The Speech Politeness of Z-Generation in the Digital Era

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ABSTRACT

The increasing integration of digital technology in higher education underscores the importance of speech politeness among Generation Z, particularly in online academic interactions. This study aims to explore the levels and characteristics of speech politeness exhibited by Generation Z students in digital contexts. A descriptive statistical method was used to analyze data collected through a Google Forms survey, involving 424 students from the Faculty of Economics—263 from Management, 145 from Accounting, and 16 from Agribusiness—who were enrolled in an Indonesian language course. The results indicated that 53.13% of students demonstrated awareness of speech politeness in the planning stage, 51.9% during implementation, and 56.9% in evaluation. These findings suggest a relatively balanced application of speech politeness across different stages of digital communication. Qualitative responses further revealed that students view speech politeness as beneficial for enhancing knowledge, skills, and attitudes in alignment with curricular goals. The study concludes that there is a harmonious relationship between theoretical understanding and practical application of speech politeness among Generation Z in the digital era.

INTRODUCTION

The speech politeness of Z-generation in the digital era is a critical issue, particularly in the context of higher education where digital tools permeate nearly every aspect of academic life. From recording lectures to submitting assignments, digital technology facilitates communication yet also reshapes linguistic behaviour. In such environments, maintaining politeness becomes more complex and nuanced, demanding new competencies among digital-native students.

Generation Z—typically born between 1997 and 2012—is recognized for its digital fluency, rapid adaptability to new technologies, and a strong preference for instant communication. These traits, while advantageous in navigating online spaces, also present challenges in maintaining conventional norms of speech politeness. Unlike previous generations, Z-generation is immersed in environments where informal, abbreviated, and highly visual communication (e.g., emojis, memes) dominate, often at the expense of clarity, empathy, and respectful interaction (Prensky, 2010; Gómez & Quevedo, 2022).

Simultaneously, the emergence of artificial intelligence (AI), social media platforms, and ubiquitous digital networks has blurred the boundaries between formal and informal discourse. The rise of asynchronous communication, anonymity, and algorithm-driven content has altered how politeness is expressed and interpreted (Tagg, Seargeant, & Brown, 2017). The four pillars of digital literacy—skills, culture, ethics, and safety—are now intertwined with speech norms, necessitating

a re-evaluation of linguistic politeness in a digital context.

Given these shifts, the development of polite communication among Z-generation is essential—not only to support academic engagement but also to foster responsible digital citizenship. While Z-generation has been lauded as a productive, socially-aware, and creative cohort, these positive attributes must be balanced with digital etiquette that emphasizes empathy, critical awareness, and ethical language use.

This study investigates three core questions: (1) how is the planning of speech politeness conceptualized for Z-generation in digital settings? (2) to what extent is speech politeness implemented in their digital interactions? and (3) how is the effectiveness of speech politeness evaluated in this context?

Linguistic politeness, traditionally studied within pragmatic frameworks, is undergoing a transformation in response to digital communication. Rahardi (2020) defined politeness as context-dependent, emphasizing that effective communication must align with situational and cultural expectations rather than relying solely on formal markers such as honorifics or courteous expressions.

Wijayanto (2020, 2023) highlighted the unique challenges of politeness in digital environments, noting the absence of non-verbal cues and the increased risk of misinterpretation. He argued for strategies that mitigate face-threatening acts, such as avoiding hate speech, respecting digital privacy, and promoting dialogic harmony—principles aligned with Brown and Levinson's (1987) politeness theory adapted for online discourse.

Suherdi (2021) and Yustinah & Sulthan (2024) further explored how Generation Z navigates politeness norms on social media. Their findings show that politeness in digital spaces is increasingly linked to ethical considerations, such as valuing diverse perspectives, using inclusive language, and avoiding toxic online behavior.

Meanwhile, Savira et al. (2020) and Ahmad & Suryadi (2022) emphasized the intercultural dimension of politeness in global digital interactions. They contended that digital politeness must extend beyond national or local norms and consider globalized standards of respect, particularly when engaging in cross-cultural or multilingual exchanges. This view supports Kádár and Haugh's (2013) concept of "relational work" in politeness, where meaning is negotiated dynamically within a specific interactional context.

Setyonegoro et al. (2022) also proposed that politeness should be viewed as a strategic communicative choice aimed at preserving social harmony, especially in multicultural and digitalized environments. This perspective aligns with the need to educate Gen Z not only in language skills but also in pragmatic sensitivity and intercultural awareness.

