

The Role of Humanism Literacy in Elementary School Students' Language Politeness in Karawang City: A Multivariate Approach

Anggy Giri Prawiyogi

Department of Elementary School Teacher Education, Universitas Buana Perjuangan Karawang, Indonesia

Tarpan Suparman

Department of Educational Sciences, Universitas Buana Perjuangan Karawang, Indonesia

Sri Wulan Anggraeni

Department of Elementary School Teacher Education, Universitas Buana Perjuangan Karawang, Indonesia

Alfi Laila

Department of Elementary School Teacher Education, Universitas Nusantara PGRI Kediri, Indonesia

Abstract—This study aims to investigate the role of humanism literacy in enhancing language politeness among elementary school children, focusing on the perspectives and practices of teachers in public and private schools in Karawang City, West Java, Indonesia. A Sequential Explanatory research design was employed, beginning with the collection and analysis of quantitative data through a structured questionnaire distributed to 114 teachers across five elementary schools. This was followed by qualitative data collection via in-depth interviews to gain deeper insights into the teachers' experiences and strategies related to humanism literacy and language politeness. The findings indicate a significant positive correlation between humanism literacy and language politeness, with teachers reporting that integrating humanistic values into their teaching practices leads to improved communication skills among students. The qualitative analysis revealed key themes related to the importance of a supportive learning environment and the active involvement of the community in promoting these values. The study concludes that enhancing humanism literacy is essential for improving language politeness in elementary school children. It recommends that educators adopt strategies that incorporate humanistic principles into their curricula and engage with parents and the community to create a holistic approach to fostering respectful communication skills.

Index Terms—elementary education, family, humanism literacy, language politeness, peer

I. INTRODUCTION

Language politeness refers to the use of language that pays attention to social, ethical, and cultural norms in communication (Chung & Tang, 2022). This includes the choice of words, intonation, polite delivery methods, and respect for the interlocutor. Language politeness aims to create a positive communication atmosphere, avoid conflict, and build good relationships between individuals. Language politeness helps create a comfortable and safe environment for students. This allows for better interactions between students, teachers, and educational staff, and supports collaboration in learning (Novie Ada B. Urbis et al., 2022). In academic environments, students learn to interact with peers and teachers. Mastery of language politeness strengthens the social skills needed to build healthy and productive social networks (Alief & Nashruddin, 2022).

Using polite language shows respect for the feelings and perspectives of others. This encourages empathy among students, which is important for harmonious social interactions (Daulay et al., 2022). Language politeness can increase the effectiveness of communication in the learning process. Students who speak politely tend to be more receptive to feedback and direction from teachers. The educational environment is a place for character formation (Çulfa, 2024). Language politeness as part of communication ethics helps students understand values such as respect, tolerance, and social responsibility (Syarif, 2014). Students who are skilled in communicating politely will feel more confident in interacting with others, which contributes to their self-development. Thus, language politeness is not only important for effective communication, but also as a foundation for building healthy social relationships in the educational environment (Pratama, 2019).

Stages of Language Development in Elementary School Children include (Indrayani, 2016): (1) Pre-Reading Stage (Age 6-7 Years), namely Children begin to recognize letters and sounds, Develop speaking and listening skills, Children can pronounce simple sentences and understand instructions (Pasaribu, 2021) (2) Basic Reading and Writing Stage (Age 7-8 Years), namely Children begin to read simple sentences and short stories. Children can write words and sentences

with correct spelling. Children understand the relationship between sounds and letters (Jafar, 2020), (3) Advanced Reading Stage (Age 8-10 Years), where children read more fluently and understand more complex texts. Children construct sentences and paragraphs with better structure. Children develop vocabulary and public speaking skills (Sari et al., 2020), (4) Reasoning and Analysis Stage (Age 10-12 Years), namely children can distinguish between facts and opinions in texts, develop the ability to write essays and reports, use language to think critically and analyze information (Pardede, 2019).

