

Psychoeducation Picture Story Books about Politeness to Improve Children's Language Politeness

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ABSTRACT

Impoliteness and politeness in language are current problems that occur in children, adolescents, and even adults. The high number of complaints about the decrease in politeness and politeness in behavior and language is a problem that must be immediately observed and resolved. The theory of spiral incivility or politeness explains that when someone receives rudeness from others, they will have the intention to be rude to others too. One effort that can be made to reduce this impoliteness and politeness is to conduct psychoeducation by providing information or knowledge to individuals or kindergarten and playgroup children through reading story books, especially about politeness and politeness in language. The results of community service measured using observation and interview methods stated that children's stories can also improve children's politeness and politeness in language, especially when taught in early childhood. The implementation of this service is expected to be a guide in activities and programs for learning to improve polite language and behavior in children.

Introduction

Politeness is becoming a new millennial problem (Yuniasanti et al., 2019). The current era is witnessing digitalization and a new normal, where many millennial parents fail to realize the importance of using polite and proper language when communicating with children at home (Sari & Septiani, 2020). Setting an example of ethical and polite language can enhance children's sense of respect. Moreover, using suitable language fosters positive attitudes and helps children build social relationships. Factors influencing politeness and ethics in children's language today include the erosion of humility, the loss of empathy, selfishness, and the influence of foreign cultures (Kompas, 2022). Humility is a fundamental human trait that arises from a sincere heart to express thoughts straightforwardly and courteously, without exaggeration or offending. If humility is not instilled early on, it may lead to a lack of respect and politeness in communication and behavior toward others. According to Porath and Pearson (as cited in Yuniasanti et al., 2019), when someone experiences

impoliteness, they are likelier to act impolitely toward others. This phenomenon must be interrupted as a solution, particularly for elementary school children who still require guidance in character education.

Politeness in language is a concept that emphasizes courtesy in communication. The theory of linguistic politeness is derived from Chinese moral traditions developed by Confucius and further theorized by Goffman, Brown, and Levinson (as cited Hendrastuti, 2017). According to Brown and Levinson (as cited in Hendrastuti, 2017), politeness is associated with the concept of "face," which must be preserved and is divided into two types: positive and negative. The positive face reflects the desire to be appreciated for everything about oneself, while the negative face represents the wish to be free to act without interference. Instances of linguistic impoliteness across generations are illustrated in the novels *Botchan* and *Minamoto no Yoritomo*. These novels identify three categories of impoliteness: speech acts that blame others, speech acts used among peers during communication, and speech acts directed at younger individuals during interactions (Huda & Yoritomo, 2020).

Politeness in communication refers to the selection and use of linguistic forms and particular speaking methods regarded and agreed upon by a speech community as polite. According to Leech (1993), the type and degree of politeness are determined by the context and purpose of the utterance. Politeness is mainly relevant to competitive speech acts (e.g., commanding, requesting, or demanding) and convivial (e.g., offering, inviting, greeting, thanking, or congratulating). For collaborative speech acts (e.g., stating, announcing, or teaching), politeness is less significant, while for conflictive speech acts (e.g., threatening, accusing, cursing, or scolding), politeness is irrelevant.

The values of politeness in language and ethics start from parents and the family environment (Amaruddin et al., 2020). Parents' role is vital in a person's growth and development to become a generation with noble character (Kompas, 2022). The values of goodness contained in children's stories are expected to be understood, felt, and implemented to support the development and formation of personality (Cahyani & Mulyati, 2012). Several aspects of wisdom in children's stories or fairy tales make the process of inheriting social and cultural values possible. Sulistyorini (2009) classifies the values of wisdom in fairy tales into three types, namely individual moral values, social moral values, and religious moral values.

Individual moral values concern the relationship between humans and their lives or how humans treat themselves. Social and moral values are related to the relationship between humans and other humans in community life. Religious moral values show the relationship between humans and their God. Attitudes can be explored in children's fairy tales.

