



## An Axiological Analysis of School Radio as a Tool for Internalizing Courage and Language Ethics in Indonesian Language Learning

Rischa Anggraeni Basuki<sup>1\*</sup>, Anas Ahmadi<sup>2</sup>

<sup>1,2</sup>Prodi Pendidikan Bahasa dan Sastra Indonesia, Universitas Negeri Surabaya, Jawa Timur, Indonesia

\*E-mail : [rischapuspita2@gmail.com](mailto:rischapuspita2@gmail.com)

### ABSTRACT

The purpose of this study is to investigate the axiological aspect of school radio as a tool for internalizing courage and language ethics in Indonesian language learning. This study employs interpretative axiological analysis, a case study design, and a descriptive qualitative methodology. Students from SMP Negeri 18 Surabaya who participate in the school radio broadcaster served as the study's subjects. Participatory observation of broadcast activities, teacher and student interviews, and an examination of the school radio program's documentation were all used to gather data for this study. The results of teacher and student interviews, observations, and various documents pertaining to school radio broadcast activities were compared in order to preserve the validity of the data using triangulation techniques and sources. Data reduction, systematic data presentation, and extracting conclusions from field data were the steps in the data analysis process used in this study. The goal of all data gathering and analysis methods was to get a comprehensive understanding of the philosophy of science, particularly the axiological component of learning Indonesian language and literature literacy. The study's findings show that school radio has axiological significance as a useful medium for teaching language and character. Students' direct participation in the design and execution of broadcasts demonstrates their internalization of the value of courage, which boosts their self-assurance and capacity for candid communication. In the meantime, the implementation of language rules during broadcasts, accountability for broadcast content, teacher direction, and the presence of communicative and ongoing reflection can all contribute to the internalization of ethics in language. This study has demonstrated that, in the context of teaching Indonesian, school radio serves as both a technological means of disseminating information and a learning laboratory that can help students develop their character.

*Keywords: axiological, school radio, tool for internalizing, courage, language ethics*

## Studi Aksiologi Radio Sekolah sebagai Media Internalisasi Nilai Keberanian dan Etika Berbahasa dalam Pembelajaran Bahasa Indonesia

### ABSTRAK

Penelitian ini bertujuan untuk mengkaji dimensi aksiologis radio sekolah sebagai sebuah media internalisasi nilai etika berbahasa dan keberanian dalam pembelajaran Bahasa Indonesia. Penelitian ini menggunakan pendekatan deskriptif kualitatif dengan menggunakan desain studi kasus serta analisis interpretatif aksiologi. Subjek pada penelitian ini adalah Siswa SMP Negeri 18 Surabaya yang tergabung dalam penyiar radio sekolah. Pengumpulan data penelitian ini menggunakan observasi partisipatif terhadap aktivitas siaran, wawancara dengan guru dan siswa, serta telaah pada dokumentasi program radio sekolah. Guna menjaga adanya keabsahan data maka digunakan triangulasi teknik dan sumber dengan membandingkan hasil dari wawancara guru dan siswa, temuan observasi, serta beberapa dokumen yang berkaitan dengan kegiatan siaran radio sekolah. Proses dari analisis data penelitian ini dilakukan melalui tahapan reduksi data, penyajian data secara sistematis, dan penarikan kesimpulan berdasarkan data dilapangan. Seluruh teknik pengumpulan data dan analisis data difokuskan untuk memperoleh gambaran yang utuh mengenai filsafat ilmu, khususnya aspek aksiologis dalam pembelajaran literasi bahasa dan sastra Indonesia. Hasil penelitian menunjukkan bahwa radio sekolah memiliki nilai aksiologi sebagai ruang praktis pendidikan karakter berbahasa. Internalisasi nilai keberanian terlihat dari adanya keterlibatan langsung siswa dalam proses perencanaan hingga pelaksanaan siaran sehingga menciptakan kepercayaan diri dan kemampuan siswa menyampaikan suatu gagasan secara terbuka. Sedangkan internalisasi etika dalam berbahasa dapat terbentuk melalui penerapan regulasi Bahasa saat siaran, tanggungjawab terhadap isi siaran, pembimbingan guru, serta adanya refleksi yang komunikatif dan berkelanjutan. Penelitian ini telah menegaskan bahwa radio sekolah tidak hanya menjadi media teknis penyampaian informasi, melainkan menjadi laboratorium pembelajaran siswa yang mampu berkontribusi pada penguatan karakter siswa dalam konteks pendidikan Bahasa Indonesia.

