

LANGUAGE POLITENESS IN DIGITAL STREAMING: THE IMPLICATIONS TO EDUCATION AND ETHICS IN COMMUNICATIONS FOR THE TECHNOLOGICAL ERA

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Abstract

This study investigates the phenomenon of politeness violations in digital live streaming interactions, focusing on gaming content on YouTube a platform increasingly characterized by the prevalence of “toxic” language, including harsh, derogatory, and provocative expressions. Such discourse poses a growing challenge to communication ethics and character education in the technological era. The research aims to analyze specific types of politeness principle violations and their implications for character formation and digital communication practices. Adopting a qualitative approach through observation, documentation, and interviews, the study found that violations most frequently targeted the principles of tact and generosity. Notably, these utterances were not merely spontaneous outbursts but deliberate strategies of performative impoliteness, designed to construct a particular self-image and amplified by platform algorithms seeking engagement. The novelty of this research lies in its integration of linguistic analysis, digital ethics, and character education within the context of real-time live streaming—a convergence rarely explored in prior studies. This interdisciplinary approach provides unique insights into how algorithm-driven platforms can normalize verbal aggression, influencing audience psychology and diminishing empathy values, particularly among student viewers. The findings highlight the urgent need to expand digital literacy education to encompass the ethical dimensions of communication, not just technical proficiency. The study recommends incorporating polite language awareness and ICT ethics into curricula to foster respectful, constructive interaction in online spaces.

Keywords Communication, Technology, Education, Language Politeness, Streaming.



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INTRODUCTION

The fast evolution of digital technology has fundamentally altered the way people connect and communicate. Various platforms, including as WhatsApp, Instagram, TikTok, and YouTube, have become indispensable in daily life, serving not only as instruments for pleasure and communication, but also as mediums for information exchange and worldwide connection (Barkatullah & Halim, 2017; Perdana et al., 2023; Melinda et al., 2024). In this digital world, live streaming sites such as Twitch and YouTube Live have arisen as popular participatory venues, especially among gamers. Real time involvement allows content creators and consumers to share ideas, tactics, and entertainment experiences. Despite these good contacts, little scholarly attention has been paid to the rise of impolite or "toxic" language in these real time digital exchanges. This study tries to fill that gap by analyzing how such language is used in daily life.

The widespread use of social media at all societal levels was bolstered by the availability of a quick and simple internet connection. Social media is a powerful tool in both social life and education because it allowed information to be distributed widely, quickly, and effectively without time constraints, Fitriani et al. (2023). Digital technology has greatly expanded educational opportunities, including digital literacy, online learning, and more inclusive knowledge sharing. On the other hand, these modifications also brought forth fresh difficulties concerning language usage and communication ethics in online contexts.

One marvel that appeared during the digital era was the rise of rude language practices, also known as the use of 'toxic' language. This term applied to words or expressions that were harsh, demeaning, hateful, or even meant to cause verbal harm. The term "toxic" was used to describe offensive or insulting language or behavior, particularly in online environments such as social media, forums, and online games. The term "toxic" literally means poison in English, but it is also used metaphorically to represent something harmful or unhelpful. Borkan et al. (2019) stated that clear toxic as whatever unpleasant, rude, or irrational that causes someone to avoid or even leave a conversation. According to Jannah et al. (2018), harsh words are often the result of negative emotions or a lack of self-control, and their impact can be extremely harmful to others, equally expressively and psychologically.

The development of digital technology has revolutionized various aspects of human life, including in the fields of education and communication. The presence of social media and digital applications such as *WhatsApp*, *TikTok*, *YouTube*, and *online games* provides great opportunities for a more interactive, fast, and efficient learning process, by Barkatullah & Halim (2017). Educational technology allows access to broader information and technology-based learning, such as e-learning and hybrid learning, by Fitriani & Nugroho (2023). However, along with the increasing use of technology in education, new challenges arise regarding communication ethics, especially in maintaining norms of politeness in the digital space.

In the context of digital communication, the principles of politeness that should be the basis of interaction are often neglected. Leech (1983) and Brown & Levinson (1987) stated that emphasize the importance of maintaining the face of the interlocutor and using polite communication strategies for social harmony. However, in cyberspace which is characterized by anonymity and minimal social control, these norms of politeness are often ignored, by Jannah et al. (2018). This is evident in the phenomenon of the use of 'toxic' language - rude, offensive, or aggressive speech - which is rampant on platforms such as live streaming and social media, creating unhealthy communication and full of potential conflict (Borkan et al., 2019; Kurniawan, 2022; Jalmasco et al., 2025; Julianti et al., 2025; Zubair et al., 2025).