The Impact of the Family Environment on Elementary School Children's Language Mastery includes: Families who often communicate using rich and varied language can help children develop better vocabulary and speaking skills. A positive and supportive environment increases children's confidence in speaking and interacting. Families that encourage reading books can increase children's interest in language and literacy (Finders et al., 2023). Children who interact frequently with other family members, especially older ones, can learn how to communicate well and politely. Experienced and trained teachers can provide effective language learning, including interesting and interactive teaching strategies. A curriculum that includes a variety of language activities, such as debates, discussions, and presentations, can improve children's communication skills. Interaction with peers at school is very important. Children learn from how they talk and communicate with each other, which influences their style and vocabulary. Schools that encourage linguistic and cultural diversity can help children understand and appreciate different ways of communicating.

The way of communicating in social interactions today is closely related to social media. The influence of social media and technology on children's communication includes the following:

Social media provides quick access to various information and ways of communicating. However, this can cause children to consume content without a deep understanding of the context or ethics of communication (Abbas et al., 2019). The use of abbreviations, emojis, and slang terms that are common on social media can change the way children communicate, often ignoring grammar and politeness. Children interact more online than face to face, which can reduce non-verbal communication skills and the ability to read facial expressions and tone of voice.

Exposure to social comparison on social media can affect children's self-confidence and how they interact with others, often leading to defensive or aggressive behavior. Derogatory content, trolling, or bullying are becoming more common on social media (Rajbhandari & Rana, 2023; Draganić et al., 2024). This can affect the way children behave and communicate in real life. Examples of Impolite Behavior that Emerges Due to Lack of Literacy. Children who are exposed to content that often uses harsh language or insulting words can imitate this behavior in everyday communication. Children may not understand the importance of respecting other people's opinions, so they often interrupt or do not listen when others are talking. A lack of understanding about verifying information can lead children to spread false news or rumors, which can harm someone's reputation. Children who do not understand the impact of online behavior can engage in trolling or bullying, considering it a joke without realizing the consequences. In online communication, children are often more likely to ignore norms of politeness, such as speaking in an aggressive tone or belittling others.

Humanism Literacy refers to an individual's ability to understand, analyze, and apply humanist values in everyday life, especially in the context of communication, education, and social interaction (Karmini et al., 2021). Humanism itself is a school of thought that emphasizes human values and dignity, as well as the importance of experience and reason in understanding the world. Humanism literacy is prioritizing respect for diversity and human rights, and understanding the importance of empathy and social justice. Humanism literacy teaches individuals to communicate in a way that respects others, uses polite language, and pays attention to social context (Asnawi et al., 2022). Encourages individuals to think critically about the information they receive and its impact on themselves and others. In addition, literacy invites individuals to actively participate in society, as well as contribute to positive social change and emphasizes the formation of good character, including integrity, responsibility, and respect for others.

The influence of humanism literacy and politeness in language on elementary school-aged children is an important topic in the context of today's education. Literacy not only includes the ability to read and write, but also involves an understanding of culture, human values, and the ability to communicate well (Rahman et al., 2019). In this case, the role of parents and the surrounding environment is very crucial in shaping the character and language skills of children. Several studies on politeness in elementary school children are the influence of family, school environment, peer influence, and social media and technology. Meanwhile, research on humanism literacy in elementary school children, namely, humanism literacy can be developed through the active involvement of parents in educating children. Research shows that mothers have a major role in fostering literacy in early childhood, especially in the context of introducing language and culture (Eriyanti et al., 2022).

The family as the child's first environment functions as the main source of language and literacy development. In addition, parenting patterns applied by parents also have a significant influence on children's language politeness. Research shows that good parental communication patterns can shape children's language politeness, through examples, habits, and directions (Rokhuma et al., 2021; Kartikasari et al., 2023). Furthermore, the importance of building a culture of literacy in the digital era cannot be ignored. In this context, media literacy is an important aspect that must be considered. Research shows that media literacy skills can increase children's participation in various aspects of life, including communicating politely on digital media (Astuti et al., 2022; Indrayani et al., 2023). Thus, the development of literacy that includes aspects of humanism and language politeness must be carried out holistically, involving parents, schools, and the community.

