

A Phenomenological Study on Internalizing Politeness in Adolescents through Animated Video Media: A Three-Phase Value Transformation Model

Ella Rodia^{*1}, Rido Kurnianto², Zahid Zuffar At Thaariq³

^{1,2}Faculty of Islamic Studies, Muhammadiyah University of Ponorogo, East Java, Indonesia

³Cukorova University, Turkiye

Email: *rodiaella8@gmail.com

Received: 2025-Juni-15

Rev. Req: 2025-Juli-09

Accepted: 2025-Agustus-24

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ABSTRACT: *This study aims to explore the internalization of polite behavior through animated video learning resources at SMKN 2 Ponorogo. It investigates the impact of these media on shaping students' polite behavior. Utilizing a qualitative phenomenological approach, data was collected through interviews, observations, and documentation, and presented descriptively with narrative texts from illustrators. The findings reveal that the internalization of polite behavior via animated videos occurs in three phases: 1) value change, where students grasp the learning material; 2) value transaction, where teachers demonstrate concepts through videos; and 3) value instillation, which influences both students and their personalities. The effects noted include students' understanding of politeness, observable improvements in their behavior at home and school, and the application of polite behavior in daily life. This encompasses speaking respectfully, honoring teachers and parents, dressing appropriately, and practicing the 3S (smile, greet, salute), along with religious practices like the Dhuha prayer and reciting Surah Yasin and Surah Ar-Rahman. A significant contribution of this study is its focus on the SMKN level, contrasting with previous research conducted at the SDN level, highlighting notable changes in student habits.*

Keywords: Internalization of Polite Behavior; Animated Video Learning Media; Character Education; Value Transformation Model; Adolescent Politeness

ABSTRAK: Studi ini bertujuan untuk mengeksplorasi internalisasi perilaku sopan melalui sumber belajar video animasi di SMKN 2 Ponorogo. Penelitian ini menyelidiki dampak media tersebut dalam membentuk perilaku sopan siswa. Menggunakan pendekatan kualitatif fenomenologis, data dikumpulkan melalui wawancara, observasi, dan dokumentasi, serta disajikan secara deskriptif dengan teks naratif dari ilustrator. Temuan menunjukkan bahwa internalisasi perilaku sopan melalui video animasi terjadi dalam tiga fase: 1) perubahan nilai, di mana siswa memahami materi pembelajaran; 2) transaksi nilai, di mana guru mendemonstrasikan konsep melalui video; dan 3) penanaman nilai, yang memengaruhi baik siswa maupun kepribadian mereka. Dampak yang dicatat meliputi pemahaman siswa tentang kesopanan, perbaikan yang terlihat dalam perilaku mereka di rumah dan sekolah, serta penerapan perilaku sopan dalam kehidupan sehari-hari. Ini mencakup berbicara dengan hormat, menghormati guru dan orang tua, berpakaian dengan pantas, serta menerapkan 3S (senyum, sapa, salam), bersama dengan praktik keagamaan seperti shalat Dhuha dan membaca Surah Yasin serta Surah Ar-Rahman. Kontribusi signifikan dari studi ini adalah fokusnya

pada tingkat SMKN, yang berbeda dengan penelitian sebelumnya yang dilakukan di tingkat SDN, serta menyoroti perubahan signifikan dalam kebiasaan siswa.

Kata Kunci: Internalisasi Perilaku Sopan; Media Pembelajaran Video Animasi; Pendidikan Karakter; Model Transformasi Nilai; Kesopanan Remaja

I. INTRODUCTION

The current digitalization era by utilizing learning media such as animated videos is a new innovation in learning. Which can influence aspects of child development, namely polite behavior and contains moral values that influence children's personalities. Animated video learning media is a type of audio-visual media consisting of moving images and sound, which can be used in conveying material in learning through media such as projectors. With the aim of creating an interesting and easy-to-understand learning experience for students regarding the messages contained in the material (Umrah et al., 2023)

Learning media in the form of videos is very effective in instilling good habits. This is reinforced by *the Uses and Gratifications theory* which states that people use learning platforms with their own goals and the media tries to fulfill people's desires in learning media and people's desires will be fulfilled if the individual's motives have been fulfilled. Therefore, effective media is media that meets the needs or desires of the community (M. Hulkin, 2023) .

