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The Habit of the Four Magic Words in Forming the Character of Polite Students at Baiturrahman Elementary School, Jember

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Abstract

The formation of polite character in elementary school students is one of the main objectives of Islamic Religious Education, but its implementation still faces various challenges due to changes in student behavior in the digital era. This study aims to analyze the role of Islamic Religious Education teachers, the implementation of the habit of the four magic words, and the form of polite character that emerges through this habit at Baiturrahman Elementary School, Jember. The study used a qualitative approach with a case study type. The research subjects were determined using purposive sampling involving the principal, Islamic Religious Education teachers, first-grade homeroom teachers, and two first-grade students. Data were collected through semi-structured interviews, passive participatory observation, and documentation, then analyzed using the interactive model of Miles and Huberman with validity tests through source triangulation and technical triangulation. The results showed that teachers act as role models, guides, and reinforcers of the habit of the four magic words through consistent role models, reminders, and habits. The program successfully formed verbal and behavioral politeness in students' daily interactions in the school environment. It was concluded that the habituation of the four magic

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words supported by teacher role models and school culture effectively strengthens the formation of polite character in students from elementary school age.

Keywords:Character Education, Elementary Education, Islamic Religious Education, Politeness Character, School Culture

INTRODUCTION

Islamic Religious Education (PAI) at the elementary school level plays a strategic role in shaping students' character and morals through an educational process that emphasizes not only knowledge acquisition but also attitudes and behaviors in accordance with Islamic values. In practice, PAI learning is still largely oriented toward cognitive achievement, such as mastery of material, memorization of religious concepts, and academic achievement. Consequently, the process of internalizing values has not received optimal attention. In fact, Islamic education aims to instill values through role models, habits, and meaningful learning experiences so that students have faith, morals, and behaviors that reflect Islamic teachings. Therefore, teachers function not only as transmitters of material but also as role models and guides in shaping students' character comprehensively within the school environment (Hakim & Rohaeni, 2026).

The importance of character building is also emphasized in Article 3 of Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, which states that national education functions to develop abilities and shape the character and civilization of a dignified nation. Education is directed at developing the potential of students to become people who are faithful, pious, have noble morals, are healthy, capable, creative, independent, and responsible. In line with these provisions, Islam places great emphasis on the formation of manners and polite behavior. This is emphasized in the Qur'an, Surah Al-Ahzab, verse 70, which commands believers to fear Allah and speak truthfully. These values indicate that moral formation is an important part of Islamic education, so that the habit of polite behavior needs to be instilled from an early age through education at school and in the family (State Secretariat of the Republic of Indonesia, 2003; Ministry of Religious Affairs of the Republic of Indonesia, 2019).

Although character building is the primary goal of education, developments in globalization and technology have brought changes to children's behavior. The use of gadgets, social media, and various digital entertainment influences students' attitudes and interaction patterns in everyday life. Based on initial interviews with Islamic Education teachers at Baiturrahman Elementary School in Jember, students were still not accustomed to showing politeness to teachers and peers. Some

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students still had to be repeatedly reminded to use polite words such as "please," "sorry," "thank you," and "excuse me." Furthermore, some students still paid little attention to their teachers during lessons and lacked a strong awareness of maintaining good manners in the school environment. This situation indicates that developing polite character remains a challenge faced by teachers in the educational process (Shofiyah Zahro, interview, May 13, 2026).

In an effort to address these issues, Baiturrahman Elementary School in Jember has implemented the practice of using the "four magic words"—please, sorry, thank you, and excuse me—as part of the school culture, supporting the vision of developing students with noble character, intelligence, and achievement. This practice is implemented through teacher role models and direct reminders in daily activities, both in the classroom and in the school environment. The practice is emphasized more for first-grade students because they are in the early stages of character formation. However, initial observations indicate that some students are still unable to consistently apply the use of these four words, so teachers still need to provide repeated practice and guidance (Observation at Baiturrahman Elementary School in Jember, May 18, 2026).

