

EXPLAINING THE QUALITY OF TEACHER AND STUDENT COMMUNICATION BASED ON COOPERATION PRINCIPLES IN A RELIGIOUS CONTEXT: A PRAGMATIC STUDY

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Article Info	Abstract
Article History Received: December 2023 Revised: February 2024 Published: April 2024	<i>Communication in the classroom has a very important role because there is a process by which a teacher transfers knowledge and other aspects of education to students. If the principle of cooperation is violated, then the communication will be counterproductive and not in accordance with its initial purpose. This research aims to obtain an objective picture of the quality of communication based on the fulfillment and deviation of the principle of cooperation in teacher and student communication in a religious context at Shalahuddin Middle School. This research is descriptive research using a qualitative approach. The data collection techniques used were observation and note taking. The data analysis techniques used are data reduction, data presentation, and drawing conclusions. The results of this research are that there is a fulfillment of the principles of cooperation in the form of the maxim of quantity, the maxim of quality, the maxim of method, and the maxim of relevance, as well as deviations from the principles of cooperation in the form of the maxim of quantity, the maxim of quality, the maxim of method, and the maxim of relevance in the religious context at Shalahuddin Middle School.</i>
Keywords Communication; Principles of cooperation; Pragmatics; Maxims;	
How to cite: Novitasari, M., & Wahyuni, L. (2024). Explaining the Quality of Teacher and Student Communication Based on Cooperation Principles in a Religious Context: A Pragmatic Study. <i>JOLLT Journal of Languages and Language Teaching</i> . 12(2), pp. 556-575. DOI: https://doi.org/10.33394/joltt.v%vi%i.10123	

INTRODUCTION

Communication plays a very important role in improving the students' interest in learning (Nadia & Delliana, 2020), increasing student self-efficacy (Amar, 2024), increasing student understanding (Mansyur, 2021), and increasing student motivation (Alie, 2023). According to Vebriyanti & Syah (2021) it is important for each person to adapt their communication to the concepts they want to understand together. Good interaction and communication between teachers and students is very important to ensure that students learn optimally. Teachers can use various communication methods to understand students' needs and abilities (Priyanto & Kock, 2021). The quality of communication is determined by Grice's principle of cooperation. The essence of the principle of cooperation is the willingness of all parties in communication to support and understand each other (Izar et al., 2023). If the cooperative principle is violated, the conversation can become uncooperative and result in misunderstandings between the speaker and the listener (Yusro et al., 2020).

Grice is of the view that human communication is based on logic and rationality, and cooperation between individuals is established through conversation (Joyce, 2021). This principle consists of four maxims, namely the maxim of quantity, the maxim of quality, the maxim of manner, and the maxim of relevance (Rahmawati, 2021). The maxim of quantity requires the speaker to provide as much information as is necessary, neither less nor more (Siska, 2022). The maxim of quality requires the speaker to convey information that is correct and in accordance with reality, and can be proven to be true (Ibrahim, 2021). The maxim of

manner encourages speakers to convey information in a way that is efficient and easy to understand (Nuzulia, 2020). The maxim of relevance is the principle of cooperation which encourages speakers and speech partners to make significant contributions relevant to the topic of discussion (Citra & Fatmawati, 2021).

Compliance with the principle of cooperation is all conversations in accordance with the maxims contained within a conversation (Lestari & Yuniawan, 2020). Miscommunication often occurs in everyday life because speakers convey hidden intentions in their speech, so that the meaning of sentences becomes unclear. This is categorized as a violation of the maxim in the principle of cooperation (Wulandari et al., 2020). Good communication in learning will form good education as well. This is the 4th goal of the Sustainable Development Goals (SDGs), namely quality education. Sustainable Development Goals (SDGs) is a long-term global initiative that aims to increase the utilization of resources and potential in each country (Hidayat, 2022). According to the provisions in the Environmental Protection and Management Law, sustainable development is described as a planned effort that combines various environmental dimensions, social and economic in development strategies (Hidayah et al., 2023). In the SDGs, education also has a very important role. Education is said to be the foundation for improving human dignity, forming individuals who are qualified, more open, wise, and have good personalities (Sutrisna, 2022).

Research on the principle of cooperation was carried out by Heriana & Asnawi (2023) who examined directive speech acts and the principle of cooperation in each utterance of the characters in the film "Kau dan Dia Season 2" by director Ivan Bandhito, showing that the speech in the film fulfills the various aspects of speech analyzed in the context of pragmatic studies. The research results show that the characters in the film "Kau dan Dia Season 2" significantly use directive speech acts and adhere to the principle of cooperation in their communication. Then, research on the principle of cooperation in the world of education was also carried out by Rahmat (2020) who discussed violations of the principle of cooperation committed by fifth-grade students at Al-Falah Islamic Elementary School, Jambi in communication which focused on the application of the principle of cooperation. The results of this research indicate that there is a violation of the principles of cooperation regarding the maxim of quantity, the maxim of quality, the maxim of manner, and the maxim of relevance.

The two studies above both examine the principles of cooperation. The first research used films and the second research used the learning process as the research object. Meanwhile, this research focuses on the quality of communication based on the compliance and flouting of the principles of cooperation between teachers and students in the learning process. The speech in this research focuses on the type of speech related to religious concepts at Shalahuddin Junior High School. Thus, the context of the speech will be correlated with the religious values at the school. Communication quality according to Diallo & Thuillier and Zeffane et al. (in Mubaroq et al., 2021) is one of the important factors for building trust. The higher the quality of communication between members in a group, the higher the level of trust between members of the group.

