



A Systematic Literature Review Analysis of the Culture of Politeness Among Junior High School Teenagers in the Digital Technology Era

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ABSTRACT

This study analyzes how the culture of politeness among junior high school students is influenced in the digital technology era and identifies impactful educational strategies for developing adaptive ethical norms. The research employs a Systematic Literature Review (SLR) using the PRISMA approach, examining publications from 2020 to 2025 obtained through Publish or Perish from Scopus and Google Scholar databases. The literature selection process included identification, screening, eligibility, and in-depth analysis, resulting in 89 relevant articles. The findings indicate that students' politeness culture extends beyond traditional norms, reflecting a dynamic process involving digital ethical literacy, parental and school supervision, social media influence, and technology integration in character development. Effective digital educational strategies show a significant correlation with increased politeness by shaping positive perceptions, strengthening normative credibility, and fostering respectful social relationships among adolescents, families, and school communities. These findings imply that nurturing politeness should be integrated into character management and digital communication education, providing guidance for policymakers and educators in strengthening ethical norms and students' character in the digital era.

1. Introduction

In an era of increasingly intense educational competition, junior high schools are required not only to provide quality educational services but also to cultivate a sustainable culture of politeness among adolescents amid digital technology disruption. Digital transformation has fundamentally reshaped adolescents' social interaction patterns, creating virtual communication spaces that often operate beyond conventional ethical boundaries. This paradigm shift presents both

opportunities and challenges for schools to adapt character education strategies to digital realities that strongly influence students' daily behavior. Recent studies have shown that digital environments require new approaches to character education that integrate technological literacy with traditional moral values (Sultan & Manaf, 2023; Thirafi et al., 2026). The integration of innovative learning media, such as augmented reality-assisted interactive multimedia, has demonstrated potential in enhancing student engagement and learning outcomes across various educational contexts (Khusnunnisa & Andriani, 2025). The intersection of digital communication and character development has become a critical area of educational research, particularly in Southeast Asian contexts where rapid technological adoption coincides with strong cultural traditions.

The decline of politeness norms, reflected in cyberbullying, online coarse language, and disrespectful virtual communication, has become a serious concern in contemporary education. Empirical evidence shows that 88.8% of Indonesian adolescents regularly encounter impolite expressions on social media platforms (Susanti et al., 2024). This issue is particularly critical for adolescents aged 12–15 years, a formative period of character development in which intensive gadget use is often not balanced by adequate digital literacy. Research demonstrates that critical thinking and digital literacy are essential skills in navigating contemporary educational challenges and protecting students from misinformation and inappropriate online behavior (Afifah et al., 2025).

Aminef (2022) further reports that low digital literacy contributes significantly to the spread of hoaxes, hate speech, and miscommunication in Indonesia's digital environment. Research conducted by Susandi & Kusumaningsih (2025) demonstrates that the absence of structured digital ethics education correlates with decreased politeness behaviors among junior high school students, highlighting the urgent need for integrated interventions. Moreover, studies indicate that social media exposure without proper guidance negatively impacts students' interpersonal communication skills and respectful behavior patterns (Yusri, 2024). The phenomenon of cyberimpoliteness requires comprehensive understanding of cyberpragmatics to develop effective educational responses (Santoso, 2025).

Politeness is not merely a linguistic convention but a socio-cultural value that regulates respectful interaction within a community. It reflects cultural expectations and social relationships embedded in communication practices. In educational settings, politeness supports positive interaction patterns and a conducive learning climate, making it an essential component of character education (Culpeper, 2021). Character development encompasses values such as honesty, responsibility, discipline, and empathy, providing students with moral support in facing life's challenges (Annisa et al., 2025).

