

BUILD POLITENESS SPEAK DIGITAL LITERACY ORIENTED IN INDONESIAN LANGUAGE LEARNING AT AL ABIDIN SURAKARTA INFORMATION AND COMMUNICATION TECHNOLOGY ELEMENTARY SCHOOL

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ABSTRACT

This study aims to explore the language politeness of elementary school students in daily interactions, analyze the integration of digital literacy in Indonesian language learning, and describe the barriers in the process. Using a qualitative approach with a phenomenological design, the research was conducted at ICT Al Abidin Elementary School in Surakarta. Data was collected through observation, interviews, and documentation study, the research was analyzed using Miles and Huberman's interactive technique. The results showed that students had a fairly good level of language politeness in formal contexts, but still faced challenges in informal and digital interactions. The integration of digital literacy in Indonesian language learning has been comprehensively implemented, including the use of e-books, online information search, and multimedia projects. Students show a positive response to this integration. The main barriers include access to inappropriate content and challenges in teaching language politeness in digital environments. This study concludes that despite significant progress, continued efforts are needed to maximize the potential of technology in effective Indonesian language learning that is relevant to the digital era.

KEYWORDS language politeness, digital literacy, indonesian language learning, elementary school



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INTRODUCTION

The Industrial Revolution 4.0 era has brought significant changes in various aspects of life, including education. The rapid development of information and communication innovation has become a catalyst for the transformation of the way humans interact, work and learn. In this context, digital literacy and language politeness are becoming increasingly important, especially in learning Indonesian at the elementary school (SD) level. Digital literacy not only includes the ability to use innovation, but also the skill to communicate effectively and ethically in the

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digital area. Farisi (2016) emphasized that the development of innovation, especially information and communication innovation (ICT) and openness in its use, are two important phenomena which are expected to become the main characteristics and have implications for changes in the learning paradigm of the 21st century. So that innovation is positioned to become the most creative and innovative work of the 21st century. -21, and has become a central issue and theme in various innovations and new visions of (Farisi, 2016). Eryansyah et al. (2019) found that the use of information and interaction technology (ICT) as a language learning tool received a positive response from students, even though their digital literacy level still needed to be improved. The following problems show the importance of integrating digital literacy in language learning, especially to build language politeness that is in line with the demands of the times.

Language politeness is a crucial aspect in the digital era, where interactions not only occur directly but also through digital platforms. (Daulay et al., 2022) states that politeness is a rule of behavior that is determined and agreed upon by a particular society, so that politeness is also a prerequisite for social behavior.

However, the development of innovation also brings challenges, especially in terms of language politeness and digital communication ethics. The use of social media and other digital platforms has changed the way we communicate, often leading to the use of impolite or inappropriate language, especially among children and teenagers. Several observations have found that the application of the principles of language politeness has a positive impact on the learning stage and improves students' character (Alief and Nashruddin, 2022; Nashruddin and Al-Obaydi, 2021; Kalimayatullah, Sauri, and Robandi, 2018). In the context of Indonesian language learning in elementary schools, integrating digital literacy to build language politeness is both a challenge and an opportunity. (D. J. Putri et al., 2019) emphasizes the importance of improving and standardizing teaching and students in mastering information and communication innovation as the main focus for all parties involved in implementing learning.

In an effort to understand and integrate digital literacy and language politeness in learning, several conceptual frameworks such as P21, TPACK, and 4C become relevant to use. (R. K. Putri et al., 2021) proves that the 4C skills (Critical Thinking, Creativity, Communication, and Collaboration) are very important to master to face the challenges of the 21st century. Importance of equipping students with Career and Life Skills (CLS) to prepare them to face the demands of the workplace in the future. These findings emphasize the importance of starting language politeness and digital literacy education from elementary school level, which is supported by the results of observations (Eryansyah et al., 2019) which shows students' positive response to the use of ICT in language learning, even though their digital literacy level still needs to be improved. Further, observations (Alief & Nashruddin, 2022) and (Nashruddin & Al-Obaydi, 2021) revealed the positive impact of applying the principles of language politeness at the learning stage as well as improving students' character.