In the appraisal theory, attitudes are related to the source of opinions that will emerge naturally, which can be identified through several linguistic features (Martin & Rose cited in Hendrastuti, 2017). The focus in appraisal is the evaluation of attitudes in texts that are connected to social relationships. According to Martin and Rose (in Hendrastuti, 2017), this theory is used to explore the relationship between participants in a text that tells the author's attitude about something or someone to the reader (Martin & Rose, 2003). Evaluation of attitudes in texts can be associated with politeness in language. This is by the definition of politeness as a way speakers build social relationships in the communication process and assess the politeness of other people's speech.

Based on the problem description, creating a digital storybook about politeness and courtesy in early childhood education and kindergarten children is essential and valuable. Every individual believes that humans do not only live in solitude but interact and communicate with other individuals. Various theories say that as long as there is language, so long will impoliteness of language follow because language can only be spoken by humans, and humans are creatures who have, in addition to thoughts, hearts, and feelings, also emotions. Children's stories are a very effective medium for instilling values of attitude and politeness in children (Hendrastuti, 2017). In language practice, there is an absence of greetings, euphemisms, not giving the other person a chance to speak, rude speech, threats, and intimidation. Therefore, a reference or tool is needed that can be used as a model for polite language. The politeness maxims tend to be paired as follows (Leech, 1993).

- a. The Maxim of Generosity is expressed in positive and commissive speech, which requires the participants in the speech to comply with the following rules: 1) make your gain as small as possible, 2) make your loss as large as possible.
- b. Maxim of Praise This maxim is expressed in expressive and assertive speech, which requires participants in the speech to comply with the following rules: 1) reduce insults to other people, 2) add praise to other people.

- c. Maxim of Humility. The maxim of humility is expressed in expressive and assertive sentences that require each participant in the conversation to obey the following rules: 1) praise yourself as little as possible, 2) criticize yourself as much as possible.
- d. Maxim of Agreement This maxim is expressed as an assertive sentence. It requires each participant in the conversation to obey the following rules: 1) try to ensure as little disagreement between oneself and other people as possible, 2) try to ensure as much agreement between oneself and other people as possible.
- f. Sympathy Maxim This maxim is expressed in assertive speech; the sympathy maxim requires each participant in the speech to comply with the following rules: 1) reduce antipathy between oneself and others, and 2) increase sympathy between oneself and others.

According to the research results of Sari and Septiani (2020), polite and courteous attitudes towards children are as follows: (1) Introducing polite words from an early age. Children can learn to say "please" and "thank you". Although they do not fully understand the implications of using these words, children can learn from an early age that "please" must be tied to things being asked for, and "thank you" always comes at the end of a transaction or interaction. As children develop, they eventually understand that these words make others feel good about helping when they help them. (2) Respect and sensitivity. Good behavior arises from respect for others, and the path to respect is sensitivity. If parents can teach a child the value of sensitivity, they give them a wonderful gift, namely an easy path to politeness. A respectful child naturally becomes a polite individual. Good manners become logical to them and not something they have to learn artificially. (3) five magic words, along with "please" and "thank you," make sure that children understand that "excuse me," "May I ..." and "no, thank you" are necessary for everyday life and must be mastered. (4) Children's polite behavior always imitates what their parents do. Children follow their mother or father by always including many words such as "please" and "thank you" when interacting with others. (5) Children gain a deeper appreciation of behavior and how to apply the value of politeness in speaking.

Children's storybooks can be the correct and most effective learning medium for instilling learning in children (Miranda, 2018). Dewi et al. (2014) stated that children's storybooks are very important to forming first and early perceptions of children about the rules in the community. From this statement, the solution that will be made in this service is the creation of illustrated storybooks that teach material about polite language.

Method

The community service to enhance polite behavior and language with a psychoeducation process. The first is to develop a concept for a storybook. This picture storybook about politeness and politeness in language is made in two languages, namely Indonesian and English. Design stage: At this stage, the researcher prepares a design plan for a digital picture storybook that will be developed, starting from choosing a theme, arranging the plot, and choosing the characters to be used in the storybook. The storyline used is based on the student's daily lives and is adjusted to the character of the responsibility of each page, complete with reflection questions. The initial cover is equipped with the story's title and information about the book. The steps taken are:

1. Formulate the contents of the book to be made (storyline and illustrations)
2. Analyze the design of the contents of the storybook to be made (storyline and illustrations)
3. Development stage (develop) of the digital picture storybook model
4. Validation test stage for character education content experts and language experts. From the validation test stage by experts, suggestions for improvement are given for product refinement, and the media improvement stage is carried out according to the suggestions given by expert lecturers.
5. Bilingual storybook-making stage
6. Evaluation stage from children, parents, and teachers.

