



An Educational Perspective on Youth Speech Patterns in Social Interaction

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ABSTRACT

This study is motivated by the changing patterns of youth speech in the digital era, which are increasingly dynamic and tend to shift toward informal language use. The rapid development of technology and social media has significantly influenced communication practices, giving rise to phenomena such as code-mixing and inconsistencies in linguistic politeness. This condition is important to examine from an educational perspective, particularly in efforts to develop ethical and well-structured language behavior. The study aims to analyze speech patterns in social interactions and to identify the factors influencing them. The research employs a descriptive qualitative approach to gain an in-depth and contextual understanding of speech pattern phenomena. Data were collected through participant observation, semi-structured interviews, and documentation to ensure rich and valid information. Data analysis follows the interactive model of Miles and Huberman, which includes data reduction, data display, and conclusion drawing and verification conducted iteratively to ensure credible and comprehensive findings. The findings indicate that speech patterns tend to be informal, involve code-mixing in communication, and show inconsistency in linguistic politeness. Technological advancement and social environment emerge as the main factors shaping these communication patterns. The study concludes that strengthening language education through more adaptive and contextual approaches is necessary to enhance language awareness, enabling individuals to communicate politely, effectively, and responsibly.

Keywords: *Speech Patterns; Language Education; Code-Mixing; Linguistic Politeness*

1. Introduction

Language is a fundamental aspect of human life that functions not only as a means of communication but also as a medium for constructing social identity. Through language, individuals express their thoughts, emotions, and the values they uphold within society. Language also serves as an indicator of one's social, cultural, and educational background, thereby playing a crucial role in fostering meaningful and harmonious interactions (Allaboon, 2022). In the context of education, language use is not merely associated with the ability to convey information effectively, but also reflects values, ethics, and individual character. Therefore, speech patterns constitute an essential component that deserves attention within the educational process (Day, 2023). This becomes increasingly

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relevant when related to youth as the future generation, who are expected to demonstrate appropriate, polite, and responsible language use across various social contexts (Miriro, 2024).

The rapid development of technology and social media has brought significant changes to the ways in which youth interact. The emergence of various digital platforms has encouraged faster, more concise, and flexible communication, thereby influencing the forms and styles of language used in everyday life (Zur & Sigad, 2020). Language no longer strictly adheres to standard norms, but instead adapts to the context of digital communication, which tends to be more informal. This shift is evident in the use of abbreviations, code-mixing, and more expressive and spontaneous forms of expression (Billingham & Irwin-Rogers, 2022). This phenomenon indicates that youth speech patterns are becoming increasingly dynamic and adaptive to contemporary developments. However, these changes also raise concerns regarding the decline in linguistic politeness within social interactions (Wu, 2025). The use of language that disregards norms of politeness, both in face-to-face and online communication, may negatively affect the quality of social relationships and character development (Ilmassafa et al., 2023). Therefore, particular attention is required, especially from an educational perspective, to guide youth in maintaining polite and responsible language use amid the rapid advancement of technology.

The educational environment plays a crucial role in shaping appropriate and polite speech patterns as part of character education. Schools and educational institutions hold a strategic position in guiding youth to use language effectively, communicatively, and ethically. Language learning processes are not solely focused on cognitive aspects but also encompass the development of attitudes and values reflected in everyday language use (ugli, 2025). The implementation of language education oriented toward fostering polite speech, however, is often not yet optimal, particularly in addressing the complex challenges of the digital era (Bobomurod, 2023). Technological advancements have introduced new forms of communication that tend to overlook norms of linguistic politeness (Rahmat, 2024). This condition requires the strengthening of educational strategies capable of integrating values of politeness into language use, ensuring that youth can maintain polite communication across various social contexts.

Previous studies have shown that youth speech patterns have undergone significant changes in line with the advancement of technology and increasingly dynamic social contexts. Research by (Hlado et al., 2024) emphasizes the importance of linguistic politeness in maintaining social relationships, while studies by (Al-Kian, 2025) indicate that digital communication tends to transform language structure and style into more informal forms. (Firmansyah et al., 2021) further reveals that internet language has generated new variations that influence how younger generations communicate. Moreover, research by (Mycock et al., 2025) highlights that youth language use in social media reflects both identity and distinctive communication styles. (Hisham & Hashim, 2022) identify linguistic shifts among adolescents influenced by digital media. In the educational context, (Balachandran, 2021) asserts that the integration of technology in language learning should be balanced with the reinforcement of politeness values. Meanwhile, (Steenis, 2021) argues that language practices in digital spaces require educational approaches that are adaptive to social and technological changes.

