



Effectiveness of politeness learning E-modules in elementary schools based on independent curriculum

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Article Info

Article history:

Received 6 February 2024

Revised 23 May 2024

Accepted 18 June 2024

Available online 30 June 2025

Keywords:

e-module,
effectiveness,
elementary school,
independent curriculum,
politeness

Abstract

This research aimed to determine the effectiveness of e-modules for learning politeness in elementary schools that follow the independent curriculum for Indonesian language instruction. This research was conducted using a quasi-experimental design with a pretest and posttest control group. The population of this research was elementary school students in Yogyakarta City, and the sample was 143 students from three schools divided into three teams for experiment and control group. The methods utilized for data collecting encompassed observation and language politeness assessments. Content validity of the instrument is initially assessed using the Aiken validity index, whereas reliability is evaluated through inter-rater variability. Moreover, descriptive statistical analysis is employed for the data analysis. A calculation-based evaluation of the efficacy of this e-module is conducted using the Manova test, independent t-test, paired t-test, and homogeneity test. The e-module for acquiring language politeness based on local wisdom satisfied the criteria for activeness, as indicated by significance values greater than .05 for the normality and homogeneity tests. As a result, the utilized data has a normal distribution and can be utilized for additional experiments. All three tests (Manova, paired, and independent t-tests) yielded significance values below 0.05. It can be deduced from these findings that a notable distinction exists between the experimental class and the control class. The impact is that a learning problem is resolved and it becomes easier for teachers to teach language politeness. The level of effectiveness of this module will be even higher if it is equipped with a learning video about how to behave using polite language.

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Introduction

In recent years, language politeness has become one of the studies in the primary school curriculum. Language politeness needs to be emphasized in learning because such material teaches students about how to speak and speak politely, especially in the era of technology like today, where information can be accessed easily and openly resulting in a speaker arguing without thinking about the other person. A lot of hate speech or sentences that are not actually worth conveying are found on social media. Of course, this is a major concern which needs to be handled immediately, not letting students deviate from the principle of language politeness. One of the efforts to overcome this problem is to internalize language politeness material in the school curriculum.

Language politeness learning in Indonesia began to be included in the curriculum starting in 2013 until the current independent curriculum. The material is integrated into six language skills so that students have the skills to communicate orally and politely in writing. Language politeness is no longer just a secondary material in elementary school. This is because language politeness needs to be owned by children to build the groundwork for good communication and interpersonal connections (Mudiono, 2022).

Based on previous research that has been conducted related to needs analysis, the need for e-modules for language politeness learning for elementary school students can also be seen. Several studies have highlighted language civility at the primary school level. Language politeness is influenced by socio-cultural, socioeconomic, and natural conditions. Research by Suwardi et al. (2022) revealed that in elementary school students on the south coast of Indonesia there are influences of the family environment and socio-culture of the local community, which tend to be rude and straightforward, causing the form of communication to be more likely to ignore good and correct language standards, especially regarding language politeness.

So far, there has been no research on developing language politeness teaching materials in elementary schools. Existing research so far discusses the development of digital teaching materials used by elementary school students to facilitate online learning. The research proves that digital teaching materials are essential in today's technological era. The presence of digital teaching materials will help students learn independently from anywhere and anytime. This is in line with research from Karademir et al. (2021) and Ramadhan et al. (2023)

that digital-based language teaching materials will help students learn languages. Students who are indeed more adaptable to technology will love this type of digital teaching material.

Meanwhile, language politeness material for elementary school students has not been studied much. Research so far has discussed more about the use and observance of basic manners in elementary school students (Al-Abbas, 2023; Halil et al., 2023; Hartmann et al., 2017; Mudiono, 2022), and innovating the use of digital media for language politeness learning in Indonesia. However, research that discusses the effectiveness of digital-based language politeness teaching materials in elementary schools, has not been discussed. Therefore, this study will examine the effect of digital-based politeness teaching materials in elementary schools. In conducting language politeness learning, teachers need to present innovative learning so students can easily apply it (Al-Abbas, 2023; Rou et al., 2019).

