

The Civil Discourse of the Indonesian Teachers on Social Media

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Abstract:- In daily life, humans interact with each other by applying the civil language to build social harmony namely mutual understanding, objectivity, honesty, respect, and politeness in effective communication. The teacher plays an important role in providing a good model of civil discourse for their students in the classroom. This study examined the civil discourse of Indonesian teachers through their comments on face book. This is a qualitative research. The data was collected from teacher comments posted on the Indonesian Teachers Forum (FGI) group on Face book in a month. There were 300 teachers' comments about Education which were analyzed through discourse analysis. This study reveals that negative civil discourse outperforms positive citizenship discourse. 58.33% of teachers perform negative civil discourse while 41.67% of teachers perform positive civil discourse. The most widely language characteristics of teacher civil discourse are constructive comments in positive civil discourse and subjective comments in negative civil discourse. The teacher must be a model to train students to communicate with positive civil discourse.

Keywords:- *Social Interaction, Social Media, Civil Discourse.*

I. INTRODUCTION

In the digital age, the most important social skill is the ability of citizens to interact respectfully as a means of building harmony. However, social conflicts always occur as a result of communication in negative civil discourse such as ethnic disputes, housing conflicts, student violence, or domestic violence, hoaxes, cybercrimes. For example, social conflicts at the highest levels of government occur in members of the assembly such as disrespect, personal attacks, and character assassinations. Currently, the most important issue is posting hoax information that causes big conflicts among Indonesian people. Hoax is one example of negative civil discourse on today's issues that can be heard or read on social media.

Social media has influenced and changed the way people live at present. The most used activities on social media are getting information, news, or increasing knowledge, uploading pictures, watching videos, giving comments and listening to music. Social media help people exchange ideas freely through meetings, debates, dialogues and discussions on public space. The public can easily get access to information on various topics such as political or

social issues. They can update on current issues quickly. In addition, social media provides a virtual space for people to interact, be actively involved, and have a dialogue about topics that are currently viral in the community freely and openly. They can claim directly or give arguments about the things that are going viral. People try to understand their interlocutor and reflexively respond to arguments better.

In education context, teachers can also discuss a variety of topics about education on social media. Teachers can form group chat for the discussion such as Indonesian Teacher Forum, Indonesian Teacher Association, Indonesian Lecturers Association, and English Teacher Forum on Face book. Those group chats create civil discourse. Carver (2010) states that civil discourse is social interaction happen in daily life, in the everyday interactions or interpersonal relationships of the citizenry. Civil, in its association with civil society, designs a domain of social interaction in the context of ordinary lives of citizens. In other words, civil discourse is the engagement in the discourse, or conversation, intended to enhance understanding and consensus. The characteristics of the good civil discourse are using positive language expression. So, any expressions which hurt others, offensive, insensitive, affronted, hateful, or fiery is not civil discourse or it is said negative civil discourse. Civil discourse happens in speech or writing.

Classroom is one of the examples of community which promotes student engagement and provides opportunities to practice for communication, critical thinking and self discipline. According to Moore (2012), teachers play a critical role in educating students for moral and civic responsibility in a democratic society. The teacher must be a model to train students to communicate with positive civil discourse. This discourse must occur in schools, which are small communities so that schools are responsible for producing their students as better members of society and citizens. Teachers must teach their students to communicate in civil discourse and effective argumentation that will support them not only in school, but also in life. Civil discourse in social media also requires argumentation skills. In addition, students must also learn digital media literacy skills such as being able to recognize accurate and relevant news in order to function effectively in society. These skills will not only help students succeed in life and the workplace, but also can create a new generation of leaders capable of communicating in civil discourse in the future. Therefore, model of positive discourse from teacher is very important.

Some previous research has been conducted about civil discourse in education context. Calle and Díaz (2019) investigated that there were possibilities of building civil discourse through classroom discourse in a fifth grade classroom of a public school on the north coast of Colombia; Apriliaswati (2010) found that promoting peer interactions in the classroom had developed positive civil discourse of elementary students. Other study, Bernie (2016) investigated that teacher is a model of civil discourse in the Classroom.

