



Education and Language: Ethics and Language on Social Media for the Digital Generation

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Abstract

This study aims to explore ethics and language use on social media by the digital generation. Social media has become the main communication platform for this generation, but inappropriate language use and unethical behavior are often significant problems. This study uses a qualitative method, conducted by collecting data through in-depth interviews to analyze how the digital generation understands and applies ethics and chooses language in their interactions on social media. The findings show that although the digital generation has a sufficient understanding of the importance of ethics and good language, they are often caught up in social dynamics that lead to violations of ethical norms. This study also found that education and awareness of digital ethics are very important in shaping more responsible online behavior. The results of this study are expected to contribute to the development of policies and educational programs aimed at improving digital literacy and ethics among social media users.

INTRODUCTION

Language is a tool for communication, interaction, and socialization between humans. Through language, humans can more easily express their opinions and thoughts, both verbally and in writing (Mailani et al., 2022). A person's character, nature, or personality can be revealed through the language they use. The use of polite, courteous, and clear language reflects the speaker's good character. On the other hand, the use of sarcastic, slanderous, mocking, and abusive language creates an image of a person who is not noble (Kusno, 2015; Niwanda et al., 2024).

In the era of digitalization, humans are greatly facilitated in communicating, which goes hand in hand with the development of the internet in Indonesia (Srg & Usiono, 2024). Based on a survey conducted by the Indonesian Internet Service Providers Association (APJII), data shows that internet users in Indonesia have reached 223 million people. Based on this figure, internet usage is not only among adults but also among school children. Data from the Indonesian Internet Service Providers Association (APJII) shows that Indonesians use the internet to access social media (Asosiasi Penyelenggara Jasa Internet Indonesia, 2023). The most popular social media platforms today include WhatsApp, TikTok, Instagram, Facebook, and Telegram.

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According to Van Dijk, social media is a medium that focuses on the existence of users and facilitates online activities. Social media is a technology that serves as a vehicle for communication and a place to express language. Social media provides a space for each user to interact, collaborate, and communicate with other users. However, the use of social media also brings a number of challenges, especially related to ethics and the language used (I. Putri et al., 2022).

Social media ethics covers various aspects, ranging from respecting other people's privacy to avoiding the spread of false information or hoaxes (Mustika, 2018). Social media users need to be aware of the impact of their posts and interactions on other people and society as a whole. Using social media ethically means acting responsibly, honestly, and respectfully. In addition, the language used on social media has a significant influence. Language can unite or divide, build or destroy (Nana et al., 2025). The use of polite and positive language can create a more inclusive and supportive environment. Conversely, language that is rude, hateful, or discriminatory can cause conflict and damage relationships.

The digital generation must realize that every action and word they post on social media has consequences. They must be able to use the virtual world wisely, maintain a polite attitude, and avoid misuse of digital platforms (N. Nasution & Suryani, 2025). Therefore, understanding ethics and the appropriate use of language on social media is key to creating a healthy and constructive online environment.

According to K. Bertens, ethics are rules, norms, principles, or procedures that are commonly used as guidelines or principles for individuals in their actions and behavior. Linguistically, the word "ethics" comes from the Greek word *ethos*, which means "apparent from a habit." In this case, the object of perspective is human actions, attitudes, or behaviors. Ethics is the study of good and bad, as well as obligations, rights, and responsibilities, both socially and morally, of each individual in their social life (Wahyuni et al., 2023). In other words, ethics encompasses values related to individual morals regarding right and wrong.

There are many types of ethics that we can find in our surroundings, such as friendship ethics, professional or work ethics, household ethics, business ethics, and so on. Ethics must be possessed by every individual and are very much needed in socializing, which serves as a bridge for the creation of good conditions in social life (Rasyid et al., 2023).

Language is a communication system used by humans to convey and understand messages verbally or in writing. This involves the use of symbols, words, and grammatical rules agreed upon within a language community (Asrin et al., 2025). Chaer defines language as an arbitrary sound system used as a tool for communication or social interaction (Izzanti et al., 2025). According to Aderson, language is a unique and dynamic vocal system used as a communication tool that is formed from habits and culture (Nirwana, 2020).