On the other hand, the challenges faced in developing children's language literacy and politeness also need to be considered. Rapid technological developments can reduce children's interest in reading, which in turn has an impact on their literacy skills (Nawa et al., 2022). Therefore, effective strategies are needed to foster interest in reading and polite language, such as the use of educational games and literacy programs that involve parents and communities (Manulang et al., 2022).

The influence of humanism literacy and language politeness in elementary school children is strongly influenced by the family environment and formal education. Therefore, cooperation between parents, teachers, and the community is very important to create a generation that is not only academically intelligent but also has good character and can communicate politely.

The purpose of this study is to explain the research focus on the role of humanism literacy and language politeness in elementary school children: (1) Does family, peers, social media, and humanism literacy affect Language politeness? (2) Does humanism literacy moderate the relationship between family, peers, and social media with language politeness, (3) How can humanism literacy strategies be applied to improve language politeness? (4) How can humanism literacy be integrated into the learning process? The significance of this research is the importance of this research for the development of teaching methods in elementary schools. Implications for teachers and educators in teaching humanist literacy and language politeness. Finally, this paper highlights how the research results can influence education policy at the local and national levels.

II. METHOD

Research Approach

A mixed approach was used in this investigation, which is a combination of quantitative and qualitative approaches. This approach is used to gain a more comprehensive understanding of elementary school children's language politeness by involving the perspective of teachers.

Research Design

The study used a Sequential Explanatory design, which began with the collection and analysis of quantitative data first, followed by the collection and analysis of qualitative data. This allows researchers to explain quantitative findings with insights from qualitative data.

Population, Sample, and Research Subject

The research population was teachers in public and private elementary schools in Karawang, West Java. The sample used 114 student respondents from 5 different elementary schools. Sample selection can be done purposively, based on teaching experience, and involvement in literacy programs). The research subjects were 5 class teachers and Indonesian language subject teachers in the sample schools.

Data Collection Techniques

A questionnaire was designed to collect quantitative data using Google Forms regarding the understanding and application of humanism literacy by teachers and the practice of language politeness in classroom interactions. Questions in the questionnaire can be in the form of a Likert scale to measure perceptions and attitudes. The questionnaire was distributed to teachers via the WhatsApp application to facilitate access and increase responses.

Data Analysis

Quantitative Data Analysis used SEM (Structural Equation Modeling) to test the relationship between variables related to humanism literacy and politeness. Involves analysis of the relationship between variables by producing a prediction model. Interpretation of the regression results will provide an overview of how much influence humanist literacy has on politeness.

Qualitative Data Analysis used thematic analysis. Qualitative data collected through in-depth interviews or open discussions will be analyzed to identify key themes. The analysis process includes the transcription of interview data or discussion notes. Initial coding to mark important parts. Identification of themes and patterns that emerge from coding. Preparation of a narrative that explains qualitative findings in the context of quantitative results.

Data Integration

After quantitative and qualitative data analysis are carried out, the results of these two analyses are combined to provide deeper insight into the influence of humanist literacy on politeness. This can be done by: (1) Using qualitative findings to explain quantitative results, and (2) Linking themes from qualitative analysis with regression results to provide a more comprehensive picture.

Validation and Reliability

Before distribution, the questionnaire can be tested for validity and reliability to ensure the instrument used is reliable. Data triangulation is carried out using several data sources (quantitative and qualitative) to verify the results and strengthen the research findings.

III. RESULTS

A description of data on the characteristics of respondents is shown in Table 1.

TABLE 1
RESPONDENT CHARACTERISTIC DATA (N=114)

Age	Frequency	Percentage
12-13 tahun	68	59.6
10-11 tahun	46	40.4
Amount	114	100
Gender	Frequency	Percentage
Male	48	42.1
Female	66	57.9
Amount	114	100
Class	Frequency	Percentage
Grade 6	114	100
Grade 5	0	0
Amount	114	100

An illustration of research modeling and quantitative data analysis results using SEM-PLS analysis is presented below.

