



The role of teachers in shaping character through Pancasila education in fourth-grade students

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Abstract: National education is oriented toward optimizing students' potential to become individuals who demonstrate faith, uphold noble moral values, and embody the principles of Pancasila in their attitudes, conduct, and social life. The purpose of this study is to explain the role of teachers in shaping students' character through Pancasila education in fourth-grade students of Bringin 02 Public Elementary School. The type of research used was a case study, with a qualitative approach. Primary data sources such as fourth-grade students and homeroom teachers, and secondary data in the form of articles, books and others relevant to the research. Data collection techniques consist of observation, interviews, and documentation, then analyzed using techniques namely data collection, data reduction, data presentation and conclusions. The validity of the research data is tested with Credibility Test and Confirmability Test. The results of the study indicate that the character of good manners of fourth-grade students requires consistent habituation through Pancasila Education. Teachers have carried out the roles of educators, motivators, and evaluators optimally. Supporting factors involve role models and self-will, while obstacles include low awareness and negative influences from the peer environment.

Keywords: teacher role, character, Pancasila education, fourth grade students, elementary school

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Introduction

Education is a process of developing competence and character in the home, school, and community environments, both inside and outside the classroom, and gradually throughout life. Higher education stimulates humans to think, appreciate, act, and respect one another. This is in line with the objectives of national education as stated in Law Number 20 of 2003 concerning the National Education System, Chapter II, Article 3.3, which states that national education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, and independent, and become democratic and responsible citizens (Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, 2003). The law emphasizes that the goal of education is not merely to make students academically intelligent but also to form the next generation with noble personalities and character (Bhughe, 2022). Astuti and Widodo explained that education is a planned process, whether through formal, non-formal, or informal channels, that lasts a lifetime to optimize individual abilities for the future (Astuti & Widodo, 2024). Success in education today is not only seen from learning outcomes but also from the character of the students (Isnaini & Fanreza, 2024).

One way to shape a person's character is through Pancasila Education, where the values contained in Pancasila can be used as a basis and guideline for education in Indonesia (Lestari & Kurnia, 2022). Pancasila is established as the foundation and ideology of the state, as well as a guideline for social, national, and state life. The noble values it embodies, such as divinity, humanity, unity, democracy, and

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social justice, are rooted in Indonesian culture and traditions. These five principles reflect the nation's identity, which values diversity, upholds humanity, and prioritizes deliberation in decision-making (Febrianty et al., 2025). In today's era, Indonesia is facing a moral crisis, marked by the moral decay of the younger generation due to both internal and external factors. Internal factors include the inability to distinguish between good and bad and weak self-control. External factors include socializing, social media abuse, drug abuse, brawls, and alcohol abuse (Sulthon et al., 2021). This situation is deeply concerning because the younger generation is the nation's future, the one who will realize Indonesia's ideals. Therefore, moral and ethical education must be instilled from an early age. The implementation of Pancasila through Pancasila Education is mandatory because it plays a crucial role in shaping the character of the nation's next generation (Nurgiansah, 2021).

In addition to Pancasila education, teachers also play a role in the process of character formation. Teachers can instill positive character values in students through effective learning strategies (Setyani & Anggriyani, 2025). In line with Law Number 14 of 2005 concerning Teachers and Lecturers in Chapter I, Article 1, it explains that teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, education, and secondary education (Law of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers, 2005). As the spearhead of education, teachers play a crucial role in instilling character values. In addition to teaching, teachers also serve as role models and mentors, helping students understand, internalize, and apply character values in their daily lives. Therefore, effective learning strategies are necessary to ensure these values are firmly embedded in students (Nuraeni et al., 2025). Teachers not only play a role as educators but also as guides, motivators, facilitators, inspirators, role models, and evaluators in shaping the character of elementary school students by transferring knowledge through exemplary positive attitudes or actions, so teachers need to have innovative, reflective, and sustainable teaching strategies (Jumatullailah et al., 2024). Thus, the success of Pancasila Education also depends on the extent of the teacher's role in implementing it.

