



The Influence of Parents' Habits and Guidance on Fifth-Grade Elementary Students' Language Politeness at the Sultan Thaha Cluster in Pelepat Ilir

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Pengaruh Kebiasaan dan Bimbingan Orang Tua terhadap Kesantunan Berbahasa Siswa Kelas V SD di Gugus Sultan Thaha Pelepat Ilir

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ABSTRACT

Abstract: This paper investigates 1) the level of parents' habits and guidance on students' language politeness, 2) the level of students' language politeness, and 3) the influence of habits and parental guidance on students' language politeness. The research is quantitative research using a survey method. The research was conducted on 207 fifth-grade elementary students of Sultan Thaha Group Pelepat Ilir District. The sample used the Probabilistic Sampling technique with simple random sampling and was obtained from 136 students. The data collection techniques used questionnaires and documents, the research instrument testing consisted of validity and reliability testing, and the data analysis technique was descriptive analysis, and prerequisite tests consisted of normality and linearity testing and hypothesis testing using simple linear regression testing. The research results indicate that 1) the level of the parents' habits and guidance was language politeness in the medium category, 2) the level of students' language politeness was in the medium category, and 3) there was a significant influence between parents' habits and guidance on students' language politeness. It is shown from the Anova table simple linear regression test table, which means that the calculated F value was 31,967 and the significance value was $0.00 < 0.05$. Therefore, there is a significant influence of the variables of parents' habits and parental guidance on students' language politeness.

Keywords: guidance and habits, language politeness, parents' role

Abstrak: Artikel ini mengetahui 1) tingkat peran kebiasaan dan bimbingan orangtua terhadap kesantunan berbahasa siswa, 2) tingkat kesantunan berbahasa siswa, dan 3) pengaruh kebiasaan dan bimbingan orangtua terhadap kesantunan berbahasa siswa. Penelitian berupa metode kuantitatif survei. Subjek penelitian yaitu 207 siswa kelas V SD di Gugus Sultan Thaha Kecamatan Pelepat Ilir. Sampel menggunakan teknik pengambilan sampel probabilitas jenis Random Sampling sederhana dan diperoleh sampel sebanyak 136 siswa. Teknik pengumpulan data menggunakan angket dan dokumentasi, selanjutnya uji coba instrumen menggunakan uji validitas dan reliabilitas, teknik analisis data menggunakan analisis deskriptif, dan uji prasyarat menggunakan uji normalitas dan uji linieritas serta uji hipotesis menggunakan uji regresi linier sederhana. Hasil penelitian menunjukkan terdapat adanya 1) tingkat peran kebiasaan dan bimbingan orangtua dalam kesantunan berbahasa siswa berkategori sedang, 2) tingkat kesantunan berbahasa siswa berkategori sedang, dan 3) terdapat pengaruh signifikan antara kebiasaan dan bimbingan orangtua terhadap kesantunan berbahasa siswa. Hal ini dibuktikan pada tabel Anova tabel uji regresi linier sederhana, yang mana nilai F hitung adalah 31.967 dan nilai signifikansi $0,00 < 0,05$. Maka dapat disimpulkan terdapat pengaruh yang signifikan dari variabel Kebiasaan dan Bimbingan Orangtua terhadap Kesantunan Berbahasa Siswa.

Kata kunci: kebiasaan dan bimbingan, peran orangtua, kesantunan berbahasa

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INTRODUCTION

Education is an effort to improve human quality in all its aspects. Education plays a very important role in improving overall human development because quality education will improve the quality of the nation's generation. Efforts to improve quality education in improving affective, cognitive and psychomotor abilities can be developed simultaneously. In essence, education has a goal, namely to make humans knowledgeable and intelligent (smart) and to make humans better than before (good). Educational institutions should have programs that not only channel cognitive aspects but also become a place to shape attitudes, behavior, personality and a responsible generation. (Gularso, 2015).

