THE POLITENESS CHARACTERISTICS OF ELEMENTARY SCHOOL STUDENTS WITH MIGRANT PARENTS: A CRITICAL ANALYSIS

Agus Setyabudi[1a], Ana Andriani[2b], Y. Suyitno[3c], Wakhudin[4d]

[123]Universitas Muhammadiyah Purwokerto

[a] setyabudiagus1982@gmail.com
[b]ana.andriani@gmail.com
[c]suyitno.y@gmail.com
[d]wakhudin@ump.ac.id

(*) Corresponding Author
setyabudiagus1982@gmail.com

ABSTRACT

Politeness is important for elementary school students because it forms the basis of social interaction, character formation, and moral development. However, the inculcation of this value is often affected by limited parental guidance, especially for children from migrant families. This study analyzes the politeness characteristics of students whose parents have migrated. The research method used a qualitative case study design. The study was conducted at three elementary schools in the Punggelan cluster, Banjarnegara. The subjects were 8 students, 8 teachers, and 8 substitute guardians or family members living with the students. Data were collected through observation, interviews, and documentation, then analyzed through data condensation, data presentation, and conclusion drawing. Data were validated using source and method triangulation techniques. The results indicate that the politeness character of elementary school students with migrant parents varies across all indicators of polite behavior. Students who received consistent communication and emotional support from their parents demonstrated more stable polite behavior, including respecting others' rights, using polite language, showing appropriate non-verbal gestures, and respecting teachers and peers. In contrast, students cared for by substitute guardians displayed less consistent politeness, such as interrupting others, struggling to maintain attention, using impolite expressions, avoiding eye contact, or engaging in excessive joking. Variations in politeness are influenced by factors such as interactions with parents, parenting styles, school habits and guidance, and the influence of the social environment. The findings confirm that the development of politeness is a result of interactions between family, school, and the environment, so that consistent habits and support across contexts are key to fostering stable polite behavior.

INTRODUCTION

Politeness is a fundamental character trait essential for the development of elementary school students, as it forms the foundation for moral, social, and spiritual development from an early age. Polite behavior not only reflects the quality of interpersonal relationships but also serves as a benchmark for the success of character development through the curriculum, role models, and school practices (Hamidah & Kholifah, 2021); Cornelia et al., 2022; Andriani et al., 2023). The value of politeness also aligns with the principles of Pancasila, which places ethical behavior as part of national identity and the moral responsibility of every citizen (Soekanto, 2011; Andriani & Wakhudin, 2020). Therefore, strengthening polite character is a crucial priority in elementary education.

However, in practice, field dynamics show that elementary school children do not consistently demonstrate polite behavior. Changes in social interaction patterns, the intensity of digital media use, and even broken family conditions due to parents working outside the region also influence the consistency of children's behavior (Arifin et al., 2022; Pangesti et al., 2022). When parents are physically absent due to work outside the region, the process of internalizing politeness values in everyday life becomes less sustainable (Hasanah et al., 2022; Erniwati & Fitriani, 2020). Parenting by others also does not always provide adequate control and role models for children's behavior (Erniwati & Fitriani, 2020). The family environment is a key factor in character formation, so the conditions of parental migration often result in diverse social behaviors, including in terms of politeness (Farhatilwardah et al., 2019; Yulaila, 2015; Lawotan & Uran, 2022).

This phenomenon aligns with observations at three elementary schools in the Punggelan cluster, Banjarnegara, which revealed that the majority of students whose parents migrate exhibit a variety of polite behaviors. Some students remain able to demonstrate friendliness, respect the rights of others, and maintain ethical communication, but others appear less consistent in applying politeness in daily interactions. This variation reflects different levels of value internalization among students depending on the pattern of mentoring, emotional support, and supervision the child receives.

This finding aligns with previous studies showing that the physical absence of parents affects the stability of children's moral and social behavior. Safitri et al. (2022) found that a lack of direct supervision led to fluctuations in polite behavior, while Kala'Allo et al. (2022) showed that positive impacts only occur when long-distance communication is intense and meaningful. Research by Ruswanto (2024) and Hanesti et al. (2024) confirms that parental migration can affect children's moral intelligence and the stability of social interactions. Furthermore, Putri et al. (2022), Damayanti (2023), and Natanti et al. (2023) emphasized that character development at school significantly determines behavioral consistency when family support is suboptimal.

