

Shaping Students' Politeness through Bilingual Mentoring in Rural Elementary Schools: A PRISMA-based Systematic Literature Review

Agung Tri Wibowo, Sri Yamtinah, Sukarno

Universitas Sebelas Maret
jengtina@staff.uns.ac.id

Article History

accepted 1/2/2026

approved 1/3/2026

published 31/3/2026

Abstract

Language politeness among elementary school students remains a concern, as many still demonstrate inappropriate ways of speaking. This study aims to examine bilingual politeness mentoring in rural elementary schools using a systematic literature review (SLR) design. Data were collected through the PRISMA method from publications indexed in Google Scholar, Scopus, and ScienceDirect between 2021 and 2025. A total of 48 articles were initially identified, focusing on two main aspects: (1) teacher mentoring in bilingual politeness and (2) school-based programs supporting politeness development. The findings reveal that teacher mentoring plays a significant role in shaping students' language politeness through modeling, habituation, and interaction. In addition, school programs support this process by facilitating communication and strengthening teacher–student relationships. In boarding school contexts, these programs enable teachers to take on extended roles as parental figures, fostering closer relationships and promoting respectful and polite communication among students.

Keywords: *Bilingualism, Language politeness, Mentoring, and SLR*

Abstrak

Kesantunan berbahasa pada siswa sekolah dasar masih menjadi perhatian, karena banyak siswa yang masih menunjukkan cara berbicara yang kurang tepat. Penelitian ini bertujuan untuk mengkaji pendampingan kesantunan berbahasa bilingual di sekolah dasar pedesaan dengan menggunakan pendekatan systematic literature review (SLR). Data dikumpulkan melalui metode PRISMA dari publikasi yang terindeks di Google Scholar, Scopus, dan ScienceDirect pada tahun 2021 hingga 2025. Sebanyak 48 artikel diidentifikasi pada tahap awal, dengan fokus pada dua aspek utama, yaitu (1) pendampingan guru dalam kesantunan berbahasa bilingual dan (2) program berbasis sekolah yang mendukung pengembangannya. Hasil penelitian menunjukkan bahwa pendampingan guru berperan penting dalam membentuk kesantunan berbahasa siswa melalui keteladanan, pembiasaan, dan interaksi. Selain itu, program sekolah mendukung proses ini dengan memfasilitasi komunikasi serta memperkuat hubungan guru dan siswa. Pada konteks sekolah berasrama, program tersebut memungkinkan guru berperan sebagai figur orang tua dalam membangun komunikasi yang santun dan saling menghargai.

Kata kunci: *Dwibahasa, Kesantunan, Pendampingan, dan SLR*



INTRODUCTION

The issue of language politeness among elementary school students remains a concern in educational settings, as many students still demonstrate inappropriate ways of speaking during interactions. In this context, language politeness plays an important role in character development, as it reflects students' ability to communicate respectfully and maintain positive social relationships (Lestari et al., 2023; Prayitno et al., 2022). Previous studies consistently emphasize that polite speech is not only a communication skill but also an indicator of educational success and students' character formation (Apriani et al., 2023; Ryesmi et al., 2022; Santosa & Zuhaery, 2021). Empirical evidence also shows that some elementary school students tend to express themselves emotionally in ways that are perceived as impolite during interactions (Nathasya et al., 2025). Therefore, strengthening language politeness through guidance in elementary schools is essential to support the development of students who are both academically competent and socially respectful (Yunistita et al., 2025; Zulaini et al., 2021).

Furthermore, educational programs and school policies play a significant role in addressing this issue, particularly through structured guidance and daily interactions in the classroom. In Indonesia, this is supported by the government through Permendikbud No. 23 of 2015 on character education, which emphasizes the importance of fostering positive social interactions among students and between students and teachers (Kemendikbud, 2015). In practice, language politeness becomes a key indicator of how these values are implemented, as it reflects the quality of communication within the school environment. Previous studies highlight that teachers have a central role not only in delivering academic content but also in modeling appropriate language use, as their verbal expressions can influence students' behavior and character development (Juhaeni et al., 2020; Rizal, 2017).

Moreover, teachers' competence in maintaining polite and effective communication is considered an important factor in supporting a respectful learning environment (Jayanti et al., 2024; Julita & Dafit, 2021; Nurzafira et al., 2020). However, existing studies tend to focus more on the general role of teachers, with limited attention to how specific forms of guidance are implemented in different school contexts. Empirical studies have shown that violations of language politeness among elementary school students still frequently occur in classroom interactions. These violations can be identified through students' speech that does not align with established politeness principles, such as those proposed in politeness theory, including maxims of respect, generosity, and agreement (Leech, 2021; Nathasya et al., 2025). Several studies report that students often fail to apply appropriate politeness strategies when communicating with teachers and peers, both during and outside classroom activities (Mahmudi et al., 2021; Prasetya et al., 2022). In some cases, students tend to express themselves in direct or emotionally driven ways, which may lead to perceptions of impoliteness in interaction (Susandi et al., 2024; McNab & Mavrou, 2025). These findings indicate that language politeness is not only a theoretical concept but also a practical challenge in everyday communication among students, which requires more systematic guidance within the educational context.