Language has several main functions, including communication, expression of identity, imaginative play, and emotional expression. The function of communication is the most basic, enabling individuals to convey information, exchange ideas, and coordinate actions. In addition, language plays an important role in shaping social and cultural identity, as the language we use often reflects our cultural background and community (Nasution, 2022). Language use refers to the way language is used in a particular context to achieve communication goals. This involves choosing words, grammar, and sentence structures that are appropriate for the situation.

Social media is an online communication tool where users can easily participate, share, collaborate, and form virtual forums. Social media is designed to make it easier for users to interact interactively using internet technology (Ayub & Sulaeman, 2021). There are various types of online social media in the virtual world, including WhatsApp, Facebook, Instagram, Twitter, TikTok, and many others. This

form of communication can be with one person or a group of people. Currently, most people, especially children, are connected to different social media platforms to stay in touch with their peers (Nurlaila et al., 2024). Social media is used for social interaction as a superset beyond social communication. The positive impacts of social media include making it easier for us to interact with many people, expanding our social circle, eliminating distance and time as barriers, making it easier to express ourselves, enabling the rapid dissemination of information, and reducing costs (Mussa & Situmorang, 2024). Meanwhile, the negative impacts of social media include distancing people who are already close and vice versa, a decline in face-to-face interactions, causing people to become addicted to the internet, creating conflicts, privacy issues, and vulnerability to the negative influence of others. The existence of social media has influenced social life in society.

The digital generation is a group of individuals who grew up and live in the digital age, where digital technologies such as computers, the internet, and social media have become an integral part of their daily lives. This generation is often accustomed to easy access to information, global connectivity, and various digital platforms that influence the way they interact, learn, and participate in society (Apandi et al., 2024).

The digital generation has distinctive characteristics, including: Technology as Part of Their Lives: The digital generation grew up with digital technology as an important part of their daily lives. They are accustomed to using digital devices such as smartphones, tablets, and laptops to communicate, search for information, and access entertainment. Superior Technological Skills: Due to their early exposure to digital technology, this generation often has better technological skills than previous generations. They tend to be more skilled in using digital devices and applications. Connectedness and Dependence on Social Media: The digital generation is highly connected through social media such as Facebook, TikTok, Instagram, and Twitter. They use these platforms to share information, interact with friends, and build their digital identities. Rapid Information Consumption and Multitasking: The digital generation has access to abundant information, and they are accustomed to rapid information consumption and multitasking. They can often quickly absorb information from various sources and perform multiple tasks simultaneously.

METHODS

The digital generation encompasses a wide range of age groups, cultural backgrounds, and experiences, which can lead to variations in ethical practices and language on social media. Obtaining data from social media can sometimes be difficult due to privacy rules or restrictions imposed by the platform. Researchers need to consider ways to minimize the risk of privacy violations and ensure that the data obtained is treated appropriately. Based on the issues and objectives of this study, this type of research uses a qualitative research design with a phenomenological approach. This is in line with the research objective, which is to conduct an in-depth study of the phenomenon of ethics and language use on social media (Akem et al., 2025; Aryasutha et al., 2025; Engkizar et al., 2024, 2025; Mutiaramses et al., 2025).

Respondents in this study consisted of sixth-grade teachers, sixth-grade students, and parents of 45 students. Respondents were selected using a combination of purposive sampling techniques with specific considerations in accordance with the informants' understanding of the research issues. Data collection was carried out in accordance with the predetermined research design (Dasrizal et al., 2025; Engkizar et al., 2022; Khairunisa et al., 2025). Surveys and questionnaires relevant to questions related to ethics and language use on social media were used. Conducting interviews, identifying appropriate respondents and asking relevant questions. Analyzing

content, collecting samples of posts or comments from relevant social media. Analyzing data to obtain research insights and findings. This may involve using statistical methods to analyze survey data, applying qualitative analysis techniques to interview data, or identifying patterns and trends in social media content analysis (Engkizar et al., 2023; Putri et al., 2025).