This goal is an effort to improve a person's quality of life, to make someone intelligent and intelligent, of course it is not difficult, but to make someone a better and wiser person will tend to be more difficult, so education in this era is more required to develop aspects of the student's character rather than just the cognitive aspect. This is in line with the opinion of Adisusilo (2012: 77) which gives the meaning that personality (character) is part of behavior which is always a reflection of a person's goodness, approach and maturity (Pringgadini et al., 2018).

In the world of elementary school education, character education must be developed so that students have good personalities, namely there are 18 personalities consisting of faith, honesty, tolerance, discipline, hard work, innovative, independent, dynamic, curiosity, national enthusiasm, love of the country. , appreciate performance, make friends/communication, love peace, enjoy reading, understand the environment, socialize, and know their duties/obligations. Especially in the field of education which has a vital role in instilling moral and personality education. According to Efendi (2016), "A great nation is a nation that has strong character alongside high competence, which grows and develops from pleasant education and an environment that applies good values in all aspects of national and state life." (Gantini & Fauziati, 2021).

Polite character is a character that must be given and guided continuously in the educational environment at school, the main thing being the use of polite language. Polite language is a form of character that exists in Indonesian society. This can be seen in terms of friendliness, politeness and the culture that is upheld. This is in line with the opinion expressed by Pranowo (2012: 16) who states that politeness in the use of a language is seen from at least two things, namely word choice (diction) and figures of speech (language style) (Nurhayati & Hendaryan, 2017). Politeness in using language has the following characteristics, namely: it does not force what the speaker wants, words can provide solutions in the form of actions to the interlocutor, and the interlocutor can be happy with what the speaker says (Ludiawati et al., 2020) . The use of polite language must be the main asset in interacting with other people, so that it does not cause communication gaps which can create a bad atmosphere in various environments, including the family, school and community. However, the recent widespread use of slang in society is one of the reasons why students have the idea that by using slang their speech will be accepted by their friends and will follow language developments in their environment (Pandu et al., 2021). The increasingly rapid development of culture resulting in the creation of various languages in society has resulted in the loss of appropriate use of Indonesian in everyday life.

Some of the reasons for the lack of morals or personality in children are the result of the use of gadgets and modern mass media such as radio, television and films, then the result of an unsupportive environment and also a lack of attention and personality from parents and educators as an example of what is lacking (Firmansyah , 2020). In the context of today's daily life, there are quite a few children who do not seem to know the politeness ethics that children should show as a form of implementation of education obtained from the family, school and community environment. Based on these factors, it

has resulted in a crisis in the form of more free friendships, an increase in the number of crimes against children and teenagers, muggings committed by teenagers, acts of violence against friends or bullying, the habit of children copying, the use of illegal drugs, and the destruction of other people's property. which is currently a social problem that cannot be overcome as a whole (Subianto, 2013). Furthermore, according to Mislikhah (2014), conditions such as those mentioned above have resulted in the fading of the character of Indonesian children, which was originally known as a nation with a virtuous character (Ardiani et al., 2021). This can certainly have a negative impact on the character development of the nation's children, especially elementary school age children who are not yet able to filter the various information they receive.

The formation of polite speaking character starts from the family environment. In everyday life, children will imitate and follow the behavior shown by their parents. Efforts that can be made by parents in instilling the character of polite speaking are by providing knowledge about basic manners, examples of applying polite speech, for example apologizing, thanking and saying please. This cannot be separated from the habits and guidance of parents who provide examples of polite speaking to their children so that children will have good character not only in the aspect of speech but also in all their behavior and actions. Apart from habituation and direction, it is necessary to monitor children's behavior outside the home environment by getting to know their children's friends (Pandu et al., 2021). However, few parents are aware that the habits and guidance given to children regarding the application of polite speech will influence the character of polite speech and ethics in communication. This can be seen from conversations and interactions in everyday life. When in the school environment, students are taught to use polite language and ethics in communicating with teachers and parents, but when they are at home or in the community, students do not apply what has been taught at school.

