

Knowledge Management Socialization: Language Politeness in Elementary School Children

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Article Information	Abstract
Article History: Received: 15 Mei 2023 Accepted : 1 June 2023 Published: 5 July 2023	The execution of speaking instruction is a concern that underlies this community service project. Children are expected to be able to speak effectively and appropriately through what they learn in school. Of course, ethical standards that are followed by the community of language users are related to good language. The laws of language or grammar cannot be separated from proper language. These two things are goals for language learning. Along with mastering language abilities, pupils also need to have a strong awareness of linguistic courtesy. Children who speak politely more frequently exhibit positive personality traits. Someone who uses polite words regularly has a nice personality It can be made simpler for someone to communicate information both orally and in writing if they know how to provide adequate and correct language instruction.
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INTRODUCTION

A technique called knowledge management was created to produce, search for, gather, choose, organize, document, store, maintain, and share knowledge in order to assess and incorporate new experiences with knowledge, (Riadi, 2020). Human knowledge can grow as a result of two things, namely: First, humans have a language that can convey information and a mental model that serves as the foundation for that information. Second, people have the capacity to think in accordance with a particular mindset, (Bakhtiar, 2014). Because humans require one another to solve problems, collaboration in problem-solving can only be achieved through human interaction. Language is an important factor in fostering cooperation, (BAM et al., 2018)

Language activities are an integral part of human life. Everyone needs language as a tool. One means of human communication is language. A person can increase their social skills (the capacity to get along with other people) through language. The mastery of language skills is the first step toward social skill mastery. Someone who lacks language will be unable to interact with others. A person can convey his or her thoughts to others through language, allowing them to understand what the speaker is thinking. Language can effectively establish communication between humans, thus it is not unexpected that language is regarded as a sign of success. Children who are thought to talk a lot might occasionally be brilliant kids. Science and technology have increased the need for individuals to be proficient in language.

Speaking, reading, listening and writing are examples of language skills. All of these elements must be mastered so that a student is proficient in speaking. As a result, students are expected to be able to use language functionally, namely as a communication tool, when learning language skills at school. Speaking is one component of language that kids need to master since it supports other language skills. Despite the fact that almost everyone can talk naturally, this ability is not passed down through the generations to children. Children who come from a family or whose parents are good talkers either become silent or the opposite occurs as proof of this. Because of this, perfecting speaking abilities calls for extensive training and direction. Students with effective speaking abilities will make their points clearer to listeners. Students must be able to speak effectively and correctly both within and outside of the classroom.

Grammar proficiency and etiquette in language are essential components of good and correct communication. Therefore, it is crucial for pupils to be able to communicate politely and grasp grammar. When pupils have a social life, they will experience this. Marinho (2017) defines social skills as the capacity to carry out activities that allow one to develop social competence. Various verbal and nonverbal cues, empathic behavior, the ability to express both positive and negative emotions, and self-control are among these abilities. According to Setiawan (2017), when dealing with people, social skills play a role in fostering positive connections. These abilities include helping others, cooperating, making decisions, communicating, and participating. If a child can speak effectively with others in a group while following the rules (procedures), that child is said to have strong social skills. Therefore, a facility (container) for group communication is a necessity in the processing of children's social skills. Children that are socially adept are more productive because they can decide what is right and carry it out in accordance with environmental requirements.

Santrock (2014) lists a few effective methods for enhancing kids' social skills, such as: a) Teaching rejected kids to listen to and consider what their peers have to say rather than trying to control them; b) Assisting neglected kids in gaining and maintaining the attention of their peers in a good way, c) Motivate kids with poor social skills by showing them how to get better at them. d) Read books about peer relationships that are acceptable for kids, and set up games and activities to help them.

In actuality, it would seem that the use of speaking skills has not yet cemented a significant position in society. Less likely are students to be able to apply the knowledge they learn in class to real-world situations. However, it is essential to communicate with others in a respectful and courteous manner. The need to anticipate issues and provide solutions cannot be overstated.

RESEARCH METHOD

This community service activity was carried out at SD Negeri 054882 Lau Buntu, Suka Damai District, Kuala District, Langkat Regency, North Sumatra Province. This activity was carried out in July 2022. The way community service is carried out is:

1) Observation

Direct observation of the participants' activities was used to make the observations. from scholastic activities to recreational pursuits.

