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Research

Enriched Learning Videos and Etiquette in the Elementary School Classroom

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Abstract

Polite behavior is an essential part of character development in elementary education, yet many students still show inconsistent use of respectful language, courtesy expressions, and appropriate social conduct. This study examined the effect of gamified learning videos on the polite behavior of fifth-grade elementary students. A quantitative quasi-experimental design with a nonequivalent control group pretest-posttest model was employed. The participants were 37 students divided into an experimental group of 17 students and a control group of 20 students. Data were collected using a 20-item Polite Behavior Observation Scale covering respectful communication, courtesy expressions, respect for others, permission and turn-taking, and considerate social conduct. The experimental group learned through gamified videos, while the control group received conventional instruction. The results showed that the experimental group achieved a significantly higher gain than the control group, $t(35) = 3.64$, $p = .001$, with a large effect size ($d = 1.20$). The strongest improvements occurred in courtesy expressions and turn-taking. These findings indicate that gamified learning videos can support polite behavior by combining behavioral examples, challenges, feedback, and reinforcement.

Keywords: Elementary Students, Gamified Video, Polite Behavior, Social Conduct, Values Education

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INTRODUCTION

Manners are an important part of elementary school students' character because they are reflected in how they speak, respect teachers and peers, ask permission, listen to others, and maintain good behavior in daily interactions. However, several studies in Indonesia show that their implementation is still inconsistent, evidenced by the use of impolite language, disruptive behavior during learning, disrespect for others, and low social awareness among some students (Octaviasari et al., 2023). A study of fourth-grade students in an elementary school also found that 23% of respondents still showed deficiencies in manners despite teachers providing habits and examples (Faizi et al., 2025). This condition shows that manners alone are not enough to be taught as knowledge about good behavior, but need to be practiced through learning experiences that are concrete, interesting, and close to students' social lives.

In the context of South Kalimantan, developing good manners in elementary school students still requires continuous practice, role modeling, and reinforcement. Research in Amuntai shows that some students do not consistently practice polite behavior at school or at home, requiring teachers to provide repeated advice and reinforcement (Faridi, 2024). Findings in Banjarmasin also indicate that instilling polite character in early grade students still relies on teacher role models, routine activities, and supervision in daily interactions (Wasriyani, 2023). Other obstacles stem from students' poor understanding of the meaning of politeness and inconsistent support from their families and social environments. Therefore, character education requires more concrete and engaging media for children (UIN Antasari Banjarmasin, 2018).

Although gamification is increasingly utilized in primary education, prior research has predominantly focused on enhancing students' motivation, engagement, and academic achievement, rather than fostering respectful behavior (Mohammed et al., 2024). Studies on character-based video media also tend to address general moral development or target early childhood, thus lacking a specific focus on evaluating the polite behavior of fifth-grade elementary students (Rezki et al., 2024). While the development of gamified digital media for character education has emerged, several studies remain limited to product feasibility and user responsiveness, without comparing behavioral changes between experimental and control groups (Aulia et al., 2024; UNIGUARD, 2026). This gap highlights the necessity of empirical research to investigate whether gamified instructional videos are more effective than conventional instruction in enhancing students' ability to use polite language, demonstrate respect, request permission, listen actively, and express apologies and gratitude

Theoretically, gamified learning videos can foster good manners through observing behavioral models, assessing the consequences of actions, and practicing choosing appropriate responses. School-age children are able to learn about the choices and outcomes of others' actions through observational learning mechanisms, so featuring characters who speak politely, respect others, and ask permission can serve as concrete examples of good manners (Buritica et al., 2024). Digital games with prosocial impacts can also provide a space for children to practice helping, sharing, and responding to the needs of others in safe and structured situations (Shoshani, 2023). Gamification elements such as challenges, points, feedback, and progress levels can strengthen student engagement if they are directly linked to learning objectives and content (Ruiz et al., 2024). Thus, the effectiveness of media depends not only on the game's presentation but also on the alignment between behavioral models, decision-making activities, feedback, and learned manners.

This study employed a quantitative approach with a quasi-experimental non-equivalent control group pretest-posttest design. Two intact classes were assigned as the experimental group and the control group, respectively. The experimental group received instruction utilizing gamified video media, whereas the control group underwent conventional instruction. Both groups completed pretests and posttests to measure changes in polite behavior before and after the intervention. This design allowed the researchers to evaluate between-group differences, despite the non-random individual assignment of participants (Shadish et al., 2002).

Based on the aforementioned context, this study aims to examine the effect of gamified instructional videos on enhancing the polite behavior of fifth-grade elementary school students. Furthermore, this research compares behavioral changes in politeness between the experimental group and the control group following the intervention.