The implementation of education is inseparable from various problems, both those that arise between teachers and students and between students. In elementary schools, character issues are often encountered, such as inappropriate student language and behavior (Welianti & Sartono, 2025). The era of globalization and the rapid development of information technology have made moral and ethical challenges increasingly complex, such as changes in communication patterns, increased exposure to negative content, and the tendency to imitate impolite behavior (Hasanah et al., 2024). Signs of the decline of national character are explained by Lickona (1991), namely: (1) increasing violence among teenagers; (2) use of bad words or language; (3) strong influence of peer groups in acts of violence; (4) the rise of self-destructive behavior such as drugs, alcohol, and free sex; (5) blurring of moral guidelines; (6) declining work ethic; (7) reduced respect for parents and teachers; (8) low individual and citizen responsibility; (9) the cultivation of dishonesty; and (10) the growth of mutual suspicion and hatred among each other. As the vanguard of education, teachers often face challenges in integrating character values in a complete and meaningful way. The main challenges lie in limited pedagogical competence, professionalism in managing value-based learning, minimal supporting facilities, and the influence of an increasingly complex social and digital environment. In facing these challenges, teachers always cultivate positive behavior and integrate character values in daily activities, use folk tales and inspirational stories that contain character values, build emotional closeness with students, strengthen extracurricular activities, and cultivate self-reflection (Fadillah et al., 2025).

Bringing 02 Public Elementary School is an elementary school with diverse socio-cultural backgrounds. This diversity presents both challenges and opportunities for character building. Based on interviews and initial observations conducted by researchers in August 2025 at Bringin 02 Public Elementary School in Ngaliyan District, Semarang City, fourth-grade students exhibited behaviors that did not reflect good character. Some students frequently teased each other, did not listen to teachers when explaining material, used inappropriate language, and communicated with impolite language, both with classmates and in daily interactions. Students often engaged in arguments; according to Musdalifah et al., poor student behavior at school includes excessive talking, making noise (verbally and nonverbally), lack of focus, not completing assignments, leaving their seats without a clear reason, disturbing friends, and arriving late to class (Musdalifah et al., 2023).

Furthermore, based on interviews with several students, support from the family environment is still relatively minimal due to broken homes, very strict parental upbringing, parents who discriminate against their children, economic hardship, mothers who have died and fathers who are busy working so they lack affection, and parents who do not care about their children. Meanwhile, in reality, the family environment is the first education that greatly influences and can shape a child's character through interactions and examples of positive behavior in everyday life (Rahmalia & Leali, 2024). Low parental involvement in the development of children's character at home can be caused by various factors, such as busy work, lack of knowledge about childcare and role models at home, and parents believing that their children have been handed over to the school and their task of educating them is considered complete, so that positive values that should be instilled from an early age are not well internalized. This has an impact on students' low understanding of the importance of having good character (Himmah & Fitriani, 2023).

Based on interviews with fourth-grade teachers, students tend to lack awareness of the importance of positive character. Students do not yet understand that good behavior, such as respecting others, speaking politely, and obeying rules, is an essential part of daily life. Some students expressed doubts about the application of these values in real life, believing there is a gap between learning in school and the application of character values in daily life outside of school (Asri & Deviv, 2024). When given advice by the teacher, some fourth-grade students still displayed uncooperative behavior or tended to argue (stubbornly), struggled to concentrate, talked to friends, or didn't listen to the teacher's explanation. These conditions made character development in the classroom more challenging. Teachers have also attempted to integrate Pancasila values into the learning process to shape students' character.

Extensive research has examined the role of teachers in shaping students' character through Pancasila Education. Pebriyanti and Badilla (2023), for example, discuss the implementation of student character education in Pancasila Education for fourth-grade elementary school students. Triatmaja et al. (2025) examine the role of teachers in building the character of fifth-grade students through Pancasila Education learning. Setiadi and Rondli (2024) investigate the role of teachers in forming students' excellent character through Pancasila Education in elementary schools. Furthermore, Arifin et al. (2024) discuss the role of teachers in strengthening character education among fourth-grade students. In addition, Puspitasari et al. (2024) examine the role of teachers in Pancasila Education learning to improve the character of first-grade students at SDIT Persada Bayat Klaten.