As a school that prioritizes the integration of information and communication innovation (ICT) in its learning, this school has implemented various innovations in the teaching and learning stage, which makes its students more familiar with the

digital world. However, there is a gap between the progress of innovation and the maintenance of language politeness values. Intensive use of innovation improves students' digital skills, but potentially reduces their opportunities to practice language politeness in communication. As a result, students may be more adept at innovation but less skilled at applying everyday language politeness. In previous observations made by Abidin, Muhammadiyah, and Hamsiah (2021) regarding politeness in language in grade 5 elementary school in Tamalanrea District, Makassar City, it was found that students in grade 5 elementary school in Tamalanrea district, Makassar City were still lacking in polite language.

Seeing the urgency of language politeness and the facts regarding the development of innovation that have been described, in-depth observations are needed regarding how to build language politeness that is oriented towards digital literacy in Indonesian language learning at the elementary school level. The following questions will help prepare the younger generation to face the demands of the Industrial Revolution Era 4.0 while still maintaining the values of politeness and ethics in communicating, both in the real and digital world.

Study Aim

Research purposes This first , for explore politeness language elementary school students in interaction everyday , both in the area school and in cyberspace. Second , for analyze integration deep digital literacy Indonesian language learning in elementary school for build politeness appropriate language with demands of the times as well overcome problem low level politeness language. Third , for describe obstacles in integration deep digital literacy Indonesian language learning in elementary school for build politeness appropriate language with demands of the times as well overcome problem low level politeness language .

RESEARCH METHOD

Design

Study This use design observation , observation is A strategy in frame realize Meaning existing studies set . Observational design describe with clear about correlation between variables , data collection , as well data analysis carried out in study . Observational design in observation following use type phenomenology Where observation implemented in a program, activity , event , as well as stage group of people.

Participants

Subject in observation following is student 5th grade as well teaching Indonesian. Elementary school students in observation following focuses on analysis level politeness language student as well as integration deep digital literacy Indonesian language learning in elementary school. Temporary elementary school Indonesian language teaching subject observation For explained perspective about integration deep digital literacy learning as well as the obstacles .

Whereas subject secondary in studies This obtained from journals as well as related literature with studies about politeness language especially Indonesian. Secondary data sources obtained in studies This shaped documents like article from journal studies previous .

Data Collection Techniques

Deep data collection techniques study This use three method that is as following :

1. Observation

Observation done For observe in a way direct politeness language elementary school students in interaction daily in the area school as well as in cyberspace (social media , online forums, etc.). Observations are also carried out at stage Indonesian language learning for see How integration deep digital literacy learning.

2. Interview

Interview deep done to elementary school students for dig information about level politeness language they as well as view they related deep digital literacy learning . Interviews were also conducted to Indonesian language teaching for know the integration strategy deep digital literacy learning as well as the obstacles.

3. Documentation

Documentation study done with analyze documents related with research . Problem following displays additional data about integration deep digital literacy Indonesian language learning .

Data Analysis

Data analysis method used is technique interactive from Milles and Huberman. Interactive techniques is technique in studies qualitative where the data analysis will be possible moment researcher is in the field nor analysis done upon his return researcher from field . In this model There is four component is become following :

1. Data collection

Collecting data, namely mechanism used in frame obtain use data information grabbed Meaning study.

2. Data reduction

Data reduction , namely become stage analysis in selecting data, determining , directing, discarding inappropriate data required from results observation interview raw data presented by the source For continued in data collection .

3. Data presentation

Data presentation , namely mechanism used in A report studies For serve A network conclusion study .

4. Withdrawal conclusion

Withdrawal conclusion , that is step final from that study only containing essence from overall results study .

