# Language politeness as an indicator of the character of students in the Indonesian Language Education Study Program (PBI) at iqra buru university in the era of the industrial revolution 4.0

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| KEYWORDS | ABSTRACT |
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| language politeness, character, PBI students, industrial revolution 4.0 | This study aims to determine the relationship between language politeness and the character of students of the Indonesian Language Education Study Program, Iqra Buru University and efforts to improve language politeness of students of the Indonesian Language Education Study Program, Iqra Buru University. This study uses a descriptive qualitative approach. Descriptive qualitative research approach is research that emphasizes the analysis of the process of inference, induction and deduction and is related to the relationship between phenomena that exist in students at the Indonesian Language Education Study Program, Iqra Buru University. Based on the results of the literature review that has been carried out, information is obtained that: 1) there is a relationship between language politeness and the character of PBI students. The politeness of the language of PBI students is in accordance with the character of the student. Students who have good language politeness tend to have good character and 2) there are several ways to improve the politeness of PBI students, namely by 1) using social media as a platform to practice speaking politely, 2) getting used to speaking politely in lectures, and 3) use good and correct Indonesian when carrying out teaching practices. |

## INTRODUCTION

The era of the industrial revolution 4.0 is an era that requires all individuals to adjust and adapt quickly. Changes that are dynamic in a short time in the order of life have implications for the quality of human resources in accordance with current needs. Human resources at this time must be equipped with several skills in order to survive. These skills include creativity, problem solving, critical thinking, and communication. Communication is a vital skill that every individual needs to have. Communication means conveying ideas and thoughts in the form of information to be conveyed to others. The information can be in the form of knowledge or messages. Communication skills can be taught and honed through learning all courses given to students, especially students of the Indonesian Language Education Study Program at Iqra Buru University.

Students of the Indonesian Language Education Study Program at Iqra Buru University as prospective elementary school teachers need to have good and capable communication skills. This is crucial because education at the elementary school level is the basis of education at the next level, so teachers need to have communication skills with elementary school students well. In addition, elementary school students have characteristics that tend to like to imitate, so the teacher must set a good example in communicating.

However, conditions on the ground show different things. There are still students of the Indonesian Language Education Study Program at Iqra Buru University who have not been able to apply politeness in language. For example, when communicating with lecturers, some students still cannot use proper and correct language. Usually, students contact the lecturer without introducing themselves first, which suddenly conveys the intent and purpose when contacting the lecturer. When in society, it is very rare for us to meet teenagers who have the ability to communicate politely. Most of these teenagers cannot communicate politely because they are not used to communicating politely.

Character is a special feature or characteristic that distinguishes one person from another. Students of the Indonesian Language Education Study Program at Iqra Buru University as educational students have different characters from other students. Students of the Indonesian Language Education Study Program have the responsibility to provide an example or example to their students in the future in attitude and behavior. An example of a simple example that can be taught to his students later is by speaking politely. When the teacher gives an example of polite speaking, students will also imitate the teacher to speak politely too. Thus, students will have good character and behavior.

Based on the description of the background, it can be formulated a problem that is discussed in this article. The formulation of the problem in question can be detailed as follows. Is there a relationship between language politeness and the character of students of the Indonesian Language Education Study Program at Iqra Buru University?

Furthermore, the research will describe the supporting theories, namely:

Language politeness is one of the studies of Indonesian language courses. The discussion on language politeness is closely related to the use of good Indonesian as a means of communication, especially in the academic world. Below is explained in detail about the meaning, principles, and characteristics of language politeness.

## 1. Definition of politeness

Politeness comes from the word polite which is affixed with the confix ke-an. The word polite means; (1) gentle and kind (his manners, demeanor); and (2) full of compassion, likes to help. Furthermore, the ke-an confix in the word politeness serves to show something related to polite actions. Politeness is a rule of behavior that is determined and mutually agreed upon by a certain community so that politeness is also a prerequisite for social behavior. In addition, politeness is referred to as an attitude to remain in the terms and conditions that apply in conversational contacts, while politeness is a violation of the terms and conditions that apply in conversational contacts according to Bruce Fraser and William Nolem (in Hanafi, 2015).