In summary, speech politeness among Generation Z in digital settings involves a multi-dimensional framework that includes:

- **Pragmatic competence** (context-sensitive language use),
- **Digital ethics** (avoiding offensive or harmful content),
- **Intercultural sensitivity** (respecting diverse norms), and
- **Strategic communication** (balancing clarity, empathy, and effectiveness).

Understanding and promoting these dimensions is key to cultivating respectful, effective, and ethically grounded digital communication among Generation Z students.

Z-generation refers to individuals born between 1997 and 2012. This generation has grown up in a well-established digital world, where social media, smartphones, and the internet are integral to their daily lives. Often labeled "digital natives," they have matured alongside the digital revolution, making technology a central part of their identity.

This term of Z-generation possesses several distinctive characteristics. They have a strong ambition to achieve success in various aspects of life and prefer simplicity, practicality, and instant solutions to streamline their daily activities (Prastiwi, 2022). They value freedom in thought and action, exhibit high self-confidence in decision-making and expressing opinions, and pay close

attention to detail in their endeavors. This generation seeks recognition for their efforts and achievements and is highly proficient in using information technology to support their activities. They are realistic in assessing situations, respect diversity, and prioritize tolerance for differences. Internet trends often inspire their dressing style, while abbreviations and trendy terms characterize their communication. They frequently use social media for communication, learn independently through the internet to acquire skills, and demonstrate exceptional proficiency in leveraging digital technology in various aspects of life.

Rahman (2024) further elaborates on these traits, adding that Generation Z is quick to learn, technologically adept, and prefers online communication. They often overshare personal information, have a strong desire to be heard, maintain a competitive nature, and adapt well to learning in start-up environments. However, in terms of linguistic politeness, they tend to align with contemporary trends, favoring digitalization and online communication. This often results in a tendency toward "negative politeness." Formal situations like lectures, discussions, or official events typically display positive politeness. Conversely, in informal settings, Generation Z tends to communicate more freely, sometimes lacking structure, making them harder to understand and more inclined to focus on personal viewpoints.

Sahir (2024) highlights that Generation Z often relies heavily on digital devices for learning, paying less attention to the roles of lecturers or teachers. The increasing dominance of technology over social interactions drives this behavior. As a result, self-directed learning becomes a priority, frequently at the expense of character development and guidance. Consequently, it is essential for Generation Z to understand and practice linguistic politeness, ensuring effective and harmonious communication in addressing the challenges of the modern era.

The digital era, according to linguists and technology experts, refers to the rapid development of information and communication facilitated by digital tools. This transformation has significantly influenced how people interact, work, learn, and disseminate information. In this context, technology simplifies access to knowledge and reshapes social and cultural patterns, particularly in digital communication. Budirahardjo & Laksmidewi (2022) highlights that the digital era is a time when information and communication technology have become integral to daily life.

Masrukhi (2024) describes the significant changes in society brought about by technological advancements. The digital era affects nearly all aspects of life, including the workplace, education, and communication. Understanding digital technology as an opportunity and utilizing it to its fullest potential is crucial for society, including Muhammadiyah communities. Moreover, addressing the significant challenges of this era requires maintaining a balance between technological progress and the preservation of ethical and cultural values, including in education.

Sahir (2024) defines the digital era as a period marked by advancements in technology and communication as well as social interaction. The digital era encompasses not only technological progress but also shifts in communication and interaction patterns influenced by information and communication technology. For example, in the context of language, the digital era has introduced a faster and more informal style of communication, creating challenges in maintaining linguistic politeness. In digital society, interactions often focus more on efficiency and speed, frequently neglecting the elements of formality typical of traditional communication (Sahir, 2024).

Yustinah (2023) elaborates that the digital era has reshaped learning and communication methods, relying more heavily on digital devices while introducing a communication style that tends to be more relaxed and direct, reflecting digital characteristics. Consequently, linguistic politeness, especially in formal and professional contexts, has become increasingly important for this generation to understand, despite often being overlooked in everyday communication on social media.

METHODS

This study employed a quantitative descriptive statistical design to analyze the levels of speech politeness among Generation Z students in digital learning environments. The purpose of this design is to describe the distribution and tendencies of students' responses related to the planning, implementation, and evaluation of speech politeness without aiming for broader generalizations beyond the observed sample.