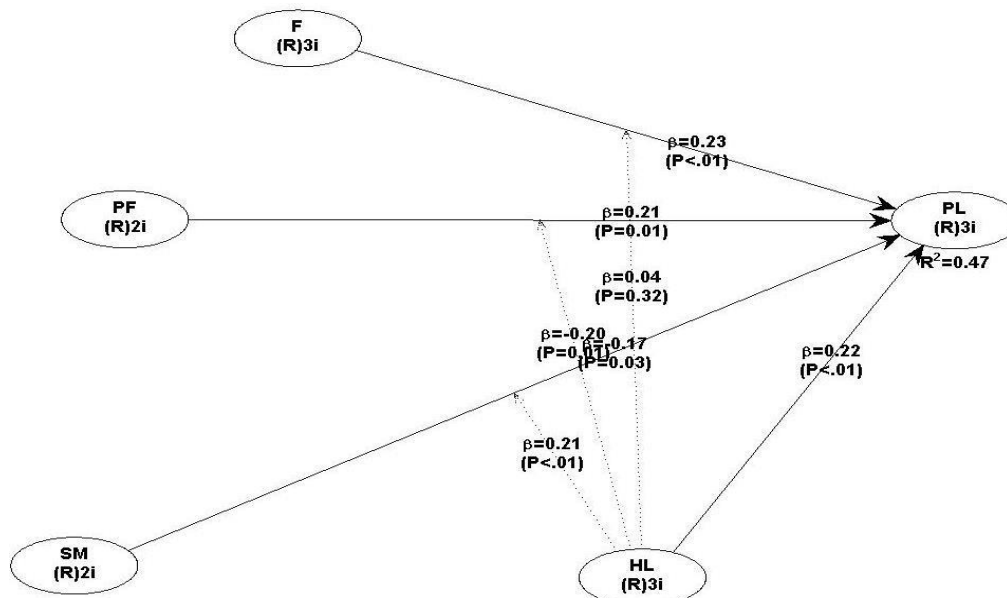


Figure 1. Model of Language Politeness Research

TABLE 2
PATH COEFFICIENT

Relationship between Variable	Original sample (O)	P-values
Family (F) -> Politeness of Language (PL)	0.23	< 0.001
Peer Friend (PF) -> Politeness of Language (PL)	0.21	0.01
Social Media (SM) -> Politeness of Language (PL)	0.173	0.028
Humanism Literacy (HL)-> Politeness of Language (PL)	0.22	< 0.01
HL*F -> Politeness of Language (PL)	0.043	0.323
HL*PF -> Politeness of Language (PL)	0.202	0.012
HL*SM -> Politeness of Language (PL)	0.214	0.009

Table 2 shows the path coefficient of the output model which shows that family has an effect on language politeness with a coefficient of 0.23 with $p < 0.001$, which indicates that an increase in family factors leads to an increase in language politeness. The direct effect of the peer factor on language politeness is significant as shown by the path coefficient of 0.21 with a p-value of $0.01 < 0.05$, which indicates that the peer factor can increase language politeness. The direct effect of social media factors on language politeness shows a coefficient of 0.173 with a probability value of $0.028 < 0.05$. This means that the effect of social media on language politeness is statistically significant. The direct impact of humanism literacy on language politeness shows a path coefficient of 0.22, with a probability of $0.01 < 0.05$, which means that the effect is significant.

On the other hand, the effect of family on language politeness with the moderation of humanism literacy shows a coefficient of 0.043 with a probability value of $0.323 > 0.05$ which is not significant. The effect of peers on language politeness with moderation of humanism literacy shows a coefficient of 0.202 with a probability value of $0.012 < 0.05$ which means there is a significant moderating effect. The effect of social media on language politeness with moderation of humanism literacy shows a coefficient of 0.214 with a probability value of $0.009 < 0.05$, which means that there is a moderating influence of humanism literacy.

