

---

## **Social Media and Politeness in Adolescent Language Practices: A Sociolinguistic Perspective**

*Dery Purnama Saefudin*<sup>1</sup>

*Prima Pantau Putri Santosa*<sup>2</sup>

*Kartono*<sup>3</sup>

*Siti Nurani*<sup>3</sup>

*Shadam Hussaeni Handi Pratama*<sup>4</sup>

<sup>1</sup>Corresponding author, Guidance and Counseling Department, Indraprasta PGRI University, Indonesia; [dery.saefudin@gmail.com](mailto:dery.saefudin@gmail.com)

<sup>2</sup>Architecture Department, Indraprasta PGRI University, Indonesia

<sup>3</sup>English Education Department, Indraprasta PGRI University, Indonesia

<sup>4</sup>English Education Department, Ma'some University, Indonesia

---

*Received: 15 October 2025*

*Accepted: 2 March 2026*

*Published: 17 March 2026*

---

### **Abstract**

This study aims to analyze the relationship between social media use and language politeness among students at SMP N 222 East Jakarta, considering that social media serves as a socialization space influencing teenagers' linguistic interaction. The study employed a quantitative correlational design involving 180 students from grades 7 to 9. Data were collected using a Likert-scale questionnaire and analyzed through descriptive statistics and Spearman's non-parametric correlation test due to non-normal data distribution in one variable. The results indicate that students demonstrate a fairly high level of social media use ( $M = 3.5406$ ) and a high level of language politeness ( $M = 4.2044$ ). The Spearman correlation test revealed a weak but statistically significant positive relationship between social media use and language politeness ( $r = 0.209$ ,  $p = 0.005$ ), suggesting that increased engagement with social media is modestly associated with higher levels of language politeness. However, the small effect size indicates that social media explains only a limited proportion of variance in politeness behavior. These findings imply that social media may serve as one contextual factor among others in shaping adolescents' linguistic politeness. The educational implication



---

highlights the importance of strengthening digital literacy to support responsible and respectful communication in online environments.

**Keywords:** Politeness strategy, social media, linguistic behavior, language politeness, adolescents

**To cite this article:** Saefudin, D. P., Santosa, P. P. P., Kartono, Nurani, S., & Pratama, S. H. H. (2026). Social media and politeness in adolescent language practices: A sociolinguistic perspective. *SALÉE: Study of Applied Linguistics and English Education*, 7(1), 34-44. <https://doi.org/10.35961/salee.v7i1.2488>

**DOI: 10.35961/salee.v7i1.2488**

## 1. Introduction

The rapid development of digital technology has brought social media into teenagers' daily lives, shaping not only how they communicate but also how they build their social identity (Ananda et al., 2024; Zamzami, 2024). Platforms such as WhatsApp, Instagram, TikTok, and other online applications are no longer merely communication tools but have evolved into spaces where teenagers construct and express their identities. Unlike face-to-face communication, which is often shaped by traditional social norms, online interaction allows for more flexible, instant, and dynamic exchanges. This transformation represents a major shift in how communication occurs, moving from structured and direct interaction toward fast-paced digital conversations that go beyond the limits of time and place. As a result, social media has not only changed the mode of communication but also influenced the way politeness is negotiated, expressed, and understood in everyday language use.

Teenagers are at a developmental stage where interaction with peers becomes highly dominant, and language is used as a key tool to express identity, solidarity, and social belonging (Woltran & Schwab, 2025). Peer interactions at this stage often dominate their daily lives, and social media intensifies these interactions by providing broader and more continuous access to communication networks. Exposure to digital platforms may encourage more informal and spontaneous language use, which can sometimes reduce the use of conventional politeness strategies. However, other studies have shown that teenagers are also capable of adapting and creating new politeness strategies that fit digital contexts, showing their ability to adjust social norms in flexible ways. This combination of both potential decline and transformation makes the relationship between social media and language politeness complex and worth deeper investigation, especially in Indonesia, where politeness is an important part of everyday communication.

In the educational context, especially at the junior high school level, language use plays an important role not only in communication but also in shaping students' character and values. Schools act as formal spaces where norms of politeness, respect, and ethical communication are taught and reinforced. At the same time, students are also involved in

informal digital communication environments, which may either support or challenge these values. This situation raises important questions about how teenagers balance these two communication environments and how their politeness in language is maintained or transformed in the process. Therefore, studying the relationship between social media use and teenagers' politeness is not only relevant to linguistic research but also meaningful for education, character development, and digital literacy. In addition, understanding other social factors such as parental roles, peer interactions, and religious values will give a more complete picture of how politeness norms are formed and maintained in the digital era.