The influence of learning materials on student performance is very significant because it can improve the quality of learning, increase academic achievement, and facilitate the learning process. Educational institutions must provide the right learning materials and technology to support teaching and learning. Therefore, the formulation of the problem in this study is how the effectiveness of the e-module of polite learning in elementary school is based on the independent curriculum for Indonesian learning in elementary schools. Meanwhile, this study aims to determine the effectiveness of the E-Module Learning politeness in elementary schools based on an independent curriculum for Indonesian learning in elementary schools.

Literature Review

Language Politeness

To be able to communicate, humans need to obey social rules, one of which is language politeness that should be implemented orally and in writing. As social rules, politeness is a concept to create a "proper" social conduct and regulation for speech and behavior (Brown, 2015). By following the standard of certain areas, someone would be labelled as polite or impolite because different cultures will have different criteria (Leech, 2007). That is why elementary students require to learn more about language politeness and practice it daily because it is a skill they need to master to survive in society.

E-Module

In the current 21st-century era, the availability of digital learning materials, such as online teaching materials and electronic teaching materials, can be more effective in improving students' social skills and academic performance compared to traditional printed textbooks (Erviana et al., 2022; Hu et al., 2022). Teaching materials that utilize technology can motivate students, increase enthusiasm and attachment, and ultimately make it easier for students to understand the material (Nguyen & Le, 2023). Learning materials presented in digital form, such as learning videos, interactive modules, and other educational applications, can provide students a more engaging and interactive learning experience. Specifically, e-module is a learning tool to create a more joyful learning activity of a certain subject that allows students to learn by themselves because it has been equipped with audio, video, quiz, simulation, etc. (Roblyer, 2013). In addition, e-module as of the digital learning materials, can also bring benefits for students, such as its simplicity, which will help students with no previous experience with e-learning, because nowadays kids are the native generation of digital technology; and its effectiveness will be increased if their skills in accessing the materials also improve (Hardeli et al., 2023; Koth et al., 2021).

Independent Curriculum

The Independent Curriculum results from curriculum changes adapted to the conditions that occurred during and after the pandemic. The independent curriculum allows educators to create quality learning that suits students' needs and learning environment. Several characteristics of the Independent Curriculum differentiate it from the Curriculum 2013, namely, that it focuses on developing soft skills and character, focuses on essential material, and flexible learning (Curriculum and Learning Center, 2024). This curriculum is suitable for implementing online learning with the help of digital media and modules which highlight advantages in terms of flexibility.

Yogyakarta's local wisdom

Local wisdom is all intangible cultural heritage developed by local communities, collectively or individually in a non-systemic way and embedded in the cultural and spiritual traditions of the community (Badeni & Saparahayuningsih, 2021; Ilham & Rahman, 2024). Local wisdom contains high life values and is worthy of

continuing to be explored, developed and preserved as an antithesis or socio-cultural change and modernization (Njatrijani, 2018). Yogyakarta society has a variety of cultures which are included in Yogyakarta local wisdom. Yogyakarta itself is a special region in Indonesia which has a king as its regional leader. Yogyakarta Palace has a lot of cultural heritage that is worth preserving. Some of the cultural heritage of the Yogyakarta Palace which is material in the language politeness e module includes the Jamasan Pusaka tradition and the History of Tugu Jogja.

Jamasan heirloom is Jamasan Pusaka, also called Siraman Pusaka. It is a routine ceremony carried out by the Ngayogyakarta Hadiningrat Palace (Asniah Habieb & Hendriani, 2022). The words "siraman" and "jamasan", which come from Javanese, mean to bathe or clean. This ceremony is held in order to clean the heirlooms belonging to the Palace. The Jogja Monument is a landmark that has symbolic value and is a magical line that connects the South Sea, the Jogja Palace and Mount Merapi (Morin, 2014). It is said that when he was meditating, the Sultan used this monument as a benchmark for facing Mount Merapi. These two heritages should be known to elementary school students in Yogyakarta so that they know and have a love for their own culture.