Based on the results of interviews and Focus Group Discussions, the strategies used by teachers to improve elementary school children's humanism literacy are: Integration of humanism values can be done through Character Education.

Incorporating humanism values, such as empathy, tolerance, and respect for differences, into daily lessons. Activities that invite students to work together on projects that prioritize human values, such as environmental projects or social activities. Encourage discussions involving all students, where they can share opinions and respect each other's opinions. In addition, Role Playing which uses role-playing to describe social situations that require polite language, so that students can learn directly. Practice Speaking in Front of the Class needs to be done, namely providing opportunities for students to speak in front of the class, for example, presentations, with an emphasis on the use of polite language and respect for listeners. Provide constructive feedback on how to communicate well, as well as how to correct mistakes in language. Teaching students about ethics and politeness in communicating on social media and other digital platforms. Choosing readings that illustrate the values of humanism and politeness in language, such as folk tales, biographies of inspiring figures, or fiction books that emphasize moral values.

An Inclusive Classroom will create a fun and inclusive classroom atmosphere, where all students feel valued and allowed to speak without fear of being judged. Providing examples of behavior or being a role model in politeness in language, by using polite and respectful language in every interaction with students. Establishing a language club where students can practice speaking and discussing various topics politely. In addition, social activities hold social activities where students can interact with the community so that they learn to communicate well outside the school environment. Reflection activities by encouraging students to reflect on their language experiences, both positive and negative, to understand the importance of politeness. Self-assessment activities invite students to carry out self-assessments of how they communicate with others and how they can improve their language politeness.

Parental Involvement, by inviting parents to play an active role in humanist literacy education at home, for example by reading together or discussing human values. School Program Socialization: Providing information to parents about the importance of polite language and humanist literacy, and how they can support it at home.

IV. DISCUSSION

Influence of Family on Language Politeness

The results of the study showed that family factors influence politeness in language with a p-value of $0.001 < 0.05$ indicating that there is a significant relationship between the two variables. The family is the first social unit that influences the way individuals communicate. The values and norms taught in the family can shape attitudes towards politeness in language. Children often imitate the behavior of their parents and other family members. If the family environment emphasizes the importance of politeness in speaking, children tend to internalize these values. The family plays a role in the language learning process. The way parents or family members speak to each other can influence the way children learn and use language politely. A supportive family environment can give individuals the confidence to communicate better. This can increase politeness in language. The family can also play a role in forming social norms related to politeness, such as etiquette in speaking that is appropriate to the social context.

Peer Influence on Language Politeness

The results show that the influence of peers on language politeness is significant with a probability value of $0.01 < 0.05$, indicating a strong relationship between the two variables. Peers are often a great source of influence in communication behavior. Individuals tend to conform to the norms and expectations of their group to be accepted. Peers are people who interact frequently, so the communication patterns they use-whether polite or not influence the way individuals speak. In a group of friends, the use of polite language can be reinforced through praise or rejection. If an individual uses impolite language, they may get negative feedback from their peers.

Individuals learn a lot from observing peers. If the peer group promotes politeness in language, new members are likely to follow the pattern. Language politeness can be related to social status within a group of friends. Demonstrating politeness can improve self-image and status among friends. Peers often set certain norms for communication. Adhering to these norms is important for maintaining relationships and solidarity within the group.

The Influence of Social Media on Language Politeness

The results of the study show that social media has a significant effect on language politeness with a probability value of $0.028 < 0.05$ indicating that social media has a clear impact on the way individuals communicate. Social media provides a platform to interact with various people. The way of communicating on these platforms can be different from face-to-face interactions, and politeness norms can vary. On social media, politeness norms are often influenced by trends and culture that develop within the online community. The use of polite or rude language can go viral and become the new norm. Social media allows for quick and direct interaction. Users can receive feedback on how they communicate, so they tend to be more sensitive to politeness in language. Social media is often used to build a self-image. Users tend to want to look good in front of their audience, so they may pay more attention to language politeness to maintain their reputation. Social media users often join certain groups or communities. The values and language norms of these groups can influence how they communicate with others. Social media connects users from different cultural backgrounds, which can affect the way people speak. There is a tendency to adopt more universal language politeness to communicate effectively.