However, the majority of these studies focus on parenting patterns, general character development, or socio-cultural influences. Consequently, few have studied the dynamics of politeness in children in depth, capturing in detail how elementary school students from migrant families develop, encounter obstacles, or maintain politeness in their daily lives. The novelty of this research lies in its focus on examining the interaction between the migrant family context, school support patterns, and social dynamics in rural environments as constructs that influence children's polite behavior, analyzed based on politeness indicators as described by Suekanto (2011). These indicators include respecting the rights of others, being friendly and polite both verbally and non-verbally, and demonstrating politeness in social interactions. A descriptive qualitative approach using a case study method allows for a more specific and operational analysis of the polite behavior of children whose parents migrate, a previously rarely studied integrative approach.

Although numerous studies have examined the relationship between migrant families and children's behavioral development, most studies have focused on parenting patterns, character development, or general socio-cultural influences. No research has specifically explored how elementary school students from migrant families develop, encounter obstacles, and maintain politeness in everyday social interactions. This gap forms the basis of this study, as the process of internalizing politeness in children from migrant families has its own dynamics due to limited parental guidance and emotional communication. To fill this gap, this study offers a novel approach by analyzing the

characteristics of elementary school students' politeness and the factors influencing them using Soekanto's (2011) politeness indicators: respecting the rights of others, being friendly and polite both verbally and nonverbally, and maintaining ethics in social interactions. Using a qualitative descriptive approach with a case study method, this study seeks to provide a comprehensive and contextual overview of the politeness of children from migrant families, a perspective that has not been widely studied in an integrative manner.

The research question is: What are the characteristics of politeness in elementary school students from migrant families, and what factors influence the consistency of these behaviors? The purpose of this study is to describe the characteristics of politeness in elementary school students whose parents migrate and the factors that accompany them. This research is expected to provide theoretical contributions to the development of character education studies based on the context of migrant families and practical contributions in designing relevant and sustainable mentoring strategies for elementary schools.

RESEARCH METHOD

This research employed a qualitative approach with a case study method, as the focus of the study was to understand the character traits of elementary school students whose parents have migrated, as well as the factors that accompany the development of these behaviors. A qualitative approach was chosen because it allows for in-depth exploration of children's experiences, perceptions, and social interactions in a natural context without variable manipulation (Creswell & Poth, 2018; Moleong, 2019). The case study design was deemed appropriate because it allows for detailed research in a specific location (Yin, 2018), allowing for contextual analysis of the dynamics of character formation.

This research was conducted in three elementary schools within the Diponegoro Cluster, Punggelan District, Banjarnegara. These schools were selected because in recent years there has been a trend toward an increase in the number of parents migrating to other regions or abroad, limiting supervision and support for children's character development. The research was conducted over three months, from September to November 2025, concurrent with regular learning activities, allowing for natural and representative observations of students' social behavior.

The research subjects were selected using a purposive sampling technique to ensure alignment with the research focus on the politeness of students with migrant parents. The subjects consisted of eight students (M1–M8) living with guardians or surrogate parents and demonstrating social behavior dynamics that were of concern to teachers, particularly in the area of politeness. Eight teachers (G1–G8) interacted directly with the students, guiding and observing the development of their politeness. Eight guardians or surrogate parents (W1–W8) were selected based on their active involvement in daily care while their biological parents were away.

Research data was obtained through participant observation, in-depth interviews, and documentation (Spradley, 2016; Guest et al., 2020). Participant observation was conducted to directly observe how students demonstrated polite behavior in daily interactions with teachers, peers, and the school environment, thus illustrating their habitual patterns of respect and communication with others. Semi-structured interviews were conducted, maintaining alignment of questions across the three subjects to obtain a comparative and in-depth perspective. Questions for students include, "In your opinion, what do you usually do to demonstrate politeness when interacting with others at school?"; for teachers, "In your opinion, how do students demonstrate politeness when interacting with others at school?"; and for substitute parents, "In your opinion, how do children demonstrate politeness when interacting with others both at school and at home?" Documentation includes attendance records, academic reports, attitude assessments, and school policy documents related to character education to verify and strengthen findings from observations and interviews.

Research data was obtained through participant observation, in-depth interviews, and documentation. Participant observation was used to directly observe students' polite behavior in interactions with teachers, peers, and the school environment (Spradley, 2016; Guest et al., 2020). Semi-structured interviews were conducted with students, teachers, and guardians to explore experiences, perceptions, and patterns of politeness in children. Documentation

included student attendance records, academic reports, disciplinary records, and school policy documents related to character education, which strengthened the observation and interview data.