Apart from that, according to the results of Ardiani's (2021) research study, polite language is considered important when speaking via social media using polite language in this modern era, shown by a percentage of 95% where answering is very important, then a percentage of 5% answering important, so it can be interpreted that When communicating via social media in the modern era via social media it is very important to use polite language. It is important for parents to provide supervision and guidance so that children are not easily influenced by impolite language via social media.

Parents' considerations in teaching polite language include being a provision for life for a child, as a way to respect other people, and as a reflection of a child's personality (Pandu et al., 2021). Parents try to teach their children polite language as a form of moral and personality education from an early age. Parental habituation and guidance in implementing polite language patterns is adapted to the living environment and then involves everyone in the child's environment and is carried out continuously so that children realize the importance of polite language in everyday communication.

Based on the results of observations in pre-research activities, researchers found several problems. First, the lack of students speaking politely to teachers. Students consider young teachers who teach like their own friends so they pay less attention to speaking etiquette. Awareness of the importance of using polite language is felt to be neglected. Second, the teaching about the use of polite language given by teachers at school is not implemented in everyday life when children are in the family and community environment. The influence of culture and the environment is still very strong, making it difficult for students to apply polite language in the family and community environment. So students must always be reminded and guided at all times when in the school environment to always use polite language when communicating with teachers and parents.

In connection with the background description above, researchers are interested in examining how much influence parental habits and guidance have on the use of polite language. So that students can apply and get used to polite language when in the school environment and at home in everyday

life.

THEORITICAL REVIEW

The Character of Language Politeness

Character formation in children can be applied to school culture which provides character values such as the 5S culture (Smile, Greeting, Greeting, Polite, Polite) which can not only be applied by students but can also be applied by teachers at school and outside school. Politeness will reflect a person's character, especially when they have politeness in using language to communicate with the person they are speaking to.

According to Zamzani (2012), who stated that politeness is a form of personality that is born with correct rules and character (Ludiawati et al., 2020). Language etiquette is a marker of a person's personality which is influenced by the environment, social and cultural conditions that are different in each region. Language politeness is speech delivered by someone without exceeding the rights of the person they are saying so that it does not hurt feelings expressed using language that is easy to understand and understood without reducing the politeness and politeness of the language itself. Language politeness can be measured to determine whether the speech expressed is polite or not. According to Pranowo (2012: 103-104), so that the speech expressed by the speaker when communicating can appear polite, the speech can pay attention to things such as the following: 1) 'Angon rasa', namely by paying attention to the mood of the person you are saying by considering the right time so that when while communicating, the interlocutor can agree; 2) 'Adu Rasa', namely bringing together the speaker's feelings with those of the person speaking so that communication can proceed as desired; 3) 'Empan Papan', namely maintaining the speech so that it is accepted by the speaker so that it is pleasing to the heart; 4) Tawadhuk (humble) attitude, namely maintaining the speech so as not to show the speaker's weakness in front of the speaker; 5) Respectful attitude, namely maintaining the dignity of the interlocutor so that he does not feel humiliated; 6) 'Tepa Slira' attitude, namely the attitude of a person who places his feelings on the feelings of other people.

Some of the signs above are benchmarks for the politeness of the language used in communication, so that the communication between the speaker and the interlocutor goes well. Communication using polite language, especially using Indonesian, will influence the speech expressed by the speaker.

Habituation of Politeness in Language

Family is the foundation of a person's (ummah), therefore family conditions determine when a person is within that ummah (Subianto, 2013). The process of getting used to polite language can be provided by teachers and parents who have an important role in developing children's character. The aim of habituating polite language is to instill character in elementary school age children so that a good personality can be ingrained from an early age. If someone has good behavior and language then that person has a good personality. This is in line with Rahmawati & Dewi's (2020) statement which says that providing examples of behavior carried out continuously will build a person's personality so that this behavior can form a noble personality (Rahmawati & Dewi, 2020). Furthermore, there are several roles of parents in getting used to good things in everyday life, including: 1) Parental love and love for their children; 2) Care from parents and providing peace for the child's soul in the home environment; 3) Parents and children can respect each other; 4) Provide freedom to trust each other; 5) Parents can create a small gathering and discussion between parents and children.