The theoretical foundation of this study is based on the Politeness Theory, which explains strategies for maintaining face in interactions (Brown & Levinson, 2016). A sociolinguistic perspective is used to understand how language variation is influenced by social context, particularly among teenagers (Holmes & Wilson, 2017; Wardhaugh & Fuller, 2015). Moreover, studies on teenage communication in social media highlight that digital spaces shape communication patterns that may alter politeness norms (Abror & Sukmawati, 2025; Maesiyah et al., 2025). Thus, this theoretical framework provides a strong basis for analyzing the relationship between social media and students' linguistic politeness practices.

Previous research has explored politeness strategies in various communication contexts, such as in films (Fridolini et al., 2021), while studies on *Front of the Class* found dominant positive politeness strategies such as *avoid disagreement* and *be optimistic* (Susana et al., 2022). Another study simplified Brown and Levinson's framework into seven positive and five negative strategies to make it more efficient and coherent (Fathi, 2024). In interpersonal communication, researchers have also examined linguistic strategies in romantic interactions (Clarke et al., 2022 in (Saefudin et al., 2024), showing how politeness is applied in emotional and relational contexts. From a sociolinguistic perspective, research in variational pragmatics has demonstrated that politeness does not operate uniformly within a culture but varies significantly according to social factors such as gender, age, region, social class, and interactional setting (Van Dorst et al., 2024). Meanwhile, in digital contexts, research shows that social media use decreases politeness in student communication (Julia et al., 2018) and affects teenagers' politeness due to foreign cultural influences and freedom of expression (Prasanti, 2023). Similarly, several studies have discussed politeness strategies in digital communication (Rahardi & Noviance, 2025), but few have examined the direct relationship between the intensity of social media use and teenagers' language politeness in Indonesia. This gap motivates the present study, which focuses on teenagers' language practices from a sociolinguistic perspective directly related to the intensity of social media use.

Therefore, this study not only examines the relationship between social media use and language politeness but also contributes theoretically by extending Brown and Levinson's politeness framework into contemporary digital-influenced interpersonal communication among Indonesian teenagers. This research conceptualizes social media intensity as a

---

sociolinguistic factor that influences politeness behavior and provides empirical evidence on how digital exposure interacts with traditional social factors such as parents, religion, and peers in shaping language politeness. Specifically, this study aims to determine the level of social media use among teenagers, their degree of language politeness in daily interactions, the significant relationship between social media use and language politeness, and the most dominant factors influencing language politeness.

This study aims to understand how frequently teenagers use social media in their daily lives, to identify their level of language politeness, and to analyze the possible relationship between these two aspects. While sociolinguistic research acknowledges that language politeness may also be influenced by social factors such as family environment, religious values, and peer interaction, this study focuses specifically on examining social media use intensity as the primary measurable sociolinguistic variable. By focusing on this variable, this study provides empirical evidence of how digital communication exposure relates to teenagers' linguistic politeness in everyday communication. Theoretically, this study contributes to sociolinguistic research by extending the analysis of politeness into digitally influenced communication contexts. Practically, the findings may serve as input for educators, parents, and the wider community in guiding teenagers' language use in both direct and digital interactions.

## **2. Method**

This study employed a quantitative correlational design with an *ex post facto* approach to examine the relationship between social media use and language politeness among 180 junior high school students selected through random sampling. This approach allows the researcher to collect numerical data and analyze the relationship between variables objectively using statistical techniques (Creswell & Creswell, 2018 in Saefudin et al., 2025). Data were collected using a five-point Likert scale questionnaire consisting of 19 self-developed items, with 7 items measuring Social Media Use and 12 items measuring Language Politeness, constructed based on sociolinguistic perspectives and Politeness Theory to reflect adolescents' digital communication practices. Construct validity was tested using the Pearson Product-Moment correlation test, and all items were declared valid at the 5% significance level ( $p < 0.05$ ). The reliability test showed good internal consistency, with a Cronbach's Alpha coefficient of 0.83. Descriptive statistics were used to analyze the mean and standard deviation of each variable, and inferential analysis was conducted using the Spearman correlation test at a 5% significance level to determine the strength and direction of the relationship between the variables.