Henceforth, bilingualism is an important aspect of students' language use in the Indonesian context since it has more than 700 regional languages, where many students use both Indonesian and that local languages in daily communication. This linguistic diversity creates unique challenges in maintaining language politeness, as students need to adjust their speech according to different social and cultural norms across languages (Aji et al., 2022; Fadila et al., 2024; Mukhamdanah et al., 2025). Previous studies suggest that bilingual speakers may experience difficulties in selecting appropriate politeness strategies, particularly when switching between languages or

communication contexts (Hilmiyatun & Zahara, 2024; Nugroho & Mulyeni, 2025; Yulianti et al., 2021). In addition, the increasing use of social media has intensified the use of code-mixing and code-switching among students, which may further influence how politeness is expressed in communication. In the school setting, teachers play a key role in guiding students to use language appropriately through both classroom interaction and structured programs. However, most existing studies tend to focus on general educational contexts (Mbowa et al., 2025; Nurhayati et al., 2025; Riyanto et al., 2023), with limited attention to how such guidance is implemented in rural schools, where sociolinguistic conditions and access to educational resources may differ from urban settings. These differences may influence how bilingual students develop and apply language politeness in their daily interactions.

Although previous studies have discussed language politeness and student guidance, the existing literature remains fragmented and has not been systematically synthesized, particularly in relation to bilingual contexts in rural elementary schools. Most studies tend to report findings separately, without providing a comprehensive overview of how teachers guide students' language politeness or what types of school programs have been implemented to support it. As a result, there is still limited understanding of effective practices that can be used as references in similar educational contexts. Therefore, this study aims to systematically review and synthesize previous research on bilingual politeness guidance in rural elementary schools. Specifically, this study seeks to identify how teachers provide guidance on language politeness and to examine the types of school-based programs that support students' development in this area. The findings of this study are expected to provide clearer insights and serve as a reference for educators and schools in designing more effective language politeness guidance practices.

METHOD

This study employed a Systematic Literature Review (SLR) approach to identify, evaluate, and synthesize research related to bilingual politeness guidance in Indonesia's rural elementary schools. Moreover, the review followed the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework by Haddaway *et al.* (2022), which included: (1) determining the research questions; (2) determining the search keywords; (3) selecting academic databases; (4) screening the literature based on inclusion and exclusion criteria; and (5) synthesizing and thematically analyzing the selected articles.

Two research questions guided the study, focusing on (1) teacher guidance in bilingual politeness during classroom learning and (2) school-based programs supporting its development. The literature search was conducted using Google Scholar, Scopus, and ScienceDirect with keywords such as "language politeness," "bilingualism," and "teacher assistance" in rural elementary school contexts. The search was limited to articles published between 2021 and 2025. Furthermore, to ensure the relevancy and the quality of studies, predefined inclusion and exclusion criteria were applied throughout the screening process (see Table 1).

Table 1. Inclusion and Exclusion Criteria

Criteria	Inclusion	Exclusion
Type of study	Empirical research articles published in peer-reviewed journals	Non-empirical studies (e.g., book chapters, review papers, opinion articles)
Publication year	Articles published between 2021–2025	Articles published before 2021

Language	Articles written in English or Indonesian	Articles written in languages other than English or Indonesian
Research focus	Studies focusing on bilingualism and language politeness in educational settings	Studies not related to bilingualism or language politeness
Research context	Studies conducted in the Indonesian context	Studies conducted outside the Indonesian context
Content relevance	Studies that discuss forms of guidance, including teacher practices or school-based programs related to language politeness	Studies that do not discuss guidance or programs related to language politeness

Following the application of the inclusion and exclusion criteria, the study selection process was conducted using the PRISMA framework. The detailed selection process and the number of included and excluded articles at each stage are presented in Figure 1.

