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AN IN-DEPTH LEARNING APPROACH IN STRENGTHENING THE LANGUAGE POLITENESS OF MADRASAH IBTIDAIYAH AL AMANAH JATISRONO STUDENTS

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Abstract

This study aims to describe: (1) the reality of language politeness among students of Madrasah Ibtidaiyah Al Amanah and (2) the learning models and methods within a deep learning approach that can be applied to foster students' awareness of polite language use. The research data consist of students' oral utterances during the learning process, language behavior in interactions with teachers and peers, and instructional documents containing activities related to the development of language politeness. Data sources were obtained through direct observation of classroom learning activities in the upper grades of Madrasah Ibtidaiyah Al Amanah, interviews with classroom teachers and students' parents, as well as archives of instructional materials and teachers' reflective notes. Data were collected through participatory observation, in-depth interviews, and documentation studies, with data validity ensured through source and technique triangulation as well as peer debriefing. Data analysis was conducted interactively through the stages of data reduction, data display, and conclusion drawing. The findings indicate that students' language politeness is contextual and dynamic, influenced by communication situations, emotional conditions, peer interactions, and exposure to digital media. Although students demonstrate an understanding of basic norms of polite language use, their application remains inconsistent across different interaction contexts. The implementation of a deep learning approach through Problem-Based Learning, reflective activities, collaborative discussions, and simulations of authentic communication situations has proven effective in fostering more meaningful and contextual awareness of polite language use. The role of teachers as facilitators and role models, supported by parental involvement, is a crucial factor in sustaining the development of students' language politeness.

Keywords: Language Politeness, Deep Learning, Madrasah Ibtidaiyah

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INTRODUCTION

The phenomenon of language impoliteness in Madrasah Ibtidaiyah (MI) students is increasingly found in daily communication practices in the elementary school environment. Wahyuni et al. found that the use of profanity, non-standard language, and derogatory speech began to appear in student interactions, both with peers and with older people.[1] The findings are in line with Afandhi who shows that elementary school students, especially the Alpha generation, tend to imitate informal and aggressive language styles obtained from social environments and digital media.[2] This condition shows a shift in speech norms in the basic education environment that has the potential to disrupt the function of schools as a space for habituating the values of linguistic politeness.

Language politeness has a fundamental role in supporting the cognitive, emotional, and social development of students. Language not only functions as a tool to convey messages, but also as a means of building social relationships, expressing attitudes, and managing emotions in daily interactions.[3] The use of polite language helps students develop effective communication, mutual respect, and positive social skills.[4] Conversely, the habit of using foul language has the potential to form aggressive communication patterns that inhibit cooperation and social stability in the learning environment.[5]

The urgency of cultivating linguistic politeness is increasingly strengthened when it is associated with linguistic, sociological, and educational theoretical foundations. The grand theory of language politeness developed by Brown and Levinson explains that communication considers the "face" or self-image of the interlocutor, so that the strategy of polite language, both *positive politeness* and *negative politeness*, is used to maintain the harmony of interactions and respect the freedom of the interlocutor.[6] In the perspective of politeness, Robin Lakoff's theory emphasizes that politeness functions to maintain the harmony of social interactions by minimizing potential conflicts

[1] Ervinna Wahyuni, ud Muhammadiah, dan Asti Dwiyanti, "Pengaruh Tontonan Tik Tok Terhadap Perilaku Siswa Kelas V Di Sdn 204 Sompe Kabupaten Wajo the Effect of Watching Tik Tok on Behavior of Class V Students At Sdn 204 Sompe Wajo Regency," *Jurnal Pendidikan Dasar* 8, no. 1 (2023).

[2] Desintha Afandhi, "Kesantunan Berbahasa Pada Gen Alpha: Studi Kasus di Sekolah Dasar," *Didaktika: Jurnal Kependidikan* 14, no. 1 (2025).

[3] Nahriyah Fata, Nailil Muna Shalihah, dan Nur Abidah, "Pengaruh Perkembangan Bahasa Anak Sekolah Dasar Terhadap Kognitif Anak," *Al-Madrasah: Jurnal Pendidikan Madrasah Ibtidaiyah* 6, no. 4 (2022), https://doi.org/10.35931/am.v6i4.1175.