This research has identified the civil discourse of teachers and their language characteristics mostly expressed in their comments on social media. By analyzing the teachers' comments posted in Indonesian Teacher Forum, a group chat on face book, the civil discourse of teachers had been identified.

Social media and civic engagement

Not only do social media promote public discourse, they can also potentially involve individuals in civic activities. Civic engagement is referred to as individuals' connections with their communities and includes any political or non-political activities that enhance the quality of life in a community (Ehrlich, 2000). The social media can have an effect on social life. First, it is likely that when people use social media only for personal entertainment, they will be more likely to spend most of their online time being less involved in civic affairs. Second, online communication (e.g., electronic conversations, chat rooms, and virtual conferences) is only a poor substitute for face-to-face interaction, and therefore does not contribute to healthy civil engagement.

Social media unleashes community participation. Many studies have investigated that social media, encourages civil engagement. Online communication can be used to support offline relationships and keep people connected despite geographic restrictions. When individuals participate in virtual, online chat groups, and the like, they become bound by shared problems, interests, ideologies, and values and form a sense of belonging. These social media platforms bring strangers together and maintain interpersonal bonds with relative ease and cost. As a result, virtual communities are formed to provide an informal association space, and play an important role in replacing the degraded public sphere of modern urban life. Cho (2020) has analyzed data from UNICEF's Office of Global Insight and Policy that in 11 countries show that between 43 and 64 per cent of 9 to 17-year-olds look for news online, while 12 to 27 per cent of children discuss political problems online. In the contexts of widespread digital access, digital civic engagement by youth may be more equitable than traditional forms of civic engagement. Young people are less invested in 'dutiful' citizenship acts, favoring personalized engagement through digital networking, self-expression, protests and volunteerism. They use humour, memes, satire and other acts of engaging with or remixing popular culture as important tactics in the repertoire of digital civic engagement. Key deterrents to civic engagement are: lack of trust in the internet due to high prevalence of false news and

misinformation, declining trust in political processes, harassment and trolling, data breaches, and digital surveillance.

Civil Discourse and Character

One of the most important educational, political, and social issues of the day is how best to have a civil conversation in a democratic society because in this society there are essential processes: citizen gather, listen to each other, debate, make up their minds, and determine the action. A form of civil discourse is a discourse that requires social interaction with respectful listening, carefully reasoned argument, and openness to new ideas, values of diversity, tolerance, and even compromise. People need to be open to other ideas, willing to seek common ground, and, at times, forge a compromise. In fact, civil discourse that produces compromise strengthens the connections between and among people and helps build good citizen.

Positive civil discourse is essential to our lives. It helps us to live together peacefully and creates our identities, and gives us a sense of belonging and of having a mode of speaking in common with others. This idea is in line with Carver (2010). He states that civil discourse is social interaction happens in daily life, in the everyday interactions or interpersonal relationships of the citizenry. Civil, in its association with civil society, designates a domain of social interaction in the context of ordinary lives of citizens.

Civil discourse plays an important role in building interaction structures both interpersonal, intrapersonal, collective, in educational, organizational, and virtual environments for a harmonious social life. It can lead to violence, and/or peace (Calle and Díaz, 2019). Civil discourse is also able to express one's ideology because most of the practice of conversational discourse is full of future views. Civil discourse shows how people think and act on certain objects, subjects, or situations (Birnie, 2016). In other words, civil discourse is central to peace building and peace keeping in any society. The civil discourse is also happened in school classrooms. Teacher interacts with his students and students interact with their teacher and classmates. The discourses in the schools can develop broader social processes for students. According to Oxford (2013) the discourse of peace is all forms of communication both verbal and nonverbal that describe, reflect, express, or actively extend peace" (p. 3).

The civil discourse is also able to change attitudes and social relations of society (Oxford, 2013) for example in the way of speaking. The study presented in this study is the discourse based on the social perspective of language through words. Calle and Díaz (2019) state that understanding a language can be learned from the way the language's social structure is structured, such as how moral values are conveyed, how roles and behavior patterns are manifested" (p. 63). Civil discourse is as an inherent, strong, and dynamic element in the constitution of society. In essence, civil discourse is as 'social behavior'. Therefore, it is an important element in society.