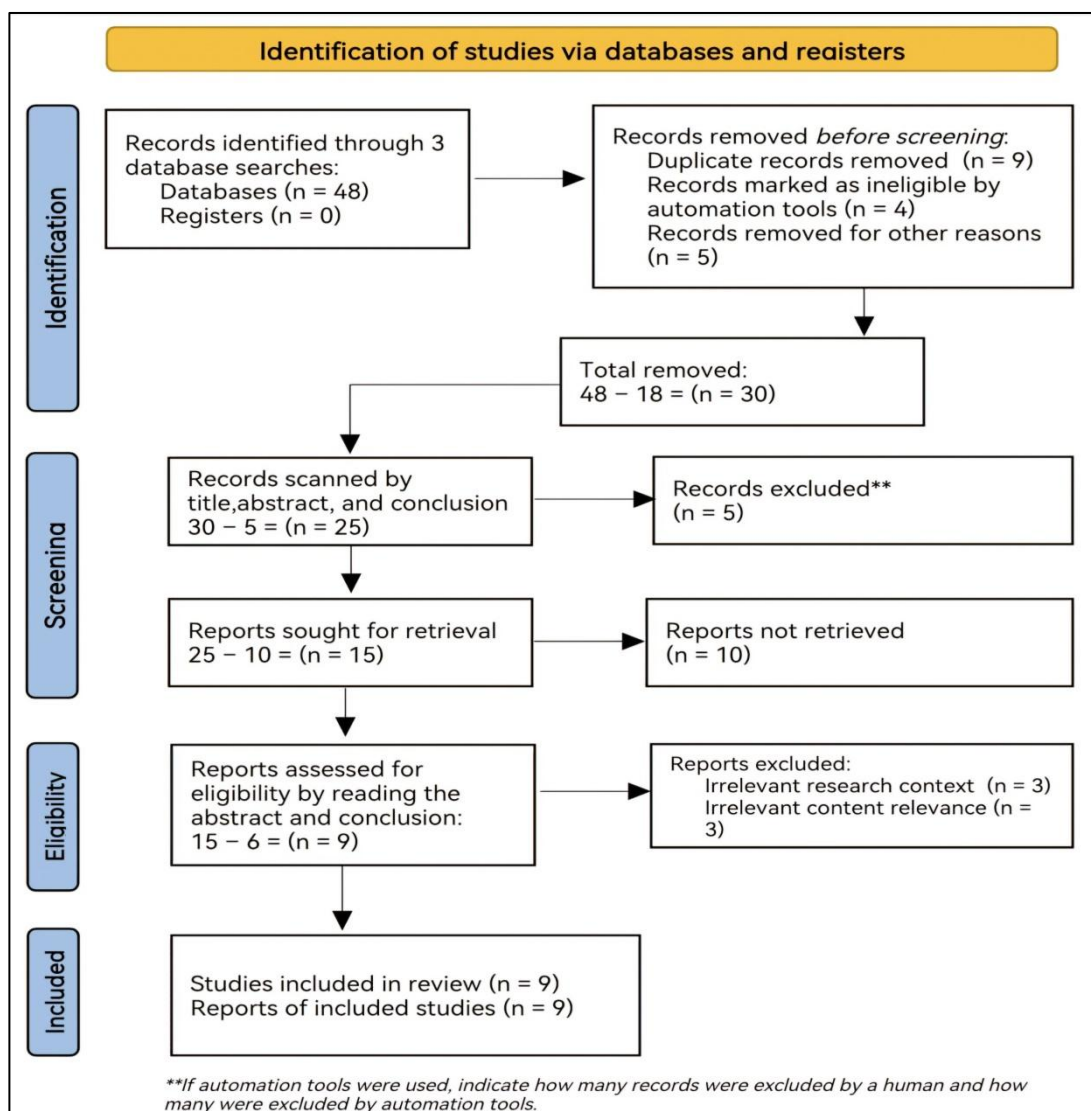


Figure 1. PRISMA flow diagram

Following the study selection process, a quality appraisal was conducted based on SINTA accreditation and Scimago Journal Rank (SJR) to ensure the credibility of the selected studies. Inter-rater reliability was applied involving three evaluators (the researcher, a peer, and an expert), with differences resolved through consensus. The data were then analyzed using thematic analysis, where relevant data were coded and grouped into key categories—teacher assistance, cultural language usage, school programs, and school culture—to synthesize the findings in addressing the research questions.

RESULTS AND DISCUSSION

Results

The results of this study were derived from the selected articles identified through the PRISMA-based systematic literature review process. The initial search identified a total of 48 articles across three databases, namely Google Scholar, Scopus, and ScienceDirect. Furthermore, the search results show that Google Scholar contributed the largest number of articles; however, many were found to be irrelevant to the research focus. In contrast, Scopus and ScienceDirect yielded fewer articles but demonstrated higher relevance. Specifically, out of 36 articles identified from Google Scholar, only 5 were considered relevant. Meanwhile, Scopus yielded 4 articles with 2 relevant studies, and ScienceDirect contributed 8 articles, of which 6 were relevant. Following the screening and eligibility process, nine articles were selected for final analysis. The distribution of these articles based on publication year between 2021 - 2025 is presented in Figure 1.

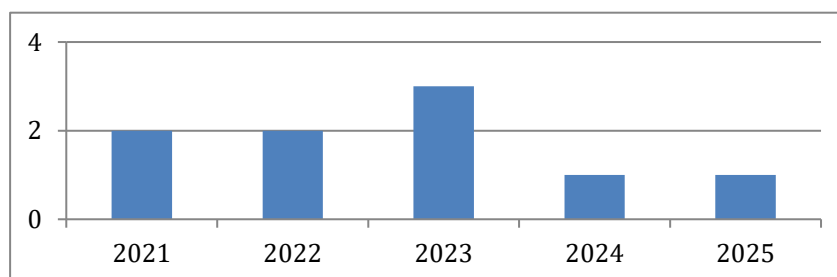


Figure 1. Year of article publication

To provide a clearer overview of the selected studies, the key findings of the nine articles are summarized in Table 2

