JOURNAL OF EARLY CHILDHOOD EDUCATION
2026, VOL. 20, NO. 2, 364-380
e-ISSN (Online Media): 2503-0566
P-ISSN (Print Media): 1693-1602
http://journal.unj.ac.id/unj/index.php/jpud

Child-Friendly Pedagogical Practices and Language Politeness of 5–6-Year-Old Children: A Qualitative Study in a Kindergarten in Surabaya

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ABSTRACT

Teachers play an important role in shaping children's language behavior through daily classroom interactions. However, studies on language politeness in early childhood education have largely focused on media-based interventions. This study aims to describe child-friendly pedagogical practices, language politeness among children aged 5–6 years, and the supporting and inhibiting factors reported by informants. A descriptive qualitative approach was employed at TK Sultan Agung, Surabaya, from 12 to 16 November 2026. Participants included the principal, one classroom teacher, one peer teacher, five parents, and two children. Data were collected through observation, interviews, and documentation, and analyzed using the Miles and Huberman model. Data credibility was examined through triangulation. The findings showed that child-friendly pedagogical practices were reflected in teachers' modeling of polite speech, positive verbal guidance, reinforcement, and efforts to maintain a safe and respectful classroom environment. In the third observation session, 46 of 47 indicators were recorded as present. According to the classroom teacher, nine of the 12 children used polite language independently, while three still required assistance. Observations documented children's spontaneous use of tolong (please), terima kasih (thank you), and maaf (sorry), as well as instances of reminding one another to speak politely. The Gemasif program, supported by a daily communication pocketbook, served as a link between school and home. Meanwhile, exposure to negative language, television content, and social environments outside school were identified by informants as perceived barriers. These findings represent practices at a single school and cannot be generalized to other educational settings. The non-discrimination dimension of child-friendly pedagogy was not systematically measured.

HISTORY Article
Submission 2026-11-02
Received 2026-11-20
Accepted 2026-11-27

KEYWORDS
child-friendly pedagogy; early childhood education; language politeness; school–family collaboration; teacher modeling

DOI. 10.21009/jpud.v20i2.73911

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1. Introduction

Early childhood is a foundational phase when physical, cognitive, language, socio-emotional, and moral development are formed and guide subsequent growth (Fitriani, 2025; Kuku et al., 2025) . In this phase, children learn from daily experiences with teachers, peers, and their environment, so that learning is not limited to academic abilities, but includes the formation of character, habits, and positive behavior (Amin & Hakim, 2022) . Vygotsky's perspective views that children acquire knowledge, understanding, and behavior through social processes inherent in everyday life (Qiptiyah, 2024) . At the age of 5–6 years, children begin to use language to interact with different conversation partners, such as teachers, peers, and other adults, so that pragmatic skills, namely choosing speech according to the situation and the interlocutor, become an important part of their social communication (Listiani & Ramdhani, 2023) .

One of the most easily observed positive behaviors in everyday interactions is politeness. In early childhood, politeness is evident in the use of expressions such as "please," "thank you," and "sorry," as well as in the way children

ask, refuse, and speak to their elders (Zalmi & Mahyuddin, 2021) . Children's politeness develops through a combination of several factors: familiarity and role models from teachers at school, parenting and language use within the family, interactions with peers, and children's cognitive and language development (Ningsih & Mahyuddin, 2021) . Politeness does not develop spontaneously but requires consistent practice, especially from teachers, the adults closest to children at school.

In this study, politeness in language is not limited to repeating a number of polite expressions. Politeness is understood as pragmatic behavior, namely the ability to choose speech that is appropriate to the situation, the interlocutor, and the purpose of communication (Cahyani, 2026) . Operationally, politeness is observed through four indicators: (1) the use of polite expressions (*please* , *thank you* , *sorry* , *excuse me* , *request permission* , and greetings) spontaneously without reminders; (2) the appropriateness of word choice, tone of voice, and body language to the situation, for example when asking, refusing, expressing opinions, or disagreeing; (3) consistency towards different interlocutors (teachers, peers, guests, and parents); and (4) the child's independence in applying it without teacher direction or supervision.

Child-friendly education is an educational approach that places the child at the center of the learning process within a safe, comfortable, and inclusive environment, while supporting the child's growth and development (Asri et al., 2024). This approach emphasizes the fulfillment of children's rights and their protection from violence, discrimination, and unfair treatment (Pajar et al., 2024). Its implementation requires teachers to employ humanistic and communicative methods, ensuring that children feel secure in expressing their opinions and participating actively in their learning (Desty et al., 2024).

In this study, child-friendly pedagogical practices are understood as the behaviors teachers exhibit when communicating, providing guidance, mentoring children, and resolving minor classroom conflicts—all of which serve as direct learning experiences for the children. These practices are examined across six dimensions: protection, participation, non-discrimination, responsiveness, non-violent interaction, and the provision of opportunities for children to express their opinions (Baroroh & Ulia, 2025). However, the observation instrument used in this study covers only five dimensions for which operational indicators have been established. The dimension of non-discrimination lacks specific indicators and, therefore, could not be systematically assessed using the current observation instrument. Consequently, the findings cannot be used to conclude that all six dimensions of child-friendly education have been observed or fulfilled; rather, the scope is limited to the five dimensions included in the instrument. Given that a teacher's role and habits are among the factors influencing children's linguistic politeness (Ningsih & Mahyuddin, 2021), child-friendly pedagogical practices have the potential to serve as a pathway for fostering linguistic politeness among children within the school environment.

Several previous studies have shown that child-friendly school approaches and programs are related to student learning motivation and character (Shobir et al., 2024; Suhardi et al., 2021) and are seen as one of the pillars of holistic character education (Baroroh & Ulia, 2025) . At the early childhood level, the role of teachers in child-friendly school programs has been reported to be related to children's character development in kindergarten (Fadillah et al., 2024) . The role of kindergarten educators (Pertiwi et al., 2024) , the achievement of child-friendly school indicators in early childhood education (Rismayani et al., 2021) , and parental participation (Wulandari et al., 2022) have also been studied. On the other hand, research on politeness in early childhood language referred to in this manuscript tends to focus on the development and use of media, such as animated videos (Syafza & Mahyuddin, 2025) , thematic e-modules (Ningsih & Mahyuddin, 2021) , and picture story books (Zalmi & Mahyuddin, 2021) .

Researchers' observations at KB/TK Sultan Agung in Surabaya revealed an interesting phenomenon: children were accustomed to using expressions such as "please," "thank you," and "sorry" in their everyday communication. For example, during play with a peer, a child expressed discomfort by saying, "Mohon maaf, jangan sentuh tanganku karena sakit" (English translation: "I'm sorry, please don't touch my hand because it hurts.") (original utterance recorded in the observation sheet, Indicator 36). This utterance demonstrates the child's ability to express feelings calmly and politely while respecting others. This finding is noteworthy because early childhood is generally characterized by developing emotional regulation and communication skills, and some children may still experience difficulties expressing their opinions politely or establishing positive relationships with peers.

The school implements center-based learning, positive discipline, and the R.A.M.A.H. approach (Ramah, Aman, Menyenangkan, Aktif, Harmonis; Friendly, Safe, Enjoyable, Active, and Harmonious), which is reflected in warm interactions between teachers and children. The school also promotes politeness through the Gemasif (Gerakan Menuju Karakter Positif) language program, which involves parents through a daily communication booklet, as described in Section 3.1.However, previous research tends to discuss child-friendly education at the policy level,

general program implementation, and character building. While studies specifically examining child-friendly pedagogical practices in everyday learning related to politeness are still limited in the literature covered by this research (Dewi et al., 2021) . This research complements studies of politeness that have previously relied heavily on media by placing teacher interactions and role models at the center of analysis. The proposed novelty is limited: this study explores the process of pedagogical interactions between teachers and children aged 5–6 years and combines this with parental confirmation of children's politeness at home. Thus, politeness is read as an observed behavior alongside child-friendly pedagogical practices, rather than as a proven outcome.

To fill this gap, this study uses a descriptive qualitative approach to understand the phenomenon in depth in the field. The objectives of the study are (1) to describe child-friendly pedagogical practices that are evident in teacher interactions with 5–6 year old children at KB/TK Sultan Agung, Surabaya; (2) to describe expressions and behaviors of language politeness observed in children in classroom practice; and (3) to analyze the supporting and inhibiting factors reported by informants regarding children's language politeness.

2. Method

2.1 Approach and research site

This study uses a descriptive qualitative approach to present, systematically and factually, child-friendly pedagogical practices and children's language politeness under natural conditions. The researcher served as the key instrument and analysis was conducted inductively (Sugiyono, 2013). The study is a single-site study at KB/TK Sultan Agung, Romokalisari, Benowo District, Surabaya, on 12–16 November 2026. The site was chosen purposively because the school is in the process of being guided toward becoming a Child-Friendly School by the Association of Educators with a Child Rights Perspective (APBHA), applies center-based learning, positive discipline, the R.A.M.A.H approach, and the Gemasif habituation program, and was easily accessible to the researcher. This ease of access may introduce case-selection bias. This study is also not an evaluation of program effectiveness, so its results are not extrapolated to other schools.

2.2 Participants and data sources

Participants were selected purposively based on their direct involvement in child-friendly pedagogical practices (Wijaya et al., 2025). The inclusion criteria are presented in Table 1. They comprised: (1) the principal, as the policymaker and designer of the child-friendly school program; (2) the Group B classroom teacher, as the main implementer of pedagogical practices; (3) a peer teacher who worked directly with Group B or was involved in the school program, serving as a comparison informant; (4) Group B children aged 5–6 years, whose language politeness was observed at the classroom level; and (5) parents or guardians of Group B children who lived with the children and were willing to be interviewed to confirm the consistency of children's polite language behavior at home. Five parents were selected by the school, while the principal and teachers interviewed were those available during data collection. Consequently, the parent sample may have been biased toward parents who were more cooperative or accessible. Parental interviews focused on confirming children's behavior and did not examine parenting patterns.

