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- FORMS OF STUDENTS LANGUAGE POLITENESS IN SOCIAL MEDIA: PREPARATION SCHOOL POLICIES ON COMMUNICATION ETHICS

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Abstract: This study aims to describe politeness compliance, politeness violation, factors causing students' language impoliteness in WhatsApp communication, and drafting a digital communication ethics policy. The method used is a descriptive qualitative case study approach on students in grades 4-6 at SD Negeri 03 Lalung. Data will be in the form of excerpts of speech in WhatsApp, questionnaire responses, and interviews. The source of data is screenshots of WhatsApp group conversations. The results show the dominance of the maxims of agreement and tact, but violations occur due to direct criticism, inability to control emotions, and harsh diction. Policies include integrating digital communication ethics in learning, developing digital politeness-based teaching materials, and mentoring teachers.

Keywords: language politeness, social media, communication ethics

Language politeness is a fundamental element in maintaining social harmony and building effective communication. Language compliance is an individual's effort to follow the norms of politeness that have been established in a communication community (Sudyana et al., 2024). In daily interactions, politeness plays a role in refining messages and creating better relationships between speakers and speech partners (Eriyani et al., 2021). However, in the digital context, especially the use of social media such as WhatsApp, the application of politeness principles often faces challenges. Politeness violations can appear in various forms in online conversations, such as the use of impolite language, inappropriate communication tone, or delivery of potentially offensive messages

(Wardani et al., 2022). This condition demands more attention from educators to instill character education from an early age, especially in learning digital communication ethics.

In the educational environment, especially in elementary schools, the problem of politeness violations in digital communication is a crucial issue. Previous findings show that impoliteness in WhatsApp communication of elementary school students is not only caused by intentional factors but also due to a lack of understanding of the norms and ethics of digital communication (Susandi et al., 2024).

Most of the existing research still focuses on describing the phenomenon without offering educational strategies that can be applied to learning. Some previous studies have discussed

politeness in digital communication at various levels of education with various focuses. However, these studies are still limited in developing applicable educational policies, especially for elementary school students. For example, Taufik et al. (2023) examined digital communication among adolescents and adults, while Asia M et al. (2024) analyzed expressive speech acts in the interaction of teachers and junior high school students through WhatsApp groups. Studies by Kusmanto (2020) and Daulay et al. (2022) explored politeness in communication between students and lecturers from a humanist perspective. At the elementary school level, Isnaini et al. (2025) have examined the application of Leech six maxims of politeness in WhatsApp communication between students and teachers. This research aims to fill the gap by designing educational strategies that can be applied to learning the digital politeness of elementary school students.

The urgency of this research is increasing along with the development of the digital era, which demands good communication skills from an early age, Hanjono et al. (2024). This section highlights the importance of digital politeness education for elementary school students in facing the digital era. In the era of increasingly dominant online interactions, elementary school students need to be equipped with a strong understanding of digital communication ethics to communicate politely and responsibly. If not addressed immediately, poor communication habits can develop into behaviors that are difficult to change and impact future social interactions, including in their academic and professional environments. In addition, the lack of regulation and habituation from an early age can exacerbate digital communication patterns that are not in line with politeness norms. Therefore, this research is not only relevant in the academic realm but also important for the world of education as a basis for formulating systematic and applicable digital politeness learning policies.

Primary school students, who are in a critical stage of social and moral development, need to gain an adequate understanding of digital communication ethics to avoid disrespectful communication practices (Muftah, 2023). WhatsApp, as an instant messaging platform widely used in educational settings, provides convenience in interactions between students

and teachers. However, its informal nature often leads to less structured message delivery, making it prone to misunderstandings and violations of communication ethics. For example, the use of overly casual language, short responses that can be considered disrespectful, as well as the overuse of capital letters and emojis, often gives the impression of aggression or lack of respect for the interlocutor (Al Shlowiy, 2023). This shows that digital platforms such as WhatsApp have a dual role, namely as an effective communication tool as well as a medium that has the potential to lower language politeness standards if not used wisely. Therefore, it is important for educational institutions to not only provide a conceptual understanding of language politeness but also instill polite communication habits in various situations, including in digital media.

