Management Of Language Politeness Development In Improving Digital Literacy For High School Students

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Abstract.
In the digital era, especially Society 5.0, communication is the most important thing. Unfortunately, our students are not prepared to play a real role in such a social community. This is none other than weak digital literacy. This study aims to reveal and describe: (1) planning, (2) implementation, (3) evaluation, to foster language politeness in improving literacy. digital for high school students. This study uses a qualitative approach with a descriptive method. The theoretical basis used in this research is management theory and pragmatic theory. The main findings of this research are: (1) planning, through: setting goals and objectives; preparation of vision, mission, and strategy; preparation of programs and focus of activities; and implementation guidelines; (2) implementation, through: procurement and utilization of resources; technical instructions for learning Indonesian; Indonesian language learning model; application of reward and punishment in Indonesian language learning; (3) evaluation, through: learning model innovation; monitoring and supervision; and program feedback; In this study, the ADDICTIVE model was obtained as an alternative to learning management for the development of language politeness in improving digital literacy in high school students.

Keywords: Politeness, Language, Literacy, Digital, Learning

I.   INTRODUCTION

Language as a product of society, cannot be separated from the social and cultural environment of the community. Dynamically moving society moves language dynamically as well. Suryalaga in Sauri *[1]*, states that politeness or manners and their changes cannot be separated from factors of time, place, social structure, and situation. The time factor in question is the growing age of manners or politeness can also develop according to the norms that apply to the existing era. Manners is related to place, such as the etiquette that students do when meeting with teachers, both in the real world and in the digital world. Manners are also related to social structures such as age, educational history, and so on. The situation also makes the appropriateness of behavior in certain situations.Unfortunately, in this increasingly fast digital era, many teachers complain that their students have a lack of courtesy. This has even been studied by Sauri *[2]*, who found many impolite attitudes that appeared when there were reprimands, orders, or prohibitions. Whereas disrespectful language can give rise to

communication gaps, causing bad situations in various environments, both family, school, and community.Several parties, especially the language community, have questioned the attitude that must be taken to address this matter.

Moreover, if you look at the students' language behavior which has recently become increasingly concerning, which is strengthened by research evidence regarding the use of wrong digital media, such as toxic behavior in online games (Nur Fikri, 2021), being trapped by hoaxes on social media (Rahadi, 2017), and cyberbullying in online channels (Zahrotunnisa, 2019). Therefore, fostering the use of polite Indonesian is the right solution that must be carried out on an ongoing basis, especially for the next generation. This is where the role of learning Indonesian Language subjects in schools becomes very important.In fact, according to Pranowo *[3]*, language is a mirror of one's personality. A person's ability to use an organized language will give a virtuous personal image. So far, the image of a nation in the eyes of the world community, can be recognized from how people use language. It is said that the Indonesian people are known as a nation with friendly, polite, and well-mannered character because of their polite language skills. As the opinion of Murni *[4]*, who mentions politeness as one of the cultural values that is upheld in Indonesian society.

The concept of politeness in language is then described in six communication ethics in the Al-Quran. The concept was then identified by M. Quraish Shihab in Tafsir Al-Misbah (Irsyadin Kamal, 2019), Hasbi As-Shiddieqy in Tafsir An-Nur (Irsyadin Kamal, 2019), and Sofyan Sauri in his research (Sofyan Sauri, 2021). The three figures agreed that the principles of communication based on the Qur'an are embodied in: (1) speaking with noble words (*qaulan karima*), (2) speaking in a pleasing language (*qaulan ma'rufa*), (3) speaking with good and proper (*qaulan masyura*), (4) speak effectively (*qaulan baligha*), (5) speak softly (*qaulan layyina*), and (6) speak correctly (*qaulan sadida*).The Indonesian language subject as the initiator of other subjects becomes very important as a benchmark for the management of language politeness development. In the Attachment of the Minister of Education and Culture of the Republic of Indonesia No. 67 of 2013 states that strengthening the role of Indonesian Language subjects is carried out in full through the incorporation of basic competencies in Social Sciences and Natural Sciences into Indonesian Language subjects.