However, these previous studies remain relatively general and have not specifically examined the role of teachers in shaping students' character through Pancasila Education using a case study approach in fourth grade. In particular, limited attention has been given to studies that describe students' character, the role of teachers in Pancasila Education, and the supporting and inhibiting factors in character formation. Based on these research gaps, this study aims to examine the role of teachers in shaping students' character through Pancasila Education: a case study of fourth-grade students at Bringin 02 Public Elementary School.

Methods

This study uses a qualitative approach, involving extensive data collection to convey the complexity of a phenomenon or process, with data analysis reflecting the description. The author also discusses his or her role or position in the study, known as reflexivity. Researchers reflect on their own biases, values, and assumptions, and actively record them in the study. The type of research used is a case study; the researcher used this type of case study research in this study because it is considered most relevant to the existing conditions and problems. The research subjects in this study were fourth-grade teachers, with a sampling technique using purposive sampling. Purposive sampling is a technique for sampling data sources with certain decisions, the selection of informants using purposive sampling with the criteria of phase B class teachers, namely in fourth grade. In this study, primary data were obtained from interviewing teachers, observing student activities, and documenting results, while secondary data collected in this study are data relevant to the role of teachers in shaping student character, especially manners, through Pancasila Education.

Researchers use several data collection techniques, such as first, observation: researchers use passive participant observation, where researchers come to the place of activity of the person being

observed but do not participate in the activity; by using passive participation techniques, researchers conduct observations related to the role of teachers in shaping student character through Pancasila Education when learning is taking place. Researchers also use overt observation, namely in collecting data, stating frankly to data sources that they are conducting research. Second, interviews: In this study, researchers prepare interview instruments that will be used as guidelines when conducting interviews with respondents. Interview instruments are in the form of written questions. This interview was conducted by asking the same questions to each informant or research subject, and then the interviewer recorded the results. The researcher used interview tools in the form of a notebook, a recorder, and a mobile phone. Interviews were conducted with teachers regarding how teachers' roles in shaping student character, especially manners, through Pancasila Education in grade IV. Third, the documentation obtained came from field documents and researcher documents. Field documents obtained in this study included school archives, physical descriptions, and images of the learning process at Bringin 02 Public Elementary School. Meanwhile, researcher documents consisted of interview results and descriptions obtained during observations.

After the researcher obtains the research data, the researcher conducts data analysis using several data analysis techniques, such as First, data collection: in this study, data collection is through observation, interviews, and documentation. Second, data reduction: the researcher summarizes, selects the main points, focuses on important things, and looks for themes and patterns so that the reduced data will provide a clearer picture and make it easier for the researcher to collect further data and search for it if needed. Third, data presentation, After the data is reduced, then display the data, which can be done in the form of brief descriptions, charts, relationships between categories, flowcharts, and the like, wherein qualitative research to present data can be done with narrative text. Fourth, Conclusion: the data that has been presented is then drawn into conclusions, or what is commonly called the researcher's argument.

Next, the researcher checked the validity of the data using several techniques, such as first, the credibility test. In this study, to test the degree of trustworthiness/credibility using a triangulation model. In this study, the researcher used technical and time triangulation. Technical triangulation is defined as a combination of three data collection techniques: observation, interviews, and documentation. Meanwhile, time triangulation is interpreted as time often affecting the level of data trustworthiness. Second, the Confirmability Test. In this test, the research results are presented to the auditor by the researcher by reporting in detail the research context, details of the research focus, the data collection process, and the results. In this study, the auditor was the thesis supervisor. The researcher provided guidance from pre-research, during the research, and post-research until the report was prepared.

Results and Discussion

Results

Based on research conducted by researchers, a picture of students' polite character during the learning process was obtained, which in this study is described through five indicators contained in Table 1.