*Kata kunci: aksiologi, radio sekolah, media internalisasi, nilai keberanian, etika berbahasa*

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## INTRODUCTION

Learning Indonesian carries epistemological and ethical responsibilities. As a step in developing linguistic competence, language learning also functions to shape students' language character, reflecting courage, responsibility, and politeness. Language cannot be separated from ethical values because every speech act contains moral and social dimensions. In the educational context, internalization through experiences is necessary to enable students to practice language as meaningful actions. This means that the learning process does not stop at merely understanding theory but also provides space for students to internalize and apply values in real life. In this regard, the philosophy of science is used as an important foundation for forming thought patterns that lead to educational development. One of its branches is axiology. Axiology is a branch of science that discusses values, both beauty (aesthetics) and moral and ethical values. Through axiology, we understand that every action, including the use of language, cannot be separated from values that influence a person's attitudes, decisions, and goals, both personal and social. The study of philosophy and axiology is used to re-examine educational goals and assess the suitability of the values taught to students (Yessa, 2018). Therefore, axiological values are crucial to ensure that the learning process focuses not only on delivering material but also on developing students' character, moral attitudes, ethics, and responsibilities (Gunawan 2023). Therefore, Indonesian language learning is part of a scientific practice that contains an axiological dimension.

Language competence provides benefits in shaping students' attitudes and social responsibilities. Furthermore, Lutfi explained that education does not stop at mastering knowledge but also understanding the values inherent in the learning practice itself (Lutfi, 2023). The values of courage and language ethics in Indonesian language learning can be understood as values inherent in learning practices that need to be brought to life through real practice, not just normative values in

curriculum documents. In a study conducted by Afidah and Syhabudin, character education cannot be separated from the Indonesian language learning process. Language learning is not only oriented towards mastering skills, but also contains values that contribute to the character education of students. Through language activities, students are trained to develop honest attitudes, intelligent thinking, polite speech, and a natural and proportional attitude in communication (Afidah, 2022). Thus, strengthening character in Indonesian is a fundamental strategy in building students' personal qualities as a whole, not only in the cognitive aspect, but also in the dimensions of attitudes and real behavior. However, in reality, the practice of Indonesian language learning in schools is still often oriented towards academic achievement and mastery of text structures. The dimensions of speaking courage and awareness of language ethics have not yet received adequate attention. Studies have reported that poor public speaking skills are caused by passivity in formal oral communication and a lack of confidence when speaking in public (Durotunnasihah, 2025).

This also occurred among students at SMP Negeri 18 Surabaya. This situation demonstrates a gap between language education norms and existing practices. School radio, as a participatory learning medium, offers significant axiological potential. From the perspective of Indonesian educational philosophy, media is not merely a technical aid, but a vehicle for conveying values needed by students (Abdullah, 2019). School radio provides a pedagogical public space that enables students to produce and disseminate speech responsibly. This requires courage in speaking as well as ethical awareness of the form and content of the language used. Studies on school radio in Indonesian educational journals generally emphasize improving student literacy, speaking skills, and creativity. This aligns with Surjana's statement that school radio can effectively increase self-confidence and communication skills (Surjana, 2021). However, most research still focuses on functional and pedagogical aspects.