This research is based on Leech (2014), Brown & Levinson (1987), as well as Reeves & Naas (2013). Politeness theory by Leech (2014) emphasizes six maxims of politeness in communication, namely the maxim of tact emphasizes reducing the burden on the interlocutor, the maxim of generosity encourages contribution without coercion, the maxim of appreciation respects the contribution of others, the maxim of simplicity helps a person not seem proud of himself, the maxim of sympathy shows empathy for the condition or situation of others and the maxim of agreement creates harmony through agreement, these maxims serve as guidelines in maintaining a balance between the interests of speakers and speech partners so that communication takes place harmoniously.

Brown & Levinson's (1987) politeness theory focuses on the concept of face and politeness strategies used in social interaction. They identify two types of politeness strategies, namely positive politeness and negative politeness. Positive politeness aims to establish familiar and supportive social relationships, such as the use of friendly greetings or expressions of solidarity. In contrast, negative politeness aims to respect the personal freedom of speech partners by using more formal expressions and avoiding coercion. In elementary students' WhatsApp communication, these strategies play an important role in understanding how they adjust their language based on the context and social relationsh.

This study also refers to Pranowo (2009) views on the factors that cause language impoliteness, which include: (a) delivering criticism directly by speaking harshly and without considering the feelings of the interlocutor, (b) the speaker's inability to control emotions when communicating, (c) being protective of personal opinions without considering the interlocutor's point of view, (d) deliberately cornering the speech partner, and (e) making accusations without clear evidence against the interlocutor. In line with this, the purpose of this study is to describe (politeness compliance, politeness violation, factors causing students' language impoliteness in WhatsApp communication, and develop a digital communication ethics policy.

METHOD

This research uses a descriptive qualitative research method with a text-based content analysis approach. The qualitative approach was chosen because it is consistent with the research objectives, which are not to test existing theories, but to explore and find structures, patterns, or facts that emerge from the data.

The data are in the form of quotations of speech in WhatsApp, the results of observations of digital communication, as well as responses from questionnaires and interviews. Data sources came from screenshots of messages in WhatsApp groups as the main subject, as well as teachers and parents as supporting informants. The research subjects are students in grades 4-6 of SD Negeri 03 Lalung who are involved in WhatsApp group communication with teachers. The number of subjects was 127 utterances containing language politeness.

The data collection techniques used in this research are listening, recording/observation, documentation analysis, interviews, and questionnaires. Observation by directly observing the behavior of elementary school students towards teachers in communicating through WhatsApp social media to identify the types, functions, and forms of politeness of speech acts. Documenting WhatsApp group conversations after obtaining official permission from schools and parents, taking into account research ethics, ensuring confidentiality of identity, and not interfering with natural communication between students and teachers.

Documentation analysis is carried out by reviewing books and scientific journals that have an important role as a source of documentation that will provide a theoretical basis and academic references that support research on student language politeness in WhatsApp social media. Questionnaires were given to student guardians and teachers to explore their views on students' digital communication behavior, factors that cause impoliteness, and communication ethics policies of students in social media. Interviews were conducted face-to-face with students and teachers through in-depth questions and answers to obtain information about communication practices on social media.

Data validity in this research is carried out through method triangulation techniques implemented through the use of multi-method data collection, namely observation, documentation, and interviews. Each method was used to check and complement the other, resulting in more comprehensive and in-depth data.

Data analysis was carried out simultaneously with the process of collecting information in the field. After each stage of observation was completed, a preliminary analysis of the data units in the form of transcripts of conversations that had been collected was conducted, referring to the approach introduced by Miles & Huberman, (Sugiyono, 2010). This analysis methodology includes three main components: data reduction, data presentation, and conclusion drawing or verification.

RESULTS AND DISCUSSION

Research Results

This section presents the findings on compliance, politeness violations, factors causing language impoliteness in WhatsApp communication, and developing communication ethics policies.

Adherence to Language Politeness

To understand the extent to which students adhere to the principles of politeness, data on the adherence and violation of politeness principles that occur in their digital communication are presented.

Table 1. Compliance with Language Courtesy

Types of Compliance	Indicator	Maxim Types						Sum	Percentage
		T	G	A	M	C	S		
One Maxim	a	10	25	8	6	1	16	85	81,73%
	b	0	7	3	3	0	6		
Two Maxims	a	1	1	1		1	1	5 (pair)	4,81%
	b	1	1	1	1	0	1		
Three Maxims	a	1	1	1	1	1	0	3 (pair)	2,88%
	b	1	1	0	0	1	1		
		Total						104	100%

Indicators: a) positive politeness; b) Negative politeness

Type of Maxim: T: Tact Maxim; G: Generosity Maxim; A: Approbation Maxim; M: Modesty Maxim; C: Consensus Maxim; S: Sympathy Maxim.