Table 2. Literature Summary

No.	Author	Year	Research Title	Key Findings
1.	Endar Wijayanti & Arip Febrianto	2021	Analysis of Politeness in Language Use at Bunderan II Public Elementary School, Putat Village, Patuk District	Language politeness among students and teachers manifests in the form of praise, wisdom, and agreement. The application of politeness has not been formally programmed, but has been implicitly implemented through school culture. The main supporting factor comes from the teachers' communication patterns, while the family environment is a

				hindering factor.
2.	Muhammad Zulaini	2021	Analysis of Teacher Assistance Student Language Politeness through the Hizbul Wathan Scouting Program at Muhammadiyah PK Andong Elementary School	Teacher guidance in the Hizbul Wathan program contributes positively to the formation of students' language politeness. The forms of guidance include role modeling, giving advice, and reinforcing religious values. The school program acts as an effective means of instilling politeness outside the classroom.
3.	Mohammad Setyo Wardono	2023	The Politeness of Javanese-Indonesian Bilingual Students at SDN Ngadas 2 Malang	Bilingual students demonstrate politeness through Javanese cultural principles such as tepa selira, andhap asor, and kurmat. The use of two languages does not diminish politeness; rather, it strengthens local identity when used in accordance with the social and cultural context of rural schools.
4.	Endah Puspitasari	2024	The Role of Teachers in Shaping Students' Language Politeness through the Habituation of Javanese Krama Language at MI Rifa'iyah Dadirejo	Teachers play an important role in shaping language politeness through the habit of using Javanese krama language. Students' politeness can be seen from their habits of greeting, respecting teachers, and using polite language. Guidance is carried out through exemplary behavior, habit formation, and reinforcement of polite values, even though there are still obstacles from the environment and social media.
5.	Nanik Setyawati <i>et al.</i>	2025	Language Politeness Training in School Communication Interactions	Language politeness training can improve students' ability to choose diction, tone, and attitude when communicating. Training-based mentoring programs are considered effective when supported by the role of teachers, schools, and the involvement of parents and the surrounding environment.

6.	Wahyudi Rahmat <i>et al.</i>	2022	<i>How Do Women Control Their Language When Facing Certain Conditions? A Perspective of Psychopragmatics</i>	This study shows that Minangkabau women are able to control their emotional expressions, especially anger, through polite and implicit language strategies. Politeness is manifested through the use of metaphors and implicatures influenced by social relationships, closeness, and social status, thereby minimizing conflict.
7.	Chatia Hastasari <i>et al.</i>	2022	<i>Students' Communication Patterns of Islamic Boarding Schools: The Case of Students in Muallimin Muhammadiyah Yogyakarta</i>	This study found that character education in boarding schools is reinforced through teacher role modeling and two-way communication patterns. Relationships based on empathy, sympathy, and closeness among students encourage polite communication and mutual respect in everyday life.
8.	Nur Ihsan Halil <i>et al.</i>	2023	<i>Exploring Directive Speech Acts in Elementary School Communication in Kolaka: Language Pedagogy Implications</i>	The study found four types of directive speech acts that are predominantly used by elementary school students, namely demanding, commanding, begging, and challenging. The use of local clitic forms is a marker of local wisdom as well as the level of politeness in students' language. These findings indicate that cultural context plays an important role in shaping the politeness of communication among elementary school students.
9.	Sugeng Riyanto <i>et al.</i>	2023	<i>The Application of Moderate Politeness into School Practices of An Urban Muhammadiyah Primary Students in The Era of Global Communication</i>	The results of the study show that there are still violations of language politeness by students, such as bullying and verbal abuse. However, the school provides guidance through teacher role modeling, regular religious activities, and discipline habits, which have been proven to increase moderate politeness among students in expressing opinions and deliberating.

Based on the summary presented in Table 2, a thematic analysis was conducted to identify recurring patterns across the selected studies. The findings were subsequently organized into several key themes to address the research questions, as presented in Table 3.

Table 3. The Data Categorization

Theme	Strategies Identified	Supporting Studies
Teacher Assistance	Modeling, direct instruction, advice, habituation	1, 2, 4, 5, 7, 9
Cultural Language Usage	Use of local language, cultural norms (e.g., respect, humility)	3, 8
Types of School Programs	Training programs, extracurricular activities, character education	2, 5, 7, 9
School Culture	Daily routines, interaction patterns, implicit values	1, 4, 9

The thematic analysis revealed four main categories that explain how bilingual language politeness is guided and developed among elementary school students in Indonesia. For clarity, these categories are grouped into two broader themes, each consisting of two related categories:

Teacher assistance and cultural language usage

The first theme highlights the role of teacher assistance and cultural language usage in guiding students' bilingual language politeness. The findings indicate that teacher assistance plays a central role in shaping students' language behavior through various strategies, including modeling, direct instruction, advice, and habituation practices (Studies 1, 2, 4, 5, 7, and 9). Teachers not only demonstrate appropriate language use but also actively guide students through feedback and reinforcement during classroom interactions. These practices show that language politeness is developed through continuous and structured guidance rather than occurring naturally. In rural elementary school contexts, this role becomes even more significant due to the strong influence of local languages in students' daily communication. Students in rural areas tend to use regional languages more frequently, which may affect their ability to adjust language politeness when switching to Indonesian in formal settings. In addition to teacher assistance, cultural language usage also contributes to the development of students' language politeness (Studies 3 and 8). The use of local languages and the integration of cultural values, such as respect and humility, influence how students understand and apply politeness in communication. This indicates that bilingual language politeness in rural contexts is shaped not only by instructional practices but also by deeply embedded sociocultural norms. Overall, these findings suggest that effective guidance on bilingual language politeness requires a combination of teacher support and sensitivity to cultural language norms.