However, the expansion of digital communication has transformed how politeness is expressed and interpreted, requiring schools to reconsider conventional approaches to character education. The integration of local cultural values, such as Javanese *Krama* language, with digital literacy has emerged as a promising strategy in enhancing students' social awareness and respectful communication (Widiatmi,

2020). Similarly, research emphasizes that character education must evolve to address the dual nature of adolescent socialization both offline and online to remain relevant and effective (Mushidi, 2023). The incorporation of moral and religious values in politeness education has also shown significant contributions to character formation among adolescents (Djazilan, 2024; Prayitno, 2022). Religious education teachers' strategies, including exemplary behavior such as maintaining order and being polite, play a crucial role in improving students' moral character and spiritual intelligence (Thirafi et al., 2026). Furthermore, implementation of school regulations that emphasize politeness and respectful behavior has been shown to significantly impact students' disciplinary character (Maulani et al., 2025).

Recent studies in educational technology indicate that digital environments do not inherently erode politeness values but reshape how these values are negotiated. Research on interactive digital learning media demonstrates that technology can positively influence students' engagement, responsibility, and interaction patterns when designed with ethical and character-oriented objectives (Zahro et al., 2024; Kaede, 2024). The integration of video media and digital platforms in learning frameworks leverages technological advances to meet the demands of 21st-century learning, which prioritizes digital literacy, critical thinking, and collaborative skills (Suparti et al., 2025). The development of physics modules incorporating multiple representations has proven effective in improving not only students' conceptual understanding but also their scientific attitudes, demonstrating the broader impact of well-designed educational materials on character development (Maisaroh et al., 2025).

Likewise, studies on e-modules and technology-assisted instruction emphasize the importance of integrating ethical awareness and character values into digital learning design to foster responsible and respectful behavior (Mustadi, 2025). Educational interventions that combine digital platform management with character development programs have shown promising results in cultivating politeness among adolescents (Hermanto, 2024). The development of tolerance values through rohis activities demonstrates that students can maintain good relations with others by remaining polite, reprimanding firmly but without losing gentleness, and balancing religious activities with daily social interactions (Arib et al., 2025). Furthermore, teaching politeness through social media platforms in educational settings has demonstrated effectiveness in reaching students in their natural communication environments (Mudiono, 2022). Teacher linguistic politeness strategies also play a crucial role in modeling respectful communication for students (Rivai, 2021).

Despite the growing body of literature on politeness and digital behavior, most existing studies focus on primary education or examine digital technology primarily from cognitive or technical perspectives. Systematic analyses of politeness culture among junior high school adolescents remain limited, even though early adolescence is a critical transitional phase in which social identity and communication patterns are actively shaped (Hübscher, 2020). Moreover, previous research often treats conventional politeness and digital politeness as separate domains, whereas adolescents experience both simultaneously in their offline and

online interactions. The gap in understanding how these dual contexts interact and influence character formation represents a significant limitation in current educational literature. Additionally, most intervention studies focus on single-factor approaches rather than examining the complex interplay of family, school, peer, and digital influences on politeness development. Cross-cultural perspectives on politeness, such as comparisons between English and Japanese positive politeness strategies, highlight the importance of cultural context in politeness education (Shochi, 2023). Specific institutional approaches, such as moderate politeness cultivation in Muhammadiyah schools, offer valuable insights but require broader systematic examination (Riyanto et al., 2023). The need for holistic character education that integrates spiritual values, moral development, and practical character formation through various educational activities remains a priority in contemporary educational practice (Saputra et al., 2025).

The primary objective of this research is to systematically examine the culture of politeness among junior high school adolescents in the digital technology era through a Systematic Literature Review (SLR) using the PRISMA approach. This study aims to analyze how digital technology, particularly social media and online communication platforms, influences adolescents' politeness norms in educational contexts. Furthermore, this research seeks to identify educational strategies that have been reported as effective in fostering adaptive politeness, including the roles of digital ethical literacy, local cultural values, religiosity, and collaboration among schools, teachers, parents, and the wider community. By synthesizing existing empirical findings, this study provides a structured understanding that can support the development of character education practices aligned with the challenges of digital transformation in junior high school settings, ultimately offering practical guidance for educational policymakers in formulating effective and contextually relevant strategies for Indonesian adolescents.