Methodology

This study examines the effect of language politeness on teaching materials for target school students. The approach used is a quasi-experiment with a pretest and posttest control group design. The main purpose of this pseudo-experiment design is to establish a cause-and-effect relationship between the independent and dependent variables. Experimental Research or pseudo-experimental research. This type of research was chosen because the control group used did not fully function to control (Campbell & Stainley, 1984). This study was conducted to determine the significance of the effect of treatment using digital teaching materials on the politeness of students' monetary language. The way to find out is by comparing the knowledge of different languages between the experimental and control groups. In the experimental group, the learning used digital teaching materials based on language politeness. In the control group, the learning used was printed teaching materials. The quasi-experimental design used in this study is the pretest-posttest nonequivalent control group design, which is a design that provides a pretest before being subjected to treatment and a posttest after being subjected to treatment in each group.

Participants

The population of this study was elementary school students in Yogyakarta City. The sample was 143 students from three schools: (1) SDN Tamansari 1, SDN Bumijo, and SDN Kotagede 1 selected using simple random sampling. These were divided into three groups of experimental class, and three groups of control class.

Data Collection

Data collection techniques use observation and language politeness tests. The test used in this study was in the form of an essay test. There were two tests given to students. A test conducted at the beginning of the meeting (before delivering the material), called a pretest, is to determine students' initial ability related to language manners. The second test, called the posttest, is conducted after learning occurs, namely, after treatment in the experimental and control classes. This test aims to determine the students' language manners after being given treatment. The language politeness test used in this research is in the form of an essay test. The indicators are: (1) wisdom, how people give advantages to others as well as not requiring, forcing, and being sarcastic; (2) generosity, how people do not benefit themselves; (3) praise, how people have a good opinion of others, appreciate what others do, and do not underestimate them; (4) modesty, how people do not brag about themselves, and do not show arrogance; (5) agreement, how people give choices to others, and inform about the activities that will be conducted together; and (6) sympathy, how people have capacity to share feelings with others and to be sensitive toward others (Zamzani, 2011).

Data Analysis

The instrument used is tested first by content toddlers using the Aiken validity index, while reliability is tested with inter-rater. The validity and reliability testing results show that all items are valid and all instruments are reliable. Furthermore, the data analysis used is

descriptive statistical analysis. To determine whether there is a statistically significant difference between the experimental group and the control group, such is tested using the independent *t*-test statistical test. However, beforehand, the data need to be subjected to prerequisite tests, namely, the normality test and homogeneity test. If the data are not normal or homogeneous, then such can be done using nonparametric statistics (Deshpande et al., 2018). Meanwhile, in carrying out data analysis, researchers used the SPSS Version 25 application.

Results

Descriptive Statistics

The results showed that the material for digital language politeness effectively increased the language politeness of grade 4 elementary school students. The research data were obtained using performance tests to test students' language politeness in written expressions. The results of testing the validity and reliability of the instrument show that all items are valid and all instruments are reliable. The results of the pretest of language politeness before treatment in the control class and experiments did not show a significant difference. After treatment, the average post-test scores of language politeness between the experimental and control classes showed a very significant difference. The average experimental class with treatment given digital teaching materials language politeness was higher than the control class. The implementation of learning in both classes was observed, and the results were excellent.

As a preliminary investigation (Table 1), pre-test scores from the experimental and control groups were compared and analyzed to determine if there were differences between the two groups prior to treatment. Before starting treatment, it is necessary to ascertain whether there are differences between the two groups. When Table 1 was analyzed, it was proved that the

Table 1 Descriptive statistics for pre-test and post-test

Test	N	Minimum	Maximum	Mean	SD
Pre-Test Experiment	81	0	8	4.47	1.977
Pre-Test Control	79	0	8	4.84	2.197
Post-Test Experiment	81	3	10	7.49	1.730
Post-Test Control	79	0	8	4.88	1.677
Valid N (listwise)	79				

