



## Application of Sociodrama Techniques Based on *Tabe Culture* to Improve Polite Character

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### Abstract

**Application of Sociodrama Techniques Based on *Tabe Culture* to Improve Polite Character.** This study aims to describe the character of students' politeness, the implementation of group guidance services with sociodrama techniques based on *tabe culture*, and the effect of its application on improving politeness. *Tabe culture* is a form of politeness typical of the Bugis-Makassar community which is manifested through the expression "tabe" and hand gestures as a sign of respect, permission, and appreciation, which contains the values of *sipakatau*, *sipakalebbi*, and *sipakainge*. The study used a quantitative approach with a *quasi-experimental design of the non-equivalent control group pretest-posttest* type. The sample consisted of 18 students selected through *purposive sampling*, 9 students each in the experimental and control groups. Data were obtained through questionnaires and observations, then analyzed using descriptive statistics and *independent sample t-test*. The results showed that before the treatment, students were in the medium and low categories, characterized by behaviors such as mocking, indifference, and lack of respect for teachers and friends. *The t-test showed a significance of 0.001 (<0.05), so that sociodrama based on tabe culture had a significant effect in improving students' respectful attitudes, polite language, and social behavior.*

**Keywords:** Character of good manners; Sociodrama Technique; *Tabé Culture* ; Group Guidance.

## A. Introduction

Character education is a fundamental element in the education system, aiming to shape individuals with noble character, morals, and good ethics in social life (Annur et al., 2021 and Hawa et al., 2025) . One important aspect of character education is manners, which reflect respect, empathy, and good manners in communicating and interacting with others. Character education is not only oriented towards academic learning but also plays a role in shaping students' personalities so they can navigate social life with full awareness and responsibility (Putra et al., 2020). Wulandari et al., (2023) explain that The character of good manners is an important foundation in developing a moral and ethical personality, which is highly emphasized in both social environments and the educational world. Therefore, developing a character of good manners needs to be a primary focus for educators so that students possess commendable manners in language, behavior, and appearance. This character strengthening should be carried out not only through instruction but also through a contextual approach that aligns with local cultural values (Hikmah, et al., 2025) . Integrating local culture into educational services is an effective strategy for instilling respect, polite language, and ethical social behavior in a more meaningful and sustainable manner (Hikmah, et al., 2025) .

The impact of good manners is significant, both in the long and short term. Based on the results of a study conducted by Ardiansyah et al., (2020), good manners shape students' personalities who are able to maintain social ethics, respect differences, and build harmonious relationships with various groups. Furthermore, Lubis & Harahap (2025) added that good manners instilled from an early age provide a foundation for students to face future social challenges with wisdom and responsibility. In the short term, improvements in good manners can be seen in daily interactions at school, such as increased mutual respect among

students, a decrease in negative behaviors such as bullying, and the creation of a learning environment conducive to students' academic and non-academic development.

In line with research by Wiyati & Sutanto (2024) and Hikmah, et al., (2025) which emphasized that the decline in peaceful character, one of which is politeness, has serious social power, including the moral degradation of the younger generation, the potential for intergenerational conflict, and the erosion of cultural identity that should be preserved. A similar phenomenon was also found at SMP Negeri 51 Makassar, where initial observations indicated low student awareness of politeness values. Based on a questionnaire adapted from Lawrence Kohlberg's theory and interviews with guidance counselors, it was found that 27.69% of students had high politeness, 47.69% had medium politeness, and 24.62% had low politeness. This impolite behavior includes throwing stones at teachers, mocking friends or teachers, being indifferent, and even using harsh words. Factors contributing to low politeness include students' lack of understanding of the meaning of politeness, a lack of role models from the environment, and low habituation and reinforcement of positive behavior. Furthermore, advances in technology and social media influence student behavior, including in terms of manners (Jakaria in Suaib et al., 2023; Laurentius et al., 2023). Ahmadi (2020) and Harum et al., (2025) added that weakening social awareness can lead to individualistic behavior and a decline in respect for teachers and the quality of social interactions .