This toxic language phenomenon is reinforced by factors such as anonymity, provocative social media algorithms, and a lack of digital language ethics education, by Sari & Nugroho (2020); Widodo (2021); and Rahmawati (2022). Psychologically, the impacts include stress to decreased self-confidence, while from a social and linguistic perspective, polarization and changes in communication norms have emerged, by Putri & Santoso (2022); Fauzan (2021). In fact, rudeness is starting to be considered normal in the digital space due to the influence of social networks and the effects of online disinhibition Culpeper (2011); Bousfield & Locher (2008); Herring (2020); Christakis & Fowler (2009); and by Suler (2004). Therefore, a sustainable content education and moderation strategy is needed to maintain the quality of polite and ethical digital communication.

Toxic language in digital communication was frequently observed in spaces such as live streaming, where interactions occurred spontaneously and in real time, allowing for more relaxed social control. The reasons for using harsh language varied, from emotional expression, cultural influences, and a lack of understanding of language ethics. The use of toxic language in education clearly contradicted the learning goals of politeness, respect, and communication ethics. This matter became especially concerning given the large number of students and adolescents who actively consume digital content, such as live streaming.

The use of toxic language in live streaming not only has an impact on communication ethics but also reflects a low awareness of polite language in the digital space. Kwak et al. (2015) highlighted that offensive comments on digital platforms can spread negative impacts virally, affecting collective communication norms. Williams et al. (2018) added that a digital environment that is permissive of hate speech and toxicity tends to form an aggressive communication culture. Anderson et al. (2020) even emphasized that social norms in online communities can change drastically when toxic speech is normalized. Prasetyo & Lestari (2021) revealed that violations of the principle of politeness in digital content are closely related to the low digital literacy of the perpetrators and audiences. Data from the Ministry of Communication and Information of the *Republic Indonesia* 2021 also shows a significant increase in reports of violations of hate speech and negative content, including in live broadcasts. Research by Nurkamilla et al. (2024) strengthens these findings by identifying patterns of violations of Leech's politeness principles in streaming interactions, especially the maxims of tact and agreeableness, which are often compromised for the sake of entertainment and content popularity.

In this context, the principle of language politeness which emphasized polite, ethical, and respectful communication appeared to be increasingly marginalized in this fast-paced technological era. Previous research found that politeness norms were frequently ignored in digital interactions, particularly when users felt safe due to the anonymity and physical distance provided by digital platforms. As a result, rude language performance appeared to be normalized and socially acceptable, resulting in a communication environment that tolerates verbal violence.

With the increased use of digital media in education, desecrations of politeness principles in digital spaces became more common. Impolite language not only lowers the quality of interaction and communication, but it also undermines the spirit of education, which should implant values of ethics, tolerance, and respect in communication. As a result, the purpose of this study was to examine the use of 'toxic' words by content creators and viewers during live streaming interactions, with a focus on gaming content. This study also looked into the types of politeness violations that occurred in these digital spaces, as well as their impact on digital communication practices and language-related character formation.

The study's novelty lay in its integrative attempt to investigate language politeness in the context of digital live streaming not only as a linguistic phenomenon, but also as part of digital literacy and communication ethics training. This study linked the phenomenon of toxic language to its consequences for the character development of learners in an increasingly complex digital ecosystem. The study's findings were expected to make a significant contribution to curriculum development in the fields of education, language, and digital literacy, as well as serve as a resource for educators, parents, and policymakers in developing learning strategies that promote healthy and constructive communication ethics in the technological age.

RESEARCH METHOD

This study uses a qualitative approach with a case study method. A qualitative approach allows researchers to explore complex phenomena in depth in their original context, Erawati et al. (2022). The case study method was chosen because this study focuses on a specific phenomenon, namely the use of language in digital interactions during live streaming, which is analyzed in depth in a specific context, Pratiwi (2022). This approach allows researchers to understand the phenomenon comprehensively and in detail. In addition, discourse analysis is used to identify communication patterns, violations of politeness principles, and the meanings contained in 'toxic' speech used by content creators and viewers. Critical discourse analysis allows researchers to reveal how language reflects and shapes power, ideology, and social relations in a particular context, Sara (2022). Thus, this study can identify violations of politeness principles and the meanings contained in 'toxic' speech during live streaming, as well as understand how these speeches reflect and influence social and cultural dynamics in digital interactions, by Melany & Zamzamy (2023).