Based on the things above, it is necessary to conduct speech act research in terms of the principle of cooperation in a religious context at Shalahuddin Junior High School. So that this research can later be used to increase the knowledge of readers, especially students, regarding how to master good speech acts so that they can express their language skills appropriately and according to situations and conditions. This research aims to; (1) Describe the quality of teacher and student communication based on the pattern of fulfilling the principle of cooperation and the maxims of quantity, quality, manner, and relevance, (2) Describe the quality of teacher and student communication based on patterns of violations of the principle of cooperation, maxims of quantity, quality, manner, and relevance in the religious context at Shalahuddin Junior High School to support the 4th SDG goal, namely quality of education.

RESEARCH METHOD

Research Design

This research on the quality of teacher and student communication based on the principle of cooperation in a religious context at Shalahuddin Junior High School is descriptive research using a qualitative approach. This research uses a qualitative descriptive method. This research describes and explains how the principles of cooperation, such as quantity, quality, relevance and method, are applied in communication between teachers and students. Research data was analyzed to see how compliance and violation of these principles affected communication effectiveness. Descriptive techniques are used to understand how the principles of cooperation are adhered to and violated in the data, taking into account the religious context behind them. This method allows researchers to explore the meaning contained in various speech events. Therefore, this research uses a pragmatic approach to produce relevant findings.

Research Participants

In general, the participants who will be included in this research are 30 class VII C students and an Indonesian language teacher at Shalahuddin Middle School. The sampling technique used is Purposive Sampling. This method uses criteria chosen by the researcher in selecting the sample. The sample selection criteria use inclusion criteria, which are the sample criteria desired by the researcher based on the research objectives, namely participants whose speech contains fulfillment and violation of the principle of cooperation in a religious context. This sample's demographic information is related to the results of observations made during teaching and learning activities in class VII C of SMP Shalahuddin. The data in this research are utterances that contain compliance and violations of the principles of cooperation in communication between teachers and students in class VII C Shalahuddin Junior High School in a religious context. The data collection techniques used were observation and note-taking. The data collected is in the form of speech that shows compliance and violation of the principles of cooperation in the form of the maxim of quantity, the maxim of quality, the maxim of manner, and the maxim of relevance.

Instruments

This research uses two instruments, namely observation and note taking. Observations focused on speech that contained fulfillment and deviation from the principle of cooperation in a religious context at Shalahuddin Middle School. The speech is then documented systematically using recording and note-taking methods. Speech examination is carried out in three stages. First, to determine the quantity of speech that fulfills and deviates from the principle of cooperation. Second, these utterances are categorized based on the types of maxims, namely the maxims of quantity, quality, manner and relevance. Third, conclusions are drawn based on the categorization results. This structured approach demonstrates diverse research methodologies and emphasizes rigor in understanding and interpreting the principles of cooperation comprehensively in a religious context.

Data Analysis

The data analysis technique used is the Miles and Huberman qualitative data analysis technique which consists of; (1) Data reduction. At this stage, the researcher transcribes audio recordings containing speech that fulfills and violates the principles of cooperation between teachers and students during the learning process, identifies data in the form of speech that meets compliance and violates the principles of cooperation, and classifies the data into two categories, namely compliance and violations of the principles of cooperation. in the form of maxims of quantity, quality, manner, and relevance; (2) Data presenter. At this stage the researcher interprets the data by analyzing each utterance in a way; (1) The maxim of quantity

is explained by indicators (a) The speaker must provide sufficient information, (b) The speaker is prohibited from providing more information to the speaker than is necessary; (2) The maxim of quality is analyzed using indicators (a) The speaker must convey information that is confirmed to be true, (b) The speaker must convey speech that has sufficient evidence; (3) The maxims of etiquette are explained with indicators (a) The speaker must avoid unclear expressions, (b) The speech delivered does not contain ambiguous meaning, (c) The speech delivered is short and not long-winded, (d) The speech delivered in an orderly manner; (4) The maxim of relevance is analyzed using indicators of speakers and speech partners who convey speech that is relevant to the topic of discussion; (3) Conclusion. At this stage, the researcher concluded the results of the speech regarding compliance and deviation from the same work principles to support the 4th SDG goal, namely quality education.

This research uses a coding method to analyze the meaning behind the fulfillment and deviation of the principle of cooperation in a religious context at Shalahuddin Middle School. Inductive coding allows the development of new categories and findings from previously presented data. First, this research will describe how the principle of cooperation is adhered to and violated in existing religious contexts. Then, in the second stage, the researcher will identify the relevant categories of violations and compliance with cooperation principles and describe them.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

The results of this research include compliance with the principles of cooperation in the form of the maxim of quantity, the maxim of quality, the maxim of manner, and the maxim of relevance, as well as deviations from the principles of cooperation in the form of the maxim of quantity, the maxim of quality, the maxim of manner, and maxim of relevance. These two categories in each utterance relate to the religious context at Shalahuddin Junior High School and can be presented in Table 1.