Teacher as A Civil Discourse Model in The Classroom

A classroom is one of the examples of a small community. As a community, the members should be harmonious. They have to interact in a civil manner. The civil discourse in the classroom community gives opportunities for students to practice communication in appropriate manner, critical thinking and self-discipline. In this case, according to Moore (2012), teachers play an important role in educating students for moral and civic responsibility in a democratic society. In other words, teacher trains students to be polite, respectful, and good manners which is very necessary in democratic virtues and respect for differing opinions, listening skills, self-control, rationality, and tolerance are the foundation for acceptable public discourse” (p. 141). Moore has suggested several teacher behaviors that are critical in establishing a climate of civility in the classroom.

First, teachers must serve as role models for civility by demonstrating the use using language which conveys respect and politeness. Second, the teacher must demonstrate respect for differing views and ideas and believe that personal beliefs and biases do not contribute to incivility and that controversial issues are approached in an ideologically balanced manner. Third, the teacher must demonstrate civil speech and behavior with fair and consistent. Fourth, the teacher must teach students how to disagree respectfully by integrating in the subject matter rather than on the individuals and by teaching students to look for ways to compromise. Fifth, the teacher must show examples of civil discourse in or out the classroom. Marini, Polihronis, and Blackwell (2010) have proposed a series of exercises at building positive, civil learning relationships among students. The exercises begin with students developing consensus around a shared definition for “civility.” Students then operationalize civility based on their shared definition by identifying and discussing associated behaviors and co-create a “communal declaration of civility” (p. 92) to serve as a guiding statement for the group and as a contract for sustaining civility in both peaceful and contentious times. Johnson and Johnson (1988) proposed a discussion model

called structured academic controversy that defines controversies as “interesting problems to be solved rather than as win-lose situations” (p. 59).

II. RESEARCH METHODOLOGY

This is a survey to investigate how civil discourse performed by Indonesian teachers. The piece of research presented here is qualitative design which seeks to analyze written civil discourse about education issues through teacher comments in social media. The discourse analysis with narrative and descriptive writing were applied in this research. Discourse analysis is a research method for studying written or spoken language in relation to its social context by narrative and descriptive writing. It aims to understand how language is used in real life situations. The discourse analysis in this research is civil discourse of teachers.

There are 300 teachers ‘comments taken as the sample of this research. The data were collected from written discourse of teachers ‘comments posted by teachers in Forum Guru Indonesia of face book group chat. Data were collected, analyzed, coded, and stored everyday from May the 1st to the end of July 2020. The data were coded based on the civil discourse characteristics. Then, each code was analyzed. The next step was to organize thoughts and ideas. The researcher then determined which codes focused thoughts and ideas about each research question. The researcher analyzed all teachers ‘comments on education issues to identify how the civil discourse and what the characteristics of language expression used by the teachers.

To find out the language characteristics mostly expressed by the teachers through their comments in social media, the researchers used civil discourse description written by Huddleston and Rowe (2003: 122-123). To find out the language characteristics mostly expressed by the teachers through their comments in social media, the researchers used criteria written by Huddleston and Rowe (2003: 122-123). The following is the criteria:

Table 1 Civil Discourse Descriptions

Positive Civil Discourse	Description	Negative Civil Discourse	Description
1. Objective	The comment is free of personal feeling, not self-interest and it is not prejudice, discuss fact not about assumption, use relevant data/information	1. Subjective	The comment is personal feeling, self-interest and it is prejudice, discuss assumption, use without/irrelevant data/information or irrelevant facts and information
2. Honest	The comment posted with honest, dispassionate, impartial and calm credible, truthful, principle, and fair	2. Untruth	The comment posted with hoax, incredible, wrong, not principle, and not fair
3. familiar with the topic	discernment and familiarity with topics, broadens or deepens knowledge, improve information or data comprehension, fully understand	3. unfamiliar with the topic	undiscerning and unfamiliarity with topics, narrowed or not deepen knowledge, not improve information or data comprehension, not fully understand
4. constructive	focusing on improving and building,	4. unconstructive	The comment has no