Primary data were obtained from recordings and transcripts of interactions between content creators and viewers on live streaming platforms, such as *YouTube Live*, *Twitch*, and *Facebook Gaming*. The focus of this study is on the use of language in live streaming, especially in the context of the Mobile Legends game and YouTube Live Gaming as the main object. These channels were chosen because they have active interactions between creators and viewers, which allows for in depth analysis of violations of the principle of politeness and the use of 'toxic' speech in digital communication.

This study uses several data collection techniques to understand the language interactions between content creators and viewers on the live streaming platform. These techniques allow researchers to obtain in-depth data on language use, violations of politeness principles, and the dynamics of digital communication that occur in virtual interaction spaces. Sugiyono (2021) and Creswell & Poth (2021) explains that data collection methods in qualitative research must be oriented to the social context being observed, so that they can provide a more holistic understanding.

Non Participant Observation, The researcher observes and documents the interactions between creators and viewers without being directly involved in the communication. Non-participant observation is used to ensure that the data obtained is objective and not influenced by the presence of the researcher in the interaction process, by Flick (2020). Observations are carried out by recording and recording interactions in live streaming sessions, which are then analyzed based on aspects of politeness and 'toxic' speech. As explained by Bryman (2021), observation is an effective technique in capturing communication patterns that cannot be accessed through interviews alone. The streams analyzed were selected based on their popularity, number of viewers, and the level of comment engagement in the conversation, in accordance with the approach proposed by Yin (2020) in his case study research. **Documents**, Data were collected through recording and transcription of conversations, both in chat and verbal form, during live streaming sessions. This step allows researchers to classify speech based on the level of politeness and the category of 'toxic language'. According to Creswell & Poth (2021), documentation is a data collection technique that can provide concrete evidence regarding social interaction patterns that occur in a research environment. This documentation is important for understanding the context and communication patterns that occur in digital interactions. In addition, Bernard (2022) emphasized that documents in qualitative research are very useful in reconstructing social interactions based on empirical data that is systematically documented. **Semi Structured Interviews**, The researcher conducted semi structured interviews involving five informants, consisting of academics and linguistic experts with expertise in the fields of pragmatics and digital communication. Informants were selected using purposive sampling techniques, considering their academic backgrounds and experience in studying politeness in digital communication. This interview technique allows the researcher to adjust questions flexibly based on participants' responses, as explained by King et al. (2022), resulting in more in-depth and reflective data. The interview process was conducted online and recorded for further analysis. The data collection instrument was structured in the form of an interview guide containing open ended questions about the principles of politeness, the dynamics of digital communication, and the phenomenon of toxic speech. The matrix of the interview instrument is presented in the appendix section. The interview data were analyzed using thematic analysis techniques with stages of data reduction, theme categorization, interpretation of meaning, and conclusion drawing to ensure the validity and consistency of the findings.

By integrating the three data collection techniques, this study is expected to provide a comprehensive picture of the dynamics of language use in live streaming interactions, especially related to politeness and the phenomenon of 'toxic language'. In line with Miles et al. (2020), the combination of observation, document, and interview methods can increase the validity of data in qualitative research and allow for stronger triangulation to understand the phenomena being studied.

In this study, data were analyzed using discourse analysis and data reduction techniques. Data analysis techniques were carried out through three main stages, namely data reduction, data presentation, and drawing conclusions and verification, Miles et al. (2020). 1. **Data Reduction** The first stage in data analysis is data reduction, where data that has been collected through observation, documentation, and interviews is selected, categorized, and simplified to find relevant patterns, Miles et al. (2020). In the context of this study, transcripts of live streaming interactions are classified based on the level of politeness and the category of 'toxic language'. This data reduction aims to eliminate irrelevant information and sharpen the focus of the research on the aspects of digital communication being analyzed, Flick (2020). 2. **Data Presentation**, After reduction, the data is presented in the form of tables, direct quotes, and thematic categories to facilitate interpretation, Bryman (2021). Systematic data