Based on these conditions, this study aims to analyze the role of Islamic Religious Education teachers in the habituation of the four magic words, the implementation of the habituation, and the form of polite character that appears in students at Baiturrahman Elementary School Jember. This study is important because it provides an overview of the process of habituation of the use of the words please, sorry, thank you, and excuse me as part of the formation of polite character in the elementary school environment. The novelty of this study lies in the focus of the study which not only describes the implementation of the habituation of the four magic words, but also analyzes the role of Islamic Religious Education teachers and the form of polite character that develops through this habituation, especially in first grade students who are in the early stages of character formation.

RESEARCH METHODS

This research uses a qualitative approach with a case study research type. The qualitative approach was chosen because the research aims to understand in depth the implementation of the habituation of the four magic words in forming the character of politeness of students at Baiturrahman Elementary School, Jember. Meanwhile, the case study was used because the research focuses on a habituation program implemented by the school as an effort to build student character through the use of the words please, sorry, thank you, and excuse me in everyday life.

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The research was conducted at Baiturrahman Elementary School, Jember, located in the Griya Mangli Indah Housing Complex, Mangli, Kaliwates District, Jember Regency. The location was chosen because it consistently applies the habituation of the four magic words as part of the school culture and strengthening character education, with Islamic Religious Education teachers playing an active role in providing role models and habituation to students. The researcher acted as the main instrument (key instrument) who was present directly in the field on May 23, 2026 and May 25, 2026 to conduct observations, interviews, and collect documentation.

The research subjects were determined using purposive sampling technique based on the consideration that the informants have knowledge and experience relevant to the research focus. The research subjects consisted of the principal, Asmad, who provided information regarding the policy and implementation of the character building program at the school; the Islamic Religious Education teacher, Shofiyah Zahro', who played a role in the implementation of learning and habituation of the four magic words; the first grade homeroom teacher, Lilik Nur Chalimah, who accompanied the development of student behavior in daily activities; and two first grade students, Hani Inayah Al-Hafidzah and Rizqullah Ramadhan Naryama Mu'in, who were selected as representatives of students who directly experienced the implementation of the habituation. The research data consisted of primary data obtained through interviews, observations, and observations of the implementation of the four magic words habituation, as well as secondary data derived from school documents in the form of vision and mission, regulations, documentation of habituation activities, photos of activities, and other supporting documents related to the formation of polite character.

The main research instrument was the researcher assisted by interview guidelines, observation sheets, and documentation. Data collection was conducted through semi-structured interviews with the principal, Islamic Religious Education teachers, homeroom teachers, and students to obtain information regarding the role of teachers, the implementation of the habituation of the four magic words, changes in student behavior, as well as supporting factors and obstacles in the formation of polite character. Observations were carried out in a passive participatory manner by directly observing the implementation of the habituation of the use of the words please, sorry, thank you, and excuse me, teacher-student interactions, and polite behavior of students inside and outside the classroom. Documentation was used as supporting data in the form of photos of habituation activities, student interactions, and school documents related to character education.

Data analysis used the Miles and Huberman interactive model, which includes three stages:

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data reduction, data presentation, and conclusion drawing. Data reduction was carried out by selecting, focusing, simplifying, and organizing data based on the research focus, which included the role of Islamic Religious Education teachers, the implementation of the habituation of the four magic words, and the character of student manners formed through the habituation. Next, the data was presented in the form of descriptive descriptions so that the relationships between findings could be understood systematically. The final stage was carried out through drawing conclusions by identifying patterns, relationships, and meanings that emerged from the entire research data. To ensure the validity of the data, the study applied source triangulation by comparing information obtained from the principal, Islamic Religious Education teachers, homeroom teachers, and students, as well as technical triangulation by comparing the results of interviews, observations, and documentation so that the data obtained were in accordance with conditions in the field.

The research procedure began with the determination of the research location and the determination of research subjects using a purposive sampling technique. The next stage was data collection through interviews, observations, and documentation during the implementation of the research at Baiturrahman Elementary School, Jember. All data obtained were then analyzed using the interactive model of Miles and Huberman through the process of data reduction, data presentation, and drawing conclusions. During the analysis process, the validity of the data was maintained by applying source triangulation and technical triangulation so that the results of the study were able to provide a complete picture of the role of Islamic Religious Education teachers, the implementation of the habituation of the four magic words, and the character of politeness formed in grade I students at Baiturrahman Elementary School, Jember.