	working toward actionable solutions, being helpful and positive. Not tearing others or their ideas down; finding common ground and expanding it.		improvement, building, no solution, tearing others 'ideas down
5. mutual respect	mutual respect and convey reciprocal esteem, honouring the dignity of others and their positions, speak in a courteous and considerate tone, reasoned argument, and openness to new ideas, values of diversity, tolerance, and even compromise	5. no mutual respect	No mutual respect and convey reciprocal esteem, no honouring the dignity of others and their positions, speak in a high tone, no reasoned argument, and reject new ideas, reject for diversity, intolerance, and no compromise
6. Moderate and humble	modesty and humility and displays openness to other perspectives, moderation, and humbleness.	6. Superior	impoliteness, personal attack, and character assassination, underestimate, showing superiority
7. Appreciative	appreciate for the experiences of others such as life experiences, cultures, positions, responsibilities, reasoned argument, and openness to new ideas, values of diversity, tolerance, and even compromise.	7. Ungrateful	Not appreciate for the experiences of others such as life experiences, cultures, positions, responsibilities,
8. open to other perspectives	Accept the differences, showing disagreement by defending perspective with logic and calm, Remain calm when discussing sensitive issues	8. reject	showing disagreement by defending perspective with emotional, disappointed, anger, hurt other feeling
9. polite	Comprehend the post comprehensively, responding politely, and disagreeing in civil manner, compromising sincerely, use polite words/expression	9. impolite	Use impolite words/expressions, address others inappropriately, no sensitivity to the feelings of others,

Adapted from Huddleston and Rowe (2003: 122-123)

III. RESEARCH FINDINGS

The following data shown in Table 1 were collected to enable the researcher provided answers to the research questions raised in the study. To this end, data gathered were analyzed and presented based on the research questions.

1. The civil discourse of teachers

Based on discourse analysis of teacher comments on Forum Guru Indonesia, a group chat on face book from May to July 2020, it is found that teachers 'comments are either positive or negative. The positive comments were less (41.67%) than the negative comments (58.33%). In other

words, the negative civil discourse was outperformed positive civil discourse.

2. The language characteristics mostly expressed by the teachers in their comments

The written comments of teachers on FGI about Education issues were analysed and it is found out that most of language characteristics expressed by the teachers in their positive comments was objective, honest, familiar with the topic, constructive, mutual respect, moderate and humble, appreciate, Open to other perspectives, and polite but the most language characteristics used by the teachers in their comments was constructive. (See table 3 below):

Table 2 Language expressed in positive comments

NO	Positive civil discourse	Number of Comments	%
1	Objective	5	4
2	Honest	7	5.6
3	Familiar with the topic	4	3.2
4	Constructive	64	51.2
5	Mutual respect	7	5.6
6	Moderate and humble	5	4
7	Appreciative	2	1.6
8	Open to other perspectives	8	6.4
9	Polite	20	16
	TOTAL	125	100

In negative civil discourse, the language characteristics expressed by the teachers in their comments on face book were subjective, untruth, unfamiliar with the topic, unconstructive, no mutual respect, superior, ungrateful, reject, and impolite but the subjective language expressions were the most that the teachers used. It can be seen from table 4 that **39.42%** of teachers commented subjectively which contains personal feeling, self-interest and prejudice and discuss assumption, beliefs, use irrelevant data/information or irrelevant facts and information.

Table 3 Language expressed in negative comments

No	Negative Civil Discourse	Number of Comments	%
1	Subjective	69	39.42
2	Untruth	9	5.14
3	Unfamiliar with the topic	11	6.28
4	Unconstructive	16	9.14
5	No mutual respect	11	6.28
6	Superior	19	10.85
7	Ungrateful	10	5.71
8	Reject	19	10.85
9	Impolite	9	5.14
	TOTAL	175	100

IV. DISCUSSION

This study has investigated how the civil discourse of teachers and how the language characteristics mostly expressed by the teachers in their comments in Indonesian Teacher Forum chat group on face book. This research has proved that teachers' comments on social media like on face book is either positive or negative civil discourse. In positive discourse, teachers mostly used constructive comments. Constructive comments are comments that contribute to the conversation, which construct, build and promote a dialogue Napoles et al. (2017). It can be said that the constructive comments are engaging, respectful, and/or informative conversations.