RESULT AND DISCUSSION

Interaction in the Classroom

Based on from observations made , found If part big student 5th grade SD ICT Al Abidin Surakarta shows politeness sufficient language Good in interaction daily in the area school . They generally use polite language when speak with teaching as well as staff school . In learning Indonesian, students as well as teaching

Already apply principles politeness Leech language . A number of conversation that shows politeness language inside conversation class :

- a. Teacher: "Alaric, way You determine the word for your rhyme Really beautiful , very good !"
- b. Student : " Accept Thank you , ma'am. I just try my best ."
- c. Student 1: "You're cool very Can answer the rhyme !"
- d. Student 2: "Ah, no just . I only Already Study previously ."
- e. Teacher: "When sitting on the carpet , we must guard distance although Already not there's a virus, don't you agree ?"
- f. Student : " Agreed ma'am, let me still Healthy "
- g. Teacher: " Children , remember yes , we are Already agreed For not crowded as well as screaming in class ."
- h. Student : "Okay ma'am"
- i. Student : " Sorry, we forgot, ma'am."
- j. Teacher: "Good, accept love on your understanding . Let 's take care of the class still comfortable as well as not disturbing another class "
- k. Teacher: "Mom got it news if the father of Friend We sick , come on We together pray "
- l. Student : "Okay ma'am , I hope quickly healed "
- m. Student 1: "I forgot bring pencil Today ."
- n. Student 2: "Use mine just , me bring two."

However Still there is a number of cases where students use lacking language polite , esp when interact with Friend peer . Frequent use of informal words and slang heard in conversation between student like guys, curious , irritating , excessive , stupid as well as so on.

Digital Interaction

Based on observations on interactions students on digital platforms such as class chat group as well as online discussion forums , were found variation in level politeness language . Dominated with student show usage good politeness .

"For our class , we indeed use WhatsApp group becomes means communication with student even if it's the one who answered still parents student . Most of the very positive response . The parents responded information that I give with polite as well as appreciative . They often pronounce accept love or explained confirmation If message Already accepted . For student themselves , they Not yet many are involved direct in this group because most Not yet hold cell phone personal . However , we remain push interaction direct between students in class as well as in activity school other."

More carry on about interaction student with student in online forums. " Although student not Lots interact in the class WhatsApp group , they still communicate One with each other through other platforms such as online games. Many students are active play games together as well as communicate past feature chat in that game . Occasionally of course There is report from student about usage not polite by friends they in games. When it's a problem following happens , usually There is the student who reported it to I . Then me will invite the student concerned speak in a way private in class . I advised him about importance speak polite , even in online gaming context . I explain if harsh words Can hurt feeling Friend as well

as not in accordance with our values teach in Islam as well as at school . So far , I am feel this approach is sufficient effective . After speak with student that , I always follow up with ask to students who report , whether words not polite That repeated return . Usually they answer If matter the Already not happen Again . This shows If student Enough responsive to advice as well as guidance presented . ”

Another effort made by teaching eye lesson in Indonesian build politeness language student Good in a way direct nor via digital platforms , namely with embed Islamic values regarding importance politeness in language .

“In activities learning , we also combine Islamic values . One of them is with practice The Word of Allah and Hadith are like Nothing whatever he said but is nearby angel constant supervisor present from the Quran Surah. Qaaf and Hadith al-Bukhari and Muslims Who believe to Allah too day end , please He said Good or more good shut up.”