RESULTS AND DISCUSSION

Data Exposure and Analysis

1. The Role of Islamic Religious Education Teachers in Instilling the Habituation of the Four Magic Words in Students at Baiturrahman Elementary School, Jember

Islamic Religious Education (PAI) teachers play a crucial role in shaping students' polite character by instilling in them the four magic words: "please," "sorry," "thank you," and "excuse me." Within the school environment, teachers serve not only as transmitters of learning materials but also as mentors, role models, and character builders in their daily lives. Through these practices, teachers strive to instill polite behavior in students, encouraging them to use appropriate language when interacting with teachers and peers.

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Based on observations conducted by researchers at Baiturrahman Elementary School in Jember, Islamic Religious Education teachers were actively encouraging students to use the four magic words in their daily activities. Teachers frequently reminded students to use "please" when asking for help, "thank you" after receiving help, "apologize" when making a mistake, and "excuse me" when passing or entering a room. Furthermore, teachers also provided direct examples by using polite language when speaking to students.

Based on observations, teachers not only provide guidance but also cultivate the habit of using polite language in daily classroom interactions. The role of Islamic Religious Education teachers in fostering this habit is evident through the exemplary behavior they demonstrate for their students. When communicating with students, teachers are seen using polite and considerate language, enabling students to emulate this behavior in their daily lives.



Figure 1. Teacher Asks Students for Help

The image depicts a teacher cultivating the use of polite language with students through the application of the four magic words in daily classroom interactions. In this activity, the teacher says "please" when asking for help from students and says "thank you" after receiving help from students. This demonstrates the teacher's exemplary role in shaping students' polite character through the habit of using good and polite language in the school environment. This continuous practice is expected to instill positive habits in students in their daily interactions both at school and outside of school.

In line with the documentation, interviews with Islamic Religious Education teachers indicate that the practice of using the four magic words is carried out continuously to instill polite language in students from an early age. The Islamic Religious Education teacher stated,

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"Children really need to be taught and reminded frequently, especially first graders, as they're still developing habits. Therefore, teachers must provide direct examples and repeat them consistently to help them get used to speaking politely."

This statement shows that teachers play a role as guides and role models in the process of forming students' character through repeated habits in daily life at school.

In addition to the Islamic Education teacher, the homeroom teacher also emphasized that all teachers have a role in getting students used to using the four magic words at school. The homeroom teacher stated,

"All teachers help remind students to get used to saying 'please, sorry, thank you,' and 'excuse me.' So, this habituation is done together so it becomes a habit for the students."



Figure 2.Teacher Reminds of the Four Magic Words

This data is supported by documentation in the form of photographs of classroom habituation activities, such as teachers reminding students to practice the four magic words. This helps students become accustomed to it, and it becomes a habit that becomes ingrained in them.

Based on the results of observations, interviews, and documentation conducted by the researcher, it can be concluded that Islamic Religious Education teachers play a crucial role in instilling the four magic words in students at Baiturrahman Elementary School in Jember. This role is evident through their exemplary behavior, reminders, guidance, and continuous practice in daily school activities. Teachers not only deliver learning materials but also shape positive student habits through the use of polite and courteous language. Furthermore, the practice of the four magic words is supported by all teachers and the school environment, helping students become

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accustomed to using the words "please," "sorry," "thank you," and "excuse me" in their daily lives.

2. Implementation of the Four Magic Words Habit at Baiturrahman Elementary School, Jember

The implementation of the four magic words habituation at Baiturrahman Elementary School in Jember is carried out in students' daily activities, both in the classroom and on the school grounds. This habituation includes the use of "please," "sorry," "thank you," and "excuse me" in interactions between students and teachers and among peers. The habituation activities are carried out continuously to ensure students are accustomed to using polite language in their daily school life.

Based on the researchers' observations, students appeared to practice polite behavior when interacting with teachers and peers. Researchers observed that when meeting teachers, students bowed as a sign of respect and courtesy. Furthermore, researchers found students saying "please" and "thank you" to both teachers and peers when asking for and receiving assistance. During the learning process, students appeared to listen to the teacher's explanations attentively and in an orderly manner throughout the classroom.



