AN ANALYSIS OF TEACHER'S SOCIAL MEDIA AND ITS RELATION TO POLITENESS THEORY

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Abstrak

Keterlibatan media sosial dalam kehidupan masyarakat menandai dimulainya Revolusi Industri 5.0. Banyaknya unggahan di media sosial dapat membentuk citra publik dari seorang profesional tertentu, termasuk guru. Sebagai bagian dari masyarakat, guru juga mengunggah foto dan video, dan tampaknya mereka juga membentuk persepsi tertentu tentang diri mereka di mata Masyarakat melalui media sosial. Penelitian ini bertujuan untuk mendeskripsikan analisis bahasa yang digunakan pada media sosial guru dan kaitannya dengan teori penyelematan muka serta strategi kesopanan. Sumber data dalam penelitian ini adalah orang-orang yang memberikan komentar di media sosial guru. Partisipan dalam penelitian ini terdiri dari dua orang guru yang aktif di media sosial. Penelitian ini menggunakan desain penelitian kualitatif dasar. Data dikumpulkan melalui observasi. Analisis data konten digunakan sebagai metode untuk menganalisis data yang diperoleh dari hasil observasi. Temuan menunjukkan bahwa guru mempertahankan muka positif mereka dengan menunjukkan pencapaian, pengalaman, dan gaya hidup mereka sebagai guru di media sosial. Strategi kesopanan yang digunakan oleh pengikut partisipan adalah kesopanan positif untuk mengakui muka positif partisipan dengan menunjukkan kesamaan dan mengungkapkan apresiasi kepada guru. Temuan dari penelitian ini memperkaya teori tentang strategi kesantunan yang digunakan oleh guru untuk membentuk citra publik mereka. Persepsi siswa terhadap citra publik guru dapat memengaruhi bagaimana proses pembelajaran berlangsung secara praktis di kemudian hari.

Kata Kunci: *teori penyelamatan muka, strategi kesopanan, media social*

Abstract

The involvement of social media in people's life marks the beginning of the Industrial Revolution 5.0. The abundance of post in social media can creat a public image of a certain professional. It also includes the creation of public image of a teacher. Teachers as a part of society also upload pictures and videos, but apparently they consider their job as to create a certain perception about themselves in front of the society. This study aims to examine the language used on teachers' social media accounts in relation to face saving theory and politeness strategy. The data was gathered from individuals who commented on these social media posts. The study involves two teachers who are actively engaged on social media platform. It employs a basic qualitative research approach, with data collected through observation. Thematic analysis was applied to interpret the observed data. The result reveal that the teachers maintain a positive self image by showcasing their achievements, professional experiences, and personal lifestyles online. Meanwhile, their followers tend to use positive politeness strategies, such as expressing appreciation and highlighting similarities, to acknowledge and support the teachers' positive self presentation. The finding of this study enrich the theory of the politeness strategy used by a teacher to create their public image. The perception of students toward teacher's public image can affect how the learning process is achieved later on in practical way.

Keyword: *face-saving theory, politeness strategy, social media*

1. INTRODUCTION

The role of an educator is to nurture humanity by imparting knowledge, life skills, and personal growth to students. A teacher's professionalism is closely intertwined with their personal life. In fact, a teacher's private life often reflects their teaching abilities, particularly when it comes to guiding students in moral development and instilling core life values (Niikko, 2020). It is supported by Ignacio and Lydio (2021), that the parent, catalyst, hero or superhero, role model, and friends are how teachers are seen from the point of view of the students. In addition, according to Burakanova et al. (2021), a teacher's image in society impacts on the educational process, which is a set of external and internal personal qualities. It includes how they communicate and how they present themselves in real life. In maintaining their positive faces, as it is found by Helmi (2022), politeness strategies have been utilized by teachers during the learning process. Showing a desired behavior to express the teacher's care to the students is one of the ways that the teacher has done to maintain his image as a teacher (Helmi, 2022). Given the interconnected nature of teachers' personal and professional lives, it is essential for them to manage and uphold a positive public image.