Group B consisted of 12 children. The figures of nine independent and three assisted children come from the classroom teacher's interview (GB.W.01, Friday, 13 November 2026, question 21), not from the researcher's observation. Asked which children were already independent in polite language and which still needed help, the teacher answered: "There are 12 children in one class. Of those 12 children, nine are already independent in using polite language" (GB.W.01, question 21; original: "Dari satu kelas ada 12 anak. Dari 12 anak tersebut yang sudah mandiri berbahasa santun ada 9 orang"). The transcript records the second group as "4 lainnya" (four others), which is taken as a slip, since the class has 12 children; the figure used here is three ($12 - 9$). The teacher did not state an explicit criterion for "independent" in that answer and did not name the children in each group. Her description of independent use elsewhere in the interview is that, when children accidentally push a friend, "they will automatically say so and shake hands with their friend, saying, 'Mohon maaf ya'" (GB.W.01, question 18). Because question 18 asked about polite expressions used on the children's own initiative without being reminded, "independent" is read here in that sense; this reading is the researcher's, not a criterion stated by the teacher. These figures are the teacher's report: the researcher did not count occurrences per child or per episode and applied no decision rule of her own to assign children to either group. Two children were purposively selected only from the nine reported as independent, so the selection reflects the teacher's judgment and may be biased toward children perceived as more polite; no child from the group of three was included. They participated in light conversations consisting of eight simple questions to complement the observational data. Initially, three children were intended to participate; however, one child was

unavailable because of prolonged absence from school during the data collection period, and this child came from the group of [nine / three: confirm]. Therefore, only two children participated. These two children were part of the 12-child Group B cohort and were not additional participants. The conversations were reported separately under the code AB.W.

The principal was interviewed on 12 November 2026. Primary data were collected through classroom observations and interviews, while secondary data were obtained from school documents, including the school profile, child-friendly school program documents, daily lesson plans (RPPH), the Gemasif pocketbook (described in Section 3.1), the principal's certificate of Gemasif program implementation, activity photographs, and relevant scientific literature.

Table 1. Characteristics of informants and data sources (anonymized)

Data source	Number and code	Role, criteria, and data collection technique
Principal	1 person (KS)	Policymaker and designer of the child-friendly school program. Interview using 12 questions in one session on Thursday, 12 November 2026, from 09:00–11:00 in the principal's office.
Group B classroom teacher	1 person (GB)	Main implementer of classroom habituation practices. Interview using 24 questions in one session on Friday, 13 November 2026, from 11:00–12:00 in the classroom.
Peer teacher	1 person (RS)	Teacher who works directly with Group B or is involved in the school program. Interview using 9 questions in one session on Monday, 16 November 2026, from 13:00–14:15 in the classroom.
Parents/guardians	5 persons (OT-01 to OT-05)	Parents of Group B children who live with the children and were willing to participate. Interviews using 10 questions about children's behavior, excluding parenting patterns. Each interview lasted approximately 30 minutes, conducted on Monday, 16 November 2026, from 10:00–12:30 in the classroom.
Group B children	12 children in the class cohort; 2 conversation participants (AB.W.01–02)	All 12 children were included in the classroom observation cohort. Nine children were reported by the classroom teacher (GB.W.01, question 21) as using polite language independently and three as still requiring assistance; this is the teacher's report, not an observation count. Two children were purposively selected from the nine children reported as independent by the classroom teacher (GB.W.01) for light conversations using 8 simple questions. Three children were initially intended to participate, but one was unavailable due to prolonged absence. Conversations were conducted on Monday, 16 November 2026, from 07:00–10:00 in the classroom.
Classroom observation and field notes	3 sessions	Researcher as observer; observations of children's learning and play activities using 47 indicators and field notes documenting 8 events. Sessions 1 and 2 were conducted during visits on 12 and 13 November 2026; Session 3 was conducted on 16 November 2026, from 07:00–12:00.

2.3 Data collection techniques and instruments

Data were collected through observation, interviews, and documentation (Ardiansyah et al., 2023; Damayanti et al., 2024). Observation was conducted in the classroom and play area of Group B across three sessions during learning and play activities. The observation instrument was a sheet of 47 indicators compiled from the 27 research propositions in the proposal and grouped into: (A) teacher practice (24 indicators: modeling, habituation, two-way communication, responsiveness, and conflict guidance), (B) child-friendly learning environment (7 indicators), (C) children's language politeness (12 indicators), and (D) supporting factors, barriers, and fit with the program (4 indicators). Each indicator was scored "Yes" if it appeared at least once in an observation session and "No" if it did not, accompanied by direct quotations and the situation. The sheet is a tool for recording the occurrence of indicators, not a scale that produces an effectiveness score; a "Yes" for a single occurrence is not treated as a measure of quality or of behavior change. The full 47-item instrument (original Indonesian wording, grouped by proposition) with the results of the third session is provided in Appendix A; the first- and second-session sheets are not summarized here. The recording unit of the observation sheet is the classroom, not the individual child: an indicator is marked "Yes" if at least one child (or the teacher) showed it, without recording which child showed it or how many times. The sheet, the field notes, the children's development records, and the Gemasif pocketbook scores were not used to classify any child as independent or requiring assistance. Semi-structured interviews were conducted with the principal (12 questions), the classroom teacher (24 questions), the peer teacher (9 questions), and parents/guardians (10 questions), along with light conversations with children (8 simple questions) recorded as complementary data. The interview guide covered school policy and programs, teacher modeling and habituation, children's politeness at school and at home, and supporting and inhibiting factors. Documentation included daily lesson plans (RPPH), activity photographs, activity schedules, children's development records, child-friendly school program documents

where available, and the principal's certificate of Gemasif program implementation (No. 39/TK.SA/VI/2026, 2 June 2026). All guides were developed from the research focus and sub-focuses.

2.4 Research procedure

The study was conducted in three stages. During the preparation stage, the researcher determined the research site and participants and prepared the observation, interview, and documentation guides. During the implementation stage, data were collected through three visits on 12, 13, and 16 November 2026. Each informant was interviewed in one session at TK Sultan Agung. The principal was interviewed on Thursday, 12 November 2026, from 09:00 to 11:00 in the principal's office; the classroom teacher on Friday, 13 November 2026, from 11:00 to 12:00 in the classroom; and the peer teacher on Monday, 16 November 2026, from 13:00 to 14:15 in the classroom. The classroom teacher's assessment of how many children used polite language independently was given during the interview on 13 November 2026 (question 21) and was used to select the children invited to talk on 16 November 2026. On 16 November 2026, classroom observations were conducted from 07:00 to 10:00. During the children's break, approximately 09:00–09:30, the researcher conducted light conversations with two children using eight simple questions to obtain complementary information about their language politeness. The observation was temporarily paused during these conversations and resumed afterward until the classroom activities ended at approximately 10:00. Following the children's dismissal, five parents were interviewed individually for approximately 30 minutes each, from 10:00 to 12:30 in the classroom. Thus, the parent interviews were conducted after classroom observation had ended, rather than simultaneously with the observation. All interviews and observations were conducted and documented by the first researcher, Safira Bilqis Malika. Observation notes were based on the researcher's direct observations, while information from children's conversations and parent interviews was recorded separately according to the respective data collection activities. Interviews were audio-recorded with the informants' permission and transcribed. The first and second observation sessions were conducted during the visits on 12 and 13 November 2026, respectively. During the final stage, the researcher analyzed the collected data, checked their trustworthiness, and prepared the research report.

2.5 Data analysis and trustworthiness

Data were analyzed using the interactive model of (Miles et al., 2019), which runs continuously through data condensation, data display (narratives, tables, and matrices), and conclusion drawing and verification. Coding followed a mixed approach. Deductively, transcripts, observation sheets, and field notes were coded to 27 propositions (P1.1–P6.5) grouped in six areas of inquiry (A1–A6) derived from the research proposal. Inductively, seven emergent themes (T1–T7) were added from the data. Sources were identified by informant (GB: Group B classroom teacher; RS: peer teacher; AB: Group B children; OT: parents/guardians) and technique (W: interview; O: observation). In total, 11 sources were coded in NVivo, which supported the organization and retrieval of codes, while interpretation remained the researcher's task. Coding was carried out by the first researcher only, without a second coder, so inter-coder agreement was not calculated; this is acknowledged as a limitation. Two counting units are distinguished: excerpts are unique pieces of coded text, whereas coding references are the number of times codes were applied, so one excerpt can carry more than one code. Overall, the coding comprised 298 excerpts and 469 coding references for the 27 propositions, plus 173 coding references for the seven emergent themes. A summary export of the coding (categories, codes, sources, and frequencies) is provided in Supplementary Appendix B. Frequencies serve traceability only and are not interpreted as the strength of the findings. Trustworthiness was checked through source triangulation (teachers, peer teacher, children, and parents), technique triangulation (observation, interviews, and documentation), time triangulation with informants, and referential adequacy (Sugiyono, 2013).

2.6 Research ethics

The research was conducted with institutional permission under research permit No. A/1611004/UN38.1/PP.11.01/2026. Before data collection, the researcher provided the research permit to the school principal, who communicated information about the study to the children's parents/guardians. The parents/guardians were informed about the research activities, including classroom observation, children's conversations, and the use of documentation and recording related to the study, and they agreed to their children's participation. Permission for these activities was facilitated through the school. Before each adult interview, the researcher explained the purpose of the study, requested permission to record the interview, and informed participants that their identities and those of the children would be protected through anonymized codes. Children's names and informants' identities are not disclosed in the manuscript, and quotations are presented using source codes. The study did not obtain formal ethics committee approval or individual written consent forms from

parents/guardians. Parental permission was communicated and obtained through the school principal. The researcher also sought to respect children's comfort and willingness during classroom observations and conversations. School documents and photographs used in the research were obtained through the school's research permission process. The study does not claim formal ethical approval.