School-based programs and school culture

The second theme focuses on the role of school-based programs and school culture in supporting the development of bilingual politeness among students. Findings show that various school programs, such as training activities, extracurricular programs, and character education initiatives, are implemented to encourage the use of polite language (Studies 2, 5, 7, and 9). These programs provide structured opportunities for students to practice appropriate communication in both formal and informal settings.

In addition, school culture also plays an important role in strengthening language politeness (Studies 1, 4, and 9). Daily routines, interaction patterns, and implicit values embedded in the school environment contribute to shaping students' communication behavior. This shows that language politeness is not only taught through formal programs but is also developed through consistent exposure to positive communication practices in the school environment. These findings indicate that the integration of structured programs and a supportive school culture is very important in fostering sustainable bilingual language proficiency among students.

Discussion

The findings were synthesized into an integrative model illustrating how bilingual language politeness is developed among elementary school students in rural contexts (see Figure 2).

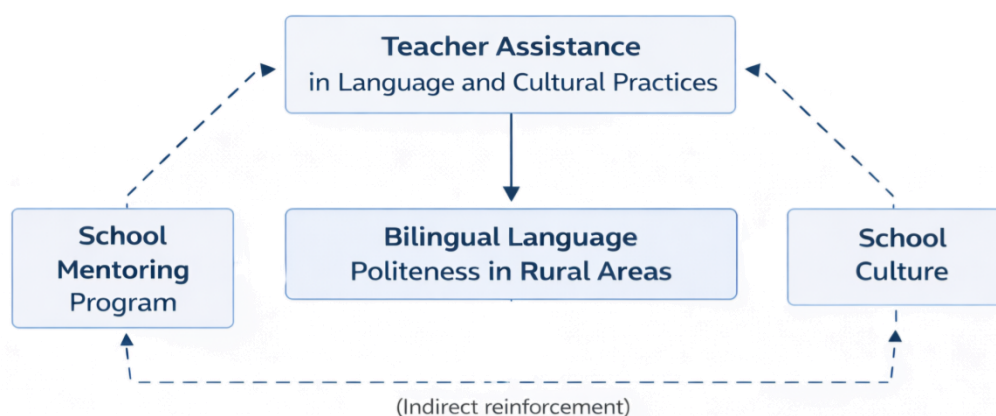


Figure 2. An integrative model of bilingual language politeness development in rural elementary schools.

The model shows that teacher assistance acts as the primary mechanism, supported by school-based programs and school culture as reinforcing elements. Thus, bilingual language politeness is shaped through both direct instructional practices and broader institutional support. The following sections further elaborate these components based on the two research questions.

Teacher Guidance In Bilingual Politeness Among Elementary School Students In Rural Areas

Teachers play a central role not only in delivering instruction but also in guiding students' language politeness (Bukoye & Shegunshi, 2016; Inayah et al., 2024; Rugaiyah et al., 2025). Wijayanti & Febrianto (2021) found that politeness is reflected in expressions such as praise and agreement, and is often developed implicitly through school culture, with teacher communication as a key factor and family environment as a constraint. Similarly, Puspitasari (2024) highlighted the role of teachers in shaping politeness through the habitual use of culturally appropriate language, such as Javanese krama, implemented through modeling, habituation, and reinforcement, despite challenges from social environments.

Consistent with these findings, Riyanto et al. (2023) reported that violations such as verbal aggression still occur, but teacher-led strategies—including role modeling and discipline—help improve students' communication. Furthermore, Wardono (2023) showed that local cultural values, such as tepa selira and andhap asor, reinforce politeness in bilingual contexts. Overall, teacher guidance is implemented through both

implicit cultural practices and structured interventions, with its effectiveness influenced by instructional approaches and contextual factors, particularly in rural settings where local culture strongly shapes communication.

Bilingual Politeness Mentoring Program In Elementary Schools

School programs play an important role in supporting language politeness in rural schools by extending teacher guidance beyond classroom interaction. Zulaini et al. (2021) found that mentoring through the Hizbul Wathan scouting program contributes positively to students' politeness through role modeling, advice, and reinforcement of values. In rural contexts, such programs also enable closer monitoring of students' behavior. Similarly, Hastasari et al. (2022) highlighted that character education in boarding schools strengthens politeness through role modeling, two-way communication, and values such as empathy and respect, with teachers acting as extended parental figures.

Furthermore, Setyawati et al. (2025) showed that training-based programs improve students' communication skills, particularly in diction, tone, and attitude, with effectiveness supported by collaboration among teachers, schools, and families. Overall, school-based programs provide structured and informal opportunities for practicing polite communication. However, their implementation varies from formal training to culturally embedded daily practices. In rural contexts, these programs are closely integrated with school culture and social interaction, making them effective reinforcing mechanisms that sustain and strengthen bilingual language politeness.

CONCLUSION

This study conducted a systematic literature review on bilingual language politeness mentoring in rural elementary schools, focusing on articles published between 2021 and 2025 from Google Scholar, Scopus, and ScienceDirect. Based on the PRISMA-based selection process and predefined inclusion criteria, nine relevant empirical studies were identified and analyzed, focusing on bilingualism, language politeness practices, and forms of guidance through classroom interaction and school-based programs.