Table 1. Characteristics of Fourth Grade Students of Bringin 02 Public Elementary School

Number	Indicators of Good Manners	Example Behavior
1.	Respect others	Positive Behavior: a. Greet and pray when the teacher enters the class. b. Receive and give things with the right hand. Negative Behavior: a. Some students were still standing and doing other activities on their own when the teacher was explaining the material.
2.	Speak well	Negative Behavior: Some students speak in a high tone and are impolite to their friends.
3.	Be nice	Positive Behavior:

		Students raise their hands when they want to answer questions.
4.	Respect and ask for permission	Positive Behavior: - Some students have begun using polite expressions like “sorry, thank you, please, and excuse me.” - Students have also begun asking permission when entering or leaving the classroom. Negative Behavior: - Some students tend to speak directly without using appropriate polite words. - Some students take their friends’ belongings without permission.
5.	Empathy and caring	Positive Behavior: - The habit of helping friends who are having difficulties in various learning situations. - Students help their friends with group assignments.

Overall, the fourth-grade students at Bringin 02 Elementary School demonstrate good manners, although they occasionally engage in foul language, rudeness, and disrespect, especially toward their peers. However, these behaviors require constant practice, reminders, and guidance to ensure optimal and effective development.

The development of good and optimal manners in students is inseparable from the role of teachers in the learning process. In this study, the teacher’s role in developing good manners is limited to three sub-focuses: the teacher as educator, the teacher as motivator, and the teacher as evaluator. Each sub-focus is described below:

Teacher as Educator

Teachers as educators are defined as figures who not only teach but also play a role in guiding and providing examples so that students grow into better individuals. It is important for teachers to implement habits of polite behavior in students’ daily lives, such as how to speak, respect for elders, and greetings. In building character, teachers also emphasize the 5S, as well as an understanding of morals and legal norms. According to him, if there are rules, then punishment is also necessary to be directed and not act arbitrarily. According to the teacher’s statement, it is concluded that teachers accustom students to be polite. When a student is impolite, teachers will not only reprimand but will also remind or advise directly by providing solutions and real examples in everyday life. Thus, students are not simply reprimanded and then forgotten but come to understand and are able to improve their behavior. Teachers must also always model polite behavior in class and outside the classroom so that students can emulate it.

It is important to be a role model for students to always behave politely in class and outside of class. Teachers must demonstrate the best possible behavior, even if not perfect, because teachers are seen as figures and role models. Whatever teachers do will be imitated by students, so that teacher attitudes and actions greatly influence students’ daily behavior. In the learning process, one of which is in Pancasila Education, the character of politeness must be continuously linked, both in theory and practice. Learning Pancasila Education does not only teach theory but must be balanced with real practice in everyday life. Just like the character of politeness, it also needs to be done synergistically and continuously so that these values are truly ingrained in students. Teachers consistently demonstrate their role as educators in instilling politeness in students.

In every meeting, the teacher always greets the students warmly, using polite language and accompanied by a smile, such as “*Assalamualaikum warahmatullahi wabarakuth, Selamat pagi, anak-anak. Bagaimana kabarnya?*”. The teacher also connects Pancasila Education materials with the development of polite character. This is done by encouraging students to use polite expressions, such as “*terima kasih, maaf, permisi, dan tolong*”, as well as instilling attitudes of mutual respect and respect for older people. In addition, the teacher reprimands students who show impolite behavior firmly and consistently, while still using gentle language.



Figure 1. The Teacher Greets Students at the Beginning of the Lesson

Figure 1 shows the teacher greeting students at the beginning of the lesson with a smile and a friendly demeanor. The teacher also uses polite language when interacting with students, both when greeting them and asking how they are and throughout the lesson. Students respond to the greeting and pay attention to the teacher's presence. Teachers who speak politely and friendly make the learning process enjoyable and comfortable. This also serves as a direct example for students on how to communicate politely in the school environment.