Home and family are environments that play a big role in creating a child's personality. Some examples of habits taught by parents to children in using language politeness are: 1) Parents can provide habits in the form of good calls to children and people in the surrounding environment. An

example is when a younger sibling calls their older sibling as brother or sister, and vice versa, an older sibling calls their younger sibling as younger sibling. Parents can also give children the habit of calling themselves using the word "I" as a substitute for the word "I" in other people; 2) Familiarize children with saying please when asking for help from others; 3) Get children used to saying please, sorry and thank you to other people; 4) Give children the habit of speaking using a soft tone; 5) Say thanks to someone who has helped him or given something he has received from someone else; 6) Get children used to getting permission first when they want to travel; 7) Children are reminded not to use inappropriate (dirty) words and taboo words; 8) Children are reminded not to use loud tones and shout when communicating with other people and to communicate according to the time and place (Elvita Yenni, 2017).

Language Politeness Guidance

Parental supervision and guidance is very necessary, especially for elementary school age children who are easily influenced by relationships in the school environment and in the community. Character education given to children can be carried out in the school environment, family environment and community so that it is mutually sustainable as a child's process in forming good character (Nurizka & Lukitoaji, 2019).

A form of guidance that can be given by parents when the child is at home is by instilling polite language to respect someone who is equal, older or below him so that the child has noble behavior or a good image can be instilled in the child through behavior and speech (Pustikasari, 2020). There are several supporting values for providing polite language guidance to children according to Pranowo (2012: 113-114), namely: 1) Instilling a humble attitude in children. This attitude can describe a person's subtle behavior because they try not to flatter themselves in front of the person they are speaking to when communicating; 2) Instill an empan plan attitude, namely placing the delivery of intentions according to the time and place. This attitude will give a person control to be able to place things that are appropriate to say according to the time and place; 3) Instill the ability to care for other people's feelings when communicating. Teach children to recognize the mood of their conversation partners so they don't cause hurt feelings. For example, by saying sorry and asking permission first when picking up the phone when gathering with family members; 4) Instill an introspective attitude so that children will feel superior to others (Herniti et al., 2016).

The Influence of Habits and Parental Guidance on Students' Language Politeness

Both formal and non-formal education can work together to provide guidance and character education for children so they can speak politely and politely. Especially in family education which plays an important role in instilling polite language. According to the Law on the National Education System Number 20 of 2003, it is stated that education provided by the family is education outside of school which seeks to make the life of the nation intelligent through lifelong experiences (Isnaeni, 2013). The family is the first scope for children for their educational development process, so character education in the family environment is very necessary for their development from an early age. Instilling language politeness in the family environment can be done by giving children the habit of speaking good words that can be modeled by their parents and people around their family environment (Isnaeni, 2013). Since being born into the world, a child has brought a character which will form a good character or not, which depends on the education provided in the family environment. Good character can be formed from a good family environment and vice versa, bad character can be formed from a bad family environment (Bano et al., 2018), (Ahmad et al., 2020).

This requires an example from parents accompanied by continuous guidance for children so that slowly the character of polite language can be embedded in the child. The guidance given by parents will be easily heard and accepted by children because parents have provided direct examples

and examples, so that it is not only orders and demands from parents, but parents also provide direct and continuous guidance in everyday life. Polite language attitudes can be ingrained in children so that they become good and positive habits.