After the storybook was printed, the storytelling process was implemented on Tuesday, June 11, 2024, from 08.00 WIB - 10.00 WIB at the Pelangi Indonesia Foundation Yogyakarta. At the beginning, the teacher directed the children to gather on the 2nd floor of Pelangi Indonesia Yogyakarta, and the opening and introduction of the activity were carried out during the master ceremony. The children who participated were children in the playgroup and kindergarten classes.



Picture 1. Session of Ice-breaking



Picture 2. Story reading session



Picture 3. Closing session of the event

Results and Discussion

Results

The process of community services was divided into three sections. The first one is an ice-breaking session where the purpose is to make children relaxed and happy to follow the storytelling process by singing together (picture 1). The second process seen in picture 2 is storytelling to the children to teach them what and how to become polite in practice. In this process, a psychology student is a facilitator. The children listened to the story of Cassy and Darryl and answered the facilitator's questions about the story's flow and meaning. Picture 3 shows the closing session. In this, the master ceremony gives snacks and a book and asks children to take pictures. Based on the evaluation results of the implementation process of reading storybooks to 37 children at the Early Childhood Education (PAUD) and Kindergarten levels using the observation for children and interviews for children and teachers. The observation method showed that the children were interested and enthusiastic in listening to and paying attention to the story books. The children looked calm and listened to the storyline from the students who read the story books. When there was a question-and-answer process about the characters and storyline, the children also looked enthusiastic in answering verbally and opened the story books by showing the pictures. From the interview method, children can correctly answer what language can be used to show polite behavior. From the interview with teachers before and after the process, psychoeducation stated that children are happy and understood how to use words like help, sorry, and thank you after listening to the use of those words through storytelling.

Discussion

Psychoeducation is one of the effective ways to instill new values in individuals. The results of the psychoeducational intervention of story books that provide information about what politeness is, what words can be used, and how to use them in everyday life provide information for children with a clearer picture of how to learn to apply politeness. Politeness in communication can be taught by choosing words that describe grammar and language that society has considered and agreed upon as good forms and methods. Illustrated and colored storybooks are made to teach politeness in writing and have more attractive visuals so children will remember and stick to their long-term memory. This psychoeducational storybook results from research by Rahmawati, Alhad, and Muflichah (2020) which states that illustrated storybooks can cognitively strengthen children's knowledge of new

knowledge. That statement explains that when children give information with visual objects, they quickly remember and understand the knowledge they want to deliver. The colorful picture attracts children's attention and encourages them to open and read the storybook.

Oktarina and Liyanovitasari (2019) state that illustrated storybooks can be developed into learning media that help children understand and change their behavior. Picture storybooks can provide motivation and pleasure and develop children's imagination. In addition, picture storybooks have messages contained in them so that they can develop children's morals (Oktarina & Liyanovitasari, 2019). Based on the responses obtained through observations and interviews with children and teachers, it can be seen that they quickly grasp and understand the learning given by reading and seeing pictures in story books.

Conclusion

Developing politeness values in PAUD (playgroup) and Kindergarten children at Yayasan Pelangi Indonesia through reading politeness story books can increase children's enthusiasm for listening and understanding advice on applying politeness values in everyday life. Colorful and attractive pictures in storybooks increase children's enthusiasm to explore more of the psychoeducational process of instilling politeness values. Children can quickly grasp the words taught in storybooks and are enthusiastic about practicing the politeness words taught through storybooks. It is hoped that one of the pilot project efforts to instill politeness values in early childhood and at the kindergarten level can inspire development-friendly story psychoeducation appropriate for Indonesian children.

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