These two branches of knowledge cause Indonesian Language lessons to be contextual, so that Indonesian Language learning becomes more interesting. This illustrates the importance of the role of Indonesian Language subjects as a source of knowledge in the world of formal education.In addition, an Indonesian Language subjects teacher will understand language pragmatics, namely (1) the principle of politeness in language, (2) the principle of cooperation in language, and (3) the language context (settings, activities, and relations in language interaction). Thus, of course, an Indonesian Language subjects teacher uses language politeness in implementing their learning management functions.For this reason, as emphasized by

Brown *[5]*, the teacher, in this case the Indonesian Language teacher, has the important task of guiding and facilitating students in learning. Indonesian Language teachers are expected to use varied approaches and learning strategies or classroom management, arrange classes in a pleasant atmosphere, develop materials according to learning needs, and prepare and use interesting learning media and challenge students' active participation in communication activities, especially through digital media.Next, the Indonesian Language subject in the 2013 curriculum pays attention to the development of a literacy culture through text-based learning.

An important element in text-based learning is building context. Thus, learning carried out by Indonesian Language teachers should be able to build transitive critical awareness, which is characterized by depth in interpreting problems, building confidence in discussions, and building the ability to be able to receive useful information and reject harmful information in today's digital era.This is in accordance with Ungerer's research *[6]*, which states that the role of technology has a great impact on today's literacy needs. Literacy skills in the 21st century is not only a matter of reading and writing, but also requires the ability to decode, understand multimodal texts and digital multiformats, and also engage with these texts in a directed way. The 21st century literacy is not only based on specific skills, but consists of processes that embrace the dynamic, social, and collaborative aspects of digital technology.Regarding this, Bawden in the book *Materi Pendukung Literasi Digital [7]* compiled the concept of digital literacy based on computer and information literacy and relates more to technical skills in accessing, compiling, understanding, and disseminating information.

Bawden mentions that digital literacy involves the following aspects:

1. Knowledge assembly, namely the ability to build information from various reliable sources;
2. Ability to present information including critical thinking in understanding information with awareness of the validity and completeness of sources from the internet;
3. The ability to read and understand non-sequential and dynamic information materials;
4. Awareness of the importance of conventional media and connecting it to networked media (internet);
5. Awareness of people's network access that can be used as a source of referrals and help;
6. Use of filters on incoming information;
7. Feel comfortable and have access to communicate and publish information.

Based on these aspects, digital literacy competence can improve a person's ability to deal with digital media both in accessing, understanding content, disseminating, creating, and even updating digital media for making decisions in his life. If someone has this competence, he or she can use digital media for productive activities, pleasure and self-development, not for consumptive or destructive actions

[8].These problems can occur due to a shift in communication patterns in digital education which used to be identical with face-to-face towards computer-mediated communication *[9]*.So, it is clear that the shift in students' character is strongly influenced by environmental factors of interaction (digital) and the education they receive. Efforts to create education that cares about the effectiveness of communication in accordance with the principles of the Qur'an and in line with the contextualization of Future of Education must start from the school environment. Because after all the practice of education and schools can be illustrated as a practice involving many and diverse actors, entities, relationships, and points of view, as a way to influence and challenge issues of concern today *[10]*.Based on this explanation, it can be concluded that the cause of low digital literacy is the lack of attention to polite language development in schools. Therefore, the researcher thinks that it is important to conduct research on the Management of Language Politeness Development in Improving Students' Digital Literacy in Schools. With the holding of this research, it is hoped that it can be an educational solution for the improvement of people who are being hit by a moral crisis, especially ahead of Society 5.0.

II.   METHODS

Research on the management of language politeness development in improving students' digital literacy in high school is relevant to qualitative research, especially in terms of in-depth data through interviews, observations, and document studies on what the informants did, how they carried out the coaching, for what activities they carried out. done, and why they use language politeness in actual reality.The method in this research is descriptive method. This method describes how the language politeness development program in the two schools studied, namely SMAN 1 Nagrak and SMAN 1 Kabandungan, Sukabumi Regency, in fixing the digital literacy of their students.

Data collection techniques are a way to get data in the field so that research results can be useful and become new theories or new discoveries.

The data collection techniques used in this study are:

1. Observation

The observation technique in this study was chosen because the essence of observation is the presence of visible behavior and the existence of goals to be achieved.

2. Interview

The interview technique in this study was chosen so that the direction of the conversation refers to the goals that have been set by prioritizing trust as the main foundation in the understanding process.

