Instructional Materials for Etiquette Due to the Politeness Crisis in Gen-Z

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Abstrak

Perubahan sosial dan teknologi yang cepat, yang telah mengubah cara interaksi sosial dan komunikasi antar generasi. Generasi Z, yang tumbuh dalam era digital, sering kali lebih terpapar pada nilai-nilai global dan budaya yang berbeda melalui media sosial dan internet. Krisis kesopanan sedang dialami oleh sebagian besar generasi Z. Fakta ini menggugah keingintahuan para peneliti untuk memecahkan masalah tersebut. Penelitian ini merupakan penelitian R&D yang menggunakan desain ADDIE. Peneliti merancang dan mengembangkan silabus, RPP dan bahan ajar tentang budi pekerti dan memasukkannya ke dalam mata kuliah Akidah Akhlak. Produk-produk tersebut diimplementasikan di salah satu kampus . Setelah itu, peneliti mengevaluasi penggunaan produk melalui angket dan tes. Subjk dalam penelitian ini adalah generasi Z. Hasil penelitian valid, praktis dan efektif dalam mengenalkan kembali dan menanamkan budi pekerti yang baik pada peserta didik. Implikasi penelitian ini adalah temuan penelitian ini dapat mendorong pengembangan kurikulum yang lebih terintegrasi dengan nilai-nilai tata krama, sehingga sekolah dan lembaga pendidikan dapat mengajarkan etika dan sopan santun secara lebih efektif. Tujuan penelitian tentang Instruksional Bahan dari Tata Krama akibat Krisis Kesopanan pada Gen-Z adalah untuk mengidentifikasi dan memahami faktor-faktor yang menyebabkan penurunan kesopanan di kalangan generasi muda serta mengembangkan materi pembelajaran yang efektif untuk mengatasi masalah ini.

Kata Kunci: RPS, Materi Ajar, Pengajaran Akhlak, Krisis Kesopanan, Gen Z

Abstract

Rapid social and technological change, which has changed the way of social interaction and communication between generations. Generation Z, who grew up in the digital era, is often more exposed to global values and different cultures through social media and the internet. The modesty crisis is being experienced by most of generation Z. This fact arouses researchers' curiosity to solve this problem. This research is R&D research using the ADDIE design. Researchers designed and developed syllabi, lesson plans and teaching materials about character and included them in the Aqidah Akhlak course. These products are implemented on one campus. After that, researchers evaluated product use through questionnaires and tests. The subjects in this research are generation Z. The research results are valid, practical and effective in reintroducing and instilling good manners in students. The implications of this research are The findings of this research can encourage the development of a curriculum that is more integrated with etiquette values, so that schools and educational institutions can teach ethics and manners more effectively. The aim of research on Instructional Materials for Manners due to the Politeness Crisis in Gen-Z is to identify and understand the factors that cause a decline in politeness among the younger generation and develop effective learning materials to overcome this problem.

Keywords: RPS, Teaching Materials, Teaching Manners, Politeness Crisis, Gen Z.

1. INTRODUCTION

Ordinary people see language as a means of communication, but linguists agree that language is more than just a means of communication. Language somehow symbolizes identity. Laypeople may have problems with language, but in many cases, linguists find languages to solve specific problems. Language plays an important role in the development of cultural identity (Ihsan Ma et al., 2023; Rovira, 2018). Language has always been an important object to observe since language evolved. But monitoring language users (people) is just as fun. Language users should be wise, whether using language verbally or non-verbally. The code and content of a language is a complex mixture of identity interpretations Gibson (2004). Talking about identity, linguists define how people communicate or speak

