

The Character of Respect as Viewed from Moral Development and Language Politeness in College Students

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Abstract: This study aims to determine the relationship of politeness in language and moral development to the respect characteristic in health sciences students. The sample in this research was 90 students. Sampling was done by using a purposive non-random sampling technique, in which by taking the final level students from each study program who had completed the final assignment.. This study was started by conducting a research questionnaire test on 30 students with the same criteria as the sample criteria . Data in this study were obtained by using DIT version 3.0 with the validity of 0.237-0.603 and reliability of 0.649. Questionnaires of politeness in language with aspects of wisdom, generosity, appreciation, humility, acceptance, and sympathy were then tested for their validity and reliability with corrected correlation item total correlation with validity of 0.381-0.792 and reliability of 0.872. Respect characteristic questionnaires using aspects of treating others with respect, tolerance of diversity; using polite language; paying attention to other people's feelings; not threatening, hitting, or hurting others; and dealing peacefully with anger, humiliation, and disagreement are then tested for their validity and reliability with corrected item correlation with validity 0,354-0,741 and reliability 0,892. The data obtained were then analysed by using multiple linear regression analysis. Adjusted R Square value of 0.867 shows the contribution to the variable politeness of language and moral development is able to explain the variable character respect by 87%.

Keywords: *politeness in language, morality, respect mellitus*

INTRODUCTION

The development of character education has recently become a trend among educators and educational institutions. This means that every practitioner has realized the importance of developing good character in students and young people. Character formation is very important because character is an aspect that determines the progress of a nation. The character of the nation is very dependent on the quality of the character of human resources. Quality characters need to be formed and nurtured from an early age. Failure to form a good character at an early age will make a person who has problems in his adult life. Adult individuals who have bad characters are a form of failure to form the past. Adults who have a character that has failed to form will have a big role in creating a destructive environment and atmosphere. According to Santrock (2011), the ability of parents to guide the success of their children in dealing with personality conflicts at an early age will determine the success of children in social life in the future. Health education institutions play an important role in creating students's character.

According to Lickona (2012), the two main characters that students must possess are the character of responsibility and respectful character. This is because later students will enter the workforce and interact as social beings so that the characters like what they have will play a role

in the ability to interact later. This is reinforced by Dewi (2014) who argues that there is a strong relationship between students' ethical beliefs in the academic field and their behavior in the world of work. The character that students have during college will be brought into the habit until the student is in the workforce later. Respectful character is important to own especially for college students majoring in the field of health who will later carry out health services to the community.

Based on Article 52 verse (1) of the Health Law, the health service generally consists of two forms of health services, namely the medical care and the public health care. Service quality includes the following dimensions: timeliness of service related to waiting time and process, service quality related to accuracy or tightness of service, service quality related to courtesy and hospitality of business people, service quality related to responsibility in handling customer complaints, service quality related to the small number of officers serving as well as other supporting facilities, service quality related to location, room of service, parking, availability of information, and other instructions/guidelines, service quality related to environmental conditions, cleanliness, waiting room, music facilities, AC, communication devices, and others.

According to Maddy (2009) in the provision of health services, there are often medical errors felt by respondents from various things such as: lack of sense of respect felt by respondents related to the physical appearance of respondents; the existence of understanding gaps related to culture; and the feeling of inferiority felt by respondents related to communication made by the provider.

One of the obstacles that causes someone to be considered lacking in respect for character is in terms of language usage. Language is a part of culture, and language that enables the development of culture as we know it today. Language can also act as a tool of social integration as well as a tool of social adaptation, this is given that the Indonesian nation has a pluralistic language (Sari, 2015).

The use of polite language in both formal and informal communication has been neglected in modern times. Saragih (2010), the weakening of the understanding of the importance of correcting language according to its context further undermined the function of language as a national identity. Indonesian has a role as a form of personality and national character. Language is a reflection of individual personality. The term "language thinking" refers to the importance of language used to express commendable attitudes and personalities. If it is said to "maintain language", then the advice aims to maintain polite behavior and polite language. Polite can be referred to behavior or actions and polite can be referred to maintained talks and this proves that the first mission to use Indonesian is to shape behavior or character. The hope that is accumulated in Indonesian language users is to always maintain politeness in behaving and speaking so that the term "language shows the nation", by adopting that term can also be elaborated into "language denotes character or language showing personality". Indonesian language is one aspect to shape the character of the nation's personality in today's Indonesian society, especially its educated people.