Based on Table 1, it is found that most students' utterances adhere to one type of politeness maxim. The most frequently applied maxims include the maxim of generosity. Adherence to one maxim shows that students tend to be able to demonstrate politeness in a simple form, although it has not yet explored the application of more complex politeness. An example of the application of the maxim of generosity: Context, students are having a discussion. This discussion took place in the WhatsApp group of grade 6 SD Negeri 03 Lalung when students discussed the division of tasks for the end-of-semester project.



Figure 1. Application of The Maxim of Generosity

The dialogue in Figure 1 illustrates the application of the maxim of generosity in communication between students in a WhatsApp group when discussing the distribution of end-of-semester project assignments. This dialog reflects the use of positive politeness that strengthens social relationships, with students

offering help voluntarily. Student 1 starts the conversation by expressing his intention to focus on data collection while allowing his friends to choose other tasks, such as making presentations. Student 2 and Student 3 respond by offering their help, such as making presentations and finding Figures, which shows a willingness to share the burden without coercion. The politeness in this dialog also shows negative politeness, where students avoid imposing themselves and give their friends choices in the division of tasks, as seen in the phrases "*klo bisa*" and "*Ya dah*", which show caution so as not to pressure or disturb the comfort of friends.

Example of the application of the maxim of sympathy: Context, students are discussing in the 5th grade WhatsApp group a plan to visit one of their friends who is sick.



Figure 2. Application of Maxim of Sympathy

Figure 2 reflects the maxim of sympathy through students' attention and concern for a sick friend. The teacher informs the students that they

will visit one of the sick students on Monday, and Student 1 responds attentively, "*Siapp bu ntr kita iuran man-teman bli buah ma roti.*". This statement shows a willingness to help and shows sympathy for their friend's situation. Positive politeness aims to strengthen social relationships and show concern (Brown and Levinson, 1978). In this dialog, Student B shows concern and sympathy for a sick friend, by reminding his friends to participate in the contribution to buy food and fruits. This is not only for the physical benefit of their friend but also as a form of moral support. This action is in line with the principle of positive politeness, which strengthens social bonds and creates harmony between friends.

Several utterances adhere to two to three maxims at once. In the application of two maxims, the combination of maxims often found includes the maxims of tact, generosity, and respect, which demonstrate students' efforts to attend to more than one aspect of politeness in

communication. Meanwhile, the application of three maxims, although fewer in number, shows that there are students who can compose more complex digital communication by combining several politeness principles.

When viewed from the indicators, students' compliance with positive politeness tends to be more dominant than negative politeness. This indicates that students show more effort to maintain social relationships through being friendly, respectful, and supportive of interlocutors in digital communication. Meanwhile, the application of negative politeness related to maintaining individual rights and avoiding coercion, although also found, still needs to be improved.

Violation of Language Politeness

A table related to students' language politeness violations in WhatsApp digital communication is presented.

Table 2. Violation of Language Decency

Types of Compliance	Indicator	Maxim Types						Sum	Percentage
		T	G	A	M	C	S		
One Maxim	a	3	0	0	0	2	0	7	53.84%
	b	0	0	2	0	0	0		
Two Maxims	a	1	2	1	0	0	0	3 (pair)	23.08%
	b	1	0	1	0	0	0		
Three Maxims	a	1	0	2	1	1	1	3 (pair)	23.08%
	b	1	0	1	1	0	0		
Total		13						13	100%

Indicators: a) positive politeness; b) Negative politeness

Type of Maxim: T: Tact Maxim; G: Generosity Maxim; A: Approbation Maxim; M: Modesty Maxim; C: Consensus Maxim; S: Sympathy Maxim

The analysis results from Table 2 show that violations of language politeness in digital communication of elementary school students mostly occur in the category of violation of one maxim. This violation is most often found in the maxim of agreement and the maxim of tact. This shows that in some digital interactions, there are still students who pay less attention to agreement in communication and are not fully able to choose words wisely, which can trigger disharmony in communication.

An example of a violation of the maxim of tact. Context: this dialog occurs in a WhatsApp group of 4th-grade students who are discussing

an assignment that must be completed together.