Data were analyzed interactively using the Miles, Huberman, & Saldaña (2018) model, which involves three stages: (1) data condensation, which involves sorting and focusing relevant information related to politeness and its associated factors; (2) data presentation, in the form of descriptive narratives, tables, and charts to facilitate interpretation; and (3) conclusion drawing and verification, which was conducted through triangulation of sources, methods, and theories to ensure the validity and contextuality of the findings. The indicators of politeness used for analysis, according to Soekanto (2011), include respecting the rights of others, being friendly and polite both verbally and non-verbally, and demonstrating politeness in social interactions, including respect for cultural differences. This approach allows for a more specific analysis of the polite behavior of children whose parents have migrated, a practice rarely studied in an integrative manner.

Data validity was ensured through technical and source triangulation (Moleong, 2019) tailored to the research context. Technical triangulation was conducted by combining participant observation, interviews, and documentation, allowing for an understanding of children's polite behavior from multiple perspectives. Source triangulation involved data from students, teachers, and guardians, allowing for comparison of information from those who directly experienced and observed the phenomenon. This approach ensured that the research findings were valid and contextual and provided a comprehensive picture of the development of polite character in elementary school children whose parents have migrated.

RESULT AND DISCUSSIONS

Result

The results section of this study presents a comprehensive overview of the dynamics of the politeness character of elementary school students whose parents have migrated, based on in-depth analysis through observation, interviews, and document study. The findings presented not only demonstrate variations in behavior between individuals but also reveal specific patterns related to parenting styles, social environments, and the intensity of surrogate family support. Based on this framework, the indicators of politeness used in this study include (1) respecting the rights of others, for example, not interrupting and respecting turns; (2) being friendly and polite, both verbally and non-verbally, such as greeting, smiling, and using polite language; and (3) demonstrating politeness in social interactions, including respecting cultural differences and norms prevailing in the school and family environment. This approach enables a more specific and operational analysis of children's politeness behavior specifically and operationally and to assess how this character is formed in students whose parents have migrated.

Respecting the Rights of Others

Students' ability to refrain from interrupting is a key sign of politeness, as it demonstrates respect for the other person. Observations revealed that M1 and M3 consistently waited their turn to speak, likely because they were accustomed to clear communication rules, while M2, M4, and M7 occasionally interrupted when eager to respond. In contrast, M5, M6, and M8 interrupted more frequently, especially when they wanted to respond quickly or when the classroom became noisy, indicating low self-control in regulating their speaking behavior.

M2 admitted, "Sometimes I want to answer right away, but it's hard to wait for my friends to finish" (interview with M2, 2/10/2025), indicating that the desire to respond immediately was one reason he frequently interrupted. The teacher explained that students who rarely receive parental guidance are often unaccustomed to following regular communication patterns, making it easier to speak before their turn. Parents also confirmed this, stating, "At home, my child often interrupts when others are speaking" (interview with W2, 4/10/2025). Data from the attitude assessment book noted that M5, M6, and M8 received several warnings for interrupting during discussions or presentations, indicating that the behavior recurs.

When peers spoke, students' attention seemed to vary. M1 and M3 listened quietly until their peers finished, indicating more orderly study habits. In contrast, M2, M4, and M7 sometimes lost focus when explanations went on

for a long time or the classroom became noisy. M5, M6, and M8 were even more easily distracted during group discussions, indicating they still struggle to maintain attention in changing learning situations. M4 admitted, "It's challenging to wait for my peers to finish; I want to get my answer out quickly" (interview with M4, 9/10/2025), indicating that the urge to speak quickly makes it difficult to focus on listening. Teachers explained that students who live with guardians or do not live with their parents typically need more frequent guidance to stay focused, due to their listening habits at home. not yet well-formed. The guardian's statement also supports this, stating that the child tends to rush to express an opinion without waiting for the other person to finish. Notes in the attitude assessment book indicate that M5, M6, and M8 were identified several times as lacking focus when others were speaking, suggesting that difficulty maintaining focus recurs in their learning process.

Being Friendly and Polite (Verbal and Non-Verbal)

Verbally, M1 and M3 always greeted each other and used polite language, likely because these habits were established at home. M2, M4, and M7 sometimes forgot to greet each other, especially when they were in a hurry or too focused on other activities. Meanwhile, M5, M6, and M8 used impolite language several times. M5 admitted, "Sometimes I forget to greet each other when I'm busy playing" (Interview with M5, 9/10/2025), indicating that their enthusiasm for playing made them less attentive to polite language. The teacher added that inconsistent greetings usually occurred when students were tired or emotional (Interview with G5, 11/10/2025). Parents also reported that M5 often spoke without greeting each other at home, which carried over to school.