control group's average pre-test achievement score was $X = 4.47$, the experimental group's score was $X = 4.83$, and the standard deviation value for both experimental groups was 1.91. The control group had a standard deviation of 2.19. Based on these results, it can be concluded that there is no significant difference between the average pre-test scores of the experimental group and the control group ($p > .05$). These results showed that the knowledge level of both groups was the same before starting the experimental treatment. Examining Table 2 shows that the average post-test achievement score for the experimental group was $X = 7.49$, while the average score for the control group was $X = 4.91$. The standard deviation of the experimental group was 1.72, and for the control group was 1.59. The test results concluded that there was a significant difference between the mean post-test scores of the experimental and control groups ($p = .00005$). In addition, the control group's language politeness test scores did not improve significantly. These results showed that the teaching materials used by the control group did not significantly increase the success rate of learners. Table 3 provides a descriptive analysis of the experimental group, including the number of 81 students and their average pre-and post-test scores ($X = 4.83$ and $X = 7.49$). It was determined that there was a statistically significant difference between the experimental group's pre-test and post-test grade point average scores ($p = .00$).

Normality and Homogeneity Test

From Table 2, regarding the normality test results, it can be seen that the final ability of the experimental class reading skills has a value of $p < .01$, which is less than .05, so H_0 is rejected, which means that the experimental posttest data are not normally distributed. Meanwhile, from the result of the post-test control class with a value of p , H_0 was rejected at $< .001$ less than .05, so the control class was not normally distributed. So, it can be concluded that the population of post-test values for the experimental and control classes is not normally distributed. Because the data are not normally distributed, the analysis is carried out with a nonparametric statistical test, namely, the Mann-Whitney test.

Meanwhile, Table 3 show that the value of $p < .01$ is more than .05, so H_0 is accepted, which means that the data are homogenous. Next, the data were tested using the Mann-Whitney test with the result shown in Table 4.

Table 4 Test Statistics^a

Test Statistics	Politeness
Mann-Whitney U	1081.500
Wilcoxon W	4007.500
Z	-6.635
Asymp. p (2-tailed)	.000
a. Grouping Variable: Class	

Table 2 Tests of Normality

Variable	Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	p	Statistic	df	p
Learning outcomes	experiment	.173	81	.000	.917	81	.000
	control	.205	79	.000	.910	79	.000

a. Lilliefors Significance Correction

Note: H_0 : Data normal, H_a : Abnormal data.

$p < .01$, then H_0 rejected, abnormal data.

Table 3 Test of homogeneity of variance

Variable	Test Basis	Levene Statistic	df1	df2	p
Learning outcomes	Based on Mean	2.216	1	158	.139
	Based on Median	2.039	1	158	.155
	Based on Median and with adjusted df	2.039	1	157.924	.155
	Based on trimmed mean	2.298	1	158	.132

Note: H_0 : Data homogen, H_a : data are not homogeneous.

$p < .01$, then H_0 received homogeneous data.

Table 4 above shows a U value of 1.081 and a W value of 4.007. When converted to the Z value, the magnitude is -6.635. p of .000 < .05. If the p value < a critical limit of .05, then there is a significant difference between the two groups, which means H_1 is accepted.

Discussion

This study seeks to prove the influence of language politeness in teaching materials for learning in elementary schools. Based on the analysis results, differences between the control and experimental groups were found in the average pretest and posttest. Over four weeks, the experimental group showed an increased understanding of language politeness material because it used language politeness-based teaching materials (e-modules), while the control group did not show a significant difference between pretest and posttest results.

In the experimental group, students received treatment using polite language (e-modules) based on local wisdom. The pretest score of the experimental class increased significantly. These findings corroborate the conclusion of (Karimova et al., 2023; Taskiran, 2019) that teaching materials that link digital technology and the environment will make students better understand the material. Language politeness material combined with students' daily lives will attract students' attention more. Elementary school students, in fact, still think concretely, so they prefer topics that are close to their daily lives (Sujiono, 2023).

The language politeness e-modules also link digital technology, one of the innovations presented in learning. Learning in the current 21st-century era is indeed required to prioritize innovation. This developed politeness teaching material tries to bring innovation by integrating digital technology that is easy for students and teachers to use in the classroom. The digital technology is integrated in the form of YouTube video links to make learning easier for students. The presence of digital technology is identical to the characteristics of elementary school students who are familiar with technology. This sparked their enthusiasm and interest in teaching materials (Widyaningrum et al., 2023). This finding also aligns with Indriani's research that children in the digital era are exposed to the advancement of information technology and multimedia that might positively and negatively influence their development (Indriani & Suteja, 2023).