The research involved 424 undergraduate students from the Faculty of Economics and Business, Universitas Muhammadiyah Semarang (Unimus). The participants were drawn from three study programs: Management (263 students), Accounting (145 students), and Agribusiness (16 students). All participants were enrolled in an Indonesian language course during the time of the study.

The sample was selected using purposive sampling, with the inclusion criteria being active enrollment in the Indonesian language course and participation in digital learning platforms. While purposive sampling allowed for a focused exploration of speech politeness in relevant contexts, it may limit the generalizability of the findings to other populations. The condition of the study subjects was adjusted to meet the research objectives, and their selection criteria were determined based on relevant circumstances (Ariyati, 2020).

The research subjects consisted of students from the Faculty of Economics and Business at Universitas Muhammadiyah Semarang, specifically from the Management, Accounting, and Agribusiness programs. The details of the study subjects are presented in the following table.

Table 1. Research Subjects

No	Learning Groups	Students	Samples
1	Class A (Bachelor of Management)	44	37
2	Class B (Bachelor of Management)	48	46
3	Class C (Bachelor of Management)	44	41
4	Class D (Bachelor of Management)	48	43
5	Class E (Bachelor of Management)	49	47
6	Class F (Bachelor of Management)	29	21
7	Class G (Bachelor of Management)	39	26
8	Class A (Bachelor of Accounting)	49	42
9	Class B (Bachelor of Accounting)	45	44
10	Class C (Bachelor of Accounting)	43	43
11	Class D (Bachelor of Accounting)	19	16
12	Class Bachelor of Agribusiness	24	16
	Total	**481**	**424**

This study used two types of research instruments. The first instrument focused a structured questionnaire was developed to measure three dimensions of speech politeness: planning, implementation, and evaluation. Each section contained multiple items aligned with indicators of digital literacy and politeness strategies. The items were constructed based on theoretical frameworks and then validated through expert judgment involving two lecturers in linguistics and educational research. A pilot test with 30 students was also conducted to ensure clarity and reliability. The internal consistency of the questionnaire was tested using Cronbach's Alpha, resulting in α = 0.82, indicating good reliability. The second instrument to complement the quantitative data, semi-structured interviews were conducted with a subset of 20 students selected from the larger sample. The interviews explored perceptions, challenges, and personal reflections

on speech politeness in digital communication. Data were collected via both written feedback and online discussions through Google Meet and WhatsApp. The steps in this research were as follows:

1. Determining the research subjects during the course sessions.
2. Developing the instrument based on students' digital literacy criteria.
3. Distributing questionnaires to students via Google Forms.
4. Processing the data by calculating the percentage of responses in the instrument.
5. Interpreting the results of the questionnaire analysis in the final conclusions.
6. Interpreting the final conclusions of the research findings.
7. Confirming the research findings with the subjects.

Conducting a comprehensive interpretation, including the percentage of accuracy and errors in the research, is crucial. Quantitative data were processed using Microsoft Excel and SPSS (version 25) for descriptive statistical analysis. The analysis focused on calculating the percentage of student responses in each politeness dimension (planning, implementation, evaluation). Results were visualized using charts and tables to highlight dominant patterns.Qualitative interview data were analyzed thematically to identify recurring perspectives, expressions of politeness awareness, and contextual factors influencing speech behavior in digital settings.

The research was conducted in accordance with ethical guidelines established by Universitas Muhammadiyah Semarang. Informed consent was obtained from all participants. Their privacy and anonymity were ensured, and participation was entirely voluntary. Data were stored securely and used solely for academic purposes. The study's reliance on purposive sampling limits its generalizability. Additionally, self-reported data may introduce response bias. The study also focused on a single faculty and may not capture variations across different academic disciplines or institutions.

FINDINGS AND DISCUSSION

Language politeness among generation z in the digital era was implemented at the faculty of economics and business, including the bachelor of management, bachelor of accounting, and bachelor of agribusiness programs at Universitas Muhammadiyah Semarang. the researchers achieved this by completing instruments and supplementing them with interviews to ensure optimal results. addressing language politeness among generation z in the digital era required gathering information through instrument responses, visual documentation, and interviews. through this approach, a consensus on language politeness and learning was achieved among the students.

The "language politeness of generation z in the digital era" study was done at the faculty of economics and business, Universitas Muhammadiyah Semarang. the study's results were broken down into several sections, such as the introduction, the objective, the implementation, the steps, the materials, the references, the assessment, and the final evaluation.