Nonverbally, M1 and M3 usually looked at each other and smiled, indicating confidence and comfort. M2, M4, and M7 sometimes appeared awkward, especially when speaking in more formal situations. M5, M6, and M8 often looked down or avoided eye contact. The teacher considered this as a sign that they still lacked confidence. The students also admitted to feeling shy when asked direct questions, and the guardian confirmed that "M6 tends to be quiet when outside the house" (Interview with W6, 20/10//2025). The assessment book shows a similar pattern: M5, M6, and M8 appeared to look down or did not dare to look at the audience during presentations, which indicates that shyness and low self-confidence greatly affect their body language.

Politeness in Social Interactions

Respect for teachers and older peers is a key indicator of politeness in social interactions. M1 and M3 consistently respected the advice of teachers and seniors, while M2, M4, and M7 sometimes obeyed and sometimes contradicted directions. Meanwhile, M5, M6, and M8 repeatedly spoke out or refused directions. A teacher stated, "Students who live without parents often exhibit independent behavior" (interview with G7, 18/10/ 2025). M7 added, "I feel like no one reminds me, so I'm more willing to refuse directions" (interview with M7, 16/10/2025). Parents stated that children do need frequent reminders to be more obedient. Teacher records also show that M5, M6, and M8 were reprimanded several times for not following teacher directions.

Respect for cultural differences and norms emphasizes students' behavior during play or group activities. M1 and M3 adhered to game rules and did not tease their peers, as they were both accustomed to receiving guidance from their parents and teachers about the importance of protecting their peers' feelings. M2, M4, and M7 sometimes joined in with their friends' excessive joking, usually because they wanted to be accepted into the playgroup. Meanwhile, M5, M6, and M8 occasionally made lighthearted remarks to friends from different backgrounds. The teacher assessed that these three students still had difficulty controlling themselves, especially during lively playtime or when they were feeling enthusiastic. This occurred because they were not accustomed to distinguishing between joking and behavior that could hurt others. M8 admitted, "Sometimes I joke too far and don't know the limit." (interview with M8, 16/10//2025). Parents also stated that "the children often joke too much at home, so they are not used to distinguishing between appropriate and inappropriate actions when communicating with friends at school" (interview with W8, 20/10/2025). The assessment book showed that M5, M6, and M8 sometimes failed to maintain etiquette when working in groups, indicating that they needed more intensive guidance in understanding boundaries when interacting.

The following research findings present a summary of findings related to the politeness of elementary school students whose parents migrate. The findings were obtained through observation, interviews, and document study and

summarized based on the main indicators of politeness: respecting the rights of others, being friendly and polite, and politeness in social interactions. The following table summarizes the main findings for each indicator and sub-indicator.

Table 1. Summary of the Results of the Analysis of the Characteristics of Politeness of Elementary School Students With Migran Parents

Indicator	Sub-Indicator	Key Findings
Respecting the rights of others	Not interrupting others	M1, M3 wait for their turn to speak; M2, M4, M7 sometimes interrupt; M5, M6, M8 frequently interrupt during busy classroom situations
	Listening to others' opinions	M1, M3 listen attentively; M2, M4, M7 sometimes lose focus; M5, M6, M8 are easily distracted
Being friendly & polite	Greeting and polite verbal language	M1, M3 consistently greet and speak politely; M2, M4, M7 sometimes forget to greet; M5, M6, M8 occasionally use impolite language
	Smiling & maintaining eye contact (non-verbal)	M1, M3 smile and maintain eye contact during communication; M2, M4, M7 sometimes appear awkward; M5, M6, M8 tend to lower their heads or avoid eye contact
Politeness in social interaction	Respecting teachers & older peers	M1, M3 follow directions obediently; M2, M4, M7 sometimes argue; M5, M6, M8 occasionally speak loudly or reject instructions
	Respecting cultural & social differences	M1, M3 comply with rules without teasing others; M2, M4, M7 sometimes imitate teasing; M5, M6, M8 occasionally make light teasing remarks toward peers with different backgrounds

Based on the table, students with codes M1, M2, and M3 appear to apply politeness more consistently across most indicators, including respecting the rights of others, using polite language, and practicing social interaction etiquette. Meanwhile, M4 and M5 demonstrate situational politeness, where polite behavior emerges upon instruction or under certain conditions but is not yet consistent across various learning situations. Meanwhile, M6, M7, and M8 still require further practice because they show a tendency to violate politeness across several indicators, such as interrupting conversations, using impolite language, and showing a lack of respect for teachers or peers.