Society has been expanded into a virtual society called a metaverse (Tlili et al., 2023). I tis stated that it marks the beginning of the Industrial Revolution 5.0. Metaverse refers to the combination between a real life and a virtual life. The types of metaverse given are various, which is from online video games until social media. The examples are also the usage of online educational platforms, Minecraft or Roblox as videos games, or instagram and facebook as social media. Social media serves as a communication platform widely used by people, often taking precedence over real life interaction (Adegboyega, 2020; Farooq et al., 2021; Yohanna, 2020). It has become a crucial aspect of modern life, influencing how individuals live. What once began as a source of entertainment has evolved into a tool of livelihood (Adiyani et al., 2022; Farooq et al., 2021). Additionally, social media provides a space for building both personal and social branding (Adiyani et al., 2022). People are often evaluated based on their posts, reels, or online status updates. Since social branding can be developed and sustained through these platforms, social media also functions as a means of constructing a public pesona (Fitria, 2023). The importance of social media can be seen from the research about the effectivity of social media in changing the society perception about a certain place (Agustina et al., 2024).

Teachers should consider the posts uploaded on social media to maintain the teacher's public face. Teacher has an important role in the learning process and perception of students is crucial in supporting the success of the learning process (Sesmita & Reflinda, 2021). Supported by Burakanova et al. (2021), the image of a teacher that impacts on the learning process is considered from the way they present themselves in society. Presenting oneself can be seen from the appearance which is often expressed in social media as the platform and can affects someone's professionalism (Boulahbel & Ghrieb, 2023; Burakanova et al., 2021; Chen et al., 2022; Noor & Shahrom, 2021; Ruparel et al., 2020). Sunendar et al. (2024) also found that maintaining a positive face can be done through politeness strategies on social media. Research conducted by Fitria (2023) showed that social media is used for personal branding for teachers to create knowledge, build trust, and represent educational institutions. Personal branding is one of the stage in personal image of someone that can be maintain and affect their personal life (Dewan, 2020). It shows how important social media is for a teacher to build their public faces in this digital era.

Posts are uploaded on social media on Instagram as one of the most famous social

media. It has 800++ million users which allows them to be exposed to that number of people. It has become one of the most downloaded applications and its users are mostly adolescents (Aulia & Putri, 2024). It is also supported by the data presented by Hoxhaj et al. (2023) that almost half of the users on Instagram are adolescents and young adults. Moreover, Instagram is among the most widely used social media platforms. As a result, teachers are more likely to develop their personal branding on popular platforms, such as Facebook and Instagram (Singh et al., 2021). On these platforms, people are given the freedom to post videos or pictures. It allows them to express themselves. According to Sing et al. (2021), many teachers use this platform as a tool in the learning process and utilize it as personal branding.

It is important to acknowledge how individuals use social media to construct their public persona, especially as there is a growing shift from real life self presentation to the creation of digital identities in the metaverse. Research has proved that social media has a significant role in creating public opinion (Ausat, 2023; Ridzki, 2024; Tayer et al., 2023). Public opinion is affected by many factors, one of which is mass media including news media and social media platforms (Ausat, 2023).

In supporting the research, several theory used to analyze the research findings. The theories used include Politeness, Face Saving Theory, and Face Threatening Act. In the politeness proposed by Brown and Levinson, as cited in (Dewi et al., 2021; Fitri, 2022; Rajagukguk et al., 2023; Safitri & Sutrisna, 2022), politeness is expressed to protect the interlocutor or someone's face. Face proposed by Brown and Levinson is defined as the public image, that people want others to see themselves . In addition, the face proposed by Goffman, as cited in Dewi et al. (2021) stated that face refers to a personal feature that people want to protect or enhance. In the face-saving view of politeness, the emphasis lies on the desire of the

participant rather than the interaction itself.

According to Brown and Levinson, the positive face and negative face are two types of faces (Dewi et al., 2021; Fitri, 2022; Rajagukguk et al., 2023; Safitri & Sutrisna, 2022). Positive face is defined as people's willingness to be approved and respected by other people (Dewi et al., 202). Conversely, negative face refers to the people's willingness not to be invaded by other people. It could also be interpreted as people has desire to claim their territory.

To address others' willingness to have a positive face or negative face, a politeness strategies have been proposed by Brown and Levinson (Dewi et al., 2021; Fitri, 2022; Rajagukguk et al., 2023; Safitri & Sutrisna, 2022). An expression used in social interaction to negociate how people's faces based on the interolcutor's point of view is defined as politeness theory. Brown and Levinson also state that people need to maintain people's faces over and over again. According to Goffman, there are two save-facing processes. The processes are the avoidance process and the corrective process. The avoidance process is defined as how people avoid the threat in front of their faces. On the other side, the corrective process is defines as how people resolve the threat by stating the solution stated by the interlocutor.