Developing student character in schools makes teachers good leaders. Being a teacher has a great responsibility to foster a generation with noble character, character and morals. One aspect of moral education is behavior and attitude which becomes one's identity (Anindita et al., 2023) . One of the character education in schools is the formation of polite attitudes which are carried out by students in the surrounding environment both at school and outside school (Iwan, 2020) . Character education is carried out in depth, often called internalization. Internalization is the ability or action of knowledge (*knowledge*) in a person and is able to apply it in real life (Iwan, 2020) .

The values of politeness can be interpreted as a form of respect for peers, old or young, and people of good character, or can be said to reflect what is instilled in children through words or actions . As educators, teachers and parents must work together in the internalization of polite values so that the results can be maximized (Fajar, 2021) . This polite character education can be a solution to help shape students' moral and ethical values. It can be seen that polite character education is the most important thing that must be applied in education and in the learning process, so schools are obliged to implement it (Setiyaningsih, 2023) .

According to the Islamic perspective, polite behavior is very important. So that being educated becomes a must or obligation for its people. The command to behave well among Muslims is a command from Allah in the Qur'an given by the Prophet Muhammad SAW and it is explained that knowledgeable people will not be the same as uneducated people. The values of politeness are expected to be able to fortify children from the negative impacts of globalization, especially western values, the modern world and the world that continues to violate the nature of the nation's children.

Manners are one of the educational themes that is always discussed seriously and should be prevented in this country. In everyday life we still often come across children who lack good manners in speaking or behaving towards older people who cannot differentiate between how they behave with their peers. And his politeness towards teachers at school also causes concern (Nurjan, 2021) .

Several previous studies have shown that animated videos can attract students' attention, making it easier for students because they are simple but full of meaning. Therefore, researchers want to see the extent of the video platform and how the process and impact on internal behavior. The difference between this study and previous studies is that previous studies were more activities in lower classes, focused more on learning in class and lack of parental supervision regarding changes in their children's behavior. It is important to conduct research on the efforts made by teachers in instilling polite behavior in students more intensively by utilizing digitalization.

Based on a preliminary study conducted at SMKN 2 Ponorogo disclose How students talk to teachers and peers, respecting teachers by kissing them hand when meeting teachers and conveying something with good language, namely speaking in a friendly manner to fellow friends, teachers or school residents, when the teacher explains the students pay attention to the teacher delivering something, when entering and leaving the class asking permission. Traditions such as respecting clean and neat clothes, praying in congregation, praying dhuha and every Thursday reading the Yasin letter, every Friday reading the Ar-Rahman letter at SMKN 2 Ponorogo.

Educators strive to ensure that students are able to maintain good behavior in all areas without their supervision. In addition, researchers found the use of video-based learning platforms in a preliminary study conducted at SMKN 2 Ponorogo. The provision of character education videos is one of the applications of the educational platform.

Based on the researcher's observations, this is what underlies the researcher's interest in knowing and studying more deeply the process of instilling polite behavior through animated video learning media at SMKN 2 Ponorogo and its impact on student behavior. Researchers are interested in conducting research with the title "Internalization of Polite Behavior through Animated Video Learning Media at State Vocational School 2 Ponorogo".

II. METHOD

This study uses a qualitative descriptive approach. Qualitative research methods are methods by observing phenomena or events in the field, describing and explaining field results, and examining and understanding attitudes, opinions, thoughts internally and the behavior of individuals or groups through open interviews. This study was conducted at SMKN 2 Ponorogo with the consideration that the school has implemented internalization of polite behavior through animated video learning media. The subjects of this study were educators and students from SMKN 2 Ponorogo. The informants in the study were the Principal, Islamic Religious Education Teacher, Guidance and Counseling Teacher, and 6 students of grades X, VI, VII Fashion Design at SMKN 2 Ponorogo. Data collection in this study was carried out through observation, interview, and documentation activities. These activities were carried out in order to obtain information related to the internalization of polite behavior through animated video learning media at SMKN 2 Ponorogo. The data validity technique in this study is triangulation. Triangulation explores the

truth of information through the methods and sources of data obtained. The triangulation used by researchers is source triangulation and technique triangulation. Source triangulation means checking data obtained from different sources or informants to check its truth. Technique triangulation is comparing and checking whether the data obtained from the three techniques from interviews, observations and documentation.