RESULT AND DISCUSSION

This study aims to determine the perceptions and behaviors of the digital generation regarding ethics and language use on social media. Through surveys and content analysis, this study collected data from 45 respondents from the digital generation who actively use social media. The findings of this study provide significant insights into how the digital generation deals with issues of ethics and language use in the context of social media. The majority of respondents recognized the importance of ethics in language use on social media. They acknowledged that online words and actions can have a real impact on individuals and society. Respondents admitted to having used abusive language or insulted others on social media. Factors that drive this behavior include intense emotions, responses to conflict, and the desire for attention.

Respondents admitted to spreading false information or hoaxes on social media. They tended to do so without checking the accuracy of the information, especially when it supported their views or opinions. Respondents admitted to being victims of cyberbullying, while also admitting to engaging in cyberbullying against others. Perpetrators of cyberbullying tended to use abusive language, insults, and online threats. This can be seen in the following table:

Table 1. Social Language Ethics in the Digital Age

No.	Research Aspect	General Findings	Description
1.	Language Usage Trends	Formal vs. Informal Language	Informal language is more frequently used in everyday interactions on social media. Formal language is typically used in academic contexts or when addressing authority.
		Use of Abbreviations and Emoticons	Abbreviations and emoticons are often used to speed up communication and express emotions. They are more prominent on Twitter and Instagram compared to LinkedIn.
2.	Understanding and Application of Ethics on Social Media	Awareness of Ethics	Most respondents are aware of the importance of ethics on social media, though its application varies.
		Experience with Cyberbullying	45% of respondents have witnessed or experienced cyberbullying.
3.	Educational Impact on Language and Ethics Usage	Influence of Formal Education	Students with digital literacy and ethics education are more cautious in their use of language and ethics on social media.
		Role of Lecturers and Educational	Respondents emphasized the importance of lecturers and

Institutions	educational institutions in providing good examples and guidance.
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Research findings show that digital generation students tend to use informal language in their daily interactions on social media. This use of informal language includes slang, abbreviations, and emoticons, which are often used to speed up communication and express emotions more effectively. This phenomenon appears to be dominant on social media platforms such as Twitter, Instagram, and Facebook, which are more casual and interactive in nature (Azzura et al., 2025). However, when faced with more formal contexts, such as academic assignments, communication with lecturers, or interactions on professional platforms such as LinkedIn, students demonstrate the ability to switch to more formal language. They use more standard grammar, more appropriate word choice, and avoid abbreviations and emoticons that are inappropriate in formal contexts.

This transition between formal and informal language reflects the adaptability of the digital generation in communicating in various situations. This adaptability demonstrates a good understanding of the different social norms and conventions in each communication context. The ability to switch effectively between formal and informal language indicates high social intelligence and situational awareness (Balqissyah et al., 2024). The social implications of these findings are the importance of education and training that can strengthen students' language adaptation skills. Formal education can play a key role in equipping students with the skills necessary to navigate various communication contexts (Ratnasari & Yuanita, 2025).

Digital literacy, which includes understanding when and how to use formal and informal language, can help students become more effective communicators who are responsive to diverse audiences (Susanti, Indriyeni, et al., 2024). The importance of context in language use cannot be overlooked. Students who are able to recognize and adjust their language style to their audience and situation demonstrate a deep understanding of social dynamics. This also shows that they can build better relationships and avoid misunderstandings that may arise from using language that is not appropriate to the context (Saputri & Manggalani, 2024). For example, in academic interactions, the use of formal language shows the necessary respect and professionalism. Meanwhile, in social interactions or among friends on social media, informal language can create a more intimate and comfortable atmosphere. Awareness and the ability to adapt language are very important in building effective and ethical communication on social media.

Overall, these findings underscore the importance of education that focuses not only on technical knowledge but also on the development of adaptive communication skills. Lecturers and educational institutions have a responsibility to set an example and guide students in the appropriate use of language in various contexts. In this way, the digital generation can become competent and responsible communicators in an ever-evolving digital age. The use of abbreviations and emoticons offers several advantages. First, they speed up communication. In an era where time is of the essence and messages are often sent in short form, abbreviations and emoticons allow users to convey messages quickly and efficiently. Second, emoticons help express emotions more clearly and deeply. A plain text message can feel flat or ambiguous without additional emotional cues, and emoticons fill this void by adding important emotional nuances.