The Influence of Humanist Literacy on Language Politeness

Humanism literacy teaches children to understand and appreciate human values such as empathy, tolerance, and justice (Mukaddam et al., 2020). Children who are exposed to these values are more likely to interact with others in a positive

and polite manner. By understanding and internalizing these values, children learn to respect the feelings and opinions of others, which is essential for communicating politely (Gamage et al., 2021). Humanism literacy encourages children to use appropriate and polite language in everyday communication. Through value-based learning, children are taught how to choose words that are not only clear but also respectful of the other person (Rohmana & Rinda, 2019). Exposure to texts that describe polite interactions helps children expand their vocabulary, which in turn makes them more adept at communicating politely.

Humanism literacy helps children develop important social skills, such as listening, speaking politely, and empathizing with others (Lähdesmäki et al., 2021). This skill is crucial in social interactions in school and community settings. Children who have an understanding of humanism tend to be more empathetic. This empathy makes them more sensitive to the feelings of others, which influences the way they communicate (Moudatsou et al., 2020). The integration of humanism literacy creates a more inclusive and positive learning environment. In a supportive environment, children feel safer to speak and interact, which allows them to practice using language in a polite way. Teachers who apply humanistic values in their teaching become good models for students. Children who see their peers or teachers speaking politely are more likely to imitate this behavior (Markus et al., 2022).

Humanism literacy teaches children to reflect on their actions and words. By increasing this awareness, children can evaluate the way they communicate and make changes to be more polite (Pulimeno et al., 2020). Children who are exposed to humanism literacy education tend to be more independent in managing the way they communicate because they understand the consequences of their words. Humanistic literacy teaches children to adjust the way they communicate based on the social context. This is especially important when interacting with different age groups and backgrounds (Spiel et al., 2017). Understanding humanistic values helps children resolve conflicts more politely and diplomatically, reducing the likelihood of rude arguments. Polite language has a significant impact on interactions between students and teachers in educational contexts. Here are some points that explain how polite language can affect these interactions:

Polite language helps create a comfortable and safe atmosphere in the classroom. When students use polite and respectful language, it can reduce tension and create an environment that supports learning (Ihvan, 2022). This positive atmosphere allows students to feel more open to participating in discussions and asking questions to the teacher. Students who speak politely are more likely to accept feedback and direction from the teacher. Polite language facilitates clearer and more effective communication so that students can better understand the instructions and explanations given by the teacher. The use of polite language shows respect for the teacher as an authority in the learning process. This can strengthen the relationship between students and teachers, creating a sense of mutual respect. When students feel respected, they are more likely to respect the teacher and follow the directions given (Dina Mardiana et al., 2022).

Politeness also plays a role in developing empathy among students. By using polite language, students learn to respect the feelings and perspectives of others, including teachers. This is important for creating harmonious social interactions and reducing the potential for conflict in the classroom (Sembiring et al., 2023). When teachers demonstrate politeness in their interactions with students, they become role models for students. Students who see teachers communicating politely are more likely to imitate this behavior, creating a culture of politeness in the classroom. This can reinforce positive norms in communication among students. Students who feel valued and treated politely are more likely to be actively involved in learning. They feel more confident to speak up and participate in discussions, which in turn can improve their understanding of the material being taught.

Moderating Influence on the Relationship Between Family, Peers, and Social Media with Language Politeness

The results of this study indicate that humanism literacy does not moderate the relationship between family factors and language politeness. However, humanism literacy moderates the relationship between peer factors and social media with language politeness in elementary school children.

Family factors may have a strong and direct influence on language politeness, thus not requiring moderation from humanist literacy. The values and norms instilled in the family tend to be more dominant and fundamental. A family environment that is consistent in teaching language politeness can produce stable communication patterns, without being influenced by humanist literacy (Mayrita et al., 2023).