Table 1
Principles of Cooperation in the Form of Maxims

Principles of Cooperation	Indicator	
	Fulfillment	Deviation
Maxim of Quantity	The information conveyed by the speaker, namely the student, is sufficient to meet the needs of the speaker, namely the teacher.	The conversation above violates the maxim of quantity because the speech delivered by the student provides more information than the teacher needs.
Maxim of Quality	The conversation between the teacher and the student meets the maxim of quality because the information conveyed by the speaker, namely the student, is correct and can be accounted for.	The conversation violates the maxim of quality because the speech delivered by the teacher provides incorrect information.
		The conversation violates the maxim of quality because the speech delivered by the student provides uncertain information.
Maxim of Manner	The conversation fulfills the maxim of manner because the questions asked by the teacher and the information provided by the students are clear, direct and unambiguous.	This conversation violates the maxim of manner because the speech delivered by the student is not clear.
	The conversation between the teacher and students fulfills the maxim of cooperation principle because the students' answers are easy to	The conversation violated the maxim of manner because the speech delivered by the student was impolite and not appropriate to the context.

Principles of Cooperation	Indicator	
	Fulfillment	Deviation
	understand.	
Maxim of Relevance	The conversation fulfills the maxim of relevance because the speech delivered by both the teacher and students is interrelated and has a logical relationship.	The conversation between the teacher and the student violates the maxim of relevance because the student's speech is not relevant to the content of the conversation that is taking place.

Discussion

Compliance of the Principles of Cooperation as a Supporter of Communication Quality

The principle of cooperation is a basis that emphasizes the importance of collaboration and mutual understanding between speakers and interlocutors in the communication process (Ayuningrum et al., 2023). The principle of cooperation consists of four maxims, namely; (1) Maxim of quantity, providing relevant information in the expected amount, (2) Maxim of quality, providing correct and accurate information, (3) Maxim of manner, providing information concisely, clearly and unambiguously, and (4) Maxim of relevance, providing information relevant to the topic of conversation.

Compliance of the Maxim of Quantity

The maxim of quantity requires speakers to provide sufficient and relevant information to their interlocutors, without exaggeration or deficiency (Ilma & Dahlan, 2022). A correct understanding of the compliance of the maxim of quantity can be seen from several aspects, namely, the amount of information provided must be sufficient and not excessive, the speaker must provide information according to the needs of the interlocutor, and the speaker must provide information by the communication objectives. The form of fulfilling the maxim of quantity can be found in the following conversation.

Teacher: "Why are you standing in front after finishing muroja'ah this morning?"

Student: "I was punished, ma'am. Forgot to bring sandals"

The context of the conversation is that the teacher asks students about events in the morning before the teaching and learning process begins. At Shalahuddin Junior High School, in the morning at 06.30-06.45, students are required to take part in muroja'ah, which is a group reciting activity on the school field. Muroja'ah is a process of continuously repeating memorization to strengthen memory and strengthen the memorization of what has been learned (S. P. Rahayu, 2023). After completing the muroja'ah, there will be a student attribute check carried out by the teacher. One of the rules is that students are required to bring sandals for ablution when performing the Dhuha and Dhuhur prayers.

The conversation between the teacher and the student meets the maxim of quantity because the information conveyed by the speaker, namely the student, is sufficient to meet the needs of the interlocutor, namely the teacher. This is in accordance with the opinion of Hasanto et al. (2020) that the maxim of quantity functions as a guide for speakers to provide information that is neither excessive nor insufficient, but sufficient and commensurate with the needs of the interlocutor. The student's answer was "*I was punished, ma'am. Forgot to bring sandals*" nothing less and nothing more than is required by the teacher. Thus, it can be concluded that the conversation between the teacher and students fulfills the maxim of quantity.

The school regulation which requires students to bring sandals for ablution shows that the School also pays attention to aspects of student worship. In general, the regulations at Shalahuddin Junior High School aim to form students who have faith and devotion to Allah

SWT. This is in accordance with the aim of education, namely to produce a generation that has good personal qualities (faith, piety, noble character) and competent competence (high intellectuality, skills and abilities). This generation is expected to be able to become good members of society and answer the needs of the times (Marlia et al., 2023). Apart from that, schools also want to instill values in students, such as noble character, discipline, and responsibility. Apart from that, the existence of these regulations can also produce students who have Islamic personalities and can practice Islamic teachings in everyday life.

Teacher: "Let's sit in our respective seats, then go home!"

Student: "Pray together first, ma'am, usually"

The context of the conversation is that the students tell the teacher that before going home the students will pray together first. This is an effort to instill moral values (such as discipline, independence and good behavior) through positive habits at school. Examples include praying, saying hello, cleaning the classroom, and receiving advice (Larozza, 2023). A joint prayer was carried out by the Deputy Head of Curriculum by reading the Surah Al-'Asr through a loudspeaker, then the students read the Surah together with the teacher.

The conversation between the teacher and the student fulfills the maxim of quantity because the student's statement in the form of "*Pray together first ma'am usually*" provides adequate information. This is in accordance with the principle of the maxim of quantity stated by Grice (Sifa, 2023), namely that the interlocutor must provide sufficient information according to needs. Excessive or insufficient information can cause misunderstandings. The student's statement is neither excessive nor less than what the teacher requires. Apart from that, the conversation also shows that students know the culture and traditions at their school. Students know that before going home, students usually pray together.