[4] Redho Auwalul Azmi dan Agustina Agustina, "Kesantunan Berbahasa dan Pemanfaatannya dalam Pembuatan Bahan Ajar Bahasa Indonesia di Sekolah Dasar," *Jurnal Basicedu* 6, no. 5 (2022).

[5] Abdullah Pandang dkk., "Factors Influencing the Language Politeness Behavior of The Z Generation," *Bulletin of Counseling and Psychotherapy* 6, no. 1 (2024), https://doi.org/10.51214/00202406848000.

[6] S. C. Brown, P., & Levinson, *Politeness: Some universals in language usage* (Cambridge: Cambridge University Press, 1987).

in communication.[7] The sociological perspective through the theory of symbolic interactionism views language as the main medium for the formation of self-concept and social reality through the process of socialization.[8] From the perspective of character education, Rahmadi et al. emphasized that language politeness is an integral part of the formation of students' morals and ethics from an early age.[9]

The use of impolite language in MI students is influenced by various internal and external factors. Internal factors are related to the child's developing emotional management ability, so feelings of hunger, frustration, or irritation are often expressed through harsh speech. External factors include the exposure of digital media that introduces slang and rude language without the context of politeness, especially through platforms such as YouTube and TikTok. In addition, peer group pressure and a lack of polite language examples in the family environment also strengthen communication practices that deviate from the norms of politeness.

MI Al Amanah Jatisrono has basically tried to implement character education, but the gap between normative concepts and daily practices is still found. This condition reflects the challenges of madrasas in the digital era in maintaining the values of language politeness amid the influence of foreign culture and social media. Kurniawati emphasized that the school environment that is inconsistent in language habituation contributes to the use of non-standard and less polite language in learning interactions.[10] The lives of students that take place in two social spaces madrasas and digital media demand a more integrated and sustainable management of character education.

Impolite language practices have significant implications for the cognitive, emotional, and social development of MI students.[11] Fata et al. emphasized that unbalanced language development can affect children's thinking processes and social meaning.[12] In the long term, the habit of speaking in coarse language risks being internalized as a persistent communication pattern and inhibiting the formation of positive social character.[13]

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[7] Ella Novitasari, "Kesantunan Berbahasa Siswa Dan Guru Pada Diskusi Pembelajaran Bahasa Indonesia : Dalam Perspektif Teori Robin Lakoff," *LITERASI: Jurnal Ilmiah Pendidikan Bahasa, Sastra Indonesia dan Daerah* 13, no. 2 (2023), https://doi.org/10.23969/literasi.v13i2.7478.

[8] B. Raho, *Teori sosiologi modern* (Jakarta: Prestasi Pustaka, t.t.).

[9] Rahmadi, Iqram Anwar Ramadhan, dan Maulana Abdurrasyid, "Cara Bertutur Kata yang Baik dalam Islam," *Agama* 3, no. 3 (2022).

[10] Rikke Kurniawati dan Nahdlatul, "Pengaruh lingkungan sekolah terhadap penggunaan Bahasa Indonesia dalam pembiasaan proses belajar peserta didik di SD Ngaben Madura," *MODELING: Jurnal Program Studi PGMI* 10 (2023).

[11] Gina Zamzami, Chrisnaji Banindra Yudha, dan Maria Ulfa, "Peran Lingkungan Sosial Pada Perilaku Berbicara Kasar Anak," *Seminara: Prosiding Seminar Nasional Pnedidikan STKIP Kusuma Negara III* 7 (2021).

[12] Fata, Shalihah, dan Abidah, "Pengaruh Perkembangan Bahasa Anak Sekolah Dasar Terhadap Kognitif Anak."

[13] Azmi dan Agustina, "Kesantunan Berbahasa dan Pemanfaatannya dalam Pembuatan Bahan Ajar Bahasa Indonesia di Sekolah Dasar."