The gap between the ideal objectives of language education and the actual language practices of youth remains quite significant. Education is expected to foster polite and ethical language use; however, in reality, many young individuals demonstrate speech patterns that do not adequately reflect norms of politeness, particularly in digital communication. Language curricula and instruction often place greater emphasis on structural linguistic aspects rather than on the development of appropriate language attitudes. This condition indicates a discrepancy between the goals of character education and their practical implementation in everyday language use. The challenges become more complex with the rapid advancement of technology and social media, which significantly influence youth communication styles. The fast flow of information and the freedom of expression encourage the emergence of language varieties that are increasingly informal and less regulated. The impact of this situation is not only reflected in the decline of linguistic politeness but also has the potential to affect the quality of social interactions and youth character development. This condition calls for innovation in language education that can bridge this gap while responding effectively to the communication challenges of the digital era.

The field conditions among students of Class AO Pasarwajo at Universitas Muhammadiyah Buton indicate a considerable diversity in language use across both academic and social interactions. Students tend to employ informal language in their daily communication, both inside and outside the classroom, particularly when interacting through social media and instant messaging applications. The use of code-mixing between Indonesian, local languages, and popular digital expressions has become a common phenomenon, influencing speech patterns even within formal learning contexts. This condition highlights the need to strengthen language instruction that not only emphasizes theoretical aspects but also focuses on the practical application of polite and context-appropriate language, particularly for students as future intellectuals.

A viable solution to address this gap is the strengthening of language education that is not only oriented toward linguistic competence but also toward character development and linguistic politeness through contextual and integrative approaches. Language instruction should be designed to incorporate the wise use of technology, such as educational digital media, communication simulations, and the integration of ethical values into every language activity. This approach is expected to bridge the needs of youth in adapting to contemporary developments without neglecting norms of politeness. This study is particularly significant as it contributes to a deeper understanding of the dynamics of youth speech patterns while offering educational strategies that are relevant to the challenges of the digital era. The findings are expected to serve as a foundation for the development of more effective and character-oriented language education policies and practices.

2. Methods

The research employed a descriptive qualitative approach to explore in depth the phenomenon of youth speech patterns in social interaction, particularly within the educational context (Cohen et al., 2023). This approach was selected to provide a comprehensive understanding of language use as it naturally occurs. Data were collected through observation, interviews, and documentation to capture authentic language practices (Flint, 2024). Data analysis was conducted through the stages of data reduction, data display, and

conclusion drawing to obtain a holistic description of students’ speech patterns. The study involved 14 fourth-semester students from Class AO Pasarwajo at Universitas Muhammadiyah Buton in 2026. The participants were selected using a purposive sampling technique based on their active engagement in academic and social interactions. They were considered representative in illustrating the dynamics of language use within the campus environment. The collected data were analyzed qualitatively to identify patterns, tendencies, and factors influencing language use in students’ social interactions.

