

# AN ANALYSIS OF THE ROLE OF SANCTIONS IN DEVELOPING POLITENESS CHARACTER IN GRADE IV STUDENTS AT SD NEGERI WATES 2

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## ABSTRACT

Education plays a vital role in human life, continuing throughout an individual's lifetime, with character education serving as a critical focus in the learning process. This study investigates the role of teachers and schools in cultivating politeness among Grade IV students at SD Negeri Wates 2. Using a qualitative descriptive approach, data were collected through questionnaires, interviews, and document analysis. The findings reveal that teachers act as role models, instill politeness values, provide guidance, and enforce firm consequences when necessary. Meanwhile, schools support these efforts by educating parents, implementing character development programs, and fostering close collaboration among stakeholders. The study highlights the comprehensive approach required to develop politeness, combining the efforts of teachers, schools, and parents. This collaboration ensures a consistent and supportive environment for character building. The results emphasize the importance of integrating values-based education into daily school activities, aiming to shape students into individuals with strong, positive character traits. The impact of this research underscores the need for schools to prioritize character education as part of their holistic approach to student development. This study contributes to the discourse on character education by offering practical insights into strategies that effectively foster politeness among elementary school students.

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## 1. INTRODUCTION

Education is a lifelong learning process essential to human life. Without education, individuals cannot achieve balance in their lives or fulfill their purposes. Effective education cannot exist without the teaching and learning process, which comprises several interconnected elements, including teachers as educators, students as learners, instructional materials, media (tools or facilities), and instructional models or delivery methods. The success of a school heavily depends on the role of teachers, especially in the teaching and learning process. Teachers are not only responsible for delivering academic knowledge but are also tasked with instilling values of morality, ethics, and integrity (Prasetyo et al., 2022).

According to Law No. 14 of 2005 on Teachers and Lecturers, "teachers are professional educators with the primary responsibility to educate, teach, guide, direct, train, assess, and evaluate students in formal education, basic education, and professional education." Beyond academics, teachers play a pivotal role in shaping students' character, making them agents of moral and ethical development. Character education is an intentional process designed to cultivate students' personalities (Rimba Kurniawan et al., 2019). Lickona defines character education as an effort to encourage individuals to exhibit virtuous behavior or good deeds.

This form of education helps students cognitively understand values, emotionally internalize them, and practically implement these values in daily life. Such values are reflected in relationships with God, oneself, others, and the environment. The Indonesian Ministry of National Education outlines 18 core character values derived from religion, Pancasila, culture, and national education objectives. These values include religiosity, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, nationalism, appreciation for achievement, friendliness and communication, environmental care, social care, and responsibility.

In this context, politeness is one of the fundamental character values that must be instilled in students. Politeness is not merely a social nicety but also reflects respect, empathy, and the ability to foster harmonious relationships. Unfortunately, instances of impoliteness among students, such as disrespectful behavior toward peers or teachers, remain prevalent. This highlights the pressing need for targeted strategies within schools to address and nurture the development of politeness.

Based on structured interviews and observations conducted by the researchers at SD Negeri Wates 2, the study analyzed the role of sanctions in fostering politeness among Grade IV students during classroom learning activities. The findings revealed that some students exhibited impolite behaviors, such as talking back to teachers, disregarding instructions, or showing a lack of respect toward peers. To address this, teachers implemented agreed-upon sanctions, such as assigning tasks like managing trash bins, cleaning windows, sweeping school yards, and other class-specific responsibilities. These sanctions were designed to train students to take responsibility for their actions, practice honesty, and develop discipline and politeness in interactions with peers and teachers alike.