Compliance of the Maxim of Quality

The maxim of quality requires speakers to convey the truth. This is in accordance with the principles of quality in communication proposed by Grice. This principle states that speakers must convey information that is correct and in accordance with reality (Sabrina et al., 2023). This means that the speaker must not provide false information or lie. Fulfilling the quality maxim can be done in various ways, including; (1) Using valid and trustworthy sources of information, (2) Double-checking the information submitted, and (3) Being honest and open in providing information. The form of fulfilling the quality maxim is as follows.

Teacher: "Why did the midday prayer take so long?"

Student: "Earlier Mr. Amir was angry, ma'am. The problem is that many students don't pay attention,"

The context of the conversation was that students were late for class because the midday prayer time was too late. The delay in the midday prayer time was caused by many students not paying attention when reading the Surah in Al-Qur'an before the midday prayer was held. So, this made a teacher who was the prayer leader reprimand all the students in the mosque. The existence of congregational midday prayers shows the importance of creating a religious environment and culture in schools to form a generation of believers and noble morals. This can be done by building religious values in each individual through various activities and programs (Tohari, 2021).

Conversations between teachers and students fulfill the maxim of quality because the information conveyed by the speaker, namely the student, is correct and can be accounted for. This is in accordance with the principle of the maxim of quality, namely that speech participants must convey correct and accurate information. This is important to build trust and avoid misunderstandings (Khoirunnisa et al., 2023). The student's answer was "*Earlier Mr. Amir was angry, ma'am. The problem is that many students don't pay attention,*" that's correct

information. This can be proven by the fact that this teacher is the teacher who is responsible for leading midday prayers at the school.

The implementation of midday prayers in congregation at the school mosque aims to increase students' faith and devotion to Allah SWT. Practicing correct and appropriate worship can improve the quality of Islam, sincerity, sincerity and devotion of students (Ngadimah et al., 2023). In the conversation, it was stated that the time for the midday prayer was postponed because there were still many students who did not pay enough attention when reading the Surah in Al-Qur'an before the midday prayer. This shows that students do not have sufficient awareness of the importance of praying solemnly.

Teacher: "Class VII C, who didn't pray today?"

Student: "Just me, ma'am. I'm on my period"

The context of the conversation is that the teacher is checking the attendance of Dhuhur prayers for female students. Attendance is used to monitor student attendance and at the same time control student prayer services at school (Wahyutik, 2020). Shalahuddin Junior High School has established rules to check students who do not pray. The information listed for female students is menstruation, not bringing mukena, illness, permission, and alpha. Conversations between teachers and student fulfill the maxim of quality because the information conveyed by the speaker, namely the student, is correct and can be accounted for. The principle of quality requires us not to say what we consider to be untrue, and not to disseminate information that has no evidence of truth (Dyningasih, 2022). The student's answer was "*Just me, ma'am. I'm on my period*" which is the correct information. This can be proven by the existence of obstacles which are one of the permissible reasons for not praying.

Compliance of the Maxim of Manner

Fulfillment of the maxim of manner is the action of the speaker or interlocutor which fulfills the maxim of manner in Grice's principle of cooperation. When communicating, everyone should speak in a clear, to-the-point, and uncomplicated manner. Speakers should avoid excessive and irrelevant talk (Yadnya, 2022). The maxim of manner requires speakers and interlocutors to speak clearly, directly, not vaguely, unambiguously and coherently. Fulfilling the maxim of manner can make communication more effective and efficient. The speaker and interlocutor can understand each other's meaning more easily. Following are some speech data that fulfill the maxim of manner.

Teacher: "You didn't pray the morning prayer this morning, right? Why are you punished for running around the field?"

Student: "Yes, ma'am. I woke up late earlier."

The context of the conversation is that a student was punished for running around the field because he did not perform the morning prayer. The main purpose of punishment is to make the students who are punished realize their mistakes, feel guilty, and want to repent (Triana, 2021). Usually, after muroja'ah is finished, one of the teachers will ask all the students who did not pray Fajr prayer that day. So students who admit that they did not perform the morning prayer will be punished by running around the field for five laps.

The conversation fulfills the maxim of manner because the questions asked by the teacher and the information provided by the students are clear, direct and unambiguous. This is in accordance with the principle of the maxim of manner, namely that when speaking, a speaker must convey his meaning clearly, concisely, easily understood and structured (Kukuh & Rusmiyati, 2022). The teacher's question was "*You didn't pray the morning prayer this morning, right? Why are you punished for running around the field?*" is an obvious question. The student's answer was "*Yes, ma'am. I woke up late*" is also unambiguous because it can be easily understood by the teacher.

Punishments regarding students who do not perform the morning prayer show that the school wants to provide sanctions for students who are disobedient. Schools apply punishments to train students' discipline because discipline can be developed one way by implementing rules and regulations and providing consequences for violations committed (Faiz et al., 2021). It is hoped that this sanction can be a lesson for students to be more disciplined and responsible in carrying out their worship.

Teacher: "Today we learn to use cellphones, okay?"

Student: "My cellphone was confiscated, ma'am"

Teacher: "Why was it confiscated?"