The Introductory Aspect

This aspect consists of introduction such as the related information about speech politeness of Z-generation in the digital era based on the following conditions. Speech politeness of Z-generation in the digital era makes all students have to improve their speech politeness based on these requirements.

Table 1. The Introductory Aspect

Items	Statements/Question Indicators	Most and Frequent Alternatives	Respondent Percentages (424)	Analyses
1	The speech politeness of Z-generation in the digital era of Economy Faculty at Universitas Muhammadiyah Semarang	Supportive materials based on the necessities and agreements	258 respondents 60,8%	Speech politeness of Z-generation in the digital era supports the course-relevant topics
2	Speech politeness of the Z-generation in the digital era attempts to understand the following requirements of topics.	Material discussion based on the courses	271 respondents 63,9 %	
	Percentage		62,35 %	

The Objective Aspect

The speech politeness of Z-generation is useful for the students to improve excellent understanding about the themes and objectives. The Realizations of Speech Politeness of Z-Generation in Digital Era based on the following themes.

Table 2. The Objective Aspect

Items	Statements/Question indicators	The most alternative answers	Respondent percentage (424)	Analyses
3	Speech Politeness of Z-Generation in Digital Era should be based on these options.	The introduction of speech politeness for students of each study programs	156 respondents 36,6 %	Speech politeness in the digital era in Indonesian learning is important for students to improve.
4	Speech Politeness of Z-Generation in Digital Era should be understood by all students across management, accounting, and agribusiness study programs.	Improving the skills to avoid misconceptions	218 respondents 51,2%	
	Percentage		43,9 %	

The implementation aspect

Speech Politeness of Z-Generation in Digital Era taught in the Indonesian langauge course was done by some considerations, implementation techniques, procedures, and specific criteria.

Table 3. The Implementation Aspect

Items	Statements/Question Indicators	The most alternative answers	Respondent percentages (424)	Analyses
5	Speech Politeness of Z-Generation in Digital Era taught in the course was done with specific consideration.	Taught based on the applied curriculum of the course	283 respondents 66,5%	Speech Politeness of Z-Generation in Digital Era done in the course used the facilities based on the specific criteria
6	Speech Politeness of Z-Generation in Digital Era must be understood by students of Bachelor of Management, Bachelor of Accounting, dan Bachelor of Agribusiness using a certain module.	Theoretical-Practical Learning Balances	380 Respondents 89,4%	
7	Speech Politeness of Z-Generation in Digital Era should be completed by the following criteria.	Related to the study programs or majors	246 respondents 58 %	
	Percentage		71,3%	

The Aspect of Steps

Speech Politeness of Z-Generation in Digital Era is supported by communication, life skill, and togetherness among students and lecturers.

Table 4. The Aspect of Steps

Items	Statements/Question Indicators	The most alternative answers	Respondent percentages (424)	Analyses
8	Steps to improve speech politeness in digital era based on the requirements	Individual skill based on the study program	177 respondents 41,7 %	Steps in improving Speech Politeness of Z-Generation in Digital Era based on intention and objectives; formulating problems and togetherness among lecturers and students
9	Having the skills to improve speech politeness in digital era	Formulating the problems responsibly	162 respondents 38 %	
10	Steps to improve speech politeness based on the following matters	Togetherness among students and lecturers	152 respondents 35,8 %	
	Percentage		38,5%	

The Learning Material Aspect

Speech Politeness of Z-Generation in Digital Era meets certain criteria as described below.

Tabel 5. Aspect of Learning Materials

Items	Statements/Question Indicators	The most alternative answers	Respondent percentages (424)	Analyses
11	The Materials for Speech Politeness of Z-Generation in Digital Era meet the criteria.	Materials based on the curriculum of speech politeness	269 respondents 63,4 %	The materials for Speech Politeness of Z-Generation in Digital Era meet the criteria based on the targeted necessities and characteristic standards
12	Speech Politeness of Z-Generation in Digital Era should refer on the characteristics standard test	The text content teaches knowledge	145 Respondents 34 %	
	Percentage		48,7 %	

The Reference Aspect

Speech Politeness of Z-Generation in Digital Era meets the certain criteria as described below.

