

Politeness-Based Indonesian Teaching as Social Skill for Preparing Competitive Human Resources in Industrial Revolution Era 4.0

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ABSTRACT

Abstract. This study aimed to increase competitiveness of graduates of junior high schools, senior high schools, and vocational schools in soft skill. To achieve this aim a pretest was administered to teachers of junior high schools, senior high schools and vocational schools throughout Badung regency and Denpasar municipality to know their soft skill in speaking Indonesian politely and attractively. Afterward, the teachers were given an enlightenment about the importance of the soft skill and the way how to speak politely and attractively, which was then used as guideline in teaching Indonesian. Then, an evaluation was carried out by teaching practice. The result shows that the teachers' skill in speaking Indonesian politely as a soft skill for preparing competitive human resources in Industrial Revolution Era 4.0 is adequate.

Keywords: *Language, Politeness, Human, Resources, Competitiveness*

1. INTRODUCTION

Hafid Abbas in Kompas, Thursday 20th February 2020 states that there are some paradoxes in national educational management, such as 1) the more the budget for education the lower its quality; 2) an increase in certification cost is not followed by an increase in quality; 3) the international standard sets the ratio between teacher and students at 1 : 20 to 21. The standard for Japan is 1 : 27 to 28 and for Indonesia is 1 : 12 - 13. According to Liga Global table published by Firma Pendidikan Pearson (2012) cited by Abbas Indonesia's educational system is the worst in the world. He best is Finlandia [1]. This condition caused the graduate level competitive advantage to be low, as the result of low increase in school graduates' competence graduate's competence has to fit the market demand [2]. Wahyudin says that the in the future we will need soft skill which consists of communication skill, integrity, honesty, cooperation, ethics [3]. This is the fundamental basis of the soft skill in the working world [4]. Hence, politeness becomes important to avoid the act of defaming someone, the act which is subject to legal sanctions [5]. A habit of speaking politely as a soft skill will increase competitive advantage [6]. This needs to be habituated. Surbakti says

that today's youngsters have bad manners [7]. Habituation needs to start from teachers as they are models a habituation in using polite language is needed to avoid an impression having no manners or even uncivilized [8,9].

Based on this, the problem that this study investigated was: (1) what prior knowledge and skill in language politeness as soft skill do teachers of junior high schools, senior high schools, and vocational high schools have in preparing competitive human resources in Badung regency and Denpasar municipality and (2) how to enhance their competence in accordance with problem (1).

1.1. Verbal Behavior

Speakers feel that speaking a foreign language will cause them to have a higher status than speaking Indonesian [10]. Polite verbal behavior is not reciprocal, which means that a teacher/parent can address his or her student/ child with "kamu" but a student/ child cannot. This is power term of address [11]. Solidarity in speaking occurs because of intimacy. Although reciprocity occurs because of intimacy, the sociocultural dimension remains

to become a strong guard. Thus reciprocity occurs only in limited domains [12, 13, 14]. In the case of disciplining the use of force like in accomplishing a task becomes good enough [15]. Students can express the objections by following the language etiquette to save the interlocutor's face [16,17]. Hence, it is important to pay attention to the interlocutor [18,19,20,21] by maxims of wisdom, generosity, appreciation, simplicity, deliberation, and conclusion. This is the important part of the soft skills [22].

2. METHODS

To answer problems (1) and (2) the following activities were performed. 1. To collect data for problem (1), that is knowledge, a test was administered by distributing the test. To obtain data on skill observation was made by following an observation guidance prepared beforehand. Based on the data collected in (1) an effort was made to enhance teachers' competence through a training program. The nature of this study involved two activities, namely research and community service. The enhancement of soft skill competence, especially communication skill based on language politeness was in the form of Integrated Character Development with a sample of junior high school, senior high school, and

senior vocational school teachers in Badung regency and Denpasar municipality. The character development was carried out by inserting character education into lessons through examples in lessons based on language politeness in theory and practice of using language so that they became one unit. The data on teachers' knowledge and skills were analyzed descriptively and were used the basis for enhancing the teachers' competence. The enhancement of competence was done by giving material theoretically in the weak parts and the enhancement of practical competence was done by running a workshop that was attended by the teachers that were used as the sample in this activity. The indicator of the quality of speeches used the guidance as follows: very good with the scores 85 - 100; good = 70 - 84; fair = 55 - 69; poor = 40 - 54; and very poor = 0 - 39 [23].

3. RESULTS AND DISCUSSION

3.1 Knowledge and Soft Skills Based on Language Politeness of the Teachers of Junior High School, Senior High School and Senior High Vocational School in Badung Regency and Denpasar Municipality

Table 1. Knowledge and Soft Skills Based on Language Politeness

No	Teacher's name	Regency/ Municipality	School/ Address	At the Beginning		At the End					
				Knowledge	Skill	Knowledge			Skill		
						X1	X2	X3	X1	X2	X3
1	Ni Putu Yunia Dewi	Badung	SMA KESEHATAN BALI KRESNA MEDIKA. Jl. Lukluk 123 Sempidi, Badung	65	66	80	80	80	79	82	82
2	Ni Made Anggrawati	Municipality	SMP Universal Jl. Kertadalem 15 BC Sidakarya	67	67	80	78	79	81	80	82
3	Ni Luh Putu Yuni Kusuma	Municipality	SMP Adhi Mekar Indonesia. Jll Kusuma Bangsa 1 No 25 Denpasar	66	66	82	79	81	82	81	83
4	Ni Putu Ayu Ratih	Badung	SMK PGRI 3 Badung Jl W. Geblog 5 Dalung Kuta Utara, Badung	65	65	82	80	80	80	80	81
5	I Kadek Darmadi Adi Yasa	Bangli	SMP Negeri 18 Susut Jl Sahadewa Sulahan Susut Bangli	65	67	81	80	80	80	80	80
6	Siti Hajar	Municipality	MTs Baitul Amin Jl Kurusetra 79 X Nusa Dua	66	67	81	74	82	80	75	84