presentation helps researchers understand communication patterns between creators and viewers, and how the principles of politeness are violated in digital interactions, by Denzin & Lincoln (2021). In this study, discourse analysis was used to identify conversational structures, meanings of utterances, and contexts of language use that contain 'toxic' elements, Yin (2020). 3. Conclusion Drawing and Verification, The final stage in data analysis is conclusion drawing and verification. The conclusions obtained are based on the communication patterns that have been analyzed and linked to the theory of politeness in digital interactions, Bryman (2021). To increase the validity of the findings, data triangulation was carried out by comparing the results of observation, documentation, and interview analysis, by King et al. (2022). In addition, the conclusions that have been formulated are verified by discussing the findings with linguistic experts and academics to ensure that the data interpretation is in accordance with the phenomenon being studied, Sugiyono (2021).

Through these three stages of analysis, this study is expected to provide a comprehensive picture of communication patterns in live streaming, especially regarding violations of the principles of politeness and the use of 'toxic language' in digital interactions. This approach is in line with the views of Miles et al. (2020), that data analysis in qualitative research must be carried out systematically and repeatedly to ensure the accuracy and depth of interpretation.

RESULTS AND DISCUSSION

Findings on Bad Language Among Young Content Creators and Viewers

The results of the study show that the use of abusive language is a common phenomenon in YouTube live streaming with a game theme, especially among young content creators. Sayings such as “stupid”, “stupid”, “dog”, and “bastard” often appear in the form of curses, insults, or sarcasm directed at opponents, viewers, or oneself as a form of excessive expression. Analysis of five videos with an average duration of 1,5 hours, especially on the maxims of simplicity and generosity according to Leech (1983). This abusive language is not only used as a spontaneous means of expression, but also as a strategy to build an “edgy” persona and attract the attention of media algorithms. This normalization creates a communication climate that is permissive of verbal violence, and has the potential to weaken the values of language ethics among teenagers and young viewers who are the main audience.

Forms of Violation of Language Politeness in Live Streaming

Based on the results of observations of five game-themed live streaming videos on the YouTube platform, it was found that the most dominant form of violation of language politeness is the use of toxic language containing harsh words, curses, insults, and verbal expressions that do not show politeness in public communication. Words such as “dog”, “bastard”, “stupid”, “idiot”, to phrases such as “you’re really stupid” or “playing like a kid, you’d better uninstall” are findings that consistently appear in interactions between streamers and audiences, as well as fellow streamers in the game team.

A. Violation of the Maxim of Politeness (Leech Principle)

1. Code / Group – Violation Formula – Sample in Live Streaming

Table 1. Code / Group – Violation Formula – Sample in Live Streaming

Code / Group	Violation Formula	Sample in Live Streaming
Discretion	Compelling and demeaning the audience	“If you don't buy now, fine, stay a poor bastard forever!”
Kindness	Abusive small contributions or passive viewers	“That minor of a donation? Damn, that is embarrassing.”
Approval	Abusive others’ makings or gameplay	“Playing games like this are only for idiots.”
Diffidence	Bigheaded destructively	“I have become hundreds of thousands of contributors, you had been stupid not to follow!”
Contract	Discordant with insults	“You are so freaking dumb. I told you not to push, but you continue to do so!”
Empathy	Scornful others’ complications or problems	“He saves losing? Of sequence, theatres like a little kid, just uninstall already!”

2. Violations of Language Ethics and Standards in Digital Communication

Table 2. Violations of Language Ethics and Standards in Digital Communication

Code/ Group	Violation Formula	Sample
Exacting & discourteous language	Obvious and aggressive swearing	“Damn, you performance like a total idiot!”, “You moron, nonetheless dying after being told!”
Sarcasm & pessimism	Shrill, belittling sarcasm	“Wow, marvelous! You are only successful at dying in every game.”
Verbal pestering / chauvinism	Pejorative explanations based on gender or age	“Alright, that she's a girl, therefore her aim's like a toddler's.”
Discrimination & cultural typecasting	Abusive based on origin	“Your emphasize is so trashy, serious.”
Exacting interruption	Wounding others off with imprecation	“Keep quiet up, dumbass. It's my turn to say things!”
Abusive viewer comments	Demeaning audience opinions	“Don't type that kind of dumb question, you idiot!”