The findings indicate that students' language politeness is shaped through both direct and indirect guidance. While students still demonstrate both politeness and impoliteness, teacher assistance plays a central role through modeling, habituation, and reinforcement. In addition, school-based programs and daily practices support the development of students' awareness and consistency in using polite language. Furthermore, the development of bilingual language politeness is supported not only by teacher practices but also by school-level mechanisms. School programs and school culture act as reinforcing elements that sustain teacher-led guidance, as reflected in the integrative model proposed in this study. In conclusion, effective bilingual language politeness mentoring requires a holistic approach that integrates teacher guidance, cultural practices, structured programs, and supportive school culture. These findings offer insights for designing contextually relevant strategies and suggest future research to explore broader implementation and long-term impacts.

REFERENCES

- Abdillah, N., Al, I., Gresik, A. M., & Rudianto, R. (2025). Teachers As Moral Agents: a Critical Review of the Role of Teachers in Strengthening Character Education. *International Journal of Teaching and Learning (INJOTEL)*, 2(12), 1605–1610.
- Aji, A. F., Winata, G. I., Koto, F., Cahyawijaya, S., Romadhony, A., Mahendra, R.,

- Kurniawan, K., Moeljadi, D., Prasojo, R. E., & Baldwin, T. (2022). One country, 700+ languages: NLP challenges for underrepresented languages and dialects in Indonesia. *ArXiv Preprint ArXiv:2203.13357*.
<https://doi.org/10.48550/arXiv.2203.13357>
- Apriani, L., Ningsih, R., Afdal, A., & Zulfa, M. (2023). Penyuluhan Kesantunan Berbahasa dalam Interaksi di Media Sosial pada Siswa. *Gervasi: Jurnal Pengabdian Kepada Masyarakat*, 7(3), 1202–1217.
- Bukoye, O. T., & Shegunshi, A. (2016). Impact of engaging teaching model (ETM) on students' attendance. *Cogent Education*, 3(1), 1221191.
<https://doi.org/10.1080/2331186X.2016.1221191>
- Fadila, D. J., Agustin, D. T., Widagsa, R., & Yana, P. R. (2024). Students' perceptions of teachers' translanguaging practices in Indonesian EFL classrooms. *Teaching English as a Foreign Language Journal*, 3(1), 17–31.
<https://doi.org/10.12928/tefl.v3i1.915>
- Haddaway, N. R., Page, M. J., Pritchard, C. C., & McGuinness, L. A. (2022). PRISMA2020: An R package and Shiny app for producing PRISMA 2020-compliant flow diagrams, with interactivity for optimised digital transparency and Open Synthesis. *Campbell Systematic Reviews*, 18(2), e1230.
<https://doi.org/https://doi.org/10.1002/cl2.1230>
- Hastasari, C., Setiawan, B., & Aw, S. (2022). Students' communication patterns of islamic boarding schools: the case of Students in Muallimin Muhammadiyah Yogyakarta. *Heliyon*, 8(1). <https://doi.org/10.1016/j.heliyon.2022.e08824>
- Hilmiyatun, H., & Zahara, L. (2024). FENOMENA ALIH KODE DAN CAMPUR KODE PADA KOMUNIKASI REMAJA DI MEDIA SOSIAL. *BAHTRA: Pendidikan Bahasa Dan Sastra*, 5(01), 17–23. <https://doi.org/10.56842/bahtra.v5i01.704>
- Inayah, U. L., Anisah, N., Fitria, L., Nisak, K., & Muhimah, S. N. (2024). Analisis peran guru sebagai fasilitator siswa dalam pembelajaran di kelas pada UPT Satuan Pendidikan SDN Bendungan. *Journal Educatione*, 1(2).
- Jayanti, N. E., Mahmud, M., & Salija, K. (2024). POLITENESS STRATEGIES IN EFL CLASSROOM INTERACTION: TEACHER-STUDENT STRATEGIES. *International Journal of Business English and Communication*, 2(3), 83–88.
<https://doi.org/10.26858/ijobec.v2i3.3006>
- Joo, H.-A. (2025). Requesting at work: exploring the intercultural style hypothesis of German-English bilinguals. *Multilingua*, 0.
- Juhaeni, J., Ludiawati, W., Safaruddin, S., Laili, L. N., Ulfa, L. Z., & Ambarwati, P. (2020). Kesantunan Berbahasa pada Anak Melalui Pembiasaan. *JECED: Journal of Early Childhood Education and Development*, 2(2), 117–123.
<https://doi.org/10.15642/jeced.v2i2.942>
- Julita, V., & Dafit, F. (2021). Analisis Kompetensi Sosial Guru Kelas Vb SDN 001 Pasar Lubuk Jambi Kab. *Kuantan Singingi*. <https://doi.org/10.23887/jp2.v4i2.39334>
- Kemendikbud, R. I. (2015). Permendikbud Nomor 23 Tahun 2015 tentang Penumbuhan Budi Pekerti. *Jakarta: Kemendikbud RI*.
- Leech, G. N. (2021). *The Pragmatics of Politeness*. Oxford University Press.
- Lestari, W. D., Sulistyono, Y., Nasucha, Y., & Sabardila, A. (2023). Language Politeness and Character Educational Values on the Literacy Module Text for Elementary School Students as a Part of AKSI Application Issued by the Ministry of Education and Culture. *International Conference on Learning and Advanced Education (ICOLAE 2022)*, 2428–2450.
https://doi.org/10.2991/978-2-38476-086-2_193
- Mahmudi, A. G., Irawati, L., & Soleh, D. R. (2021). Kesantunan Berbahasa Siswa dalam Berkomunikasi dengan Guru (Kajian Pragmatk). *Deiksis*, 13(2), 98–109.
<http://dx.doi.org/10.30998/deiksis.v13i2.6169>

