



# The Realization of Existential Humanistic Approach Toward Politeness Principal of Indonesian Language: A Case Study of Yogyakarta Urban and Rural Elementary School

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**Abstract.** Existential humanistic approach based on the concept of self-awareness, freedom, responsibility, anxiety and creation of meaning in human. Basically, human (learner) has freedom in communicating politely to speech partner. Objective of this research is identifying existential humanistic approach toward politeness of Indonesian language: a case study of Yogyakarta Urban and Rural Elementary School. This research is qualitative approach. Data source in this research is interview result from principals, teachers and students of several schools; State Elementary School Bhayangkara and Muhammadiyah Darussalam Gendeng Elementary. Also Audio - Visual documentation in the form of photograph, *videotape* and recording. The researcher also did observation in the form of field-note and reflection during research. Data collection based on Sudaryanto's method, a method of listening (*simak*) then followed by basic technique of tapping (*sadap*). Data validation used strategy, data triangulation, *member-checking*, long period time and repeated observation in research location and peer examination. As the result, realization of existential humanistic in the form of posters, narration, music, song, school bell companion as the signs of humanistic information. There are several activities that support the realization, such as morning recitation, asmaul husna recitation and jamaah dhuha prayer. Those activities done in Rural Elementary School (Muhammadiyah Darussalam Elementary School). Moreover, State Elementary School Bhayangkara as Urban school held morning sports and gardening every morning in order to achieve the realization of existential humanistic. Also State Elementary School as Rural school held gardening plants every morning. Realization of existential humanistic approach toward principal of politeness in Indonesian language held regularly in the process of learning, middle break, morning recitation and sports. In the other side, activities such as flag ceremony, parents' meeting and *akhirusannah* held periodically. At last, in academic there are *student exchange*, peak theme and other academic activities lead to positive impact toward the assistance of learner's politeness.

**Keywords:** Approach, Realization, and Humanist

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## 1 Introduction

Based on the finding research done by Henricson and Nelson (2017), they stated that an education is needed giving and receiving between students and teachers. Also, Dyson, et al (2019) examined on the teachers' perspective related to social and emotional learning in Elementary Schools (SD). As the result, there was positive dependence between the needs of self-management, and self-awareness from students. Responding to the research conducted by Henricson and Nelson in 2007, Dyson (2019) and Allbright (2019) researched on the importance of socio-emotional assistance, both of inside and outside the school. The findings showed that there were needed of climate and school relationships, extracurricular choices, and assistance in supporting positive behavior of students. The climate is needed by students for developing an attitude of self-confidence, independence, and responsibility. Further research Ahmad, et all (2017) Result revealed that there were significant and positive relationships between knowledge, attitude and religiosity with the intention to provide halal maintenance.

Sufanti, et al (2021) All Indonesian teachers in Surakarta have the perception that the value of tolerance education is important to be integrated into learning. Besides them, based on five previous researches from Henricson and Nelson (2017), Dyson, et al (2019), and Allbright, et al (2019), Cressey (2019), and Morrison, et al (2019) the need for studies on teacher's assistance during the learning process inside and outside the classroom. The additional studies that have not been carried out by previous researchers; that related to students' politeness principle need to be researched out. Ansarian and Muhammadi (2018) suggested that more studies could be done using qualitative approaches that examined the processes involved, as well as studies on PBL assessmen.

Existential humanistic approach emphasized on the philosophical reflections on what the meaning of human being as whole. The basic purpose of this approach is to help individuals to be able to act, accept freedom and responsible for the actions taken (Corey, 2013: 53). Deurzen (2012: 06) stated that humanistic existential approach as a process to explore what makes life more meaningful. SD Negeri Bhayangkara and SD Muhammadiyah Darussalam Gendeng elementary schools, which realize the humanistic existential approach in Yogyakarta.

These elementary schools try to assist students in using Indonesian politely by involving the principal, teachers, staffs, parents, and the society directly. Polite language will prevent students from *bullying*, *body shaming*, and other *impoliteness*.