3. Results and Discussion

3.1 Results

Coding produced 298 unique excerpts from 11 sources, and all 27 propositions were supported by the coded data. The eleven sources comprised interviews with the classroom teacher, the peer teacher, five parents, and two children, as well as one classroom observation sheet and one set of field notes. Although the principal was interviewed during data collection, the interview was not included in the proposition-level NVivo coding. This decision was made because the coding analysis reported in this study focused on the eleven sources listed in Supplementary Appendix B. The principal's interview was used to obtain contextual information about the school's policies and child-friendly school programme rather than as a source for the frequency counts presented in the coding tables. To verify school-policy findings, information from the principal's interview was cross-checked against the classroom teacher's and peer teacher's accounts, parents' interviews, and available school documents, including the Gemasif pocketbook and the principal's certificate. Because one excerpt could be coded to more than one proposition, the number of coding references in Table 2 (469) is larger than the number of unique excerpts (298). Table 2 summarizes coding references across the six areas of inquiry. The areas of children's politeness consistency (A6) and supporting and inhibiting factors (A5) contain the most references, partly because they draw on the five parent interviews. Meanwhile, the teacher practice areas (A1–A4) are documented through the classroom teacher, peer teacher, classroom observation, and field notes. The number of references indicates how frequently a topic appeared in the coded data; it does not represent the strength of a finding or the frequency of the behavior among children. A code-level summary of the largest propositions (P5.3 = 70 references and P6.1 = 48 references) is provided in Supplementary Appendix B.

Table 2. Coding references per area of inquiry

Area of inquiry	Dominant proposition (references)	Total references
A1. Teacher modeling	P1.1 Modeling polite language (9)	31
A2. Habituation of positive language	P2.3 Reinforcement of positive language (11)	32
A3. Teacher–child interaction	P3.5 Emotional closeness (8)	25
A4. Child-friendly learning environment	P4.1 Emotional safety (10)	23
A5. Supporting and inhibiting factors	P5.3 Family support (70)	167
A6. Consistency of children's language politeness	P6.1 Spontaneous use (48)	191



Figure 1. *Treemap* of codes by number of coding references (NVivo)

Figure 1 shows that the propositions with the most references are family environment support (P5.3), spontaneous use of polite language (P6.1), consistency in the home environment (P6.5), and independence in polite language (P6.4). The number of excerpts for each proposition is presented in Figure 2. The least documented propositions are appreciation of children's opinions (P3.3) and opportunities to

participate (P4.4), with two excerpts each, so both need to be explored further. The number of references only shows how often a topic was discussed and by how many sources; it is not the same as the prevalence of children's behavior or the strength of observational evidence.

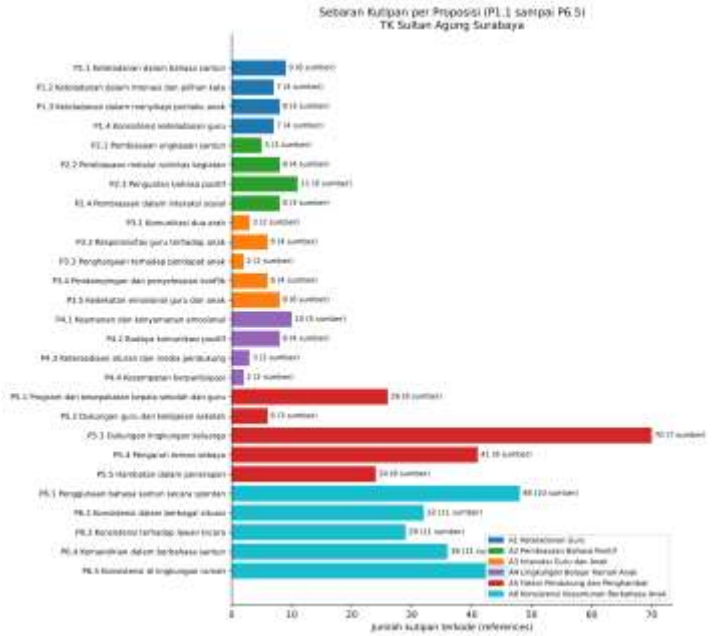

Figure 2. Distribution of coded excerpts per proposition (P1.1–P6.5)

A concrete discrepancy can be seen in the use of "permisi". Classroom observation recorded children using "permisi" and greetings without reminders (AB.O.03, indicator 35). However, four of the five parents reported that their children still needed reminders to say "permisi" at home (Table 3). The observation sheet also recorded an instance in which the teacher reminded a child who passed by without saying "permisi" (AB.O.03, indicator 17). This discrepancy suggests that children's use of polite expressions may vary across settings and situations. It should also be noted that indicator 35 combines two behaviors, namely saying "permisi" and greeting others, so it does not independently establish that children consistently used "permisi" without prompting. Rather than treating the sources as contradictory, the difference is interpreted in relation to the distinct contexts of classroom observation and parental reports about behavior at home..

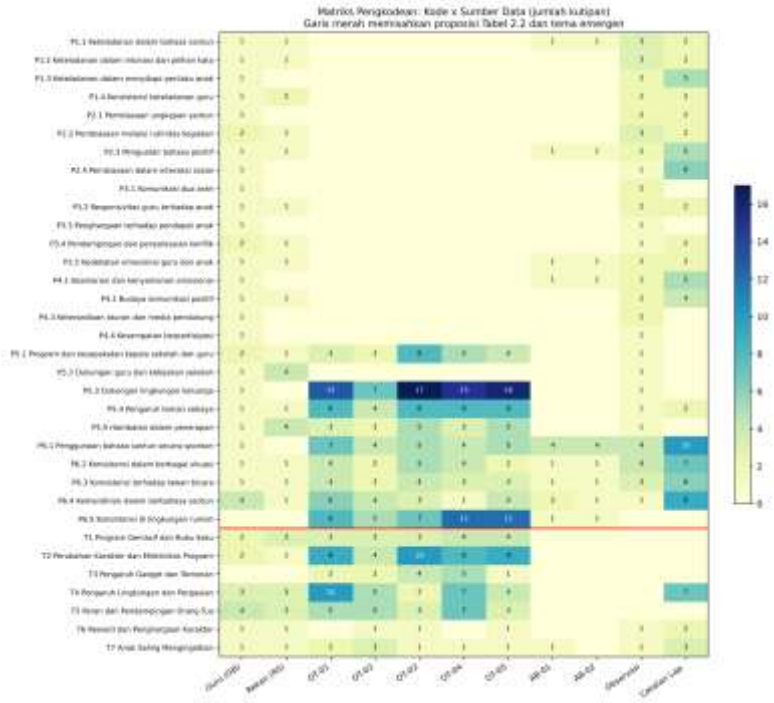

Figure 3. Coding matrix: number of excerpts by code and data source

Cluster analysis (Figure 4) grouped the codes into three large clusters: teacher practice in the classroom (A1–A4); outcomes in children (P6.1–P6.4) together with the theme of children reminding one another; and family support, the Gemasif program, and consistency at home (P5.1, P5.3, P6.5). Clusters were formed from distance (1 − correlation of coding patterns across sources) using the hierarchical clustering method in NVivo's cluster analysis feature, with Pearson correlation as the similarity measure and a dendrogram to determine three clusters. This analysis is a tool for organizing codes that shows patterns of co-occurrence of codes in the same sources, not evidence of a causal sequence from program to implementation and outcomes. The pattern is only consistent with the study's flow (program, implementation, outcomes, and reinforcement at home) as a conceptual framework. Beyond the initial propositions, the most prominent emergent themes were change in character and program effectiveness as perceived by informants (T2, 43 excerpts) and the influence of environment and peers (T4, 41 excerpts), as shown in Figure 5.