RESEARCH METHODS

This research uses a quantitative survey method. Sugiyono (2018) said that the survey method is a quantitative research method used to obtain data that occurred in the past or currently, about beliefs, opinions, characteristics, behavior, variable relationships and to test several hypotheses about sociological and psychological variables from the samples taken. From a certain population, data collection techniques using observation (interviews or questionnaires) are not in depth, and research results tend to be generalized. This method was used to determine the extent of the influence of habits and parental guidance on the language politeness of fifth grade elementary school students in Gugus Sultan Thaha, Pelepat Ilir District. This research was carried out at Gugus Sultan Thaha Elementary School, Pelepat Ilir District. The implementation period starts from August to September 2022. The research subjects are fifth grade elementary school students in Gugus Sultan Thaha, Pelepat Ilir District. The total population was 207 students, the sample used the Simple Random Sampling Probabilistic Sampling technique to obtain a sample of 136 students. Data collection techniques use questionnaires and documentation, then instrument testing uses validity and reliability tests, data analysis techniques use descriptive analysis, and prerequisite tests use normality tests and linearity tests and hypothesis tests use simple linear regression tests. The subjects in this research were class V students of Gugus Sultan Thaha, Pelepat Ilir District, considering that their ages were generally 10 to 11 years old and were included in the final concrete operational stage category. Skills in thinking are rational and structured, fifth graders are also able to solve problems, can develop strategies and make connections. Communication skills have also developed and they are able to express their views using rational and structured expressions.

In processing the data obtained by researchers, several steps need to be taken, namely conducting prerequisite tests and hypothesis testing. Prerequisite test analysis is by using the normality test and linearity test. Meanwhile, to test the hypothesis, use simple linear regression analysis. The data analysis technique uses descriptive analysis, and prerequisite tests use the normality test and linearity test and hypothesis testing uses the simple linear regression test.

RESULTS AND DISCUSSION

The results of research processing regarding the influence of habits and parental guidance on students' language politeness are:

1. Description of the level of role of familiarization and parental guidance in students' language politeness

Table 1. Frequency Limits of Parental Habits Categories in Students' Language Politeness

Rumus Interval	Rentang Interval	Kategori	Jumlah Siswa	Total Nilai	M (rata-rata)
$X < M - 1SD$	$X < 32$	Rendah	17	490	28,8
$M - 1SD \leq X < M + 1SD$	$32 \leq X < 40$	Sedang	88	3.093	35,14
$M + 1SD \leq X$	$X \geq 40$	Tinggi	31	1.309	42,2
	Jumlah responden		136	4.892	106,14
	Rata-rata keseluruhan			4.892 : 136 = 36	

Based on the description in table 1, it can be seen that the number of respondents was 136 students, 17 students with a low score category, 88 students with a medium score and 88 students with

a high score from the statement question items, so that the total number of scores answered by students totaling 4,892.

Table 2. Frequency Limits of Parental Guidance Categories in Students' Language Politeness

Rumus Interval	Rentang Interval	Kategori	Jumlah Siswa	Total Nilai	M (rata-rata)
$X < M - 1SD$	$X < 58$	Rendah	21	1.136	54,0
$M - 1SD \leq X < M + 1SD$	$58 \leq X < 71$	Sedang	88	5.655	64,26
$M + 1SD \leq X$	$X \geq 71$	Tinggi	27	1.968	72,89
Jumlah responden			136	4.892	191,26
Rata-rata keseluruhan			8.759 : 136 = 64		

Based on the description in table 2, it can be seen that the number of respondents was 136 students, 21 students with a low score category, 88 students with a medium score and 27 students with a high score from the statement question items, so that the total number of scores answered by students totaling 8,759.

2. Description of Language Politeness for Class V Students of Gugus Sultan Thaha Elementary School, Pelepat Ilir District

Tabel 3. Frequency Limits for Language Politeness Categories for Class V Students of Gugus Sultan Thaha Elementary School, Pelepat Ilir District

Rumus Interval	Rentang Interval	Kategori	Jumlah Siswa	Total Nilai	M (rata-rata)
$X < M - 1SD$	$X < 39$	Rendah	22	803	36,5
$M - 1SD \leq X < M + 1SD$	$39 \leq X < 49$	Sedang	84	3.654	43,5
$M + 1SD \leq X$	$X \geq 49$	Tinggi	30	1.531	51,03
Jumlah responden			136	5.988	131,03
Rata-rata keseluruhan			5.988 : 136 = 44		

Based on the description of table 3. The categorization of politeness in language for fifth grade students at Gugus Sultan Thaha Elementary School, Pelepat Ilir District, it can be seen that the number of respondents was 136 students, students with a low score category were 22 students, a medium score was 84 students and a high score for the statement question item, namely there were 30 children, so the total number of scores answered by students was 5,988.