III. RESULT AND DISCUSSION

Result

A. Internalization of Polite Behavior through Animated Video Learning Media at SMKN 2 Ponorogo

SMK Negeri 2 Ponorogo has implemented internalization of polite behavior through animated video learning media. The main purpose of implementing the animated video is to form a polite character in students. implementing animated videos in forming a polite character can be seen in the following interview table:

Discussion Topics	Informant	Discussion results
internalization of polite behavior through animated video learning media	1	In implementing animated videos, the initial step taken by the teacher is to first provide students with an understanding of the material through lectures/discussions.
	2	first implementation process is carried out with the perception that there are greetings and prayers from the teacher towards the students, preparing tools that support the implementation of LCD, Laptop, watching videos in a relaxed state.
	3	Class evaluation, viewing daily reports from BK and monitoring student progress

Table 1 explains that the first character formed in internalization using animated videos is the character of politeness. The data is supported by the results of observations conducted by researchers in educational activities carried out at SMK Negeri 2 Ponorogo. The observation shows that the process of internalizing polite behavior through animated video learning media with the initial step carried out by the teacher is that students are given an understanding of the material through the lecture/discussion method. After they understand the advice given by the teacher through lectures/discussions, the next step is to apply animated videos in class to strengthen students' understanding of politeness physically by preparing such as first the perception of greetings and prayers, preparing tools that support the implementation of LCDs, Laptops, watching videos in a relaxed state. Furthermore, the teacher sees daily reports from BK and BK monitors student development by looking at the situation, through the homeroom teacher, through their friends, through subject teachers, monitoring students from various aspects.

B. Implications of Internalization through Animated Video Learning Media in Forming Polite Behavior of Students at SMKN 2 Ponorogo

Based on the researcher's findings on the positive impacts that can be said to be the result of internalization through animated video learning media to form polite characters in students at SMK Negeri 2 Ponorogo, basically it produces significant positive things in the form of changes in polite characters in students to be better. This is detailed in the following table:

Discussion Topics	Informant	Discussion results
Implications of Internalization through Animated Video Learning Media in Forming Polite Behavior of Students at SMKN 2 Ponorogo	1	After demonstrating using animated videos, students are monitored daily and weekly. All teachers at school, even though they are not teaching, continue to monitor and advise students and implement student-level discipline and rules.
	2	The coaching pattern carried out by teachers to improve morals after implementing animated videos is role models, habits, advice. So teachers provide examples of good behavior, polite speech, not rude speech with real actions that can be emulated by students.
	3	After being instilled with character education through animation videos by teachers and teachers become role models for students that students understand and they slowly carry out good changes in their bad attitudes related to their manners. polite behavior after watching animated videos because of the enthusiasm of students towards something related to this animated video and children also like it so the existing values quickly enter the minds of children and are easy to do.

The existence of the internalization process can produce good changes in the character of students' politeness. Based on the results of the interview above, the value of students' politeness character is formed through religious activities, habits that are strengthened by researcher observations. The aspect of polite behavior is shown by the change that teachers accustom students to activities such as shaking hands with teachers before entering the classroom, Al-Qur'an recitation held before the lesson begins and Al-Qur'an recitation once a week, students are required to pray dzuhur and dhuha prayers in congregation, students are applied to dress neatly and cleanly and students are accustomed to acting, speaking politely, then the teacher gives advice to students. The activities carried out aim to produce polite morals and this can make students' habits and become their personalities. Politeness in speaking, respecting teachers and parents, dressing neatly, implementing 5S (smile, greeting, greeting, polite and courteous) and religious habits such as praying dzuhur and dhuha in

congregation, reading the Yasin letter every Thursday and reading the Ar-Rahman letter every Friday. These habits are able to be practiced by students in their daily lives.