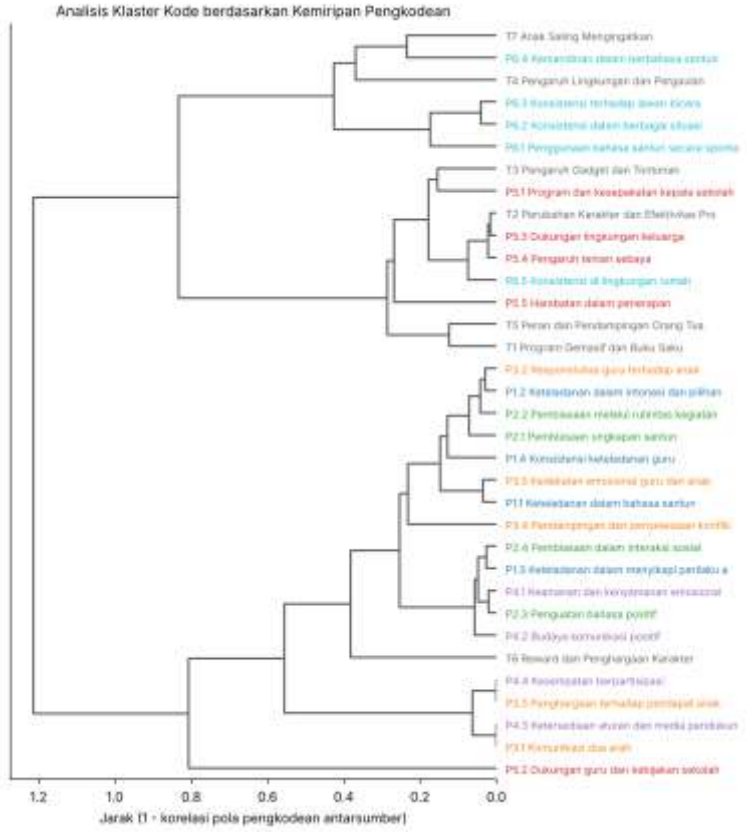

Figure 4. Cluster analysis of codes based on similarity of coding patterns

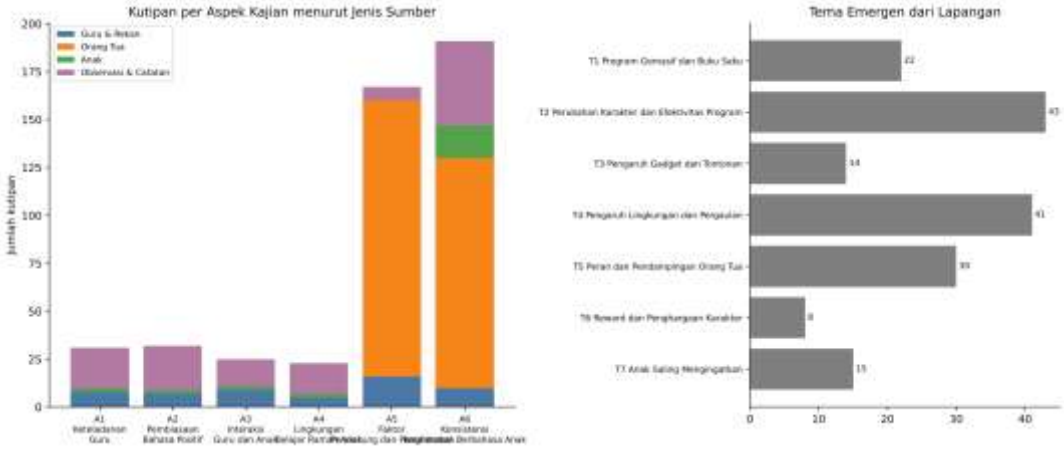

Figure 5. Excerpts per area by type of source (left) and emergent themes (right)

Program planning by the principal and teachers

Child-friendly school planning is implemented through the Gemasif program (Gerakan Menuju Karakter Positif, Movement toward Positive Character), which was agreed upon by the principal and

teachers. Gemasif is a character habituation program focused on language politeness. It aims to accustom children from an early age to using polite expressions, including greetings, *permisi* (excuse me), *mohon izin* (may I / with your permission), *minta tolong* (asking for help), *terima kasih* (thank you), and *mohon maaf* (apologizing), when communicating with teachers, parents, peers, and others. The program also seeks to maintain continuity between habituation at school and at home.

The program is implemented through a pocketbook carried by each child. It contains ten indicators of positive speech, including greetings, saying thank you, asking permission, apologizing, asking for help, saying *silakan* (please go ahead), and responding with *dalem/apa/nggih* (yes? in Javanese and Indonesian) when called. Parents or guardians observe the child's language habits at home and record them in the pocketbook every day. The pocketbook uses a five-point scoring scale [confirm whether this is the official scale printed in the pocketbook]. In the records described by the informants, score 4 indicates that the child uses the expression with assistance or a reminder, while score 5 indicates that the child has become accustomed to using it independently. [Add the definitions of scores 1–3 based on the original pocketbook, if available.]

The pocketbook is collected at school at the end of each month, then checked and signed by the homeroom teacher. Although the pocketbook is used by the school to monitor children's language habits and identify areas requiring further reinforcement, its scores were not included in the dataset analyzed in this study. Therefore, the study does not report quantitative changes in pocketbook scores or draw conclusions about children's longitudinal development based on these records.

The division of roles in the program is set as follows. The principal directs implementation, coordinates the involvement of teachers and parents, and evaluates habituation. Teachers and homeroom teachers model polite language, habituate polite expressions in interaction with children, monitor children's development, and check and sign the pocketbook. Parents continue habituation at home, model polite expressions in family communication, and fill in the pocketbook every day. The program is part of the implementation of child-friendly education at school and is integrated into classroom activities, from welcoming arrival, learning, play, and breaks to dismissal. Children are habituated to say "please help," "thank you," "sorry," and "excuse me" or "may I" according to the situation, through direct communication practice, directions, and reminders. Monitoring is done through teacher observation at school and the pocketbook at home. The school also holds a Character Achievement Award activity as appreciation for children's character development, and its link to Gemasif follows the appreciation mechanism set by the school.

The description of the program above comes from interviews and the documents reviewed, namely the Gemasif pocketbook, the early childhood education unit profile, the manuscript "Jejak Kecil Menuju Sekolah Ramah Anak" (Small Steps toward a Child-Friendly School), and the certificate of Gemasif program implementation issued by the principal (No. 39/TK.SA/VI/2026, 2 June 2026), whose content was cross-checked with informants' statements. Program implementation can be verified by examining the original documents at the school, namely the Gemasif pocketbook, the monitoring sheets filled in by parents and signed by the homeroom teacher, the recapitulation of monitoring results, and documentation of the Character Achievement Award (the last two if available in the school archive), as well as through confirmation with the principal and the homeroom teacher. Regarding the process of agreeing on the program, the classroom teacher explained teachers' involvement.

> "As an educator or teacher, I am involved in agreeing on programs or pocketbooks like Gemasif, that is, the Movement toward Positive Character. Gemasif is a pocketbook that children carry and parents fill in." (GB.W.01)

The peer teacher confirmed that teachers are involved in drafting the program content, namely "drafting the indicators and the daily tasks listed in the pocketbook at our institution" (RS.W.01). The principal leads weekly coordination that serves as an evaluation forum.

> "We also hold kombel [learning community meetings] and evaluation once a week [...] led by the principal and attended by all teachers of TK Sultan Agung." (GB.W.01)

The program is then communicated to families. One parent said, "we have a meeting at the start of the semester telling us what programs the school runs, one of which is the Gemasif book" (OT.W.05). In addition, the school holds parenting activities every six months with a consultant's guidance (RS.W.01), and observation recorded that teacher practice in the classroom matched the program and the RPPH (AB.O.03, indicator 47).

The teacher's role in implementation

Teachers act as models, habit-builders, conversation partners, and arrangers of the learning environment. In the third observation session (sheet AB.O.03, 16 November 2026), 46 of the 47 indicators were marked "Yes" (Figure 6). The "Yes" classification indicates that an indicator was recorded as present in the observation sheet; it should not be interpreted as a measure of practice quality or effectiveness. All 43 indicators in parts A–C, covering teacher practices, the learning environment, and children's behavior, were marked "Yes." Of the four indicators in part D, which cover supporting factors, barriers, and the program's fit with the classroom context, three were marked "Yes" and one was marked "No." The unmarked indicator concerned classroom barrier conditions, as the class was recorded as running conducively during that session. This does not indicate a failure of teaching practice but reflects the absence of an observed barrier at that time.

The item-level results presented here are limited to the third observation session (AB.O.03). Results from the first and second sessions are not reported or compared because their item-level records are not presented in this analysis. Therefore, the figure of 46 out of 47 refers only to the third session and does not establish consistency across the three observation sessions. In addition, indicator 41, concerning politeness toward other adults, was marked "Yes" with a note referring to its agreement with the interview results; thus, this indicator was supported by interview information rather than direct observation. Indicator 42 was recorded when the teacher briefly left the classroom and asked the researcher to supervise the children. At that moment, the researcher took a participant-observer role. Accordingly, these two indicators should be interpreted in light of their respective sources and observation conditions. Modeling was also reflected in the use of polite expressions in real-life classroom situations.

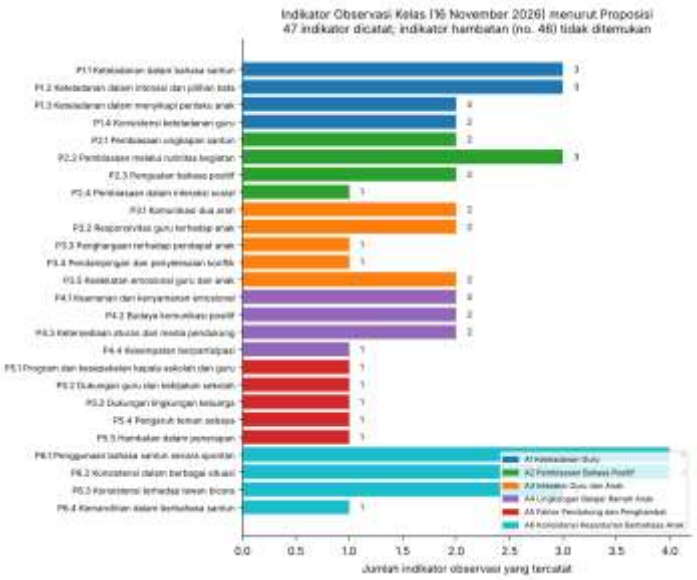

Figure 6. Classroom observation indicators by proposition

"The polite expressions that I model, for example when wanting to ask for help, the words to say are 'minta tolong' [please help] [...] when a child makes a mistake, they must say 'mohon maaf' [I'm sorry]." (GB.W.01)

The word "must" in the quotation above could be read as a demand. However, the observation data show another side: habituation is carried out without coercion (AB.O.03, indicator 12), the teacher only gives direction when children quarrel (indicator 24), and in the field notes a child who accidentally hit a friend's eye was given space to realize what he had done, then apologized and shook hands without being forced (CL.O, event 1). These data are not sufficient to determine whether the child's apology reflects

understanding or verbal compliance. Verbal compliance is not automatically equivalent to internalized politeness.