Meanwhile, language politeness material is also one of the reasons why the experimental group is far superior

to the control group. The teaching materials developed try to provide specific language politeness materials such as types of speech acts, markers of language politeness, principles of courtesy, and principles of cooperation. These materials need to be delivered to elementary school students to equip students with polite knowledge of language. Research by Yang et al. (2018) revealed that elementary school students need to be equipped with directive speech acts (DSA) (Yang et al., 2018). These speech acts can reflect local wisdom by revealing the cultural norms and values that govern social interactions within a community (Utami et al., 2020). For example, the use of indirect language in making the request, such as using euphemisms or expressing gratitude in advance, can reflect a community's emphasis on politeness and respect for social hierarchy. Similarly, the use of imperatives and direct command can reflect a community's expectation of obedience and deference to authority figures. Thus, by analyzing the types of DSA used within a community, we can gain insights into the underlying cultural knowledge and values that shape communication practices (Halil et al., 2023).

The e-module was developed based on the local wisdom of Javanese culture, namely, Java Mataraman, which contains oral stories from the Yogyakarta region (Mustadi et al., 2023). The importance of language politeness in basic Indonesian learning is essential, considering that there is currently a graph showing the decline in the Indonesian people's politeness level. If we examine it in depth, many efforts have been made by the government to overcome this problem starting from the first curriculum development, namely, the independent curriculum (Alawi, 2022; Marisa, 2020; Wibowo et al., 2022). Next, how each educational unit, from the lowest level to the college, develops its lesson plan (Wibowo & Sujarwo, 2022). With this reality, language politeness in Indonesia is very important, and aspects of the value of politeness in Javanese culture are considered (Purnomo, 2019; Wibowo, 2020).

The application of this e-module must be accompanied by teacher understanding related to language politeness. This is because this e-module will not mean anything without teachers giving direct examples in everyday life. At least teachers must understand one aspect of science related to speech acts, and one of the aspects that must be mastered before implementing the theory of language politeness is a pragmatic function (Harris, 1995; Pilegaard, 1997; Wibowo et al., 2023). How to think about the interweaving of a slick communication process is, of course, fundamental.

In the application and testing of the effectiveness of this e-module, there are also several research limitations, namely, related to some schools in Yogyakarta City which do not allow students to bring mobile phones. This makes it difficult because the product of this research is in the form of e-modules. Mitigation of this obstacle is to print in hard file form. However, this does not reduce the essence of this research because students are asked to access this e-module at home so that they have learned the material at home before entering into learning.

In addition, in order for the use of this e-module to be more effective and the results to be maximized, there are several suggestions for the use of this learning tool, including this local wisdom-based e-module being used in class IV elementary / MI subjects Indonesian with material about politeness. Teachers can use this local wisdom-based e-module as an effort to improve the ability of grade IV students to use polite language because this product meets the feasibility of increasing interest and learning achievement in Indonesian grade IV students. Students can use this local wisdom-based e-module to help provide both a theoretical and practical understanding of polite language.

Conclusion and Recommendation

Based on the results of this language politeness learning e-module, it can be concluded that this language politeness learning e-module based on local wisdom is declared effective in improving the polite speaking skills of grade IV elementary school students. The effectiveness of this e-module is reviewed by the calculation of the normality test, homogeneity test, independent *t*-test, paired *t*-test and Manova test. The results of the calculation showed that the e-module of language politeness learning based on local wisdom met the criteria for activeness, with significance values on the normality test and homogeneity test $> .05$. Thus, the data used are normally distributed and can be continued for further tests. The significance value of independent *t*-test, paired *t*-test, and Manova test obtained a result of $< .05$. From these results, it can be concluded that there is a significant difference between the control class and the experimental class. This research contributes both theoretically and practically to elementary school Indonesian language learning to form polite and civilized student characters in accordance with the cultural image of the Indonesian nation.

Conflict of Interest

The authors declare that there is no conflict of interest.

Acknowledgments

The authors would like to thank the Rector, Dean, and Director of Research of Universitas Negeri Yogyakarta.

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