Efforts to develop polite character cannot be separated from the surrounding local cultural context. Character education that integrates cultural values is more effective because it is close to students' social experiences (Latif et al., 2023). The cultural intelligence of guidance and counseling teachers is an important competency so that guidance services can be tailored to students' backgrounds, so that character values are embedded more meaningfully. From a multicultural guidance and counseling perspective, guidance services must consider differences in students' cultures, values, and social norms to create interventions that are relevant and sensitive to their contexts (Candra et al.,

2025). The *tabe culture*, which prioritizes the principles of *Sipakatau* (mutual respect), *Sipakalebbi* (mutual respect), and *Sipakainge* (mutual reminder), can be used as a foundation in the application of multicultural guidance and counseling theory, so that character learning becomes more contextual and meaningful.

Through sociodrama techniques, students are not only provided with theoretical understanding but also experience social situations directly, playing characters that reflect values of politeness, and reflecting on actions that align with local norms (Hidayah, 2022; Rahma, 2019). Integrating *tabe cultural values* into multicultural guidance and counseling practices allows students to learn politeness naturally through social interactions that reflect their real lives, while simultaneously strengthening their local cultural identity.

To date, research integrating sociodrama techniques with *tabe cultural values* in group guidance services is still very limited. Previous studies generally only used sociodrama without linking it to local cultural values, so there has been no study that combines sociodrama and *tabe culture* in developing polite character. Based on this background, this study examines the application of sociodrama techniques based on *tabe culture* in improving students' polite character by focusing on: (1) the description of students' polite character, (2) the implementation of group guidance services using sociodrama techniques based on *tabe culture*, and (3) the effect of implementing these techniques on improving polite character. This research is expected to contribute to the development of local culture-based character education strategies, strengthen students' social awareness, and foster respect and empathy in daily interactions, so that it is academically and practically relevant for contextual and innovative guidance and counseling services (Arianti et al., 2025; Fausta et al., 2024; Nafilasari et al., 2023).

## **B. Method**

This study used a quantitative approach with an experimental method because it was able to measure the influence of sociodrama techniques based on *tabe culture* on students' polite character objectively and based on data (Creswell &

Creswell, 2018). The design used was a quasi-experimental design (Quasi-Experimental Design) type *Pretest–Posttest Non-Equivalent Control Group Design*, chosen because the researcher could not randomize the classes. However, this design still allows for comparison of *pretest* and *posttest results* between groups to assess the effectiveness of the intervention.

The research population was 34 students in grades VIII and IX of SMP Negeri 51 Makassar with moderate and low politeness categories. A sample of 18 students was selected using a *purposive sampling technique* based on the following criteria: (1) having moderate or low politeness scores in the initial questionnaire; (2) showing impolite behavior such as speaking rudely, mocking, or ignoring rules; (3) being ready to participate in the entire series of services; (4) not having communication barriers that interfere with the sociodrama process; and (5) being recommended by the guidance and counseling teacher as students who need intervention. Based on these criteria, 9 students became the experimental group and 9 other students became the control group.

**Validity and Reliability Test** The instrument has been validated by experts in the field of guidance and counseling, including the suitability of the items to the indicators, clarity of wording, and representation of aspects of politeness based on *tabe culture*. The questionnaire trial involved 70 participants, then analyzed using IBM SPSS version 27. Based on the results of the validity test, 41 items were declared valid and 4 items were invalid. The reliability test showed a *Cronbach's Alpha value* of 0.945, so the instrument was declared reliable and consistent for use in research. The results of the test showed that there were 4 items declared invalid, while the other 41 items met the validity criteria and could be used in research.

Table 2.1 Results of the Politeness Character Questionnaire Test

<b>Research Variables</b>	<b>Number of Grains</b>	<b>Valid</b>	<b>Invalid</b>
Good Manners	45	41	4

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**Source: IBM SPSS 27 data processing**

The research data were collected using questionnaires and observation guidelines. Furthermore, data analysis was carried out using descriptive and inferential statistics. Descriptive statistics describe the character of students' manners before and after treatment through the mean value, standard deviation, and score categories. Inferential statistics were used to test significant differences between the experimental and control groups with *the t-test*. The normality test was carried out using *Shapiro-Wilk*, while the homogeneity test used *the Levene Test* through IBM SPSS 27. The t-test results showed a Sig. (2-tailed) value = 0.001, smaller than  $\alpha = 0.05$ , so it can be concluded that the application of sociodrama techniques based on *tabe culture* has a significant effect on improving the character of students' manners at SMP Negeri 51 Makassar.