The problem of language politeness requires a pedagogical approach that is not only oriented to mastering linguistic rules, but also to understanding the context, meaning, and social impact of language. Deep learning is seen as relevant because it integrates cognitive, affective, and social dimensions in the learning process.[14,15] This approach emphasizes the development of language awareness, reflective skills, and responsible communication as part of the formation of students' character. The concept of congruent communication put forward by Malhotra Bentz reinforces the importance of harmony between language expression and the management of emotions in social interactions.[16]

Deep learning encourages the creation of an inclusive and collaborative learning environment, so that students have a safe space to practice language politeness in a reflective and contextual manner. Fullan et al. emphasized the importance of learning partnerships between schools, families, and communities in building positive social norms.[17] In line with that, the Ministry of Education emphasized that deep learning is directed to shape the character and social responsibility of students through meaningful learning experiences.[18]

The urgency of this research is getting stronger in the midst of the increasing degradation of language politeness in the Madrasah Ibtidaiyah environment along with the intensity of uncontrolled use of digital media. A less supportive social environment has the potential to strengthen language practices that deviate from the norm of politeness and have an impact on students' learning outcomes.[19] Therefore, a study is needed that is able to describe the reality of students' language politeness and formulate relevant learning approaches. This study aims to describe: (1) the reality of language politeness of Madrasah Ibtidaiyah Al Amanah students and (2) in-depth learning models and methods that can be applied to increase students' awareness of polite language.

[14] Moh Khoerul Anwar, "Pembelajaran Mendalam untuk Membentuk Karakter Siswa sebagai Pembelajar," *Tadris: Jurnal Keguruan dan Ilmu Tarbiyah* 2, no. 2 (2017), https://doi.org/10.24042/tadris.v2i2.1559.

[15] Aria Nur Akmal, Nur Maelasari, dan Lusiana Lusiana, "Pemahaman Deep Learning dalam Pendidikan: Analisis Literatur melalui Metode Systematic Literature Review (SLR)," *JIIP - Jurnal Ilmiah Ilmu Pendidikan* 8, no. 3 (2025), https://doi.org/10.54371/jiip.v8i3.7442.

[16] Linda R. Weber, "Deep Learning in the Sociological Classroom: Understanding Craving and Understanding Self," *Human Architecture : Journal of the Sociology of Self - Knowledge* 11, no. 1 (2013).

[17] Difa Maulidya dkk., "Analisis Literatur Peran Deep Learning dalam Mendorong Pembelajaran Bermakna di Sekolah Dasar," *Jurnal Pengabdian Masyarakat dan Riset Pendidikan* 4, no. 2 (2025), https://doi.org/10.31004/jerkin.v4i2.3330.

[18] Kemendikdasmen, "Pembelajaran Mendalam. Pusat Kurikulum dan Pembelajaran," Jakarta, 2025.

[19] Difa Maulidya dkk., "Analisis Literatur Peran Deep Learning dalam Mendorong Pembelajaran Bermakna di Sekolah Dasar."

RESEARCH METHODS

This study uses a qualitative approach with a case study design to gain an in-depth understanding of the language politeness of Madrasah Ibtidaiyah (MI) students in the context of the application of deep learning. The research was carried out at MI Al Amanah Jatisrono with subjects including upper-class students, classroom teachers, and madrasah heads. The selection of location and subject was based on the finding of indications of the use of impolite language in students' daily interactions. Data collection was carried out through participatory observation, in-depth interviews, and documentation studies to explore language behaviors, perceptions, and learning practices related to the cultivation of language politeness.

Data analysis is carried out interactively through the stages of data reduction, data presentation, and conclusion drawn, by ensuring the validity of data through triangulation of sources and techniques. The analysis procedure allows the researcher to obtain a comprehensive and contextual picture of the reality of polite language of MI students and examine the relevance of deep learning as a pedagogical approach in character strengthening and the development of polite communication.

RESULTS AND DISCUSSION

The Reality of Language Politeness of MI Al Amanah Students

The results of observations, interviews, and documentation show that the reality of language politeness of Madrasah Ibtidaiyah Al Amanah students is dynamic and contextual. Language politeness has not been fully internalized as a habit, but is still practiced situationally. In formal contexts, such as interactions with teachers and classroom learning activities, most students show a tendency to use more orderly and controlled language. In contrast, in informal contexts, such as during breaks, group work, and peer-to-peer interactions, the level of language politeness tends to decrease.

The findings were reinforced by a statement by a grade IV teacher who said that students' language politeness was "still inconsistent" (AG). Documentation of teachers' diaries also shows verbal reprimands related to students' intonation and word choice. This condition indicates that language politeness has not fully become an inherent character value, but is still understood as a situational demand that depends on the opponent and the context of interaction.

Observations in the classroom show that students are able to distinguish between how to talk to teachers and to peers. However, these abilities have not been followed by stable language skills, especially in controlling intonation and emotional expression. The grade IV teacher stated that although students "spoke politely and respectfully to each other", rudeness still often appeared

in student-to-student interactions (AG). This shows that there is a gap between the cognitive understanding of politeness and the practice of language in real-world situations.