3. Simple Linear Regression Hypothesis Test

Table 4. Simple Linear Regression Test Output Results

Model		Sum of squares	df	Mean Square	F	Sig.
1	Regression	1870.842	2	935.421	31.967	.000 ^b
	Residual	3891.915	133	29.263		
	Total	5762.757	135			

a. Dependent Variable: kesantunan berbahasa

b. Predictors: (Constant), bimbingan, kebiasaan

Based on the Anova table for the simple linear regression test above, an F value of 31,967 was obtained with a sig value. 0.00 because the sig value. the value is smaller than 0.05, then reject Ho and accept H1 and the total contribution of the R Squared value of the parental habits and customs variable towards language politeness is 0.325, so it can be stated that these results have a significant influence from the independent variables (X1) habits and (X2) guidance on the dependent variable, namely (Y) students' language politeness. The magnitude of the influence of habits and parental guidance on language politeness is 32.5%.

Discussion

The results of this research can be seen in table 1. Regarding parents' habits regarding language politeness, there were 17 children in the low category, 88 children in the medium category and 31 children in the high category with an overall average score of 136 students, namely 36. So it can be interpreted that the role Parents' habits in politeness in students' language are included in the "medium" category, which is shown in the interval range $32 \leq X < 40$ with a standard deviation of 4. The cause of the large number of children who have moderate parental habits can be caused by environmental factors. This is reinforced by a statement from Hermawan (2018) that he revealed that the cause of students committing deviant acts of lack of polite language was due to the influence of the surrounding environment (Khotimah & Hidayat, 2021). One of the causes of language politeness in students in the medium category is that it is influenced by the environment in which they live. Based on the results of an interview with one of the teachers, namely Mr. AP, when the researcher made observations at one of the elementary schools which would be used as a place for research regarding bad language such as the words: Anjir or Anjay (rough words/animals), Goblok and the word -Other words that are deemed inappropriate for children to say and listen to by parents and teachers in their environment.

This is reinforced by statements from Khusnul Khotimah and Nur Hidayat in their research which revealed that the home environment is the most important factor in students' lack of language politeness. This trigger can occur if family members use language in their daily lives if they are less controlled, such as in AW's family when research was conducted by researchers. The daily situation of AW's family members in the use of less subtle language, for example when referring to family and self. AW uses the term "gue" to refer to himself and AW uses the term "lu" when addressing his younger brother or sister, this is confirmed by AW's parents directly. AW's parents stated that they very rarely reprimand their children when they use the words "gue" and "lu", this is because this language has become embedded and is commonly used in the environment where they live (Khotimah & Hidayat, 2021).

Apart from the influence of the environment where they live, social media can also influence children's speech when speaking. Almost all students' parents have social media accounts. Moreover, during the Covid-19 pandemic, learning was carried out online and children were required to learn using gadgets or cellphones, so that children accidentally heard inappropriate use of viral language, so of course children easily imitated sentences that were not appropriate for their age and inappropriate sentence. This problem is in line with the statement from Gunawan and Purwati (2019) which states that the use of social media seems to be less controlled, resulting in dependency resulting in positive and negative impacts for users, one of which is the use of the social media network Instagram (Ardiani et al., 2021) (Mandagere, 2020) (Ramadhani et al., 2023) (Nissa et al., 2023) (Uzair-ul-hassan & Farooq, 2017).