Qaralleh (2021) The findings further implied that school leaders needed to form committees by engaging the community members therein in order to strengthen the educational process. Khrisnan, et al (2017) show that females have higher emotional intelligence than males. The results of these studies need to be used as material for the author's study of research in elementary schools. Aziz, et al (2021) A blended concept of positive emotions was remarked as a fuel-source of teachers' long-term persistence in rural schools. Zawawai and Idris (2016) The findings of this study showed a significant positive relationship between Islamic HRM practices, emotional intelligence, and organisational commitment, specifically affective commitment, among selected Islamic-based organisations in Malaysia.

Leech (2011: 08) assesses that pragmatics is part of a study that related to meaning and situation when speech produces politeness, Cummings (2007: 02) assesses pragmatics as a discipline that can influence other disciplines and cannot be separated from the context of polite speech. Therefore, Muhonen (2017) assesses the consequences of bullying behavior in the environment. This behavior requires a mediating role from the social environment and moral support as well. On the other hand, Wei and Webb (2018) in their research entitled "A model of operant learning based on chaotically varying synaptic strength" which stated that, the reinforcement of behavior based on the level of problems and fluctuations can support the students. Moreover, the control of learning agents through rewards and punishments can be applied.

Lee (2011) tries to identify the factors that influence the level politeness perceptions of these students. On the other hand, Lee also tried to compare the differences between the two groups. Also Falemban (2012) concluded that there is a principle of politeness in students that can interpret indirect speech in communication, while Gonzales and Martin (2015) view the importance of politeness in teaching learning process. Dee and Shaibani (2018) The results from the focus group interview revealed that most Thai EFL students have a high level of anxiety in their oral presentations.

The research from Lee (2011), Falemban (2012), Gonzales and Martin (2015), Muhonen (2017), Wei, and Web (2018) contributed ideas to the researcher to know how the realization of the humanistic existential approach carried out by schools is related to the politeness principle of students' language.

## 2 Materials and Methods

This research used qualitative approach which defined by Cresswell (2015:28) who stated that qualitative approach is a discussion to investigate an issue that has correlation to certain individuals' marginalization. Cresswell's research strategy (2015:19-21) mentioned certain strategy that commonly used; ethnography, *grounded theory*, and case study. Yin (2009:46) divided case study into two; holistic (*single case unit*) and embedded research. Also holistic and embedded research divided into two; single case design and multiple case design. The researcher used embedded case study multiple case design since there are more than a case, urban and rural elementary schools.

Sudaryanto (2015:06) stated that research data is a special lingual phenomenon which contained and related directly to the issue that will be researched by researcher. Data source in this research is interview result from principals, teachers and students of several schools; State Elementary School Bhayangkara and Muhammadiyah Darussalam Gendeng Elementary. This research taken out the utterances from principals, teachers and students in urban and rural schools related to the existensial humanistic realization toward language politeness principle. The data are in the form of words, phrases, clauses and sentences or documentation in the form of photograph.

Multiple sources of data in qualitative research based on Cresswell (2015:261) were taken from various sources, such as interview, observation and documentation. Moreover, the researcher reviewed all of data sources by giving them meaning and processes them into categories. Data source in this research is taken from the result of interview

of class teacher as who takes part and applies the existential humanistic, students of elementary school and school principal. Also, the documentation result of Audio-visual in the form of photograph, *videotape*, recording, etc. Data source from the findings during observation and field note reflection during the research.

Steps of data collection according to Cresswell (2015:266); efforts to limit the research, collect the information through structured and non-structured observation and interview, documentation, visual materials and planning protocol to record or note the information.

Data analysis done by the researcher according to Miles and Huberman (1984:23): with interactive model data analysis that consisting of *data collection*, *data reduction*, *data displat* and *conclusions drawing/verifying*.