Meanwhile, the axiological dimension emphasizes how radio can become a space for internalizing the values of courage and language ethics, which have not been explicitly analyzed within the framework of educational philosophy. This is the important basis for this research gap. There has been no specific study that places school radio within the axiological perspective of language education, thus requiring an in-depth analysis. Axiological values in this context include the use of media as a means of forming language character, social responsibility in communication, and habituating reflective attitudes in broadcasting practices. As stated by Herni Retnowati and Anas Ahmadi (2025), learning media is expected to not only transfer knowledge but also instill moral and cultural values through the learning process. Based on this description, this study is directed at examining school radio as a medium for internalizing the values of courage and language ethics in Indonesian language learning through an axiological approach. This study seeks to emphasize that the use of school radio is not only technical but also normative philosophical in shaping students' language character.

## METHOD

This research uses a qualitative approach, employing a case study design to gain a contextual and comprehensive understanding of the process of internalizing the values of courage and language ethics in school radio broadcasting practices. Using a qualitative approach allows researchers to examine the meanings, experiences, and social dynamics that occur naturally within the research environment. Therefore, the research is not merely understood as a normative concept but as a reality that can be experienced and practiced. Koentjaraningrat said that qualitative research is a study of humanity whose activities are based on the existence of scientific disciplines in which there are facts, explained, analyzed, and interpreted, as well as the relationship between nature, society, and human behavior in order to find the latest information (Muhammad, 2022).

The case study design was chosen for this research because it allows for exploration of phenomena, but within certain limits, particularly when a phenomenon is tied to complex social processes, interactions, and practices. This bounded system is also bound by time and precision but can be studied through programs, events, activities, or individuals. In other words, a case study is a research activity that allows researchers to explore phenomena that exist within a specific timeframe, in the form of programs, events, or processes within an institution or social group, and to gather detailed and in-depth information by applying various data collection procedures over a specific period. Stake states that case study research aims to reveal the uniqueness or distinctive characteristics of a case being studied. Therefore, the primary goal and focus of a case study is the case itself, which is the object of research. Cases exist in all fields, so matters related to the case's nature, activities, functions, welfare, environmental conditions, and various factors related to the case's influence must be examined with the aim of explaining the case's existence comprehensively and comprehensively (Dimas, 2023). Thus, the qualitative case study approach chosen for this research aims to provide an in-depth description of how the values of courage and language ethics are used, constructed, negotiated, and internalized through school radio broadcasting activities as a means of student communication practices.

This research was conducted at SMP Negeri 18 Surabaya, which serves as the case study context. The research subjects included the school radio activity supervisor, one Indonesian language teacher, and 32 students actively involved in the broadcasting activities. The involvement of these three is considered highly representative because it illustrates the dynamics of the internalization of values in school radio broadcasting practices.

The participants were conducted using a purposive sampling technique, which involves deliberately selecting information based on considerations relevant to the research objectives. This technique is commonly used in qualitative research

because it allows researchers to select participants directly involved in a phenomenon. In line with Tumurung (2025), this approach is standard in qualitative research because it facilitates researchers in reaching participants with deep experience and intense involvement in the research being studied.

Therefore, selecting teachers and students who actively participated in radio broadcasts was intended to ensure that the data obtained could reflect authentic, real-life experiences regarding the process of developing courage and language ethics in school radio activities.

The data collection process in this study was carried out using three main techniques: participant observation, semi-structured interviews, and documentation studies. All three techniques were used to obtain a comprehensive picture through the process of internalizing values in school radio broadcasting activities. Participant observation was conducted over four consecutive days, from Monday to Thursday. Through this technique, researchers can directly engage in a natural context by observing students' broadcasting activities on school radio, including language use, communication, language choices, expressions, and interaction patterns between students and teachers. Participant observation allows researchers to understand the behavior and meaning of actions in real-world situations through reflective and contextualized social situations. In the Indonesian educational context, this technique has proven effective in identifying the dynamics of values and attitudes that emerge naturally in student learning (Maysaroh et al., 2023). Through direct involvement, researchers act as a key instrument capable of capturing in-depth social practices and interactions (Hardani et al., 2020), enabling the findings to be transformed into accurate and systematic research (Al-Amin, 2025).