The teacher also chooses positive sentences when reprimanding, for example "may I ask you to just walk, you may walk slowly" when children run, and avoids the words "no" and "don't" when giving directions (GB.W.01). Observation recorded that the teacher's intonation did not rise when angry (AB.O.03, indicator 4) and that the teacher reminded children with a question, "what do you say if you want to pass in front of your friend?" (AB.O.03, indicator 17). Habituation takes place during welcoming, *circle time*, learning, play, meals, and closing (GB.W.01), accompanied by reinforcement in the form of praise, pats on the shoulder, and character awards at the end of the semester. When a dispute occurs, the peer teacher described the teacher's steps: the child is separated from other friends and invited to talk in depth, "until the children apologize to each other and are willing to forgive" (RS.W.01). Separation during conflict, rewards, and grading may affect children's autonomy. For example, a parent reminded her child that he would be "given a grade by the teacher" (OT.W.02), which could, as a possibility only, shift the motive for polite language from understanding to chasing grades; the children's own perspectives were not examined, so no psychological inference is drawn. Here "given a grade" refers to the pocketbook score. The data of this study are not sufficient to assess whether separation during conflict or rewards affect children's feelings, so this is noted as a limitation. The impact of teacher practice is also felt at home, as one parent recounted.

> "At school, whatever the teacher says, at home she trusts her teacher more than her mom." (OT.W.04)

The classroom environment was judged safe: no shouting, ridicule, or verbal bullying was found; class rules were agreed upon together with children and posted on the wall; and children were given opportunities to choose activities and lead prayers (AB.O.03, indicators 26, 29, and 31).

The evaluation process and children's positive behavior

Evaluation takes place at three levels: weekly learning community meetings (kombel) among teachers, daily monitoring through the pocketbook, and a final recapitulation in the form of character awards. Parents fill in the pocketbook every day (OT.W.02; OT.W.01), and the peer teacher explained the follow-up.

> "We will recap everything, and at the end the children will get that achievement reward, in the form of a certificate." (RS.W.01)

The results of evaluation are visible in children's behavior. In the field notes, a child who had difficulty opening a bottle cap said, "Please help open my drink" (original: "Minta tolong bukain air minumku"; CL.O, event 8), and another child spontaneously said thank you after receiving food from a friend (CL.O, event 2). Children also remind one another: "If a friend forgets to say thank you, I remind them" (AB.W.01). Observation recorded children saying "tolong", "terima kasih", "maaf", "permisi", and greetings without being reminded (AB.O.03, indicators 32–35). Figure 7 shows the number of mentions of polite expressions in the coded data: "tolong" (74) and "maaf" (66) are mentioned most often, followed by "permisi" (56) and "terima kasih" (51). The high number of mentions of "permisi" in parent interviews arose because the expression was discussed as one that still needs reminders. All utterances were originally spoken in Indonesian and are presented here in English translation; their sources are distinguished into utterances observed directly (CL.O, AB.O), children's utterances in conversation (AB.W), and teacher and parent reports (GB.W, OT.W). The tension between the occurrence of "permisi" recorded in observation and parents' reports that children still need reminders at home should be read carefully. Indicator 35 combines "permisi" and greetings, while indicator 17 in fact records the teacher still reminding a child who passed by without saying "permisi". The contexts of school and home also differ, and the observation covers only three sessions at school.

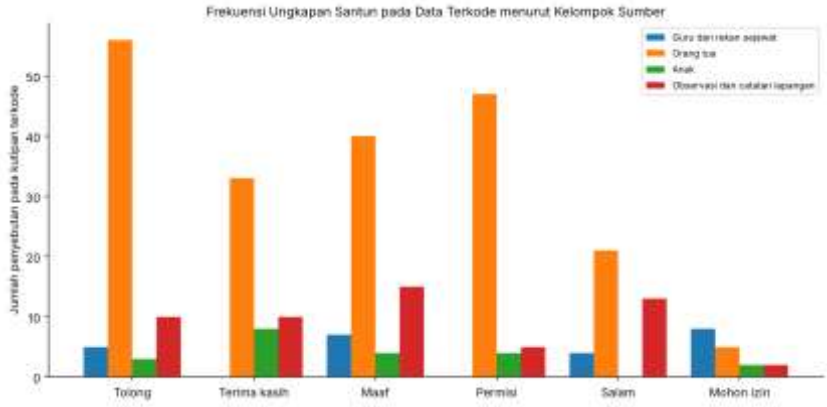

Figure 7. Number of mentions of polite expressions in coded excerpts by source group

The figure of nine out of 12 children is the classroom teacher's report (GB.W.01, question 21), not a count from observation. The observation sheet (AB.O.03) is kept at the classroom level: for the child-behavior indicators (32–36 and 42), "Yes" only means that at least one child showed the behavior at least once. The notes give examples, such as a child who could not open a bottle cap and "immediately asked for help by saying 'minta tolong'" (indicator 32), children sharing food with a friend and thanking one another (indicator 33), and a child who, after accidentally pushing a friend, said "maaf ya ngga sengaja" ("sorry, I didn't mean to"; indicator 34). The field notes record comparable single events, such as a child who said, "Please help open my drink" (CL.O, event 8). The peer teacher likewise described independence as something that develops: at first children are told what to say, but later some act "on their own initiative, without being told" (RS.W.01, question 7). None of these sources records how many times a behavior occurred, which child showed it, or which of the two groups that child belonged to. Therefore, this study cannot report how often independent polite behavior occurred, and it cannot verify the teacher's grouping child by child.

Parents' confirmation is summarized in Table 3. All five parents stated that their child says "terima kasih" and "maaf" independently, while "permisi" still needs reminders for four children. This table is a report from five parents, not a direct measurement of all children, so it may be affected by recall bias and the wish to give the expected answer (*social desirability*). The category "Independent" means said without being reminded, "Sometimes prompted" means occasionally needing to be told, and "Still reminded" means usually needing a reminder; the categories were set by the researcher from parents' statements.

Table 3. Children's independence in saying polite expressions at home according to parents

Parent	Tolong	Terima kasih	Maaf	Permisi
OT.W.01	Independent	Independent	Independent	Still reminded
OT.W.02	Independent	Independent	Independent	Still reminded
OT.W.03	Sometimes prompted	Independent	Independent	Independent
OT.W.04	Independent	Independent	Independent	Still reminded
OT.W.05	Independent	Independent	Independent	Still reminded

"If it's my child, there's no need to remind them anymore for the words tolong, terima kasih, maaf. Maybe what still needs reminding is permisi, and then mohon izin." (OT.W.05)

The greatest barriers perceived by informants come from outside the school. The teacher stated that "children are not at school for 24 hours," so they "are also exposed to a lot of negative words" (GB.W.01), and a parent named television viewing as a risk factor: "It can be from the environment, it can also be from what they watch" (OT.W.01). This finding is a barrier according to informants' perceptions (*perceived barriers*); actual exposure was not measured. Figures 8 and 9 display the words that appear most often across all transcripts; apart from conjunctions typical of spoken language, words related to children, parents, home, school, language, politeness, "tolong", "maaf", and "permisi" stand out. Word frequency only describes the topics informants talked about and is not evidence of the strength of relationships, of causal relationships, or of program effectiveness

The teacher also uses positive sentences when reprimanding children. For example, when children run, the teacher says, "May I ask you to just walk? You may walk slowly," and avoids using the words "no"

and "don't" when giving directions (GB.W.01). Observation records show that the teacher's intonation did not rise when angry (AB.O.03, indicator 4). The teacher also reminded children through a question: "What do you say if you want to pass in front of your friend?" (AB.O.03, indicator 17). Habituation takes place during welcoming, *circle time*, learning, play, meals, and closing activities (GB.W.01). It is accompanied by reinforcement, including praise, pats on the shoulder, and character awards at the end of the semester.

When conflicts occur, the peer teacher described the teacher's approach as separating the child from the other children and inviting the children involved to discuss the situation in depth, "until the children apologize to each other and are willing to forgive" (RS.W.01). These practices, along with rewards and the recording of children's habits, raise a question about how children experience adult guidance and external reinforcement. One parent, for example, reminded her child that the child would be "given a grade by the teacher" (OT.W.02). In this context, "given a grade" refers to the score recorded in the Gemasif pocketbook, rather than a separate academic grade or assessment. This statement indicates that the pocketbook score was used as a reminder in the home setting. However, the available data do not establish whether such reminders or rewards influence children's autonomy, motivation, or understanding of polite language. Since the children's perspectives were not examined through interviews on these matters, no psychological conclusions can be drawn. The study therefore identifies the possible relationship between external reinforcement and children's language habits as an issue for further research, rather than as an established effect. One parent also described how the teacher's practices were reflected in the home setting.



Figure 8. Word cloud of all interview transcripts (NVivo)



Figure 9. *Treemap* of word frequency across all interview transcripts (NVivo)

3.2 Discussion

3.2.1 Child-friendly pedagogical practice as *scaffolding* for language politeness

In the third observation session, 46 of 47 indicators were observed in the classroom, with the teacher appearing as model, habit-builder, conversation partner, and arranger of the environment. This pattern shows that language politeness appears in daily interaction and not as a separate subject matter. This is in line with Vygotsky's perspective that children acquire knowledge, understanding, and behavior through social processes in daily life (Qiptiyah, 2024). The teacher's guiding questions when reminding children, such as "what do you say if you want to pass in front of your friend?", can be read as *scaffolding* within the zone of proximal development, that is, the distance between what children can do on their own and what they can achieve with an adult's help (Retnaningsih, 2024). The teacher does not give a ready-made answer but guides children to find the expression themselves. This pattern is a plausible mechanism for explaining why children say polite expressions without being reminded, as recorded in observation, but it is not proven by these data. A single-site study without before–after measurement or a comparison group

cannot separate the influence of teacher practice from other explanations, such as family parenting, children's age-related development, and local speech culture.

The teacher's use of positive statements, such as "May I ask you to walk? You may walk slowly," instead of direct prohibitions, together with the use of a calm tone of voice when angry, demonstrates the teacher's practice of linguistic politeness toward children. From a pragmatic perspective, such utterances help protect the interlocutor's "face" (Brown and Levinson, as cited in Cahyani, 2026), thereby providing children with concrete examples of polite language use. This finding is consistent with (Cahyani, 2026), who emphasizes that adults provide practical models for children by consistently using polite expressions, respecting children's opinions, and listening to them. The teacher's use of praise and character achievement awards as forms of positive reinforcement is also consistent with the strategies reported by Az-Zahra et al. (2025) and Cahyani (2026). Furthermore, this finding aligns with (Zalmi & Mahyuddin, 2021), who found that politeness is fostered through consistent habituation supported by examples and role modeling.

