

# Language Politeness in Indonesian Language Instruction at SDN Satu Seruni Mumbul

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This study examines the forms of linguistic politeness and the factors influencing its use in Indonesian language instruction at SDN Satu Seruni Mumbul. Employing a descriptive qualitative design, the study involved teachers and students as participants, with spoken classroom interactions serving as the unit of analysis. Data were collected through classroom observations, semi-structured interviews, and document analysis, and were analyzed using an interactive model comprising data reduction, data display, and conclusion drawing. The findings demonstrate that linguistic politeness is realized through mitigated directives, expressive utterances such as appreciation and apologies, the appropriate use of address terms and pronouns, and persuasive strategies that reduce coercive communication. Furthermore, linguistic politeness is influenced by four interrelated factors: teacher modeling, family communication practices, exposure to digital media, and the broader school social environment. The study concludes that Indonesian language instruction functions not only to develop students' linguistic competence but also to reinforce communicative ethics and character development. These findings underscore the pivotal role of teachers in cultivating a culture of linguistic politeness through instructional design and exemplary communicative practices.

**Keywords:** linguistic politeness; classroom interaction; Indonesian language learning; speech strategies; communicative ethics

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## 1. Introduction

Language is a social instrument that not only functions to convey messages but also shapes reality, influences how individuals interpret the world, and determines the direction of interaction within social life. [1] argue that language serves not merely as a means of communication but also as a constructor of social interaction and patterns of thought, thereby contributing to the ways individuals engage with and understand their social world. This perspective aligns with the view that language actively constructs social reality and assigns meaning to interactions within society. Furthermore, [2] asserts that language operates as an instrument of power that shapes public opinion and social reality, rather than functioning solely as a vehicle for message transmission. This assertion supports the claim that language significantly influences how people interpret the world and regulate social interactions.

Within the educational context, language functions as a medium for knowledge transmission, the formation of social identity, and the internalization of ethical and cultural values. This view is consistent with [3] argument that language in education serves as a means of learning cultural values and national character, rather than merely as a communication tool. The present study demonstrates that effective language education enables students to internalize cultural values, ethics, and virtues, while simultaneously strengthening social identity through value-laden learning processes. This argument is further reinforced by [4] who explains that language in educational settings does not solely transmit information but also plays a crucial role in shaping students' ways of thinking, identity formation, and the internalization of social and

cultural values through linguistic interaction and educational contexts. These perspectives support the assertion that language education is capable of conveying knowledge while simultaneously instilling social and cultural values in learners.

Therefore, Indonesian language learning should not be understood merely as a process of transferring linguistic competence, but also as a process of shaping linguistic character. Within this framework, language politeness constitutes a critical dimension, as it reflects the ability to use language appropriately, ethically, and in accordance with social norms.

Recent phenomena indicate a decline in the quality of language politeness in elementary school environments. This decline is evident in linguistic aspects, such as word choice and sentence structure, as well as in pragmatic aspects, including communicative intentions, speech strategies, and adaptation to interlocutors. In line with this, [5] reports that although certain politeness principles are observed in classroom interactions, instances of impolite communication by students toward teachers and peers persist. Similarly, [6] document violations of language politeness principles by students toward teachers during face-to-face learning, particularly through utterances that fail to comply with expected pragmatic maxims in educational communication. Several studies suggest that this phenomenon is driven by the penetration of digital culture and instant communication, which promote spontaneous, direct, and informal language styles. This condition highlights the need for pedagogical intervention through structured language instruction to ensure that students are able to interact effectively while maintaining ethical standards.

Language politeness is not limited to technical linguistic aspects but also encompasses moral, social, and cultural dimensions. In Indonesian language learning interactions, both teachers and students are expected to adhere to politeness principles such as tact, generosity, approbation, modesty, and agreement. These principles function not merely as communicative rules but as foundational elements of character formation, enabling students to engage in interactions marked by respect, empathy, and social responsibility. Accordingly, language politeness is inherently an integral component of character education within the linguistic domain. This view is consistent with [7], who asserts that language politeness constitutes an essential part of character education rather than merely a technical linguistic aspect, as it embodies moral values, ethical principles, and social norms that are systematically taught within educational contexts.

At the elementary school level, language politeness holds strategic value because students are at an early stage of habit formation and social sensitivity development. Strengthening language politeness can prevent conflicts among students, foster harmonious relationships between students and teachers, and preserve polite cultural practices as part of national identity [8]. At the same time, Indonesian language education serves a dual purpose: developing communicative competence and shaping character. Accordingly, the Indonesian language classroom can be viewed as a social laboratory in which students learn and practice effective, polite, and adaptive communication across diverse situations [9].