Table 6. The Reference Aspect

Items	Statements/Question Indicators	The most alternative answers	Respondent percentages (424)	Analyses
13	The references and language in the Speech Politeness of Z-Generation in Digital Era for all study programs should be:	Relevant with the standards of speech politeness necessity of the graduates	168 respondents 39,4 %	The references of Speech Politeness of Z-Generation in Digital Era are based on the necessities and new idea provisions.
14	The content reference Speech Politeness of Z-Generation in Digital Era should be:	Providing new ideas based on the latest-two year references	254 respondents 59,7 %	
	Percentage		49.1%	

The Assessment and Final Evaluation Aspect

Speech Politeness of Z-Generation in Digital Era is based on the assessment and final evaluation aspect as described below.

Table 7. The Assessment and Final Evaluation Aspect

Items	Statements/Question Indicators	The most alternative answers	Respondent percentages (424)	Analyses
15	The assessment and evaluation Speech Politeness of Z-Generation in Digital Era were done by	The Indonesian language lecturers based on the evaluation system	195 respondents 46 %	The assessment and final evaluation of Speech

Items	Statements/Question Indicators	The most alternative answers	Respondent percentages (424)	Analyses
16	The assessment and evaluation of language and content within the Speech Politeness of Z-Generation in Digital Era were successful based on these requirements.	High advantages after applying the advertisement	288 respondents 67,7 %	Politeness of Z-Generation in Digital Era were done by Indonesian lecturers, students, and practicioners
	Percentage		56,9 %	

This table shows the suggestions of the students.

Table 8. Commentary/Suggestions/Advice

Commentary/Suggestions/Recommendations	Commentary types
Already excellent	Positive
Average	
Excellent	
Extremely excellent	
Great	
The supervising lecturer excels in teaching the course, so there are no issues.	Objective
This enables students to effectively implement speech politeness and digital literacy in their everyday community activities.	
Digital literacy is very suitable for Gen Z students.	
Lecturers and students can collaborate to apply speech politeness in the field of education.	
The application of digital literacy and speech politeness needs to be considered in order to create a generation with high value.	
Technology digitization refers to the ability to use it effectively and responsibly.	
In the era of a 5.0 society, it is crucial to improve digital literacy and speech politeness for The Z-generation.	
Correct language, and respect other people's opinions.	
By using good language through social media and communication platforms, individuals can learn to use proper and appropriate expressions.	
The enhancement of digital literacy and speech politeness for The Z-generation in the context of the 5.0 society era should motivate students to actively use Indonesian in class instead of regional languages and to engage in more reading for reference purposes.	
Hopefully, students will continue to improve and make digital literacy and speech politeness a hobby.	
In the digital era, The Z-generation needs digital learning because it will make it easier for students or lecturers to teach or conduct education.	
Support the development of mobile applications or digital platforms specifically designed to provide accurate and simple health information.	

Commentary/Suggestions/Recommendations	Commentary types
None.	
The suggestion is to continue improving The Z-generation's literacy to prevent reading laziness.	
There should be interaction between lecturers and students, and the material should not be overly focused on.	Negative
No suggestions or input yet.	
Digital literacy stands at 50% due to the importance of reading books.	

DISCUSSION

The Speech Politeness Plan in the Digital Era

The planning of speech politeness in the digital era encompasses various aspects to ensure students adapt effectively. One key component is the speech politeness of the Z-Generation in the Digital Era, which mandates that all students enhance their speech politeness through supplementary materials tailored to trending topics in lectures. For students in the Faculty of Economics and Business at Universitas Muhammadiyah Semarang, this initiative is implemented according to a schedule aligned with current trends, ensuring that students remain updated with ongoing developments. Another crucial aspect focuses on improving students' academic abilities by encouraging them to read, comprehend, and analyze references, with self-development as a primary goal. The planning process ensures that the chosen topics align with these objectives. In the initial research phase, 62.35% of students met the standard for speech politeness of the Z-Generation in the Digital Era, highlighting the program's effectiveness in fostering academic and social growth.

The Implementation of Speech Politeness of Z-Generation in Digital Era

The implementation of speech politeness of the Z-Generation in the digital era for students of the Faculty of Economics at Universitas Muhammadiyah Semarang involves four key aspects: execution, steps, materials, and references. The researchers systematically carried out these aspects to ensure comprehensive application. Specifically, the implementation covers: (1) execution, (2) steps, (3) materials, and (4) references. Each of these aspects is elaborated in detail to provide a structured approach for fostering speech politeness among students.