Based on table 3, most language expressions were constructive in positive civil discourse. In the constructive comments, teachers expressed the language, sentences, words, or phrases with focusing on improving and building, working toward actionable solutions, being helpful and positive. Not tearing others or their ideas down; finding common ground and expanding it. Here are five examples of constructive comments:

- focusing on working toward actionable solutions: *Using the internet to provide tutorials with my students at least 1 hour/day using groups.* In this comment, the teacher give solutions using groups in giving tutorials in daring class.
- focusing on improving and building: *literacy ... add insight before explaining the K13 material which is not as complete as the KTSP material book.* This teacher gave some ideas to improve literacy in the curriculum.
- finding common ground and expanding it: *If the Pisa makes the assessment a further burden, it is better if the assessment is evaluated again.* This teacher recommended using Pisa as the tool of evaluation should be re-evaluated.
- Not tearing others or their ideas down: *Hi, more than*

that what I like is the learning strategy .. some can be applied to us, according to our environmental conditions. The expression of *what I like is learning strategy* indicated that the teacher did not tear other ideas down.

- Positive: *Yes, we will absorb what we can apply in our respective educational environments, hoping that it will have a positive impact of course.* From the sub clause *hoping that it will have a positive impact of course*, it is clear that the teacher had a hope that there would be positive impact of solution.

These examples have proved that in constructive comments, all indicators of constructive language had been expressed in teachers' comments. However, in the negative civil discourse, the teachers mostly use subjective comments. If something is **subjective**, it is not suitable for decision making or reporting in the news. All indicators of subjective language had been expressed in teacher negative comments such as personal feeling, self-interest and prejudice, discuss assumption, use irrelevant data/information or irrelevant facts and information. Below are the examples subjective language of teachers' comments:

- Personal feeling: *In my feeling, teacher profession has never been issued to have given a contribution in Corona case; it is only medical personnel.* This comment is obviously saying personal feeling from the phrase *In my feeling*.
- Self-interest: *Free of charge, minister!* This teacher wanted the digital learning application would be free of charge.
- Prejudice: *China is cruel to Indonesian but why does the Indonesian government still welcome Chinese workers to come to Indonesia. Are we being colonized by China?*
- Assumption: *Students are not lonely sir... But they are depressed because they keep getting scolded by their mothers... and their mothers are pressured to have to teach their children every day and help with a lot of*

online assignments.

- Beliefs: *WHO wants to sell the vaccine again.*
- without data/information: *Yes, I asked, he said that there are many teachers who do not master technology, now if you are in the position of a teacher with the conditions described above, how do you teach?* In this comment there are many teachers who do not master technology is considered comment without data. It just an assumption.
- Irrelevant facts: *Don't make people riot. People are already smart ... can't be fooled anymore.* This comment responded a post which stated that WHO Warns of Second Wave Corona Virus Explosion Threat. This teacher gave irrelevant fact about the warning.

Teachers are the model of civil discourse for their students. Teachers have an essential role to play. The classroom should be a place where students learn to develop positive discourse which is objective, honest, comprehensive, mutual respect, moderate and humble, appreciative, open to other perspectives, and polite. As the model of civil discourse, teachers should avoid negative civil discourse namely subjective, untruth, unfamiliar with the topic, unconstructive, no mutual respect, superior, ungrateful, reject, impolite in the interaction with their students in the classroom and social media.

V. CONCLUSION

Social media has influenced people to communicate. It is a medium to provide a virtual space for people to engage in free and open dialogues. However, using social media has some negative effect. People form groups of interest in social media and have heated discussions on political, social, educational, religious, law issues. The discussions on this site are quite free and open which leads to conflict. People's communication on social media creates positive as well as negative civil discourse. This study has proved that teacher civil discourse on social media is either positive or negative but the negative civil discourse is outperformed positive civil discourse. Constructive comments were most teachers used in positive civil discourse whereas, in negative civil discourse, subjective comments were most teachers expressed.

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