Discussion

Analysis of the findings indicates that the polite behavior of students from migrant families exhibits a pattern that is not yet fully stable. Differences between students are quite apparent, especially in the context of daily classroom interactions.

Respecting the Rights of Others

In the sub-indicator of not interrupting, two behavioral tendencies are evident. Some students are able to wait their turn to speak well, but others still display impulsive tendencies, especially when the classroom is noisy or when they want to respond immediately. This inability to control impulses is more common among students living with guardians, as they are not always accustomed to consistent social regulation at home. This condition leads to the recurrence of interrupting behavior in various classroom situations.

Similar trend is evident in the sub-indicator of listening to others' opinions. Some students are able to actively listen to conversations and explanations from their peers, but others appear to easily lose focus during discussions. Frequent distractions indicate that attention-sustaining skills have not yet developed optimally. Interviews with teachers and guardians revealed that children living apart from their parents get bored more easily, tend to interrupt,

and often rush into conversations. Learning participation records also confirm the low consistency in listening behavior among this group of students.

Being Friendly and Polite (Verbal and Non-Verbal)

The next indicator, being friendly and polite verbally, also shows variation in daily practice. Behaviors such as greeting and using polite language seem natural for some students but inconsistent for others. This inconsistency usually occurs when students are tired, experiencing emotional changes, or engrossed in play. This indicates that verbal self-control has not yet been firmly established. Teachers' notes regarding the use of impolite language in several incidents indicate that this behavior is not incidental but rather repeated in certain situations.

In the nonverbal dimension, differences are even more apparent. The ability to display a genuine smile, make eye contact, or be friendly appears stronger in students with high self-confidence. Conversely, students who lack emotional reinforcement at home tend to look down, avoid gaze, or appear stiff during interactions. Information from guardians indicates that a lack of warm interpersonal communication at home is one factor that weakens the expression of nonverbal politeness at school.

Politeness in Social Interaction

Indicators of politeness in social interaction also demonstrate complex dynamics. In the sub-indicator of respecting teachers and older peers, some students demonstrated good discipline and obedience, but others frequently argued, ignored directions, or spoke in a raised voice. Children who were far from parental supervision reported feeling "freer," and therefore tended to act according to their own wishes. School discipline records revealed that several students had received repeated reprimands, indicating that the value of respect had not yet been fully internalized.

The sub-indicator of respecting cultural differences and norms showed a similar trend. Although students generally understood classroom rules, some still easily joked excessively or made lighthearted remarks about peers from different backgrounds. This behavior indicates that social sensitivity, including the ability to understand boundaries in humor and interactions, had not yet matured. Information from teachers and guardians confirmed that the habit of excessive joking had been carried over from home and then reappeared in the school environment.

From these findings, it can be concluded that the development of polite character in children whose parents have migrated is influenced by a combination of factors. First, the presence of parents as primary role models is crucial for children's consistency in practicing politeness. Second, the role of caregivers or substitute guardians, who sometimes emphasize meeting basic needs over fostering behavioral habits, also influences children's behavior. Third, interactions at school and teacher guidance, including observation, reprimands, and habituation activities, are important factors in developing an awareness of good manners. Fourth, the social environment and peers, especially in play or group activities, can strengthen or weaken good manners.

Thus, these findings confirm that the development of good manners in children whose parents migrate is complex and influenced by interactions between family, school, and the social environment. The polite behavior of students from migrant families is formed through an inconsistent process. Behavioral variations are evident across almost all indicators, from the ability to respect the rights of others, the use of polite language, and non-verbal expressions to respect for teachers and peers. This inconsistency is primarily influenced by limited parental guidance, parenting styles that are more oriented toward meeting basic needs, and a social environment that places less emphasis on the development of good manners. These results demonstrate the need for more integrated character-building strategies, such as consistent school-based practices, mentoring from parents, and long-distance communication with parents, to optimally develop good manners. Teachers play a key compensatory role through reprimands, practices, and classroom activities, but strengthening good manners still requires comprehensive support from the family, school, and social environment.

These research findings align with the study by Safitri et al. (2022), which showed that children from migrant families tend to experience instability in moral and social behavior due to minimal parental guidance in daily life. The relevance of this study lies in the similarity that physical distance from parents results in weak control and the cultivation of good manners at home. The difference in this study lies in the more specific analytical focus on indicators

of good manners, such as the ability to respect the rights of others, the use of polite language, and nonverbal expressions in classroom interactions.