Comparison with media-based studies adds further nuance. (Syafza & Mahyuddin, 2025) reported that animated video improved the politeness of children aged 5–6 years (mean score 21.7 in the experimental class and 15.8 in the control class) in a school that inserted politeness only as a learning interlude. A similar initial condition was reported by Ningsih & Mahyuddin (2021), namely that politeness was taught only at certain times through storytelling before the e-module was developed. At TK Sultan Agung, habituation takes place from welcoming, *circle time*, learning, play, and meals to closing, so politeness becomes part of the routine. This comparison should not be read as a judgment that teacher practice is more effective than media: the design, population, instruments, and effect sizes of that study differ from this one (quasi-experiment and product development compared with descriptive qualitative), and there is no direct comparative test. What can be said, in a limited way, is that media appear to function as a stimulus when habituation is not yet strong, whereas in schools where habituation is already embedded, teacher practice becomes the main pathway and media are more suitable as a complement, as in the combination of animated video, songs, and teacher habituation in Az-Zahra et al. (2025).

3.2.2 Spontaneity, reminding one another, and the position of "permisi"

Children who remind one another ("if a friend forgets to say thank you, I remind them") show that support that initially came from the teacher shifts into support among peers. In Vygotsky's framework, this pattern suggests that norms first experienced in social interaction begin to be internalized by the child. This interpretation needs further testing because the data of this study do not measure the process of internalization directly.

The expression "permisi" deserves attention: four of five parents stated that their child still needs reminders, while tolong, terima kasih, and maaf are generally already independent. In contrast, Az-Zahra et al. (2025) reported children who spontaneously said "permisi" when passing a teacher at school. This difference may be explained by the nature of the expressions. Tolong, terima kasih, and maaf are tied to clear triggers (needing help, receiving something, doing wrong), whereas "permisi" requires the child to judge the situation, namely when they are blocking someone. Cahyani (2026) stresses that teaching politeness must be directed at understanding why, to whom, when, and in what situation an utterance is used, not merely memorizing expressions. "Permisi" can therefore be seen as still within the child's zone of proximal development and as the next target of *scaffolding*. The high number of mentions of "permisi" in parent interviews (56 excerpts) also needs to be read carefully because the expression was discussed as one that still needs reminders, not as the one that appears most often.

3.2.3 School–home synergy and barriers from outside school

Family support is the proposition with the most coding references (P5.3, 70 references), and the areas of politeness consistency and of supporting and inhibiting factors account for more than half of all references. This figure reflects how much parents talked about home, since parents are five of the eleven sources, and is not evidence that the family is the strongest factor. The Gemasif program makes the parents' role concrete through the daily pocketbook, the meeting at the start of the semester, and parenting activities. This is in line with the concept of the three centers of education, namely that school, community, and family need to work together to form children's politeness (Zalmi & Mahyuddin, 2021), and with the conclusion of (Kustiarini et al., 2024) that collaboration among teachers, schools, and parents is key. In contrast, Wulandari et al. (2022) reported that parental participation in three child-friendly elementary schools in Sleman, especially in providing regular time to listen to children and supervising gadget use, was still low because of work demands. This difference seems related to how the school packages the parents' role: a pocketbook filled in daily lowers the time barrier by giving small, specific tasks. However, the education level and social background of the two studies differ, so this is a conjecture, not a causal conclusion.

The main barriers perceived by informants in fact come from outside school, namely exposure to negative words, television viewing, and peers (T4, 41 excerpts). This finding is in line with Cahyani (2026), who noted gadget viewing, permissive parenting, and peers outside school as barriers, and with Az-Zahra et al. (2025), who highlighted the lack of alignment between school and home. The teacher's statement that children are not at school for 24 hours underscores the limits of the school's influence. If the 3P principle (*provision, protection, participation*) in child-friendly education (Kustiarini et al., 2024) is extended, protection does not stop at the school gate but includes supervising viewing at home, which is also listed as one of the standards of parental participation in child-friendly schools (Wulandari et al., 2022).

On the participation principle, appreciation of children's opinions (P3.3) and opportunities to participate (P4.4) are in fact the least documented, with two excerpts each, even though observation recorded children choosing activities, leading prayers, and agreeing on class rules, and the teacher said children are involved in choosing subtopics and media (GB.W.01). This imbalance of evidence means the data are not sufficient to conclude that children's participation is weak, but the documented practices are more prominent in modeling and habituation than in children's voice. Claims that learning is already child-centered therefore need to be made carefully, and this aspect needs to be explored more deeply so that the child-friendly approach does not stop at conveying norms from teacher to child.

3.2.4 Theoretical integration and implications

Theoretically, the results of this study bring together three frameworks: Vygotsky's sociocultural theory (*scaffolding* and the zone of proximal development), politeness studies (face protection and positive utterances), and the three centers of education. The studies of early childhood politeness compared above tend to place media as the intervention. This study proposes that teachers' daily pedagogical practice is a plausible pathway, and one observed in this context, for forming politeness. Tentatively, the findings form a school–home habituation cycle: an institutional program (Gemasif), teacher modeling and positive language, *scaffolding* and reinforcement, spontaneous expressions and children reminding one another, confirmation and reinforcement at home through the pocketbook, and then weekly, daily, and semester evaluations that feed back into improving the program. This cycle is a conceptual proposition from a single site that needs to be tested, not a confirmed mechanism, and it is not intended to be generalized.

Practically, the findings have implications for (1) teacher training in positive language and guiding questions, (2) the use of a pocketbook or similar instrument as a bridge between school and home, (3) strengthening the expression "permisi" through real situations and role play (Cahyani, 2026), and (4) discussing children's viewing and social circles in parenting activities. The limitations of this study are a single site, one classroom teacher, five parents arranged by the school, two children engaged in conversation, 12 children observed across three observation sessions, coding by one researcher, confirmation of behavior at home that comes from parents' reports, the absence of a specific indicator for the non-discrimination principle, and the lack of data on children's feelings about rewards and separation during conflict. The classification of children as independent or requiring assistance rests on the report of a single teacher, without an explicit decision rule or a per-child observation count. Further research could be conducted in several schools, monitor children's development longitudinally, and involve children's voices more directly.

4. Conclusion

This study concludes that child-friendly pedagogical practices were observed in daily classroom interactions at TK Sultan Agung, alongside instances of language politeness among children aged 5–6 years. These findings are limited to a single research site and a short data-collection period (12–16 November 2026). In the third observation session, 46 of the 47 indicators were recorded as present. All 43 indicators covering teacher practices, the child-friendly learning environment, and children's behavior were observed. Of the four indicators concerning supporting factors, barriers, and the program's relevance to the classroom context, three were recorded as present, while the indicator concerning classroom barriers was not observed because classroom activities proceeded in a conducive environment. The prominent practices included teachers modeling polite speech, delivering reprimands through positive statements, guiding children's utterances through questions, and maintaining a safe and mutually respectful classroom environment.

According to the classroom teacher's report (GB.W.01), nine of the 12 children used polite language independently, while three still required assistance. This classification reflects the teacher's assessment rather than an

independent count of each child's behavior, and it was not verified through per-child observation. Classroom observations also documented children's spontaneous use of *tolong* (please), *terima kasih* (thank you), and *maaf* (sorry), as well as instances of children reminding one another to use polite expressions. The accounts provided by the classroom teacher, peer teacher, and parents were generally consistent with the observation findings, although differences emerged regarding the use of *permisi* (excuse me). These sources were not entirely independent, as some accounts were related to the same school-based practices.

The Gemasif program supported the habituation of polite language by connecting school and home through a daily communication pocketbook. The main findings concerned teacher modeling, the pocketbook's role in linking school and family practices, and children's relatively independent use of *tolong*, *terima kasih*, and *maaf*, while *permisi* remained an area requiring further reinforcement. Informants also identified factors outside school, including exposure to negative language, television content, and social environments, as perceived barriers to maintaining polite language habits. However, actual exposure to these influences was not measured.

These findings describe practices observed at one school and cannot be generalized to other educational settings. They also do not establish that all dimensions of child-friendly pedagogy were fulfilled, particularly because the dimension of non-discrimination was not systematically measured. Furthermore, the findings do not demonstrate a causal relationship between child-friendly pedagogical practices and children's language politeness. Nevertheless, this study may provide an initial reference for further research in similar educational contexts.

Acknowledgement

The authors would like to thank the principal, teachers, children, and parents/guardians of KB/TK Sultan Agung Surabaya for their participation and support throughout this study. The authors also thank their academic supervisor for the valuable guidance and feedback provided in preparing this article.

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Appendix A. Observation sheet (47 indicators) and third-session results

Source: observation sheet no. 3, Monday, 16 November 2026, 07:00–12:00 (AB.O.03). “Yes” means the indicator appeared at least once; it is not a measure of quality or of behavior change. Indicator 41 was marked on the basis of interview results (see Section 3.2.1).