using language as a self-reflection of habits, educational background, daily activities, family, surrounding environment and even culture. We inadvertently reveal who we are to our listeners when we talk about sharing. Previous research findings say that linguistic speech can convey the speaker's mood, meaning, where he comes from, and other information that can be inferred from context and manner. Apart from that, in some cases, language is quite influential in shaping and transmitting human experience (Gibson, 2019; Rovira, 2018). Previous research also stated that preliminary research conducted in December 2020 showed that the majority of students used the local dialect of Mandar compared to the formal dialect in communicating with lecturers directly or via social media, verbally and in writing. Matare is the mother tongue in Majene and Polman Regencies which is still widely used (Language Map, Ministry of Education and Culture). Several politeness issues exist on various digital platforms, influencing the nature of communication in digital contexts and leading to how incivility is created and interpreted. The dialect used by most students is not a standard dialect, but an informal local dialect. Many lecturers at STAIN Majene and IAI DDI Polman considered it rude and inappropriate. Researchers say that most Islamic University students, popularly called Gen Z, are experiencing a crisis of politeness (Ihsan Ma et al., 2023; Mardiyanti et al., 2023).

Apart from that, researchers also interviewed STAIN Majene and IAI DDI Polman lecturers, asking about their experiences communicating with students directly. and not directly. All of them admitted that they had spoken to students face to face or via social media such as WhatsApp who gave the impression of bad behavior. However, STAIN Majene and IAI DDI Polman employees, including lecturers, have carried out socialization on manners (ethics and etiquette) but only communicate with lecturers via social media such as WhatsApp. The student ethics are stated in a banner displayed inside the lecturer building(Kristyowati, 2021; Nasution, 2020). Lecturers are allowed to distribute JPG banners to new students or anyone at any time who needs them. However, the ethics written on the banner do not cover all the ethics and etiquette that we need to solve this problem. There must be more people who can guide students to be more superior and *Malaqbiq* about good manners as STAIN Majene's motto is. In this regard, researchers are interested in knowing whether etiquette is taught at STAIN Majene and IAI DDI Polman. A general course called Akidah Akhlak is taught in all STAIN Majene and IAI DDI Polman departments. According to the Aqidah Akhlak lecturer, the material for teaching manners is slightly related to the subtopic of Morals, Commendable and Disrespectful Attitudes(Irsyadi et al., 2020; Pujiono, 2021). Unfortunately, lecturers require a standard syllabus for these courses, and different lecturers apply different lesson plans.

The syllabus must have clear learning activities and objectives that can be assessed and measured. Therefore, designing syllabus standards and developing Aqidah Akhlak material needs to be carried out. Apart from that, the material is also useful for the program at STAIN Majene called *Malaqbiq* Character Building (MCB) which focuses on the practice of character formation (Rika Ningsih & Fatmawati, 2024; Situmorang et al., 2024; Zis et al., 2021). The novelty of this research lies in its multidisciplinary approach which combines sociological, educational and technological perspectives. This research not only focuses on identifying politeness problems among Gen-Z, but also explores innovative solutions through the development of instructional materials that utilize digital technology and social media, which are an integral part of Gen-Z life. Thus, this research offers a more relevant and contextual approach in teaching manners to the younger generation. Apart from that, this research also uses a more holistic methodology by involving direct participation from Gen-Z through surveys, interviews and educational experiments, resulting in more accurate and comprehensive data. This approach allows researchers to formulate learning strategies that are more effective and appropriate to the characteristics and needs of Gen-Z. By placing a

focus on the integration of technology in manners education, this research provides a significant new contribution to the field of moral and character education, as well as opening up opportunities for the development of a curriculum that is more modern and adaptive to current developments(Agustiana et al., 2024; Nurainun et al., 2023). This research aims to develop a syllabus for teaching manners, lesson plans and teaching materials to make it easier for lecturers of all departments to direct Islamic University students to have good manners in life considering that the politeness crisis is an urgent issue in generation Z. This helps so that students can be kind, polite, and have an attentive attitude in both direct and indirect communication as appropriate in any situation or circumstance, especially when on campus. The researcher plans to create a standard syllabus, lesson plans and Moral subtopics, where all students from all departments of STAIN Majene and IAI DDI Polman study the subject of Morals in the first or second semester.