In social interaction, people sometimes use the Face Threatening Act (FTA). FTA is the act that violates someone's faces, such as making requests, agreement, giving critics, etc (Dewi et al., 2021; Fitri, 2022; Rajagukguk et al., 2023; Safitri & Sutrisna, 2022). In order to save face, a politeness strategy is developed by Brown and Levinson. According to Brown and Levinson as cited in (Dewi et al., 2021; Fitri, 2022; Rajagukguk et al., 2023; Safitri & Sutrisna, 2022), there are four strategies of politeness. It will be discussed as follows.

On record, the first tactic is referred to as "bald." The tactic does not lessen the threat to the interlocutor in the bald on record. It indicates that

the statements are straightforward and understandable. Saying "You are fired" to someone at work is one example.

Positive politeness is the second strategy. It speaks to a person's bright side. The way a speaker acknowledges the other person's wish to be respected is known as positive politeness. There are two methods to acknowledge someone's wish to keep an optimistic façade: 1) demonstrating resemblance to the speaker, 2) demonstrating gratitude by amicable behavior and reciprocity in the social exchange. It is also supported by Wardhaugh as cited in (Dewi et al., 2021), Positive politeness is characterized by the use of informal language, and compliments to foster a sense of unity. Positive politeness reduces the likelihood of the Face Threatening Act occurring. Saying "The lecture is in one hour" is an example of turning down someone's offer. I want to eat because I'm hungry. Do you not feel hungry as well? Let's share a meal.

Negative politeness is the third tactic. Softening someone's freedom of action or freedom from imposition is the goal of this tactic. The speaker in this technique acknowledges that other individuals have desires, but they also understand that these desires are often imposed. In social interactions, negative politeness includes formality, directness, and apologizing. Negative politeness can generally be done in two ways: 1) to save the other person by lowering FTA by offering suggestions, advise, and disagreements; and 2) to appease the other person by respecting his decision. The phrases "I don't want to bother you but" and "I was wondering if" are two of the many ways that people avoid FTA.

The final tactic is referred to as "off record." Among other things, this tactic makes use of rhetorical questions, metaphor, and irony. This has an ambiguous meaning that may be negotiated. This is due to the presumption that the intended meaning might be deduced by others. "Oh my god, I left my wallet at home," for instance. The statement suggests that the other person will give them a loan.

Based on the importance of how people create their public faces through social media, the researcher supported by the theory explained above should be analyzed and discussed. Despite the significance of this topic, studies analyzing Indonesia teachers' use of social media through the lens of politeness theory remain limited. Therefore, this study aims to address this gap by exploring 1) how teachers develop personal branding on social media in relation to face-saving theory, and 2) the politeness strategies employed by individuals who commen on teachers' social media posts.

2. METHOD

This study employs a basic qualitative approach, aiming to explore the phenomenon or case that serves as the focus of the research (Oranga & Matere, 2023). The data of this type of research is non-numerical data that could be collected through text, video, audio (Oranga & Matere, 2023). According to Oranga and Matere (2023), qualitative research aims to describe the nature of a phenomenon through a systematic review of relevant literature. There are various types of qualitative research designs, including narrative design, grounded theory, phenomenological design, case study, and ethnographic design (Chinyere & Val, 2023; Oranga & Matere, 2023). In this research, it falls into phenomenological research, since it aims to understand a phenomenon or event based on participant experience (Chinyere & Val, 2023).

In this research, the subjects are two Indonesian teachers who actively use Instagram to share their thought, lifestyle, and professional experiences related to their roles as educators. The sampling method used are criterion sampling method (Oranga & Matere, 2023). In this research, the criterion falls to the occupation of the research participants. According to Oranga and Matere (2023), the qualitative research does not require large study sample. The data in this

research were collected through observation. Observation is taking note of physical traits that can be observed by the researcher (Chinyere & Val, 2023). It is stated that among other type of data collection, in conducting research of social science, observation is important to be conducted; so then the phenomenon can be observed naturally by the researcher (Dzwigol & Barosz, 2020). The observation used here is indirect observation, since the observation described the outcomes of a process and the interaction (Chinyere & Val, 2023). The observation used are individual observation, since it only observes one participant and summarize it from both participants. In this research, the posts and the interaction of the participants followers.

Many qualitative data analysis approaches exist, such as content analysis, thematic analysis, textual analysis, discourse analysis (Chinyere & Val, 2023). The data will be examined using a method known as thematic analysis. This approach involves analyzing qualitative data to identify and interpret recurring themes and patterns within the collected information (Chinyere & Val, 2023; Dawadi, 2020). The thematic is categorized through analyzing the transcribed data. It uses the identification, description, and interpretation of the data (Dawadi, 2020). In this thematic analysis, the data obtained will be categorized into some themes from the pattern.