To ensure the quality of the research instrument, a reliability test was conducted. The higher the reliability value, the more stable the measuring instrument is in generating data. The questionnaire trial involved 70 participants, and according to Creswell (2018), an instrument is considered reliable if its Cronbach's Alpha value is at least 0.60. This research instrument had a *Cronbach's Alpha* of 0.945, making it highly reliable.

Reliability Statistics	
Cronbach's Alpha	N of Items
.945	41

**Table 2.2 Reliability Test Results**

This research was conducted in accordance with ethical research principles. The researcher first requested permission from the principal and the guidance and counseling teacher, then explained the purpose, procedures, and benefits of the research to the students. Informed consent was obtained from the students and their parents as a sign of their willingness to participate voluntarily. The researcher guaranteed the confidentiality of the identities and ensured the comfort of all participants throughout the service process, and ensured that the sociodrama activities did not pose any physical or psychological risks. All ethical

procedures were implemented based on the principles of guidance and counseling services and *the Tabé cultural values* that uphold mutual respect.

## C. Discussion

### 1. Research result

#### a. Characteristics of Students' Politeness at SMP Negeri 51 Makassar

The description of changes in student behavior in the experimental group showed a clear improvement after being given group guidance with sociodrama techniques based on *tabe culture*. In *the pretest*, the average character of politeness was in the medium category (94.22%), indicating inconsistent polite behavior. After treatment, the *posttest score* increased to 121.33% in the high category, indicating that students were more polite, consistently applied *tabe culture*, and had more respect for others in daily interactions. In contrast, in the control group that was not given treatment, behavioral changes were not significant. The *pretest score* of 94.55% and *posttest* 102.00% remained in the medium category, indicating a natural increase without profound changes. This confirms that sociodrama based on *tabe culture* is effective in improving students' polite character.

The level of politeness of the experimental group was obtained from the results of *a pretest* on August 12, 2025, and *a posttest* on September 11, 2025, for 9 students of SMP Negeri 51 Makassar. The *pretest* and *posttest data* are presented in the following frequency and percentage distribution tables.

Experimental Group					
Interval	Category	Pretest		Posttest	
		F	P%	F	P%
145-164	Very high	-	-	1	11.11
119-144	Tall	-	-	5	55.55
93-118	Currently	4	44.44	3	33.33
67-92	Low	5	55.55	-	-
41-66	Very Low	-	-	-	-
<b>Amount</b>		9	100	9	100

**Table 3.1 Description of *Pretest* and *Posttest* of Experimental Group**

Based on the table, before the treatment, it can be seen that 5 out of 9 students (55.55%) were in the low category and 4 students (44.44%) were in the medium category, indicating that the students' polite character still needs to be improved. After being given sociodrama services based on *tabe culture*, there was a significant increase, where 1 student (11.11%) was in the very high category, 5 students (55.55%) were in the high category, and 3 students (33.33%) were in the medium category. There were no students left in the low category, so these results indicate the effectiveness of the service in improving students' polite behavior.

Meanwhile, the level of polite character of the control group was obtained from the results of *the pretest* on August 6, 2025 and *the posttest* on September 11, 2025. The results were different from the experimental group and can be seen in table 3.2 below.

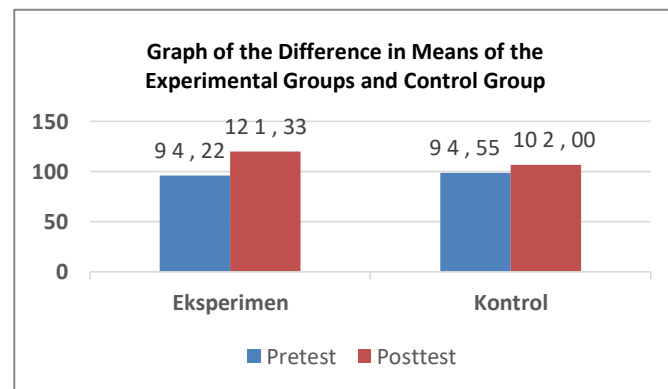
Control Group					
Interval	Category	Pretest		Posttest	
		F	P%	F	P%
145-164	Very high	-	-	-	-
119-144	Tall	-	-	-	-
93-118	Currently	7	77.77	9	100
67-92	Low	2	22.22	-	-
41-66	Very Low	-	-	-	-
<b>Amount</b>		9	100	9	100