While the significance of character education has been extensively studied, most existing research tends to focus on broad, generalized approaches to character development. Few studies specifically explore how disciplinary strategies, such as sanctions, contribute to the cultivation of politeness—a critical component of character education. Furthermore, most research on sanctions in education frames them negatively, emphasizing punitive consequences rather than their potential to serve as constructive tools for behavior modification and character building. Additionally, the existing literature often lacks a contextual lens, failing to account for cultural and situational nuances that influence the implementation and effectiveness of sanctions. For instance, the Indonesian education system, with its unique emphasis on religious and cultural values, provides a fertile ground for examining how sanctions can align with local traditions and norms to foster character development. This study addresses these gaps by focusing on the use of sanctions as a pedagogical tool to develop politeness among elementary school students in an Indonesian context. Unlike traditional studies that view sanctions as punitive measures, this research highlights their transformative potential when applied within a framework of mutual agreement and constructive intent.

The novelty of this study lies in its exploration of sanctions as a proactive and collaborative approach to character education. By examining how sanctions are implemented as part of a class agreement, the study sheds light on their role in fostering a sense of responsibility, accountability, and respect among students. This approach challenges conventional notions of sanctions as solely punitive and repositions them as a means of positive reinforcement for character development.

Moreover, the study emphasizes the importance of collaboration among teachers, students, and parents in creating a supportive environment for character education. By involving students in the sanction-setting process, the research demonstrates how participatory decision-making can enhance students' understanding of the consequences of their actions and encourage self-discipline. The findings of this study also have practical implications for educators and policymakers. By providing a detailed account of how sanctions can be integrated into daily teaching practices to develop politeness, the research offers actionable insights for schools seeking to improve character education programs. The study's focus on politeness as a core character value further contributes to the growing body of literature on values-based education, highlighting its relevance in fostering harmonious and respectful interactions within the school environment.

## 2. METHOD

This study employs a descriptive qualitative research approach, which focuses on collecting and analyzing data based on the supporting elements of the research object. This method enables researchers to understand phenomena in their natural setting, providing rich, detailed insights into the subject of study. In this context, the approach was chosen to explore how the implementation of sanctions contributes to the development of politeness character among Grade IV students at SD Negeri Wates 02. The descriptive qualitative approach is particularly well-suited for capturing the depth and complexity of behavioral and attitudinal changes that are central to this study. The primary purpose of correlational studies, as outlined by Ruane (2021), is to identify relationships between variables and predict how they interact. In this study, the correlational aspect is embedded in understanding how the application of sanctions correlates with the

development of students' politeness and other character traits. By applying this approach, the study aims to provide actionable insights that can inform educational practices, particularly in character education.

The research was conducted at SD Negeri Wates 02, specifically in Grade IV. This setting was chosen due to its relevance to the study's objectives and the availability of participants who could provide valuable insights. The participants included teachers and students, whose perspectives were essential for understanding the impact of sanctions on character development. The fourth-grade classroom environment provided a structured yet dynamic space to observe and evaluate behavioral changes, as well as the role of teacher-led interventions.

To achieve the study's objectives, data collection was carried out using three main methods: questionnaires, interviews, and documentation. Each method was designed to provide complementary insights, ensuring a comprehensive understanding of the research topic.

#### 1. Questionnaires:

Questionnaires were a key tool for assessing the impact of sanctions on students' character development. These included both self-assessment and peer-assessment formats, allowing students to reflect on their own behavior and consider how their peers perceived them. The use of Likert-scale questionnaires facilitated the measurement of attitudes and changes in behavior in a systematic manner. This method enabled the researchers to quantify the extent to which sanctions influenced students' politeness and related traits, such as responsibility, discipline, and respect.

#### 2. Interviews:

Interviews with teachers and school administrators provided qualitative insights into the rationale behind the application of sanctions and their perceived effectiveness. Teachers shared their observations of students' behavioral changes over time, while administrators discussed the broader role of school policies in supporting character education. This method added depth to the findings, highlighting the nuances of implementing sanctions in an educational setting.

#### 3. Documentation:

The documentation method was employed to capture evidence of students' contributions and engagement during the observation process. This included records of class activities, disciplinary actions, and outcomes related to the sanctions applied. Documentation served as a valuable source of data, illustrating the tangible effects of sanctions on students' behavior and character development.