3. Dokumentation

The documentation technique in this study was chosen to be a complement to the use of the questionnaire and interview methods.

4. Triangulation

In this study, triangulation was carried out for checking purposes or as a comparison to existing data because in credibility testing it was defined as checking data from various sources in various ways and at various times.The data analysis technique used in this research is to use the steps, which are as follows: (1) data collection, (2) data reduction, (3) display data, and (4) conclution drawing and verification.

III.   RESULT AND DISCUSSION

The root of this problem is the development of language politeness has not been the main concern of schools in fixing students' digital literacy. This is identified by the fact that there are still many schools that have not made language politeness a flagship program in accordance with Permendikbud No. 23 of 2015 concerning the Development of Character and Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 20 of 2018 concerning Strengthening Character Education in Formal Education Units.Therefore, there is a need for improvements in the field of language politeness development in schools so that problems related to students' digital literacy are gradually resolved.

The creative and contextual Indonesian learning model is in accordance with the mandate of the 2013 Curriculum and pays attention to four aspects of speaking skills, namely listening, reading, being an effective alternative in improving students' digital literacy in accordance with 21st Century Skills in the 21st Century Skills Handbook. All related elements, ranging from raw input (students), the coaching process (planning, implementation, and evaluation), instrumental input (Permendikbud No. 23 of 2015 concerning the Growth of Character, Permendikbud No. 20 of 2018 concerning PPK in Formal Education Units), environmental input (school culture, parental support, community environment), output (literate students, namely students whose digital literacy skills increase), outcome (quality of students in the context of digital politeness).

Planning

The planning term used in fostering language politeness in improving students' digital literacy in high school refers to formal planning. There are many definitions of planning, but simply planning is defined as the process of setting goals to be achieved and strategies to achieve these goals *[11]*. Based on this opinion, it can be generalized that the result of the planning process is a plan. Then, a plan means a document that contains a statement about the goals to be achieved and the means used to achieve these goals.From this description and the findings of the data obtained, the author tries to formulate a language politeness development plan to improve the digital literacy of students in high school. This is realized through the stages as shown in the following chart:
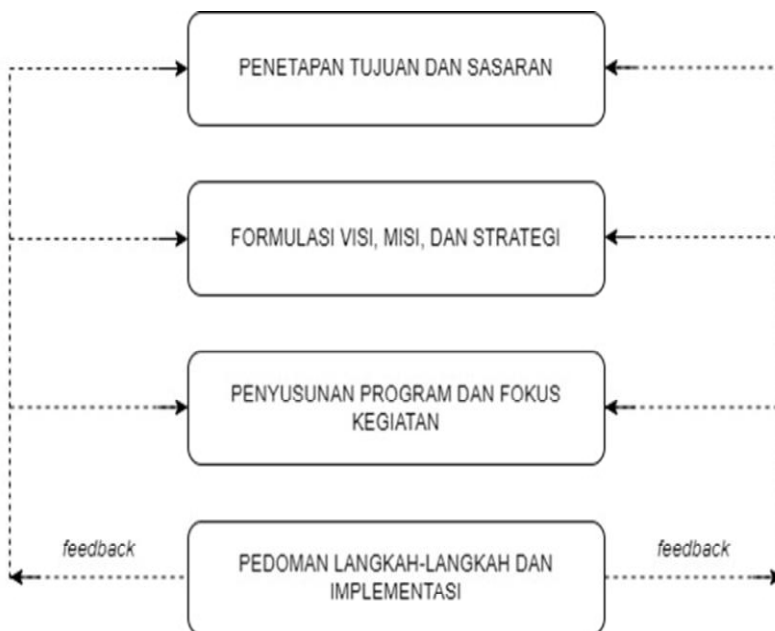
Fig 1. Language Politeness Development Planning
In Improving Students' Digital Literacy in High School

The *first step* in the planning process for developing language politeness in improving students' digital literacy in high school is the establishment of school goals and objectives. The goal is the expected end result. The end result that is expected from planning the development of language politeness in improving students' digital literacy in high school is the quality of students in terms of value education. Efforts to develop value education in schools have started since compiling a context analysis. In analyzing the achievement of the eight National Education Standards (SNP), schools can relate the achievement of these eight standards to the implementation of value education. Furthermore, the school designs efforts to develop these eight standards with the operationalization of value education that has been and will be carried out. Then, value education content must be integrated in the Analysis of Subject Group Objectives, Analysis of Subject Objectives, Analysis of Graduate Competency Standards, and Mapping of KI-KD. in the end, the content of value education must be reflected in indicators of competency achievement. From the context analysis report that explicitly integrates values education, schools can design KTSP Document I which is consistently linked to efforts to integrate values education. In the KTSP Document I, schools can mention value education as one part of the characteristics and objectives of school curriculum development. Through the KTSP Document I also, value education can be emphasized in the formulation of the school's vision, mission, and strategy.