3. Violations of Official Context

Table 3. Violations of Official Context

Condition	Violation Formula
Live streaming watched by children	Use vulgar, offensive, or unsuitable visual reasons.
Collaboration among content creators	Lack of courtesy or competence
Supported / product content	Using aggressive language while endorsing a product

B. Context of Violation

Based on documentation of five live streaming videos with an average duration of 1.5 hours, it was noted that violations in speech frequency were higher in the first 30 minutes of the streaming session. This initial phase is a moment where the streamer is still adjusting to the rhythm of the game and the flow of comments from the audience. The intensity of violations tends to decrease as focus on the game and emotional stabilization increases.

Table 4. Context of the Emergence of Violations

No.	Situational Context	Example Speech	Information
1	When the game is intense, especially when losing or technical errors occur	“Damn, this server is always lagging stupid!”, “I'm so stupid I died in the early game.”	Occurred very frequently
2	When responding to viewer comments that are considered insulting, chatty, or irrelevant	“What a stupid question, it's better to leave.”, “You're really stupid for asking like that.”	Occurred frequently
3	When interacting with teammates who are considered incompetent	“You're playing stupid, it's better to uninstall it!”, “Bastard, I told you to cover it right!”	Occurred frequently
4	When the streamer is experiencing technical issues (lag, errors, spam notifications)	“Damn, the OBS keeps having errors! I was so stupid at setting it up.”	Occasionally occurred
5	When showing off or bragging by putting others down	“I alone can win, you are all fools.”	Rarely occurred but was significant

Table 5. of Frequency Patterns and Contexts of Violations of Language Politeness

No.	Pattern	Description	Information
1	Peak frequency at minutes 10–30	Most toxic speech occurs in the early stages of streaming when streamers start interacting with the game and viewers	This phase is called “warming up”; emotions are not yet stable, spontaneous responses are higher.
2	In-game context of losses and strategic errors	Abusive language occurs when a streamer or team experiences a loss, early death, or technical error.	Usually in the form of cursing at oneself, colleagues, or the game system.
3	Provocative audience comments	Rude language often occurs when streamers feel annoyed by comments that are taunting, nagging, or irrelevant.	A spontaneous reaction can develop into a confrontational one.
4	Motivation to build persona	In some cases, the use of coarse language is deliberate to create a “blunt” image, sarcastic humor, or as a distinctive communication style.	Digital branding strategies, even if they violate the ethics of politeness

Based on the context of the data above, violations of language politeness show a fairly consistent pattern. The peak of violations was recorded at the 10th to 30th minute in each live streaming session. This phase is a transition period from the opening to the main gameplay, where emotional conditions are not yet stable and verbal responses tend to be more impulsive. In the context of the game, toxic speech appears most often when there is a loss (in-game loss), strategic errors, or technical problems, such as system errors. Apart from that, provocative comments from viewers also often trigger harsh reactions from streamers.

Interestingly, a small number of violations are not reactive, but are used consciously to form a persona that is considered funny, honest, or "as is" by the audience. This strategy shows the normalization of harsh language as part of content branding, even though it is contrary to the principles of language politeness.

C. Communication Patterns and Reasons for Using Toxic Language

1. Streamer Communication Patterns

Analysis of five live streaming videos shows that the use of toxic language by streamers forms a certain communication pattern that tends to be reactive, emotional, and sometimes intentional. This pattern reflects a combination of spontaneous responses to game situations and image strategies in building a digital persona. Generally, patterns appear in the following situations:

Table 6. Toxic communication

No	Communicative Situation	Type of Speech	Purpose/Function
1	When you lose a game or make a mistake	“I’m extremely stupid!”. “Damn it, I died over!”	Expression of frustration or emotional release
2	When teammates play badly	“You’re absolutely dumb!”. “You play such as a little kid, better to simply uninstall.”	Emotional criticism of team performance
3	When responding to provocative comments from the audience	“That is such a dumb question!” “Just get out, bastard.”	Aggressive response to verbal interruptions
4	When showing off one’s superiority	“I’m the best person here, all of you are idiots!”	Increase the dominance or attractiveness of the persona
5	When creating funny or viral moments	“Damn, this is truly hilarious—so irrationally stupid!”	Entertainment and viral clip creation