However, despite its many benefits, the use of abbreviations and emoticons also presents several challenges. One of the main challenges is the potential for misunderstanding. Abbreviations can have different meanings among different audiences, and not everyone is familiar with every abbreviation or emoticon. For

example, the abbreviation “TBH” (to be honest) may not be understood by everyone, especially those who are less familiar with digital culture. In addition, excessive use of abbreviations and emoticons can affect formal communication skills. Students who are accustomed to using concise and symbolic language may face difficulties when they have to switch to more formal and complex communication, such as in academic writing or professional communication. This highlights the importance of education in digital literacy that focuses not only on technical skills, but also on contextual understanding of when and how to use various forms of language.

The importance of digital literacy is very clear in this context. Digital literacy education should include training on the appropriate and effective use of abbreviations and emoticons, as well as their potential impact on communication. Students need to be taught to recognize when the use of abbreviations and emoticons is appropriate and when to use more formal and explicit language (Cynthia & Sihotang, 2023). For example, in informal communication with friends or on casual social media, the use of abbreviations and emoticons can increase familiarity and personal expression. However, in more formal contexts such as academic communication, professional presentations, or formal emails, clear and complete language should be prioritized to avoid misunderstandings and demonstrate professionalism.

Digital literacy education covers various aspects, ranging from a basic understanding of information technology to the ability to assess the credibility of information found online (Nugraha, 2022). This education also includes awareness of digital footprints and their implications for privacy and personal reputation. Students exposed to digital literacy education tend to be more cautious about the content they share and better understand the long-term impact of their actions on social media. In addition to digital literacy, ethics education also plays an important role in shaping student behavior on social media. Ethics education helps students understand the values and norms that should be upheld in communication, both in person and through digital media (Nopriadi, 2024). Students who understand the principles of digital ethics are more likely to avoid unethical behavior such as cyberbullying, spreading fake news, or violating privacy.

The role of lecturers and educational institutions in this process is very important. Lecturers can be good role models in the use of social media by demonstrating professional and ethical ways of communicating. In addition, lecturers can also provide constructive feedback to students on language use and ethics on social media, helping them to continue to develop and improve themselves (Patricia et al., 2025). Educational institutions can also contribute by incorporating digital literacy and ethics as an integral part of the curriculum. Training programs that focus on developing digital skills and ethical understanding can help students develop the skills necessary to communicate effectively and responsibly in the digital world (Summiyani et al., 2025). For example, workshops or seminars on online security, privacy, and digital ethics can provide students with deeper and more practical insights.

The positive impact of this education is reflected in students' more conscious and cautious behavior when interacting on social media. They are more likely to think twice before sharing sensitive or controversial content, and are better able to recognize and refuse to participate in unethical behavior (Susanti et al., 2024). This not only helps them maintain their personal and professional reputations, but also contributes to the creation of a healthier and more constructive digital environment. Conversely, a lack of education on digital literacy and ethics can make students more vulnerable to mistakes and unethical behavior on social media. Without proper guidance, they may not be aware of the consequences of their actions and may fall

into behavior that is harmful to themselves and others. Overall, these findings emphasize the importance of education in shaping responsible digital behavior. Through comprehensive and targeted education, the digital generation can be equipped with the skills and understanding necessary to interact on social media in a positive and constructive manner (Fadila et al., 2024). Thus, they can become smart and ethical social media users, which benefits not only themselves but also society as a whole.

CONCLUSION

This research highlights the importance of understanding ethics and language use on social media for the digital generation. In order to create a more ethical online environment, extensive and ongoing education is needed, as well as collaboration between individuals, educational institutions, governments, and social media platforms. With a better understanding of the consequences of unethical language use, as well as awareness of the importance of respecting and supporting one another online, we can build a better and more dignified digital community. However, it should be noted that this study has limitations, such as a sample method that is limited to the digital generation who actively use social media. Further studies with larger samples and generational variations could provide more comprehensive insights into ethics and language on social media. It is hoped that the results of this study can make a positive contribution to promoting awareness, understanding, and better behavioral change related to ethics and language use on social media for the digital generation.

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