Figure 3. Violation of the Maxim of Tact

The communication style of student 1 in Figure 3 shows low formality, which is appropriate in the context of a WhatsApp group where relationships between members are usually casual and familiar. However, from the perspective of Leech (2014), this speech violates the maxim of tact because the delivery of the instruction uses ALL CAPS and repeated exclamation marks, which creates an impression of urgency and force. This does not reduce the psychological burden of the friends but instead has the potential to add pressure.

In addition to the violation of one maxim, there are also violations of two maxims committed simultaneously in one utterance. These violations involve the maxims of tact, generosity, and respect. This shows that in some cases, students not only fail to maintain one aspect of politeness, but also show a tendency to ignore several politeness principles at once, such as a lack of concern for others, use of language that lacks respect for the interlocutor, and not making a positive contribution to the conversation as in screenshot evidence in Figure 4.



Figure 4. Violation of The Two Maxims

Based on Figure 4, there is a violation of the maxims of tact and respect, a student said, *"Duh km males banget, gitu ja gak bisa"*. This utterance is not only blaming but also condescending. Some violations occurred in three maxims at once. In this category, the violations involved the maxims of tact, respect, modesty, sympathy, and agreement. This type of violation shows that in certain situations, students can commit more complex communication violations by ignoring various politeness principles in one interaction so that the impact of the violation becomes more significant to the communication atmosphere in

the group.

For example, in a violation of the maxims of respect, sympathy, and agreement, a student asked a question as in the screenshot evidence in Figure 5.

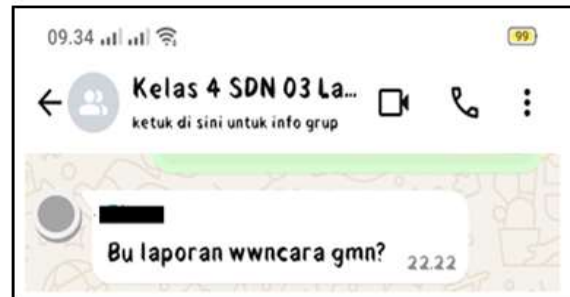


Figure 5. Violations of The Three Maxims

In the utterance in Figure 5, the questioning tone that does not take into account the conditions and time can be considered to ignore the principle of respect for the interlocutor, is less sympathetic, and does not open up space for agreement. When viewed based on the indicators, violations of positive politeness are found more than violations of negative politeness. This shows that students more often ignore efforts to maintain harmonious social relationships, such as not giving proper appreciation or approval in digital communication. Meanwhile, violations of negative politeness related to individual rights and efforts to avoid coercion also continue to appear, albeit in smaller numbers.

This finding shows that politeness violations in the digital communication of elementary school students still occur quite frequently, both in simple and complex forms. Therefore, efforts to improve ethics-based digital communication literacy and sustainable mentoring are needed so that students can understand the boundaries of polite communication and be able to apply them consistently.

Factors Causing Language Impoliteness

Various factors can affect students' communication patterns, both in terms of individual habits and social environment. To identify the main factors that contribute to the application or violation of language politeness, it is presented in Table 3.

Table 3. Factors That Cause Language Impoliteness

Number	Factors Causing Impoliteness in Language	Frequency	Percentage
1	Speakers criticize directly	32	28.80%
2	Speakers can't control their emotions	19	17.60%
3	Speakers Insist on Their Opinion	11	9.26%
4	Speakers Accuse Opponents of Speech	12	11.10%
5	Speakers Corner Opponents	10	9.26%
6	Speakers Use Coarse and Vulgar Diction	9	8.33%
7	Speakers Mock and Belittle Opponents	8	7.40%
8	Speakers Minimize Sympathy	7	6.21%
Total		108	100%

In Table 3, various factors cause impoliteness in the digital communication of elementary school students. The most dominant factor is the speaker's habit of criticizing directly without considering the feelings of the interlocutor. This shows that there are still students who have not been able to convey opinions or responses politely and constructively so that they cannot offend others in the communication group. For example, in this context: This dialog took place in the WhatsApp group of grade 4 after the teacher divided the groups for the project.



Figure 6. Speeches in The Form of Direct Criticism

The utterance by Student 1 in Figure 6 shows direct criticism without considering the feelings of the interlocutor, and Student 2 uses a fairly harsh tone with the word “*ngasal*” (don't talk carelessly) which tends to put psychological pressure on Student 1. Coupled with an angry emoticon (☹), this worsens the impression of harshness in communication. Student P did not use positive politeness in response.

The inability of speakers to control their emotions is also a prominent cause of the violation of language politeness. In certain situations, students tend to get carried away by emotions when discussing or interacting digitally,

so the language used becomes less polite and has the potential to cause conflict.