Table A.1 Instrument, operational definitions, and Session 3 results

No.	Kode proposisi	Indikator (kata-kata asli, Bahasa Indonesia)	Definisi operasional	Jenis*	Sesi 3	Kutipan dan situasi
A. Praktik Guru						
Keteladanan dalam bahasa santun (P1.1)						
1	P1.1	Guru menggunakan kata "tolong" ketika meminta anak melakukan sesuatu.	Terdengar minimal satu kali guru mengucapkan “tolong” saat meminta anak melakukan sesuatu.	P	Yes	
2	P1.1	Guru mengucapkan "terima kasih" dan "maaf" kepada anak.	Terdengar minimal satu kali guru mengucapkan “terima kasih” dan satu kali “maaf” kepada anak.	P	Yes	
3	P1.1	Guru mengucapkan salam dan menyapa anak saat datang dan pulang.	Guru memberi salam dan menyapa anak pada waktu kedatangan dan kepulangan.	P	Yes	
Keteladanan dalam intonasi dan pilihan kata (P1.2)						
4	P1.2	Guru berbicara dengan intonasi lembut dan tidak membentak.	Guru berbicara dengan volume dan nada lembut; tidak ada bentakan selama sesi.	P	Yes	
5	P1.2	Guru memberi arahan dengan kalimat positif (menyebut apa yang boleh dilakukan, bukan hanya larangan).	Minimal satu arahan berbentuk apa yang boleh dilakukan, bukan hanya larangan.	P	Yes	
6	P1.2	Guru menunjukkan ekspresi ramah dan menyejajarkan posisi tubuh dengan anak.	Guru tampak tersenyum atau ramah dan menyejajarkan tinggi tubuh dengan anak saat berbicara.	P	Yes	
Keteladanan dalam menyikapi perilaku anak (P1.3)						
7	P1.3	Guru tetap tenang ketika anak berbuat salah atau menolak arahan.	Guru tidak menaikkan nada atau menunjukkan marah saat anak berbuat salah atau menolak arahan.	P	Yes	

No.	Kode proposisi	Indikator (kata-kata asli, Bahasa Indonesia)	Definisi operasional	Jenis*	Sesi 3	Kutipan dan situasi
8	P1.3	Guru menjelaskan alasan dan tidak melabeli atau mempermalukan anak.	Guru menyebut alasan atas arahan atau teguran; tidak ada label negatif atau teguran yang mempermalukan.	P	Yes	
Konsistensi keteladanan (P1.4)						
9	P1.4	Pola komunikasi santun yang sama tampak saat kegiatan inti dan di luar pembelajaran (istirahat, makan, pulang).	Pola sapaan dan tutur santun guru tampak pada kegiatan inti dan pada minimal satu kegiatan di luar pembelajaran.	P	Yes	
10	P1.4	Guru pendamping atau guru lain menggunakan pola komunikasi yang sejalan.	Guru lain yang terlihat berinteraksi dengan anak menggunakan pola tutur yang sejalan.	P	Yes	
Pembiasaan ungkapan santun (P2.1)						
11	P2.1	Guru mengajak atau mencontohkan anak mengucapkan tolong, terima kasih, maaf, permisi, dan salam.	Guru mengajak atau mencontohkan minimal satu dari lima ungkapan tersebut kepada anak.	P	Yes	
12	P2.1	Pembiasaan dilakukan tanpa paksaan atau hukuman.	Tidak tampak paksaan, ancaman, atau hukuman saat guru membiasakan ungkapan santun.	P	Yes	
Pembiasaan melalui rutinitas kegiatan (P2.2)						
13	P2.2	Pembiasaan tampak pada kegiatan penyambutan.	Ungkapan santun atau salam tampak pada kegiatan penyambutan.	P	Yes	
14	P2.2	Pembiasaan tampak pada pembelajaran sentra dan bermain.	Ungkapan santun tampak pada pembelajaran sentra atau bermain.	P	Yes	
15	P2.2	Pembiasaan tampak pada kegiatan makan dan penutup (doa, salam).	Ungkapan santun atau salam tampak pada kegiatan makan atau penutup.	P	Yes	
Penguatan bahasa positif (P2.3)						
16	P2.3	Guru memuji anak yang berbahasa santun dengan menyebut perilaku yang baik.	Guru memuji anak dengan menyebut perilaku berbahasa yang dipuji, minimal satu kali.	P	Yes	
17	P2.3	Guru mengingatkan anak yang lupa dengan cara yang lembut.	Guru mengingatkan anak yang lupa mengucapkan ungkapan santun tanpa nada menegur keras.	P	Yes	
Pembiasaan dalam interaksi sosial (P2.4)						

No.	Kode proposisi	Indikator (kata-kata asli, Bahasa Indonesia)	Definisi operasional	Jenis*	Sesi 3	Kutipan dan situasi
18	P2.4	Guru memberi kalimat contoh ketika anak meminta bantuan, berbagi, atau menolak ajakan teman.	Guru menyebutkan kalimat contoh pada situasi meminta bantuan, berbagi, atau menolak ajakan.	P	Yes	
Komunikasi dua arah (P3.1)						
19	P3.1	Guru memberi kesempatan kepada anak untuk bertanya, menjawab, dan menyampaikan pendapat.	Guru membuka kesempatan anak bertanya, menjawab, atau menyampaikan pendapat, minimal satu kali.	P	Yes	
20	P3.1	Guru menunggu jawaban anak dan mengatur giliran bicara.	Guru memberi jeda menunggu jawaban anak atau mengatur giliran bicara.	P	Yes	
Responsivitas dan kedekatan emosional (P3.2, P3.5)						
21	P3.2, P3.5	Guru mendengarkan dan menanggapi ucapan, perasaan, serta kebutuhan anak (kontak mata, menghampiri anak).	Guru menanggapi ucapan, perasaan, atau kebutuhan anak dengan kontak mata atau menghampiri anak.	P	Yes	
22	P3.2, P3.5	Hubungan hangat tampak dari anak yang mendekat, bercerita, dan tidak takut bertanya.	Tampak anak mendekati guru, bercerita, atau bertanya tanpa ragu.	P	Yes	
Penghargaan terhadap pendapat anak (P3.3)						
23	P3.3	Guru tidak menertawakan, menyalahkan, atau memaksakan kehendak terhadap pendapat anak.	Tidak tampak guru menertawakan, menyalahkan, atau memaksakan kehendak terhadap pendapat anak.	P	Yes	
Pendampingan dan penyelesaian konflik (P3.4)						
24	P3.4	Guru menenangkan anak, mendengarkan kedua pihak, dan memandu anak mengucapkan maaf tanpa memaksa.	Pada satu peristiwa konflik, guru menenangkan, mendengarkan kedua pihak, dan memandu permintaan maaf tanpa paksaan.	P	Yes	
B. Lingkungan Belajar Ramah Anak						
Keamanan dan kenyamanan emosional (P4.1)						
25	P4.1	Anak tampak rileks dan antusias, serta berani bertanya atau berpendapat.	Tampak anak rileks dan antusias, dan minimal satu anak bertanya atau berpendapat.	P	Yes	
26	P4.1	Tidak ada bentakan, ejekan, atau perundungan verbal di kelas.	Tidak terdengar bentakan, ejekan, atau perundungan verbal selama sesi.	P	Yes	

No.	Kode proposisi	Indikator (kata-kata asli, Bahasa Indonesia)	Definisi operasional	Jenis*	Sesi 3	Kutipan dan situasi
Budaya komunikasi positif (P4.2)						
27	P4.2	Kebiasaan saling menyapa dan memberi salam tampak antara guru, anak, dan orang tua.	Tampak saling menyapa atau salam antara guru, anak, dan orang tua.	P	Yes	
28	P4.2	Tuturan yang kurang santun dikoreksi guru, tidak dibiarkan.	Jika ada tuturan kurang santun, guru mengoreksinya pada saat itu.	P	Yes	
Aturan dan media pendukung (P4.3)						
29	P4.3	Terdapat aturan kelas berbahasa positif atau poster ungkapan santun yang terlihat anak.	Aturan kelas atau poster ungkapan santun terpasang di tempat yang terlihat anak.	P	Yes	
30	P4.3	Media pembiasaan (buku cerita, lagu, boneka tangan) digunakan secara aktif.	Minimal satu media pembiasaan dipakai dalam kegiatan.	P	Yes	
Kesempatan berpartisipasi (P4.4)						
31	P4.4	Anak diberi kesempatan memilih kegiatan, memimpin doa, atau bercerita.	Minimal satu anak diberi kesempatan memilih kegiatan, memimpin doa, atau bercerita.	P	Yes	
C. Kesantunan Berbahasa Anak						
Penggunaan bahasa santun secara spontan (P6.1)						
32	P6.1	Anak mengucapkan "tolong" tanpa diingatkan.	Minimal satu anak mengucapkan “tolong” tanpa diingatkan.	P	Yes	
33	P6.1	Anak mengucapkan "terima kasih" tanpa diingatkan.	Minimal satu anak mengucapkan “terima kasih” tanpa diingatkan.	P	Yes	
34	P6.1	Anak mengucapkan "maaf" saat berbuat salah tanpa diingatkan.	Minimal satu anak mengucapkan “maaf” saat berbuat salah tanpa diingatkan.	P	Yes	
35	P6.1	Anak mengucapkan "permisi" dan salam tanpa diingatkan.	Minimal satu anak mengucapkan “permisi” atau salam tanpa diingatkan.	P	Yes	
Konsistensi dalam berbagai situasi (P6.2)						
36	P6.2	Anak menyampaikan pendapat atau penolakan dengan kata yang tidak menyakiti.	Minimal satu anak menyampaikan pendapat atau penolakan dengan kata yang tidak menyakiti.	P	Yes	
37	P6.2	Anak tetap berbahasa santun saat bermain.	Tuturan santun anak tampak saat bermain.	P	Yes	