Student: "Caught playing slots"

The context of the conversation was that the student explained to the teacher that his cellphone was confiscated by another teacher because the student was found out playing slots. Slots are a type of gambling game that is now widely available in online media. Gambling is the activity of risking money or valuables with the aim of making a profit by guessing the final numbers in an official lottery (Sitanggang et al., 2023). The student's actions clearly violate school regulations so the teacher has the authority to impose sanctions.

The conversation between the teacher and the students fulfilled the maxim of manner because the students' answers, namely "*My cell phone was confiscated, ma'am*" and "*Caught playing slots*" were easy to understand. Students answer questions from the teacher briefly and the answers given do not have double meaning and are not long-winded (Agustin & Supriyono, 2022). Based on the concept of Shalahuddin Junior High School which is an Islamic religion-based school, gambling is prohibited because it is a form of immorality that is prohibited in Islam (Ilyas et al., 2023). This is because gambling can cause various negative impacts, one of which is material loss because gambling can cause someone to lose their property in vain. Apart from that, gambling can make someone addicted and unable to control themselves to stop playing.

Compliance of the Maxim of Relevance

Fulfillment of the maxim of relevance is the action of the speaker or interlocutor who fulfills the maxim of relevance which fulfills Grice's principle of cooperation. The maxim of relevance requires the speaker and interlocutor to speak in a way that is relevant to the topic of conversation at hand (Candrawati & Wibisono, 2020). Fulfilling the maxim of relevance can make communication more effective and efficient. The speaker and interlocutor can understand each other's meaning more easily. The following data meets the maxim of relevance.

Teacher: "You're not wearing a ciput, are you?"

Student: "No, ma'am. I take it off when ablution before Dhuhr prayer."

Teacher: "Use it again, OK? So the hair doesn't show."

The context of the conversation was that the teacher saw one of his female students who was not wearing a ciput or inner hijab. In fact, wearing a ciput is a mandatory rule for female students at the school. Female students are required to wear ciput to cover their hair and are prohibited from wearing uniforms that are too tight (Irodadi, 2022).

The conversation fulfills the maxim of relevance because the speech delivered by both the teacher and students is interrelated and has a logical relationship. According to the maxim of relevance, a speaker must make an important contribution by presenting information related to his previous statement (Hamidah et al., 2022). The teacher's first statement was "*You don't use a ciput, do you?*" relevant because it relates to school rules which require female students to wear ciput. The second statement from the student was "*No, ma'am. I take it off when ablution before Dhuhr prayer*" is relevant because it provides the explanation

needed by the teacher. The third sentence is "*We will use it again, OK? So the hair doesn't show*" is relevant because it is a follow-up to the student's answer.

The context of the conversation shows that Shalahuddin Junior High School implements religious regulations strongly. The existence of these rules and regulations is intended to balance general knowledge and Islamic knowledge to instill in children strong religious values and behavioral guidelines when providing education and knowledge (Shaikh & Kazmi, 2022). This can be seen from the mandatory regulations for female students to wear ciput. This regulation aims to maintain modesty and cover the private parts in accordance with Islamic teachings. This is also a form of practicing Islamic teachings which require followers to cover their private parts.

Teacher: "Where are you going? It's time for Indonesian lessons, right?"

Student: "Today there is tahfidz, ma'am. So the lesson time was postponed one hour."

The context of the conversation is that students leave the classroom when the teacher comes in to teach Indonesian. In conversation, there are pragmatic units and implications that play a role in determining the meaning behind speech. This meaning is not only focused on the words spoken, but is also influenced by the context of the conversation, such as the situation, time, place and the speaker's goals (Amal, 2022). One of the students said that at that time there was a tahfidz lesson so the class time was postponed for one hour. Tahfidz learning is a routine activity carried out at Shalahuddin Junior High School. This activity is carried out by teachers who teach students how to read prayers with good and correct lahfadz.

This conversation fulfills the maxim of relevance because the two utterances delivered by both the teacher and the students are related and have a logical relationship. In accordance with the maxim of relevance, speakers must convey information that is appropriate to the topic being discussed (Sarasua, 2022). The teacher's first words were "*Where are you going? It's time for Indonesian lessons, right?*" relevant because it relates to the lesson schedule that should take place at that time. The second statement from the student was "*Today there is tahfidz, ma'am. So the lesson time was postponed one hour*" is relevant because it gives a reason why students go out of class.

The context of the conversation shows that Shalahuddin Junior High School applies strong Islamic concepts. Islamic education is expected to not only transfer knowledge, but also be able to be applied in everyday life. This is in accordance with Muhaimin's opinion, which states that Islamic education in several Islamic educational institutions currently places more emphasis on the transfer of knowledge, while the practical aspects are given less attention. Even though the transfer of knowledge is very important, the practice of knowledge through Islamic values is even more important (Saefrudin, 2020). This can be seen from the tahfidz activities that are carried out regularly. Tahfidz activities are one way to instill Islamic values, especially in the areas of morals and worship. By participating in tahfidz activities, students can read prayers with good and correct pronunciation.

A conversation that meets the maxim of relevance is a conversation in which the two utterances are related and have a logical relationship. Each person who speaks in a conversation must provide information related to the topic of conversation (Dinata & Putri, 2021). These utterances can be in the form of utterances that provide information, explanations, reasons, or follow-up. In the two data above, the conversation conveyed by the teacher and student can help both speakers to achieve the purpose of the conversation, namely to ensure that students wear ciput according to school rules and to ensure that students understand the lesson schedule that has changed. Thus, the two data above fulfill the maxim of relevance.