Politeness is a system of interpersonal relationships designed to facilitate interaction by minimizing the occurrence of conflict and confrontation that is always present in all human interactions. Therefore, it demands maximum efficient communication. However, communicating is not just conveying information.

Communicating is also a form of interaction that must heed the values of politeness. A language speaker who only cares about the value of information and ignores the values of politeness will surely encounter many problems in interacting. The value of politeness in communicating is as important as the information itself. Even in the practice of communicating, there are forms of communication that are not intended to convey information. However, it is more intended to establish social relations. Therefore, the involvement of politeness seeks to maintain smooth communication. Politiness, politeness or etiquette are procedures (customs of courtesy) or habits that apply in society.

## 2. The concept of politeness in language

Politeness refers to good character or consideration for others. Aspects of social hierarchy and social status determine politeness. Politeness is a term related to politeness, respect, good attitude or appropriate behavior (Kushartanti, 2013: 257). The relationship between politeness and appropriate behavior implies that politeness is not only related to language, but also nonverbal behavior. Politeness connects language with various aspects of the social structure as well as rules of behavior and etiquette. The interactions that occur in every communication process will involve the speaker and the interlocutor. The speech delivered can be in the form of information, warnings, questions, orders, refusals, and so on. The utterances conveyed by speakers are attempted to be interconnected or related according to Purwoko (in Suharto, 2013: 22).

One aspect of communicative competence is a person's ability to understand and use speech in polite language. Politeness norms vary from culture to culture or from region to region, so the use of languages from different regions may have different ideas regarding what is considered polite or impolite. How to speak politely in each region or culture is usually considered impolite and inappropriate according to other cultures.

## 3. Determining factors of language politeness

The determinants of language politeness are all things that affect the use of language to be polite or not polite (Pranowo, 2012: 76). The determinants of language politeness are identified as follows.

(a) Verbal language

There are two types of verbal language, namely spoken and written verbal. Spoken verbal language is influenced by language intonation, tone of voice, diction, and sentence structure. Intonation determines whether or not the use of language is polite. Delivering speech with loud intonation at close range indicates impoliteness, even though intonation is influenced by the cultural background of the community. The tone of speech is the rise and fall of speech that describes the mood of the speaker, if the speaker is happy, the tone of speech conveyed will be cheerful and pleasant. Diction is the choice of words used by speakers, the words chosen in speaking are adjusted to the topic, context, and message conveyed. Likewise, the sentence structure is adjusted to the context of the sentence. Written verbal language relates to diction, sentence structure, expressions, and language style.

(b) Nonverbal language

Language politeness is influenced by nonverbal language, such as limb movements, head shaking, hands raised, hands on the waist, and so on. Non-linguistics is related to the socio-cultural institutions of the community that also determine politeness in language such as mutual respect for elders, when eating, you are not allowed to say soy sauce, joke in places of mourning, and so on. Customary institutions such as the distance between the speaker and the speech partner, speech style, attentiveness against the interlocutor. When communicating, the speaker and the interlocutor want to be respected by each other. What is said, owned, and believed by the speaker can be appreciated and feel that something expressed is useful to the interlocutor so that the interlocutor does not feel offended or humiliated by the speaker.

## 4. The principle of politeness in language

The principle is a guide or foundation in an individual's behavior. Language politeness as a form of behavior also has principles that must be met in its implementation. Prayitno (2013: 31) reveals that the principle of politeness is related to the view of social norms, the theory of conversational contracts, the theory of conversational maxims, and the theory of saving face. The view of social norms is a characteristic of a society

that must have customs, norms, and social order. Social politeness is binding on participation in public relations.