Figure 3. Students Asking Friends for Help

The image depicts a student asking a friend to help him find a page in his textbook and expressing his gratitude after the help. This activity demonstrates the habit of using the four magic words in everyday classroom interactions.

In addition, the students' attitudes reflect polite behavior, mutual respect, and respect for friends in the learning process at school.

This is reinforced by an interview with an Islamic Religious Education teacher who stated that the practice of the four magic words is practiced daily in various school activities. The Islamic Religious Education teacher stated,

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"This practice is carried out every day, not just during Islamic Religious Education lessons. Children are accustomed to using polite language when asking for help, permission, or when speaking with teachers and friends."

In addition, the homeroom teacher also said,
"In class, children are often reminded to use the words please, sorry, thank you, and excuse me so that over time it becomes a habit for them."

The principal also stated that the practice of using the four magic words is part of the school culture in shaping students' character. The principal said,

"The habit of speaking politely is implemented every day at school so that students get used to respecting teachers and friends in their daily lives."
In addition, student Rizqullah Ramadhan Naryama Mu'in said,

"I said please and thank you when I was going to pray Dhuhur, asking the teacher to help me unbutton my shirt."

This statement shows that the implementation of the habit of using the four magic words was carried out consistently and received support from all school residents.

The practice of the four magic words is also carried out through singing activities before the lesson begins. Based on observations, the teacher and students sing a song about the four magic words: "please," "sorry," "thank you," and "excuse me," accompanied by applause to help students remember and understand the importance of polite speech. This activity is carried out at the beginning of the lesson to create a pleasant learning atmosphere and instill positive habits in students from an early age.

This is reinforced by an interview with an Islamic Religious Education teacher who stated that the use of songs increases students' enthusiasm and makes it easier to remember the four magic words. The Islamic Religious Education teacher stated,

"Usually before learning, children are invited to sing a song with the four magic words so that they are enthusiastic and can more easily remember the habit of speaking politely."

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This statement shows that teachers do not only provide verbal reminders, but also use interesting methods so that the habit of using the four magic words can be applied by students in their daily lives at school.

The Form of Students' Polite Character Emerges Through the Habituation of the Four Magic Words at Baiturrahman Elementary School, Jember

The adoption of the four magic words at Baiturrahman Elementary School in Jember demonstrates the emergence of polite character traits in students in their daily lives. Through the practice of using the words "please," "sorry," "thank you," and "excuse me," students become accustomed to using polite language when interacting with teachers and peers. This ongoing practice helps students understand the importance of respecting and appreciating others within the school environment.

Based on the researchers' observations, students began to demonstrate polite behavior in various school activities. Researchers found students asking for help from friends using the word "please" and saying "thank you" after receiving assistance. Furthermore, students politely asked permission from teachers when leaving the classroom and apologized when they made mistakes to friends or teachers.

This attitude shows a change in student behavior to become more polite in daily interactions.

Students' polite character traits are also evident when they meet teachers at school. Observations revealed that several students bowed when passing by teachers as a sign of respect and courtesy. Furthermore, students appeared more orderly in class, listening to their teachers' explanations. This behavior demonstrates that practicing the four magic words not only fosters polite speech but also fosters respect for teachers and peers.

This is reinforced by interviews with Islamic Religious Education teachers, who reported that familiarizing themselves with the four magic words has an impact on students' daily behavior. The Islamic Religious Education teacher stated,

"Children are now starting to get used to polite language, such as asking for help and saying thank you to friends and teachers. While there are still some things that need reminding, there's a noticeable improvement compared to before."

In addition, the homeroom teacher also said,

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"Students are now more easily guided to be polite and are starting to get used to apologizing when they make mistakes."

Apart from that, student Hani Inayah Al-Hafidzah also said,
"After getting used to saying the four magic words, my friends and I became more polite to our fellow friends, teachers, and parents."

This statement demonstrates that consistent practice helps shape students' polite character at school. The image depicts students asking permission from their teacher before leaving the classroom, using polite language. This activity demonstrates the practice of using the four magic words, specifically the word "excuse me," in everyday school life. These students' behavior reflects polite behavior, respect for their teachers, and maintaining good manners when interacting within the school environment.