The study utilized descriptive statistical analysis to process the collected data. Descriptive statistics are instrumental in organizing and summarizing data, allowing researchers to identify patterns and trends without drawing broad generalizations. For example, tables were used to present findings related to students' behavioral changes, providing a clear and concise overview of the results. This technique helped translate qualitative observations into meaningful insights, bridging the gap between anecdotal evidence and measurable outcomes.

By employing a robust combination of data collection and analysis methods, this study offers a detailed exploration of the relationship between sanctions and character development in students. The findings are expected to contribute to the field of education by providing practical recommendations for teachers and schools in fostering politeness and other positive character traits. Through the integration of self-reflection, peer feedback, and structured disciplinary measures, the study underscores the importance of holistic approaches in character education.

### 3. RESULT AND DISCUSSION

#### 3.1 Analysis of Politeness Values Based on the Implementation of Sanctions

The imposition of sanctions on students who make mistakes is a crucial aspect of the educational system aimed at maintaining discipline and shaping students' character (Wijaya et al., 2019). However, sanctions must be administered wisely to educate rather than merely punish. A well-designed system of sanctions can instill a sense of responsibility and respect for rules while fostering positive character traits in students. Effective sanctions must adhere to specific principles to ensure their purpose is met, including fairness, proportionality, and consistency. These principles ensure that students perceive the sanctions as just and are more likely to learn from their mistakes. Sanctions should be fair and proportional, meaning that the severity of the sanction must correspond to the level of the infraction. Overly harsh or lenient penalties can lead to perceptions of injustice among students and may undermine their trust in the educational system. Furthermore, sanctions should be educational, designed not to humiliate but to teach a valuable lesson. This educational approach helps students understand the consequences of their actions and encourages them to avoid repeating the same mistakes.

Consistency in implementing rules and their corresponding sanctions is equally important. When sanctions are applied consistently, students develop a clear understanding that every violation will result in consequences, fostering a sense of accountability. Additionally, sanctions should incorporate positive elements wherever possible, such as assigning tasks that benefit both the individual student and the broader school

community. Finally, open communication is essential in the sanctioning process. Teachers should ensure that students understand the nature of their mistakes, the reasons for the sanctions, and the impact of their actions on others. This dialogue helps students reflect on their behavior and develop greater self-awareness.

At SD Negeri Wates 02, sanctions are implemented with these principles in mind, targeting both in-class and out-of-class infractions. Within the classroom setting, common infractions include failing to greet the teacher upon entering, using inappropriate or offensive language toward peers, wearing untidy uniforms, arriving late without apologizing, and using informal language when communicating with the teacher. To address these behaviors, students are given a range of corrective tasks to choose from, such as cleaning the trash bins, sweeping and mopping the classroom, or cleaning the windows. In cases where the behavior persists or becomes excessive, parents are involved to ensure a collaborative effort in addressing the issue.

Outside the classroom, sanctions are applied to behaviors such as failing to greet teachers in passing, wearing untidy uniforms during ceremonies, using inappropriate language toward peers during non-class hours, littering, mocking students from other classes, failing to pay for items purchased at the canteen, and speaking disrespectfully to teachers or school staff. For these violations, students may be required to clean trash bins belonging to their class and neighboring classes, apologize directly to the affected parties, or sweep the school grounds. As with in-class violations, repeated or severe infractions result in involving parents to foster greater accountability.

The sanctions implemented at SD Negeri Wates 02 aim to strike a balance between discipline and education. By allowing students to choose their corrective actions, the system encourages autonomy and responsibility. These measures not only address immediate behavioral issues but also help create a positive and supportive school environment where students learn to respect rules, take responsibility for their actions, and develop essential character traits. Ultimately, sanctions that are applied thoughtfully and consistently can yield long-term benefits for both students and the broader school community (Aziz & Oleo, 2023).

### 3.2 The Impact of Sanction Analysis Results on Politeness Values

The implementation of sanctions has a significant influence on fostering politeness among Grade IV students at SD Negeri Wates 02. These impacts are evident in several behavioral aspects, as highlighted by previous studies (Suharjo et al., 2021). One notable effect is that students become more cautious in their speech, with 19% of the class demonstrating this improvement. Sanctions aimed at addressing impolite speech help students recognize the importance of speaking politely and the consequences of careless words. As a result, students are encouraged to choose their words more thoughtfully and to manage their emotions when communicating. This not only nurtures politeness but also enhances their overall communication skills (Putrihapsari & Dimiyati, 2021).