Figure 2. The Teacher Reprimands a Student Who is Being Impolite Because He is Making a Fuss

Figure 2 shows the situation when the teacher reprimanded students who were making noise during the lesson. Some students made the classroom uncomfortable by laughing loudly, talking to themselves, and fighting over stationery with their friends. These students' behavior was impolite because it disrupted the learning and concentration of other students, and they disrespected the teacher. Therefore, the teacher was seen approaching the disruptive students and giving them a direct, firm reprimand while still using polite language. The reprimand was carried out consistently as part of the coaching and reinforcement process so that students understand the importance of being polite. Overall, the teacher's role as an educator was evident in the teacher as a fourth-grade teacher who effectively and optimally instilled polite character in students, both through concrete examples, habituation, and reinforcement in learning.

Teachers as Motivators

The teacher stated that he always tries to appreciate good and polite behavior from students, such as asking permission or handing books with the right hand. If there are students who have not shown these polite behaviors, the teacher gives warnings up to three times before giving educational punishment that has been mutually agreed upon. In the process of learning Pancasila Education, teachers need to provide stories/examples from figures and invite students to discuss the impact of being polite. The teacher has provided stories of figures close to the children, including stories from their personal lives, to invite students to discuss politeness so that they can express their opinions and understand the value of real examples.

Teachers have not consistently praised students for good behavior, expressed gratitude, or asked permission properly. However, in the third observation, teachers began to show improvement by directly praising students for good behavior, indicating progress in their efforts to strengthen polite character through positive motivation. Teachers consistently provide stories or examples from prominent figures or their own life experiences to encourage students to emulate positive behavior, including politeness.

Furthermore, teachers also engage in student discussions about the impact of polite behavior, such as “Why should we be polite?” to encourage students to think and express their opinions.



Figure 3. Teacher Gives Appreciation to Students for Courageously Expressing Their Opinions and Behaving Well

Figure 3 shows the teacher directly expressing appreciation to a student who had expressed their opinion and behaved politely during the lesson. The teacher provided reinforcement in the form of praise and positive feedback, so the student felt valued for their behavior. This demonstrates that the teacher has fulfilled her role as a motivator by encouraging and rewarding students through praise, thanks, or other forms of reinforcement to foster self-confidence and consistently behave politely, fostering consistent behavior.



Figure 4. Teacher Invites Students to Discuss the Positive Impacts of Being Polite

Figure 4 shows the teacher engaging students in a discussion about the positive impacts of being polite, both at home, at school, and in the community. As seen in the image, one group comes forward to share their opinions and the results of their discussion. The teacher and the other groups then add their explanations and opinions. The teacher also poses several other questions for all groups to answer. Students are also given the opportunity to ask questions, which are then answered by the teacher. Thus, there is active interaction between the teacher and students in the learning process. This situation illustrates the teacher’s role as a motivator, encouraging students to think for themselves and realize the importance of politeness so they can apply it in their daily lives.

The teacher, as the fourth-grade teacher, has carried out his role as a motivator effectively through providing appreciation, exemplary stories, engaging students in discussions, and providing educational reprimands. These various efforts by the teacher encourage students to maintain politeness in their daily lives.

Teachers as Evaluators

As an evaluator, a teacher assesses students’ learning processes and outcomes honestly and wisely and provides constructive feedback to help them learn better. Teachers assess students’ general attitudes during the lesson, usually through post-tests to gauge student understanding. However, teachers have not yet provided concrete, numerical assessments of students’ polite behavior. The teacher strives to remind students to always be polite to everyone. The teacher gives rewards or praise when students behave politely, and this behavior is used as an example for their peers. For students who are less polite,

the teacher provides direction, reprimands, and guidance, constantly reminding them to improve and become better.

Based on observations, the teacher has not recorded and assessed students' polite character in detail. However, the teacher consistently reminds students to always be polite, such as "Keep your voices down, don't be noisy or loud, speak politely, and please sit in your seats." This is supported by the following documentation.



Figure 5. Teacher Reprimands and Reminds Students to Behave Politely and Courteously

Figure 5 shows the teacher reprimanding several students who are disrupting the classroom. The teacher is seen providing guidance using polite and educational language. This image illustrates the teacher's role as an evaluator, meaning that the teacher not only assesses students' learning outcomes but also their attitudes. Through reprimands and reminders, the teacher helps students understand that polite behavior is important and should be practiced in all situations in everyday life. Although the teacher has not yet formally documented character assessments, he continues to evaluate them through direct coaching and positive reinforcement, thus helping to shape students' character.