### 3 Result and Discussion

#### 3.1 Realization of existential humanistic toward language politeness principle of Setting 1 (Urban), Yogyakarta

The realization of humanistic existential in setting 1 affects the politeness of students. Students feel the assistance, advice, and reprimands when they feel guilty. Moreover, if students get bullying, insults, and taunts the teacher will be there for them. The violations of politeness principle can be reduced by humanistic existential. This is based on field notes from observations, interviews with teachers and students, documentation in the form of photograph, and field notes and reflections.

**Table 1.** Realization of existential humanistic of *Setting 1*

No	SD Urban	Realization of existential humanistic
1	Setting 1	<p>A.Through sports activities, students are formed into several groups according to their sports interests. During the sport, three PJOK teachers took turns inserting Humanistic behavioral/existential awareness</p> <p>b. Through adiwiyata activities, students are accustomed to caring for, maintaining, and planting to grow a compassionate soul with teacher assistance.</p> <p>c. Through regulations in the form of written rights and obligations, prohibitions and rules, and advice regarding behavior.</p> <p>Through activities, classroom learning by teachers, and collaboration with psychologists</p>

Setting 1 realizes it through sports activities, where students are formed into several groups according to their sports interests. During the sport, three PJOK teachers took turns inserting Humanistic behavioral/existential awareness. These mentoring activities

are routinely carried out every day in turn for each class. Besides table, field notes from observations at setting 1 in the second week of the research as follows:

Mr TH conveyed that there was a humanistic existential at SD N Bhayangkara through sports assistance which he joined in and giving moral value and advice for students. For example, during sports someone taunted his friend, he immediately took action to reprimand, advice, and if it is necessary, he will invite to make a discussion and it was proven that the students were easier to guide.

(CLHO No.1 )

The humanistic existential realization that is applied in *setting 1* is done through direct mentoring and discussion with students. The teacher assists them in groups or individually according to the level of the problem they face. Ridicule, insults, *bullying* by students can be minimized through this assistance. The advice from teacher is related to the delinquency committed by students. The result of field note is not only come from Mr TH, but also from Ibu NK as the result of second observation as follows:

She stated that the assistance carried out by the school done jointly by the teacher. However, PJOK teachers usually get bigger portion of assignments of mentoring students who have major problems such as *bullying*, insulting, and calling those who are not their names. She feels it is very practical.

(CLHO No. 2)

Mrs Nk conveyed that there was a humanistic existential in *setting 1* which was carried out jointly with other teachers, but PJOK teachers have more responsibilities. Delinquency committed by students, can be minimized with mentoring. She assessed that the assistance is very practical in overcoming delinquency of students. There is a gradual reduction of teasing, *bullying*, and calling people without real names. Field notes from observations regarding to the correlation between existential humanistic and students' assistance, the resercher also gets notes from students, as follow:

When I asked about teacher assistance when students were *bullied* and insulted, they said that there had been mentoring provided by the teacher. They feel happy and feel cared for it. When they want to mock / insult a friend, they realize that it is wrong and teacher will reprimand them.

(CLHO No.3 )

Observation notes from students regarding to mentoring provided by the teacher make them happy. Students consider the assistance from teacher as a form of attention and affection. They begin to realize that *bullying*, insulting, or taunting friends is negative behavior. That action is negative behavior and will definitely receive a reprimand from the teacher. The researcher get filed notes not only from students and teachers, but also notes in the form of arguments conveyed by ibu D.P as school principal, as follows:

Mrs. *D.P* as the principal also stated that humanistic existential made students less delinquent. They are more polite and aware of what to say and what they don't have to say.

(CLHO No.4 )

The source stated that humanistic existential has a positive effect on changes of students' behaviour. They are considered more polite and independent toward what is good and what is not good for them. There is a note from reflection from researcher about the humanistic existential correlation toward the politeness of students as follows.

"(1) The humanistic existential that implemented through group mentoring is very practical and (2) the awareness of students through humanistic existential has a positive impact on language politeness.