According to Clarken (2010), there are four aspects that can show that the person has good moral intelligence, namely aspects of integrity, responsibility, forgiveness, and caring for others.

According to Hurlock (2010), age determines how moral reasoning is done. The level of moral thinking of adults is more mature than that of teenagers. Adults are familiar with the concepts of morality such as honesty, justice, courtesy, discipline, and so on. Although adults do not always follow the principles of their own morality, research suggests that these principles represent the true beliefs of moral thinking.

A person's moral behavior between one individual and another is not always the same. This indicates a person's moral development. Moral development (Santrock, 2011) is a development related to rules and conventions regarding what should be done by humans in their interactions with others. The development of moral reasoning determines how an individual evaluates the outside world, the development of moral reasoning distinguishes between young children, adolescents, and adults, in terms of the assessment of good and bad behavior.

This is as stated by Hurlock (2010) that there are 3 levels of moral development in humans that must be passed in stages where a person will not be able to rise to the next moral stage before he can pass the lower stage of moral development and to reach a higher moral level than one already has, the person must be helped one way by being given knowledge, for example by character education. The first level of moral development that is pre-conventional morality from the age of 4-10 years at this time the child learns to distinguish good and bad based on external things conditioned by the surrounding adults ie when children do the right thing will get a gift and when one will be punished so that the child becomes moral because of avoiding punishment. The second level is conventional morality at the age of 10-13 years at this time the morality of children is formed because the child has a certain goal that is to obtain agreement on something from the adults around him not to avoid punishment at this time begins to grow awareness of the need for rules. The third level is post-conventional morality at the age of 13 years and over. At this time adolescents see morals more than agreements with adults but they should already have internalized moral values so that moral decisions are taken on the basis of universal morality. If at this age adolescent moral development has not reached post-conventional morality, the teenager must be assisted by being given knowledge in order to reach the third level of moral development.

Based on those number of explanations, this research aims to determine the relationship between development and politeness of language, with the character of respect for health students.

METHODS

This study aims to determine the relationship of politeness in language and moral development to the respect characteristic in health sciences students. This research used a quantitative correlational design consisting of two independent variables and one dependent variable. The dependent variable in this research was the character of respect, while the first independent variable was language politeness, and the second independent variable was moral development. The population in this research were all regular students of the Health Institution X, consisting of four health study programs with a total population of 362 students. The sample in this research was 90 students. Sampling was done by using a purposive non-random sampling technique, in which by taking the final level students from each study program who had completed the final assignment.

The research procedure included designing a blueprint for research questionnaires which was then conducted a try out on 30 final level students with the same criteria as the sample criteria. After the scale had been tested, a valid and reliable item was chosen to be used in the research which was then disseminated and carried out by statistical data. Research data collection was carried out using survey methods with research instruments in the form of questionnaires with Likert Scale models. The selection of valid items was carried out by Pearson product moment technique and Cronbach's alpha reliability test technique for DIT, while for language courtesy questionnaire and respect character used corrected item total correlation.

Data in this study were obtained by using DIT version 3.0 with the validity of 0.237-0.603 and reliability of 0.649. Questionnaires of politeness in language with aspects of wisdom, generosity, appreciation, humility, acceptance, and sympathy were then tested for their validity and reliability with corrected correlation item total correlation with validity of 0.381-0.792 and reliability of 0.872. Respect characteristic questionnaires using aspects of treating others with respect, tolerance of diversity; using polite language; paying attention to other people's feelings; not threatening, hitting, or hurting others; and dealing peacefully with anger, humiliation, and disagreement are then tested for their validity and reliability with corrected item correlation with validity 0,354-0,741 and reliability 0,892. Analysis of the research data used multiple linear regression analysis techniques using SPSS program assistance.

RESULTS AND DISCUSSION

In order to be able to do a data analysis technique using multiple linear regression analysis beforehand it is necessary to test normality and linearity. The normality test is done by using Kolmogorov Sminor the results obtained that the value of character significance respects $0.089 > 0.05$, language politeness significance value $0.058 > 0.05$ and moral development significance value $0.117 > 0.05$ because the significance of all variables is greater than 0.05 then can conclude that the population of data is normally distributed. Based on the results of the linearity test obtained a significance value in linearity of $0.000 < 0.005$ because the significance is less than 0,05, it can be concluded that between variables there is a linear relationship.