Relationships with peers and interactions on social media are strongly influenced by the norms and values that develop in the group. Humanistic literacy, which emphasizes empathy, human values, and understanding between individuals, can serve as a bridge that helps children understand and apply civility in their social context (Yohanna, 2020). Peers and social media offer more varied contexts for communication, where politeness can be influenced by social pressures. Humanist literacy can help children navigate these situations in a more ethical and empathetic way.

Humanistic literacy serves as moderation by providing a broader frame of mind. Children who have a better understanding of human values may be better able to adapt and develop civility in interacting with peers and on social media (Salminen et al., 2020). With humanism literacy, children can better understand the importance of politeness in the context of social interactions, which can contribute to more positive relationships among their peers. Overall, the results show that humanistic literacy plays an important role in the context of more dynamic social interactions, such as those between peers and social media. Meanwhile, the influence of family on language politeness remains strong and unaffected by the moderation of humanist literacy, reflecting the strength of values instilled in the family environment.

Teacher strategies in improving humanism literacy and language politeness of elementary school students

The integration of humanism literacy and language politeness in elementary education is crucial for fostering a

respectful and empathetic learning environment. Teachers play a pivotal role in this process, employing various strategies to enhance students' understanding of human values and their ability to communicate politely (Noprianto et al., 2022). This discussion outlines effective teacher strategies that can be implemented to improve humanism literacy and politeness among elementary school students.

One of the most effective strategies is the incorporation of humanistic values into the existing curriculum. This can be achieved through character education programs that emphasize empathy, tolerance, and respect for diversity. Teachers can design lessons that include discussions on moral dilemmas, community service projects, and collaborative activities that highlight the importance of human values. For instance, integrating literature that showcases characters demonstrating kindness and respect can serve as a model for students, encouraging them to emulate these behaviors in their interactions. Interactive learning methods, such as group discussions, role-playing, and cooperative learning, can significantly enhance students' engagement and understanding of polite communication (Zitha et al., 2023). By encouraging students to express their opinions and listen to others, teachers can create a classroom environment that values respectful dialogue. Role-playing scenarios that require the use of polite language in various social contexts can help students practice and internalize these skills. This experiential learning approach not only reinforces language politeness but also fosters critical thinking and empathy.

Teachers should provide ample opportunities for students to practice their communication skills in a supportive environment (Sabrifha & Darmawati, 2022). Activities such as presentations, debates, and storytelling can be structured to emphasize the use of polite language. Constructive feedback is essential in this process; teachers should guide students on how to communicate effectively and respectfully, correcting any inappropriate language use while highlighting positive examples. This practice not only builds confidence but also reinforces the importance of politeness in communication.

In the digital age, leveraging media literacy is vital for teaching humanism and politeness. Teachers can select age-appropriate readings, videos, and digital content that illustrate humanistic values and polite communication (Siswadi et al., 2024). For example, stories that depict characters resolving conflicts through respectful dialogue can serve as powerful teaching tools. Additionally, educators can incorporate lessons on digital etiquette, teaching students how to communicate politely on social media and other online platforms, thus preparing them for real-world interactions.

A positive classroom atmosphere is fundamental for promoting humanism literacy and politeness. Teachers should strive to create an inclusive environment where all students feel valued and respected (Hossain, 2024). This can be achieved by modeling polite language in all interactions, establishing clear expectations for respectful behavior, and recognizing students' efforts to communicate politely. Celebrating acts of kindness and respectful communication can further reinforce these values within the classroom community.

Collaboration with parents and the community is essential for reinforcing humanism literacy and politeness outside the classroom. Teachers can organize workshops or informational sessions to educate parents about the importance of these values and how they can support their children at home. Encouraging parents to engage in reading together, discussing human values, and modeling polite communication can create a consistent message that extends beyond the school environment.