(CLHR No. 1)

Reflections on the realization of humanistic existentials have a positive impact on the politeness of students. In addition, group mentoring in *setting 1* is effective in making language awareness of politeness and avoiding bad behavior. Also field note from observations and reflections, the author attaches a quote from the interview with Mr TH as follows.

Researcher: there is a change of students' behavior after realization of the existential humanistic.

T.H: yes it is, and it is very helpful

Researcher : what changes that are often meet, related to the humanistic existential realization

T.H: changes on behavior and politeness

Researcher: the influence of humanistic existential assistance toward students in correlation to Indonesian language politeness.

T.H : very impactful.

(CLHW No.1 )

Humanistic existential realization related to the Indonesian politeness principle has a positive effect. Students are more polite when they talk and there are changes in their daily behavior. The quote from the interview results confirms that the assistance carried out in *setting 1* is running well even though there are still found of impolite Indonesian at students talk.

### **3.2 Realization of humanistic existential toward language politeness principle in Setting 2 (Rural) Yogyakarta**

The realization of humanistic existential in Indonesian politeness principle in Setting 2 was carried out by *habituation* of students. The existential humanistic realization of principal, teachers, and staffs regarding to language politeness is carried out during PBM (learning process) and during extracurricular activities. Extracurricular activities in *Setting 2* cover extracurricular activities of dance, *science-club*, painting, vocals, batik, swimming, SBA, football, robotics, jarimatika, jemparingan, *convesation*, *cinema* and *drumband* as optional talents and interest development. Also *tapak Suci* and *Hizbul Wathan* as mandatory talents and interests development. Realization of humanistic existential in *Setting 2* to assist the politeness and morals of students, it can be seen as follows.

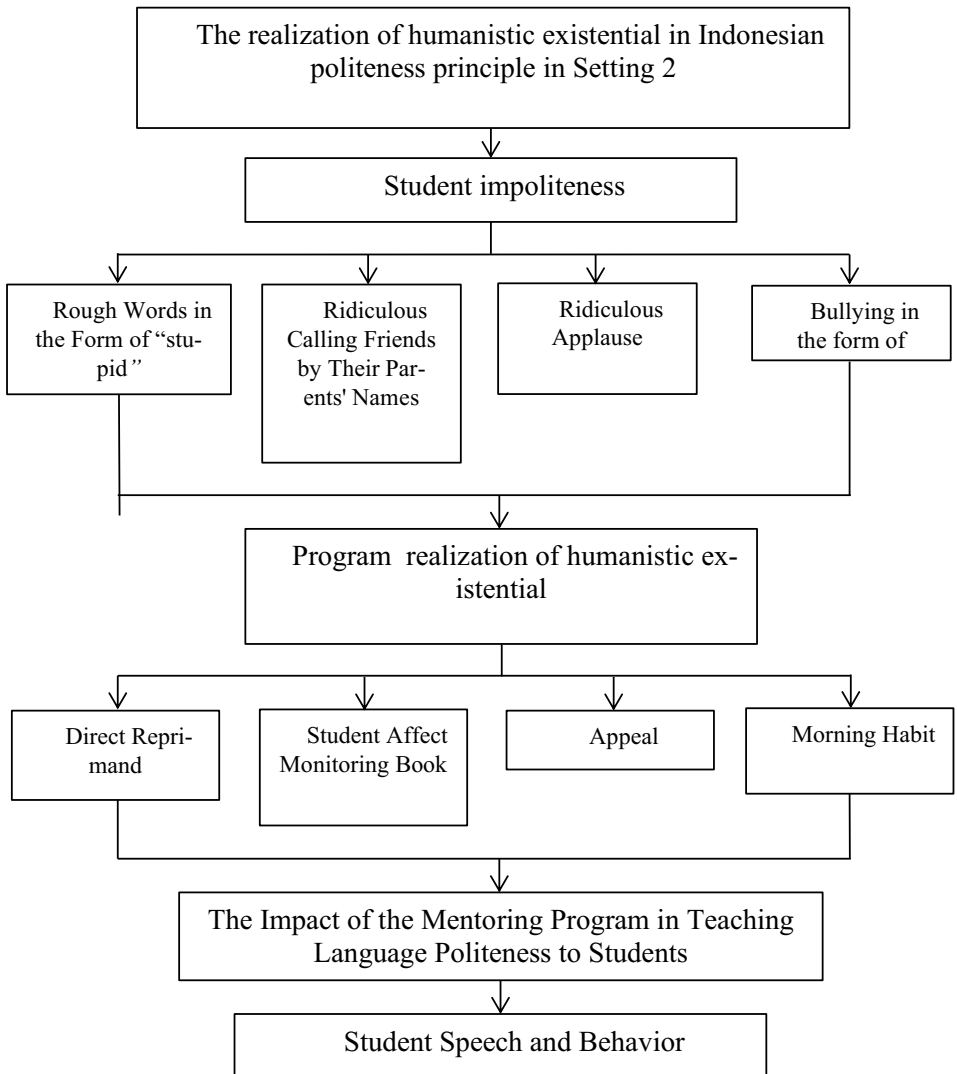
**Table 2.** Realization of existential humanistic of *Setting 2*