No.	Kode proposisi	Indikator (kata-kata asli, Bahasa Indonesia)	Definisi operasional	Jenis*	Sesi 3	Kutipan dan situasi
38	P6.2	Anak tetap berbahasa santun saat kecewa, berebut, atau berselisih.	Tuturan santun anak tampak pada minimal satu situasi kecewa, berebut, atau berselisih.	P	Yes	
Konsistensi terhadap lawan bicara (P6.3)						
39	P6.3	Anak berbahasa santun kepada guru.	Tuturan santun anak kepada guru tampak.	P	Yes	
40	P6.3	Anak berbahasa santun kepada teman sebaya.	Tuturan santun anak kepada teman sebaya tampak.	P	Yes	
41	P6.3	Anak berbahasa santun kepada orang dewasa lain (tamu, orang tua, guru lain).	Tuturan santun anak kepada orang dewasa selain guru kelas. Dicatat berdasarkan hasil wawancara (lihat Section 3.2.1).	P	Yes	
Kemandirian dalam berbahasa santun (P6.4)						
42	P6.4	Anak mengingatkan temannya atau menerapkan bahasa santun saat guru tidak mendampingi.	Minimal satu anak mengingatkan teman atau berbahasa santun saat tidak didampingi guru.	P	Yes	
Perilaku nonverbal yang menyertai tuturan						
43	—	Anak menunjukkan kontak mata, nada suara lembut, dan sikap tubuh sopan saat berbicara.	Tampak kontak mata, nada lembut, atau sikap tubuh sopan anak saat berbicara.	P	Yes	
D. Faktor Pendukung dan Penghambat						
Pengaruh teman sebaya (P5.4)						
44	P5.4	Anak menirukan atau saling mengingatkan ucapan teman, baik yang santun maupun yang kurang santun.	Tampak anak menirukan atau saling mengingatkan ucapan teman, santun maupun kurang santun.	P/H	Yes	
Dukungan keluarga (P5.3)						
45	P5.3	Cara orang tua berbicara kepada anak saat antar jemput dan respons anak.	Tercatat cara orang tua berbicara kepada anak saat antar jemput beserta respons anak.	P	Yes	
Hambatan dalam penerapan (P5.5)						
46	P5.5	Kondisi yang menghambat, misalnya kelas ramai, waktu terbatas, atau gangguan dari luar kelas.	Tampak kondisi yang mengganggu penerapan pembiasaan (kelas ramai, waktu terbatas, gangguan dari luar kelas).	H	**No**	
Kesesuaian dengan program (P5.1, P5.2)						

No.	Kode proposisi	Indikator (kata-kata asli, Bahasa Indonesia)	Definisi operasional	Jenis*	Sesi 3	Kutipan dan situasi
47	P5.1, P5.2	Praktik guru di kelas sesuai dengan program yang disepakati dan RPPH.	Praktik guru yang tampak sesuai dengan program yang disepakati dan RPPH hari itu.	K	Yes	

**Jenis: P = indikator pendukung; H = indikator hambatan; K = kesesuaian dengan program. Kolom "Kutipan dan situasi" diisi dari catatan lapangan.*

Supplementary Appendix B
Summary export of the NVivo coding: categories, codes, sources, and frequencies

Table B1. Counting Units

Counting unit	Total	Definition
Excerpts	298	Unique pieces of coded text across the 11 sources included in NVivo coding.
Coding references	469	Number of times codes were applied to the 27 propositions. One excerpt could be assigned to more than one proposition.
Coding references (emergent themes)	173	Total number of coding references across the seven emergent themes (T1–T7).

The per-code values in Table B3 are based on the NVivo node export (*Codes.xlsx*). The per-code excerpt count is not included in that export; therefore, only the project-level excerpt total is reported.

Table B2. Data sources coded in NVivo

Source ID	Source name (as in NVivo)	Informant	Technique
GB.W.01	Wawancara Guru Kelas Kelompok B	Group B classroom teacher	Interview
RS.W.01	Wawancara Rekan Sejawat	Peer teacher	Interview
AB.W.01	Percakapan Anak Kelompok B 01	Group B children	Interview (child conversation)
AB.W.02	Percakapan Anak Kelompok B 02	Group B children	Interview (child conversation)

OT.W.01	Wawancara Orang Tua 1	Parent/guardian	Interview
OT.W.02	Wawancara Orang Tua 2	Parent/guardian	Interview
OT.W.03	Wawancara Orang Tua 3	Parent/guardian	Interview
OT.W.04	Wawancara Orang Tua 4	Parent/guardian	Interview
OT.W.05	Wawancara Orang Tua 5	Parent/guardian	Interview
AB.O.03	Lembar Observasi Kelas (16 Nov 2026)	Group B children	Observation
AB.O.CL	Catatan Lapangan (16 Nov 2026)	Group B children	Observation (field notes)

Note: *The table lists the 11 data sources included in the NVivo coding process. The principal was also interviewed during data collection; however, the interview was not included in the proposition-level coding and is therefore not counted among these 11 sources. The principal's interview was used as contextual information. Information concerning school policies and programme implementation was cross-checked with the classroom teacher's and peer teacher's accounts, parent interviews, and available school documents, including the Gemasif pocketbook and the principal's certificate of programme implementation.*

Source ID convention: *GB = Group B classroom teacher; RS = peer teacher; AB = Group B children; OT = parents/guardians. Technique: W = interview; O = observation; D = documentation.*

Table B3. Codebook with frequencies

Code	Name (as in NVivo)	English working gloss	Level	Sources coded	Coding references
Part I. Deductive codes: six areas of inquiry (A1–A6) and 27 propositions (P1.1–P6.5)					
A1	**Keteladanan Guru**	***Teacher role modelling***	Area	—	**31**
P1.1	Keteladanan dalam bahasa santun	*Role modelling in polite language*	Proposition	6	9
P1.2	Keteladanan dalam intonasi dan pilihan kata	*Role modelling in intonation and word choice*	Proposition	4	7
P1.3	Keteladanan dalam menyikapi perilaku anak	*Role modelling in responding to children's behaviour*	Proposition	3	8

Code	Name (as in NVivo)	English working gloss	Level	Sources coded	Coding references
P1.4	Konsistensi keteladanan guru	*Consistency of teacher role modelling*	Proposition	4	7
A2	**Pembiasaan Bahasa Positif**	***Habituation of positive language***	Area	—	**32**
P2.1	Pembiasaan ungkapan santun	*Habituation of polite expressions*	Proposition	3	5
P2.2	Pembiasaan melalui rutinitas kegiatan	*Habituation through activity routines*	Proposition	4	8
P2.3	Penguatan bahasa positif	*Reinforcement of positive language*	Proposition	6	11
P2.4	Pembiasaan dalam interaksi sosial	*Habituation in social interaction*	Proposition	3	8
A3	**Interaksi Guru dan Anak**	***Teacher–child interaction***	Area	—	**25**
P3.1	Komunikasi dua arah	*Two-way communication*	Proposition	2	3
P3.2	Responsivitas guru terhadap anak	*Teacher responsiveness to children*	Proposition	4	6
P3.3	Penghargaan terhadap pendapat anak	*Valuing children's opinions*	Proposition	2	2
P3.4	Pendampingan dan penyelesaian konflik	*Guidance and conflict resolution*	Proposition	4	6
P3.5	Kedekatan emosional guru dan anak	*Emotional closeness between teacher and children*	Proposition	6	8
A4	**Lingkungan Belajar Ramah Anak**	***Child-friendly learning environment***	Area	—	**23**
P4.1	Keamanan dan kenyamanan emosional	*Emotional safety and comfort*	Proposition	5	10
P4.2	Budaya komunikasi positif	*Positive communication culture*	Proposition	4	8
P4.3	Ketersediaan aturan dan media pendukung	*Availability of rules and supporting media*	Proposition	2	3
P4.4	Kesempatan berpartisipasi	*Opportunities to participate*	Proposition	2	2
A5	**Faktor Pendukung dan Penghambat**	***Supporting and inhibiting factors***	Area	—	**167**
P5.1	Program dan kesepakatan kepala sekolah dan guru	*Programme and agreements of the principal and teachers*	Proposition	8	26
P5.2	Dukungan guru dan kebijakan sekolah	*Teacher support and school policy*	Proposition	3	6
P5.3	Dukungan lingkungan keluarga	*Family environment support*	Proposition	7	70
P5.4	Pengaruh teman sebaya	*Peer influence*	Proposition	9	41

Code	Name (as in NVivo)	English working gloss	Level	Sources coded	Coding references
P5.5	Hambatan dalam penerapan	*Barriers to implementation*	Proposition	8	24
A6	**Konsistensi Kesantunan Berbahasa Anak**	***Consistency of children's polite language***	Area	—	**191**
P6.1	Penggunaan bahasa santun secara spontan	*Spontaneous use of polite language*	Proposition	10	48
P6.2	Konsistensi dalam berbagai situasi	*Consistency across situations*	Proposition	11	32
P6.3	Konsistensi terhadap lawan bicara	*Consistency toward interlocutors*	Proposition	11	29
P6.4	Kemandirian dalam berbahasa santun	*Independence in using polite language*	Proposition	11	36
P6.5	Konsistensi di lingkungan rumah	*Consistency in the home environment*	Proposition	7	46
Part II. Inductive codes: seven emergent themes (T1–T7), parent node "Tema Emergen (temuan lapangan)"					
—	**Tema Emergen (temuan lapangan)**	***Emergent themes (field findings)***	Parent node	—	**173**
T1	Program Gemasif dan Buku Saku	*Gemasif programme and pocketbook*	Theme	7	22
T2	Perubahan Karakter dan Efektivitas Program	*Character change and programme effectiveness*	Theme	7	43
T3	Pengaruh Gadget dan Tontonan	*Influence of gadgets and viewing content*	Theme	5	14
T4	Pengaruh Lingkungan dan Pergaulan	*Influence of environment and peer association*	Theme	8	41
T5	Peran dan Pendampingan Orang Tua	*Role and guidance of parents*	Theme	7	30
T6	Reward dan Penghargaan Karakter	*Rewards and recognition of character*	Theme	7	8
T7	Anak Saling Mengingatkan	*Children reminding one another*	Theme	10	15
Total coding references, 27 propositions (A1–A6)					**469**
Total coding references, 7 emergent themes (T1–T7)					**173**
Total coding references, all 34 codes					**642**