- Mbowa, M. D., Ledeng, V., Wale, M. Y., Zae, M. Y., & Qondias, D. (2025). Analisis Praktik Baik dan Kegiatan Positif Untuk Membangun Karakter Siswa di SDN Riominsi. *Jurnal Pendidikan Inklusi Citra Bakti*, 3(1), 51–65. <https://doi.org/10.38048/jpicb.v3i1.5597>
- McNab, N. C., & Mavrou, I. (2025). How we are versus how we are feeling: The role of emotional intelligence and mood in reactions to impoliteness in L1 and L2. *Journal of Pragmatics*, 246, 121–133. <https://doi.org/10.1016/j.pragma.2025.07.001>
- McNab, N., & Mavrou, I. (2025). Emotion and moral stance in evaluations of impoliteness in L1 and L2 from video clips of workplace interactions. *Lingua*, 322, 103949. <https://doi.org/10.1016/j.lingua.2025.103949>
- Mukhamdanah, S., Zaman, S., Khairiah, D., Nurhuda, P., Firdaus, W., & Hardaniwati, M. (2025). Language use and attitudes of young speakers of Skou, Tabla, and Biak in Jayapura. *Indonesian Journal of Applied Linguistics*, 15(1), 209–223. <https://doi.org/10.17509/ijal.v15i1.75114>
- Nathasya, M. A., Hidayat, S., & Saputra, E. R. (2025). Analisis ketidaksantunan berbahasa peserta didik SD pemain game online Mobile Legend (Skripsi S1, Universitas Pendidikan Indonesia).
- Ningsih, R., Yulianti, M., Fatwamati, F., Ariansyah, M. F., & Maharani, L. H. (2025). Penguatan Pendidikan Karakter Melalui Penyuluhan Kesantunan Berbahasa di SMP Negeri 3 Bandar Sei Kijang. *FLEKSIBEL: Jurnal Pengabdian Masyarakat*, 6(1), 261–267. <https://doi.org/10.31849/fleksibel.v6i1.26597>
- Nugroho, & Mulyeni. (2025). *Bahasa Indonesia dan Tantangan Media Sosial Analisis Pustaka Tentang Code-Switching dan Bahasa Campuran di Kalangan Mahasiswa lanskap praktik berbahasa mahasiswa Indonesia . Ruang digital — dari feed Instagram , thread X telah menjadi kebiasaan komunikasi. November.* <https://doi.org/10.61132/nakula.v3i6.2428>
- Nurhayati, E., Suryana, A., & Rahyasih, Y. (2025). Exploring Character Building in Junior High School: Literature Review from Scopus Database. *Briliant: Jurnal Riset Dan Konseptual*, 10(4), 831–842. <https://doi.org/10.28926/briliant.v10i4.1981>
- Nurzafira, I., Nurhadi, N., & Martutik, M. (2020). Kesantunan imperatif guru bahasa Indonesia dalam interaksi kelas. *Aksara*, 21(1), 366176. <http://dx.doi.org/10.23960/aksara/v21i1.pp88-101>
- Pandang, A., Umar, N. F., Fitri, Q., Makassar, U. N., Makassar, K., Malang, U. N., & Malang, K. (2025). *Penguatan Kapasitas Guru BK dalam Peningkatan Kesantunan Berbicara Siswa melalui Program Mentoring Sebaya.* 9(3), 447–455. <https://doi.org/10.37817/ikra-ithabdimas.v9i3>
- Prasetya, K. H., Subakti, H., & Musdolifah, A. (2022). Pelanggaran Prinsip Kesantunan Berbahasa Peserta Didik terhadap Guru Sekolah Dasar. *Jurnal Basicedu*, 6(1), 1019–1027. <https://doi.org/10.31004/basicedu.v6i1.2067>
- Prayitno, H. J., Huda, M., Inayah, N., Ardi, H., & Yusof, N. (2021). Politeness of Directive Speech Acts on Social Media Discourse and Its Implications for Strengthening Student Character Education in the Era of Global Education. *Asian Journal of University Education*, 17(4), 179–200. <https://doi.org/10.24191/ajue.v17i4.16205>
- Prayitno, H. J., Nasucha, Y., Huda, M., Ratih, K., Rohmadi, M., Boeriswati, E., & Thambu, N. (2022). Prophetic educational values in the Indonesian language textbook: pillars of positive politeness and character education. *Heliyon*, 8(8). <https://doi.org/10.1016/j.heliyon.2022.e10016>
- Puspitasari, E. (2024). *Peran guru dalam membentuk kesantunan berbahasa siswa melalui pembiasaan Bahasa Jawa Krama Di MI Rifa'iyah Dadirejo.* UIN. KH