2. METHODS

Researchers appeal to Research and Development (R&D) methods in designing research. Research and Development (R and D) is a research design that designs and develops a product based on consumer needs. The aim of R&D research design in the field of education is to create effective products for use in the teaching and learning process (Muruganantham, 2015; Samosir & Purwandari, 2020). This research was conducted following the ADDIE Research and Development model. Addie is an acronym for the five stages of the development process Analysis, Design, Development, Implementation and Evaluation(Fransisca & Putri, 2019; Handrianto et al., 2021). The ADDIE model development diagram is presented in Figure 1.
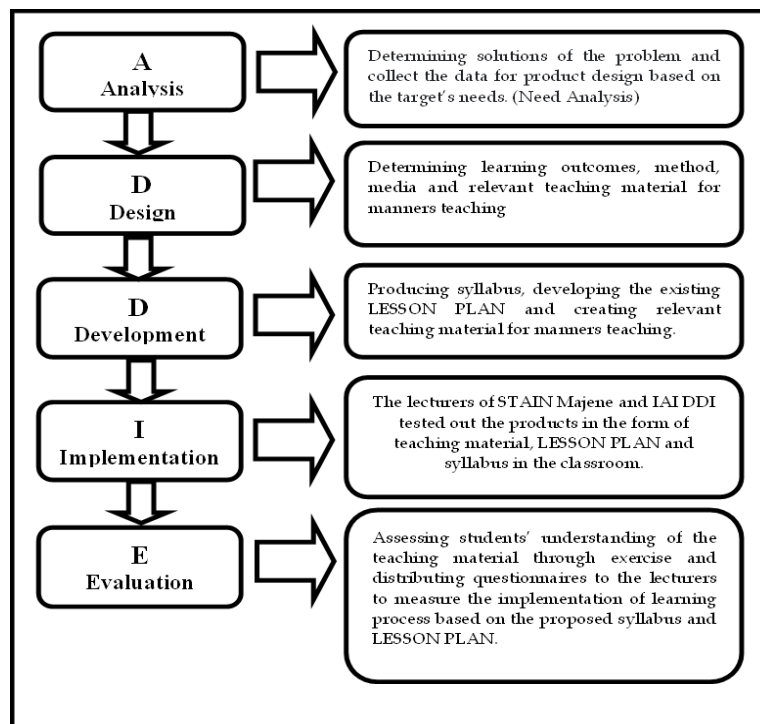

Figure 1. ADDIE Diagram

This research procedure involves five main stages: Analysis, Design, Development, Implementation, and Evaluation. In the Analysis stage, politeness problems among Gen-Z were identified by collecting data through surveys, interviews and literature studies to

understand the main causes and impacts. The Design Phase, involves strategic planning to develop effective instructional materials, including determining learning objectives, compiling relevant content, and selecting appropriate teaching methods and media, such as digital and interactive modules. Next, in the Development stage, the instructional materials that have been designed are created and tested. This includes creating learning materials, educational videos, as well as e-learning applications or platforms that support the etiquette learning process. The Implementation Phase involves implementing a learning program in a specified environment, such as a school or community, where students will learn and apply etiquette through the instructional materials that have been developed. Finally, the Evaluation stage is carried out to assess the effectiveness of the learning program. This includes measuring changes in polite behavior among students, analyzing feedback from them, as well as adjusting and improving instructional materials based on the results of these evaluations. By following the ADDIE model, this research ensures the development of instructional materials that are systematic, structured, and oriented towards measurable result.