3. RESULT AND DISCUSSION

The study's objectives are to 1) analyze teachers' personal branding on social media and how it relates to face-saving theory; and 2) examine how people employ civility when commenting on teachers' social media posts. Three posts from the first participant and three posts from the second participant were examined by the researcher in accordance with the results of the given study questions. For the first question, the analysis will be based on the participant's social media caption; for the second question, the analysis will be based on the followers' comments to examine how they responded to the participant's posts.

Before analyzing the posts uploaded on the social media, which is Instagram. The data of the research participant can be seen down below.

Tabel 1. The Research Participant Description

No	Participant	Sex	Age	Years of Teaching Experience
1	Participant 1	Female	25 years old	3 years
2	Participant 2	Female	24 yeard old	2 years

The findings will be described based on the aims of the research study, which can be seen as follows.

The Analysis of Teacher's Personal Branding on Social Media and Its Relation to Face-Saving Theory

Based on the data above, the researcher identified three different types of posts by Participant 1 (P1) on her personal Instagram. These posts include two videos and one photo, each accompanied by captions and responses from P1's followers. Both the photos and videos

share common themes, highlighting P1's achievement, lifestyle, thoughts, and work ethic. The details of these observations are outlined in the list below.

Participant 1

The first post analyzed is a video featuring Participant 1 on her graduation day. The video captures the moment she delivered a speech as the best graduate of her university. It was recorded by the university's videographer and streamed live. The caption accompanying this post is described as follows.

Graduation day.

Writing this caption in Bahasa Indonesia cz still the language that describe my feeling well is my first language.

Dari semester satu gak pernah kepikiran sama sekali atau pun punya ambisi untuk jadi lulusan terbaik. Kuliah di jurusan yang memang aku suka aja itu udah happy banget. There was no math and it made me even happier (walaupun smt 5 dapet statistika juga xD)

(From the first semester, I never once thought about or had any ambition to become the best graduate. Just studying in a major I actually enjoy already made me super happy. There was no math and that made me even happier (even though in semester 5 we did get statistics xD)

Ambisinya adalah gimana caranya paham sama matkul, bisa lulus, bisa atur waktu antara kuliah, ngajar (been teaching since first semester), organisasi, dan lomba lomba. Strugglenya ada banget. Telat uas di matkul terseram kala itu karena malam seleksi lomba, nyusul uas setelah lomba, belajar di tengah tengah gladi, mesesangi supaya lulus satu matkul yang juga serem banget kala itu. Intinya, walaupun aku

memang suka jurusan ini, the journey wasn't that smooth. Dan temen temen juga pasti punya strugglenya masing masing.

(The ambition was simply to understand the subjects, to graduate, and to manage my time between college, teaching (been teaching since the first semester), organizations, and competitions. The struggle was very real. I was late for a final exam in the scariest subject at the time because I had a competition selection the night before. I made up the exam after the competition, studied in between rehearsals, prayed to God to make me pass another subject that was also super tough at the time. The point is, even though I really love this major, the journey wasn't smooth. And I'm sure my friends all had their own struggles too.)

Till the graduation day, when I was called as the best graduate, I was actually still thinking it wasn't real. 3.5 years seems so short yet so long at the same time. Each day gave me so much lessons.

Of course the journey is still going on. Bahkan ada lebih susah kedepannya. We have to deal with more things. But, I just want to be grateful for what I've been through for this 3.5 years. I wasn't alone, *keluarga yang selalu mendoakan, temen temen yang sangat supportive, dosen dosen yang luar biasa baiknya, It's all blessing to meet them.*

Thank you, Undiksha. Until we meet again.

In the first post, the participant 1 wrote her feeling toward her achievement as the best graduate of her university. She explained about her struggle during the university years, yet she managed to be the best graduate. She also expressed her gratitude at the end of the caption.

The language used refers to the struggle but infused with the ambition that she has. It is shown by the word of "ambition" written twice and the word of "struggle" written twice too. The face that would be like the participant 1 show is her ambition as a positive feeling to achieve more.

In the second post of the participant 1, a video is uploaded as reels on Instagram. It is a video about the participant 1 is getting ready to create her teaching material. In the video, she gives some tips and tricks in working with the teaching material. The video shown is mostly her laptop being on. The caption is written as follows.

> I can say the hardest part of teaching is the preparation. I should consider students' need, level, and interest in the learning method and activities. Despite all the challenges, when I see the students enjoy the learning process, it all paid off.