According to Chaer (2012: 10) briefly and in general there are three rules that must be obeyed so that our speech sounds polite to the listener or our interlocutor. The three rules are (1) formality, (2) hesistance, and (3) equality or camaraderie. This opinion can be interpreted that an utterance is called polite if it does not sound pushy or arrogant, the speech gives a choice of action to the speech partner, and the speech partner becomes happy. Leech (2013: 206-2017) divides the principle of politeness into six which consist of: the maxim of wisdom (reducing the losses of others and increasing the benefits of others), the maxim of generosity (reducing one's own gain and increasing self-sacrifice), the maxim of appreciation (reducing one's self-sacrifice). insulting others and increasing praise for others), simplicity maxim (reducing self-praise and adding insults to oneself), the maxim of agreement (reducing dissonance between oneself and others and increasing compatibility between oneself and others), and the maxim of sympathy (reduces antipasti between oneself and others and increases sympathy between oneself and others). Based on some of these opinions, it can be concluded that the principles of language politeness include the rules of language use (maxim) of wisdom, generosity, appreciation, simplicity, consensus, and sympathy.

## 5. Characteristics of politeness in language

Politeness in a person's language, can be measured by several types of politeness scale. The politeness scale is a politeness rating, ranging from the most polite to the most polite. Rahardi (2013: 66-67) states that there are at least three kinds of politeness rating scales that are currently widely used as a basis for reference in politeness research. In Leech's politeness model, each interpersonal maximum can be used to determine the politeness rating of an utterance. Rahardi (2013: 66) states that Leech's politeness scale is divided into five, namely:

(1) The cost benefit scale or the scale of losses and gains, refers to the size of the losses and gains caused by a speech act in a speech. The more the speech harms the speaker, the more polite the speech will be. And vice versa, the more the speech benefits the speaker, the more disrespectful the speech will be (Rahardi, 2013: 67). (2) Optionality scale or scale of choice, refers to the many or few choices that the speaker conveys to the speech partner in the speaking activity. The more the speech allows the speaker or speech partner to make more and more choices, the more polite the speech will be. On the other hand, if the speech does not give the speaker and the hearer the possibility to choose at all, the speech is considered no santun (Rahardi, 2013:67). (3) *Indirectness* scale or the indirectness scale refers to the direct or indirect rank of the meaning of an utterance. The more direct the speech, the more disrespectful the speech will be. On the other hand, the more indirect the intent of an utterance, the more polite the speech will be (Rahardi, 2013: 67). (4) Authority scale or the scale of authority refers to the social status relationship between the speaker and the speech partner involved in the speech. The farther the social rank (rank rating) is between the speaker and the speech partner, the more polite the speech used will tend to be. Conversely, the closer the social status ranking distance between the two, the lower the politeness rating of the speech used in speaking (Rahardi, 2013: 67). (5) Social distance scale or social distance scale refers to the ranking of social relations between speakers and speech partners who are involved in a speech. There is a tendency that the closer the social rank distance between the two, the less polite the speech will be. On the other hand, the farther the social rank distance between the speaker and the speech partner, the more polite the speech used will be (Rahardi, 2013: 67).

Based on the six politeness maxims proposed by Leech (2012:206-207), Chaer (2011:56-57) gives the following characteristics of politeness in an utterance.

(1) The longer a person's speech, the greater the person's desire to be polite to the interlocutor. (2) The speech that is expressed indirectly is more polite than the speech that is expressed directly. (3) Ordering with news sentences or interrogative sentences is seen as more polite than imperative sentences. Zamzani, et al. (2012:20) formulated several characteristics of good speech based on Leech's politeness principles, namely as follows.

(1) Speech that benefits others. (2) Speech that minimizes profit for oneself. (3) Speech that respects others. (4) Self-deprecating speech. (5) Speech that maximizes the suitability of speech with other people. (6) Speech that maximizes sympathy for others.

Based on the opinions above, it can be synthesized that the indicators of language politeness include: (1) the use of longer speech, (2) the use of polite speech and respect for others, and (3) indirect speech delivery, (4) the use of speech that is in accordance with the speech partner, and (5) the use of self-deprecating speech.

## 6. Character

Character is one of the focuses in the world of education in Indonesia. at the moment. Education today is not only about knowledge but also about character and skills. Education as an effort to create quality human resources must be able to balance its role in creating quality and character human resources.