This study employed semi-structured interviews to explore participants' experiences in greater depth, particularly regarding student self-confidence, slang use, and understanding of language etiquette in radio broadcasts. Through a focused yet flexible framework of questions, this

method enables researchers to obtain in-depth evidence regarding communication dynamics (Ruslan et al., 2022). It also captures the construction of meaning related to the phenomenon of slang language use, which often occurs in casual situations, while still considering the appropriateness of the situation and appropriate communication interactions so as not to hinder formal language skills (Julika & Maharyati, 2025; Nurgiansyah & Sukmawati, 2020). A combination of these three techniques was applied to achieve depth and validity of the data based on the sources and methods used. This allows the process of internalizing the value of courage in language ethics to be fully understood through the context of school radio broadcasts.

The data analysis in this study used the interactive model by Matthew B. Miles and A. Michael Huberman, which consists of three main stages: data reduction, data presentation, conclusion drawing, and verification. This model emphasizes that research analysis is conducted continuously, starting from data collection until completion (Miles et al., 2020).

In the data presentation stage, selected data is presented in narrative or tabular form to facilitate understanding of the patterns and relationships within the findings. This presentation helps researchers systematically interpret trends in meaning (Saladana, 2020; Abubakar, 2021).

Meanwhile, in the data collection and verification stage, conclusions are drawn and verified by formulating the meaning of the presented data and then re-examining its consistency and accuracy through repeated checking. Conclusions in qualitative research are evolving and continuously tested throughout the analysis process (Sugiono, 2010; Razak, 2017; Darusalam & Hussin, 2016).

Next, the analysis results are interpreted using an axiological approach to identify the forms and processes of internalizing the value of courage and language ethics. This approach is used because axiology emphasizes the study of the utility of human actions, including in educational practices. Thus, the analysis not only describes the data

but also interprets the values contained in school radio broadcasting practices.

Data validity in this study was obtained using three strategies: source triangulation, technical triangulation, and member checking.

Source triangulation was conducted by comparing information obtained from the supervising teacher, the Indonesian language teacher, and the students to determine the consistency of the data. This method helped researchers ensure that the findings were not derived from a single perspective (Creswell & Creswell, 2017).

Technical triangulation was achieved by combining the results of observations, interviews, and documentation. The use of multiple data collection techniques allows researchers to mutually confirm findings, thereby increasing the credibility of the research (Miles et al., 2020).

Furthermore, data verification can be conducted by asking participants to review the interview results or research findings. This step aims to ensure that the assessor's interpretation aligns with the participants' experiences and intentions (Sugiono, 2010). Thus, the data validation process is carried out systematically so that the research results can be scientifically accounted for.

## RESULTS

### 1. School Radio Practice

The school radio at SMP Negeri 18 Surabaya is an audio-based activity that is carried out routinely every Monday through Friday. The broadcasts last 20 minutes during breaks. These activities consist of several segments, such as delivering school information, short literacy sessions, motivational messages, and educational entertainment. The use of school radio as an educational medium is considered effective in supporting the learning process due to its ability to expand access to information. Furthermore, school radio can increase student engagement in communication and literacy activities within the school environment (Yusman, 2021).

Although in reality, the school radio broadcast program has

Although the school radio program has been running for a long time, its management has not been implemented systematically. This relates to fixed broadcast scheduling, distribution of broadcast roles, editing of broadcast scripts, and conducting periodic evaluations, which have only been well-structured in the past year. Improved management of these activities has had a positive impact on student participation and improved the quality of language used in conveying information. Well-managed school radio activities have been shown to foster communication skills, collaboration, and media literacy in students (Anggraeni, 2025).

Based on the results of participatory observations conducted during five broadcasts, radio activities include several main stages: (1) preparing the text or broadcast script, (2) practicing reading and delivering the material, (3) conducting the live broadcast, and (4) evaluating with the supervising teacher after the activity. These four stages not only function as technical processes in broadcast production but also serve as learning spaces that instill the values of responsibility, discipline, collaboration, and effective communication skills among students.