Based on the caption above, the participant would like to show her positive face by stating her struggle in being a good teacher. She shows that she put some effort on. She use the word of "struggle" and mention the tips and trick to show that he has that compassionate about teaching itself. She encapture the compassion with her daily vlog as her personal life part.

The last post of participant 1 analyzed by the researcher is the post is in the form of a photo. It is the photo of the P1 who won the competition and got the 1st winner. The momen tis captured by holding her trophy. The caption is written like down below.

> My very first national competition. The preparation was a bit tiring yet exciting. But, at the end it all paid off.

The caption written shows that she has achievement by winning the first place in the National Competition. She wrote that it challenging but exciting. The achievement shows

that she tried to show the positive face in front of the society.

Participant 2

Participant 2 (P2) posted three different types of content on her personal Instagram, which the researcher noticed. Three images make up the post, each with a description and comments from the P2's followers. Similarities between the images illustrate P2's experiences at university and with charitable activities. The following table provides a description of the observation.

In the discussion section, the author explains the new understanding of the topic after taking your results into account and explains how they interpret the results considering what was previously known. The discussion needs to relate to the introduction to explain how your research adds to society and the corpus of knowledge.

The posts analyzed are three posts from participant 2. The first post is in the form of pictures. These photos are about her experience as a participant in Kurikulum Merdeka. Her experiences include her students being vaccinated, taking photos with her fellow teachers, being an instructor of dance etc. The caption is described as follows.

> *Kampus Merdeka angkatan 4 udah mau dimulai aja, tapi nih yang angkatan 2 masih belum bisa move on (late post but its okay) ~*
>
> *Bersyukur banget bisa 1 semester bareng adik adik imut, rekan tim yang luar biasa cihuy, pak kepala sekolah dan guru guru yang selalu memberi kesempatan dan kebebasan untuk kami mengeksplor diri dalam belajar dalam mengajar dan main bareng adik adik, serta pak DPL yang selalu memotivasi kami sampai programnya selesai beres tanpa kendala, alhamdulilah.*

Melihat dari kacamata pengajar pasti berbeda jauh ketika dulu masih terbatas hanya melalui sudut pandang siswa. Such a great way to challenge myself and do something mesmerizing yet memorable.

(Kampus Merdeka batch 4 is about to start, but here we are, batch 2 still can't move on (late post but it's okay) ~

So grateful to have spent a semester with adorable younger students, amazing teammates, the principal and teachers who always gave us the chance and freedom to explore ourselves through teaching, learning, and playing with the kids, and of course, our DPL (field supervisor) who constantly motivated us until the program ended smoothly—alhamdulillah.

Seeing things from the perspective of a teacher is so different compared to when I used to only view things as a student. Such a great way to challenge myself and do something both mesmerizing and memorable.)

The caption writte is about her positive feeling toward her experience being a teacher practitioner in the Kampus Merdeka. She shows her experience in education to show a good face in front of the society.

The second post by Participant 2 is a photo compilation highlighting her experience as a presenter at an academic conference. The post includes selfies, moments of preparation, snapshots taken during the presentation, and a photo of her certificate. The caption accompanying this post is written as follows.

> Such an unforgettable moment and precious chance to learn in this conference held by @fib_ui. As the youngest presenter, I got so many new insight from other lectures presenter with their literature, literacy and linguistics works.

The same as the participant 1, the caption written is about her feeling and gratitude toward the experience that can be considered as achievement. She shows her ability in being a high achiever in the academic field. The word of "insight" as a part of learning is also shown by her; stating that not only she's a teacher, but also a learner.

The final post analyzed is a photo shared by participant 2, in which she described her experience as a liaison officer (LO) during a student exchange program. The photos feature P2 alongside her colleagues, capturing moments from her role as an LO. The captions accompanying this post is described as follows.

> *Kalau gak bareng temen temen LO yang lain, pasti ga bakal bisa survive. It was a great time to work together with them for 1 semester. Hidup tim LO cager*
>
> (*If it weren't for the other LO friends, I definitely wouldn't have survived. It was a great time working together with them for one semester. Long live Team LO Cager!*)
>
> #pertukaranmahasiswamerdeka2 #pmm2 #liasionofficer #undiksha
>
> (*#studentexchangemerdekastudent2 #pmm2 #liasionofficer #undiksha*)

On the last photo, the caption written is about her experience in being a liaison officer. The caption is mostly about her feeling about being one. It shows her experience as a teacher.