2. Methodology

Research Design

This study employed a Systematic Literature Review (SLR) design to identify, evaluate, and synthesize scientific evidence related to the culture of politeness among junior high school adolescents in the digital technology era. The SLR approach was chosen because it enables a structured, comprehensive, and transparent review of existing research, minimizing bias and providing reliable conclusions based on available evidence. Systematic literature reviews have become increasingly important in educational research as they offer a rigorous methodology for synthesizing empirical findings across multiple studies, thereby providing a robust foundation for evidence-based practice and policy development. The review process followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines to ensure methodological rigor and replicability. The PRISMA framework provides a standardized approach for conducting systematic reviews through four main stages: identification, screening, eligibility assessment, and inclusion of studies. This framework has been widely

adopted across various disciplines due to its systematic and transparent nature, which enhances the quality and credibility of literature reviews (Rethlefsen et al., 2021). The use of PRISMA guidelines ensures that the review process is conducted systematically, all relevant studies are considered, and the decision-making process at each stage is clearly documented and reproducible (Haddaway et al., 2022).

Instrument

The primary instrument used in this study was the Publish or Perish (PoP) version 8.0 application, which provides direct access to multiple academic databases including Scopus and Google Scholar. This software enables automated literature searching, citation analysis, and bibliometric data extraction. Additionally, a structured data extraction worksheet was developed based on the Cochrane Collaboration guidelines for systematic reviews. The worksheet included the following extraction fields: (1) study identification (author, year, title); (2) country or research context; (3) educational level of participants; (4) politeness or communication behavior focus; (5) type of digital technology involved; (6) research design and methodology; (7) sample size and characteristics; (8) key findings; and (9) reported educational implications and recommendations.

To ensure consistency in article selection, a standardized screening checklist was developed based on predefined inclusion and exclusion criteria. Table 1 presents the complete inclusion and exclusion criteria applied throughout the review process. The inclusion criteria required that selected articles be empirical research reports or scientific studies published in reputable indexed journals, written in Indonesian or English, and available in full-text format. Furthermore, articles had to address issues related to politeness culture, character values, or adolescent social behavior within educational contexts, particularly at the junior high school level, and demonstrate a clear connection to digital technology, social media, or contemporary communication environments.

Table 1. Inclusion and Exclusion Criteria

Criteria	Inclusion	Exclusion
Language	Indonesian or English	Languages other than Indonesian or English
Full Text	Available in complete form	Abstract only or inaccessible
Type of Source	Indexed journal articles, conference proceedings, academic books and book chapters	Unpublished literature, dissertations, working papers
Publication Period	2020–2025	Published before 2020 or after 2025
Relevance	Directly related to politeness culture, character education, or digital behavior among junior high school students	Not relevant to junior high school students' politeness culture in digital technology era
Quality	Peer-reviewed with clear methodology and empirical evidence	Methodologically weak, opinion pieces, or lacking empirical contribution

Source: Developed by the authors based on the PRISMA-guided Systematic Literature Review design

Conversely, articles were excluded from this systematic review based on several critical criteria designed to maintain methodological rigor and thematic relevance. First, studies that did not provide full-text access were eliminated, as comprehensive evaluation of research quality requires complete access to methodology, findings, and discussion sections. Second, articles lacking direct relevance to politeness strategies or character education among adolescent populations were excluded to ensure the review maintained its focused scope on the target demographic.

Third, studies examining educational levels outside junior high school were excluded unless they demonstrated explicit theoretical or empirical connections to early adolescent development and middle school contexts. Fourth, methodologically weak studies characterized by inadequate research designs, insufficient sample sizes, lack of validity measures, or limited empirical contributions were systematically removed to preserve the overall quality and credibility of the review. This rigorous, multi-tiered screening process ensured that only methodologically sound, contextually relevant, and empirically robust studies were retained for final analysis, thereby strengthening the validity and reliability of the conclusions drawn from this systematic literature review.

Data Collection

The data collection procedure followed a systematic four-stage process aligned with the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines: identification, screening, eligibility assessment, and inclusion. In the identification stage, comprehensive searches were conducted across multiple academic databases to retrieve all potentially relevant studies. During the screening stage, titles and abstracts were reviewed against predetermined inclusion and exclusion criteria to eliminate irrelevant studies. The eligibility assessment stage involved full-text examination of remaining articles to determine their suitability based on quality and relevance benchmarks.