## **3. Findings and Discussion**

This analysis aims to reveal the relationship between social media use and teenagers' language politeness among students of SMP N 222 East Jakarta. The main focus is on how patterns of social media use relate to linguistic politeness practices and to what extent this

factor influences students' communication dynamics. The variables examined include social media use and language politeness, which are further analyzed in relation to students' grade levels. The distribution of respondents by grade level is presented in below.

*Table 1. Distribution of students' grades*

Grade	Frequency	Percent
7	48	26.7
8	63	35.0
9	69	38.3

The distribution of respondents is shown in Table 1. There were 48 students (26.7%) from grade 7, 63 students (35.0%) from grade 8, and 69 students (38.3%) from grade 9. Thus, most respondents were from grade 9, indicating that their level of maturity tends to be higher than that of the lower grades. This distribution is important because differences in grade levels may represent variations in cognitive and social development, which can also affect how students use social media and apply language politeness in their communication.

*Table 2. Descriptive statistics of research variables*

	Social Media Use	Linguistic Politeness	Grade
Mean	3.54	4.20	8.12
Median	3.57	4.21	8.00
Mode	3.43	4.50	9
Std. Deviation	.517	.522	.800
Variance	.267	.273	.640
Skewness	-.060	-1.18	-.214
Minimum	1.86	1.33	7
Maximum	4.71	5.00	9

Table 2 presents the descriptive statistics for each research variable. The average score for social media use was 3.5406, with a median of 3.5700 and a mode of 3.43, indicating that students' tendency to use social media is relatively high and evenly distributed among respondents. For the language politeness variable, the mean score was 4.2044, with a median of 4.2100 and a mode of 4.50, showing that students' level of language politeness remains high even though they use social media intensively. Meanwhile, the standard deviation values for social media use (0.51703) and language politeness (0.52285) were relatively low, suggesting that the data distribution was quite homogeneous. Based on the Shapiro–Wilk normality test, the data for social media use were approximately normally distributed ( $p = 0.059$ ), whereas the data for language politeness were not normally distributed ( $p < 0.05$ ). Since one variable violated the normality assumption required for parametric correlation

analysis, a non-parametric Spearman rank correlation test was applied to obtain more appropriate and reliable results.

Table 3. Nonparametric correlation

Variabel	Social Media Use	Linguistic Politeness
Social Media Use	1.000	0.209**
Linguistic Politeness	0.209**	1.000
Sig. (2-tailed)		0.005

The results of the Spearman correlation test show a weak positive relationship between social media use and students' language politeness, with a correlation coefficient of 0.209. The significance value of  $0.005 < 0.01$  indicates that the relationship is statistically significant, meaning that higher social media use tends to be associated with an increase in language politeness, although the effect is relatively small. Therefore, the null hypothesis ( $H_0$ ), which states that there is no significant relationship, is rejected, and the alternative hypothesis ( $H_1$ ), which states that a significant relationship exists, is accepted. In summary, the findings of this study reveal that students of SMP N 222 East Jakarta have a relatively high level of social media use and a good level of language politeness. Furthermore, the significant relationship between the two variables suggests that social media indeed plays an important role in shaping teenagers' politeness practices in communication.

The findings of this study provide an interesting picture of the interaction between social media use and teenagers' language politeness. The descriptive results show that the average score for students' social media use was relatively high ( $M = 3.540$ ), while their language politeness level was also high ( $M = 4.204$ ). This indicates that even though the intensity of social media use is high, students' politeness in language remains well maintained. It suggests that social media does not always have a negative impact but can serve as a space for social learning where teenagers adapt to language norms.

The results of the Spearman correlation test show a weak but statistically significant positive relationship between social media use and language politeness ( $r = 0.209$ ,  $p = 0.005$ ). Therefore, the null hypothesis ( $H_0$ ), which states that there is no significant relationship, is rejected, while the alternative hypothesis ( $H_1$ ) is accepted. However, the effect size is small, with a coefficient of determination ( $r^2 \approx 0.043$ ), indicating that social media use explains only about 4% of the variance in language politeness. This suggests that although social media use is associated with students' language politeness, its contribution is modest, and other social or contextual factors are likely to play a more substantial role in shaping linguistic politeness practices.