Kesuma, et al (2012: 11) state that character is a value that is realized in the form of behavior, so a character is attached to the value of that behavior. Meanwhile, Suyanto (Zubaedi, 2012: 11) states that character is a way of thinking and behaving that characterizes each individual to live and work together, both in the family, community, nation and state environment. According to Samani, et al (2011: 43) revealed that character is interpreted as a basic value that builds a person's personality, is formed both due to the influence of heredity and environmental influences, which distinguishes it from others, and is manifested in attitudes and behavior in life daily. This opinion is in line with Muslich (2013: 84) which states that character is the values of human behavior related to God Almighty, oneself, fellow human beings, the environment, and nationality which are manifested in thoughts, attitudes, feelings, and actions based on religious norms, law, manners, culture, and customs. Character refers to a series of attitudes (attitudes), behavior (bahaviors), motivation (motivation), and skills (skills). Character is the overall nature and disposition that has been mastered stably which defines an individual in the overall order of his psychic behavior which makes it typical in the way of thinking and acting (Zainal and Sujak, 2012: 2).

Salahudin and Alkrienciechie (2013: 42) explain that character is a characteristic of a person or group of people that contains values, abilities, moral capacity, and resilience in the face of difficulties and challenges. These characteristics are the difference between one individual and another. Based on the four opinions, it can be synthesized that character is the basic value possessed by each individual which is used as the basis for behaving and behaving. In addition, character can also be interpreted as the character and character of an individual.

Character Education Character education is mentioned as value education, character education, moral education, character education which aims to develop the ability of all school members to make good and bad decisions, exemplary, maintain what is good & realize that goodness in everyday life wholeheartedly. Ministry of National Education, 2012). Mulyasa (2013: 9) argues that character education emphasizes exemplary, environmental creation, and habituation. Character education has a higher level with character education. This is indicated by the scope of implementation which is not limited to the learning process. Character education is a planned effort to make students recognize, care, and internalize values so that students behave as human beings (Samani & Hariyanto, 2013: 46). Character education is a means for students to instill character in each individual. Based on this opinion, it can be concluded that character

education is a means of inculcating character values that emphasize exemplary. Character education can be implemented through integration both inside and outside learning.

## 7. Character Values

Character values that are used by schools as the main values are taken/absorbed from the standard items of graduate competence and subjects targeted for internalization by students. Character values and their description content that must be instilled in every student teacher candidate (Ministry of National Education, 2012 b: 9-10, Fritz, 2013) are:

Religious: obedient attitudes and behavior in carrying out the teachings of their religion, being tolerant of the implementation of worship of other religions, and living in harmony with followers of other religions.

Honest: behavior based on efforts to make himself a person who can always be trusted in words, actions, and work.

Tolerance: attitudes and actions that respect differences in religion, ethnicity, ethnicity, opinions, attitudes and actions of others who are different from themselves

Discipline: actions that show orderly behavior and comply with various rules and regulations. Hard Work Behavior that shows a genuine effort in overcoming various learning and task barriers and completing tasks as well as possible

Creative: think and do something to produce a new way or result from what you already have.

Independent: attitudes and behaviors that are not easy to depend on others in completing tasks.

Democratic: a way of thinking, behaving and acting that evaluates the rights and obligations of himself and others.

Curiosity: attitudes and actions that always seek to know more deeply and widely from what they have learned, seen, and heard

Spirit of nationality: ways of thinking, acting, and insight that put the interests of the nation and state above the interests of themselves and their groups.

Love the Motherland: a way of thinking, acting and acting that shows loyalty, care, and high appreciation for the language, physical, social, cultural, economic, and political environment of the nation.

Appreciating Achievements: attitudes and actions that encourage him to produce something useful for society, and recognize and respect the success of others.

Friendly/Communicative: actions that show pleasure in talking, socializing, and collaborating with others.

Love peace: attitudes, words and actions that cause others to feel happy and secure in their presence.

Like to read: the habit of taking time to read various readings that provide virtue for him.