2) Interview

In the open-ended interviews used for case studies, the researcher asked significant respondents about the specifics of an incident as well as their perceptions of it. The respondent's position as an informant increased in proportion to how much assistance he provided through this method

3) Documentation

Techniques for documentation are used to supplement and add to evidence from other sources.



Figure 1. Visit to SD Negeri 054882 Lau Buntu, Suka Damai, Kuala District, Langkat Regency, North Sumatra Province

RESULTS AND DISCUSSION

It's crucial for primary school pupils to master speaking abilities. Speaking skills are crucial for pupils to grasp in order to enhance thinking, reading, writing, and listening skills, according to Supriyadi (2005). When they verbally arrange, conceptualize, clarify, and simplify thoughts, feelings, and ideas for others, their thinking abilities will be

strengthened. According to Setyonegoro (2013), speaking strives to enlighten the listener in accordance with the demands of an ongoing communication process. Speaking, according to Permana (2015), strives to help each person manage their thoughts so that they can have the desired effect or take the appropriate action.

Children's vocabulary development occurs through listening and reading activities. The youngster will have a larger vocabulary the more frequently he engages in these language-learning activities. In addition to learning the vocabulary used in adult conversation, children will also learn the etiquette rules associated with language. Children will pick up on politeness in speaking along with everything else they hear adults say. They'll always act in a way that strives to mimic that of adults. Children occasionally use strange-sounding terminology in unprompted statements. The use of polite language after beginning to talk is highly important. The skills that are developed include the capacity for understanding roles, interpretative power, evaluation, and verbal expression. At the elementary school level, speaking is taught to encourage pupils to be skilled in oral communication in accordance with the fundamental skills being learned. The young person can then use it in social situations.

If the learning elements involved support one another, learning to speak can be accomplished. Materials, methods, and strategies of facilitating learning work best together with teachers and students. Teachers who serve as resources for pupils must be knowledgeable about the subject matter. Students are prepared to learn, both mentally and experientially and in terms of the learning materials. The benefits of learning to talk in school undoubtedly include the ability to converse with others in social situations. In order to produce utterances that are communicative, clear, coherent, and simple to grasp, speaking abilities will be able to mold future generations who are intelligent, critical, creative, and cultured.

In essence, there is no superior or worse language used by humans. If a language has been able to represent the majority of thoughts and feelings more than other languages, it is not because that language is superior; rather, it is because its creators and users have been able to maximize its potential more than other groups. Therefore, human capacity, not language, is what is better. The main purpose of all languages is to facilitate communication. The idea that a language represents a nation does not, then, imply that one language is superior to another. The idea behind this term is that when someone uses their language to communicate, their ability to explore its possibilities and to utilize it effectively, correctly, and politely reflects their nature and personality.

According to Hermawan (2018), A youngster may speak in an unfriendly manner due to two factors: 1) a lack of awareness of the proper speech manners that should be utilized, 2) difficulties breaking old language-related cultural habits (in the case of speaking Indonesian) and 3) because it is inherently preferable to speak rudely in front of a speaking partner. Additionally, the following signs of polite language usage include: The speaker puts forward the primary issue being discussed; the speaker is always prejudicial toward the speech partner; the speaker is open and conveys criticism in general; the speaker uses a direct form, or a form of direct self-defense

while satirizing; and the speaker can tell the difference between a serious situation and a joke.

The use of particular words, such as saying "please" while commanding others, saying "thank you" after others donate something or act in a way that is desired by speakers, can be a sign of polite language. The words "father, mother," "he," and "he" are used in place of the words "you," "us," and "he," respectively, to indicate persons who are more courteous. The term "apologize" is used in place of a greeting that might be harmful to a conversation partner. In addition to verbal forms, the use of polite language (in spoken language) can be supplemented by the use of non-verbal language, such as (a) displaying a cheerful face, (b) consistently smiling while speaking, (c) looking down when speaking with the speech partner, and (d) the position of the hands, which are always close to the body (no hands on the hips). Such nonverbal communication might give the speaking partner a "polite aura" by projecting it.

CONCLUSION

The environment has an impact on pupils' struggles with utilizing polite Indonesian. The most important element for successful language learning is family. Children's mastery of their speaking abilities is also influenced by the educational process at school. A youngster who always uses their manners develops into a person of character. Children's proficiency with verbal politeness affects their capacity for social engagement.

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