SDN Satu Seruni Mumbul, as the research site, presents distinctive social characteristics. On the one hand, the school environment continues to uphold local wisdom values related to respect and etiquette. On the other hand, students are increasingly exposed to global communication cultures through digital media, which tend to promote informal and direct modes of expression. Preliminary observations indicate that students' basic literacy skills are generally adequate; however, there is noticeable variation in their awareness and practice of language politeness, both in student–student and student–teacher interactions. This variation suggests the influence of multiple factors on language politeness, including family communication patterns, peer influence, and exposure to digital media.

## 2. Literature Review and Problem Statement

In classroom practice, teachers play a strategic role as linguistic models and ethical references in communication. Teachers' utterances serve as benchmarks for students in selecting diction, intonation, speech strategies, and ways of expressing opinions. Nevertheless, instances of classroom communication that insufficiently attend to politeness principles have also been identified, such as the use of overly direct expressions, nonstandard language, or utterances that neglect speech hierarchy [10]. Such conditions may potentially diminish the quality of instructional interaction and simultaneously affect the formation of students' social character [11].

Based on this background, the present study is directed at addressing two main research questions: (1) What forms of language politeness are manifested in Indonesian language learning at SDN Satu Seruni Mumbul? and (2) What factors influence language politeness in this instructional context? Accordingly, this study aims to describe the forms of language politeness practices and to analyze the factors affecting their realization. Theoretically, this research contributes to the enrichment of pragmatic studies, particularly within the context of elementary education. Practically, the findings are expected to serve as a reference for teachers in designing Indonesian language learning strategies that integrate the cultivation of ethical language use.

Thus, research on language politeness in Indonesian language learning at SDN Satu Seruni Mumbul is not merely intended to map linguistic phenomena but also to offer relevant pedagogical approaches. This effort is essential for reinforcing the function of Indonesian as an instrument for character development, fostering politeness, civility, and communicative competence from the elementary education level.

Language politeness constitutes a crucial aspect of language use that is closely associated with ethics, social norms, and respect for interlocutors. In educational contexts, politeness functions not only as a means of effective communication but also as an instrument for shaping students' character. From a pragmatic perspective, politeness is understood as a strategic use of language aimed at minimizing potential conflict, maintaining harmony, and creating comfort in social interaction [12]. Accordingly, language politeness is determined not solely by lexical choice but also by situational context, social relationships among participants, and communicative purposes. Recent studies indicate that polite practices in educational interactions contribute positively to the establishment of a conducive communication climate and support inclusive learning processes [7].

Within pragmatic studies, language politeness is conceptualized as a set of principles governing polite and ethical communication, emphasizing respect for interlocutors and the avoidance of face-threatening acts. These principles encourage speakers to adapt linguistic forms to social contexts in order to maintain harmonious interaction [13]. In instructional practice, the application of politeness is reflected in speech strategies that avoid coercion or disparagement and provide students with opportunities to respond comfortably. Teachers who consistently apply politeness tend to employ persuasive utterances, offer alternative options, and avoid excessively authoritarian language styles [11]. Research conducted during the 2023–2025 period demonstrates that politeness strategies in classroom interaction can enhance student participation, psychological safety, and active engagement in learning. Consequently, language politeness serves a dual function as both a linguistic and pedagogical instrument in improving the quality of learning [14].

Indonesian language learning occupies a strategic position in cultivating politeness because it functions as the primary medium of instruction in schools [15]. Through this subject, students not only develop language skills but also acquire values related to communication ethics, courtesy, and mutual respect [16]. Teachers act as central role models; the ways in which they open lessons, provide instructions, offer appreciation,

and reprimand students serve as concrete examples of politeness that are emulated in daily life [17]. Recent studies confirm that integrating politeness into Indonesian language instruction enhances students' communicative competence while simultaneously strengthening character education, which remains a national priority agenda [18].

At the elementary level, students are in an early stage of cognitive and social development; therefore, teachers' communication patterns and the school environment exert a significant influence on character formation. Students' politeness is reflected in how they ask questions, respond, express opinions, and interact with peers. Studies conducted during the 2023–2024 period indicate that school environments that promote polite language use and emphasize teacher role modeling have a positive impact on students' social and moral development [19]. Although research on language politeness has been widely conducted, existing studies predominantly focus on secondary education levels. Therefore, research situated in elementary school contexts, such as SDN Satu Seruni Mumbul, holds substantial relevance and novelty in strengthening educational pragmatics, particularly from the perspective of early character formation ([20].