Finally, the inclusion stage incorporated only those studies that met all established criteria into the final review corpus. To enhance the efficiency and rigor of data analysis, the included studies were further processed using specialized software (e.g., NVivo or similar thematic analysis tools). Key parameters applied included a threshold of 0.7 for relevance scoring to filter out low-confidence data points and a minimum occurrence of 5 for thematic elements to ensure only recurring patterns were considered in the synthesis.

Identification Stage: The literature search was conducted in November 2025 using the Publish or Perish application with access to the Scopus and Google Scholar databases. Search terms were formulated using Boolean operators to combine relevant keywords. The primary search string employed was: ("politeness" OR "courtesy" OR "character education" OR "moral values") AND ("junior high school" OR "middle school" OR "secondary school" OR "adolescent*") AND ("digital technology" OR "social media" OR "online communication" OR "internet" OR "digital literacy"). To ensure the relevance and currency of the reviewed studies,

the publication period was limited to articles published between 2020 and 2025. This time frame was selected to capture recent developments and contemporary dynamics of politeness culture within digital educational contexts. The initial search process resulted in 89 article records retrieved from the combined databases through the PoP application (n = 89). All records were exported to a bibliographic management system and examined to identify potential duplication of titles and bibliographic information. No duplicate articles were identified; therefore, all 89 records proceeded to the screening stage.

Screening Stage: During the screening stage, article titles and abstracts were independently reviewed by two researchers to assess their relevance to the research focus, namely the culture of politeness among junior high school adolescents in the context of digital technology use. Articles that focused solely on technology without addressing politeness, character education, or social behavior, or that discussed politeness without relevance to junior high school adolescents or educational settings, were marked for exclusion. The screening process utilized a standardized checklist to ensure consistency in decision-making. Any disagreements between reviewers were documented and resolved through discussion. As a result of this screening process, 29 articles were removed due to irrelevance, leaving 60 articles eligible for full-text retrieval.

Eligibility Assessment: Full-text access was attempted for the remaining 60 articles through multiple channels including journal repositories, digital libraries, institutional subscriptions, and direct requests to authors when necessary. Fourteen articles could not be obtained in full form due to closed access, unavailable PDF versions, or the availability of abstracts only. Consequently, 46 full-text articles proceeded to the detailed eligibility assessment stage. At this stage, articles were thoroughly evaluated against all inclusion and exclusion criteria presented in Table 1. Each article was independently assessed by two reviewers using the structured data extraction worksheet. Sixteen articles were excluded because they did not meet the eligibility requirements, such as inappropriate population focus (e.g., elementary school or university students without junior high school comparison), absence of a digital technology dimension, insufficient empirical contribution, or methodological limitations that compromised the validity of findings.

Inclusion Stage: Following the rigorous eligibility assessment, 30 articles were deemed suitable and included in the final analysis. These articles represented diverse geographical contexts, methodological approaches, and thematic focuses related to politeness culture among junior high school adolescents in the digital technology era. To ensure transparency and traceability of the review process, the complete stages of identification, screening, eligibility, and inclusion are illustrated in Figure 1 using the PRISMA flow diagram. Figure 1 demonstrates the systematic reduction of articles at each stage and provides a clear audit trail of the literature selection process.

