. Before this instrument was used, a content validity test was first carried out, the aim was to ensure that the research instrument used had measured what should have been measured (Sugiyono, 2016). In other words, validity means ensuring that the questions in the interview for students are relevant to the theme/concept to be measured. The results of the validity and reliability tests were carried out using the SPSS version 26 program.

4. Findings

Based on the interview results, the following findings were obtained in the field.

4.1. Facts About Violations of Politeness in Schools

When conducting research at a private elementary school, the author was very surprised because he received information from student interviews that there was a female teacher who slammed the table loudly while saying:

(1) Teacher: "Noisy don't hit the table! Male students keep hitting the table, noisy".

Context: Conditions at that time, third grade students were taking a break in the middle of learning and some students were in the classroom.

The utterance in data (1) based on the results of the interview, the actual field fact is that most of the students who hit the table are female students, causing a commotion and disturbing the class next door. When viewed from a linguistic perspective, the teacher's reprimand should still use formal language or regional language that is polite enough to be spoken, because it is possible that it will be imitated by children in everyday speech. And before hitting the table, the female teacher should first ask who hit the table, not directly accuse the male student. Furthermore, the teacher also gives the reprimanded student the opportunity to explain that it was not the male student who did what the teacher accused him of. A conducive learning atmosphere is created when the teacher is friendly and uses polite language that does not demean students (Kristof, 2023). The teacher's polite language is likely to be used as an example by students. That way, students are indirectly taught the values of politeness by the teacher. One of the character traits that the government has begun to instill in children is politeness (Hong, 2023).

(2) Teacher: "You are in a group or people who are going on a trip to Jungle Land! If you have a lot of money, I'm a third grader, I'll pay."

'You just write your personal data in the group, if you want to go on a trip to Jungle Land.

Student: "Okay, what else do you want to do, Ma'am? Ma'am, I don't have money to pay."

Context: A female teacher who was the homeroom teacher at that time chatted with students in the school parking lot when the students and teacher were about to go home.

The speech phenomenon occurred because many students in the class did not participate in the school trip to Jungle Land. The teacher said this in the hope that many of his students would participate or all of them would participate without considering the economic conditions of each student's parents. When viewed from a linguistic and politeness perspective, the speech is indicated to be directed at forcing his students to participate in the trip to Jungle Land. Thus, the speech act could most likely be categorized as verbal violence or a violation of the principle of politeness. The teacher should not have behaved and spoken like this. The phenomenon of verbal violence in schools has attracted the government's concern, so the Child-Friendly School program was launched. The program will not be successful if language skills are not applied and utilized in classroom interactions, both between teachers and students, students with teachers, and students with students (cf. Rahardi, 2005; Rigby, 2008; and Kristanto et al., 2011).

Current field facts, many teachers in schools are authoritarian and unrepresentative, and some are of the opinion that violence, both physical and verbal, is effective in enforcing student discipline. This kind of condition will certainly make the world of education non-humanistic and non-democratic (Muslich, 2011). This phenomenon is certainly very concerning and needs to be handled immediately by the government or related parties. These gaps imply a very urgent need to make scientific efforts in shaping and strengthening the character of students (Noguchi, 2022).

From the standpoint of civility, verbal abuse is against the rules since it essentially puts the tutut partner's face in danger (Mc Clain, 2021). Therefore, teachers are expected to be able to carry out the mandate outlined by the Teachers and Lecturers Law, so that they can function as a prototype of polite language in the classroom.

4.2. Facts of Lack of Politeness between Teachers and Students

Politeness in interactions between teachers and students is very important in creating a positive, comfortable, and educational learning environment. However, in several elementary schools, it was found that the value of politeness is starting to fade. This can be seen from: (1) students who do not use polite language when speaking to teachers, for example speaking without "please", "thank you", or using a high tone. (2) teachers who shout or do not respect students' opinions, so that students feel afraid or stressed. (3) interactions that lack respect, both verbally and non-verbally (such as not greeting, not listening when others are talking). (4) lack of role models from the school environment, including from teachers themselves, in instilling the value of politeness. This phenomenon can be triggered by several things, including changes in parenting patterns at home, the influence of media and speaking styles outside of school, lack of habituation of polite culture in schools, and teachers' unpreparedness in dealing with diverse student characters.