Social media plays an important role as a socialization space for teenagers to build self-identity, expand friendships, and learn how to interact through various forms of digital

communication. In this process, social media facilitates information exchange and shapes new patterns of interaction and social norms that influence teenagers' communication behavior and politeness in online spaces (Lestari, 2023; Taib et al., 2024). These findings are consistent with previous studies showing that media acts as a powerful socialization agent, transmitting values, communication rules, and interaction norms that guide how teenagers position themselves in social relationships (Genner & Süss, 2017). Through constant exposure to digital environments, teenagers are not only receivers of information but also active participants in forming new communication practices. This highlights the transformative role of social media in shaping linguistic behavior and social interaction styles.

However, this transformation brings both positive and negative consequences. On the one hand, social media provides opportunities for interaction, self-expression, and the development of new politeness strategies that are more flexible and adaptive to digital contexts. It enables teenagers to practice how to manage impressions, respect others, and maintain harmonious relationships in an online environment. On the other hand, digital communication also carries risks, such as reduced formality, the rise of slang, and the potential for disrespectful language use, which can weaken traditional politeness norms (Sharov et al., 2021). At the same time, studies on peer-group communication indicate that language forms often perceived as impolite, such as swear words, may function as markers of solidarity, closeness, humor, and emotional expression rather than merely as verbal aggression (Albab et al., 2026; Saefudin, Puadah, et al., 2025). Their meaning is highly dependent on social context and group dynamics. This ambivalent nature of digital socialization reflects how media can encourage prosocial behavior while simultaneously creating space for communication practices that may redefine, rather than simply undermine, traditional norms of politeness. The findings of this study show that among students of SMP N 222 East Jakarta, the positive aspects of social media use appear to be more dominant. However, since this study did not directly examine other influencing factors, further research is needed to explore the possible roles of parental guidance, teacher supervision, and other social variables in shaping students' language politeness.

From a theoretical perspective, these findings strengthen the relevance of Politeness Theory, which views politeness as a strategy to maintain face and manage relationships in social interactions (Brown & Levinson, 2016). In digital settings, politeness becomes a dynamic practice where teenagers learn to adjust their communication style to fit social expectations and group norms. This study also supports the sociolinguistic view that language use is closely tied to its social context. Teenage language practices are not fixed but shaped by external factors such as peer interactions, media exposure, and institutional

influences. In this case, social media functions as a learning arena where politeness is negotiated and redefined rather than lost entirely (De Almeida et al., 2025).

From a practical point of view, the findings suggest that social media can be used as an educational tool rather than merely being seen as a potential threat. Schools and families can work together to guide teenagers in using social media responsibly and politely. Language teachers can integrate digital literacy into their lessons and emphasize how politeness norms should be applied in online communication. This approach not only supports the development of polite language use but also helps students build stronger digital citizenship. In addition, the study contributes to sociolinguistic research by showing that politeness in the digital era cannot be separated from technological developments and patterns of interaction that shape teenage behavior (Holmes & Wilson, 2017; Wardhaugh & Fuller, 2015). Ultimately, understanding these dynamics can help educators, parents, and policymakers create strategies that balance freedom of expression with ethical and respectful communication in digital spaces.

Theoretically, this study contributes to sociolinguistic research by demonstrating that language politeness in adolescence is influenced by digitally mediated interaction patterns. The weak yet significant correlation indicates that social media functions as one contextual factor among many in shaping politeness practices, rather than as a dominant determinant. This finding supports the view that teenage language variation reflects broader social environments, where digital platforms interact with cultural norms, peer dynamics, and institutional values (Holmes & Wilson, 2017; Wardhaugh & Fuller, 2015). Therefore, politeness in the digital era should be understood as a dynamic and context-dependent phenomenon.

This study has several limitations. First, the use of a self-report Likert-scale questionnaire may introduce self-report bias, as students' responses may not fully reflect their actual language behavior in real social media interactions. In addition, given that politeness is socially valued, responses may have been influenced by social desirability effects, with participants potentially portraying themselves as more polite than they are in practice. Second, the sample was drawn from a single school, which limits the contextual diversity of the data and constrains the generalizability of the findings, as school culture and institutional norms may shape students' communication patterns. Third, other relevant sociolinguistic variables such as parental influence, religious values, and peer dynamics were not directly examined, even though these factors may interact with digital media exposure in shaping language politeness.