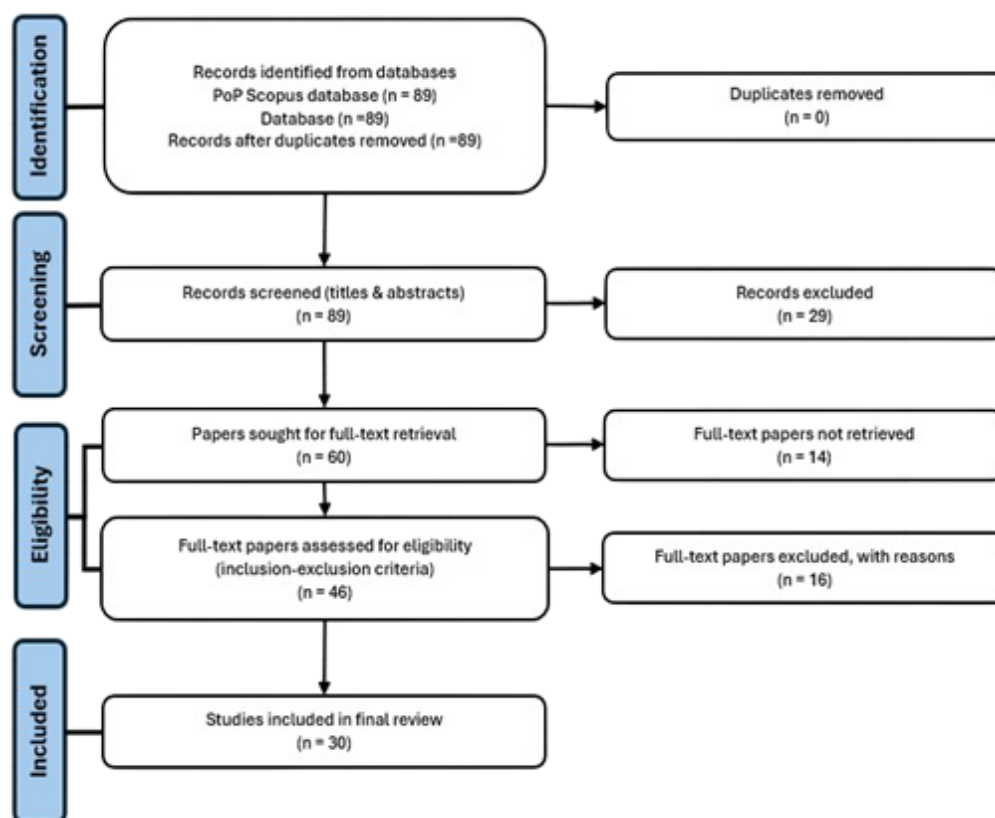


Figure 1. PRISMA Flow Diagram of Literature Selection Process

Data Analysis

The 30 articles that successfully met all predetermined eligibility criteria and passed through the rigorous four-stage screening process constituted the primary dataset for this Systematic Literature Review, representing a carefully curated collection of high-quality, empirically robust studies directly relevant to politeness strategies and character education among junior high school adolescents. Data analysis was conducted through a comprehensive three-phase process designed to systematically extract, organize, and synthesize findings across the selected studies: data extraction, thematic coding, and synthesis. In the data extraction phase, relevant information including study objectives, methodological approaches, sample characteristics, key findings, and theoretical frameworks was systematically retrieved from each article and recorded in a standardized extraction form to facilitate comparison and analysis.

Phase 1: Systematic Data Extraction. Data from each selected article were systematically extracted using the structured data extraction worksheet described in the Instrument section. Two independent reviewers extracted information from each article to ensure accuracy and completeness. The extracted information included: (1) bibliographic details (author, year, title, journal, DOI); (2) geographical and contextual information (country, research setting); (3) participant characteristics (educational level, sample size, age range); (4) conceptual focus

(specific aspects of politeness, character values, or communication behavior examined); (5) digital technology context (types of social media platforms, digital tools, or online environments studied); (6) methodological details (research design, data collection methods, analytical approaches); (7) main findings (key results related to politeness culture and digital technology influence); and (8) practical implications (educational strategies, recommendations for schools, teachers, or policymakers). All extracted data were compiled in a master spreadsheet to facilitate systematic comparison and analysis.

Phase 2: Thematic Coding and Pattern Identification. The extracted data were analyzed using an inductive thematic coding approach following the guidelines of Naeem, M., et al (2023) *A Step-by-Step Process of Thematic Analysis to Develop a Conceptual Model in Qualitative Research. International Journal of Qualitative Methods*, the coding process began with familiarization, where both reviewers independently read all 30 articles in their entirety. Initial codes were generated to capture salient features of the data related to the research objectives. These initial codes were then collated into potential themes through an iterative process of comparison and refinement. Two reviewers worked collaboratively to review and define themes, ensuring that each theme accurately represented the patterns identified across the selected studies. Inter-coder reliability was assessed using Cohen's kappa coefficient, achieving a value of $\kappa = 0.87$, indicating substantial agreement between reviewers.