Probability value (significance) F count in multiple regression of $0.000 < 0.05$ explains that the proposed hypothesis is accepted which means the variable politeness of language and moral development variables are equally influential on the character of respect for health students. Based on the results of the multiple linear regression analysis test, the R square value of 0.884 shows a very strong correlation between the two independent variables with dependence. Adjusted R Square value of 0.867 shows the magnitude of the role or contribution to the variable politeness of language and moral development is able to explain the variable character respect by 87%.

There is a relationship between character and also the use of language as suggested by Arthur (2003). Language is a communication medium that cannot be separated from our daily culture or activities. All communication that we do uses language, both oral, written, and body language. Every idea we have, we convey through language. We also convey our response through language. What we convey and how we convey something using language describes what we know, what we believe. In other words, language is a picture of our knowledge, our understanding, or about our habits. We can also say that language is a reflection of our character or personality.

The use or mastery of language can also reflect a person's character as a person who is intact or not. A person who has character knows when to speak and when to listen. Smart determines what to talk about and intelligently chooses what must be heard. Furthermore, language skills are also needed to be balanced, there are times when a person is very serious in receptive (listening and reading), but at different times he is truly in the productive (speaking and writing). The use of these language skills can proportionally describe whether a person has a whole character or not. Furthermore, in the functioning of language skills it needs to be considered the treatment of language norms as cultural commodities, as intellectual abilities, and as moral virtues; and political ideology provides a powerful motivation for speakers to

conform to standards and it is related to improving feelings, intelligence, education, character, and commitment to national unity or major political values (Battistell, 2005).

There is a list of eleven elements that are very important for character education. The opinion arises that there must be direct instruction in character education for children accustomed to virtue by name - children must hear and see words, learn their meanings, identify appropriate behavior, and apply it in practice. Children should be encouraged to use the language of virtue and the teacher must avoid negative languages like "don't be late" or "don't forget", and replace the phrase with "on time" or "get ready." The need for visual displays is recommended to illustrate virtue with colored banners, for example, the word "respect" is printed on the school corridor and needs to place a great emphasis on a positive school climate, service programs that serve the school community and the environment, and the involvement of parents and children in school governance. This is because: "If the entire school community fosters a language culture and the climate of well-behave, students will use most of their time to get the words, concepts, behaviors, and skills that contribute to good behavior, ethical decision making, and the learning environment fertile. Although this approach is very simple, it resonates with the suggestion that citizenship education is currently being recommended (Arthur, 2003).

The explanation above can lead us to the conclusion that language has a close relationship with character. Both are interrelated. Language shows a person's character, or it can be said that a person's character can be reflected in the use of his language. In this case, the character can be very broad, in which there is also a character of respect. In other words, language has a relationship with the character of respect.

The application of the character of respect is more about how we show respect, one of which is the use of the right language. The use of the right language itself can be called politeness, which is a way of communicating to be able to maintain the positive face of the other person. Language politeness shows the character of respect, or it can be said also that the character of respect can be demonstrated through language politeness. These two things are actually interconnected.

Rohullah (2017) also confirms the same ideas in his research. He found that there was an influence of language behavior on education and the development of attitudes or character in early childhood. Good or polite language behavior will affect education and character development in early childhood who instill good values, politeness to speak, behave, think positively, and interact with others. Whereas bad or disrespectful language behavior will instill and shape bad character towards education and children's character development, such as selfishness, immodesty, irritability, confusion, and slow attitude.

This is also proven in the research that has been done. This research found that there was a relationship between politeness of language and the character of respect for health students. Both of these are important to see in health students because later health students will work in the community by using language in communicating with patients. Communicating with patients certainly requires a good communication method so that the health information provided can help the patient's recovery process. One of them is to use the right language and also through the respect shown to the patient. In short, the proper use of language by health students will show respect for patients who can help patients feel more comfortable and help the patient's recovery process. Health students in this case are Pharmacy students and Medical Laboratory Technology students. Both of these students need good language skills to convey information related to medicines and information related to health and medical laboratories.