The dominant form of language impoliteness is not only in the form of the use of coarse vocabulary, but is also reflected in high intonation, slurred tone of speech, and condescending verbal expressions. The teacher mentioned examples of the use of simple words such as "ora" or "moh" which were conveyed in a rude tone, to offensive words such as "You are stupid!" when there was a conflict between students (AG). Classroom incident documentation shows that verbal conflict often arises when students are in an emotionally unstable state. These findings confirm that language impropriety is closely related to students' ability to regulate emotions.

Internal emotional factors have a significant influence on students' language behavior. Grade IV teachers state that angry emotions and frustration almost every day affect the way students speak (AG). Interviews with parents corroborated these findings. RN's parents said that when the child feels upset, the speech intonation immediately increases (Mrs. R). After the emotions subside, students generally show remorse and awareness for impolite language behavior. This suggests that language impropriety is more reactive and spontaneous than intentional.

The social environment plays an important role in shaping the reality of students' language politeness. Interviews with parents show that there is a difference in the language register between the home environment and the friend environment. Some parents get used to the use of polite language at home, including the use of krama to parents. However, these practices often undergo a shift when students interact with peers, either directly or through digital media. This condition shows that the context of social relations greatly influences students' language choices.

Digital media emerged as a strong external factor in shaping students' language styles. Teachers and parents said that students often imitate popular terms from *YouTube, TikTok*, and online games, such as "anjir", "anjay", "noob", "funny", and "goofy". Observations show that these terms are used reflexively in classroom interactions. These findings indicate a shift in language influenced by digital culture, which challenges the practice of language politeness in the madrasah environment.

Situations that trigger language impoliteness generally arise when students are tired, bored, or depressed. The teacher mentioned that after physical activities, such as sports, students are more likely to get involved in verbal conflicts. In home environments, parents report that commands or demands often trigger verbal responses with high intonation or a defiant tone. This condition shows that situational pressure is an important variable in the reality of students' language politeness.

Language impropriety has a direct impact on the learning climate and the quality of social interaction. The teacher stated that verbal conflict caused the classroom atmosphere to become tense and interfered with smooth learning. Observations show that teachers need additional time to calm

the class down before continuing with the material. A similar impact is also felt in the home environment, where the use of impolite language triggers tension in family relationships. These findings show that language politeness has a direct effect on communication effectiveness and the comfort of the learning environment.

The results of the study also show that there is a potential for reflective awareness in some students. Some students are able to recognize language mistakes and apologize after being reprimanded. Teachers and parents observed a decrease in the frequency of use of foul language in some students after habituation and intervention. These findings suggest that language politeness can be developed through consistent reinforcement.

Differences in family backgrounds also affect the variety of students' language politeness. Parents with high levels of involvement and consistent parenting tend to have children with better language control. On the contrary, the influence of the outside environment becomes more dominant in students who do not receive intensive assistance at home. Documentation of parent meetings shows that there is variation in the level of family involvement in language coaching.

Peer influence also appears to be significant, especially in the spread of slang in play groups. Observations show a strong imitation effect, where the use of certain languages spreads rapidly in groups. The desire to be accepted into a group often shifts the practice of linguistic politeness. These findings suggest that courtesy coaching needs to consider peer group dynamics.

It can be concluded that the reality of politeness in the language of MI Al Amanah students is at a stage of development. Students already have a normative understanding of language politeness, but its application has not been consistent in various contexts. Emotional factors, the social environment, and digital media are the main challenges. Language politeness is contextual and adaptive, so it requires continuous coaching and holistic management through synergy between madrasas and families.

The results of the study showed that the politeness of the language of Madrasah Ibtidaiyah Al Amanah students was dynamic, contextual, and influenced by the interaction between cognitive, emotional, and social factors. Variations in politeness practices can be seen in differences in formal and informal contexts, peer influence, family involvement, and exposure to digital media that affect word choice and intonation. Observations, interviews, and documentation indicate that students have a normative understanding of language politeness, but their application is not consistent and is still influenced by situational pressures, emotional conditions, and the need for social adaptation.