Environmental care: attitudes and actions that always try to prevent damage to the surrounding natural environment, and develop efforts to repair the natural damage that has occurred.

Social care: attitudes and actions that always want to help others and communities in need

Responsibility: a person's attitude and behavior in carrying out his duties and obligations towards himself, society, the environment (nature, social and culture), the state and God Almighty.

## 8. Industrial Revolution 4.0

The history of the industrial revolution starts from industry 1.0, 2.0, 3.0, to industry 4.0. The industrial phase is a real change from existing changes. Industry 1.0 is characterized by mechanization of production to support the effectiveness and efficiency of human activities, Industry 2.0 is characterized by mass production and quality standardization, Industry 3.0 is characterized by mass customization and flexibility of automation and robot-based manufacturing. Industry 4.0 is here to replace industry 3.0 which is marked with cyber physical and manufacturing collaboration (Hermann et al, 2015; Irianto, 2017). The term Industry 4.0 comes from a project initiated by the German government to promote the computerization of manufacturing.

Lee et al (2013) explained that industry 4.0 is characterized by an increase in manufacturing digitization driven by four factors: 1) an increase in data volume, computing power, and connectivity; 2) the emergence of business analysis, ability, and intelligence; 3) the occurrence of new forms of interaction between humans and machines; and 4) improvements to digital transfer instructions to the physical world, such as robotics and 3D printing. Lifter and Tschiener (2013) add, the basic principle of Industry 4.0 is the integration of machines, workflows, and systems, by implementing intelligent networks along the production chain and processes to control each other independently.

Hermann et al (2016) added, there are four industrial 4.0 principle designs. First, interconnection (connection) is the ability of machines, devices, sensors, and people to connect and communicate with each other via the Internet of Things (IoT) or Internet of People (IoP). This principle requires collaboration, security, and standards. Second, information transparency is the ability of information systems to create virtual copies of the physical world by enriching digital models with sensor data including data analysis and information provision. Third, technical assistance which includes; (a) the ability of the assistance system to support people by consciously combining and evaluating information to make informed decisions and solve urgent problems in a short period of time; (b) the ability of the system to support people by performing tasks that are unpleasant, overly exhausting, or unsafe; (c) includes visual and physical assistance. Fourth, decentralized decisions which is the ability of virtual physical systems to make their own decisions and carry out tasks as effectively as possible.

Industry 4.0 as a phase of the technological revolution changes the way human activities are carried out in scale, scope, complexity, and transformation from previous life experiences. Humans will even live in global uncertainty, therefore humans must have the ability to predict a future that changes very quickly. Each country must respond to these changes in an integrated and comprehensive manner. This response involves all global political stakeholders, ranging from the public, private, academic, and civil society sectors so that the challenges of industry 4.0 can be managed into opportunities.

## CONCLUSION (HEADING 1 STYLE)

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Conclusion provides closure for the reader while reminding the reader of the contents and importance of the paper. It can be done by stepping back from the specifics in order to view the bigger picture of the document. In other words, it reminds the reader of the main argument. Conclusion simply and concisely restates the

main ideas and arguments, pulling everything together to help clarify the thesis of the paper. A conclusion does not introduce new ideas; instead, it should clarify the intent and importance of the paper.

This section may also contain suggestion. You may address unanswered aspects of your research problem, address limitations of your research, construct the same research in a new context, location and/or culture, or re-assess and expand theory, framework or model you have addressed in your research. Future studies can address the effects of specific event, emergence of a new theory or evidence and/or other recent phenomenon on your research problem.

## METHOD

This study uses a descriptive qualitative approach. Descriptive qualitative research approach is research that emphasizes the analysis of the process of inference, induction and deduction and is related to the relationship between phenomena that exist in students at the Indonesian Language Education Study Program, Iqra Buru University. Ulfatin (2015: 25) states that descriptive qualitative research is describing or describing the characteristics of phenomena. One of the main characteristics of qualitative descriptive is the presentation which is narrative (many descriptions of words). The place where the research was carried out was on the Iqra Buru University campus in the Indonesian Language Education Study Program. The main data sources in qualitative research are words and actions. The rest is additional data such as documents and others, Lofland and Lofland in Moleong (2016: 157). The data collected in the form of data in the form of words not in the form of numbers.