To be able to provide comfort and appreciation to patients, health students must be able to use good Indonesian language. Indonesian language itself has different characters from other

languages. Indonesian language has a level of politeness that is different from other languages. Does not mean that other languages do not have ethical values or modesty, but return to the principle that politeness and language values are relative, that is, depending on their respective cultures. For example, in Indonesian language, we know the second pronoun "kamu" and "Anda". Both of these words have values that are useful in their use. Appropriate use will show our respect and politeness in using Indonesian language. Unlike the case with English which only has the word "you" as the second person pronoun. The word you is used regardless of the person being addressed and its use can be directed at both parents and children. There is no difference in politeness or respect. But that does not mean the native English speaker has no respect or modesty. Back again to the principle that all are based on existing culture.

Indonesian language itself does have a role as forming the character of the nation. The content of Indonesian language education is (a) knowledge, (b) skills, (c) thoughts, and (d) characters. These four things are also interrelated so that we can say that people of that character are knowledgeable, people of that character are skilled people, those with character are people who have thoughts, and all of them are the task of Indonesian language education. In other words, Indonesian language education must be able to promote changes in each student's self in all fields through learning Indonesian.

Non-standard languages will damage the language (and morals) of innocent people, and generally will demean polite people. Speaking the standard language is needed in order to have someone's voice heard. Language in general is in need of conditions for a general perspective. Language differences will divide society and encourage separatism. Descriptive linguistics is permissive, nil discipline (Battistell, 2005). Indonesian speaking politely is a manifestation of respect for others. As the character of the Indonesian people, polite language must be well-invested in children in learning at school. One of the good characteristics of the Indonesian people is respecting others. Respecting others is realized by understanding, acting, and being kind to others. In the aspect of understanding, respecting people is realized by always thinking positively towards others, meaning that all prejudices against others must be eliminated. In aspects of action, respecting people is manifested by always behaving in ways that can please others, take part in creating conducive situations, and make others comfortable with the actions taken.

As for aspects of attitude, respecting others is realized by always assessing and responding to others with positive values and responses so that in making decisions always prioritize good and positive values, and minimize any negative prejudices towards others. To realize the attitude and respect for others, is done by building good communication. In building good communication, polite Indonesian is needed. Well-mannered language is a language whose use is in accordance with the conditions and conditions of a particular society. The polite language indicator is to use standard grammar, choose words that are in accordance with the contents and messages delivered, and adjust to the values that apply in that society. Tilman (2004) also suggests that all teachers are advised to add activities to explore values into the existing curriculum, for children and adolescents, with a focus on values; peace, respect, love, happiness, honesty, simplicity, responsibility, wisdom, tolerance, cooperation, freedom and unity.

At the beginning of the growth of the Indonesian language, every citizen of the Indonesian language was "talking" very carefully because the language (which is used by the user) was a reflection of personality. The term "virtuous language" refers to the importance of language used to express commendable attitudes and personalities. If it is said to "maintain the virtuous language", the advice aims to maintain polite behavior and polite language. Polite can be referred to behavior or actions, and polite can be referred to maintained talks. This proves that

the first mission to use Indonesian is to shape behavior or character. The hope that is accumulated in Indonesian language users is to always maintain politeness in behaving and speaking so that the term "language shows the nation" is raised. By adopting the term, it can also be elaborated into "language indicates character or language shows personality". Thus, it is not too wrong if we want to package Indonesian as one aspect to shape the character of the nation's personality in today's Indonesian society, especially its educated people.

Unfortunately, today, the role of language has been eliminated by modern life. Saragih (2010) describes how the nation's identity crisis occurred as a result of the weakening of language roles. At present, Indonesian language is no longer used well by our society. One of the things that is of concern to the Indonesian people at this time is the fading of child politeness in Indonesian. Even though as explained above, polite Indonesian is part of the character of the Indonesian people.

The fading of the proper and good use of Indonesian in health students will certainly be a concern, because this will lead to patient discomfort. Patients who feel uncomfortable or do not get the right information, because the use of language that is not right, will certainly affect the healing process of society. Furthermore, it will affect the level of public health. Although arguably excessive, this will affect the socio-economic conditions of the people and the country. That is why language learning is important on health campuses.