Some students show reflective awareness, are able to improve speech after reprimands, and reduce the frequency of use of abusive language through habituation and intervention by teachers and parents. These findings reinforce the view that language politeness is a developing process that requires continuous coaching, holistic management, and synergy between madrassas and families.

Table 1 presents a comprehensive picture of the reality of language politeness of Madrasah Ibtidaiyah Al Amanah students based on the results of observations and interviews during the research process. The description in this table captures the actual conditions of understanding, practice, and factors that affect students' language politeness in various interaction situations in the madrasah environment. The presentation of this data aims to clarify the pattern of students' language tendencies, as well as identify crucial aspects that require reinforcement through appropriate pedagogical interventions.

Table 1. The Reality of Language Politeness of MI Al Amanah Students

No	Aspects	Description
1	General conditions of politeness	Students' language politeness is in the category of adequate, with a tendency to be inconsistent between formal and informal situations.
2	Understanding of polite language	Students understand polite language as an obligation to speak politely to teachers and adults, but it has not been consistently applied to peers.
3	Everyday language practice	Language adjustments are made according to the interlocutor, but often return to the use of slang and the variety of ngoko spontaneously.
4	Forms of rudeness	Impoliteness arises through the choice of coarse vocabulary, the use of slang, and high intonation that signals negative emotions.
5	Internal emotional factors	Emotions such as anger, upset, and frustration are the main triggers for the appearance of rude speech, especially in stressful conditions.
6	Peer influence	Group interaction encourages the use of rude language as a form of social adaptation and group solidarity.
7	The influence of digital media	Language exposure from social media, online videos, and games affects students' speech styles in the madrasah environment.
8	Trigger situations in the classroom	Impoliteness often appears during group discussions, questions and answers, and physical conditions are tired or saturated.
9	Impact on classroom climate	Rude language triggers mild verbal conflicts, lowers class comfort, and interferes with study concentration.

The politeness of MI Al Amanah students is at a developmental stage and contextual. Students already have a normative understanding of the importance of polite language, but emotional factors, peer dynamics, and the influence of digital media limit the consistency of its application in daily interactions. This condition confirms that language politeness cannot be understood solely as linguistic ability, but as speaking competence related to emotional management and social sensitivity. These findings reinforce the need for an integrated and sustainable strategy for fostering language politeness through collaboration between madrasas and families.

The reality of language politeness for Madrasah Ibtidaiyah Al Amanah students is contextual and situational. Students have understood the basic norms of politeness, especially in interactions with teachers, but their application has not been consistent in daily practice. This pattern is in line with Afandhi who states that Alpha generation students have normative awareness, but are not yet stable in application.[20] Inconsistencies are more common in informal interactions, suggesting a strong influence of social dynamics on language practices.

Language adjustments based on the situation and the interlocutor are evident in both formal and informal interactions. Polite language is more predominantly used in communication with teachers compared to peers. These findings support Liani and Dafit regarding the linguistic adaptability of elementary school students[21]. The difference with Novitasari indicates that school culture and habituation patterns affect the quality of students' language politeness.[22]

The use of slang and impolite expressions appears as a reflex response influenced by the social environment and the media. These findings are in line with Andi Saadillah and Zamzami et al. who emphasize the role of the environment in the formation of language habits.[23,24] The practice of rude language in students can still be controlled through habituation and reprimands, so that educational interventions still have a significant role.

The emotional state of students affects the choice of language used. Angry or frustrated situations increase the tendency to use rude language, as stated by Pandang and Manurung. The variation in students' emotional expressions shows that language politeness is closely related to emotional regulation and social development.[25,26] This emphasizes the need for a politeness coaching strategy that pays attention to the emotional aspects of students, so that the practice of polite language can be internalized more consistently

Digital media also shapes students' language style through the process of imitation. Students are still able to distinguish the context of language use, so that the influence of media is

[20] Afandhi, "Kesantunan Berbahasa Pada Gen Alpha: Studi Kasus di Sekolah Dasar."

[21] Ayu Liani and Febrina Dafit, "Language politeness in student learning in elementary school grades," *Journal of Obsession : Journal of Early Childhood Education* 7, no. 6 (2023), https://doi.org/10.31004/obsesi.v7i6.5779.

[22] Novitasari, "Kesantunan Berbahasa Siswa Dan Guru Pada Diskusi Pembelajaran Bahasa Indonesia : Dalam Perspektif Teori Robin Lakoff."