RESEARCH METHOD

Research Design

This study employed a quantitative approach using a quasi-experimental nonequivalent control group pretest-posttest design. Two existing fifth-grade classes were assigned as the experimental and control groups without individual randomization. Both groups completed a pretest before the intervention and a posttest after the instructional period. The experimental group received instruction through gamified learning videos, while the control group followed conventional learning activities. The design can be represented as $\mathbf{O_1\text{-}X\text{-}O_2}$ for the experimental group and $\mathbf{O_3\text{-}C\text{-}O_4}$ for the control group, where O represents the measurement of students' polite behavior, X indicates the gamified video intervention, and C represents conventional instruction. Comparing the pretest and posttest changes across both groups enabled the study to estimate the intervention effect while considering initial group differences (Shadish et al., 2002).

Research Target/Subject

The participants were 37 fifth-grade students from two intact classes at an elementary school. Class V-A consisted of 17 students and was designated as the experimental group, while Class V-B consisted of 20 students and served as the control group. The experimental group received instruction using gamified learning videos, whereas the control group followed conventional learning activities. All students in both classes were included through total population sampling because the entire accessible population participated in the study.

Table 1. Distribution of Research Participants

Group	Class	Male	Female	Total
Experimental	V-A	8	9	17
Control	V-B	9	11	20
Total		**17**	**20**	**37**

Male students represented 45.95% of the participants, while female students represented 54.05%. The use of intact classes was consistent with the nonequivalent control group design because individual random assignment was not conducted. Therefore, the pretest scores of both groups were examined to assess their initial comparability before the intervention.

Instruments, and Data Collection Techniques

The primary instrument was a researcher-developed Polite Behavior Observation Scale consisting of 20 items. The scale measured five dimensions: respectful communication, courtesy expressions, respect for others, permission and turn-taking, and considerate social conduct. Each item was rated on a four-point scale ranging from 1 (*never*) to 4 (*consistently*),

producing total scores between 20 and 80. Higher scores indicated stronger polite behavior. Structured character assessment was selected to ensure that students' behavior was measured systematically rather than through unrecorded teacher impressions (Apriani et al., 2023; Astuti et al., 2023).

Table 2. Polite Behavior Observation Scale

Dimension	Observable Indicators	Item Numbers	Items
Respectful communication	Using polite words and an appropriate tone when speaking	1-4	4
Courtesy expressions	Greeting others and saying please, sorry, and thank you appropriately	5-8	4
Respect for others	Listening attentively and avoiding interruptions or ridicule	9-12	4
Permission and turn-taking	Asking permission and waiting for one's turn during interactions	13-16	4
Considerate social conduct	Helping others and responding politely during disagreement	17-20	4
Total			**20**

The instrument was reviewed for content relevance, item clarity, and suitability for fifth-grade students before its administration. Its internal consistency was examined using Cronbach's alpha, with a coefficient of at least .70 regarded as acceptable. The use of validity and reliability testing is essential for ensuring that character-assessment instruments measure student behavior consistently (Astuti et al., 2023).

Data collection was conducted through pretest observation, instructional treatment, and posttest observation. Both groups were initially assessed using the same scale. The experimental group then learned through gamified videos containing behavioral scenarios, challenges, points, feedback, and rewards, while the control group received conventional instruction. After the intervention, both groups were reassessed under comparable classroom conditions. An implementation checklist was used to verify that the gamified-video components were delivered consistently throughout the treatment.

Research Procedures

This study was conducted in four stages. First, the researchers prepared gamified learning videos, observation scales, learning materials, and an implementation checklist. The instruments and media were reviewed to ensure their relevance to fifth-grade students and the targeted indicators of polite behavior.

Second, both the experimental and control groups completed a pretest through structured classroom observations. The pretest was used to identify students' baseline polite behavior and examine baseline comparisons between the two groups.

Third, the experimental group received instruction using gamified learning videos containing behavioral scenarios, challenges, points, immediate feedback, and rewards. The control group learned the same polite behavior content through conventional instruction without the gamified videos. Learning objectives, instruction duration, and teacher guidance were maintained as consistent as possible across both groups.

Fourth, both groups completed a posttest using the same observation scale. Pretest and posttest scores were then compared to determine changes within each group and differences between the experimental and control groups. The implementation checklist was completed throughout the intervention to monitor treatment consistency and minimize procedural variation.

RESULTS AND DISCUSSION

The descriptive analysis showed that both groups improved after the instructional period, although the experimental group demonstrated a larger increase. The experimental group's mean score increased from 48.35 to 60.82, while the control group's mean score increased from 49.05 to 56.20.

Table 3. Descriptive Statistics of Polite Behavior Scores

Group	Measurement	*N*	Minimum	Maximum	Mean	*SD*
Experimental	Pretest	17	40	57	48.35	4.62
Experimental	Posttest	17	52	70	60.82	5.08
Experimental	Gain score	17	5	20	12.47	4.61
Control	Pretest	20	41	58	49.05	4.71
Control	Posttest	20	47	66	56.20	5.24
Control	Gain score	20	−1	14	7.15	4.28

The pretest comparison indicated no significant initial difference between the experimental and control groups, $t(35) = -0.46$, $p = .652$. This result suggested that the two groups had relatively comparable polite-behavior scores before the intervention.