Figure 1  
Technical stages of broadcast production

### 2. Axiological Dimensions in School Radio

Axiology is a branch of philosophy that focuses its study on values, encompassing ethical and aesthetic dimensions. In the context of developing learning media, particularly for language and literature subjects, axiology plays a crucial role. School radio not only functions as an instrument for conveying scientific concepts but also as a vehicle for the more comprehensive internalization of values, including the formation of student char-

acter and attitudes. Therefore, the integration of axiological values can be reflected in the use of school radio (Miranda et al., 2024).

Furthermore, axiology makes a significant contribution to the process of optimizing school radio media by determining the values to be achieved in teaching and learning activities (Kallabe, 2025). Within this framework, axiology emphasizes that learning media is not limited to merely conveying information but must also be able to integrate relevant ethical, aesthetic, and educational values (Fithriani, 2017).

Well-designed school radio can foster various positive attitudes in students, such as curiosity, courage to express opinions, and responsibility in communication. Furthermore, character building through radio broadcasts not only provides cognitive learning but also fosters habituation, hands-on practice, and role modeling in the use of good and polite language. Therefore, axiology is an important foundation for designing learning media that is not only informative but also has moral and aesthetic educational value that supports student character development (Nikmati, 2024).

Based on the analysis of school radio broadcasts, it was found that broadcasting practices provide a real space for students to develop important communication values. The most prominent values include:

- a. Courage to speak in public
- b. Responsibility in conveying information
- c. Ethics in language use

These three values emerge repeatedly in every broadcast process, starting from script development and reading practice, to the live broadcast. Axiologically, school radio activities create authentic situations that enable students to perform, speak, and convey messages directly to the school community. This situation differs from classroom learning. While classroom learning is generally limited to interactions with peers or close friends, the experience of public communication through school radio broadcasts can provide a more concrete and contextual learning experience.

### 3. Internalization of the Value of Courage

#### 3.1 Reliance on Broadcast Scripts Causes Awkwardness

In the early stages of student involvement in school radio activities, some students still exhibited awkwardness when speaking in public. Observations during broadcasts showed that students were relatively reliant on broadcast scripts, using relatively flat intonation and displaying stiff communication expressions. Furthermore, students' focus during broadcasts still depended on the text read without improvisation, thus limiting interaction with their surroundings.

This situation indicates that students are still in the adjustment phase when having to speak in a public communication space. This data is supported by student interviews, which stated:

"At first, I was afraid of saying the wrong thing and being laughed at by my friends."

Furthermore, other students expressed similar sentiments regarding their first broadcast experience:

"The first time I broadcast, I was nervous, because my voice would be heard by the whole school."

These two student statements indicate that the obstacles experienced by students in the early stages were more related to psychological factors than to their speaking skills. Fear of making mistakes during broadcasts and anxiety about social reactions from peers are major factors affecting students' confidence when they first appear as radio announcers.

From an educational communication perspective, this is associated with the phenomenon of communication apprehension. Communication apprehension is the anxiety that arises when someone has to speak in public. This phenomenon is common among individuals who lack sufficient public communication experience (Muslimin, 2021).

As students rotate through routine broadcasts, they experience changes in how they convey information. Observations of subsequent broadcast



sessions indicate that students are becoming more comfortable reading broadcast scripts and materials, using more varied intonation and employing more natural communication expressions. Some students even reduce their reliance on text by adding simple improvisations to convey information. These changes demonstrate that repeated practical experience provides students with opportunities to adapt to public communication situations. In the context of media-based learning, student involvement in communication practice has been shown to increase self-confidence and improve their speaking skills (Suleman, 2024).

Based on the perspective of educational axiology, this process demonstrates that the value of courage does not emerge instantly, but develops through real-life experiences and repeated practice. Through school radio broadcasts, students gradually learn to overcome nervousness and develop the courage to convey messages to the school community.

### **3.2 Adaptation Process and the Emergence of Public Speaking Courage**

Increased student involvement in live school radio broadcasts has resulted in changes in students' communication attitudes, marked by the emergence of the courage to speak spontaneously without relying entirely on a broadcast script. One student stated:

"After conducting several broadcast sessions, I began to be able to innovate without sticking to a script. I sometimes add comments when conveying information."