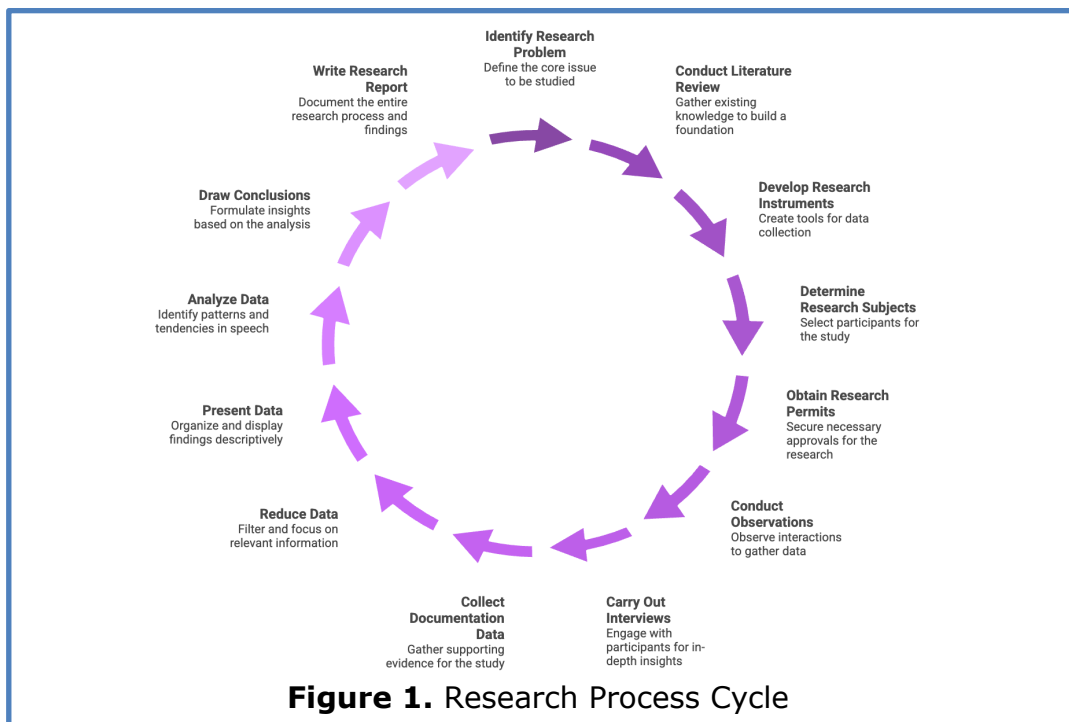


Figure 1. Research Process Cycle

The research process follows a cyclical and systematic flow, beginning with the identification of the research problem as the primary foundation of the study. This is followed by a literature review to establish the theoretical framework, along with the development of research instruments and the determination of research participants. After obtaining research approval, data collection is carried out through observation, interviews, and documentation to capture relevant information. The collected data are then reduced, organized, and analyzed to identify patterns and emerging trends. The next stage involves drawing conclusions based on the results of the analysis, which are subsequently compiled into a comprehensive research report. This flow demonstrates that research is a structured, iterative, and interconnected process across its various stages.

Data collection in this study was conducted through direct observation of students’ interactions in both academic and social contexts. The purpose of observation was to obtain authentic data on naturally occurring speech patterns without manipulation (Rahmawati & Alhaqi, 2025). The researcher recorded forms of language use, word choices, and levels of politeness across various communication situations. This approach enabled a contextual understanding of the phenomenon in accordance with real field conditions. In addition, data were collected through in-depth interviews and documentation. Interviews were employed to explore participants’ perceptions, habits, and factors influencing their speech patterns. Documentation, including recorded conversations, field

notes, and other supporting archives, was used to strengthen the data obtained from observations and interviews. The combination of these techniques aimed to enhance the validity and completeness of the research data.

Data analysis in this study employed a descriptive qualitative approach conducted in a systematic and staged manner. The analysis began with data reduction, which involved selecting and focusing on data relevant to the research objectives (Haselow & Lässig, 2025). The selected data were then organized systematically to facilitate understanding and interpretation. This stage was essential to simplify the data without losing its core meaning. The next stages involved data display and conclusion drawing. The data were presented in a descriptive form to illustrate patterns, tendencies, and relationships among the findings. The analysis was carried out in depth by linking empirical data with the applied theoretical framework. Conclusions were drawn based on interpretations supported by valid data, thereby providing a clear and comprehensive understanding of students’ speech patterns in social interactions.

3. Findings and Discussion

3.1 Findings

The findings of this study were obtained through systematic observation, interviews, and data analysis focusing on students’ speech patterns in social interactions. The results reveal certain tendencies in language use influenced by environmental factors, technological developments, and educational processes. In general, these findings provide an overview of the current condition of language use among students and its implications for politeness and communication effectiveness. The detailed findings are presented in the following points:

Students’ Speech Patterns Tend to Be Informal

The findings of this study indicate a clear tendency toward informal speech patterns among students, influenced by both internal and external factors. Data obtained through observation and interviews provide a realistic picture of language use in students’ daily interactions. These speech patterns not only reflect habitual communication practices but also illustrate the dynamic evolution of language among younger generations. The way students use language today is closely linked to technological advancement and social environments. Interactions conducted both face-to-face and through digital media have fostered more flexible and informal language practices, shaping how students express themselves across different communication contexts.