Based on the results of the interview, it was found that the students' dialogue was impolite towards the teacher

Teacher: "Nina, you haven't collected the math homework that I gave you last week. Can you explain why?"

Nina: "I haven't had time yet, Ma'am! There are many other assignments. Besides, math assignments are also difficult."

Teacher: "I don't like your tone like that, Nina. Speak politely, okay? I just want to know your reasons, not to be scolded."

Nina: "Sorry, Ma'am... I haven't had time to do it yet."

Based on the dialogue above, Nina was found to be a student who spoke in a high tone and sentences that blamed the teacher, indicating a lack of politeness in communicating. On the other hand, the teacher responded by remaining calm and emphasizing that good communication must prioritize politeness and respect. This situation reflects the importance of the role of teachers in instilling the values of polite communication, as well as the importance of getting students used to respectful behavior.

Research by Prasetya et al. (2022) in Balikpapan City found that students often violate the principles of politeness in language towards teachers. This shows a lack of understanding of students' understanding of polite communication norms in the school environment, here the role of teachers is needed to provide an understanding of norms in polite communication in the school environment so that students get used to communicating politely. Setiawati et al. (2023) conducted a study at Azaddy Al-Ghozali Sumedang Inclusive Elementary School and found that teacher discipline had a significant influence on students' polite behavior. This means that the more disciplined the teacher is in implementing the rules, the higher the level of politeness of the students. Mardiana et al. (2023) emphasized that the use of polite language by teachers plays an important role in instilling character values in elementary school students. Through polite communication, teachers can be role models in shaping positive student behavior. Based on the three studies that have been presented, it can be concluded that politeness in language in elementary school environments is greatly influenced by the role and example of teachers. Therefore, teachers not only act as teachers, but also as role models in building a culture of polite, disciplined, and character-based communication in elementary school environments.

4.3. The Fact of the Lack of Politeness in Interactions Between Students or Peers

Based on the results of observations and interviews with teachers and students at SD Karakter Az-Zahra, it was revealed that there was a lack of politeness in interactions between peers, especially in the form of using harsh language, teasing, and minimal empathy when communicating with each other. This shows that the norms of politeness have not been fully formed in horizontal interactions between peers.

For example, in everyday practice it is still found:

Students tease or call their friends with inappropriate nicknames such as "fat", "nerd", or "slow".

The use of direct sentences and without empathy, for example:

"You don't play here, this is my place!" or

"You're slow, you're taking a long time!"

These findings indicate the minimal use of polite expressions such as "please", "sorry", and "thank you" in daily communication between friends.

When associated with the theory according to Kecskes and Levinson (2022), pragmatic competence is the ability to use language socially appropriately in certain contexts. In a multicultural school environment, students need to be guided to understand that politeness is not only about language forms, but also the values of empathy, harmony, and mutual respect.

The lack of politeness between students found in the field indicates that pragmatic competence has not yet been formed, which should be fostered through the role of teachers as facilitators of cultured communication.

Then Yulisa & Syahril (2021) studied the practice of politeness in elementary school and concluded that many students did not understand the correct speech context. They recommend the integration of language learning, character, and direct practice in daily activities.

So, a learning strategy is needed that combines character values and politeness contextually so that students are accustomed to using appropriate language in social life at school.

4.4. Fact the Influence of the Outside Environment on The Lack of Politeness in Students Interactions at School

The outside environment has a major influence on students' politeness in interacting at school. Real examples in the field such as students imitating the rude or sarcastic speech style that they often see in the environment playing with their friends. This is supported by statements from teachers who say that students return to using a loud or arrogant communication style after the weekend or long holidays, indicating that the outside environment is more dominant in shaping their communication patterns which are often considered cool.