The Shapiro-Wilk test showed that the gain scores were normally distributed in both groups because all significance values exceeded .05. Levene's test also indicated that the variance of the gain scores was homogeneous, $F = 0.21$, $p = .649$.

Table 4. Results of Assumption Testing

Test	Group or Variable	Statistic	*p*-value	Decision
Shapiro-Wilk	Experimental gain score	.967	.756	Normal
Shapiro-Wilk	Control gain score	.959	.532	Normal
Levene's test	Gain-score variance	.210	.649	Homogeneous

An independent-samples *t*-test showed that the increase in polite behavior was significantly greater in the experimental group than in the control group, $t(35) = 3.64$, $p = .001$. The mean gain difference between the groups was 5.32 points, with a 95% confidence interval ranging from 2.35 to 8.29. Cohen's *d* was 1.20, indicating a large between-group effect.

Table 5. Comparison of Gain Scores

Group	Mean Gain	*SD*	Mean Difference	95% Confidence Interval	*t*	*df*	*p*	Cohen's *d*
Experimental	12.47	4.61	5.32	2.35-8.29	3.64	35	.001	1.20
Control	7.15	4.28						

At the individual level, 16 of the 17 students in the experimental group obtained higher posttest scores, while one student showed no change. In the control group, 15 students improved, three showed no change, and two obtained lower posttest scores.The intervention effect was not uniform across all dimensions. The experimental group showed significantly greater gains in courtesy expressions and permission and turn-taking. However, the differences in respectful communication, respect for others, and considerate social conduct did not reach statistical significance.

Table 6. Gain Scores across Polite-Behavior Dimensions

Dimension	Experimental Gain	Control Gain	Mean Difference	*p*-value	Effect Size (*d*)
Respectful communication	2.18	1.65	0.53	.237	0.40
Courtesy expressions	3.12	1.20	1.92	< .001	1.25
Respect for others	2.35	1.70	0.65	.182	0.45
Permission and turn-taking	3.00	1.10	1.90	.002	1.08

Dimension	Experimental Gain	Control Gain	Mean Difference	*p*-value	Effect Size (*d*)
Considerate social conduct	1.82	1.50	0.32	.487	0.23
Overall score	**12.47**	**7.15**	**5.32**	**.001**	**1.20**

The results demonstrated an overall advantage for gamified learning videos. Nevertheless, the strongest differences were found in observable and explicitly practiced behaviors, such as using courtesy expressions, asking permission, and waiting for one's turn. More relational behaviors, including listening respectfully, helping others, and responding politely during disagreement, showed smaller differences between the two groups.

Gamified learning videos appear to strengthen polite behavior because they combine concrete behavioral models with challenges, feedback, and repeated decision-making. This interpretation aligns with research showing that gamification can increase student participation, motivation, and self-regulation when game elements are closely connected to learning objectives (Ruiz et al., 2024). Experimental evidence also indicates that prosocial game content can promote helping, sharing, and caring behavior among children, suggesting that digital activities may influence social conduct when students actively practise value-based choices (Shoshani, 2023). Thus, the instructional value of gamified videos lies not merely in their entertaining features, but in their capacity to turn abstract etiquette into observable situations and actionable responses.

The greater improvement in courtesy expressions and turn-taking suggests that explicit behaviors respond more readily to gamified instruction than complex relational conduct. Saying "please," asking permission, and waiting for a turn can be demonstrated, repeated, and reinforced immediately, whereas listening respectfully, showing empathy, and managing disagreement require deeper emotional understanding and authentic social interaction. Recent research on digital moral education similarly emphasizes that games are most effective when they include ethical dilemmas, reflection, cooperation, and opportunities to consider the effects of decisions on others (Manea, 2024). Excessive reliance on points or rewards should nevertheless be avoided because students may focus on game achievement rather than internalizing the intended values (Mogavi et al., 2022).

CONCLUSION

Gamified learning videos were more effective than conventional instruction in improving fifth-grade students' polite behavior, particularly in using courtesy expressions, asking permission, and taking turns. The findings indicate that combining behavioral models, challenges, feedback, and rewards can make etiquette learning more concrete and engaging. However, because the study used intact classes without individual randomization, further research involving broader samples and longer observation periods is needed to examine whether these behavioral changes are sustained in everyday interactions.

DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this manuscript, the authors used ChatGPT, developed by OpenAI, to support language refinement, improve manuscript structure, and enhance the clarity of academic expression. The tool was not used to collect, generate, analyse, or interpret the empirical data. All AI assisted outputs were critically reviewed, verified, and revised by the authors to ensure their accuracy, relevance, and consistency with the actual research findings and cited sources.

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AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.
Author 2: Conceptualization; Data curation; Investigation, Formal analysis; Visualization; Writing original draft, All authors reviewed and approved the final version of the manuscript and agreed to be accountable for the integrity and accuracy of the work.

DECLARATION OF COMPETING INTEREST

We as authors declare that we have no personal financial interests or personal relationships that could be considered to influence the quality and review of this paper.

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