No	SD Urban	Realization of existential humanistic
1	( <i>Setting 2</i> )	a. Through duha prayer activities, morning studies, memorizing the Koran in the morning, and memorizing Asmaul Husna with the assistance of all teachers. b. Through healthy UKS activities, students are accustomed to living a healthy, clean, disciplined, and polite life with teacher assistance. c. Appeals are invitations, affection books and direct assistance through pilots conducted by teachers, employees, and school principals. d. Through religious learning, the role of the homeroom teacher, and parental involvement.

Duha prayer is an obligation for students in grades 3 to 6 every day. Teachers and staffs participate in conditioning and assisting students. The assistance was continued with giving advice to students about language politeness, behavior, and daily practices that could be done by students. Midday prayer is an obligation for 1 to 6 grader every-day. Teachers and staffs also contribute of conditioning and assisting students. For 1<sup>st</sup> and 2<sup>nd</sup> grader, salat duhur will be held at 12.30 in the afternoon in masjid porch with the assistance of teachers. Meanwhile for 3<sup>rd</sup> until 6<sup>th</sup> grader, salat duhur berjamaah will be held at 1 p.m. Next activity is salat sunah ba'diyah which done individually by the student. This activity is watched by PKS (Junior Police School) and takes notes for students who are rebel at salat and zikir time.

Also in *Setting – 2*, existential humanistic realization is involving students. The students who are rebel at salat berjamaah time will be gathered in a spot then they will get assistance and advice. *Setting – 2* doesn't apply physical punishment but there is a continued assistance. Asr prayer is an obligation for students in grades 3 to 6 every day. Teachers and staffs participate in conditioning and assisting students. Salat asar held at 03.30 p.m, continued with dzikir and students may back home. The participation of teachers and principals in the form of accompanying students at the front gate of the school to ensure that they are picked up by relatives or parents

Mapping of mentoring programs in teaching language politeness to students at setting 2 as follows.



#### 4 New findings

Dyson, et al (2019), Allbright (2019), Cressey (2019) and Morrison, et al (2019) conducted research on *social and emotional learning* (SEL), which is a process in which people develop knowledge and skills related to self-awareness, self-management., so-



cial- awareness, relationship skills and responsible decision making. The four researches are related to the research that the researcher did, regarding to the humanistic existential realization in elementary schools that related to the assistance of teachers, principal, and people who involved in realization process.