Then Choi & Kim (2023) stated that children's social interactions are influenced by linguistic exposure from outside school. When children are used to hearing impolite speech in the outside environment, it will become a baseline in their interactions with peers.

4.5. Facts About the Influence of Digital Media on the Lack of Politeness in Student Interactions at School

Digital media, especially YouTube, TikTok, and online games, have a significant impact on students' communication patterns, especially in the form of decreasing politeness in speaking. Examples of field facts such as:

Students in grades 4 and 5 often use terms such as "noob," "idiot," "cupu," or "stupid" in daily interactions after playing online games (such as Free Fire or Mobile Legends).

Some students also imitate the speaking style of TikTok celebrities or YouTubers who use sarcastic or rude tones, such as saying "can't you do that?" to their peers which indicates belittling someone's abilities.

Teachers reported that this habit has increased after the COVID-19 pandemic, because students more often access digital content at home without parental supervision.

In the Early Childhood Character Education journal, Suhartini & Kurniawan (2022) stated that digital media forms instant and often impolite communication patterns, which are quickly imitated by elementary school-aged children. So that elementary school children who are often exposed to digital media without parental supervision experience a decline in understanding the context of politeness in language. Children tend to imitate popular speech from entertainment content, even though it does not comply with polite communication norms. Then Nasution, A. (2021) stated that YouTube is the main reference for children in forming their speaking style, replacing the position of teachers and parents as the main language models, this is by seeing children aged 7-12 years imitating the language style of content creators directly, especially when they idolize these figures. This leads to a decrease in the frequency of use of polite words such as sorry, please, and thank you.

5. Discussion

5.1. Teachers as the Main Pillar in Forming National Character

There are four pillars that need to be developed in character education, including: thinking, sports, heart, and feeling or will, with 18-character values set by the government to be instilled in students (cf. Listyarti, 2012; Naim, 2012; Wibowo, 2013; and Iskak, 2016). The eighteen character values are: (1) religious; (2) honest; (3) tolerance; (4) discipline; (5) hard work; (6) creative; (7) independent; (8) democratic; (9) curiosity; (10) national spirit; (11) love of the homeland; (12) appreciate achievement; (13) friendly or communicative; (14) love of peace; (15) like to read; (16) care for the environment; (17) care for society; and (18) responsibility.

In its implementation, the character to be formed can be sourced from the essential, simple, and easy-to-implement character, such as: clean, neat, comfortable, disciplined, polite, and courteous (Wahyuningsih, 2023). Polite and courteous are the two most important values in character education. Politeness is defined as habitually behaving politely and courteously, and having polite language as a manifestation of respect for other individuals (Sumarlam, 2021). The source of these character values is from the heart and the feeling or intention.

The dream of every educator, of course, is to have students behave politely and speak politely. For that, as suggested by Panwar (2023), that in character education, teachers must be able to act as caregivers, as prototypes and role models, and ethical mentors (Torres-Rocha, 2023).

As an example, a teacher should love and care for pupils, support their academic success, encourage their self-confidence, and provide them experiences and moral instruction to help them develop morals. A teacher must be able to demonstrate a high level of respect and accountability both inside and outside the classroom in order to be a model of ethics. In the classroom and in the larger society, teachers should set an example with their every word and behaviour. A teacher serves as an ethical or manners guide, offering moral instruction and

direction through reading stories, class discussions, explanations, incentive, and reprimands and feedback when pupils harm themselves or others (Schwab, 2023).

It seems very appropriate if in Law Number 14 of 2005 of the Republic of Indonesia pertaining to Teachers and Lecturers, as professionals, a teacher and lecturer are required to have four competencies: (1) pedagogical competence; (2) personality competence; (3) professional competence; and (4) social competence. Pedagogical competence refers to a teacher's ability to manage learning and students. Personality competence is a personality that is steady, religious, has noble morals, wise, and authoritative, and can be a role model for students. Professional competence is the ability to understand and apply critical learning materials broadly and comprehensively. Social competence refers to the teacher's ability to communicate and interact effectively with students, peers, parents/guardians, and the general public (Kennedy, 2020). By mastering these four competencies, it is hoped that teachers as professionals and prototypes can fulfill their roles in learning.