Another factor that contributes to the cause of impoliteness is speakers who find it difficult to accept the other person's point of view, even to the point of accusing or cornering the other person. This indicates that some students still lack an understanding of the importance of respecting others' opinions in communication, particularly in digital spaces that are prone to misunderstandings.

The use of harsh and vulgar diction was also found to be a cause of impoliteness, although in smaller numbers. Mocking, condescending, and minimizing sympathy for the interlocutor also worsen the quality of students' digital communication.

This finding indicates that the factors contributing to impoliteness in students' digital communication are not only influenced by inappropriate word choice but also by attitude and emotional control during interaction. Therefore, a comprehensive coaching effort is needed through digital communication ethics education that not only focuses on the use of good language, but also builds students' character to be able to communicate politely, respect others, and control themselves in various situations.

Digital Communication Ethics Policy

Policies in the form of strategic measures can be designed to instill more polite communication habits in the digital world, namely WhatsApp.

Table 4. Results of The Questionnaire

Number	Questions	SA	A	D	Respondents
1	Communication violations occurred in the class WhatsApp groups	45	8	0	53
2	Digital communication ethics need to be taught to elementary school students	20	33	0	
3	Schools need to make written policies on digital communication ethics	42	11	0	
4	Expected policy form:				
a.	Integration of communication ethics in subjects (Indonesian, Pancasila Education, ICT)	40	12	1	
b.	Development of modules/teaching materials based on language politeness	39	13	1	
c.	Socialization, positive culture campaigns, and regular training	38	14	1	
d.	Collaboration between schools, parents, and students	37	16	0	
e.	Monitoring and mentoring by teachers in WhatsApp groups	39	14	0	
f.	Implementation of educational sanctions and awards	31	20	2	

Based on Table 4, the results of the questionnaire given to the respondents, it was found that most teachers and parents perceived that the students of SD Negeri 03 Lalung had begun to have an awareness of the importance of politeness in digital communication. However, respondents still consider that teaching digital communication ethics to elementary school students is an important need that must be facilitated by schools.

The majority of respondents also stated that schools need to establish a written policy as an official guide in the implementation of digital communication ethics. This policy is considered to be a strong foundation in the effort to build a culture of polite communication in the school environment, especially in online communication activities such as WhatsApp classes.

Regarding the expected form of the policy, respondents supported the integration of communication ethics material in subjects, the provision of modules or teaching materials based on language politeness, as well as the implementation of socialization, positive culture campaigns, and regular training for all school members. In addition, collaboration between school teachers, parents, and students is seen as very important in ensuring the successful implementation of digital communication ethics. Respondents also considered that teachers have a

strategic role in monitoring and mentoring student communication, especially in class WhatsApp groups, so that interactions continue to run according to the norms of politeness. Meanwhile, regarding the application of educational sanctions and rewards for students, although there is a lot of support, there are some critical notes so that the application is carried out proportionally so that it continues to encourage student motivation without exerting excessive pressure.

Overall, the results of this questionnaire show that there is a real need to develop a comprehensive digital communication ethics policy in elementary schools. In elementary schools, involving various parties.

Discussion

This study shows that elementary school students have generally been able to apply politeness principles in digital communication through the WhatsApp application, although most of the politeness usage is still limited to one maxim in each utterance. The most dominant maxims found in students' communication are the maxims of generosity and sympathy. Meanwhile, violations of language politeness still occur, especially on the maxims of tact and agreement, which are mostly caused by the habit of direct criticism, the

44 RETORIKA: Jurnal Bahasa, Sastra, dan Pengajarannya,
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inability to control emotions, and the use of diction that tends to be rude or inappropriate. In addition, responses from teachers and parents obtained through questionnaires show that most parties support the importance of learning and practicing digital communication ethics from an early age as part of character education efforts in the digital era.

Interpretation of these results shows that digital communication among elementary school students is not just a technical activity, but also reflects their social-linguistic character building process. Children are able to convey empathy, offer help, and voice concern for their friends through digital language, both verbally and nonverbally such as the use of emojis or smoothing phrases such as “if you can”. These forms show that politeness strategies have been contextually transformed into digital media, and this is a new aspect that has not been widely explored in previous research. In other words, this study presents a new metaphorical form of politeness expression in the digital realm, which is not only verbal but also visual and pragmatic.