The data collection technique in this research is the recording technique. In addition, other techniques used to collect data in this study, namely note-taking techniques and unstructured interview methods. Researchers on the method of listening, in this case the recording technique, are only observers of the use of language by the informants. The main instrument in this research is the researcher himself or the human instrument) which acts as data collector, data processor, and data interpreter. Another instrument used is politeness indicators derived from politeness theories. These indicators are based on indicators compiled by Zamzani, et al (2012:44) whose main reference is Geoffey Leech's theory which is then divided into the underlying maxims.

Data analysis in this study started from data collection through transcription of recordings, field notes, and interviews, then identification, description, and classification of data were carried out based on deviations from the maxim of politeness. Next, the researcher carried out the data reduction stage, selecting data that was relevant to the research focus. Then the stage of presenting as well as analyzing data with pragmatic theory, Geoffrey Leech on the principles of language politeness and data analysis activities was carried out using data cards.

## RESULTS AND DISCUSSION

1. **The Relationship of Language Politeness with the Character of Students of the Indonesian Language Education Study Program, Iqra Buru University**

Language is a reflection of oneself. The more polite the language used, reflects the politeness in thought and action. However, being polite in language and polite in acting is not an easy thing to implement, especially for those who are still at an early age. It is also supported by the use of reproachful language in the educational environment. The habit of using polite language must start early and need maximum support from various environments, including the educational environment. Humans communicate and interact using language. By language one can exchange information, greet one another, and respect one another. Language

can show the good or bad character of a person. Likewise, students of the Indonesian Language Education Study Program at Iqra Buru University are required to have politeness in language so that it can reflect that the student has good character or not. As a student of the Indonesian Language Education Study Program at Iqra Buru University, you should always apply language politeness in interacting and communicating, because language politeness will shape you into a person who is polite and has character. As a prospective Indonesian teacher, you must set a good example for your students in the future.

Furthermore, in instructional interactions in schools, teachers are required to be able to create a conducive learning situation, so that students can learn in a supportive psychological atmosphere. A conducive learning atmosphere can only be created if the teacher is friendly to students. The teacher uses polite language so that it does not threaten the face student. A polite teacher's language will be used as a model by students. Thus, indirectly, the teacher instills the value of polite character to students (Pramujiono & Nurjati, 2017: 143). Still related to politeness in classroom learning, according to Afrian & Mandala (2018: 1), communication is very important in conveying messages. The message conveyed will be received effectively if the material and delivery method is done well. To convey the message well, it needs to be done politely. The key to success in learning is the understanding between teachers and students in learning transactions by using polite attitudes and speech. Language politeness is one aspect of language that can improve the emotional intelligence of the speaker because in communication, speakers and speakers are not only required to convey the truth, but must remain committed to maintaining harmonious relationships. In addition, character education is no less important in the community. The community environment also greatly influences a person's character. The wider community environment greatly influences the success of planting ethical and aesthetic values for character building. According to Qurais Shihab, the social situation with the value system it adheres to, affects the attitude and perspective of the community as a whole. If their value system and outlook are limited to the here and now, then their efforts and ambitions are limited to the same.

In addition, character education is no less important in the community. The community environment also greatly influences a person's character. The wider community environment greatly influences the success of planting ethical and aesthetic values for character building. According to Qurais Shihab, the social situation with the value system it adheres to, affects the attitude and perspective of the community as a whole. If their value system and outlook are limited to the here and now, then their efforts and ambitions are limited to the same. Politeness or not an utterance can be seen based on the form of politeness in language. There are two forms of politeness, namely linguistic politeness and pragmatic politeness. The form of linguistic politeness consists of intonation, diction, and sentence structure, while the form of pragmatic politeness is the way or style of language.