The thematic analysis revealed five major themes: (1) Transformation and Degradation of Politeness Culture in the Digital Era, encompassing studies that examined how intensive social media exposure and digital communication patterns contribute to the erosion of traditional politeness norms among adolescents; (2) Educational Strategies and Digital Media for Fostering Politeness, including research on e-modules, interactive learning platforms, and technology-assisted character education interventions; (3) Integration of Local Cultural Values and Religiosity, covering studies that explored how traditional cultural frameworks (such as Javanese *unggah-ungguh*) and religious values can strengthen politeness development in digital contexts; (4) Collaborative Roles of Teachers, Parents, and School Communities, examining synergistic strategies for monitoring and nurturing digital politeness behavior; and (5) Management of School Social Media and Digital Communication Platforms, focusing on institutional approaches to cultivating respectful online communication among students.

Phase 3: Synthesis and Interpretation. The final analytical phase involved synthesizing findings across themes to develop a comprehensive understanding of politeness culture among junior high school students in the digital technology era. A narrative synthesis approach was employed to integrate and interpret the diverse findings from included studies. This synthesis examined patterns of convergence and divergence across studies, identified gaps in the existing literature, and drew evidence-based conclusions regarding effective educational strategies for fostering adaptive politeness in digital contexts. The synthesis process also considered contextual factors such as geographical location, cultural background, and specific

technological platforms to provide nuanced insights applicable to diverse educational settings.

Quality assessment of included studies was conducted using a modified version of the Critical Appraisal Skills Programme (CASP) checklist for qualitative and quantitative research. Each study was evaluated on criteria including clarity of research objectives, appropriateness of methodology, rigor of data collection and analysis, credibility of findings, and relevance to the review question. Studies were rated as high, moderate, or low quality, with all 30 included studies meeting at least moderate quality standards. This quality assessment informed the interpretation of findings, with greater weight given to high-quality studies in the synthesis process.

The analytical procedures described above ensured methodological transparency, systematic rigor, and reproducibility of the review process. All stages of data collection and analysis were documented in detail to enable verification and replication by other researchers. The findings generated through this systematic analytical approach provide a comprehensive evidence base for understanding and addressing politeness culture among junior high school adolescents in the digital technology era.

3. Results and Discussion

Bibliometric Analysis Results

The results of the bibliometric analysis were visualized using VOSviewer software to identify patterns of co-occurrence among keywords frequently appearing in studies on politeness, etiquette, and communication in educational contexts. The bibliometric map illustrates relational structures among research themes rather than isolated topics, allowing a clearer understanding of how politeness discourse is constructed across the literature. To identify thematic patterns and relationships among frequently used keywords in politeness studies, a cluster analysis was conducted, as presented in Figure 2.



Figure 2. The Cluster Analysis

As presented in Figure 2, the cluster analysis reveals two dominant thematic clusters. The first cluster (red) consists of keywords such as language politeness, violation, and student behavior profile. This cluster represents studies that conceptualize politeness primarily as observable communicative behavior, focusing on compliance with or violations of linguistic and social norms in everyday interaction. The analytical emphasis in this cluster is largely micro-linguistic, examining speech acts, pragmatic norms, and politeness maxims within school settings.

The second cluster (green) is centered on keywords including elementary school, moderate politeness, and global communication. This cluster reflects research that frames politeness as an integral component of character education in modern, urban, and globalized school environments. Studies in this cluster tend to link politeness with broader educational values, cultural adaptation, and social integration. The prominence of the “elementary school” node indicates that politeness research is still heavily concentrated at the primary education level. Its strong connection with language politeness and violation suggests that most existing studies prioritize linguistic behavior and norm compliance rather than broader institutional or digital dimensions. This finding empirically supports the relevance of the present study, which shifts the focus to junior high school students and the challenges posed by digital communication contexts. Table 2 summarizes the thematic orientation of each cluster and demonstrates how politeness research is grouped based on its primary analytical concerns.