These findings also align with the research of Hasanah et al. (2022), which asserts that the family is the primary center of character formation and that the intensity of emotional interactions between children and parents significantly influences the stability of polite behavior. This research's relevance is demonstrated through the behavioral patterns of students cared for by guardians, where poor emotional communication appears to impact weak self-regulation. The difference is that this study focuses on this phenomenon within the specific context of migrant families, thus providing a more focused picture of the conditions of children living far from their parents.

This study also corroborates the findings of Yuliana et al. (2021), who explained that consistent moral education in schools can improve students' social behavior, especially in families with suboptimal parenting. This relevance is evident in the role of teachers, who in this study acted as the primary facilitators in fostering good manners. The difference is that previous research focused on the effectiveness of habituation programs, while this study portrays the role of teachers as a means of compensating for weak character education at home.

Furthermore, this study aligns with the findings of Kasim (2024), who emphasized that the education of mutual respect and good manners in elementary schools is significantly influenced by the intensity of teacher guidance in daily activities. This relevance is evident in the finding that teachers play a crucial role in correcting student behavior, particularly for those lacking emotional support from their families. However, this study emphasizes that the success of teacher guidance is highly dependent on the involvement of guardians and communication with parents who are away from home, thus adding a new perspective regarding the need for integrated family and school roles.

Various previous studies have shown that parental absence due to migration impacts the formation and stability of children's polite behavior, primarily due to weak socialization processes, emotional support, and moral conditioning within the family environment (Safitri et al., 2022; Hasanah et al., 2022; Yuliana et al., 2021). These findings align with the concept of socialization according to Soekanto (2011), who asserts that polite behavior is formed through the internalization of social norms that occur within the family, school, and community. Thus, behaviors such as respecting the rights of others, being friendly, using polite language, and maintaining ethics in social interactions can be clearly observed and measured. This study is novel because it integrates these social norm-based politeness indicators into the context of children with migrant parents, a context that has rarely been studied in depth, and operationalizes them into specific forms of behavior and factors that influence their consistency in elementary school. With this approach, this research directs the analysis to comprehensively answer what forms of polite behavior students from migrant families have and the factors that influence the stability of this behavior in school life.

CONCLUSION

A critical analysis of the politeness characteristics of elementary school students with migrant parents showed variation across all indicators of polite behavior. Students who received intensive guidance from their parents or consistent long-distance communication tended to consistently practice politeness, including respecting the rights of others, being friendly verbally and non-verbally, and respecting teachers and older peers. In contrast, students living with substitute caregivers or other families exhibited fluctuating polite behavior due to the dynamics of children's adaptation to a social environment different from their original home, such as interrupting, difficulty maintaining attention, using impolite language, avoiding eye contact, or excessive joking. Variations in politeness characteristics were influenced by parental presence when communicating with the child, the substitute caregiver's parenting style, interactions at school, teacher guidance, and the social and peer environment.

Research confirms that cultivating politeness is not solely the responsibility of the school but the result of a complex interaction between the family, substitute caregivers, teachers, and the social environment. Consistent practice and support across family, school, and local cultural contexts significantly determine the stability of children's polite behavior. The theoretical implications of this study confirm that indicators of manners (respect for the rights of others, verbal and non-verbal politeness, and the ethics of cross-cultural social interactions) can be used

comprehensively to understand the character dynamics of children from migrant families. Practical implications: Teachers should consistently cultivate manners through classroom activities, the use of polite language, non-verbal expressions, and empathetic communication with students and caregivers. Migrant parents can utilize long-distance communication to provide regular reinforcement of values. Caregivers or guardians at home act as facilitators, helping children adjust to social norms at school and in the surrounding environment. Schools should implement a systematic manners-building program involving teachers, guardians, and long-distance communication with parents. They should also provide training to substitute caregivers to ensure consistent manners at home and at school.

This study has limitations, including the limited research location of three schools and the relatively small number of subjects, which means the results are not fully representative of the broader population. Further research recommendations can use a larger sample with a mixed-method approach, namely qualitative to understand the experiences of children, teachers, and caregivers in cultivating politeness, as well as quantitative to measure the level of politeness and the influence of factors such as parental communication and teacher guidance on behavioral stability, as well as conducting long-term studies to see the development and effectiveness of cultivating politeness in children from migrant families.

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