**Table 3.2 Description of *Pretest* and *Posttest* of Control Group**

Based on the table, in *the pretest* of the control group, there were 7 students (77.77%) in the medium category and 2 students (22.22%) in the low category, with no students in the high or very high category. This indicates that most students have moderate levels of manners. After *the posttest* was conducted without any intervention, all students (100%) remained in the medium category. There was no significant improvement, so it can be concluded that without special treatment, the character of students' manners did not show any change, in

contrast to the experimental group which experienced an improvement after being given a sociodrama technique based on *tabe culture* .

The following is a description of the difference in average scores between the experimental group and the control group in the following graph:



**Figure 4.1 Graph of the Difference in Average *Pretest* and *Posttest* Scores Experimental and Control Groups**

#### **b. Implementation of Sociodrama Techniques Based on *Tabe Culture***

*Tabe culture* in this study was carried out in 8 meetings, the activity began with filling out *the pretest* until it ended with the provision of *a posttest*, the core stages of the technique implementation are as follows: 1) Initial stage, at this stage the focus is on introduction, building good relationships between counselors and counsees, and explaining the goals and procedures of group guidance; 2) Core stage, where this stage is carried out in seven meetings with seven discussion topics, the first meeting is "Getting to Know *Tabe Cultural Values* ", the second meeting is "Manners with Parents", the third meeting is "Manners with Teachers", the fourth meeting is "Manners with Older People", the fifth meeting is "Manners with Younger People", the sixth meeting is "Manners with Peers", and the seventh meeting is "Manners with the Opposite Sex".

*Tabe* culture-based sociodrama activity were completed, observations were conducted to determine the level of student activity and participation during the group guidance process. The observations revealed a significant increase in student participation and activeness at each meeting, as shown in the following table.

Percentage	Criteria	Meeting							
		I	II	III	IV	V	VI	VII	VIII
80%-100%	Very high	7	7	9	9	9	9	9	9
60%-79%	Tall	2	2	-	-	-	-	-	-
40%-59%	Currently	-	-	-	-	-	-	-	-
20%-39%	Low	-	-	-	-	-	-	-	-
0%-19%	Very Low	-	-	-	-	-	-	-	-
<b>Amount</b>		9	9	9	9	9	9	9	9

**Table 3.3 Student Participation Data in the Guidance Process**

Based on the table, student participation and activeness increased significantly at each meeting. In the first and second meetings, two students were in the high category and seven students were in the very high category. From the third to the eighth meetings, all students consistently remained in the very high category with attendance and engagement rates of 80%–100%. These findings indicate that the sociodrama technique based on *tabe culture* is effective in improving the character of politeness in students at SMP Negeri 51 Makassar.

### c. Students' Polite Character

Hypothesis testing was carried out using *an independent sample t- test* processed with the help of the IBM SPSS 27 application, so that the statistical hypothesis formulation is to reject  $H_0$  which states "There is no difference in the level of polite character between the experimental group given sociodrama techniques based on *tabe culture* and the control group that was not given treatment" if  $\text{sig.} \leq \alpha 0.05$ . Where the results of the analysis show a sig value = 0.001 which means it is smaller than  $\alpha = 0.05$  so that  $H_a$  which states " There is a difference in the level of polite character between the experimental group given

sociodrama techniques based on *tabe culture* and the control group that was not given treatment" is accepted.