(1) The Implementation Aspect

The implementation aspect of the speech politeness of the Z-Generation in the digital era achieved a 71.3% implementation rate by students under the guidance of lecturers based on their respective courses. This initiative integrates the curriculum into learning processes, utilizing presentations (PPT) to maintain a balance between theory and practice. The focus on language politeness consistently supports the enhancement of students' academic skills.

This 71.3% success rate is due to a number of factors, including a balanced curriculum (66.5%), the integration of theory and practice (89.4%), and the relevance of the program's implementation (58%). These elements collectively ensure that the execution aligns with the educational objectives and supports the students' academic development.

(2) The Aspect of Steps

The steps aspect of the speech Politeness of the Z-Generation in the Digital Era emphasizes the importance of communication skills, foundational abilities, and collaboration

between lecturers and students of the Faculty of Economics and Business at Universitas Muhammadiyah Semarang. This aspect achieved notable results, with 41.7% attributed to foundational abilities, 38% to responsibility, and 35.8% to collaboration.

These steps guarantee the effective implementation of speech politeness. Excellent communication, shared responsibility, and a sense of unity are all benefits of this approach that make using politeness rules in school and social situations more cohesive and useful.

(3)   The Aspect of Material

The materials aspect achieved a rate of 48.7%, rooted in a curriculum designed around the principles of speech politeness. The learning materials align with 63.4% of the relevant standards for specific study programs, such as Management, Accounting, and Agribusiness. These materials adhere to curriculum standards while incorporating the characteristics of speech politeness and self-development principles.

(4)   The Aspect of Reference

The references aspect reached 49.1%, based on the standards of speech politeness needs, with 39.4% linked to reference requirements. Additionally, 59.7% of references could be further developed using standardized resources.

The Assessment and Final Evaluation of Students' Speech Politeness

The aspect of assessment and final evaluation of speech politeness of Z-Generation in the Digital Era among students of the Faculty of Economics at Universitas Muhammadiyah Semarang reached 56.9%. The supervising lecturers conducted the final assessment and evaluation, paying close attention to the evaluation system. To be successful with Generation Z's polite language, students must be able to use it in both formal and informal academic settings, based on the features of the Management, Accounting, and Agribusiness study programs.

The achievement of the evaluation system reached 46%, and the benefit from advertising collaborations with external parties reached 67.7%. With a total achievement of 49.42%, final assessments and evaluations of speech politeness of Z-Generation in the Digital Era for management, accounting, and agribusiness students should continuously be conducted to support other academic activities. The final assessment and evaluation emphasize the evaluation system, evaluation methods, evaluation basis, and evaluation timing.

The evaluation of language politeness among students of management, accounting, and agribusiness at the Faculty of Economics and Business at Universitas Muhammadiyah Semarang was conducted by the Indonesian language supervising lecturers. This process considers the evaluation systems specific to each study program: Management, Accounting, and Agribusiness.

One method of evaluating language politeness among Generation Z students in the Management, Accounting, and Agribusiness programs at Universitas Muhammadiyah Semarang involves recording student assignments and activities during lectures. These recordings provide valid data.

The evaluation basis for Generation Z students' language politeness in the digital era for management, accounting, and agribusiness students at the Faculty of Economics and Business at Universitas Muhammadiyah Semarang lies in the tasks and responsibilities undertaken by students throughout the semester.

The evaluation of speech politeness of Z-Generation in the digital era for management, accounting, and agribusiness students at the Faculty of Economics and Business at Universitas Muhammadiyah Semarang is conducted upon the completion of each assignment. This aims to

align the scores for language politeness in the course with the actual conditions. It also anticipates the ability of students to complete assignments through collaboration with various parties.

CONCLUSION

The researchers categorized the responses from the student interview survey into three groups: positive comments, objective comments, and negative comments. In the positive comments category, students expressed that language politeness is highly beneficial and supportive. They noted that practicing language politeness enhances their knowledge, skills, and attitudes, contributing to their growth in a balanced manner in alignment with the curriculum. Meanwhile, the objective comments group emphasized that students are becoming more aware of the importance of language politeness in the digital era, particularly within academic contexts. They pointed out that students continually strive to improve their knowledge for the future and aim to apply language politeness in both academic and social situations as part of their development. On the other hand, the negative comments group suggested that language politeness is often practiced only when necessary, viewing it as more of a tool for academic requirements or graduation readiness rather than as a habitual practice. These students contended that we should consistently apply language politeness in all situations.

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