3.   RESULTS AND DISCUSSION

Result

This section explains the stages of creating teaching materials, developing lesson plans, and creating a syllabus. In the previous area. It has been explained that the development of this learning tool follows the ADDIE development model which consists of five stages, namely Analysis, Design, Development, Implementation and Evaluation. At the level of analysis, Based on preliminary research, it was found that there is an urgency to teach good manners to students. Seeing that there is no teaching material, RPP and syllabus related to the teaching of manners, the researcher decided to insert the teaching of manners in the subject of Aqidah Akhlak, especially in the subtopic of Ethics. At this stage the researcher carried out a needs analysis through interviews and sharing sessions with Akidah Akhlak Lecturers at STAIN Majene and IAI DDI Polman. Researchers collect existing LEARNING PLANS, look for teaching methods and media that are most suitable for students and discuss syllabus plans and teaching material designs with lecturers.

At the design stage, At this stage researchers began to design teaching materials, lesson plans and syllabus. The following are the design stages: the researcher plans to make teaching materials in the form of a book, the researcher looks for references regarding the syllabus format, the researcher synchronizes the planned syllabus with the existing RPP material, the researcher consults regarding the design of the syllabus, LEARNING PLANS and teaching materials with experts. The researchers arranged meetings to discuss the fixed design of the syllabus, lesson plans and teaching materials. There are several instruments created to measure the validity, practicality and effectiveness of syllabi, lesson plans and teaching materials. The following is a list of instruments: syllabus validation sheet, LESSON PLAN validation sheet, book validation sheet, product implementation observation sheet, lecturer response questionnaire, student practice questions. At the developmental stage, first create teaching materials. The researcher wrote the material based on the design plan. Because the researcher conducted research because of the crisis of politeness in communication, the researcher started the material from the most common thing, namely communication. This material consists of the meaning of communication, elements of communication, and types of communication, such as verbal and nonverbal communication. Each type of communication is explained in detail along with examples and illustrations. The material is equipped with examples of polite behavior in verbal and non-verbal communication. Second, validate the teaching materials with experts. At this stage, experts assess the product to determine whether or not the initial product is valid for field testing.

Validators evaluate the validity of books or teaching materials from several aspects, such as format, language and content. Learning outcomes in making teaching materials are presented in Table 1.

Table 1. Learning Achievements

Course Learning Outcomes	
BPMK 1	Able to interpret the meaning and scope of faith and morals (C2)
BPMK 2	Able to interpret the goals and sources of moral beliefs (C2)
BPMK 3	Able to describe the types of schools/schools/beliefs in Islam (C2)
BPMK 4	Able to explain the elements of morality (C2)
BPMK 5	Able to demonstrate good and bad morals (C3)
BPMK 6	Able to analyze the relationship between belief and morality in contemporary development (C4)

At the level, application. At this stage, field trials of the product are carried out once for three meetings or three consecutive weeks. These products are teaching materials, LESSON PLANS and syllabi. They are used by four IAI DDI and STAIN Majene lecturers. Lecturers follow all items listed in the RPP and syllabus, including forms, methods, tasks, etc. based on the proposed indicators and CMPK. At the first meeting of the field trial, based on the RPP and Syllabus that were designed, the lecturer conveyed the general concept of Morals and Morals towards fellow human beings. This material is linked to the material proposed in the researcher's book on "*Etiquette and Examples of Good Communication with Elderly People*". In the second meeting, the lecturers taught about commendable and dishonorable morals in social and state life. The material was linked to the proposed material on researchers' book regarding Manners in verbal and nonverbal communication in terms of local culture, Islam and general standards of etiquette. In the last meeting of the field trial, the lecturers taught Morals and IT Development. The material was linked to the proposed material on researchers' book regarding moral issues in Generation Z and Generation Z and communication media. After conducting product trials, the lecturer fills out a lecturer response questionnaire regarding the suitability of the three products, in this case the proposed teaching materials, lesson plans and designed syllabus. They also provide criticism and suggestions regarding product weaknesses to be followed up by researchers to improve the final product.