### 3. Method

This study employed a descriptive qualitative approach. This approach was selected because the research aimed to provide an in-depth description of the phenomenon of language politeness that emerges in Indonesian language learning activities in the classroom. Through a qualitative approach, the researcher was able to understand the forms, contexts, and meanings of teachers' and students' utterances naturally, in accordance with the authentic learning situations that occurred during instructional interactions[21].

The research was conducted at SDN Satu Seruni Mumbul. The selection of this research site was based on the consideration that the school implements Indonesian language learning activities involving intensive verbal interaction between teachers and students, thereby enabling the researcher to obtain authentic data related to language politeness practices[22]. The study was carried out during the ongoing semester of the current academic year.

The research subjects consisted of teachers and students who were directly involved in the Indonesian language learning process. Meanwhile, the research object focused on the oral utterances of teachers and students that contained aspects of language politeness during classroom learning activities ([23]. Accordingly, the study emphasized actual speech practices occurring within instructional interactions. The data sources comprised primary and secondary data. Primary data included teachers' and students' utterances obtained through direct classroom observation and interviews, while secondary data consisted of supporting documents such as lesson plans, teaching materials, and relevant instructional records. The integration of these two types of data enabled a more comprehensive understanding of the phenomenon under investigation.

Data were collected using three techniques: observation, interviews, and documentation ([9]. Observation was conducted directly during Indonesian language learning activities to examine teachers' and students' language use, particularly aspects of politeness reflected in diction choice, intonation, and speech strategies. Interviews were conducted with teachers to explore their understanding and implementation of language politeness in instructional practices. Documentation techniques were employed to obtain supporting data, including field notes, audio or video recordings of learning activities, and relevant educational documents.

The primary instrument in this qualitative study was the researcher. In qualitative research, the researcher functions as the observer, interviewer, and data analyst. To support the data collection process, observation guidelines, interview protocols, and documentation sheets were used as auxiliary instruments [24].

Data analysis was carried out interactively through three main stages: data reduction, data display, and conclusion drawing. Data reduction involved selecting, sorting, and focusing data relevant to the research objectives. The reduced data were then presented in descriptive form to facilitate systematic interpretation and analysis. Finally, conclusions were drawn by formulating research findings based on the analyzed data. Data trustworthiness was ensured through triangulation techniques, including source triangulation and methodological triangulation. Triangulation was conducted by comparing data obtained from observations, interviews, and documentation to ensure validity, credibility, and scientific rigor [21].

#### 4. Results and Discussion

The findings of this study were derived from observational data of Indonesian language learning activities at SDN Satu Seruni Mumbul as well as interviews with the classroom teacher. Data analysis focused on two main aspects: (1) forms of language politeness manifested in classroom instructional interactions, and (2) factors influencing the realization of such politeness. These findings are discussed from a pragmatic perspective, particularly through the theoretical framework of linguistic politeness.



**Figure 1.** Aktivitas dalam berinteraksi dengan siswa dalam pembelajaran

The forms of linguistic politeness identified in teacher–student interactions encompass utterances that reflect the use of polite speech strategies, the selection of courteous diction, and the adjustment of language to social context and power relations. Within classroom learning activities, linguistic politeness was manifested in four main forms [5].

a. Directive Politeness

In instructional activities involving commands or instructions, teachers tended to employ indirect directive forms to minimize face-threatening acts toward students. Rather than using direct imperatives such as “Do it!” or “Be quiet!”, teachers applied mitigated expressions such as “Please try to complete the exercise” or “Could we calm down first so that we can begin the lesson?”. The use of mitigating markers such as please, could, and softening particles reflects the application of politeness strategies aimed at maximizing the interlocutor’s comfort, particularly within vertical communication contexts.

b. Expressive Politeness

Politeness was also manifested through expressive acts, including the provision of appreciation, expressions of gratitude, and apologies. In several instructional sessions, teachers stated expressions such as “Thank you for paying close attention” or “I apologize if the explanation was delivered too quickly.” Students likewise demonstrated politeness through utterances such as “Excuse me, may I ask a question?” and “I’m sorry, I do not understand.” These expressive forms indicate recognition of the interlocutor’s rights and feelings and contribute to the creation of an inclusive and comfortable classroom atmosphere.

c. Referential Politeness

Referential politeness was evident in students' use of formal address terms when referring to teachers, such as "Ma'am" or "Sir", as well as the appropriate use of pronouns such as I and you in formal contexts. In peer-to-peer interactions, variations in address forms were observed, including informal pronouns and personal names. However, during classroom presentations, several students adjusted their pronoun usage to a more formal register, for example, "In my opinion..." or "My classmate explained that...". This shift indicates register adaptation in accordance with the communicative situation.

d. Persuasive Politeness

Teachers frequently employed persuasive strategies in classroom management, such as "If you complete the task on time, I can give you a short break to play." This strategy implies an invitation rather than coercion and allows students to respond positively. From a pragmatic perspective, such strategies avoid threats to students' negative face the desire to act freely without imposition—thereby maintaining politeness in instructional interaction.