Furthermore, based on the results of the research analysis, it can be seen in table 2 that the category of parental guidance on students' language politeness has a low category of 21 children, a medium category of 88 children and a high category of 27 children with an overall average score of 136 students, namely 64 and The deviation standard is 7. So it can be interpreted that the role of

parental guidance in students' language politeness is included in the "medium" category, namely shown in the interval range $58 \leq X < 71$. Regarding the cause of the large number of children who have moderate guidance, this could be due to a lack of parental concern in guiding and teaching language politeness to children. This is reinforced by Elvina Marsetiani's (2019) statement in her research regarding the consensual type in family communication patterns, which states that parents or families do not value free conversation and parental authority is unclear. Parents or families do not provide a warm and friendly atmosphere when communicating with their children. Parents' responses are not paid enough attention when talking to children, causing children not to have the freedom to express their aims, objectives and ideas (Marsetiani, 2019).

Lack of parental concern in guiding communication patterns makes children uncontrolled when talking to teachers or older people when using less polite language. Parents' concern for good communication patterns will show parents' success in guiding their children's language politeness. This is in line with the opinion of Anggraini (2015:43) who says that external stimulation provided by parents in understanding the child's developmental state will develop the potential optimization of the child's language skills (Sembadra & Sriwijaya, 2019). The presence of parents who care about their children by accustoming them to language politeness in their family environment will greatly influence communication patterns and be imitated by children. Parents who make it a habit to speak politely have inadvertently shaped their children's character by practicing the activities carried out by their parents. This is in line with the statement from Ahsanulhaq (2019) who said that in the learning process using a continuous habituation method which is carried out directly will make children get used to doing something without any objections (Khotimah & Hidayat, 2021).

Apart from the role of parents, teachers and the community are also involved in providing guidance and role models which have an impact on the formation of children's polite language character. Schools as a place for students to gain knowledge and develop talents and commendable personalities certainly play an important role in providing guidance and role models for students (Candrawati et al., 2019), (Islamy et al., 2022), (Ulfah et al., 2023), (Yusnita et al., 2023). Providing real examples where teachers play a big role which is needed in life and training to familiarize students' personalities in language politeness and good behavior. The importance of making students aware of developing language politeness through education at school is very important. The language used during teaching and learning activities is two-way communication between teachers and students, so that teachers can take advantage of these activities to provide the habit of using polite language when communicating. This is in line with the statement from Aiman Faiz, et al (2020) which states that teachers as role models for students should be able to model politeness in language, because students are likened to sponges who easily absorb and accept whatever happens in the surrounding environment (Faiz et al ., 2020). Furthermore, according to Djamarah (2010:1), the role of teachers in schools is a human element in education, teachers are the main entity who holds and has an important role in the world of education (Harlina, 2020).

Furthermore, the results of the research in table 3 regarding language politeness show that there are 22 students in the low category, 84 students in the medium category and 30 students in the high category with a total sample of 136 students. An average value of 44 means that the language politeness of fifth grade elementary school students in the Sultan Thaha Cluster, Pelepat Ilir District is categorized as "medium", namely in the interval range $39 \leq X < 49$. Regarding students' language politeness, environmental factors such as the family and community environment can influence children's communication patterns, then the social media factor, where parents lack control over the use of social media, results in children accidentally listening to languages that are currently viral and automatically children will easily imitate them. this sentence as well as the factor of parents' lack of concern for providing polite language guidance to children.

Several of the factors above greatly influence children's communication patterns in language politeness, so that the role of parents is needed in fully familiarizing and guiding students' language politeness in order to build students' character as expected. This is in line with the statement from Ali Kusno who said that the formation of a child's personality can be developed through habituation provided by parents, including the habit of using polite language that is applied in the family (Saputra, 2017). Many parents are less aware that all forms of speech and behavior will be imitated by their children, whether the words are expressed directly or indirectly (Widyana et al., 2020), (Rasna, 2019), (Moh. Rubini, 2021). Children's use of polite language will be seen in the way they communicate with other people. The ability that children know when speaking has been possessed from an early age, therefore the role of parents in familiarizing and guiding children's language politeness is very necessary to shape children's character from an early age.