Internal digital literacy integration Indonesian language learning in elementary school for build politeness appropriate language with demands of the times as well overcome problem low level politeness language

As institution priority education usage innovation information as well as communication , SD ICT Al Abidin Surakarta is innovative in integrate digital literacy to in Indonesian language learning. A number of form integration digital literacy is become following:

Table 1. Integration Table Digital Literacy in the Classroom

Forms of Integration	Description
Use of e-books and digital materials	Digital textbooks and interactive learning materials are accessed via tablets or school computers
Online information search	Students seek information from trusted online sources for certain assignments
Creation of digital presentations	Students create presentations using PowerPoint or Canva
Online discussion	Use of online discussion platforms for participation
Multimedia project	Students create projects that combine text, images, audio, or video
Online collaboration	Use of tools such as Google Docs, Google Classroom for group projects
Utilization of educational applications	Use of digital dictionary applications or vocabulary games
Online evaluation	Implementation of quizzes and tests online

In interviews with student 5th grade SD ICT Al Abidin Surakarta shows response positive on integration digital literacy in particular in Indonesian language learning . Most of the student feel more interested , enthusiastic , as well motivated in Study importance politeness language in digital context . Following explanation question along with answer :

Question related to “ Use of digital media”, then student answer with polite , following answer a number of students , “Yes, often . class laptop as well as LCD for displays material , google drive for books ”, “Yes, internet for look for information as well as Canva, Quizziz (app)”, “Yes, laptop for present material as well as sound (speakers), Canva”, “Yes, laptop for presentations , ebooks For explained materials ”, “Yes, laptop, applications like GDrive , Canva, Quizziz ”

Question related “ Opinion about use of digital media”, then student answer with polite , following answer a number of students , "Very interesting , making lesson more exciting ", " Makes it easy understanding , esp with image (visualization)", " More fun ", " Create learning So more clear ", " Create lesson more easy accepted ".

Question related “ Favorites Study with digital media”, then student answer with polite , following answer a number of student , "Yes, because more modern", "Yes, because Can Study while play ", " Yes, because Can access Lots things ", " Yes, study So more easy come in ", " Yes, because Can creative ."

Question related “ Activities with digital media”, then student answer with polite , following answer a number of students , " Watching learning videos , searching on Google", " Searching information on the internet as well make design image ", " Reading books , watching videos, designing image ", " Create an image design , create presentation ", " Search information on Google, create presentation ".

Question related “ Influence on politeness language ”, then student answer with polite , following answer a number of students , "Yes, study How communicate with good at social media", "Yes , understand importance polite language on social media", " Learn write polite comment ", " Yeah , so Study understand ethics in wrote on social media", "Yes, study use polite language moment speak with against talk ".

Question regarding “ Difficulties encountered ” , then student answer with polite , following answer a number of student , "Haven't found it yet difficulties ", " Sometimes difficult determine correct information on the internet", "Have n't found difficulties ", " Sometimes distracted with application like a game," " Sometimes forgot password for access to a number of application ".

Question regarding “Expectations for using digital media”, then student answer with polite , following answer a number of students , “ More many educational games teach politeness ", " Clear guidance about internet usage ", " More Lots train For write online ", "Not yet".

Obstacle in integration deep digital literacy Indonesian language learning in elementary school for build politeness appropriate language with demands of the times as well overcome problem low level politeness language

A number of obstacle significant in stage integration digital literacy for learning politeness language in eye Indonesian language lessons . Although this

school already show strong commitment in adopt innovation in learning , implementation not escape from various challenge . Difficulty in ensure student only access appropriate content as well as safe . Apart from that , there are other challenges teach as well as practice politeness language in complex digital area .

Discussion

Politeness language elementary school students in interaction everyday , both in the area school and in cyberspace

Communication in the Classroom

Observation result show If part big student Grade 5 SD Al Abidin Surakarta implements ICT politeness sufficient language Good in interaction daily in the area school , esp when communicate with teaching in learning . These findings are consistent with observation (Alief & Nashruddin, 2022) emphasize importance implementation politeness language in activity learning at school . Problem The following is also supported by observations (Mulyono et al., 2019) as well as Anugrawati et al. (2020) which reveals If student tend use politeness strategies more Lots moment communicate with teaching , admitting differences in social status as well as power in correlation the .