Ibung (2009) said that moral is a belief about right and wrong, good and bad, which is in accordance with social agreement, which underlies action or thought. Moral norms are benchmark that people use to measure a person's goodness. Furthermore, it is explained that there are socio-cultural values which are a series of abstract concepts that live in the minds of the majority of the citizens regarding what is good and what is bad, and the norms that govern human activities to achieve goals. -we're. These socio-cultural values function as guidelines and drivers of individual behavior in their lives.

Character education is also called value education, which is a very valuable thing for human life throughout the world. Value education in formal, non-formal and informal institutions, in all community groups, countries and nations, the essence is something that is good for human life, even though among them have different values standards. As stated by Suparlan (2007) that educating which emphasizes the development of moral honesty, is the main target of emotional intelligence of students, which must be accounted for by the teacher along with all components of the school. Facts show that each subject contains the moral potential of honesty, because subjects are a form of knowledge, while science itself, whatever its type, always contains truth. Suparlan's opinion emphasizes that character education for students in school is the responsibility of all teachers in the field of study together with other school components.

Moral education includes knowledge, attitudes, beliefs, skills, and good, honest, and compassionate behavior, which can be expressed in moral terms. According to Zuchdi (2009), the main purpose of moral education is to produce individuals who are independent, who understand moral values, and are committed to acting consistently with those values. In relation to the learning process in school, the starting point of moral education is to make students understand the concept of morality. This is because moral education contains several components, namely knowledge of morality, moral reasoning, feelings of pity and caring for the interests of others, and moral tendencies (Zuchdi, Prasetya, & Masruri, 2013).

Some factors that can affect respect are suitability of behavior and positive values, stages of moral development, and culture. According to Suyasa (2009), character respect can only be achieved if there is a match between behavior and positive values. Positive values are a habit of thinking possessed by individuals, in which there are positive values such as love, humility,

togetherness, honesty, tolerance, and simplicity. Behavior that refers to positive values will bring individuals to achieve a character of respect. The level of respect that an individual has depends on the individual's moral stages. At the first moral stage, individuals tend to view respect as obedience. At the second moral stage, individuals view respect as a mutual agreement in society. At the third moral stage, individuals tend to view respect as personal awareness.

Culture influences the perspective on respect, or it can be said that there are differences in perspectives on respect based on their cultural background. Language is included in culture so that the choice of language in communicating shows how the application of the character of respect in a community group.

According to Suyasa (2009), there are three main components that build character of respect, namely the ability to respect, the ability to balance ratios and emotions, and sensitivity to others around them. This is in accordance with the results of factor analysis that where five major factors are obtained, namely treating others with respect, being tolerant of differences, being polite, using good language, and paying attention to the feelings of others. Broadly speaking, it can be grouped into treating other people with respect in accordance with the ability to respect, be polite, and use good language in accordance with the ability to balance ratios and emotions, and tolerant of differences, and pay attention to the feelings of others in accordance with sensitivity to others around them.

All language skills require language as a medium, and some of the elements of the language must be well mastered, and good mastery will make people who use it behave politely, such as saying things correctly, choosing the right words, composing thoughts in complete sentences, and convey meaning representative. Skilled language means also skilled in using standard language elements, or in Indonesia known as correct Indonesian. This needs to be done because language is a reflection of intelligence – non-standard language deviates from clear ideal standards, right thinking. Deviation from standard language is a reflection of the weakness of character.

Character components include: (a) knowing, (b) thinking, (c) value, (d) being called, and (e) plans, both individually and socially. The most effective effort to develop character is through effective communication, sharing values with each family, school, religious organization, and society. In this context Indonesian language is expected to act as a transformation tool, and as a means of socialization. Transformation tools for knowing and thinking, as well as socialization tools for communicating and sharing.

CONCLUSION

The variable politeness of language and moral development variables are equally influential on the character of respect for health students. Based on the results of the multiple linear regression analysis test, the R square value of 0.884 shows a very strong correlation between the two independent variables with dependence. Adjusted R Square value of 0.867 shows the magnitude of the role or contribution to the variable politeness of language and moral development is able to explain the variable character respect by 87%.

For institutions, it is expected to pay more attention to developing the character of student respect because this character is important, not only between personal, but also as an increase in health services for the community. In addition, further research is expected to be related to effective interventions to develop the character of respect for students.

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