Language use in academic settings also demonstrates a shift from formal to more casual forms. Students often apply similar language styles in both formal and informal situations, resulting in blurred boundaries between appropriate language registers. This condition raises important concerns within language education, particularly regarding the development of linguistic politeness. Based on data collection and analysis, several key findings were identified to describe students’ speech patterns, as summarized in Table 1 below.

Table 1. Students’ Speech Patterns Tend to Be Informal

Research Findings	Brief Description
Informal speech patterns	Students frequently use casual language in various situations

Code-mixing	Use of Indonesian, local languages, and digital expressions
Inconsistent politeness	Polite language use is not stable in academic contexts
Technological influence	Social media shapes language style and structure
Limited role of education	Language instruction has not fully developed polite speech patterns

The findings presented in the table highlight that informal language use has become a dominant characteristic of student communication. This tendency reflects strong social influences that prioritize familiarity and efficiency in communication. Casual language is often perceived as more practical and easier to understand in everyday interactions. The presence of code-mixing further demonstrates students’ linguistic adaptability, as they combine Indonesian with local languages and digital expressions. While this enriches communication, it also has the potential to obscure the proper use of standard language in formal contexts, posing challenges for language education.

The inconsistency in the use of polite language suggests that students’ awareness of appropriate language use still needs improvement. Inappropriate language use in academic situations may affect communication quality and reflects a lack of reinforcement of ethical language values. Technological influence plays a significant role in shaping these patterns, as social media provides space for the emergence of dynamic and innovative language variations. The limited effectiveness of language education in guiding polite language use highlights the need for more adaptive and contextual teaching strategies. Strengthening such approaches is expected to enhance students’ language awareness, enabling them to communicate effectively, ethically, and responsibly in both social and academic contexts.

Code-Mixing Occurs in Communication

The findings of this study reveal that code-mixing in student communication is a prominent linguistic phenomenon. The use of more than one language within a single interaction reflects the dynamic nature of language among youth. This phenomenon is closely related to diverse social, cultural, and linguistic backgrounds. Students interacting within a multilingual environment naturally engage in code-switching and code-mixing practices. They tend to choose the language that is most comfortable and easily understood in specific situations. This condition demonstrates linguistic flexibility while also indicating a shift away from the consistent use of standard language norms.

Technological advancement, particularly social media, further strengthens the occurrence of code-mixing in communication. Digital language, characterized by brevity, creativity, and expressiveness, has become an integral part of students’ daily interactions. Its influence extends beyond online communication into face-to-face academic contexts. Based on data analysis, several key aspects describing code-mixing in student communication are summarized in Table 2 below.

Table 2. Code-Mixing in Communication

Aspect of Findings	Description
Types of code-mixing	Indonesian, local languages, and digital expressions are used simultaneously
Context of use	Occurs in both formal and informal situations
Influence of social media	Digital language shapes students' communication styles
Communication patterns	Language is used flexibly depending on context and interlocutors
Impact of use	Enriches expression but may reduce the use of standard language

The table indicates that the types of code-mixing used by students are highly diverse, including Indonesian, local languages, and digital expressions. This variation reflects students' linguistic identities shaped by cultural backgrounds and technological developments. The use of multiple languages within a single interaction represents an adaptive response to dynamic communication needs. Code-mixing is not limited to informal contexts but also appears in formal settings, where students often fail to clearly distinguish between language registers. This tendency signals a shift in language norms within the educational environment. Social media plays a crucial role in shaping students' communication patterns. The evolution of digital language on online platforms contributes to the emergence of more flexible and expressive communication styles. Students adopt these styles in both direct and indirect interactions. The impact of code-mixing presents both positive and negative implications. On one hand, it enriches communication and strengthens social relationships; on the other hand, uncontrolled use may reduce students' ability to apply standard language appropriately, particularly in formal contexts. This condition highlights the importance of education in guiding appropriate language use across different communication settings.

Linguistic Politeness Is Not Consistently Applied

Linguistic politeness is a crucial aspect of communication that reflects values, ethics, and individual character. In the educational context, politeness is not only part of language competence but also an essential component of character development among students. The use of polite language is expected to foster harmonious and respectful interactions within academic environments. However, field observations indicate that students' linguistic politeness is not consistently maintained. Variations in language use, influenced by situational contexts and everyday communication habits, lead students to adopt more casual language even in formal settings. This condition highlights a gap between expected language norms and actual practices.