Future research should not only adopt mixed-methods approaches, such as interviews, observations, or discourse analysis, to capture authentic language practices, but also develop theoretically grounded models that integrate digital interaction with broader sociocultural influences. Expanding the study across different schools or regions would allow for

comparative analysis of how varying social contexts mediate the relationship between social media use and language politeness. Moreover, future studies could examine the interaction between digital media, identity construction, and social norms to provide a more comprehensive sociolinguistic understanding of politeness in the digital era.

#### 4. Conclusion

This study concludes that there is a weak but significant positive relationship between social media use and language politeness among students of SMP N 222 East Jakarta, showing that active engagement in social media is accompanied by a relatively high level of polite language use. These findings highlight that social media, often viewed negatively, can also serve as a space for teenagers to learn and practice communication norms when supported by parental and school guidance, aligning with Politeness Theory which emphasizes the role of language in maintaining respectful social interactions. Beyond its theoretical contribution, this study also offers practical implications, suggesting that schools and families can use social media as an educational tool to foster polite and responsible digital communication. However, the study's scope remains limited by its reliance on a single questionnaire method, its focus on one school, and the absence of other influential factors such as parental roles or peer dynamics. Therefore, future research is encouraged to adopt a mixed-methods approach, involve a broader sample, and include additional variables to provide a richer and more comprehensive understanding of how digital environments shape teenagers' politeness practices.

#### References

- Abror, M., & Sukmawati, N. (2025). Kesantunan Berbahasa dalam Interaksi Sosial di Pondok Pesantren Darul Husna Karawang: Perspektif Pragmatik. *DEIKTIS: Jurnal Pendidikan Bahasa Dan Sastra*, 5(1), 299–305. <https://doi.org/10.53769/deiktis.v5i1.1382>
- Albab, S., Restoeningroem, Kasmanah, Umbarasari, T., Noviyanti, R., & Saefudin, D. P. (2026). Penggunaan Umpatan sebagai Strategi Pragmatik dalam Interaksi Kelompok Sebaya pada Dewasa Awal. *DEIKTIS: Jurnal Pendidikan Bahasa Dan Sastra*, 6(1), 508–516. <https://doi.org/doi.org/10.53769/deiktis.v6i1.3072>
- Ananda, M., Suriansyah, A., & Rafianti, W. R. (2024). Pengaruh Media Sosial Terhadap Pembentukan Identitas Diri pada Generasi Z. *MARAS: Jurnal Penelitian Multidisiplin*, 2(4), 2279–2289. <https://doi.org/10.60126/maras.v2i4.634>
- Brown, P., & Levinson, S. C. (2016). *Politeness: Some universals in language usage* (25th printing 2016). Cambridge University Press.

- 
- De Almeida, J. O., Lugosi, P., & Quinton, S. (2025). Child viewers' engagement with social media influencers: Exercising socialisation-driven agency. *Journal of Business Research*, 200, 115590. <https://doi.org/10.1016/j.jbusres.2025.115590>
- Fathi, S. (2024). Revisiting Brown and Levinson's Theory of Politeness. *European Journal of Language and Culture Studies*, 3(5), 1–11. <https://doi.org/10.24018/ejlang.2024.3.5.137>
- Fridolini, F., Arisena, D. A., & Idawati, K. (2021). Politeness Strategies Analysis Reflected In Little Women Movie by Greta Gerwig. *Getsempena English Education Journal*, 8(2). <https://doi.org/10.46244/geej.v8i2.1375>
- Genner, S., & Süß, D. (2017). Socialization as Media Effect. In P. Rössler, C. A. Hoffner, & L. Zoonen (Eds.), *The International Encyclopedia of Media Effects* (1st ed., pp. 1–15). Wiley. <https://doi.org/10.1002/9781118783764.wbieme0138>
- Holmes, J., & Wilson, N. (2017). *An introduction to sociolinguistics* (Fifth edition). Routledge, Taylor & Francis Group.
- Julia, J., Kurnia, D., & Sudin, A. (2018). The Impact of Social Media on Communication Politeness: A Survey of Prospective Primary School Teacher Students. *Mimbar Sekolah Dasar*, 5(3), 125–130. <https://doi.org/10.53400/mimbar-sd.v5i3.14492>
- Lestari, Y. (2023). Media dan Selebriti di Media Televisi: Analisis Wacana Kritis Norman Fairclough. *EDU SOCIETY: Jurnal Pendidikan, Ilmu Sosial Dan Pengabdian Kepada Masyarakat*, 2(2), 604–612. <https://doi.org/10.56832/edu.v2i2.197>
- Maesiyah, M., Sasea, S. C., & Raisyabilla, R. O. (2025). Dinamika Pergeseran Bahasa Dalam Masyarakat: Pengaruh Media Sosial Terhadap Kesantunan Berbahasa Jawa Krama di Desa Sumbarang Kecamatan Jatinegara Kabupaten Tegal. *DISCOURSE: Indonesian Journal of Social Studies and Education*, 2(2), 133–142. <https://doi.org/10.69875/djosse.v2i2.187>
- Prasanti, D. A. K. (2023). The Influence of Social Media on the Reduced Politeness of Language in Adolescents. *International Journal of English Education and Linguistics (IJoEEL)*, 5(1), 135–145. <https://doi.org/10.33650/ijoeel.v5i1.5526>
- Rahardi, R. K., & Noviance, K. M. (2025). Politeness Strategies in Digital Conversation: An Integrative Pragmatic Analysis of Podcast Communication. *Jurnal Penelitian*, 11(1), 48–73. <https://doi.org/https://doi.org/10.22202/jg.2025.v11i1.9350>
- Saefudin, D. P., Puadah, A., Prestika, A. R. A., Mutiarawati, E. V., Nurani, S., & Permana, R. (2025). Swearing as Social Bonding: A Case Study of Peer Friendships in Early Adulthood. *IJLECR - International Journal Of Language Education And Culture Review*, 11(2), 204–213. <https://doi.org/10.21009/ijlecr.v11i2.60899>