Fulfillment of the maxims of quantity, quality, manner and relevance above is in accordance with the theory of the principle of cooperation proposed by Grice. In order to

create effective communication, the speaker and listener must work together and understand each other (Revita et al., 2021). Meanwhile, according to Leech (in (Saifudin, 2020)), Grice's principle of cooperation does not always explain the reason why participants in a conversation often use indirect methods to convey their meaning. This is because the principle of cooperation only focuses on the efficiency aspect of communication, while politeness is also an important aspect in communication.

Violation of the Principles of Cooperation

Violation from the principle of cooperation are actions of speakers or interlocutors who do not fulfill one or more of the conversational maxims in Grice's principles of cooperation. These deviations can occur intentionally or unintentionally, and can have various purposes, such as for humor, irony, or to convey an implied meaning. Speakers are said to deviate from the maxim of quantity when the information provided by the speaker is excessive or insufficient, speakers will deviate from the maxim of quality if they convey information that does not match the facts, speakers will deviate from the maxim of relevance if they talk about irrelevant things, and speakers will deviate from the maxim of manner if you convey information in a complicated way (Jayati & Subandi, 2020).

Violation of the Maxim of Quantity

Flouting from the maxim of quantity is the action of the speaker or interlocutor who does not comply with the maxim of quantity in Grice's principle of cooperation. Flouting from the maxim of quantity can occur because the information provided is too excessive or insufficient (Ramadhani et al., 2023). So flouting from the maxim of quantity can cause misunderstandings or conflicts. The following is speech data that deviates from the maxim of quantity.

Teacher: "Take off your jacket, okay?"

Student: "It's cold, ma'am. It's far from my house to school. It was cold on the road. Later, ma'am, when it's a bit later in the day, I'll take off the jacket."

The context of the conversation is that the teacher asks students to take off their jackets when in class. The teacher did this because the school regulations are that students are not allowed to wear jackets during the teaching and learning process, unless they are sick.

The conversation above violates the maxim of quantity because the speech delivered by the student is *"It's cold, ma'am. It's far from my house to school. It was cold on the road. Later, ma'am, when it's a bit later in the day, I'll take off my jacket,"* providing more information than the teacher needed. The teacher's first words, namely *"Take off your jacket,"* simply asked the students to take off their jackets. This utterance does not require additional explanation from students.

The regulations in the context above were made with the aim of maintaining order and comfort in the teaching and learning process. This is because order and comfort can help students to focus and concentrate on studying. Even though students have been given rules and there are punishments for breaking the rules, to maintain discipline and order in school, the role of teachers in supervising and ensuring their compliance is still important (Ali et al., 2023). Apart from that, order and comfort can also create a learning environment that is conducive to the development of Islamic values. The application of Islamic concepts in education does not only include aspects of faith and worship, but also includes moral and social aspects.

Student: "Ma'am, let me go to the toilet, okay?"

Teacher: "No way. According to the agreement at the beginning, during the learning process no one is allowed to go to the toilet because our learning time is after the break. You should have used the rest time to go to the toilet before going to class."

The context of the conversation is that the teacher does not allow students to go to the toilet while the teaching and learning process is taking place. The teacher did this because at the beginning of the meeting, the teacher and students already had a mutual agreement regarding no one being allowed to leave the classroom for any reason during the teaching and learning process. Teachers have an important role in managing the classroom to create optimal learning conditions and handle disturbances that may arise during the teaching and learning process (Setyaningsih & Suchyadi, 2021).

This conversation violates the maxim of quantity because the speech delivered by the teacher is "*No way. According to the agreement at the beginning, during the learning process no one is allowed to go to the toilet because our learning time is after the break. You should have used the rest time to go to the toilet before going to class.*" providing more information than students need. The first statement from the student was "*Ma'am, let me go to the toilet, okay?*" just asking for permission to go to the toilet.

Teachers generally have built an agreement with students about the importance of obeying the rules and the consequences that will be received if the rules are violated (Isnanto et al., 2020). The agreement made by teachers and students above aims to maintain order and comfort in the teaching and learning process. Schools must create a learning environment that is conducive to the development of Islamic values, including order and comfort. The application of Islamic concepts in moral and social aspects can have a positive impact on students, one of which is increasing polite, courteous and ethical student behavior.

Violation of the Maxim of Quality

Deviation from the maxim of quality is a violation of the maxim that requires speakers to provide true, honest and accurate information. When speaking, a person is expected to convey correct and trustworthy information (M. F. S. Rahayu et al., 2022). This deviation can occur intentionally or unintentionally. Examples of deliberate deviation of the maxim of quality, for example when someone lies or exaggerates information. Examples of unintentional deviations from the maxim of quality, for example when someone is misinformed or misunderstood. The following is data on speech that violates the maxim of quality.

Teacher: "Yesterday I gave you the task of looking for messages in the film Bilal. Many answered with the shahada sentence. You're all cheating, right?"

Student: "No, ma'am"

Teacher: "If you don't cheat, how come the answers are all the same?"

Student: "I don't know, ma'am"

The context of the conversation is that the teacher gives an assignment to find the message contained in the film Bilal and the teacher finds similarities in the answers between one student and another student and the answer written is the wrong answer. This makes the teacher suspect that the students in the class are working together to complete the individual assignments given by the teacher.