Research Group	Average (Mean)			t	Sig	Information
	<i>Pretest</i>	<i>Posttest</i>	<i>Gainscore</i>			
Experiment	94.22	121.33	27.1	8,727	0.001	Ho: Rejected
Control	94.55	102.00	7.45			Ha: Accepted

**Table 3.4. t-Test Results**

## 2. Discussion

Based on the results of the research analysis, the validity and reliability of the character scale used have been tested. The initial picture shows that the level of politeness of students at SMP Negeri 51 Makassar is still relatively low. The questionnaire adapted from Supriyanti (2019) showed an average pretest score of 94.22 for the experimental group and 94.55 for the control group. This indicates that although students understand the importance of politeness, their implementation is not consistent, as evidenced by behavior that still pays little attention to etiquette, rarely saying *tabe*, and lacking respect for peers. This condition indicates that the value of politeness has not been fully internalized in the school culture. In this situation, the sociodrama technique is relevant because it provides opportunities for students to act out real social situations, so that understanding the value of politeness is more contextual and meaningful. This finding is in line with Nafilasari et al. (2023) who demonstrated the effectiveness of local culture-based sociodrama in improving empathy and etiquette. This is also reinforced by Lawrence Kohlberg's theory of moral development, that students' morality develops better when they are directly involved in situations that require ethical decision-making, not just through verbal explanations (Ibda, 2023).

The implementation of group guidance services using sociodrama techniques based on *tabe culture* specifically emphasizes three core values of

Bugis-Makassar culture, namely *sipakatau* , *sipakalebbi* , and *sipakainge* , as the basis for developing polite behavior. *Sipakatau* teaches students to treat others as human beings worthy of respect in speech, attitudes, and actions. *Sipakalebbi* emphasizes the importance of respecting others, for example by listening when people speak, not interrupting, and showing humility. Meanwhile, *sipakainge* emphasizes reminding each other in goodness, which is reflected when students politely reprimand each other when their friends behave inappropriately.

*Tabe* cultural values are integrated into sociodrama scenarios that depict everyday life situations, such as when students must say " *tabe* " before passing an elder, ask permission politely, respect teachers, respect peers, or maintain boundaries in interactions with the opposite sex. Through these role-plays, students not only understand the concept of politeness cognitively but also experience directly how *tabe values* are realized in action. Observations show that students become more accustomed to using polite language, demonstrating respect, and being able to control themselves in social interactions. This finding aligns with research by Arianti et al. (2025) which shows that sociodrama is more effective when combined with cultural values, as it provides students with the opportunity to not only understand the concept cognitively but also experience it emotionally and socially. The integration of *tabe culture* into sociodrama makes the process of learning politeness values more meaningful, making it easier for students to instill and apply them in their daily lives.

The analysis also showed that the application of sociodrama techniques based on *Tabe culture* had an effect on improving students' politeness. Hypothesis testing using *an independent sample t-test* yielded a significance value of 0.001 (<0.05), indicating a significant difference between the group that received sociodrama services based on *Tabe culture* and the group that did not. The average score of the experimental group increased from 94.22 in *the pretest* to 121.33 in *the posttest* , moving from the moderate to high category, while the control group only increased from 94.55 to 102.00 and remained in the moderate category. This difference confirms that sociodrama based on local culture is more effective in

fostering politeness than services without a cultural approach. This finding aligns with Jacob Levy Moreno's view that sociodrama enables participants to understand and internalize social values through direct experience, thus embedding cultural values more deeply in daily behavior (Hidayah, 2022). Thus, the application of sociodrama techniques based on *Tabe culture* is effective in improving students' politeness, both in terms of attitude, speech, and social behavior. Although the increase was not large overall, these results show a significant and relevant positive impact as a group guidance service strategy to shape polite character in schools.

#### **D. Conclusion**

Based on the research results, the implementation of group guidance services with sociodrama techniques based on *tabe culture* has been proven effective in improving the character of politeness of students at SMP Negeri 51 Makassar, as indicated by a significantly higher increase in the experimental group's score compared to the control group and significant t-test results. These findings reinforce the concept that the integration of local cultural values, particularly *tabe culture* through the principles of *sipakatau*, *sipakalebbi*, and *sipakainge*, can enrich the effectiveness of sociodrama techniques in character building. Practically, the results of this study are expected to contribute to strengthening character education in schools, encouraging guidance and counseling teachers to utilize culturally based sociodrama sustainably by adapting scenarios to the context of students' lives and involving the school environment and parents in cultivating politeness. Further research is recommended using a wider sample, longer intervention duration, and exploration of other local cross-cultural areas so that the findings regarding culturally based character strengthening are more comprehensive and can be applied more widely in the world of education.

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