These findings demonstrate that repeated broadcasting practices can contribute to students' confidence in the public sphere. School radio serves as a communication training medium for conveying ideas to listeners.

In language learning studies, authentic communication practice is a crucial factor in developing speaking competence. M. Yudianto et al. explain in their book that real-life communication experiences enable students to develop self-confidence and the ability to adapt language to commu-

nication situations (Yudianto, 2024). In other words, proficiency and courage in speaking are not the result of mere theoretical understanding, but rather the result of consistent and repeated practice.

From an axiological perspective, this adaptation process demonstrates that students' courage develops through social experiences. School radio provides a platform that allows students to practice courage in expressing ideas openly and responsibly.

## **4. Interaction of the Value of Responsibility in Broadcasting Practice**

### **4.1 Awareness of the Broadcaster's Role as a Conveyor of Information**

This study also revealed that involvement in school radio has fostered students' self-awareness of their strategic role as broadcasters, who hold moral responsibility for the accuracy of information for the school community. Students now not only speak into microphones but also prioritize validating the data they convey on radio broadcasts. As one informant stated:

"When conveying school information, it must be accurate because many people will listen."

This statement reflects a deep understanding of the impact of broadcasts on the audience and is a strong indicator of the emergence of responsibility in students' communication practices. From a character education perspective, responsibility is an important value that needs to be instilled in the educational process. Thomas Likona (In Permana, 2025) emphasized that character education is not only related to students' moral knowledge, but also to the habituation of behavior that reflects these moral values in everyday life. Therefore, radio broadcasting activities in schools not only function as a means of honing speaking skills but also serve as an effective instrument in fostering students' awareness of ethics and responsibility in communication.

#### 4.2 Discipline in Preparing Broadcast Material

The implementation of the value of responsibility in radio broadcasting activities is also clearly reflected in the timely preparation of broadcasts and the preparation of curated scripts that are relevant to the school's dynamics. This process demonstrates that student radio activities lead students to have a strong commitment to the quality of the material, which goes beyond mere technical statements to integrity. Communication. This finding aligns with Martono's (2019) journal, which shows that student involvement in experiential learning activities can develop positive character traits such as responsibility, activeness, and self-confidence through learning experiences involving reflection and hands-on practice.

This phenomenon can be understood through the experiential learning framework proposed by David A. Kolb (in Martono, 2019), who explains that the learning process occurs through four main stages:

1. concrete experience
2. reflective observation
3. abstract conceptualization
4. active experimentation).

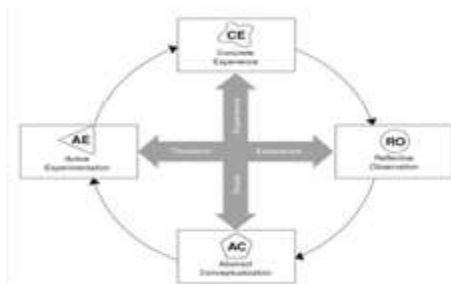


Figure 2  
 Experiential Learning Model Cycle Diagram (Kolb, 2014)

In the context of school radio broadcasting activities, concrete experiences occur when students are directly involved in the practice of presenting and preparing broadcast material. Students then reflect on these experiences, for example by evalu-

ating the fluency of information delivery or the appropriateness of the language used in the broadcast. This reflection process then encourages students to develop a conceptual understanding of the importance of responsible communication and language ethics. In the next stage, this understanding is re-examined in subsequent broadcasts, thus forming a continuous cycle of experiential learning.

Thus, the broadcast routine in school radio activities can be understood as part of an experiential learning process that enables students to transform the concepts of discipline and responsible communication into concrete behavior. Through radio broadcasting activities, students not only learn communication theory conceptually but also integrate the values of discipline and responsibility into authentic communication practices.