Figure 4. Students Asking Permission from the Teacher

The image depicts students asking permission from their teacher before leaving the classroom, using polite language. This activity demonstrates the practice of using the four magic words, specifically the word "excuse me," in everyday school life. These students' behavior reflects polite behavior, respect for their teachers, and adherence to good manners when interacting within the school environment.

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Figure 5. Students are paying attention to the teacher

The image depicts a teacher interacting with students in class through a practice of using the four magic words. During this activity, students are seen paying close attention to the teacher as she speaks and gives directions. Furthermore, they demonstrate politeness by listening to the teacher, standing in an orderly manner, and respecting the teacher during the learning process. This activity demonstrates that the practice of the four magic words is not only implemented through speech, but also through students' behavior in respecting and paying attention to teachers in the school environment.

Based on the results of observations, interviews, and documentation conducted by researchers, it can be concluded that the habit of using the four magic words at Baiturrahman Elementary School in Jember is able to shape the character of politeness in students in everyday life at school. The form of this character is seen through the students' habits of using the words "please," "sorry," "thank you," and "excuse me" when interacting with teachers and friends. In addition, students also began to show an attitude of respect for teachers, maintaining order during learning, listening well to teachers, and asking permission using polite language. Habituation carried out continuously through role models, reminders, and direct practice in daily activities helps students develop polite behavior and respect for others in the school environment.

Research Findings

1. **The Role of Religious Education Teachers in Instilling the Four Magic Words in Students at Baiturrahman Elementary School, Jember**

Based on the results of field data analysis, it was found that Islamic Religious Education (PAI) teachers at Baiturrahman Elementary School in Jember play a very important role as guides, instructors, and primary role models in internalizing the "four magic words" formula (please,

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sorry, thank you, and excuse me) to students, especially in the first grade. This theological-pedagogical role is actively realized by Islamic Religious Education teachers through regular verbal reminders and conditioning respectful attitudes at every opportunity for interaction. Islamic Religious Education teachers consistently provide real examples (role modeling) by always inserting the word "please" when asking for help and expressing "thank you" after receiving help from students inside and outside the classroom. Field findings also confirm that the role of instilling this character of politeness does not occur alone, but is integrated collaboratively with the homeroom teacher and the entire teacher council to create a cohesive and sustainable character monitoring environment for students.

2. Implementation of the Four Magic Words Habit at Baiturrahman Elementary School, Jember

Research findings regarding the implementation of this program indicate that the habituation of the four magic words has become firmly embedded as part of the daily school culture at Baiturrahman Elementary School in Jember. The implementation of this verbal habituation is designed consistently through two main methods: namely conditioning spontaneous interactions in students' daily activities and a creative instructional approach. In daily activities, students are accustomed to the relevance of the use of the words please, sorry, thank you, and excuse me when communicating with teachers and fellow students. Meanwhile, in the instructional dimension, teachers apply an innovative and fun method by inviting students to sing together and clap their hands to the theme of the "four magic words" song just before the teaching and learning process begins. This structured, creative implementation, which received full support from the principal and all members of the madrasah community, has proven effective in facilitating the cognitive memory of early childhood to practice polite speech naturally.

3. The Form of Students' Polite Character Emerges Through the Habituation of the Four Magic Words at Baiturrahman Elementary School, Jember

The study found that the continuous application of this verbal habituation formula successfully stimulated the emergence of positive indicators of politeness and noble character in students. The form of polite character that is evident in the school environment is categorized into two manifestations, namely verbal-based politeness (linguistic politeness) and attitude-based politeness or behavior (behavioral politeness). Verbally, students began to show independent awareness to say "please" when borrowing a friend's book, say "thank you" after being helped, quickly apologize when making a mistake, and say "excuse me" with polite language when

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entering the room or asking permission to leave the classroom to the teacher. Behaviorally, the internalization of these values has an impact on changes in children's adaptive attitudes who become more respectful to educators, reflected in the action of bowing when walking past the teacher, listening to the explanation of the material in an orderly manner, paying attention to the teacher when speaking, and showing a polite standing posture during the learning process.