Interaction between teaching as well as student in conversation (P.1) shows implementation principle politeness is the Maxim of Wisdom (Tact Maxim) as follows proposed by Leech (1993). Using the word " please " is a strategy for minimize load on students , aligned with principle maxim wisdom For minimize other people's losses (Xafizovna, 2022), besides That You can use the word " please ." motivating student as well as finish the problem .

Conversation in (P.2) shows implementation the principle of language politeness in the learning context, especially in the interaction between teaching and students. The following issues are in line with previous observation findings which show the importance of language politeness in the educational context (Alief and Nashruddin, 2022; Nasruddin and Al-Obaydi, 2021 ; Kalimayatullah, Sauri, and Robandi, 2018) .

Conversation (P.3) illustrates interaction student-teaching in context learning Indonesian with use innovation . Use follow said these directives are aligned with findings (Armistany, 2019) determined If follow said illocutionary , esp function directive , most often used by teaching in stage learning .

Conversation (P.4) illustrates interaction student-teaching in context learning Indonesian , in particular in activity make rhymes. This analysis shows implementation principle politeness language as well as usage follow supportive speech stage positive learning . Problem following aligned with the principle " criticize others as little as possible perhaps , praise others as much possible " (Xafizovna, 2022) .

Conversation (P.5) illustrates interaction student-teaching in context learning Indonesian , in particular in activity make rhymes. This analysis shows implementation principle politeness language as well as usage follow supportive speech stage positive learning . Problem following reflect effort teaching For maximize praise as well as minimize condemnation , appropriate with Leech's principle (1993).

Conversation (P.6) illustrates interaction student-teaching in context learning Indonesian , in particular in activity make rhymes. This analysis shows implementation principle politeness language as well as usage follow supportive speech stage positive learning as well as increase character student . Problem following reflect effort teaching For maximize praise as well as minimize condemnation , appropriate with Leech's principle (1993).

Conversation (P.7) shows implementation a number of principle pragmatics in context Indonesian language learning . This analysis is also supportive findings observation previously shown If student tend use politeness strategies in communication them , as found by Mulyono et al. (2019) as well as Anugrawati et al. (2020) .

Conversation (P.8) shows interaction between teaching as well as students who apply a number of principle politeness language as well as follow said . This interaction illustrates effective communication as well as positive between teaching as well as student in context learning , where both Work The same For grabbed agreement as well as understanding together about importance guard health as well as order class walk with Good (Daulay et al., 2022) .

Conversation (P.9) shows rich interactions aspect pragmatics in context learning . Overall, this conversation illustrates classroom interactions that apply the principle of politeness, with teaching that displays warnings in a subtle manner and students who respond politely and responsibly. This creates a class atmosphere that is mutually respectful and cooperative, in line with the aim of learning Indonesian to form polite and responsible communicators (Daulay et al., 2022 ; KEMENDIKBUD, 2022) .

Conversation (P.10), seen strong application of the Sympathy Maxim as formulated by Leech (1993). This interaction depicts a class atmosphere full of empathy and cooperation, where teachers and students unite in showing moral support to fellow class members who are facing difficulties. The following issues are in line with the aim of learning Indonesian to form students who care about the surrounding area and contribute to becoming just citizens . (MINISTRY OF EDUCATION AND CULTURE, 2022) .

Conversation (P.11), seen clear application of the Generosity Maxim as formulated by Leech (1993). Implementation principle politeness as well as follow correct speech in this situation is not only create atmosphere positive learning , but also helpful develop skill social as well as emotional student (Mulyono et al., 2019).

However with so , still found a number of cases where students use lacking language polite , esp when interact with Friend peer . The use of informal words and slang such as " guys, kepo , baper , lebay , delulu " is still heard in conversation between student . This phenomenon is in harmony with findings (Muharudin et al., 2023) as well as Seno et al. (2023) who identified exists challenge in implementation politeness language in the region education , incl violation principle politeness .