In the final stage, namely evaluation. Each stage (analysis, design, development and implementation) has its own evaluation in the ADDIE model. So, this section discusses all assessments carried out at all ADDIE locations, plus the final evaluation results. The first evaluation that researchers carried out was based on the results of sharing and validation by experts regarding the suitability of the product. Data was taken through validation sheets from three experts. The product is declared suitable for testing at this stage but requires several revisions first. The second evaluation is carried out when the implementation stage has been completed. As users of the three products, lecturers were instructed to fill out a lecturer response questionnaire regarding the suitability of the three products after they had experience using them in the classroom. At this stage the lecturer reveals product weaknesses found at the implementation stage. The final evaluation was to determine the extent of students' understanding of the material being taught, and it was found that there was an increase in the average class score from pre-test to post-test in four classes taught by lecturers using the proposed product. The validity of the products can be proven by validator assessments which state that although the products require several revisions, the three products developed are valid in terms of content, format and language and are suitable for

testing in the field. Data resulting from expert validation is analyzed by considering input, comments and suggestions from validators. The results of the analysis are in the form of guidelines for revising teaching materials, LEARNING PLANS and Syllabus. The table above shows that the three products developed received valid results from the three validators in terms of content, format and language. Teaching materials, LESSON PLANS and syllabus are 3.0; 3.4; and 3.5, categorized as Valid. Measuring the level of practicality is necessary for product development. Nieveen (1999) argues that practicality can be measured by determining whether teachers/lecturers (and other experts) consider the material to be accessible and usable. A product is said to be practical if experts and practitioners state that the product can be applied in the field or tested in the field, and the level of model implementation is in the "good" category. The results of observations by two observers of product application proved to be practical. It can be seen from the table above that all components are at a high level of reliability and show an average of M = 3.8 which is in the range 3 < M < 4. This means that it has been fully implemented so that the proposed product meets the practicality criteria.

The effectiveness of teaching materials is usually seen from its potential impact in the form of the quality of learning outcomes, attitudes and student motivation. There are two aspects of effectiveness that must be met by teaching materials, namely, based on their experience, experts and practitioners state that the teaching materials are effective and operationally the teaching materials provide the expected results. From the table, it can be seen that all lecturers who used the product in the teaching and learning process or in field tests gave a positive response, with the questionnaire results being in the range of 3.6, which means they received a positive response from the lecturers. The average pre-test score for IAI DDI students is 68.1, and the average post-test score for IAI DDI students is 81.45. This means that there is an increase in learning outcomes of 13.35 points. Improvements in learning outcomes also occurred at STAIN Majene. The student's pre-test score was 69.83 and post-test was 82, or there was a score of 12.17. From these results it can be concluded that through the use of products in the teaching and learning process, students' understanding of Manners increases significantly. In other words, the product is proven to be effective. The student evaluation test also found that IAI DDI and STAIN Majene students experienced the most impoliteness in verbal communication, especially in writing. The test results showed that they lacked knowledge about the use of greetings, closing statements, thanks, and forewords in their messages to their elders or lecturers.

Discussions

Research on the instructional materials of etiquette and their impact on the politeness crisis in Generation Z is important in understanding the current social dynamics. Generation Z, who grew up in the digital and technological era, is often associated with a decrease in politeness in daily interactions(Anggarini et al., 2021; Purnomo et al., 2016). This study aims to explore how structured and systematic teaching of manners can influence their social behavior(Nur Fadilah et al., 2024; Situmorang et al., 2024). By analyzing formal and informal education curricula that teach politeness values, as well as their impact on social behavior and attitudes, this research seeks to provide in-depth insight into the importance of etiquette in shaping the ethics and morality of the younger generation(Laturette et al., 2021; Rastati, 2018). It is hoped that the findings of this research can provide practical recommendations for educators, parents and policy makers in designing effective educational programs to overcome the civility crisis in Generation Z, so as to create a more harmonious and civilized social environment(Adiningrum et al., 2022; Yudareswara et al., 2024). Previous research shows multiple perspectives and mixed findings. Several studies indicate that teaching manners in schools can significantly increase politeness and positive social

behavior among students. Previous research found that a politeness education program integrated into the elementary school curriculum succeeded in increasing empathy and respect between students (Gazali, 2019; Sjödin et al., 2020; Slamet Pamuji, 2024). On the other hand, other research shows that although there is an increase in knowledge about etiquette, its application in everyday life remains low, mainly due to the influence of social media and the lack of examples from the surrounding environment. This research highlights the importance of a more holistic approach, which not only involves formal education but also the role of family and society (Frankish et al., 2021; Pakpahan et al., 2021).