The *second step* in the planning process for developing language politeness in improving students' digital literacy in high school is formulation of Vision, Mission and Strategy. The Vision is formulated in a vision sentence that is in accordance with

the goals or conditions to be achieved in the future. Subsequently, the Vision was reformulated to be more operational in Mission sentences. In the end, planning for language politeness development in improving digital literacy of high school students must involve strategic managers, tactical managers, and operational managers (principals, vice principals, Indonesian language teachers) to analyze the current situation of the organization and then develop strategies to achieve the vision, mission, and goals.

The *third step* in the planning process for developing language politeness in improving students' digital literacy in high school is program preparation and activity focus. Schools must pay attention to operational plans developed based on strategic plans. This means that the operational plan is a derivation of the strategic plan formulated by the operational manager (Indonesian Language Subjects teacher). There are three types of operational plans that direct organizational action. The three plans are: (1) the functional plan, carried out by the Indonesian Language teacher directs the implementation of the organization's strategic plan, such as develop learning programs or lesson plans that contain aspects of 4C, HOTS, ICT, and KDP; (2) the fixed plan, carried out by the Indonesian teacher sets a fixed plan to be used as a guide for thoughts, decisions, and actions in carrying out responsibilities, such as to call students "ananda" to increase familiarity and politeness; (3) a single use plan, carried out the focus of a particular activity and after the activity is completed, such as focus on using the Virtual Reality method in delivering Poetry material, but not for other materials.

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The *fourth step* in the planning process for developing language politeness in improving students' digital literacy in high school is guidelines for steps and implementation. Indonesian language teachers need to pay attention to other aspects when preparing the Teacher Work Program and General Guidelines for Learning Language Politeness in the classroom. The indicators of language politeness values in Indonesian Language learning activities include, (1) speaking well accompanied by

respect according to etiquette; (2) Speak to a pleasant person with an educating and non-offensive attitude; (3) Speak appropriately and accompanied by pleasant promises; (4) Speak effectively and delivered in an attractive manner; (5) Speak softly and impressively in the soul of the interlocutor; and (6) Speak correctly and logically. In addition, it is important for Indonesian language teachers to pay attention to eight essential elements in improving digital literacy *[12]*, namely as follows: (1) Cultural, namely understanding the various contexts of users of the digital world; (2) Cognitive, namely the power of thinking in assessing content; (3) Constructive, namely the creation of something expert and actual; (4) Communicative, namely understanding the performance of networks and communications in the digital world; (5) Responsible self-confidence; (6) Creative, doing new things in new ways; (7) Critical in addressing content; and (8) Be socially responsible.

Actuating

From the data findings and interpretations carried out, the authors attempt to formulate the implementation of language politeness development to improve students' digital literacy in high school. This is realized through the stages as shown in the following chart:
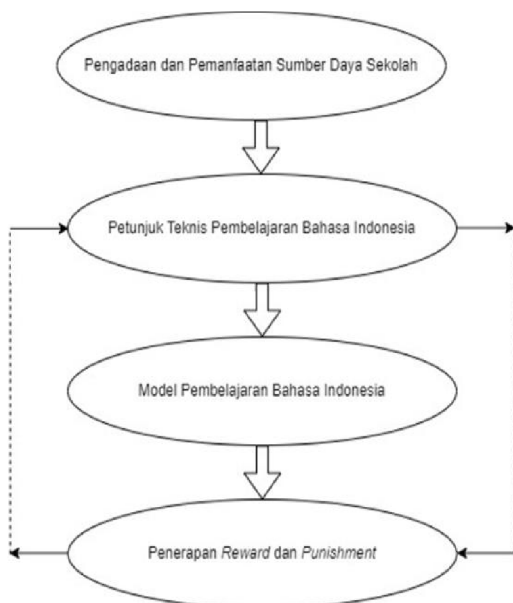