This conversation violated the maxim of quality because the speech delivered by the teacher was "*If you don't cheat, how come the answers are all the same?*" provide incorrect information. The maxim of quality requires speakers to tell the truth (Pratiwi & Gallant, 2022). In the conversation, the teacher said that all the students' wrong answers were because the students cheated. However, this information is not correct because there is a possibility

that students answered incorrectly for other reasons, for example because they did not understand the assignment or because they did not pay close attention to the film Bilal.

Based on the context above, it can be seen that there are religious values applied in teaching and learning activities, namely honesty and responsibility. Honesty is an action that shows harmony between a person's thoughts, words and actions (Lase & Halawa, 2022). Responsibility is an obligation to perform and complete a task (assigned by someone, or created by one's own promises or circumstances) that one must fulfill, and which has punitive consequences for failure (Pahlawati, 2021). According to Islamic teachings, honesty is one of the values that is emphasized. Honesty is one of the keys to success in all fields, including education. Responsibility is also one of the values emphasized in Islamic teachings. Responsibility is a form of obedience to Allah SWT.

Teacher: "Where is your deskmate?"

Student: "Called to the guidance and counseling room, ma'am"

Teacher: "Why?"

Student: "He said he was caught carrying cigarettes. But it doesn't look like it was his cigarette, ma'am."

The context of the conversation was that the teacher asked where one of the students was in class and his classmates answered that the student was in the guidance and counseling room. This happened because during the inspection, the student in question was found carrying cigarettes. However, his classmates argued that the cigarette did not belong to the student.

This conversation violates the maxim of quality because the statement conveyed by the student, namely "*But it doesn't look like it was his cigarette, ma'am*" provides uncertain information. The maxim of quality requires speakers to tell the truth (Arisnawati, 2020). In the conversation, the student said that the cigarette found in his seatmate was not his. However, the information is uncertain because the student does not have strong evidence to support his statement.

Based on the context above, it can be seen that the religious concept applied at Shalahuddin Junior High School includes the values of honesty and responsibility. These values of honesty and responsibility can be demonstrated by upholding honesty in every word and action, and having the courage to take responsibility for the actions taken (Fajrin, 2023). In Islamic teachings, honesty is important and is the key to success in all fields, including education. Apart from honesty, responsibility is also an important thing in Islamic teachings. Responsibility is a form of obedience to Allah SWT.

Violation of the Maxim of Manner

Deviation from the maxim of manner is a violation of the maxim that requires speakers to provide information in a clear, concise and precise manner (Jupriono, 2023). This deviation can occur intentionally or unintentionally. Deviating from the maxim of manner can have a negative impact on communication, namely it can cause misunderstandings or conflicts. The following is speech data that contains deviations from the maxim of manner.

Teacher: "I don't want any of my students to fight. Come on, let's shake hands first."

Student: "No, ma'am."

The context of the conversation is that several students are arguing about group members. The teacher asked the students involved to immediately make peace by shaking hands. However, there was one student who refused to shake hands because it was not allowed. In this case, it is not permissible if the student is of a different gender from his friend so that he feels unfaithful if he has to shake hands. This is in accordance with Islamic

regulations which do not allow shaking hands with members of the opposite sex (Isnawan, 2022).

This conversation violates the maxim of manner because the speech delivered by the student, namely "*No, ma'am*," is not clear. The maxim of manner requires the speaker to speak clearly, straightforwardly, not vaguely, without ambiguity, and without exaggeration (Rodiah & Fatmawati, 2023). In the conversation, the student refused the teacher's request to shake hands without giving a clear reason. The students just said "*No, ma'am*". This makes teachers not understand the reasons for student refusal.

The context of the conversation above shows that the religious concept at Shalahuddin Junior High School applies strong Islamic values, namely maintaining purity and politeness in interactions between members of the opposite genders. In Islamic teachings, men and women who are not muhrim are prohibited from having direct physical contact. This aims to maintain purity and politeness in relationships. Ethical and religious values are an important foundation in building children's character. This foundation is full of benefits and goodness that will guide children towards positive and commendable behavior. When children are instilled with these values, they will have a strong moral foundation to differentiate between good and bad. This will guide them to behave politely and have noble character in everyday life (Putriasih, 2023). In the context of this conversation, the student who refused to shake hands showed that he understood and upheld Islamic values.

Teacher: "I have a game and this can't be done at home. So it has to be resolved now. Nothing was taken home and nothing was left behind."

Student: "*Anjir!*"

The context of the conversation is that the teacher gives orders to students to do a crossword quiz. Students feel unacceptable and say harsh words. Children at this age have a tendency to imitate the behavior and habits of the people around them, including older siblings or cousins. When they are exposed to the habit of talking rudely and dirty continuously, this can become a habit and become ingrained in them (N. S. Lestari & Lestari, 2022). This happens because on the same day students have been asked to do an assignment, so they feel reluctant to have another assignment.

This conversation violated the maxim of manner because the speech delivered by the student was "*Anjir!*" impolite and out of context. The maxim of manner requires speakers to speak politely, not excessively, and relevant to the context (Pulungan, 2021). The context of the conversation shows that the values of politeness and mutual respect in students need to be improved. Politeness is one way to show respect for other people. When we behave politely, we show that we value and respect others. This can create positive and harmonious relationships with other people (Pulungan, 2021). This is important to create a conducive and harmonious learning environment. In the context of this conversation, students should still respect the teacher, even if they do not agree with his orders. Students can express their disagreement politely and politely.