Based on these four forms, it can be concluded that linguistic politeness in classroom learning is realized through the adjustment of speech strategies, the mitigation of directives, the use of appreciative expressions, and the selection of diction in accordance with social hierarchy and classroom context. This pattern indicates that teachers function as the primary models in the implementation of linguistic politeness, which is subsequently emulated by students [13].

### Factors Influencing Linguistic Politeness

The research findings indicate that students' linguistic politeness is influenced by at least four main factors: the role of the teacher, family communication culture, the influence of digital media, and the school social environment [6].

a. The Teacher's Role as a Linguistic Model

Teachers play a crucial role as role models in terms of speech strategies, word choice, intonation, and communicative ethics. In the observed classroom, teachers consistently employed polite forms of utterances, modeled appropriate ways of asking and responding to questions, and provided corrective feedback on impolite expressions through a non-judgmental approach. This modeling role was found to influence students' speech patterns, particularly during discussion and presentation activities.

b. Family Culture and Communication Patterns

Interview findings revealed that some students were raised in family environments where direct or informal speech was commonly used. Consequently, when interacting in the school setting, these students needed to readjust their language use to align with institutional norms of politeness. Differences in family backgrounds contributed to variations in students' levels of politeness, particularly in the use of address terms, ways of requesting permission, and strategies for expressing disagreement or refusal.

c. The Influence of Digital Media

Digital media emerged as a significant factor shaping students' linguistic habits. Exposure to instant communication through online games, YouTube, and social media platforms has led to the adoption of informal expressions such as "What's that supposed to mean?", "Hurry up,", or "What do you mean?". In the classroom context, teachers still encountered some of these informal utterances, although their frequency decreased after students received habituation and corrective guidance at school. This finding suggests the existence of a dynamic tension between digital communicative culture and school-based communicative norms.

d. The School Social Environment

A school environment that emphasizes manners and linguistic etiquette contributes significantly to the formation of polite language practices. Institutional rules, such as raising one's hand before speaking, using polite language during presentations, and the obligation to greet teachers, function as mechanisms for reinforcing politeness in social interaction. Moreover, schools serve as key sites for the socialization of formal language norms that are rarely encountered in students' everyday communication outside the classroom.



**Figure 2.** Language Practice Activities with Students at SDN Satu Seruni Mumbul

The findings of this study indicate that linguistic politeness in classroom learning is not merely the use of polite words, but rather a communicative strategy that takes into account social relations and the rights of interlocutors. From a pragmatic perspective, the politeness practices demonstrated by both teachers and students align with theoretical conceptions of politeness that emphasize the minimization of face-threatening acts and the maximization of interpersonal comfort during interaction. In line with the study conducted by Mauliah (2025), which found that teachers serve as primary role models in the development of linguistic politeness, these findings support the view that language education encompasses character and social dimensions in addition to its linguistic dimension. The present findings also confirm the argument that Indonesian language learning functions as a space for the socialization of communicative values and ethical norms that contribute to students' character formation.

Accordingly, it can be asserted that linguistic politeness in Indonesian language learning at SDN Satu Seruni Mumbul is realized through polite speech strategies and is shaped by a combination of internal school factors and students' external backgrounds. This condition reinforces the relevance of Indonesian language instruction as a means of developing communicative competence while simultaneously fostering polite character formation at the elementary education level.

## 5. Conclusion

This study aimed to describe the forms of linguistic politeness and the factors influencing its implementation in Indonesian language learning at SDN Satu Seruni Mumbul. Based on classroom observations and interviews, the findings indicate that linguistic politeness in instructional contexts is realized through several types of speech acts, including mitigated directive utterances, expressive utterances in the form of appreciation and apologies, adjustments in the use of address terms and pronouns, and persuasive strategies in classroom management. These patterns demonstrate that teachers are able to employ speech strategies that consider interlocutors' comfort and rights, thereby fostering effective and inclusive classroom interaction.

Furthermore, the study reveals that students' linguistic politeness is influenced by teachers' roles as linguistic models, family communication patterns, exposure to digital media, and the school social environment. These factors contribute differently to politeness practices in both horizontal interactions among students and vertical interactions between students and teachers. Accordingly, it can be concluded that linguistic politeness in classroom learning is not merely a linguistic issue but also a social and educational process closely related to character formation from the elementary education level.

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