[23] Nanda Saputra, Muh. Alwi Suhajardita Andi Saadillah, "Analisis Penyebab Pengucapan Kata Toxic," *Jurnal Bastra* Vol. 8, No, no. 2 (2023).

[24] Zamzami, Yudha, dan Ulfa, "Peran Lingkungan Sosial Pada Perilaku Berbicara Kasar Anak."

[25] Pandang dkk., "Factors Influencing the Language Politeness Behavior of The Z Generation."

[26] Eva Narulita Manurung dkk., "Pengaruh Aplikasi Tiktok pada Aspek Perkembangan Sosial-emosional Anak Sekolah Dasar," *Jurnal Educatio* 11(1), no. 1 (2025).

not a single determinant. These findings strengthen the views of Elsa Totti, Bakistuta and Abduh and Wahyuni et al. about the need for assistance in the use of digital media.[27,28]

Peer interaction influences language choice as a form of social adjustment. This influence can still be balanced by the role of teachers and parents, so that language politeness is formed through negotiations between group norms and institutional norms. Learning situations, especially group discussions, also affect the intensity of direct language use and high intonation, which confirms the importance of classroom management.

Religious values and madrasah rules are the moral foundation for the formation of linguistic politeness. The existence of written rules does not fully guarantee consistency of practice, so long-term habituation is a more decisive factor. Overall, students' language politeness is on the spectrum between ideal norms and actual practice as part of a dynamic developmental process.

Deep Learning Models and Methods that Can Be Applied in the Context of Education at Madrasah Ibtidaiyah to Increase Students' Awareness of Polite Language

This subchapter specifically describes the learning models and methods in the deep learning approach that can be applied in Madrasah Ibtidaiyah to increase students' awareness of polite language. The results of the study show that the application of the deep learning approach at MI Al Amanah Jatisrono plays a significant role in building awareness of polite language that is reflective and contextual. Teachers not only convey the rules of language normatively, but relate them to the real experiences experienced by students, so that politeness is understood as a communication practice that has a direct impact on social relations. This finding was strengthened by the results of interviews with classroom teachers (AG) who emphasized that politeness learning is directed to train students to think before speaking, not just reprimand language violations. The results of class observations showed the consistency of the practice through reflective dialogue and giving students a space to think before responding verbally, while the documentation of the lesson plan and the students' reflection notes showed the systematic integration of politeness values in objectives, learning steps, and attitude assessments.

One of the main methods in the deep learning approach applied is student experience-based contextual learning. Classroom observations show that teachers associate politeness material with real situations, such as minor conflicts between students or how to express opinions in discussions. These findings are in line with the results of teacher interviews who stated that real experiences are

[27] Elsa Totti Bakistuta dan Muhammad Abduh, "Dampak Media Sosial Tiktok Terhadap Tindak Tutur Siswa Sekolah Dasar," *Jurnal Elementaria Edukasia* 6, no. 3 (2023), https://doi.org/10.31949/jee.v6i3.6243.

[28] Wahyuni, Muhammadiah, dan Dwiyanti, "Pengaruh Tontonan Tik Tok Terhadap Perilaku Siswa Kelas V Di Sdn 204 Sompe Kabupaten Wajo the Effect of Watching Tik Tok on Behavior of Class V Students At Sdn 204 Sompe Wajo Regency."

more effective in building language awareness than abstract explanations. The documentation of the written reflection task shows that students are beginning to be able to express their feelings and opinions with a more polite choice of words, indicating that the connection between the material and personal experience reinforces the internalization of the value of politeness.

The application of the direct dialogue method through simulation and role play is also an important part of the deep learning approach. Through this activity, students are trained to pay attention to intonation, word choice, and nonverbal expressions in communication. The results of the observations showed an increase in students' sensitivity to the context of speech, while the teacher's interview revealed that this method made it easier for students to understand the standards of polite language in a concrete way. The documentation of the dialogue scoresheet shows that the politeness indicators are assessed specifically and continuously.

Teachers apply *the Problem Based Learning* (PBL) model to encourage students' reflective ability to the impact of language. Students are invited to discuss real problems related to verbal conflicts that often occur in the school environment. Observations show that students are able to formulate alternatives to speech that are more polite when facing emotional situations. These findings are reinforced by documentation of discussion results and worksheets, which show a conscious improvement in the quality of linguistic decision-making.