5.2. Teachers as Prototypes of Politeness

Teachers have an important role as role models in character naming. Good teachers can be a source of encouragement and motivation for their students. As we often hear that teachers are those who are trusted and imitated. Not the other way around, which is an irony, teachers are *wagu* (inappropriate) and *saru* (inappropriate). Therefore, in order to become a prototype, a professional teacher must truly have the four competencies mentioned in the Teachers and Lecturers Law, namely: pedagogical competence; personality competence; professional or scientific competence; and social competence (Kyounghe, 2021).

In interacting with others (students, colleagues, superiors, and parents/guardians), teachers can use positive politeness strategies from P. Brown & SC Levinson. With this strategy, teachers can build close relationships with students in learning. This positive politeness strategy from P. Brown & SC Levinson can be given examples of its utterances, in the context of Indonesian culture.

By implementing positive politeness strategies, the social distance between teachers and students can be reduced, so that teacher-student relationships become better. In this way, harmony can be developed during learning interactions (Doane, 2023).

Practical implementation of polite language in elementary schools can be carried out by teachers by using positive politeness strategies from P. Brown & SC Levinson, as follows:

First, in the initial learning activities. In this activity, teachers can do: (1) Pay attention to students' needs and desires; (2) Involve students in learning activities by using the first-person plural pronoun, namely *we*; (3) Show optimism that students will definitely succeed in mastering the expected competencies; and (4) Make offers or promises.

An example of the implementation of positive politeness strategies in initial learning activities can be seen in the following dialogue excerpt:

(1) Teacher: "Assalamualaikum. Good morning, Saleh, Salehana, Teacher. How are you today?"

Student: "Good morning too, Teacher. Alhamdulillah I am well, Allahuakbar!"

(2) Teacher: "Good morning, OK? Keep up your enthusiasm for learning, ya pious pious!"

The context of utterance (1) is the teacher begins the lesson by greeting, then asking how the students are. The utterance, "How are you today?" is a form of attention given by the teacher to the students. By using this strategy, closeness is built between the teacher and the students. The question is answered by the students with their news at that time and added by mentioning the name of Allah SWT., "Good morning too, Teacher. Alhamdulillah well, Allahuakbar!"

As in utterance (1), the context of utterance (2) is that the teacher will start the material because he sees that his students seem less enthusiastic, the teacher provides motivation by greeting his students. The form of teacher's attention to his students can be seen in the following utterance: "Good morning, yes! Keep up the enthusiasm for studying, yes, saleh saleha!" In this

utterance, the teacher appears to be trying to provide attention, motivate, and build closeness with his students with terms of endearment that teachers usually use. Giving attention to students as one part of the positive politeness strategy carried out by teachers can be used as an example for students (Brubacher, 2023).

Second, in core learning activities. In this activity, teachers can: (1) use appropriate greetings to students; (2) ask about problems and difficulties faced by students; (3) ask students to provide questions or reasons; (4) use humor or jokes; (5) use group identity markers to build familiarity; (6) avoid direct disagreement; and (7) repeat part or all of the utterance.

Examples of implementing positive politeness strategies in core learning activities can be seen in the following statements:

(3) Teacher: "That was the science material about photosynthesis, the most important process on earth. One of the characteristics of living things is that they need food. Humans and animals depend on other living things to get their food sources. What about plants?"

Student: "Plants can produce their own food. The process of making food is called photosynthesis."

Teacher: "That's right! You are smart, Saleh Saleha!"

In utterance (3) the context of the utterance is that the teacher teaches science material about photosynthesis, the most important process on earth. After the students read the science book, the teacher invites the students to find out how plants get their food. The teacher gives positive appreciation with praise as a strategy to give attention to the students. The utterance, "That's right! You're smart, Saleh Saleha!" in the data also functions to provide confirmation of the correctness of the students' answers and as a form of positive appreciation accompanied by praise so that the students are more enthusiastic.