The Politeness Strategy Used by People in Leaving Comments on the Teacher's Social Media

To answer the second purpose of the research, the data is seen from the comment left by the participant's followers. The data is described as follows.

Participant 1

In the first post, many people left many comments, that will be listed as follows.

> *"Syg bgt sm P1 nama, sukses terus ya kak <3"* (Love you so much. Keep up the good work <3)

> "Proud of you my sister. you deserve it <3"

> "Very proud of you!"

> "Aaaa proud of you"

> *"Selamatttt P1 nama, sangat memotivasi. Sukses terus kedepannya yaa."* (Congratulations. Very inspiring. Keep up the good work)

> *"Luar biasa hebat, sukses terus kedepannya."* (Amazing. Keep up the good word.)

> *"Keren banget"* (Very cool)

> *"Selalu terpesona sama kakak satu ini"* (Always mesmerized by this person)

> *"Ketceh abizzz"* (*Very cool*)

> *"Keren sangat, sukses selalu kak.* Incredibly cool. Keep up the good work!" (Very cool. Wishing you continued success. Incredibly cool. Keep up the good work!)

Comments left by the participants' followers mostly express their admiration for participant 1's achievement. They express it through words and also the emoticon used at the end of the comment, which describe the positive feeling that they have toward the participant 1. The words mostly used are like "proud", "cool", and "congratulation". It shows that the follower uses the positive politeness strategy.

The followers left fewer comments in the second post than in the first post analyzed. The comment left are as follows.

> *"Duh bu guru"* (Oh teacher)

"Same here. Sometimes it's stressful to think about what and how to teach, always worried, students won't enjoy the learning hahaha"

There are only two comments in this post. One praises the participant as a teacher in an ambiguous approach. On the other hand, the followers replied with sympathy, stating her similar feelings to the participant. This shows a positive politeness strategy, especially giving praise.

The last post has many comment left by the followers compared to the previous posts. The comments are mostly about congratulating the participant 1 for her achievements. Some comments state that the participant is their benchmark of success. The comments left are described as follows.

> *"Selamat ya kakak sayang"* (Congratulation my lovely sister)

> "Congratulations *kakak sayang! Bangga banget punya kakak kayak P1* name." (Congratulations my lovely sister! I am very proud to have you as my sister)

> "Congratulations *kakak cantik*" (Congratulation my beautiful sister)

> "Congratulations *kak*"

> "You hit it bb!"

> "Congrats"

> "Duh congrats P1 name"

> *"Selamat kakak"* (Congratulation sis)

> "Congratsss"

> "Congratulations sista"

> *"Wihh ngene (thumb up) memang"* (Indeed (thumb up emoticon))

> "Congratulations P1 name"

"Congratttss P1 name"

"*Wahh selamat*, so proud of you" (Wow congratulations, so proud of you)

"Congrats P1 name"

"Selamat P1 name, Keren"

"Congrats wik"

"*Panutanku, selamat*" (My inspiration, congratulations)

"*Kakak panutan..Congrats P1 name*" (Indeed an inspiration.. Congrats)

"Congrats beb"

In this post, the interaction mostly about the followers congratulating the participant. The words mostly used are "congratulation". Positive politeness is used to praise the participant's achievement.

Participant 2

The comments in the first post are most likely written by the participant 2's previous students. Some comments are reminiscing the memories that the commentator and participant 2 shared. Some of the comments are about cheering the participant 2. The comments can be seen down below.

"*Kangennn*" (Miss you)

"*Huaaaa*"

"*MANTAP BU GURU*" (COOL TEACHER)

"*Rindu masa dulu kk*" (Miss the old times)

"*Kampus Merdeka 3 mau berakhir nich*" (Kampus Merdeka 3 is about to end)

"*Semangat dan sukses selalu untuk kita semua*" (Keep up the good work and may we have continued success)

"*Km 4 ikut ga ya hmmm*" (You don't join KM 4 hmm)

"*Aaaa kangen, kak tanggal 4 juni mampir ke sekolah soalnya ada perpisahan pak kepala sekolah sama perpisahan kakak kelas 6 ya kalok kakak bisa mampir*" (Aaaa miss you. Come to the school at Juni 4 because there will be a farewell party of the school principle and a farewell party for the grade 6)

"*Semangat, semoga ilmunya bermanfaat untuk kita semua…*" (Keep up the good work. May the knowledge is beneficial for all of us)

"*Aaaa kok sama. Aku belum bisa move on juga*" (Aaaa same. I still cannot move on as well)

In the post, the comment section is filled with the feeling of reminiscence that shows the followers involved in the post. The positive feeling of the word "missing you" is reflected in the positive politeness strategy used by the followers.