2. Reasons for Using Toxic Language

From the analysis results, several main reasons were identified that encourage the use of harsh language by content creators in live streaming:

Table 7. Reason for Using Toxix Language

No.	Reason	Explanation
1	Building a distinctive digital persona	Streamers intentionally use a rough style as a form of character that is considered unique, funny, or “honest.” Toxic language becomes part of their brand.
2	Entertainment effects and virality potential	Bad language produces dramatic reactions that make for highlights or short clips that spread easily on social media.
3	Adaptation to gamer community norms	In the gaming community, the use of swear words is considered normal and has become an internal jargon. Streamers adapt to be accepted by the audience.
4	Response to game pressure and audience comments	Toxic language emerges spontaneously as a form of mental stress, frustration, or annoyance during a streaming session.

However, excessive use or use that attacks innocent parties actually has negative effects, such as losing audience sympathy or the emergence of criticism in the comments column. This shows that although many viewers tolerate rude speech, ethical awareness remains, and the line between “entertainment” and “verbal harassment” is still a sensitive line in digital communication.

D. Implications for Education and Communication Ethics

These findings show a crisis of politeness in the realm of digital communication, especially in spaces that are not very supervised such as live streaming games. When this toxic communication pattern becomes massive public consumption, especially by teenagers and young adults, there are concerns about: 1) The formation of linguistic characters that are permissive of rude speech; 2) The normalization of derogatory and aggressive speech as a form of "joke" or spontaneous expression; 3) Ignorance of the pragmatic principles of politeness in public communication.

In the context of education, this indicates the need for a digital literacy approach that not only teaches technical skills in using media, but also forms ethical awareness in language in the digital public space. Educational institutions must strengthen character education, especially those related to communication ethics, tolerance, and constructive use of language. In addition, teachers and lecturers in the fields of Indonesian and ICT need to integrate material on the principles of politeness in language in the digital context, as well as provide reflection space for students to assess and evaluate the digital content they consume.

This study is based on a phenomenon that is increasingly widespread in the digital ecosystem, namely the shift in communication norms towards more permissive expressions of verbal rudeness, especially in the context of live streaming games on YouTube. Through a qualitative approach involving observation, documentation, and interviews, it was found that the most dominant violations of the principles of politeness in language occurred in the principles of *modesty* and *generosity* as formulated by Leech (1983). These two principles are closely related to verbal etiquette that emphasizes respect for the interlocutor and humility in expressing opinions.

However, in the practice of competitive and entertainment-oriented live streaming, these principles are actually reduced. Toxic language such as cursing, sarcasm, and insults are not only pragmatic violations, but also become elements of communication that are “institutionalized” in certain digital cultures (Borkan et al., 2015; Jannah et al., 2018; Ikhsan et al., 2025; Jumaera et al., 2025; Siddique et al., 2025). This indicates the occurrence of *normalization of violations*, namely the process by which deviant behaviour is gradually accepted as a habit due to the high frequency of exposure and the absence of social sanctions.

The violations found in the data are no longer incidental, but show a systematic pattern. Based on the temporal analysis, the peak of violations occurred in the 10th to 30th minute, which is the initial

period of emotional adaptation of the streamer to the pressure of the game and the presence of the audience. During this time, the streamer tends to show uncontrolled linguistic expressions that are aggressive. This is also exacerbated by the dynamics of real-time comments from the audience which are often provocative. In Culpeper (2011), this action falls into the category of *overt impoliteness*, which is a form of explicit impoliteness and aims to hurt or demean the interlocutor.

Not only reactive, violations are also found as part of a digital branding strategy. Interviews with informants show that some streamers consciously use abusive language to build a "frank", honest, or funny persona, which is considered attractive to certain audience segments. This is in line with the phenomenon of *performative impoliteness*, where verbal rudeness is no longer a spontaneous expression, but a form of social representation that is consciously produced for the benefit of image and algorithms.

The effects of this kind of communication cannot be underestimated. From a psychological perspective, the use of toxic speech has created an emotionally unfriendly space, both for viewers and other participants. Some informants admitted to experiencing discomfort to mental stress due to continuous exposure to harsh speech. This phenomenon strengthens the theory of the *online disinhibition* effect, Suler (2004), namely the tendency of individuals to become more aggressive online because they feel anonymous, invisible, and have minimal social responsibility. In other words, digital media creates a communication space that obscures ethics and interpersonal responsibility.