#### 5. Internalization of Language Ethics in School Radio Broadcasting Practices

##### 5.1 Awareness of Using Language Varieties Appropriate to the Communication Situation

In addition to being an aspect of courage and responsibility, radio broadcasting activities in the school environment also play a crucial role; in sharpening students' understanding of language ethics. Based on interviews, students realized that the language used in broadcasts should be different from that used in everyday conversation. One student stated:

"Broadcasts must use more polite and clear language so that everyone understands."

This statement indicates that students are beginning to understand the importance of using language styles appropriate to the communication context. In school radio broadcasts, students tend to use more formal and structured Indonesian.

According to Tarigan (2008), the ability to use language styles appropriate to the context is an important part of language competence. This ability relates to understanding the communication situation, the purpose of the communication, and the characteristics of the listener.



## 5.2 Controlling the Use of Slang and Broadcast Language

The results of this study also capture students' cognitive development in recognizing the boundaries of slang or slang use during broadcast activities. Although slang still dominates their daily informal interactions, students consciously understand that this use of diction is less representative of formal communication. This was emphasized by one informant who stated:

"We can't use too much slang because we have to be polite on school radio broadcasts."

This awareness reflects a process of in-depth reflection regarding the differentiation of language use based on the communication situation at hand. This phenomenon is reinforced by the findings of Zulkarnain et al. (2024) in the journal *Principles of Language Politeness in Student Communication at School*, which states that student involvement in school media serves as an effective pragmatic laboratory for training sociolinguistic sensitivity, particularly in reducing the use of non-standard language in formal forums. From a pragmatic perspective, the ability to align language registers with the environmental context is an important indicator of language ethics. Therefore, mastery of politeness strategies is not merely a technical matter, but a form of communicative intelligence that respects the audience and the communication goals being developed.

## 6. The Axiological Significance of School Radio in Indonesian Language Learning

Based on the overall research findings, it can be understood that school radio has axiological value in Indonesian language learning. The role of school radio goes beyond simply conveying information, but also transforms into a strategic pedagogical space that facilitates the development of communication skills and strengthens students' character. Through broadcasting activities, students not only hone the technical aspects of speaking but also engage in the process of internalizing self-confidence, a deeper understanding of the responsibility of the message

deliverer, and the application of polite language ethics.

This process proves that the school radio has successfully integrated the dimensions of linguistic skills with the fundamentals of character education. This finding demonstrates that experiential learning can help students develop real communication skills through direct involvement in learning activities. According to Akhiruddin et al. (2024), the strong visual and audio aspects of interactive texts can naturally attract students' attention, thereby strengthening their engagement in the learning process. This is in line with findings in language pedagogical studies that confirm that the use of community-based audio media in the school environment is active in transforming moral values into real communicative behavior through an experiential learning approach (Suleman, 2024).

From an educational axiology perspective, values such as courage, responsibility, and politeness do not stop at the conceptual level. Instead, they develop as personal qualities realized through repeated communication practices. Student involvement in school radio broadcasts provides a space for students to gain direct communicative experience, allowing these values to develop naturally through a contextual and participatory learning process.

Thus, school radio can be viewed as a contributing learning medium because it not only supports the development of students' communicative competence but also plays a role in shaping the character of speaking courageously, being responsible in conveying information, and being aware of language ethics in the context of Indonesian language learning.

## CONCLUSION

This research shows that school radio at SMP Negeri 18 Surabaya has a significant axiological dimension in Indonesian language learning. The values of courage and language ethics are not taught verbally but are internalized through repeated and reflective communicative practices. Internalization of courage occurs through the habit

of appearing in the school's public space. Meanwhile, language ethics are formed through regulation, dialogical correction, and the habituation of formal language use. The phenomenon of slang demonstrates that the process of internalizing values is dynamic and contextual. Based on the results and discussion above, it can be concluded that the school radio at SMP Negeri 18 Surabaya is a learning medium that contributes to the development of students' language character. Internalization of the values of courage and ethics occurs organically through practice, not simply formal instruction, making it an effective personal development tool in the context of Indonesian language learning.

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