In the second post, the comment section is filled with comments praising participant 2's achievement and their admiration for participant 2. The comments can be seen as follows.

"Congrats my dear Bebell <3 Proud of you!"

"*Yuhu kewrennn*" (Yuhuu coool)

"*Bisa2nya Narnia jadi semenarik itu*" (How come Narnia be that interesting)

"*Kerenn bangett*" (Very cool)

"*Kalo ngga keren bukan nama P2*" (If its not cool, then its not P2 name)

"*Kerennnn*" (Cool)

In the second post, the interaction involves praising the participant's achievement. The

words of "cool" and "congratulations" are used as a positive politeness strategy toward the participant.

In the last photo, the comments are most likely from the participant 2's colleagues as liaison officers. They reminisce their memories together and praise participant 2. The comments are listed down below.

> "*Kangen pusing bareng*" (Missing us having headache together)
>
> "*Ada yang dibalik kamera*" (There's someone behind the camera)
>
> "*Ayo reunian yuk*" (Lets do the reunion)
>
> "*So sweet ya ciwi strongku*" (so sweet my strong girl)
>
> "*Uwuuu*"
>
> "Love <3"

Like the caption in the first post, the comment section in the last photo is filled with the positive feeling of reminiscing of the followers involved in the post. They show positive politeness strategy toward the participants.

Based on the data presented above, the table below presents a summary of each post based on its description, caption, and the interaction of the participants' followers.

Table 2. The Participant 1's Finding

The Description of the Post	Caption	Followers' Interactions
A video of the participant is called out to the stage in her graduation ceremony. She becomes the best graduate and gives a	Participant 1 explained her struggle during the college year. She mentioned the hardest moments, such as passing the hardest	The follower's comments can be divided into two types of comments, which are congratulating the participant, praising, and expressing how proud the participant's
speech about her journey in the bachelor's degree.	subject in the 3rd semester, and hustling in between many activities she did. She also explained that she did not expect to be the best graduate.	followers. The participants mostly replied with gratitude expressions by saying "Thank you".
A video about the participant 1 getting ready to do teaching. The participant starts the day by letting the sunshine enter her room, preparing the notes, and opening the laptop. She also mentioned that having music on as the back sound is a must.	The participant mentioned about the hardest part of teaching is the preparation. She explained about adjusting to students' needs and interests. Her concern is whether the learning process is enjoyable and beneficial for the students.	Only two followers commented on the participant 1's post. One comment stated praising the participant, and another comment stated the same struggle that she has as a teacher.
A picture of participant 1 holding a trophy and a certificate of her winning first place in the competition.	The participant mentioned that it was her first national competition. She explained her feelings toward the competition.	The comment section was filled by the participant's followers saying congratulations to the participant. The participant replied by expressing her gratitude by saying thank you.

Table 3. The Participant 2's Finding

The Description of the Post	Caption	Follower's Interaction
A bunch of	The	In the comment

photos of the participant's experience in Kampus Merdeka. The participant is captured with the students in a school she was enrolled in. The students are elementary students located in the remote area.	participant wrote down her experience during the Kampus Merdeka internship. She wrote about her reminiscence when she joined the program. She talked about how cooperative the school are, such as the principal and teachers. She stated that the program was a challenging experience for her.	section, the interaction can be divided into two types of comments, which are the ones involved in the program and the ones who are not related to the program. The ones involved in the program mentioned that they missed the program. On the other side, the ones that are not associated with to the program are praising the participant.
A photo of the participant holding a bouquet of flowers and a text. The photo is a close-up selfie.	The participant described her experience as the youngest participant in a conference held by the University of Brawijaya. She mentioned that she got an insight into several disciplines.	The comment section is filled with followers praising the participant, such as congratulation and saying that the participant is well-achieved.
A bunch of photos of the participant with her colleagues in the event of liaison officers. In the photo, the participants are wearing kebaya and laughing at each other. It shows that the participant	The caption revealed that without her colleagues, the participant was not able to join the program as the liaison program. The participant explained that togetherness makes the team stronger.	The comment section is filled by the ones involved in the program. They reminisced about the moment by saying they missed the program and asking to hold a reunion.
feels happy and enjoys during the program.		

DISCUSSION

Based on the finding above, both P1 and P2 share photos and videos on their personal Instagram accounts that highlight their strength as future educators, currect teachers, or university students. The content of their posts can be categorized into three main themes, which are outlined below.