DISCUSSION

The Role of Islamic Religious Education Teachers in Instilling the Habituation of the Four Magic Words in Students at Baiturrahman Elementary School, Jember

Based on field research findings, Islamic Religious Education (PAI) teachers at Baiturrahman Elementary School in Jember play a crucial and comprehensive role as guides, instructors, and primary role models in internalizing the "four magic words" formula (please, sorry, thank you, and excuse me). This concrete role is realized through direct role modeling, regular verbal reminders, and ongoing supervision of actions within the school environment.

This finding is very much in line with the mandate of Law Number 14 of 2005 concerning Teachers and Lecturers which affirms the teaching profession as a professional educator with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students. Through the concrete actions of Islamic Religious Education teachers who consistently insert the word "please" when students need help and say "thank you" afterward, teachers have taken theological-pedagogical responsibility in shaping the affective dimension of students. Within the framework of Islamic education, the duties of Islamic Religious Education teachers should not be trapped in the aspect of transferring religious knowledge alone, but must be oriented towards the formation of people who are faithful, pious, and have noble morals (Republic of Indonesia, 2005).

Field implementation demonstrates that teacher role models are crucial to the success of this habituation. Theoretically, elementary-aged children, especially first-graders, are strong imitators. When teachers position themselves as role models in polite language, students will subconsciously record, internalize, and replicate this behavior in their daily interactions. Furthermore, research findings demonstrating collaborative synergy between Islamic Religious Education teachers, homeroom teachers, and the principal at Baiturrahman Elementary School reinforce the theory of previous research by Irwan and Jufri Agus, who stated that character-building strategies cannot stand alone but require conditioning the school environment and the collective involvement of the entire teaching staff. This institutional synergy ensures that the moral messages students receive in religious education classes remain consistently echoed in

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other general classes (Irwan & Agus, 2022).

Research findings indicate that Islamic Religious Education teachers at Baiturrahman Elementary School in Jember play a crucial role in fostering the practice of the four magic words as a means of fostering students' polite character. According to the researchers, this role is evident not only in providing guidance and reminders to students to practice saying "please," "sorry," "thank you," and "excuse me," but also through the role models demonstrated by teachers in daily interactions. When teachers consistently use polite language and encourage students to practice it in various situations, students find it easier to understand and internalize the values of politeness. These findings suggest that fostering the practice of the four magic words will be more effective if supported by the active role of Islamic Religious Education teachers as role models, guides, and supervisors, so that the use of polite words becomes not only a verbal habit but also develops into a polite character reflected in students' daily behavior.

Implementation of the Four Magic Words Habit at Baiturrahman Elementary School, Jember

The implementation of the "four magic words" program at Baiturrahman Elementary School in Jember has been successful and has become part of the school's daily culture. This program is implemented in two main ways: through direct interaction in students' daily activities and through creative learning activities. In daily activities, students are directly accustomed to saying "please," "sorry," "thank you," and "excuse me" when communicating with teachers and their peers. Meanwhile, in the second method, teachers invite students to sing along with a song themed "four magic words," followed by applause just before the start of class.

Field evidence suggests that using songs before learning is a highly effective method for elementary school children, especially first graders. This method makes initially abstract values of manners more enjoyable and memorable for children. Theoretically, this aligns with Abdul Mudjib's view that the habituation method is a way to train students to do something repeatedly so that it becomes a strong habit that is carried into adulthood (Mudjib, 2022).

Furthermore, according to Sari and Rosita's theory, practicing polite words like "please," "sorry," and "thank you" has been shown to improve social attitudes, strengthen empathy, and foster respect for others. At Baiturrahman Elementary School, this consistent implementation has successfully trained children's egos from an early age: the word "sorry" teaches children to admit mistakes, the word "thank you" teaches children to appreciate help, the word "please" teaches children to ask politely, and the word "excuse me" teaches children to maintain boundaries in interactions. With the support of the principal through the vision of "noble character, intelligence,

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and achievement," this habituation program has been proven to be able to create a religious and polite school environment (Adrina, 2025).