In addition, several studies also suggest that generation Z needs teaching methods that are more interactive and relevant to their digital lives, such as using social media platforms to spread messages of civility. Thus, although there is consensus on the importance of manners, the methods and effectiveness of its teaching are still debated and require more adaptive and innovative approaches. The implications of this research include several important aspects that influence educational policies and pedagogical approaches. First, these findings underline the need to integrate politeness values in the school curriculum more systematically and sustainably, not only as part of moral education but also in various subjects. Second, research results that show the low level of implementation of good manners in everyday life emphasizes the importance of collaboration between schools, families and communities to provide real and consistent examples of polite behavior. Third, adapting teaching methods that are more appropriate to the digital characteristics of Generation Z, such as using social media and interactive technology, can increase engagement and acceptance of material by students. Apart from that, this implication also shows the need for training programs for teachers and educators to develop skills in teaching manners effectively(Dwisari Indriani et al., 2024; Sara Beden, 2020). Ultimately, educational policies that take these findings into account can help shape a generation of young people who are not only academically knowledgeable, but also have a strong social and ethical awareness, which is essential for creating a more civilized and harmonious society.

This study has several limitations that need to be acknowledged. One major limitation is that research samples may not be representative of the entire Generation Z population, especially if the research is limited to a particular region or school. Additionally, measures of politeness are often subjective and difficult to measure quantitatively, creating challenges in evaluating the effectiveness of etiquette education programs. The teaching methods used also vary, making it difficult to determine which approach is most effective. Finally, the influence of external factors such as social media and family environment is often beyond the control of research, but has a significant impact on politeness behavior. To overcome these limitations, several recommendations can be made. First, research needs to be carried out with a wider and more diverse sample to get a more representative picture. Second, the development of more objective and standardized measuring tools for assessing civility can help in program evaluation. Third, further research needs to examine the combination of various teaching methods and their impact in the long term. In addition, an interdisciplinary approach involving psychology, sociology and education can provide more comprehensive insights. Finally, etiquette education programs need to be designed holistically, involving not only schools but also families and communities, and utilizing technology and social media to spread politeness values more widely and effectively.

4. CONCLUSION

Based on the research results, it can be concluded that the proposed syllabus, lesson plans and teaching materials were developed through five steps; analysis, design, development, implementation and evaluation, proven to be valid, practical and effective. The

validity of the product is proven by the accumulated validator questionnaire scores which reached 3.0 for teaching materials, 3.4 for lesson plans, and 3.5 for syllabus, which means the product is valid and suitable for testing in the field. Meanwhile, in terms of practicality, the product is declared practical from the observer's assessment in carrying out the learning process using the product being developed. The research results show that the level of implementation reached 3.8 or a high level of reliability, namely in the range $3 < M < 4$. This means that it has been fully implemented so that the proposed product meets the practicality criteria. In addition, to determine whether the product can effectively solve the problem of the politeness crisis among generation z, the researchers realized that this would take a long time to prove. However, in this study the researchers tried to measure students' understanding before and after teaching manners using the product. The results show that students' evaluation test results after etiquette teaching improved significantly. Researchers concluded that this product was effective in increasing students' understanding of politeness, and it is hoped that it can be applied in everyday life. Therefore, researchers believe that this product can provide benefits for lecturers as pioneers in improving students' abilities, both cognitively and affectively.

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