The primary topic is accomplishment. P1's accomplishment is demonstrated in two posts. The first post describes how she won the competition and became the university's finest graduate. The P1 describes how difficult it was for her to accomplish it in the posts. By expressing her appreciation to her loved ones, how difficult it is for her, and how thrilled she is, she also conveys her feelings about the accomplishment in the caption. She uses inspirational phrases like "It all paid off" and "The journey wasn't smooth" in the posts. Additionally, you must all be struggling. P1 supporters primarily express their pride in the P1 and offer congrats in the comment section. It shows that the followers of P1 use the politeness strategy of positive politeness, to recognize P1's desire to maintain a positive face proposed by Brown and Levinson as cited in (Dewi et al., 2021; Fitri, 2022; Rajagukguk et al., 2023; Safitri & Sutrisna, 2022). They express appreciation for what P1 has done.

Experiences are the subject of the second theme. P2's experiences as a presenter at a national academic conference and as a participant in the student exchange program, Kampus Merdeka, are documented in three postings. In these posts, P2 shares her feelings about being a member of these great initiatives. P1's followers primarily reciprocate in the comment section for P2's feelings; some of P2's followers congratulated her, viewing the program as a

success. This theme also reflects the use of the positive politeness strategies, as P2's followers' express appreciation and highlight shared experiences or values. These actions serve to maintain P2's positive face, aligning with the concept of positive politeness proposed by Brown and Levinson, as cited in (Dewi et al., 2021; Fitri, 2022; Rajagukguk et al., 2023; Safitri & Sutrisna, 2022).

The third theme focuses on teachers' personal lives. One of P1's posts features her daily vlog of getting ready to teach. P1 explains in this post how she constantly takes a lot of factors into account to be the greatest teacher she can be for her kids. In the comment section, P1's followers demonstrate a politeness strategy by emphasizing their shared identity or experience as a teacher. This reflects the use of the positive politeness, particularly the strategy of showing similarity, as proposed by Brown and Levinson, as cited in (Dewi et al., 2021; Fitri, 2022; Rajagukguk et al., 2023; Safitri & Sutrisna, 2022).

From the analysis above, it can be observed that the posts shared by the teachers aim to construct a public image within society. According to Brown and Levinson;s face saving theory, as cited in (Dewi et al., 2021), this public image is referred to as "face". The type of face that the teachers seek to present is a positive face, which reflects their desire to be appreciated and approved of in certain aspects (Dewi et al., 2021). This is evident in how they share posts about their achievements, experiences, and personal lifestyle as a teacher. It goes hand in hand with the importance of pedagogical image, which refers to social, information and educative function (Burakanova et al., 2021). It serves the educator's personality and gives students personal examples (Burakanova et al., 2021). As (Noor & Shahrom, 2021) stated, social media is not only a source of information, but also a platform of communication. It is also supported by the research conducted in Indonesia that explores the use of positive politeness strategies to save their

positive faces (Sunendar et al., 2024). It is said that it is one of the most effective strategies. In addition, this can also be seen through the reactions in the comment section. The followers consistently display positive politeness as a politeness strategy by expressing appreciation and emphasizing similarity and reciprocity. These responses contribute to supporting the participants' positive face, reinforcing a sense of shared identity and mutual respect. According to Brown and Levinson as cited in (Dewi et al., 2021; Fitri, 2022; Rajagukguk et al., 2023; Safitri & Sutrisna, 2022), positive politeness targets the addressee's positive face, which reflects their desire to be likes, appreciated, and respected. It involves the speaker acknowledging and validating the interlocutor's need for approval, often by expressing admiration, showing agreement, and emphasizing shared values and experiences.

4. CONCLUSION

Based on the results and research, it can be said that educators want to keep up their public personas on social media by showcasing their accomplishments, experiences, and teaching lifestyle. Two things demonstrate their positive social media personas: 1) the captions of their posts, which convey their wish for followers' approval; and 2) the comment sections, which are populated by followers of the participants who use positive politeness as a tactic to acknowledge the participants' positive faces.

The result of the study enrich the theory of the politeness strategy used by the certain job, which is teacher, to create public image of the teachers. Positive politeness strategy and recognizing the positive face becomes the main discussion of the research.

One of the study's weaknesses is the small number of research participants. Only three posts from two people who work as instructors are identified in this study, which lacks research participants. The number of participants may rise

with additional research. Furthermore, the research can be extended to other professions, including business, law, etc. As a result, the study will be more precise in relating the theories of politeness to the professions of the participants.

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