V. CONCLUSION

This study shows that family factors, peers, social media, and humanism literacy have a significant positive influence on the politeness of elementary school children. The results concluded that humanism literacy moderates the relationship between peers and social media with language politeness, but does not moderate the relationship between family factors and language politeness. Students who are exposed to humanist values tend to be more polite in language and communication. Teachers play an important role in integrating humanist literacy into the learning process. A supportive and inclusive educational environment helps children understand the importance of politeness. Factors such as family support, interaction with peers, and social media use also influence children's politeness. Therefore, a comprehensive approach involving all parties is needed.

The role of teachers in improving humanism literacy and politeness among elementary school students is multifaceted and essential. By integrating humanistic values into the curriculum, utilizing interactive learning methods, improving communication skills, leveraging relevant media, creating a positive learning environment, engaging parents, and promoting extracurricular activities, educators can significantly enhance students' language politeness and understanding of human values.

The recommendations proposed are: (1) Schools are advised to integrate humanist literacy into the existing curriculum, with a focus on the values of politeness and ethical communication, (2) Schools need to provide training for teachers on teaching strategies for humanist literacy and politeness so that they can be more effective in educating students, (3) Extracurricular activities should be carried out that prioritize literacy and communication, such as debate clubs, theater, or social activities that involve the community, (4) Schools need to involve parents in humanism literacy programs, providing information on how to support politeness at home, (5) Further research is needed to explore new methods in improving humanism literacy and politeness, and their impact in various educational contexts, (6) Using digital platforms to teach humanism literacy and politeness, including the use of social media positively and educationally.

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Anggy Giri Prawiyogi, one of the expert lecturers in elementary education at Universitas Buana Perjuangan (UBP) Karawang. He is an active lecturer and scientific writer who has published 74 papers in national and international journals. He holds a Doctorate in elementary education from the Indonesian Education University and is currently still an Assoc. Prof at Universitas Buana Perjuangan (UBP) Karawang. He can be contacted via email: anggy.prawiyogi@ubpkarawang.ac.id



Tarpan Suparman, one of the senior lecturers at Singa Perbangsa University Karawang is a graduate of Non-Formal Education. In 1997, he had the opportunity to assist lecturers teaching at Unsika. Then in 1999, he became the head of administration. In 2002 he was appointed as assistant dean for academic affairs. A year later he became the vice dean for student affairs. And in 2007, he was trusted to become the Dean of FKIP. All at Unsika. In 2015, the wheel of fate took him to another place. He was offered the position of Dean of FKIP Universitas Buana Perjuangan Karawang. His scientific wealth consists of 68 publications in national journals and international scientific journals. He can be contacted at email: tarpan.suparman@ubpkarawang.ac.id



Sri Wulan Anggraeni    is an Elementary School Teacher Education Lecturer with a master's degree from Universitas Negeri Jakarta and a bachelor's degree from Universitas Pendidikan Indonesia. Since 2016, she has joined the Primary Teacher Education Study Program at Buana Perjuangan University, Karawang, Indonesia. Her research interests include basic education, learning media, Indonesian language learning in primary schools, learning innovation, and pedagogy in primary schools. She can be contacted via email: wulan.anggraeni@ubpkarawang.ac.id



Alfi Laila, S. Pd.I., M.Pd. Born on August 8, 1977, Alfi Laila is an academic, researcher, and education practitioner who is dedicated to the development of literacy and elementary education. Starting her academic journey in the field of Islamic Religious Education, she earned a Bachelor's degree in 2005 from STAI Hasanuddin Pare, Kediri. Her deep passion for education led her to continue her studies at Yogyakarta State University, where she earned a Master's degree in Elementary School Education in 2009. The pinnacle of her academic achievement is a Doctorate in Elementary School Education which she earned in 2022 at the Postgraduate Program of Yogyakarta State University. Since 2010, Dr. Alfi Laila, S. Pd.I., M.Pd. has been actively obtaining research and community service grants. Her success reflects her commitment to answering the challenges of education in Indonesia, especially at the elementary school level. Her research and service

often focus on the themes of literacy, local wisdom, and educational transformation in the digital era. She can be contacted at email: alfilaila@unpkediri.ac.id