Table 2. Cluster

Cluster Color	Main Keywords	Research Theme	Main Focus
Red	language politeness, violation	Politeness, language violations, student behavior profile	Studies on student character and communication behavior
Green	elementary school, global communication, moderate politeness	Character education in urban schools, global communication	Modernization of politeness and communication in urban schools

Source: Author’s synthesis based on VOSviewer bibliometric cluster analysis of selected articles.

Importantly, this bibliometric mapping functions as a descriptive foundation that provides a systematic overview of the existing scholarly landscape concerning politeness strategies and character education among adolescents. It identifies thematic concentrations, research trends, citation patterns, and knowledge gaps within the selected corpus of literature, offering valuable insights into which topics have received substantial academic attention and which areas remain underexplored or require further empirical investigation.

However, while this bibliometric analysis successfully maps the structural dimensions of the research field, it does not yet explain the underlying mechanisms, contextual factors, or causal relationships that drive how or why politeness culture is transforming within contemporary adolescent populations, particularly in educational settings. The descriptive nature of bibliometric mapping reveals

patterns of publication, keyword co-occurrence, and thematic clustering, but it stops short of providing interpretative depth regarding the social, cultural, pedagogical, and developmental forces that shape politeness behaviors and character formation among junior high school students.

Erosion of Politeness Norms in Digital Communication

The findings indicate that intensive exposure to social media and digital devices has reshaped adolescents' politeness norms, particularly through increased occurrences of cyberbullying, offensive language, and reduced interpersonal sensitivity. Rather than merely signaling moral decline, this shift reflects a transformation of communicative norms shaped by anonymity, speed, and the absence of direct social consequences in digital environments. In this context, politeness becomes situational and negotiable, depending on platform norms and peer dynamics.

This transformation is reinforced by empirical evidence showing that anonymity and freedom of expression on social media often weaken conventional standards of politeness, leading to cyberimpoliteness and verbal aggression (Santoso, 2025; Yusri, 2024). The frequent exposure of adolescents to impolite digital interactions demonstrates how online spaces create communicative flexibility that challenges traditional ethical boundaries (Riyanto et al., 2023). These findings suggest that politeness erosion is less about the loss of values and more about the absence of effective normative regulation in digital communication.

From a cross-cultural perspective, framework on Japanese politeness highlights that politeness is deeply embedded in social hierarchy and relational context. When such context-dependent norms encounter globalized digital communication, misalignment often occurs. This comparison clarifies that digital politeness challenges are not solely technological but also cultural, as global platforms tend to neutralize social cues that traditionally regulate respectful interaction (Shochi, 2023). At the same time, digital media should not be viewed exclusively as a source of norm degradation. Evidence suggests that technology can also function as a pedagogical medium when guided by ethical frameworks. Mudiono (2022) demonstrates that social media-based learning can raise students' awareness of polite language use, indicating that the impact of digital platforms depends largely on educational mediation rather than technological exposure alone.

The Role of Ethical Literacy and Digital Education

The synthesis of reviewed studies indicates that digital ethical literacy plays a critical role in moderating the effects of technology on politeness norms. Digital literacy that emphasizes ethical communication enables students to reflect on the social consequences of their online behavior, thereby strengthening self-regulation and moral awareness (Kusumastuti et al., 2021). This finding confirms that politeness education cannot rely on conventional moral instruction alone but must be integrated into students' digital practices. Technology-based instructional tools, such as e-modules, provide structured environments for embedding ethical values into learning processes. Mustadi (2025) shows that politeness-oriented e-modules

aligned with the independent curriculum effectively enhance students' understanding of respectful digital interaction. Rather than replacing character education, digital learning media extend its application into virtual spaces where students are most active. Similar conclusions are drawn from Kaede (2024), who highlights how interactive educational technologies can reinforce polite behavior through engagement and collaboration. Moreover, digital ethical education contributes to students' emotional regulation and conflict management in online contexts. Training in responsible communication, awareness of cyberbullying impacts, and empathy development strengthens students' resilience against cyberimpoliteness and reinforces politeness as a social responsibility rather than a formal rule.