Fig 2. Language Politeness Development Actuating
In Improving Students' Digital Literacy in High School

The *first step* in the actuating process for developing language politeness in improving students' digital literacy in high school is procurement and utilization of resources. At the resourcing stage can be divided into two, namely human resources and non-human resources. First, the competence of Indonesian Language teachers as human resources. This relates to the duties, responsibilities, and obligations of the Indonesian Language Teacher as an operational manager for the implementation of

language politeness development in improving the digital literacy of high school students. There are several criteria that can be used as characteristics of a competent Indonesian teacher (bdkbanjarmasin.kemenag.go.id), namely: (1) Quality of work and innovation; (2) Honesty in work; (3) Attendance at work; (4) Attitude at work; (5) Initiative and creative; (6) Reliability at work; (7) Knowledge of work; (8) Responsibility for work; (9) Utilization of time at work. Second, school infrastructure that supports non-human resources. This is related to the availability of adequate teaching and learning infrastructure so that it has optimal support for the implementation of effective and efficient teaching and learning activities. Moreover, the availability of facilities and infrastructure owned by schools in facilitating distance learning (PJJ) during the COVID-19 emergency, both online and offline.

The *second step* in the actuating process for developing language politeness in improving students' digital literacy in high school is technical instructions for learning Indonesian. In learning activities at the beginning of the semester, the development of language politeness in improving students' digital literacy is carried out with the Learning Contract strategy in Indonesian lessons. Indonesian teachers develop a number of learning rules related to the use of polite vocabulary in Indonesian along with other politeness values to be agreed with students during the learning process. This is a technical guideline for learning Indonesian on the implementation of language politeness development in improving students' digital literacy.

The *third step* in the actuating process for developing language politeness in improving students' digital literacy in high school is creative and innovative Indonesian Learning model. The author tries to formulate an Indonesian language learning model that is in accordance with the implementation of language politeness development in improving the digital literacy of high school students at school, namely the ADDICTIVE model. This ADDICTIVE model is formulated from 9 Learning Syntaxes, namely:

(1) Audience empathy,
(2) Decide what feedback needs to work on,
(3) Design a plan and timeline,
(4) Instruct with polite,
(5) Construct the digital platform,
(6) Try to moderate student project,
(7) Identify the assessment align,
(8) Validate instruction conformity,
(9) Evaluate and enriched.

The ADDICTIVE Learning Model uses digital learning media. In practice, this ADDICTIVE learning model can be developed according to the material given to students. This ADDICTIVE learning model was developed from a project-based learning model. Thus, ADDICTIVE learning is a student-centered learning model to conduct an in-depth investigation of a topic. Students constructively carry out

deepening learning with a research-based approach to serious, real, and relevant problems and questions. The series of ADDICTIVE learning models can be formulated in the following figure:
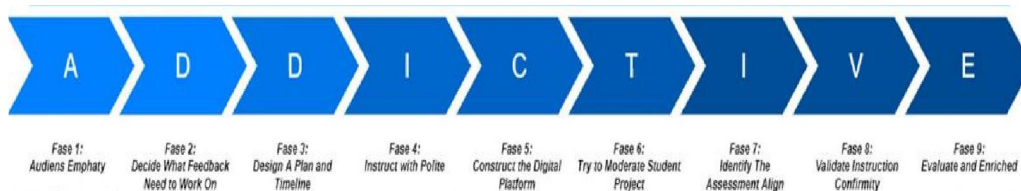
Phases	Implementation Practice
Fase 1: *Audiens Empaty*	The teacher encourages students to express feelings freely regarding the material and students' daily lives.
Fase 2: *Decide what feedback need to work on*	The teacher accepts and appreciates feelings. The teacher encourages students.
Fase 3: *Design a plan and timeline*	Students discuss problems and find solutions together. Students plan the first order in decision making.
Fase 4: *Instruct with polite*	The teacher explains the possible decisions in a polite and motivated manner.
Fase 5: *Construct the digital platform*	The teacher explains the mechanism for collecting projects through the agreed digital media.
Fase 6: *Try to moderate student project*	The teacher facilitates the students to choose the form of the project.
Fase 7: *Identify the assesment align*	The teacher determines the appropriate form of assessment related to student work projects.
Fase 8: *Validate instruction conformity*	The teacher repeats instructions after instructions in polite language.
Fase 9: *Evaluate and enriched*	Students evaluate each other's projects in digital media and enrich each other's projects for the better.