Difference level politeness used student moment communicate with teaching compared to with Friend peers , as expressed by Mulyono et al. (2019) as well as (Anugrawati et al., 2020), shows If student understand context social in usage

language , however Still need guidance in apply politeness language in a way consistent throughout situation .

So that with So , you can concluded If school Already succeed in embed usage polite language among people students , however Still There is room For improvements , esp in overcome usage still slang and informal language found in informal interaction between student . Continuous effort in education politeness language as well as literacy will help prepare student So effective communicator as well as polite in various ways context social as well as future professionals .

Digital Interaction

Use WhatsApp group becomes means communication between teaching as well as parents student reflect integration innovation in stage learning , aligned with the concept of Technological Pedagogical Knowledge (TPK) in TPACK framework (Mutiani et al., 2021). Response positive as well as polite from the students' parents showed If politeness language not limited to interactions student-teaching , but also engaging community more schools wide .

Interaction student through the online gaming platform shows If digital literacy as well politeness language need expanded to various digital context . Problem following aligned with Meaning Indonesian language learning for develop skill language with various multimodal text for various Meaning as well as context (MINISTRY OF EDUCATION AND CULTURE, 2022) . These findings are also encouraging importance increase 4C skills , especially communication as well as collaboration in digital context (R. K. Putri et al., 2021).

Approach teaching in handle report about usage Language not polite in online games reflects implementation principle politeness Leech (1993), esp maxim wisdom as well as sympathy . The teacher makes an effort minimize loss as well as maximize benefit for student through advice as well as personal guidance . However , response fast from teaching as well as effectiveness approach used show importance function educator in guide students , as emphasized by Nasrudin and Al-Obaydi (2021) . Approach teaching in handle case usage Language not polite aligned with theory follow said Austin and Searle. Teaching action in advise student is example follow said purposeful illocution For change behavior student . Effectiveness this approach , demonstrated by change behavior students , reflect success follow said perlocutionary .

Teaching efforts in embed related Islamic values politeness language show integration between learning Language as well as education character . Problem following aligned with Meaning Indonesian language learning for develop morals glorious with use Indonesian language polite (MINISTRY OF EDUCATION AND CULTURE, 2022) . This approach also reflects the concept of Pedagogical Content Knowledge (PCK) in TPACK, where teaching combine knowledge content (politeness language) with appropriate pedagogical strategies with context school Islamic based .

These findings are encouraging results observation Alief and Nasrudin (2022) as well as Nasrudin and Al-Obaydi (2021) found it If implementation principle politeness language have impact positive at stage learning as well as increase character student . However , observations The following also reveals challenge

new in implementation politeness language in the digital age, in particular in possible online gaming context not enough controlled .

By overall , results observation following show If integration digital literacy as well politeness language in learning Indonesian requires approach holistic involving various digital platforms, religious values , as well cooperation between school as well as parents . Problem following aligned with Meaning Indonesian language learning for develop skill literacy in Study as well as work , as well concern for culture local as well as area surroundings (MINISTRY OF EDUCATION AND CULTURE, 2022).

Integration of Digital Literacy in Indonesian Language Learning

SD ICT Al Abidin Surakarta shows approach innovative in integrate digital literacy to in Indonesian language learning . Forms implemented integration reflect effort comprehensive For combine innovation with learning language , in tune with demands of the digital age.

Observation result following show if SD ICT Al Abidin Surakarta already has it implement various form integration deep digital literacy Indonesian language learning . Use of e-books as well aligned digital materials with findings Eryansyah et al. (2019) who found response positive students on the use of ICT in learning Language . Problem the following also reflects application of Technological Content Knowledge (TCK) in TPACK framework , where teaching utilise innovation For explained material (Mutiani et al., 2021) . Search online information as well manufacture digital presentation supports increase 4C skills were found to be very important by (R. K. Putri et al., 2021) For face challenge 21st century , especially in push thinking critical as well as creativity student .