Research findings indicate that the implementation of the four magic words habituation at Baiturrahman Elementary School in Jember has become part of the school culture that contributes to the formation of students' polite character. According to the researchers, the success of this program is not only due to the repeated habituation of the use of the words "please," "sorry," "thank you," and "excuse me," but also because the delivery method is adapted to the developmental characteristics of elementary school students. The use of songs and applause before learning makes the values of politeness easier for students to understand, remember, and practice in everyday life. This shows that consistent and enjoyable habituation can transform polite behavior from mere knowledge into ingrained habits in students. In addition, the habituation of the four magic words not only forms politeness in language, but also fosters an attitude of respect for others, admitting mistakes, asking for help properly, and maintaining etiquette in interactions. Therefore, the researchers believe that the success of the four magic words habituation at Baiturrahman Elementary School in Jember is supported by the synergy between the appropriate habituation method, teacher role models, and a school culture that supports the continuous formation of students' polite character.

The Form of Students' Polite Character Emerges Through the Habituation of the Four Magic Words at Baiturrahman Elementary School, Jember

The consistent practice of the four magic words at Baiturrahman Elementary School in Jember has proven successful in developing politeness in students. Based on field research, the politeness that emerges in students can be seen in two aspects: politeness in speech (verbal) and politeness in behavior.

First, in terms of politeness in speaking, first grade students showed a change in attitude for the better in communicating. This is evidenced by the students' habits of saying "please" when asking a friend for help finding a page in a book, saying "thank you" after being helped, immediately apologizing when making a mistake, and saying "excuse me" politely when leaving the classroom or passing a teacher. Second, in terms of polite behavior, this habit of speaking politely also affected students' physical actions. Students showed respectful attitudes such as bowing when walking past the teacher, listening to lesson explanations in an orderly manner, and paying attention to the teacher while speaking by standing politely.

In theory, the emergence of these behaviors aligns with the definition of character in the

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Big Indonesian Dictionary (KBBI), which is the psychological, moral, or ethical traits that distinguish one person from another (Gunawan, 2022). The polite behavior demonstrated by students at this school is a concrete manifestation of the concept of akhlakul karimah in Islamic teachings. Furthermore, this success also reinforces Mardani's theory regarding indicators of politeness, namely speaking politely without harsh words, respecting elders, asking permission before borrowing someone else's belongings, and expressing gratitude after receiving help. Through this program, the "four magic words" formula taught by Islamic Religious Education teachers has proven effective in changing students' behavior into more polite individuals, respecting others, and having noble morals in the school environment (Wasriyani, n.d.). Research findings indicate that the implementation of the four magic words habituation at Baiturrahman Elementary School in Jember successfully generated additional indicators (enrichment) that expand Mardani's theory of politeness, while there is one indicator that is missing (not yet visible) in the field. Additional indicators found include politeness in the form of physical actions (behavioral politeness), such as bowing when passing the teacher, listening to the lesson in an orderly manner, and standing politely while paying attention to the teacher's speech. These physical findings enrich Mardani's theory, which initially focused more on the verbal communication aspect. On the other hand, an indicator that was felt to be lacking or not yet visible in this field finding was the behavior of "asking permission before borrowing someone else's belongings." Although students were already fluent in saying "please," "sorry," "thank you," and "excuse me" when leaving the classroom, specific actions regarding the etiquette of borrowing items were not explicitly mentioned in the data findings.

CONCLUSION

This study shows that Islamic Religious Education teachers have a very important role in shaping students' polite character through the habit of the four magic words, namely please, sorry, thank you, and excuse me. This role is realized through role models, guidance, reminders, and habits that are carried out consistently in daily activities at school. The implementation of habits has become part of the school culture supported by all school members through direct interaction, verbal reinforcement, and the use of interesting media such as the four magic words song. The results of the study show that these habits are able to foster students' polite character, both in verbal and behavioral aspects, which are demonstrated through the habit of using polite language, respecting teachers, respecting friends, asking permission politely, and demonstrating an orderly attitude during the learning process.

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This study has limitations because it was only conducted in one elementary school with a focus on first-grade students, so the results cannot be generalized to other school contexts with different characteristics. Furthermore, this study only examined the habituation of the four magic words from the perspective of the school environment without involving the role of families in the process of character formation of students. Therefore, further research is recommended to involve more schools, different levels of education, and integrate the role of parents to obtain a more comprehensive picture of the formation of polite character. Practically, the results of this study can serve as a reference for schools and Islamic Religious Education teachers in developing habituation programs based on school culture as an effective strategy to strengthen character education and shape students with noble morals.

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