- Abdurrahman Wahid Pekalongan.
- Riyanto, S., Nugraheni, L., & Sudigdo, A. (2023). The Realization of Existential Humanistic Approach Toward Politeness Principal of Indonesian Language: A Case Study of Yogyakarta Urban and Rural Elementary School. *6th International Conference on Learning Innovation and Quality Education (ICLIQE 2022)*, 652–663. https://doi.org/10.2991/978-2-38476-114-2_61
- Rizal, K. (2017). Kesantunan berbahasa guru dalam proses pembelajaran bahasa Indonesia di SMAN 1 Krembung. *Jurnal Bapala*, 4(1).
- Rostikawati, Y., Syarifah, E., & Wuryani, W. (2020). Peran guru dalam membentuk karakter siswa melalui pembelajaran kesantunan berbahasa di media sosial. *Abdimas Siliwangi*, 3(2), 361–370. <http://dx.doi.org/10.22460/as.v3i2p%25p.3580>
- Rugaiyah, R., Rahmawati, D., Novianti, R., Ariyanti, P. N., & Lestari, F. D. (2025). Pemanfaatan Website Literasi Digital Untuk Meningkatkan Profesionalitas Guru. *Transformasi Dan Inovasi: Jurnal Pengabdian Masyarakat*, 5(1), 17–23. <https://doi.org/10.26740/jpm.v5n1>
- Ryesmi, D. S., Basya, D., & Wardhani, I. D. (2022). The Importance of Politeness Utterances Used by Teachers and Students in Classroom Interaction. *Linguapedia*, 6(1), 28–37. <https://doi.org/10.56013/linguapedia.v6i1.2901>
- Santosa, A. B., & Zuhaery, M. (2021). Membangun Karakter Siswa melalui Kesantunan Bahasa. *Perspektif Pendidikan Dan Keguruan*, 12(2), 84–89. [https://doi.org/10.25299/perspektif.2021.vol12\(1\).7552](https://doi.org/10.25299/perspektif.2021.vol12(1).7552)
- Setyawati, N., Indrariansi, E. A., Lestari, S., & Murniati, N. A. N. (2025). Pelatihan Kesantunan Berbahasa dalam Interaksi Komunikasi di Lingkup Sekolah. *Jurnal Abdimas Indonesia*, 5(2), 1177–1187. <https://doi.org/10.34697/jai.v5i2.1686>
- Siki, I. M., Suciptaningsih, O. A., & Anggraini, A. E. (2024). Pengaruh Lingkungan Keluarga dan Sekolah terhadap Kesantunan Berbahasa Siswa SD: Sistematis Literatur Review. *DIDAKTIKA: Jurnal Pendidikan Sekolah Dasar*, 7(2), 112–121. <https://doi.org/10.21831/didaktika.v7i2.79881>
- Susandi, A., Zamzani, Z., Prabowo, M., & Yulianto, B. (2024). Portrait of students' language politeness in elementary school. *International Journal of Evaluation and Research in Education (IJERE)*, 13(1), 141. <http://doi.org/10.11591/ijere.v13i1.24872>
- Susiawati, I., & Angko Wildan, D. M. (2020). Jurnal basicedu. *Jurnal Basicedu*, 5(5), 3(2), 524–532. <https://journal.uui.ac.id/ajie/article/view/971>
- Turner, C., Prasasti, I. H., Baihaqi, Y., & Andewi, W. (2024). The role of the teacher as a model in forming character education in primary school students. *International Journal of Education, Culture and Technology*, 1(1), 47–52. <https://doi.org/10.69747/edu-ij.v1i1.53>
- Wardono, M. S. (2023). Kesantunan Ujaran Dwibahasawan Jawa-Indonesia Siswa SDN Ngadas 2 Malang. *MODELING: Jurnal Program Studi PGMI*, 10(1), 341–352. <https://doi.org/10.69896/modeling.v10i1.1708>
- Wijayanti, E., & Febrianto, A. (2021). Analisis Kesantunan Berbahasa di SD Negeri Bunderan II Desa Putat Kecamatan Patut. *Jurnal PGSD Indonesia*, 7(1), 53–58.
- Yulianti, E., Kurnia, A., Adriani, M., & Duto, Y. S. (2021). Normalisation of Indonesian-English code-mixed text and its effect on emotion classification. *International Journal of Advanced Computer Science and Applications*, 12(11). <https://dx.doi.org/10.14569/IJACSA.2021.0121177>
- Yunistita, Y., Sihaloho, L., Tarigan, A. A. B., & Sembiring, N. L. B. (2025). Sosialisasi Kesantunan Berbahasa pada Siswa SD Negeri 040454 Peceren. *Jurnal Pengabdian Masyarakat Bangsa*, 3(9), 5053–5058. <https://doi.org/10.59837/jpmba.v3i9.3439>
- Zulaini, M., Sumardjoko, B., & Fathoni, A. (2021). Analisis Pendampingan Guru pada

Kesantunan Berbahasa Peserta Didik Melalui Program Kepanduan Hizbul Wathan di SD Muhammadiyah Program Khusus Andong. Universitas Muhammadiyah Surakarta.