1) Diction

One of the determinants of politeness is the use of the right choice of words (diction) according to the speech event and the interlocutor. Use the right choice of words (diction). The tone of speech must be appropriate to the situation, topic of conversation, interlocutor, and distance. Speakers who speak in a loud tone even though the interlocutor is at a close distance will give the impression that the speaker cannot speak politely. Conversely, if the speaker speaks in a gentle tone to the interlocutor who is at a close distance to him, it will be said to be a polite speaker.

2) Intonation

Speech can be said to be polite if it is in accordance with the context of the speech. In students' speeches with their lecturers, students use appropriate intonation (tone, pause, stress, pronunciation). Overall, when interacting with lecturers, students tend to use low tones, clear pronunciation, stress and pauses that match

the speech. This is because when students interact with lecturers, basically students already know the intonation that must be used when communicating with respected people.

3) Sentence Structure

Overall, the sentence structure used in the speech of students and lecturers shows that the use of ordinary sentences does not focus too much on the words at the beginning of the sentence. Character education through campus is not merely learning knowledge, but more than that, namely the cultivation of morals, ethical values, aesthetics, and noble character. In addition, the characters that must be possessed by students include cooperation, discipline, obedience, and responsibility. And the most important thing is to practice and do it with discipline by every element of the campus. Character education is indeed mandatory for students, but character education does not need to be used as a stand-alone teaching program. Character values that can be instilled at the high school level include 18 character values. The eighteen values are: (1) Religious, (2) Honest, (3) Tolerance, (4) Discipline, (5) Hard work, (6) Creative, (7) Independent, (8) Democratic, (9) Curiosity, (10) National Spirit, (11) Love for the Homeland, (12) Appreciating Achievements, (13) Friendly/Communicative, (14) Love for Peace, (15) Loves to Read, (16) Cares for the Environment, (17) ) Social Care, & (18) Responsibility.

2. **Improving Language Politeness of Students of the Indonesian Language Education Study Program at Iqra Buru University in the Industrial Revolution Era 4.0**

It can be seen that in this modern era, many students do not or do not attach importance to politeness in language or the principles of politeness in language. Even though it is very important for them, if they use kind words, then it will reflect itself. But if not, then it will also reflect on him. Basically, politeness in language is a habit, not something that should be learned to master. However, in reality there is learning about language politeness. The essence of politeness in language is the way of speaking and behaving. Both of these things indicate the level of politeness in language. Language politeness is also influenced by ethics, norms, and culture in society.

Among the 18 values in character education, there are several sections that can be associated with language politeness, including: respecting achievement, being friendly, caring for the environment, and caring about social issues. Politeness in language can be integrated into the sub-values in character education. Methodologically, Samuel Smiles (in Pantu. A & Luneto, 2014: 161) said: "Plant thoughts and we will reap actions, plant actions and we will reap habits, and plant habits and we will reap character, and plant character and we will reap fate." (destiny). With regard to the Samuel Smiles Method, as a student or teacher, one should always apply language politeness in interactions or communication, because politeness in language will form a person who is polite and has character.

With the success of character education, it is expected that students of the Indonesian Language Education Study Program at Iqra Buru University: (1) become educators (teachers) who have the spirit of Pancasila; (2) become professionals who are able to manage interactive, creative, innovative, and fun learning; (3) become educators (teachers) who are able to think critically, innovatively, openly, responsively to progress according to the development of science and technology; and (4) become educators (teachers) who are able to apply knowledge in social life. According to Rohali (2012: 86) courtesy is one of the pillars of character that must be maintained and practiced by the Indonesian people. The application of the principles of politeness and politeness strategies in the act of daily communication can prevent the emergence of frictions and social unrest in society, which in turn can create harmony in family life, make friends, and socialize. Language is a tool for communication and interaction.

Therefore, by using language, harmony can be created. Harmony is created because the language used is polite language. Values in character education demand the involvement of aspects of language politeness to be applied. Thus, the principle of politeness in language becomes part of the application of values in character education (Wati, 2016: 436). So, there is a close relationship between language politeness and the character of the students of the Indonesian Language Education Study Program at Iqra Buru University. Language politeness of a student of the Indonesian Language Education Study Program at Iqra Buru University will show how good his personality and character are. This shows that students who are less polite in language can be ascertained that these students have poor personality and character. Meanwhile, students who are polite in language can be ascertained to have good personality and character.