Teachers in carrying out their role in forming students' polite character in the Pancasila education learning process have supporting and inhibiting factors, some of which can be seen in the following table.

Table 2. Supporting and Inhibiting Factors in the Formation of Polite Character in Grade IV Students Through Pancasila Education

Supporting Factors	a. Students' awareness and desire to behave politely
	b. Consistent and routine practice.
	c. Moral education.
	d. Both teachers and students must have good morals.
	e. Teachers' role models.
Inhibiting Factors	a. Unsupportive environment.
	b. Lack of student self-awareness.
	c. Negative influence from other peers.

Discussion

Character of Politeness of Fourth Grade Students of Bringin 02 Elementary School

The results of the study indicate that the character of good manners among fourth-grade students at Bringin 02 Public Elementary School has developed quite well, including the habit of greeting, sitting neatly during class, giving or receiving items with the right hand, waiting their turn to speak and answering questions in an orderly manner, and caring for their friends. However, some of these positive behaviors are still inconsistent. Students are still found to speak in a high and rude tone to their friends, not greeting or shaking hands when the teacher passes, or not asking permission to take their friends' belongings.

This inconsistency is in line with Thorndike's connectionist theory, which emphasizes that the formation of behavior requires repeated practice (Hasnah et al., 2025). Reinforced Kohlberg's preconventional stage, where students' moral behavior is influenced by direct consequences, thus requiring repeated direction and reinforcement (Ibda, 2023). Within the framework of Lickona's character theory, students have an understanding of the value of good manners (moral knowing), and some have shown concern (moral feeling), but their moral actions (moral action) are not yet completely stable (Lickona, 1991). This is reinforced by research by Badri et al. that students' social awareness is formed through discussions or groups (Badri et al., 2022).

Students build moral understanding through direct experience, observation of the environment, and active participation in the classroom (Faridi & Nasir, 2024). The formation of good manners in elementary school students is greatly influenced by the role model and habits of teachers, as well as the integration of character values in classroom interactions (Padmarini & Purnomo, 2025).

The character of fourth-grade students at Bringin 02 Elementary School is formed through daily social interactions. Students have demonstrated behaviors such as greeting, speaking politely, and respecting teachers and peers, although these are still inconsistent. Moral values develop through direct experience and teacher examples. Habituation, role modeling, positive reinforcement, and consistent guidance are necessary for students to apply politeness more consistently in their daily lives.

The Role of Teachers in Shaping the Character of Fourth Grade Students' Politeness Through Pancasila Education at Bringin 02 Public Elementary School

Teachers as Educators

Based on interviews, observations, and documentation, the role of teachers as educators in shaping the character of fourth-grade students at Bringin 02 Elementary School is seen through the guidance, habituation, and role models provided by the teacher. Teachers accustom students to implementing 5S, speaking well, and respecting teachers and friends. When students behave impolitely, teachers reprimand them firmly but politely. Teachers also provide direct examples through friendly attitudes, polite speech, and integrating polite values into Pancasila Education learning.

This finding is in line with the social learning theory according to Albert Bandura in 1977, which states that students learn through observation, imitation, and modeling, especially towards figures who are considered to have authority (Ambriyani et al., 2025). In addition, Pavlov's classical conditioning theory confirms that habituation and repeated practice can produce significant changes in behavior (Rahmah & Aly, 2023). Therefore, the exemplary behavior and habits implemented by the fourth-grade teachers of Bringin 02 Public Elementary School are the main mechanisms in internalizing the values of politeness.

The results of this study also reinforced the findings of Bagaskara & Christiana (2024), confirming that the 5S culture is effective in forming character if implemented consistently. The role of teachers as role models is also crucial, as stated by Alhidri et al., who state that teachers integrate character values through concrete examples, not just verbal explanations. In addition to role models, reprimands are also an important part of character development (Alhidri et al., 2025). In line with the opinion of Pramono et al. (2023), who stated that it is important for teachers to reprimand impolite behavior in an educational way.