Integration of Local Values and Religiosity

The integration of local cultural values and religiosity emerges as a key factor in sustaining politeness education in digitally mediated environments. Local wisdom, such as Javanese *unggah-ungguh*, provides culturally grounded norms of respect that remain relevant despite technological change (Widiatmi, 2020). These values function as moral anchors that help students navigate digital communication without detaching from their cultural identity. Religious and prophetic values further reinforce politeness as an internalized character trait. Prayitno (2022) and Djazilan (2024) emphasize that character education rooted in religious ethics strengthens students' intrinsic motivation to maintain respectful communication across contexts. When combined with digital literacy, local and religious values form a holistic framework that enables students to adapt politeness norms to modern communication environments without losing ethical orientation.

Stakeholder Synergy in Politeness Development

The development of a sustainable politeness culture requires coordinated involvement from teachers, parents, and the school community. Teachers play a strategic role as communicative models whose language use directly influences students' behavior and motivation (Rivai, 2021). Parental supervision and community norms further reinforce politeness values beyond the classroom, creating a consistent social environment that supports ethical communication (Mushidi, 2023). Rather than functioning independently, these stakeholders collectively shape students' communicative habits. The effectiveness of politeness education increases when institutional policies, classroom practices, and family supervision align with shared ethical standards.

Strengthening School Digital Communication

School-managed digital communication platforms represent strategic tools for reinforcing politeness norms. Structured digital communication policies help transform school social media into spaces that model respectful interaction and ethical expression (Hermanto, 2024). Learning activities that integrate politeness content into digital platforms encourage students to practice respectful communication in authentic contexts rather than abstract moral discussions. Given

the limitations of text-based communication, students also need guidance on digital nonverbal cues such as punctuation, emojis, and tone indicators. Hübscher (2020) emphasizes that sensitivity to nonverbal elements is crucial for politeness development, suggesting that digital communication education should address these substitutes explicitly.

Multi-Ethnicity, Globalization, and Cyberpragmatics

In multi-ethnic and globalized contexts, politeness education must adopt an inclusive and moderate approach. Cultural diversity demands sensitivity to differing norms of respect and communication styles (Sultan & Manaf, 2023). Cyberpragmatic perspectives further reveal that digital impoliteness often operates through reciprocal escalation, where one impolite act triggers similar responses (Culpeper, 2021). Santoso (2025) argues that without adaptive politeness norms, cyberimpoliteness can undermine trust and social cohesion. Therefore, understanding cyberpragmatics enables educators to address politeness as both a pragmatic and ethical issue, strengthening adolescents' resilience against negative digital interactions.

4. Conclusion

The culture of politeness among junior high school adolescents can be effectively enhanced through a holistic digital strategy that combines digital ethical literacy, reinforcement of school values, and adaptive monitoring of student behavior in online communications. Politeness development not only focuses on traditional norms but also accommodates digital dynamics such as the influence of social media, gadgets, and modern communication technologies that influence adolescents' social interaction patterns. This holistic digital strategy can shape positive perceptions and increase the legitimacy of politeness norms among junior high school adolescents, resulting in the strengthening of more harmonious social bonds between students, families, and the school community.

The integration of digital ethical literacy into the curriculum and active learning provides a deeper understanding of polite behavior in the context of digital communication, while equipping students with the skills to manage conflict, emotions, and the potential for cyberbullying. This is complemented by the optimization of social media as a practical politeness education tool relevant to students' daily lives online. Strengthening local values and religiosity, such as Javanese culture and prophetic values, plays a significant role in providing context and depth to politeness that is deeply rooted in students' cultural environments.

This approach enriches politeness norms with noble values that are universal and sustainable. Comprehensive involvement from all stakeholder teachers, parents, the school community, and educational administrators is the foundation for successfully fostering a culture of politeness. Teachers play a strategic role as facilitators and monitors of students' digital behavior, while parents and the community reinforce politeness norms through value-building at home and in the

social environment. The implementation of adaptive monitoring technology helps identify and respond quickly to inappropriate behavior. Overall, this approach enables the development of polite adolescent characters, adaptable to changing times, and resilient in facing the challenges of the digital era.

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