Many phenomena arise in society, due to language problems that are not polite or offensive speech forms. As a result of language impoliteness that can trigger divisions, quarrels or disharmony in interaction carefully. As educated people, students must know how to improve language politeness. Politeness in language is one of the benchmarks for a generation of character. Therefore, traditionalizing language politeness through formal and informal educational environments is an effort that must be made to prepare a nation with character. The nation's generation of character is needed to face the era of globalization (Mustika, 2013: 10). This is in line with the findings of Cahyaningrum, Andayani, & Setiawan (2018: 71), that the classroom environment is a good place that is used to familiarize students with polite speech. This can be in the form of interactions between teachers and between students. Students apply maxims that are respectful of the teacher. Although the form of language politeness is still a mixture of regional languages, this can be considered to be something positive. Campus as an educational institution must be a place for the cultivation of good habits, one of which is politeness in language. Besides that, the application of politeness in language can be done by getting used to using polite language, both on campus and at home. Because these two environments affect the student communication process a lot, so the two environments need to pay attention to the development of student politeness in language (Kurniadi, Hilaliyah, & Hapsari, 2018: 7).

In addition to the tradition of using polite language in everyday life, social media can also be used as a medium to improve language politeness. Maulidi (2015: 49) states that Facebook users use this media as a medium of communication and socializing. Therefore, it is necessary to instill a good language attitude so that its use is appropriate and effective so that every time you use Facebook you can maintain language politeness.

Politeness in using social networking media will not occur if the user can maintain his language attitude so that it is always good and right. Palupi (2019: 26) also mentions that social media such as Facebook can be used as a medium of habituation to speak politely. Most people discuss various topics on facebook. In discussing this topic, can be observed comments submitted by other social media users. Although in practice there are some people who do not use politeness in commenting on Facebook, Facebook as a social media can control this behavior by reminding other people who are less polite in commenting to remain polite in their speech.

Based on the description of the results of previous studies, there are various ways that can be used to improve students' language politeness. How to improve language politeness in the era of the industrial revolution 4.0. For example, by using good and correct Indonesian when discussing in class or during lectures, posting or writing story statuses on social media in good and correct language, using good and correct Indonesian when communicating with the community, using Indonesian properly and correct when doing teaching practice, do not use slang in communicate in everyday life. Do not embarrass, demean, and insult the person we are talking to.

Musyawir, (2022). Language politeness as an indicator of the character of students in the Indonesian Language Education Study Program (PBI) at iqra buru university in the era of the industrial revolution 4.0. *STRUKTURAL (Seminar on Translation, Applied Linguistics, Literature, and Cultural Studies).* 1 (01), 143–155.

## CONCLUSION

Based on the discussion that has been described previously, two conclusions can be drawn as follows. There is a relationship between language politeness and the character of students of the Indonesian Language Education Study Program at Iqra Buru University. The politeness of the language of the students of the Indonesian Language Education Study Program at Iqra Buru University is in line with the character of the student. Students who have good language politeness tend to have good character.

There are several ways to improve the politeness of students of the Indonesian Language Education Study Program at Iqra Buru University, namely: using social media as a platform to practice speaking politely, 2) getting used to speaking politely in lectures, and 3) using good and correct Indonesian when carrying out practice teach.

Furthermore, as for suggestions related to this research, students of the Indonesian Language Education Study Program at Iqra Buru University should get used to speaking politely in formal situations, such as the lecture process. In addition, students also need to learn to communicate with lecturers politely. Mainly in contacting lecturers through communication tools such as mobile phones. The habituation is part of the character building of the students of the Indonesian Language Education Study Program at Iqra Buru University. Students can use social media as a medium to get used to speaking politely. Social media can be a platform to improve the language politeness of students of the Indonesian Language Education Study Program at Iqra Buru University through activities that are close to student life.

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