Discussion

A. Internalization of Polite Behavior through Animated Video Learning Media at SMKN 2 Ponorogo

According to the theory in the book *Paradigma of Islamic Education* by Muhamimin, the internalization process requires several phases in forming a character of good manners. The phases implemented must be appropriate to empower quality students and involve all school members in various programs and activities that support the formation of a character of good manners. The phases of internalization of values in the book entitled *Paradigma of Islamic Education* include: the value transformation stage, the value transaction stage, and the value transternalization stage.

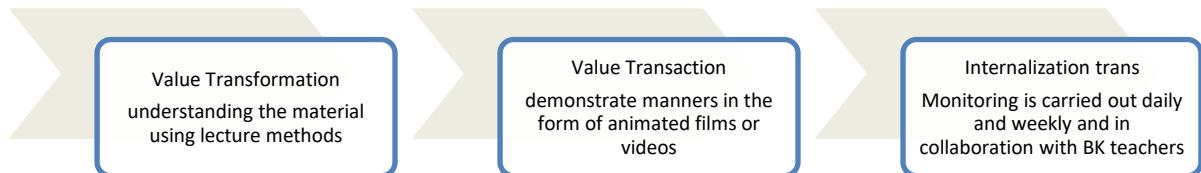


Figure 2. Internalization of Values Stage

The findings of the study at SMK Negeri 2 Ponorogo related to the process of internalizing polite behavior through animated video learning media and the implications for polite behavior at SMKN 2 Ponorogo are in accordance with Muhamimin's theory. At the first point, the value transformation stage, the PAI teacher provides explanations, directions, and advice that plays a role in the formation of students' polite character through lecture/discussion/question and answer methods and also collaborates with guidance and counseling teachers to always help provide advice and direction to students. This is in line with the opinion of (Stinjak, 2020). Providing teacher advice using a discussion approach is one approach that can be applied by teachers, but first they must explain the subject in front of the class using the lecture method, which is generally responded to by students with great enthusiasm. This approach aligns with broader research on instructional delivery, where effective communication and structured advice are foundational for character development, as supported by studies on the role of teacher-student interactions in value formation (Wang, Johnson, & Gratch, 2010; Schneider, Nebel, Pradel, & Rey, 2015).

The second point, after the value transformation stage, is the value transaction stage, namely with feedback from students on the explanation and advice given by the teacher. After they understand the concept of understanding politeness which has been explained, there is an effort by the teacher to instill polite behavior, namely demonstrating politeness in the form of animated films or videos. The content of the video is in accordance with the learning objectives

related to polite behavior, the colors are attractive, the appearance is good, the duration is right and the message is conveyed. Furthermore, the implementation begins with greetings, prayers, and reflections, followed by preparing animated video playback equipment such as LCDs, projectors, and laptops in a comfortable environment so that students are able to enjoy the animated video comfortably, which has an impact on the meaning of the video being conveyed. This methodological step is supported by contemporary studies highlighting the effectiveness of animated media in educational settings. For instance, animated videos have been shown to significantly enhance student awareness and empathy, particularly in topics like bullying prevention and health education (Condeng, Hasanuddin, & Saleh, 2025; Aini & Rini, 2024; Nisa', Yudiernawati, & Hadi, 2024). The engaging nature of animation helps in capturing attention and improving comprehension, as evidenced by its successful application in improving learning outcomes in various subjects (Rahmatunnida, Busono, & Ardiansyah, 2020; Setiawan, Busono, & Siswoyo, 2020). Furthermore, the use of tailored, visually appealing animated content, such as Canva-based animation comics, has been proven to be effective in modern informatics learning, making complex or behavioral concepts more accessible and relatable to students (Huda, Sari, Effendi, & Sukmawati, 2025).

This is in line with the opinion of (Robi'atutsani, 2021). Students focus on what is contained in the animated video and the material contained is related to activities in daily life, related to polite behavior. Then wrapped in unique and interesting animations makes it easier for students to understand.