Social environment and technological development significantly influence the level of linguistic politeness among students. Frequent interactions in informal settings and the intensive use of social media shape communication habits that often overlook norms of politeness. These influences extend into academic activities, affecting how students communicate in discussions and presentations. Based on data analysis, several aspects reflecting the inconsistency of linguistic politeness are summarized in Table 3 below.

Table 3. Inconsistency of Linguistic Politeness

Aspect of Findings	Description
Use of polite language	Not consistently applied across communication contexts
Academic context	Instances of less polite language in discussions and presentations
Environmental influence	Shaped by peer communication habits that tend to be informal
Language awareness	Students lack full awareness of the importance of politeness
Communication impact	Potentially reduces interaction quality and communication ethics

The table indicates that students do not consistently apply polite language across different communication contexts. They tend to adjust their language style according to the situation, yet often neglect norms of politeness. This suggests that awareness of polite language use still needs to be strengthened. In academic contexts, this inconsistency is evident in classroom discussions and presentations, where students occasionally use expressions that are less formal or inappropriate. Such practices may affect the quality of academic communication and reflect a lack of habituation in using polite language within educational settings.

Environmental factors play a dominant role in shaping students' communication habits. Interaction with peers who frequently use informal language contributes to patterns that disregard politeness norms. In addition, social media reinforces these habits due to the absence of formal constraints in digital communication. The impact of inconsistent linguistic politeness may affect both social and academic interactions, potentially leading to misunderstandings and a decline in communication ethics. Therefore, active efforts in education are necessary to cultivate sustained awareness and practice of polite language use.

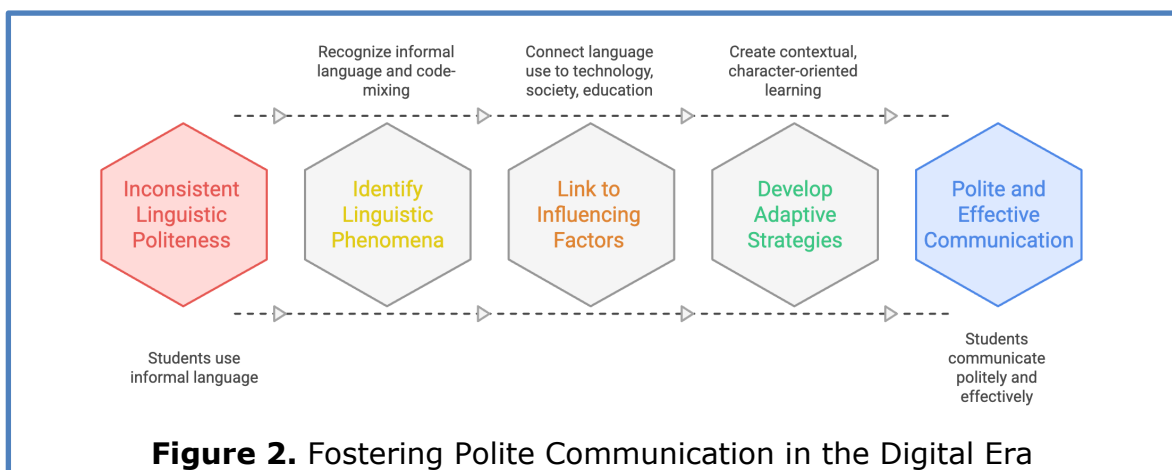


Figure 2. Fostering Polite Communication in the Digital Era

The process begins with the identification of the core issue, namely inconsistent linguistic politeness, which is reflected in students' tendency to use informal language in various contexts. This stage emphasizes the importance of recognizing key linguistic phenomena such as informal speech and code-mixing that emerge in everyday communication. These phenomena are then systematically analyzed to understand their characteristics and implications within educational and social interactions. The framework further highlights the

need to connect language use with influencing factors, including technology, social environment, and educational practices. Based on this understanding, adaptive and context-based strategies can be developed to address the challenges of language use in the digital age. The ultimate goal of this process is to promote polite and effective communication among students, ensuring that they are able to use language appropriately across different contexts. This model underscores the role of education in guiding students toward more ethical and responsible communication practices.

3.2 Discussion

This study shows that students' tendency to use informal language reflects a shift in communication patterns influenced by technological developments and social environments. Increasingly intensive interactions through digital media encourage students to use language that is more practical, concise, and flexible. This condition fosters language habits that are no longer fully bound by formal conventions, but instead adapt to the need for fast and efficient communication. This phenomenon indicates that language evolves dynamically in response to its social context.