Irwan and Agus' research also provides a contribution showing that the formation of polite character in grade IV of Palatiga State Elementary School, Baubau City, grows through a combination of teacher role models, habituation, and a supportive school environment (Irwan & Agus, 2022). This situation is reflected in Bringin 02 Public Elementary School, where the practice of 5S, teacher role models, and consistent reprimands contribute to the development of polite character in students.

The uniqueness of this study lies in the formation of polite character through the practice and role models of teachers in daily interactions. Simple actions such as greeting, speaking politely, giving gentle reprimands, and implementing 5S have proven effective in fostering positive habits in students. Student behavior develops through direct experience and observation of teachers, demonstrating that polite character can be optimally formed through a simple but consistent daily approach.

Teachers as Motivators

The teacher's role as a motivator in developing the character of fourth-grade students' politeness is evident through the teacher's positive encouragement in the form of appreciation, praise, and motivation through stories of famous figures and personal experiences. The teacher also engages students in discussions about the benefits of politeness, ensuring students understand the importance of politeness and are encouraged to practice it in their daily lives. This approach effectively helps students develop an awareness and behavior of politeness through constructive and meaningful motivation.

This finding is in line with Skinner's operant conditioning theory that reward or reinforcement is a key factor in forming behavior (Rahmah & Aly, 2023). Positive reinforcement in the form of praise, appreciation, and rewards makes students feel valued and thus encouraged to repeat polite behavior. Maslow (1954) emphasizes that the need for appreciation is the basis for the emergence of positive behavior.

The findings of this study reinforce the findings of Dewi et al., who stated that storytelling is effective in instilling moral values through characters, plots, and messages that are easily understood by students. The practice of a fourth-grade teacher at Bringin 02 Public Elementary School who used stories and real-life experiences aligns with these two findings (Dewi et al., 2021). Furthermore, Hidayah's research shows that interactive discussions have a significant influence on developing students' social character and polite communication skills (Hidayah, 2025). Strengthened by Abror et al., who emphasized that discussion is an effective approach to character formation in elementary schools (Abror et al., 2025). This condition is in line with the findings in class IV of Bringin 02 Public Elementary School, where positive reinforcement, stories, and discussions were proven to increase students' motivation and polite character.

Teachers act as motivators by providing positive reinforcement, utilizing personal stories and experiences, and engaging students in reflective discussions. This approach not only helps students understand good manners but also internalizes them, making moral values easier to internalize. Through this simple yet meaningful strategy, students are encouraged to consistently apply good manners in their daily lives.

Teachers as Evaluators

Based on interviews, observations, and documentation, the teacher's role as an evaluator is evident in the way the teacher directly monitors and assesses student behavior during learning. Although he has not yet used formal instruments such as attitude journals, the teacher conducts direct evaluations through observation, giving praise when students behave politely and reprimands and guidance if impolite behavior is observed. This practice aligns with the affective domain of Bloom's Taxonomy, where attitude assessment is conducted through observing behavior in various situations and conditions (Suratmi et al., 2025).

This finding aligns with research by Nurul et al. (2023) who stated that affective assessment in schools is conducted through observation, daily notes, and follow-up in the form of reprimands and sanctions. Although the teacher did not use written instruments, the follow-up in the form of reprimands and instructions demonstrates a similar evaluative function. Asdiana & Batubara's research also confirms that the development of effective social attitudes is achieved through habituation, supervision, role modeling, and enforcement of rules (Asdiana & Batubara, 2022). Meanwhile, Zubaedi emphasized that character evaluation does not have to be in the form of numbers but can take the form of reprimands, directions, and habituation (Zubaedi, 2011).

The uniqueness of this research lies in the natural and contextual character assessment conducted through daily classroom interactions. Despite the lack of formal instruments, teachers consistently conducted ongoing evaluations through positive reinforcement and constructive reprimands, thus significantly contributing to the development of good manners in fourth-grade students.