The third point is the transinternalization stage of values, which is the final stage of the internalization process. This stage is the process of practicing the values that have been obtained in the previous stage. The transinternalization stage of values is carried out with teacher supervision and habits are carried out after the animation video is implemented. The habits carried out at SMK Negeri 2 Ponorogo, namely Internalization of polite behavior, are carried out daily and weekly. In the daily report, which is carried out every day regarding the development of polite behavior of students, collaboration with guidance and counseling teachers so that assessing the character of polite students can be through the condition of their students, homeroom teachers, through their friends and working together with subject teachers, involving all teachers even though they are not subject teachers, they always monitor children in the development of their polite behavior. While weekly is carried out with congregational prayers at Dhuha time, Every Thursday do a routine reading of Surah Yasin, Every Friday read Surah Ar-Rahman. This is in line with the opinion of (Ardian et al., 2021). Local wisdom, namely the culture of politeness in behavior. So that the culture is inherent in his personality and becomes a characteristic in his strong leadership pattern in forming a culture of respecting teachers/parents/peers and the surrounding environment. The phenomenon of politeness that is starting to weaken and experiencing a shift in values is a strong reason for teachers to conduct evaluations, underscoring the need for a sustained, multi-faceted internalization process that moves beyond cognitive understanding to habitual practice, supported by both structured school activities and consistent teacher mentorship.

B. Implications of Internalization through Animated Video Learning Media in Forming Students' Polite Behavior at SMKN 2 Ponorogo

According to the theory in the book Internalization of Values in Education by Idris, a deep process to internalize religious values combined with educational values in their entirety whose goal is to unite in the personality of the student, so that it becomes one character or nature of the student. The phases of internalization of values in the book entitled Internalization of Values in Education include: stage (*knowing*), stage (*doing*), and stage (*being*). The implications of internalizing polite behavior of students at SMKN 2 Ponorogo through animated video learning media refer to three main objectives of internalization, namely as follows:

The implications for polite behavior at SMKN 2 Ponorogo are in accordance with Muhamimin's theory, where the first point is Knowing, namely the existence of a response from students to the explanation and advice given by the teacher regarding the concept of understanding, politeness and being applied anywhere. Students are given the opportunity to respond to the ambiguity in *Knowing*.

The second point, after Knowing is given to students, the next step is to practice knowledge (*doing*), namely one of the guardians of students at SMK Negeri 2 Ponorogo expressed a change in his children at home, where every day the students say goodbye to their parents before going to school by kissing their hands and greeting, the school practices students shaking hands with teachers at the school entrance gate, and assisted by religious activities carried out at school such as congregational prayer, dhuha prayer, reading the Yasin letter every Thursday, reading the Ar-rahman letter every Friday and implementing 5S. The Principal of SMK Negeri 2 Ponorogo also conveyed that the implications of animated video learning media are used to internalize polite behavior to improve students' personalities in politeness.

The third point, after practicing the knowledge (*doing*) is given to students then become a personality (*being*) namely Politeness in speaking, respecting teachers and parents, dressing neatly, implementing 5S (smile, greeting, greeting, polite and courteous) and religious habits such as praying dzuhur and dhuha in congregation, reading the letter Yasin every Thursday and reading the letter Ar-rahman every Friday. These habits are able to be practiced by students in their daily lives and have become attached to the students' personalities.

IV. CONCLUSION

The process of internalizing polite behavior through animated video learning media for students is carried out through the value transformation stage. In the application of animated videos, the initial step taken by the teacher is that students are given an understanding of the material through lectures/discussions. value transaction stage, the teacher is able to demonstrate through animated video displays; value transinternalization stage, teacher supervision and habits are carried out after the animated video is implemented. Implications include: a. *knowing*, students are able to understand the concept of polite behavior; b. *doing*, there are changes in students related to politeness practicing at home and at school; c. *being*, students are able to apply polite behavior in everyday life. Speaking politely, respecting teachers and parents, dressing neatly and cleanly, behaving 3S (smile, greet, say hello) and there are also habits such as Dhuha Prayer, reading Surah Yasin every Thursday, and reading Surah Ar-Rahman every Friday. The findings of

this new study were carried out at the SMKN level, where the findings of previous studies were carried out at the SDN level. Furthermore, there are significant changes regarding student manners.

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