Furthermore, finally regarding the influence of habituation and parental guidance on language politeness, it can be seen that there is a significant influence between habits and parental guidance on students' language politeness, thus it can be shown through the results of the multiple regression test that the F value is 31.967 and the sig value. 0.00 because the calculated r is 0.05 smaller, then reject H_0 , accept H_1 and the total contribution of the R Squared value of the parental habits and customs variable to language politeness is 0.325. Thus it can be stated that there is a coefficient of the multiple regression equation, namely that there is a significant influence between the variables. variable (X1) habits and variable (X2) guidance on variable (Y) students' language politeness.

This is reinforced by the results of research from Sumiyati (2020:48) which states that the education provided to children is not only in the school environment, but the family environment, especially parents, plays a big role in providing education to children directly and continuously (Andrés-Romero et al., 2021), (Umaroh et al., 2017). Likewise, in providing polite language education, when parents train and get used to speaking politely, they need a lot of patience and breadth of mind. It is very important for parents to understand the importance of teaching language politeness. Because good communication through choosing the right language and habituation provided by parents can develop children's language appropriately and apply it easily (Sumiyati, 2020). This statement is in line with the statement made by Edi Widiyanto (2015:34) in his research which states that the role of the family, especially parents, in teaching character education can be done through: 1) parents as role models who play an important role in informal settings in teaching language politeness through habituation. in everyday life ; 2) character education that originates from the family environment, the surrounding home environment and the school environment; 3) habituation will be easily given in the form of lessons where character teaching is based on the customs and culture inherent in the environment around the child.

The role of parents in influencing students' language politeness is not the only dominating factor, but students' language politeness can be influenced by other factors, such as environmental conditions influenced by language procedures based on the cultural norms of certain ethnic groups or communities. This agrees with the statement from Ridwan & Hadi (2019) who said that the environment and cultural values expressed in a unique way will make various languages grow (Putrihapsari & Dimiyati, 2021). Apart from that, factors such as uncontrolled use of social media and concern in teaching language politeness by parents make children accidentally imitate language or behavior that is currently viral.

Based on the explanation above, the presence of habituation and parental guidance in instilling politeness in students' language and a caring attitude from parents will shape the development of children's character which will have a positive impact. Apart from this, the need for self-control for children so that they are not easily influenced by language that is not suitable to be expressed is material for reflection for various parties such as parents, teachers and the community in order to

provide habituation, guidance and direction in speaking and behaving so that the child's character from time to time times are getting better.

CONCLUSION

Based on the research results, the aim of the research is to determine the reflection and influence of parental habits and guidance on the language politeness of fifth grade elementary school students in Gugus Sultan Thaha, Pelepat Ilir District. It can be concluded that there is an influence of parental habits and guidance on students' language politeness. The results of data analysis can prove this statement, namely: 1) The level of the role of habits and parental guidance in students' language politeness is known as the habit indicator category with an average value of 36 in the "medium" category and the guidance indicator category "medium" with an average value 64 ; 2) The language politeness level of fifth grade elementary school students in the Sultan Thaha Cluster, Pelepat Ilir District is in the medium category, as evidenced by the average score of 44; 3) The results of the simple linear regression test show that there is a multiple regression equation coefficient, namely that there is a significant influence of the independent variable (X1) habits and the variable (X2) guidance on the dependent variable, namely (Y) students' language politeness. This is proven by obtaining an F value of 31,967 and a sig value. 0.00 is smaller than the calculated r of 0.05 so reject Ho, accept Hi.

RECOMMENDATION

It is hoped that teachers can use it as a reference in providing character education experiences, especially regarding students' language politeness during the learning process and outside of learning activities. It is hoped that students can use it as motivation so that they are able to apply language politeness when communicating with parents, teachers and friends. Future researchers should be able to provide insight to be able to study more deeply and make the results of research on the influence of parental habits and guidance on students' language politeness useful for educators. It is hoped that the results of this research will provide readers with insight into the forms of habituation and guidance provided by parents which can influence students' language politeness.

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