The difference of the research lies on the absence of explanation from various social activities experienced by individuals, while the research conducted by the researcher explain the various activities such as the salat Duha, kajian pagi, Holy Qur'an memorization in the morning, and memorizing Asmaul Husna with the assistance from teachers. Through healthy UKS activities, students are behaved to live healthy, clean, disciplined, and polite of teacher assistance. Positive appeals are in the form of invitation, affection books and direct assistance carried out by teachers, staffs, and principals, the correlation between the components of knowledge and skills of students, awareness of the importance of social, and self-management of students. However, the four of the researches did not explain about the roles of the teacher, principal, and assistant.

Research conducted by the researcher regarding to the assistance role in school; *setting 1*, through adiwiyata activities, students are behave to take care, keep, and fond of planting to grow a compassionate spirit with teacher assistance. Meanwhile in *setting 2* through salat duha, memorizing of Al-Quran Juz 30, and memorizing Asmaul Husna with the assistance from teachers. Moreover, through extracurricular activities; such as Hizbul Wathon, Tapak Suci, and tadarus. There is no forming of teachers' team, but all teachers are responsible by giving good modeling by teachers and staffs in their behavior.

Darling, et al (2019) researched on "Social and emotional learning for parents through Conscious Discipline". As the result, changing children's behavior by changing the way of adult understanding and managing their own behavior. This research has similarities carried out by the researcher in *setting 1* and *2*. In *setting 2*, there is given of example by early arrival by the principal and teachers. In addition, every teacher accompanies and gives examples of salat duha, reads the Holy Qur'an, and reads Asmaul Husna every morning so that students will imitate. *Setting 1* is through extracurricular activities that every teacher accompanies directly, gets used to give salam to each other when meeting, talking politely, and taking turns leading kajian every morning.

Hulvershorn's research (2019) produces an approach of preventing conflict by creating a healthy school climate. Moreover, providing students with communication skills in building relationships with peers. However, the research conducted focused on the school climate has not related to the role of mentoring carried out by schools in preventing conflict. Research conducted by the researcher has carried out this research, role of mentoring in *settings 1 & 2* has a positive impact on preventing conflicts among students.

Hobjila (2012) researched on "Positive Politeness and Negative Politeness in Didactic Communication - Landmarks in Teaching Methodology". The results of his research, recommend a special didactic communication framework as part of the teaching methodology at the pre-school and primary school levels. The similarity from the research carried out by researcher, in the correlation to the politeness of the language carried out by students. However, Hobjila has not yet described a specific framework

for communication, so he recommends that future researchers to do so. The research conducted by the researcher has used a special framework, which is called by humanistic existential approach applied by the four schools.

Anwar (2011) researched on "Terapi Eksistensial Humanistik dalam Konseling Islam" (Humanistic Existential Therapy in Islamic Counseling). He used six basic positive dimensions that humans have with the verses contained in the Holy Qur'an. *First*, the capacity for self-awareness, *second* regarding to freedom and responsibility, the *third* is the creation of self-identity, the *fourth* is the searching if meaning, the *fifth* is anxiety, and the *sixth* is the awareness of death's coming. However, his research is still focused on library research and has not related to the existence of humanistic existential therapy in relation to clients / individuals. Moreover, the description of the purpose of each verse is not explained out completely. The novelty value of this research is, *first*, there is affection books which used by aschool in controlling students to reach the target of understanding and behaving politely, *secondly* in *setting-2* there is a humanistic existential realization in three curricula, they are the 2013 curriculum, Muhammadiyah curriculum, and curriculum plus.

## 5 Conclusions

The realization of existential humanistic approach in *Setting-1* has done by several stages; involvement or teacher class, involvement of parents and direct prevention by reminding the students who will do the mistake.

The realization of existential humanistic approach in *Setting-2* done by several meaningful activities; salat duha berjamaah, salam and handshake kissing in the morning, qiroah lesson, kitabah, tahsinul Al Quran, Tahfidz Al quran, Tarjamah Al Quran, Tafsir Al Quran, Arabic lesson, dan students' talent and interest development program.

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