No	Teacher's name	Regency/ Municipality	School/ Address	At the Beginning		At the End					
				Knowledge	Skill	Knowledge			Skill		
						X1	X2	X3	X1	X2	X3
7	Ni Nyoman Kartini Jayanti	Municipality	PT AMS Media Jl. Sedap Malam 88B Denpasar	65	66	80	76	78	80	76	82
8	Putu Sri Indra Wahyuni	Municipality	SMAK Harapan Denpasar Jl. Raya Sesetan 62 Denpasar	65	66	80	80	80	80	80	82
9	Ni Nyoman Dwi Narayukti	Municipality	SMKN 2 Denpasar Jl Pendidikan 28 Sidakarya	64	66	80	79	80	80	78	83
10	Ni Wayan Suliantini	Municipality	SMK Kesatrian PGRI Denpasar. Jl Meduri 20X Denpasar	66	61	82	77	80	80	79	81
11	Ni Putu Yuyun Rumanti	Badung	SMAN 2 Mengwi Jl Raya Munggu Tanah Lot Mengwi, Badung	65	66	81	80	80	80	81	82
12	Natalino Muni Neparasi	Municipality	SMAN 8 Denpasar Jl. Antasura Peraupan 25 Peguyangan Kaja Denpasar Utara	68	65	81	81	80	80	80	82
13	Luh Putu Ayu Sintya Dewi	Badung	SMPN 7 Banjar Kaja Kangin Cemangi, Mengwi, Badung	65	65	81	80	82	81	80	82
14	Ni Luh Putu Gede Damayasa	Municipality	SMK Penerbangan Cakra Nusantara Jl Drupadi 27 Renon, Denpasar	66	67	81	78	82	81	79	89
Average				65.57	66.07	81	79	80. 28	81	79. 57	82

Table 1 above shows that the average score in terms of knowledge of the teachers of junior high schools and senior vocational schools in Badung regency and municipality about soft skill based on language politeness was initially 65.57, falling into the fair category. Based on this, then an investigation was carried out. The result of the investigation showed that the parts of the teaching that belong to the soft skill that needed to be focused on were 1) persuasive metaphor (polite expressions to convince interlocutors to be willing to do what one wants, 2) patient service (Patience) and 3) the way how to express things in indirect sentences both in knowledge and skill domains. Among the four things, the most sensitive one is the way how to express things in indirect sentences. This occurs since it is related to the culture of the community communication. Peoples from the East, especially Indonesia, including Bali, although they say

that they expect constructive criticisms they remain to be disappointed and even get offended if the criticisms are given openly using direct sentences. To avoid unwanted things to happen, then criticisms have to be expressed in indirect sentences.

The same is true with the use of persuasive metaphors which are very important in instructional communications. The contemporary children have to be approached politely to avoid conflicts. For example, when they find difficulties in answering questions, having personal problems, family problems and other problems of this kind, the effort made by the teacher to show empathy (solidarity) in managing the instructional communication should be based on symmetrical relations through an attitude of being ready to lose, flexible, patient, and ready to serve [23]. This shows that the top-down paradigm in teaching can no longer be used as the

last resort to discipline children. On the other hand, it is potentially causing a conflict. Here the teacher needs to use caution and ability to use appropriate dictions [24,25,26,27] as part of soft skills to create a conducive condition [28,29,30].

3.2 Enhancement of the Competence to Use Polite Language

Based on the finding what needed to be taken care of in order to be able to speak politely in teaching were 1) improvement in the use of persuasive metaphors; 2) politeness; 3) attention; 4) use of indirect sentences in reminding the students. To achieve this, a training was given. This training caused a significant improvement. The average in the prior knowledge of 65.57 increased as shown by the scores after the training. Knowledge in persuasive metaphor after the training = 81; patience = 79; attention = 80.28% and the use of indirect sentences = 80. In the skill domain the scores were respectively as follows. The use of persuasive metaphor = 81; patience = 79.57, attention = 82; and the use of indirect sentences in giving reminders = 80. All of these are important in creating and maintaining a conducive atmosphere in teaching as part of soft skills in teaching. On the other hand, high achievement students need appreciations both verbal and nonverbal.

4. CONCLUSION

Based on the explanation of the result of the study and the discussion above of this study which was at the same time a community service, it can be concluded:

1. The teachers' prior knowledge and skill in language politeness as part of soft skills was fair but there were some things that need to be given more attention to such as: 1) increase in the use of indirect sentences in reminding students, including care in choosing words (diction); 2) improvement in the quality of the use of persuasive metaphors; 3) increase in patience training; 4) paying attention to students with problems and reward to those with high achievements.
2. The effort to improve the findings in (1) took the form of the provision of a training on speaking Indonesian based on language politeness as soft skills.

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