Fig 3. ADDICTIVE Learning Model Syntax Flowchart

The *fourth step* in the actuating process for developing language politeness in improving students' digital literacy in high school is application of reward and punishment. The provision of rewards and punishments in the Indonesian language learning process is carried out to motivate and improve student performance. This is because students will feel happy when they get a reward from their teacher, so students will try to continue to do good. On the other hand, because students are afraid of being punished, students will try to avoid making mistakes and try to follow the lesson well.

Evaluation

From the data findings and interpretations carried out, the authors attempt to formulate the evaluating of language politeness development to improve students' digital literacy in high school. This is realized through the stages as shown in the following chart:
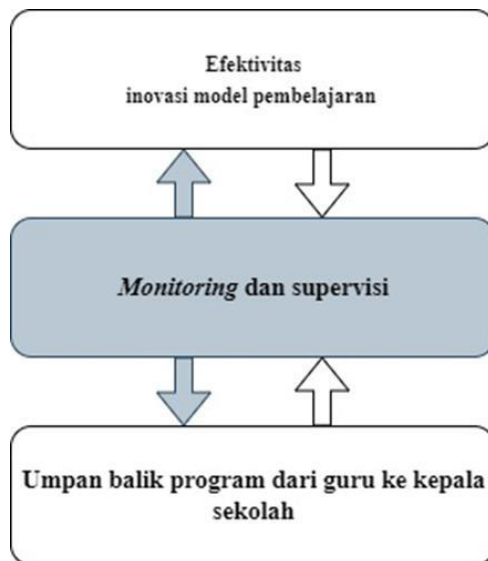

Fig 4. Language Politeness Development Evaluating
In Improving Students' Digital Literacy in High School

The *first step* in the evaluating process for developing language politeness in improving students' digital literacy in high school is fffectiveness of learning model innovation. As an Indonesian teacher, it is obligatory to understand whether the lessons or lessons that have been applied to students have been effective or not. This is necessary so that efforts in teaching students can be on target and maximally. So, Indonesian language teachers are required not only to teach students with high technology, but also to ensure that the transfer of knowledge is really effective, so that the personality and intelligence of students are increasing (digital pedagogy). Thus, the Indonesian language learning model which includes language politeness development in improving the digital literacy of high school students is said to be effective if it can improve student learning outcomes and motivation to learn. For this reason, the principal as a strategic manager is obliged to constantly monitor and supervise Indonesian language teachers.

The *second step* in the evaluating process for developing language politeness in improving students' digital literacy in high school is monitoring and supervising by headmaster. Monitoring and supervision is related to the evaluation carried out by the principal of the learning model used by the Indonesian teacher. towards the implementation of language politeness development in improving students' digital literacy. In addition, school principals must also be ready to accommodate feedback

submitted by teachers regarding problems that need to be corrected regarding the implementation of language politeness development in improving students' digital literacy.

The *third step* in the evaluating process for developing language politeness in improving students' digital literacy in high school is teacher feedback to principal. The principal first analyzes the observations and plans the materials to be discussed with the teacher. Likewise, teachers are expected to assess themselves. After that, this back meeting was held. In this feedback meeting, it is very necessary to have openness between the principal and the teacher.

IV.   CONCLUSION

The Indonesian language learning model must implement the management concept of language politeness development, which has an impact on improving students' digital literacy skills. This can be pursued through commitment and collaboration between the principal (strategic manager), vice principal (tactical manager), and Indonesian language teachers (operational manager).These steps can be done through, (1) planning, namely: setting goals and objectives; preparation of vision, mission, and strategy; preparation of programs and focus of activities; and implementation guidelines; (2) implementation, namely: procurement and utilization of resources; technical instructions for learning Indonesian; Indonesian language learning model; application of reward and punishment in Indonesian language learning; and (3) evaluation, namely: learning model innovation; monitoring and supervision; and program feedback.One alternative model of learning management model for the development of language politeness in increasing digital literacy in high school students is the ADDICTIVE model.

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