Online evaluation reflects adaptation evaluation learning into the digital age, in harmony with findings (Nurdini et al., 2020) about effectiveness deep digital assessment increase skill think critical student . By overall , integration This digital literacy supports Meaning Indonesian language learning for develop skill language with various multimodal text as well develop skill literacy in Study as well as Work (MINISTRY OF EDUCATION AND CULTURE, 2022) . Use innovation in This learning is also in harmony with findings (Marisa & Rindaningsih, 2025) prove it impact positive increase TPACK competencies in elementary school teaching create area learn more dynamic as well as innovative .

Difficulties faced students , like determine correct information on the internet as well distracted by apps like a game, showing necessity increase more carry on in skill think critical as well as management self , which is part from skill 21st century (R. K. Putri et al., 2021). Student expectations For more many educational games teach politeness as well as clear guide about internet usage shows potential For increase more carry on in integration digital literacy as well learning politeness language.

By Overall , these findings are supportive importance integration deep digital literacy Indonesian language learning, in particular in context politeness language Problem following aligned with Meaning Indonesian language learning for develop skill literacy in Study as well as work , as well concern for culture local as well as area surroundings (MINISTRY OF EDUCATION AND CULTURE, 2022) . This approach does not only support increase skill language , but also prepare student

with skill important 21st century , appropriate with the needs of the digital age. SD ICT Al Abidin Surakarta shows comprehensive implementation from integration deep digital literacy Indonesian language learning . This approach does not only support increase skill language , but also prepare student with skill important 21st century , appropriate with Meaning Indonesian language learning as well the needs of the digital age.

Obstacle in Integration Digital Literacy

Observation result identify exists obstacle in stage integration digital literacy for learning politeness language in eye Indonesian language lessons at SD ICT Al Abidin Surakarta. These obstacles reflect complexity implementation innovation in education , in particular in context teaching politeness language . Access to content that doesn't in accordance Can influence development Language as well as understanding student about politeness . Problem following relevant with observation (Ningsih et al., 2019) which shows If politeness language influenced by context certain. In the digital area , where are the boundaries of interaction So more escape, teach as well as practice politeness language So more challenge. These findings are also related with theory Politeness Leech (1993) emphasizes importance maxims politeness like wisdom as well as agreement in communicate (Nurdiyani and Sasongko, 2022).

Complexity integration innovation in teaching politeness these languages are related tightly with the concept of TPACK (Technological Pedagogical Content Knowledge) proposed by Zuhro and Rindaningsih (2023) . Teachers need integrate knowledge innovation, pedagogy, as well content in teaching, incl in teach principles politeness as described in theory Act Said Austin and Searle (Yanottama et al., 2023). Complex digital environments can too influence How student understand as well as use various type follow speech , as discussed in observation (Mudiawati et al., 2023), so challenge separately in teach politeness language.

CONCLUSION

Politeness language elementary school students in interaction daily: Al Abidin Surakarta ICT Elementary School students show level politeness sufficient language well, esp in formal interaction with teaching as well as in context classroom learning . Implementation maxim politeness like wisdom, praise, as well as agreement seen dominant. However, still found usage lacking language polite , esp in informal interaction between students, like use of slang words. In a digital context, students start understand importance ethics communicate online, though Still face challenge in its application, especially on online gaming platforms.

Deep integration of digital literacy Indonesian language learning: SD ICT Al Abidin Surakarta already implement integration digital literacy comprehensive in Indonesian language learning . Form integration covers e-book usage , search online information, creation digital presentations , online discussions , multimedia projects , online collaboration , utilization application educational , as well online evaluation . Approach This support increase 4C skills (Critical Thinking, Creativity, Communication, and Collaboration) as well aligned with Meaning Indonesian

language learning for the digital age. Student show response positive on integration this, report more learning interesting as well as effective.

Obstacle in Integration Digital Literacy: Access to content that doesn't as best you can influence development Language as well as understanding student about politeness and challenge in teach as well as practice politeness language in complex digital area.

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