The Project Based Learning (PjBL) model is also applied to strengthen the internalization of the value of politeness through creative and collaborative activities. The poster and visual media project on polite language encourages students to work together and remind each other in the use of language. The results of the observation showed a change in the pattern of interaction between students that was more verbally controlled during the project process. Documentation of the project results shows that students represent civility as a shared value, not just an individual rule.

The deep learning approach is also realized through collaborative group work and student self-reflection. Observations show that students begin to get used to using polite language when giving feedback to friends. Teacher interviews revealed that some students have been able to correct speech independently, which is reinforced by documentation of written reflection that shows the development of introspection skills in language.

Teacher exemplification is the key method in the success of the deep learning approach. Observations show that teachers consistently use empathic language and soft intonation, including when reprimanding students. This example provides a real model of the use of contextual and meaningful polite language. Documentation of learning recordings shows this consistency, while interviews confirm that students tend to imitate the language patterns used by teachers.

The integration between learning models and methods in the deep learning approach shows that the increase in awareness of polite language does not occur instantaneously, but through a process of habituation, reflection, and continuous learning experience. The results of the observation show that the consistency of the application of various methods, such as reflective dialogue, collaborative group work, and teacher examples, creates a classroom climate that is more conducive to polite communication practices. The findings of interviews with teachers and students show that the diversity of these methods complements each other in building language awareness, while the documentation of lesson plans and attitude assessments show that language politeness has been systematically integrated in learning planning and evaluation. This condition confirms that the effectiveness of the deep learning approach lies in the synergy between models and methods that are applied consistently and contextually.

The application of various learning models and methods in the deep learning approach has a positive impact on increasing students' awareness of polite language. Learning evaluations showed a decrease in verbal conflict as well as increased language control and willingness to apologize. These findings confirm that the deep learning approach is effective as a pedagogical foundation in increasing the awareness of the polite language of Madrasah Ibtidaiyah students, as summarized in Table 2.

Table 2. Deep Learning Models and Methods in Increasing Students' Awareness of Polite Language

No	Learning Model	Learning Methods	Description
1	–	Experiential contextual learning	Teachers relate the politeness material to the students' real experiences, such as minor conflicts between students and how to express opinions in discussions, so that politeness is understood contextually.
2	–	Reflective dialogue	Teachers give students space to think before speaking through reflective dialogue that encourages awareness of the impact of language in social relations.
3	–	*Role play* /simulation	Students practice using polite language through dialogue simulations by paying attention to intonation, word choice, and nonverbal expressions according to the context of communication.
4	*Problem Based Learning* (PBL)	Troubleshooting discussions	Students discuss real problems related to verbal conflict and formulate more polite speech alternatives as a form of conscious linguistic decision-making.
5	*Project Based Learning* (PjBL)	Collaborative projects	Students work on a collaborative project of creating posters and visual media about polite

			language to represent politeness as a shared value.
6	–	Collaborative group work	Students are accustomed to using polite language when giving input and working together in groups, so that politeness is practiced in horizontal interactions.
7	–	Self-reflection	Students conduct written reflections on their own language use to cultivate introspection skills and internal language awareness.
8	–	Teacher role model	Teachers consistently use empathic language and soft intonation in various learning situations as a real model of polite language for students.

The table shows that the implementation of deep learning at MI Al Amanah is carried out through a holistic approach and oriented towards student learning experience. Learning not only focuses on delivering material, but also includes habituation, example, reflection, and collaboration that is carried out on an ongoing basis. This approach strengthens the awareness of polite language as a contextual language competence, which is closely related to the management of emotions and the quality of social relations. The findings confirm that the deep learning approach is relevant and feasible to be applied continuously in the context of Madrasah Ibtidaiyah education.

The deep learning approach plays a significant role in strengthening students' language politeness through the process of internalizing values and meaningful learning experiences. The results of the study show that learning that links language materials with students' real experiences is able to increase language awareness contextually. This finding is in line with the view of Anwar and Ausubel's theory of meaningful learning which emphasizes that the relationship between new knowledge and previous experience strengthens students' understanding as well as attitudes.[29]

A reflective approach helps students understand the social impact of speech on the interlocutor. Research by Akmal et al. and Nuraeni et al. shows that simple and contextual reflection promotes the development of language awareness and social empathy of elementary school students. Adjustment of reflection activities to the development stage of Madrasah Ibtidaiyah students has proven to be effective in building language awareness gradually and sustainably.[30,31]

Problem-based learning contributes to improved language politeness through real-life case analysis that emphasizes changes in communication attitudes and behaviors. These findings support the views of Fullan et al. and Ikhsan and Purnomo who state that *Problem Based Learning is*

[29] Anwar, "Pembelajaran Mendalam untuk Membentuk Karakter Siswa sebagai Pembelajar."