Another significant impact of sanctions is their role in encouraging students to use proper Indonesian language when communicating with teachers or school staff. This influence is also observed in 19% of the students. By enforcing the use of formal language in these contexts, sanctions instill an awareness of the importance of adhering to linguistic norms in formal settings. This practice aligns with school rules and societal expectations, helping students develop respectful communication habits. The consistent enforcement of these rules ensures that students internalize the importance of using standard Indonesian in their interactions, which, in turn, fosters better language skills and politeness (Putri et al., 2021).

Furthermore, the most pronounced effect of sanctions is seen in the students' ability to say "sorry," "thank you," and "please," with 29% of students demonstrating significant improvement in this area. Sanctions for failing to use these polite expressions remind students of their importance, encouraging them to incorporate these phrases into their daily interactions. By consistently using words such as "sorry," "thank you," and "please," students develop greater empathy and respect for others. This behavior contributes to a more positive and supportive school environment, where respectful interactions become the norm. The use of these simple yet meaningful words strengthens social bonds among students and promotes values of mutual respect and kindness (Fernández Espinosa & López González, 2023).

Sanctions also play a role in encouraging students to remind their peers when they make mistakes, an effect observed in 14% of the students. Although this percentage is the lowest among the identified impacts, it highlights the potential for sanctions to create a classroom culture where constructive feedback is valued. When implemented effectively, sanctions help students learn to address their peers' mistakes in a polite and supportive manner. This practice fosters a sense of responsibility and mutual respect within the classroom, promoting a collaborative learning environment (Supriadi & Kiftiah, 2014).

Lastly, sanctions contribute to the development of a habit of helping seatmates in positive ways, an impact seen in 19% of the students. This practice strengthens emotional bonds between students, fostering a sense of trust and mutual support. When sanctions are applied fairly and constructively, they encourage students to engage in acts of kindness, creating a positive and supportive learning atmosphere. By guiding

students to assist one another in constructive ways, sanctions reinforce values of cooperation and empathy, which are essential for a harmonious school environment (Pendidikan Transformatif et al., 2023).

Hence, the impact of sanctions on fostering politeness among Grade IV students at SD Negeri Wates 02 varies across different behavioral aspects. The most significant influence is observed in students' use of polite expressions such as "sorry," "thank you," and "please," while the least impact is seen in their willingness to remind peers of their mistakes. Overall, the use of appropriate and educational sanctions proves to be an effective strategy for instilling politeness and strengthening social values in students.

#### 4. CONCLUSION

Politeness character in students is a shared responsibility between teachers and schools. Teachers play a central role in instilling politeness values through role modeling, structured lessons, individual guidance, and firm consequences for inappropriate behavior. By setting a good example and reinforcing polite behavior through both verbal and non-verbal cues, teachers are instrumental in shaping students' understanding of social norms and the importance of respectful communication.

The school, in turn, supports teachers' efforts by providing a broader framework that includes parental education, character development programs, and strong collaboration with various stakeholders such as the community and local organizations. Schools organize programs that encourage the practice of politeness in everyday school activities, while also engaging parents to ensure consistent reinforcement of these values at home. This partnership ensures that students receive a unified message about the importance of politeness in their personal and academic lives.

A well-coordinated approach involving teachers, schools, and parents fosters an environment where students are consistently guided and supported in developing socially appropriate behaviors. It also provides opportunities for students to practice these behaviors in real-life contexts, which strengthens their character. The ultimate goal is to nurture students into becoming polite, respectful, and morally upright individuals. By embedding these values into students' everyday lives, they will be better equipped to contribute positively to society and become future leaders who uphold strong ethical standards. This approach to character development is not only essential for individual growth but also for the broader societal good, helping to build a foundation for future generations that are considerate, responsible, and empathetic.

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