Theoretically, the results of this study corroborate the relevance of Leech (2014) theory on the maxims of politeness in communication, where the maxims of tact, generosity, and sympathy are essential principles in maintaining harmonious social relations. In practice, these maxims appear naturally in student communication on WhatsApp, although still in simple forms. In addition, Brown & Levinson (1987) concept of face-which divides politeness strategies into positive and negative politeness-also proved relevant. Students more often display forms of positive politeness, such as giving support or showing a sense of solidarity. However, negative politeness strategies such as efforts to avoid burdens on interlocutors are still not explicitly used. Interestingly, the forms of violations that emerged, such as the use of capital letters and exclamation marks that give the impression of pressure or negative emotions, are in line with Reeves & Nass (2013) and Pratiwi & Anindyarini (2021) view that digital communication is highly susceptible to misunderstanding due to the loss of nonverbal cues.

When compared with previous research, these results have continuity while offering distinctive contributions. The studies of Taufik

et al. (2023) and Asia et al. (2024) addressed digital politeness at the adolescent and teacher levels, while Isnaini et al. (2025) explored the principles of politeness in student and teacher communication. However, this study focuses on student-to-student interactions in the digital space and produces structured policy recommendations based on empirical data. In this context, the results also support the findings of Gábor et al. (2023) and Pratiwi & Anindyarini (2021), who highlight the major changes in the social communication ecosystem due to the dominance of digital platforms. They assert that children are not only users of technology, but are also shaping their social and moral identities within these digital spaces.

From these findings, there is a need for digital communication ethics policies that are not only conceptual, but also applicable and contextual. Schools need to integrate communication ethics learning in relevant subjects such as Indonesian Language, Pancasila Education, and Information and Communication Technology (ICT), so that students understand that politeness does not only apply in oral communication, but also digital texts (Hanjono et al., 2024; Muftah, 2023). In addition, the development of digital politeness-based learning modules can be a concrete guide for teachers and students in communicating ethically and empathetically (Kusmanto, 2020). Positive culture campaigns, regular student training, and active teacher involvement in moderating digital communications such as class WhatsApp groups are important to create an ecosystem that supports character learning (Pranowo, 2020). In this context, teachers function not only as supervisors, but also as reflection facilitators and ethical companions, helping students understand the difference between polite utterances and those that violate politeness norms (Al Shlowiy, 2023). Rewarding students who demonstrate polite language behavior and proportional application of educational sanctions also needs to be designed to encourage children's motivation and psychosocial development (Gábor et al., 2023).

Equally important, close collaboration between schools, parents, and students is the main foundation in building an ethical, effective, and sustainable digital communication culture (Wardani et al., 2022; Al Shlowiy, 2023). Thus,

this study not only strengthens the theoretical foundations of politeness in communication, but also provides new directions for learning and basic education policies that are adaptive to the challenges of the digital age. The findings prove that politeness in communication is not an innate skill, but rather a social competence that can and needs to be shaped from an early age through purposeful learning and systematic school policies.

CONCLUSIONS

This study produces findings: (a) elementary school students' language politeness compliance tends to apply one politeness maxim in digital communication with the dominance of the maxims of agreement and tact, (b) the most frequent violation of language politeness is on the maxims of tact and agreement, which is caused by direct criticism, inability to control emotions, and the use of harsh diction, (c) the factors that cause impoliteness are the habit of criticizing directly, lack of emotional control, and violent tendencies, and (d) policies to instill digital communication ethics include integration in subjects, especially Indonesian Language, Pancasila Education and ICT; development of digital politeness-based teaching materials; teacher assistance in WhatsApp groups; and

collaboration between schools, parents, and students.

The implication of this research confirms that learning digital communication ethics is not just an addition, but a very important need in shaping a generation that can communicate politely and responsibly in the digital space. If not instilled early on, unmannerly communication habits can develop into behavioral patterns that are difficult to change, affect social interactions, and even impact academic and professional life in the future. Therefore, integration in relevant subjects should be packaged with an approach that is not only conceptual but also applicative and contextual, so that students not only understand but also apply politeness in daily digital communication.

Following the research, it is necessary to develop a more systematic educational learning model, such as a digital politeness-based curriculum that can be widely applied at various levels of education. In addition, a more in-depth exploration of the influence of social, cultural, and technological factors in shaping students' digital communication patterns is important to create adaptive and sustainable policies. With the right steps, schools can be the main agents in building a digital communication culture that is more polite, civilized, and in line with ethical values.

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