[30] Akmal, Maelasari, dan Lusiana, "Pemahaman Deep Learning dalam Pendidikan: Analisis Literatur melalui Metode Systematic Literature Review (SLR)."

[31] Radita Maharani Yeni Nuraeni, Al gifari, Alicia Ivanna, Alya Atsa, *Peran Guru dalam Menerapkan Strategi Deep Learning untuk Meningkatkan Berpikir Kritis Siswa SD*, 32, no. 3 (2021).

effective in building ethical understanding and language responsibility, not limited to mere cognitive achievement.[32,33]

Project Based Learning provides a space to practice language politeness through collaborative activities that are applicable. The results of Apriliani et al.'s research show that language-based projects encourage the internalization of the value of politeness through the active involvement of students.[34] The integration of 21st-century skills, particularly communication and collaboration, strengthens the practice of polite language in learning interactions.[35]

The use of digital technology functions effectively as a supporting medium for deep learning when accompanied by reflective discussions. This is in line with Liu et al. who stated that technology can strengthen the deep learning process when used as a means of exploring meaning and reflection, not just as a medium for delivering material.[36]

A pleasant learning atmosphere also increases students' emotional involvement and strengthens the acceptance of the value of language politeness. Research by Abrori et al. shows that joyful learning contributes to the formation of positive attitudes in communication.[37] In this context, the role of teachers as facilitators and role models is a determining factor for the sustainability of learning.[38] Deep learning deserves to be the main approach in language politeness education at Madrasah Ibtidaiyah because it is able to integrate religious values, critical reflection, and students' social experiences systematically and sustainably.

CONCLUSION

The reality of language politeness of Madrasah Ibtidaiyah students is contextual and dynamic, influenced by communication situations, emotional conditions, peer interaction, and exposure to digital media, with a normative understanding that students already have but is not consistent in its application. The deep learning approach has proven to be effective in increasing awareness of polite language through the application of various meaningful, reflective, and

[32] Michael Fullan, Joanne Quinn, dan Joanne Mceachen, "World Change the World," *Deep Learning: Engage the World, Change the World.*, 2018.

[33] Heru Purnomo Wahyu Amirul Ikhsan, "Analisis Implementasi Deep Learning Pada Kemampuan," *Jurnal Ilmiah Widya Pustaka Pendidikan,* 13 (2025).

[34] Ni Made Putri Dwi Apriliani dkk., "Urgensi Deep Learning dalam Model Pembelajaran terhadap Ketercapaian Whole Language Bahasa Indonesia SD," *Jurnal Pembelajaran, Bimbingan, dan Pengelolaan Pendidikan* 5, no. 6 (2025), https://doi.org/10.17977/um065.v5.i6.2025.9.

[35] Fullan, Quinn, dan Mceachen, "World Change the World."

[36] Yi Liu, Lei Chen, dan Zerui Yao, "The application of artificial intelligence assistant to deep learning in teachers' teaching and students' learning processes," *Frontiers in Psychology* 13 (2022), https://doi.org/10.3389/fpsyg.2022.929175.

[37] Faisol Abrori, Rosalina, dan Ayun Fitroh Lutfiana, "Penerapan Pendekatan Joyfull Learning Untuk," *Journal of Educational Research and Community Service (JERCS)* 1, no. 1 (2025).

[38] Luthfi Amin dkk., *Persepsi Guru Bahasa Indonesia dengan Implementasi Deep Learning di MI/SD*, 2, no. 2 (2025).

contextual learning models and methods, such as contextual learning, reflection, *role play, Problem Based Learning,* and *Project Based Learning*. The role of teachers as facilitators and role models, which is strengthened through collaboration with parents, is a key factor in the sustainability of language politeness coaching, so that deep learning is suitable for continuous implementation as a strategic pedagogical approach in strengthening the polite character of Madrasah Ibtidaiyah students in the digital era.

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