Violation of the Maxim of Relevance

Deviation from the maxim of relevance is a violation of the maxim that requires speakers to convey information that is relevant to the topic of conversation (Rahmawati et al., 2023). This deviation can occur intentionally or unintentionally. Deviating from the maxim of relevance can have a negative impact on communication, namely it can cause misunderstandings or conflicts. The following is speech data that violates the maxim of relevance.

Teacher: "Come on, everyone pray first"

Student; "Ma'am, watch a movie again tomorrow, okay?"

The context of the conversation above is that the teacher asked the students to pray together because class time was over and it was time to go home. Praying together aims to strengthen faith and also build ties of brotherhood and get closer to Allah SWT in the afterlife (Saputra et al., 2023). However, the students responded to the teacher's order by saying another topic, namely asking the teacher to watch the film together again in class at the next meeting.

The conversation between the teacher and the student violates the maxim of relevance because the student's statement, namely "*Ma'am, watch a movie again tomorrow, okay?*" is not relevant to the content of the conversation that is taking place. The teacher is inviting the students to pray, while the students instead ask permission to watch a film. Prayer is a means for humans to establish communication and interaction with God Almighty, the Creator of the universe (Mustikaningrum et al., 2021). The student's speech does not contribute anything to the topic of the ongoing conversation. Meanwhile, the maxim of relevance requires speakers to make contributions that are relevant to the problem of discussion.

The context of the conversation shows that students do not understand the importance of prayer in Islam. Prayer becomes a means for students to strengthen their faith and commitment to Islam, encouraging them to apply Islamic principles in their daily lives (Sari & Haris, 2023). Prayer is a form of worship that is mandatory for Muslims. Prayer is a means of communicating with Allah SWT, asking for help, and asking for guidance. In the religious context at Shalahuddin Junior High School, students need to be taught and trained to get used to praying. This can be done through learning activities.

Teacher: "You take your own motorbike to school, right?"

Student: "I just fell, ma'am"

The context of the conversation above is that the teacher asks the student whether the student rides his own motorbike to school. The teacher asked this because he saw there were motorbike keys on the student's desk. Meanwhile, school regulations do not allow students to ride their own motorbikes when going to school. Schools prohibit students from riding their own motorbikes because they are not old enough to have a driver's license (SIM). A SIM is a driving permit issued by the government to people who meet the requirements to drive a motorized vehicle (Kumajas et al., 2023).

The conversation between the teacher and the student violates the maxim of relevance because the student's speech is not relevant to the content of the conversation that is taking place. To achieve smooth and effective communication, the speaker and listener must both provide information related to the topic of conversation (Mubarok, 2023). The teacher asked, "*You take your own motorbike to school, right?*" while the student instead answered with the statement "*I just fell, ma'am*". The student's speech does not contribute anything to the topic of the ongoing conversation. Meanwhile, the maxim of relevance requires speakers to provide information that is appropriate to the topic of discussion.

The context of the conversation shows that students do not understand the importance of obeying school regulations. School regulations are a form of authority that students must obey. School regulations are made to maintain the safety and security of students, as well as to create a conducive school environment. In the learning process, teachers can teach the importance of obeying school regulations, both from a religious and social perspective. By obeying the rules, students can increase discipline, show respect for teachers, and be responsible for their actions and decisions at school (Lumuan et al., 2023). It means that the maxim of relevance requires speakers to make contributions that are relevant to the discussion problem (Hasnah et al., 2023). The utterances spoken must have a clear connection to the topic of discussion. The speaker's speech must also provide useful information for the conversation participants.

CONCLUSION

Grice emphasized four maxims in the principles of cooperation, namely the maxims of quantity, quality, method, and relevance. In this research, there are fulfillments and deviations from the maxims of cooperation, namely the maxims of quantity, quality, method and relevance. Fulfillment of the maxim of quantity is indicated by the information conveyed by the speaker, namely the student, sufficient to meet the needs of the speaker, namely the teacher. Fulfillment of the maxim of quality is characterized by conversations between teachers and students fulfilling the maxim of quality because the information conveyed by the speaker, namely the student, is correct and can be accounted for. Fulfillment of the maxim of manner is indicated by the conversation fulfilling the maxim of manner because the questions asked by the teacher and the information provided by students are clear, direct, unambiguous and easy to understand. Fulfillment of the maxim of relevance is indicated by the speech delivered by both teachers and students being interconnected and having a logical relationship.

Deviations from the maxim of quantity are characterized by the speech delivered by students providing more information than the teacher needs. Deviations from the maxim of quality are characterized by the speech delivered by the teacher providing inaccurate information and the speech delivered by students providing uncertain information. Deviations from the maxim of manner are characterized by the speech delivered by students being unclear, impolite, and not appropriate to the context. Deviations from the maxim of relevance are characterized by students' speech being irrelevant to the content of the ongoing conversation.

It is hoped that this research can motivate every educator and student to help create a quality educational environment to support the achievement of SDG's goal 4 regarding quality education. The author hopes that future researchers will study the phenomenon in schools more deeply as a form of support for Global Sustainable Development.

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