- Saefudin, D. P., Santosa, P. P. P., Lutvaidah, U., Restoeningroem, R., Albab, S., & Puadah, A. (2024). Pragmatic Analysis of Flouting Maxim in Romantic Dialogue: A Case Study of Dilan 1990. *JELITA*, 6(1), 1–16. <https://doi.org/10.56185/jelita.v6i1.865>
- Saefudin, D. P., Wulandari, W., & Wahjuningtjas, R. (2025). Exploring the Role of Parent–Child Emotional Bonding and Verbal Interaction in Early Speaking Development. *SALEE: Study of Applied Linguistics and English Education*, 6(2), 513–524. <https://doi.org/https://doi.org/10.35961/salee.v6i2.2093>
- Sharov, S., Vorovka, M., Sharova, T., & Zemlianska, A. (2021). The Impact of Social Networks on the Development of Students’ Social Competence. *International Journal of Engineering Pedagogy (iJEP)*, 11(3), 84. <https://doi.org/10.3991/ijep.v11i3.20491>
- Susana, A., Arifin, M. B., & Setyowati, R. (2022). The Strategies of Negative and Positive Politeness Used by Brad’s Utterances in Front of The Class Movie. *Ilmu Budaya: Jurnal Bahasa, Sastra, Seni, Dan Budaya*, 6(1), 196–204. <https://doi.org/http://dx.doi.org/10.30872/jbssb.v6i1.5254>
- Taib, Z., Septriawan, R., & Rozi, F. (2024). Media Sosial Berpengaruh Pada Perubahan Perilaku Sosial Remaja Kota Medan Di Era Digital. *Jurnal Multidisiplin Sosial Dan Humaniora*, 1(2), 84–102. <https://doi.org/10.70585/jmsh.v1i2.47>
- Van Dorst, I., Gillings, M., & Culpeper, J. (2024). Sociopragmatic variation in Britain: A corpus-based study of politeness. *Journal of Pragmatics*, 227, 37–56. <https://doi.org/10.1016/j.pragma.2024.04.009>
- Wardhaugh, R., & Fuller, J. M. (2015). *An introduction to sociolinguistics* (7. ed). Wiley Blackwell.
- Woltran, F., & Schwab, S. (2025). Language as A Distinguishing Feature or Common Ground? A Participatory Study on Manifestations of Intergroup Relations in The Lived Experiences of Multilingual Students. *Linguistics and Education*, 85, 101379. <https://doi.org/10.1016/j.linged.2024.101379>
- Zamzami, R. (2024). Dampak Teknologi Digital Terhadap Perilaku Sosial Generasi Muda. *TECHSI - Jurnal Teknik Informatika*, 15(2), 87–95. <https://doi.org/10.29103/techsi.v15i2.19443>