The use of informal language that also appears in academic contexts indicates a shift in the function of language from being predominantly formal to becoming more casual. Students tend not to clearly distinguish between formal and informal language varieties, resulting in blurred boundaries of usage. This has an impact on the declining level of linguistic politeness within educational environments. This condition confirms that language learning has not yet fully developed students' awareness of using language appropriately according to context, thus requiring more contextual and adaptive educational approaches.

The findings of this study are consistent with the research of (Lipura & Collins, 2024), who states that language development in the digital era tends toward more informal and flexible forms. In addition, research by (Tarabini et al., 2022) shows that technology-mediated communication influences language structure and style to become more casual. Both studies reinforce the findings of this research that students' use of informal language is part of their adaptation to changes in communication in the digital era, and therefore requires particular attention in the context of language education.

This study shows that the occurrence of language mixing in students' communication is a form of adaptation to a multilingual and dynamic social environment. Students tend to use more than one language within a single interaction as a communication strategy perceived as more effective and expressive. This phenomenon reflects the development of linguistic flexibility among young people, where language use is no longer rigid but adapts to context, interlocutors, and communicative purposes. This condition also indicates that language functions not only as a means of communication but also as a medium for expressing social and cultural identity.

On the other hand, the widespread use of language mixing in academic contexts indicates a shift in language norms within educational environments. Students often do not clearly distinguish between formal and informal language use, making code-switching a common practice in discussions and presentations. The influence of social media further reinforces this tendency by introducing digital language varieties that are concise, creative, and expressive. Although

language mixing can enrich communication, uncontrolled use may reduce students' ability to use standard language appropriately, thus requiring a stronger role of education in guiding context-appropriate language use.

The findings of this study are consistent with (Magnifico et al., 2020), who states that code-switching is a natural phenomenon in multilingual societies as a communication strategy. In addition, (Widyastuti & yanta, 2021) shows that language variation, including language mixing, is influenced by social factors and speaker identity. Both studies reinforce the findings of this research that language mixing among students is part of an evolving linguistic dynamic, and therefore needs to be understood contextually within the perspective of language education.

This study shows that students' linguistic politeness has not been consistently realized across various communication situations. Students tend to adjust their language style based on context and interlocutors; however, they often neglect politeness norms, especially in formal settings. This phenomenon reflects a gap between theoretical understanding of linguistic politeness and its actual practice. The habit of using casual language in everyday interactions carries over into academic contexts, thereby blurring the boundaries between formal and informal language varieties.

This inconsistency is also influenced by social environment factors and technological developments that shape students' communication habits. Interactions that predominantly occur in informal settings, along with intensive use of social media, encourage students to use language that is freer and more expressive without considering aspects of politeness. This condition affects the quality of both academic and social communication, as the use of less polite language can lead to misunderstandings and diminish ethical values in interaction. It indicates the need to strengthen language education, not only focusing on linguistic aspects but also on character building and language ethics.

The findings of this study are consistent with the politeness theory proposed by (Peng & Cao, 2025), which states that linguistic politeness is highly influenced by social context and relationships between speakers. In addition, research by (Sulimani-Aidan, 2020) also emphasizes that principles of politeness in language can shift along with social and cultural changes. These studies reinforce the findings that the inconsistency of students' linguistic politeness is shaped by social dynamics and the development of modern communication, thus requiring more adaptive educational approaches.

4. Conclusion

The findings of this study conclude that students' speech patterns have undergone significant changes, marked by a tendency to use informal language, the presence of language mixing in communication, and inconsistency in applying linguistic politeness. These three findings are interconnected and influenced by technological developments, particularly social media, as well as social environments that encourage more flexible and expressive language use. This condition reflects the linguistic dynamics among young people, who are increasingly adaptive to changing times; however, it also indicates a shift away from the use of standard language in formal contexts. Furthermore, the results of this study emphasize that the role of language education has not yet been fully optimal in developing polite and context-appropriate language skills.

Students still face difficulties in distinguishing language varieties according to communication situations, especially in academic settings. Therefore, it is necessary to strengthen language learning strategies that are more adaptive, contextual, and oriented toward character building. Such efforts are expected to enhance students' language awareness so that they can communicate effectively, politely, and responsibly in various social and academic contexts.

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