Supporting and Inhibiting Factors of Teachers in Forming the Character of Fourth Grade Students' Politeness Through Pancasila Education at Bringin 02 Public Elementary School

Supporting Factors

The findings indicate that the main supporting factor in the development of polite character in fourth-grade students at Bringin 02 Public Elementary School is the students' own will, namely the willingness to change, respond positively to reprimands, and strive to improve behavior. Habitualization

of moral values such as the 5S, the use of polite language, and teachers' role models in giving gentle reprimands strengthen the process of internalizing values. Students begin to practice politeness independently, such as greeting and handing in worksheets with the right hand.

This factor is in line with the self-motivation theory of internal motivation Maslow (1954) which states the importance of self-awareness in moral development. In this context, students who recognize the importance of good manners will more easily internalize these values. Thorndike's connectionist theory and Skinner's operant conditioning theory support that repeated habituation and positive reinforcement through rewards and praise can shape behavior (Rahmah & Aly, 2023). In addition, the preconventional stage, according to Kohlberg, shows that children focus on personal interests, punishments, and rewards (Ibda, 2023). Praise, reprimands, and directions from teachers are supporting factors in forming students' polite character because their responses are still very much tied to direct consequences.

This finding is consistent with research by Jannah et al., which states that one of the supporting factors in forming a polite character is the child's own will (Jannah et al., 2023). Wasriyani (2023) and Indrawati et al. (2024) also emphasized that role models and habits such as greeting, respecting teachers, and avoiding harsh language are the main supporting factors in the formation of good manners in elementary schools.

Thus, the students' willingness, the teachers' role models, and the consistent inculcation of moral values are supporting factors that strengthen each other in forming the polite character of fourth-grade students in a gradual and sustainable manner.

Inhibiting Factors

The results of the study indicate that the obstacles to the formation of polite character in fourth-grade students of Bringin 02 Public Elementary School do not originate from differences in character, because this is a diversity that can be overcome with the right learning approach. The main obstacle lies in the low self-awareness of students about the importance of politeness, as well as the influence of the surrounding environment that is less supportive. Some students still need a lot of reminders, such as forgetting to use the right hand, lack of focus, speaking loudly, and not greeting the teacher. The influence of peers who behave badly also makes the class less conducive, so that supervision, repeated habituation, and intensive guidance are needed so that student behavior becomes more stable.

This finding is in line with Bronfenbrenner's ecological theory (Bronfenbrenner, 1979) that the development of behavior that can hinder children is influenced by the family, school, and surrounding environment (Bronfenbrenner, 1979). Bandura, in 1977, through social learning theory, emphasized that students often imitate the behavior of others (Warini et al., 2023). Kohlberg also stated that elementary school students are at the pre-conventional stage, so that moral behavior is influenced by rules, punishments, and rewards (Ibda, 2023). Thus, students need repeated reminders to form habits of good manners.

Previous research supports these findings Barusi & Rahimah (2025) explains that the diversity of children's characters requires appropriate teacher strategies to create a comfortable learning environment. Salamah et al. (2023) emphasized that lack of family support and friendships can hinder the formation of polite character. Nurhidaya et al. (2021) also stated that students' weak self-awareness is an important obstacle. Jannah et al. (2023) adding that cooperation between teachers, parents, and the school environment is needed to provide consistent examples and habits. Overall, the inhibiting factors in the formation of polite character in fourth-grade students of Bringin 02 Elementary School mainly come from low self-awareness of students, less supportive environment, and negative peer influence.

Conclusion

Based on the research findings and discussion, it can be concluded that the politeness character of fourth-grade students at Bringin 02 Public Elementary School is generally good, although it has not been consistently practiced by all students. Students have demonstrated respectful attitudes, empathy, and orderly communication, but some impolite behaviors are still found, such as speaking rudely and neglecting to ask permission. The role of teachers through Pancasila Education has contributed positively to the formation of students' politeness character through role modeling, habituation,

motivation, and evaluation. Supporting factors include students' willingness, teacher example, and consistent moral habituation, while inhibiting factors involve low self-awareness and environmental influences. Future researchers are encouraged to explore more innovative learning approaches and media to strengthen students' polite character development more effectively and meaningfully.

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