Third, in the final learning activities. In this activity, the teacher can take action by giving praise or rewards to students who successfully complete the task. An example of the application of praise or reward strategies in the final learning activities can be seen in the example, as follows:

(4) Teacher: "Come on, Saleh Saleha, mother, collect your snack supplies in the kindness box! Then you count your respective activity points in your notebooks. Then submit the number of points to mother. The one with the highest points is entitled to all the snacks in the kindness box in front."

Student: "Yes, ma'am."

In utterance (4) the teacher also uses a positive politeness strategy by giving a challenge to collect student activity points and giving a prize of all the snacks in the kindness box to the student who gets the most activity points. Utterance: "The highest points are entitled to all the snacks in the kindness box in front." This strategy and utterance are declarative mode utterances in the expressive speech act of praising. Giving praise will encourage students, so that they are more motivated to be able to collect more activity points.

By implementing politeness strategies in learning at school, it is expected that teachers and students will avoid face-threatening acts, both verbally and nonverbally (Chang, 2020). Teachers can be prototypes and role models for students, and students are accustomed to behaving and speaking politely. Teachers are more sensitive to capturing and understanding students' desires, because familiarity, closeness, and openness are formed. Interaction between teachers and students can take place harmoniously.

6. Conclusion

Teachers are role models for students when they are studying in Elementary School. Teachers are the main pillars in instilling students' character. Therefore, in instilling polite character in language, teachers must be able to become a prototype of politeness in language for their students. P.'s learning theory can be used by teachers in the classroom. Brown and SC Levinson, with a focus on the use of positive strategies. Teachers can develop stronger relationships with

students by implementing positive strategies. With this kind of relationship, it is hoped that the interaction between teachers and students will be more harmonious. Thus, learning objectives can be achieved successfully. In the practice of learning the positive politeness strategy section, which can be implemented are as follows: First, in the initial learning activities, teachers can: pay attention to students' needs and desires; involve students in learning activities by using the first person plural pronoun, we; show optimism that students will definitely succeed in mastering the expected competencies; and make offers or promises. Second, in the core learning activities, teachers can: use appropriate greetings to students; ask about problems and difficulties faced by students; ask students to give reasons or arguments; use humor or jokes; use group identity markers to build familiarity; avoid direct disagreement; and repeat part or all of the utterances. Third, in the final activities, teachers can give praise or prizes to students who successfully complete the task.

Limitation

The limitations of the study entitled "The Role of Teachers as Prototypes of Students' Language Politeness in Elementary Schools" can include the scope of the research area and population that may be limited to certain schools, so that the results are not fully representative of the wider context. In addition, this study tends to focus on the role of teachers as the main factor, so that it may pay less attention to the influence of other environments, such as family and peers, on students' speech impressions. In terms of methodology, if the study only uses a qualitative approach, the results can overcome subjective bias, both from researchers and respondents. The short duration of data collection can also be an obstacle in capturing more consistent patterns of language politeness. Finally, the constraints on implementing research recommendations in the context of schools with limited resources are also aspects that need to be considered for more applicable results.

Recommendation

Based on the results of this study, the researcher recommends that other researchers are not limited to one school, so they can use several schools as research respondents to expand this study by integrating external factors, such as the influence of family and social media, on the formation of students' language politeness. Stakeholders, such as school principals and education policy makers, can prioritize teacher training on effective communication and language politeness, as well as strengthening character building programs in schools. In addition, the school environment needs to be designed to support a friendly language culture through regulations, awards, and instilling politeness values in daily activities, so that a learning environment is created that is based on politeness and mutual respect. In addition, quantitative research can be used to avoid subjective bias.

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Conflict of Interest

All authors confirm there are no conflicts of interest.

Declaration of Generative AI-assisted Technologies

This manuscript was prepared with the help of Generative AI such as Quillbot, AI is used to assist in language refinement. All intellectual contributions, critical analysis, and final revisions were made by the author. The author takes full responsibility for the accuracy, originality, and integrity of the content presented in this work.

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