In addition, Widodo (2021) describe that platform algorithms such as YouTube, which implicitly incentivize provocative content by increasing reach and engagement, also exacerbate the situation. This means that verbal rudeness is not only maintained by personal factors, but is also maintained by the digital system itself. The impact on education is very clear and worrying. Young people who grow up in a digital environment like this have the potential to internalize forms of abusive speech as normal expressions, even as part of their online identity. According to Fitriani et al. (2023), this risks weakening the foundation of character, especially in terms of empathy, respect for others, and pragmatic awareness in communication. If not addressed, this condition can produce a generation of learners who are digitally fluent, but ethically and socially dull.

These findings also confirm that online communication has an ethical dimension that cannot be separated from the linguistic aspect. As stated by Brown & Levinson (1987) and Leech (1983), politeness is not only about the form of language, but also its social function: maintaining harmony, avoiding conflict, and showing respect in social interactions. When these principles are massively violated in the digital space, educational intervention becomes absolutely necessary. Unfortunately, digital literacy in education currently still focuses on technical aspects accessing, searching, and using information without paying adequate attention to ethical literacy. In fact, learning Indonesian and ICT has a great opportunity to integrate the principles of politeness in a digital context. Education must be directed to form awareness that the use of language, both spoken and written, is a reflection of character and social attitudes. Kurniawan (2022) and Rahmawati (2022) have emphasized the importance of language education that is oriented towards social responsibility in an open digital space.

Furthermore, these findings support the results of the study by Prasetyo & Lestari (2021) which stated that the intensity of the use of toxic language is negatively correlated with the quality of argumentation and participation in online discussions. This means that rude speech is not only a matter of morality, but also has a direct impact on the intellectual quality of public discussions. This is reinforced by Anderson et al. (2020), who found that rude speech reduces the perception of credibility, increases polaristic attitudes, and damages the foundations of rationality in the public sphere. Thus, the results of this study are not only a portrait of violations of politeness in virtual communication, but also a mirror for national education to reflect on the priorities of 21st century literacy. Character education and ethical digital literacy need to be at the forefront of cultural and learning policies in the information age, Barkatullah & Halim (2017); Fitriani et al. (2023).

CONCLUSION

Based on the research results, it was found that violations of the principles of politeness, especially the principles of modesty and generosity, predominantly occurred in live streaming game interactions on YouTube. Verbal rudeness such as cursing, sarcasm, and insults not only emerged as spontaneous expressions, but have undergone a process of normalization and institutionalization in certain digital cultures. This phenomenon not only reflects the weakening of ethical communication values, but also indicates the existence of a deliberate communication strategy to form a self-image that

is considered algorithmically and commercially attractive. These violations have a real impact, both psychologically for the audience and socially in the form of a decline in the quality of public discussion. In addition, platform algorithms and minimal ethical literacy also strengthen the culture of aggressive and impolite communication. Based on these findings, systematic educational efforts are needed to overcome violations of politeness in the digital space. Digital literacy in education needs to be developed not only in technical aspects, but also touching on ethical aspects and linguistic character. Learning Indonesian and Information and Communication Technology (ICT) in schools and universities must be directed at forming pragmatic awareness and social responsibility in language. In addition, it is important for policy makers, educators, and digital content actors to work together in compiling polite digital communication guidelines, as well as encouraging platforms such as YouTube to be more active in moderating and educating users about language ethics. These efforts are important to maintain the quality of online interactions and form a generation of learners who are not only digitally competent, but also ethically strong.

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AUTHOR CONTRIBUTIONS

Hastari Mayrita developed the research idea, conducted the research, wrote the manuscript, and also served as a correspondent for the manuscript. The other authors helped the first author in processing the data.

CONFLICTS OF INTEREST

The author(s) declare no conflict of interest.

USE OF ARTIFICIAL INTELLIGENCE (AI)-ASSISTED TECHNOLOGY

The authors declare that no artificial intelligence (AI) tools were used in the generation, analysis, or writing of this manuscript. All aspects of the research, including data collection, interpretation, and manuscript preparation, were carried out entirely by the authors without the assistance of AI-based technologies.

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