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The Restoration of Alpha Generation Social Communication Post-Covid-19 Pandemic in TPQ (Taman Pendidikan Qur'an) Mujahidin Mojokerto

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Abstract

The social communication of the alpha generation in the current era, which is familiar with the digital environment due to the covid-19 pandemic, is a quite unique conversation to study because they spend more time with their gadgets than socialize with the people around them. As a result, this study aims to investigate how alpha generation social communication forms and the factors that cause them using the analysis of Brown et al's. (1987) theory and Culpeper's (2011) theory, and then this study aims to restore alpha generation social communication using behavior modification by using reward and punishment and economy token techniques. The descriptive qualitative method was used in this study. This study's findings include the discovered social communication forms in the politeness and impoliteness categories. Contributing factors include both parents' upbringing, friends from one's surroundings, social media, oneself, and others. And the end result of using behavior modification produces a genuine before-and-after behavior, such as providing a developmental impact on positive behavior and eliminating negative behavior.

Keywords: *Social communication; politeness; impoliteness; behavior communication; alpha generation*

Abstrak

Komunikasi sosial generasi alpha di era sekarang yang akrab dengan lingkungan digital akibat pandemi covid-19 merupakan percakapan yang cukup unik untuk dikaji karena mereka lebih banyak menghabiskan waktunya dengan gadget dibandingkan bersosialisasi dengan orang-orang disekitarnya. Oleh karena itu, penelitian ini bertujuan untuk menyelidiki bagaimana bentuk komunikasi sosial generasi alfa dan faktor penyebabnya menggunakan analisis Brown et al. (1987) teori dan teori Culpeper (2011), kemudian penelitian ini bertujuan untuk mengembalikan komunikasi sosial generasi alpha menggunakan modifikasi perilaku dengan menggunakan teknik reward and punishment dan economy token. Metode deskriptif kualitatif digunakan dalam penelitian ini. Temuan penelitian ini meliputi ditemukannya bentuk-bentuk komunikasi sosial pada kategori kesantunan dan ketidaksantunan. Faktor penyebabnya antara lain pola asuh kedua orang tua, teman sekitar, media sosial, diri sendiri, dan orang lain. Dan hasil akhir dari penggunaan modifikasi perilaku menghasilkan perilaku sebelum dan sesudah yang sejati, seperti memberikan dampak perkembangan pada perilaku positif dan menghilangkan perilaku negatif.

Kata kunci: *Komunikasi sosial; kesopanan; ketidaksopanan; komunikasi perilaku; generasi*

INTRODUCTION

COVID-19 has a significant impact on social interactions due to the necessity of those who engage in any type of online activity. Apart from the positive impact, this is inextricably linked to the negative impact of internet access, which was prevalent during the COVID-19 pandemic. Including what is going on with today's alpha generation, the younger generation who were born from 2011 until now (Ramadlani & Wibisono, 2017). Those who have easy access to the internet as a result of the online system during the COVID-19 pandemic cannot be separated from adults' concerns about their moral decline. Several factors contribute to the moral decline that adults are concerned about in today's alpha generation. The genetic characteristics of the people around them or their daily social environment are one of the factors that influence changes in the moral decline of alpha generation at this time (Resmiwaty, 2010). These factors contribute to the development of deviant behavior in alpha generation. These alpha generation's deviant behavior extends not only within the family, but also into the surrounding community (Lestari, 2012).

Social communication is understood as an individual's effort to exchange ideas between individuals in a social environment, or for other purposes. The goals of social communication can vary, from sharing information, building relationships, to influencing other people's behavior or opinions. In an organizational context, social communication also plays a role in building a healthy organizational culture, increasing collaboration, and facilitating conflict resolution (Robinson & Judge, 2013). Social communication is a fundamental element in interaction activities carried out by individuals which can provide the possibility for individuals to be able to share and understand information and establish or build social relationships.

Post-COVID refers to the condition or phase of life after the COVID-19 pandemic. The term is often used to describe the long-term impacts caused by the SARS-CoV-2 virus and how societies, economies and health systems adapt after the main wave of infections subsides. This phenomenon covers various aspects, from physical and mental health, to social and economic changes. On a social level, the pandemic has changed the way people interact and communicate. Many people are turning to virtual methods, such as video conferencing and telecommunications, which are affecting social and professional dynamics. This transformation shows the importance of technology in supporting

communication and collaboration in the new era (Baker et al., 2020). Post-COVID describes the new reality faced by society after the COVID-19 pandemic. The broad impacts include health, social, economic and public policy. Understanding these changes is critical to building resilience and readiness to face future challenges.

The alpha generation's slumbering behavior causes a social communication crisis. Social communication is a social unit composed of two or more individuals who have had quite intensive and regular social interactions, such that there is already a division of tasks, structures, and certain norms between individuals (Santoso, 2006). Communication's function as social communication implies that it is important in developing self-concept, self-actualization, and survival. There are several types of functions in social communication, including the formation of self-concept, self-existence statement, survival, and relationship fostering. There are two types of social communication: direct social communication, which includes both verbal and nonverbal communication, and indirect social communication, which also includes both verbal and nonverbal communication.

Everyone uses strategies or methods to communicate and interact with others in everyday life. There are various strategies for social communication. These strategies include politeness/politeness and impoliteness strategies, which can be used by anyone to convey the intent and purpose of speech either directly (which has an explicit meaning) or indirectly (which has an implicit meaning) (which has an implicit meaning) (Zahar, 2012). Four politeness strategies called super strategies based on the theory classified by Brown et al. (1987) that can be used in social interaction, including the strategy of direct speech (bald on-record), positive politeness (positive politeness), negative politeness (negative politeness), and indirectly (off-record). Moreover, Culpeper's theory of impoliteness (2011) is divided into five, direct impoliteness (bald on record impoliteness), positive impoliteness, negative impoliteness, sarcasm or mock politeness, and with holding politeness. politeness).

This social communication breakdown is common in East Java. As stated by Khofifah Indar Parawansa, the Governor of East Java, she was concerned about the cases of children and adolescents in East Java, which he attributed to two major factors, namely the family environment and the social environment, including social media (Nurhartanto, 2019). These two factors have an impact on the current alpha generation's thinking,

behavior, lifestyle, and growth. This is supported by concrete evidence from cases published by satujurnal.com (2014), according to which as many as 90% of juvenile delinquency cases handled by Guidance and Counseling in Mojokerto Regency were caused by internet abuse, such as accessing adult sites and becoming addicted to online games, which resulted in skipping school.

Generation Alpha is a term used to refer to individuals born between 2010 and 2025. This term was introduced by Mark McCrindle, a demographic researcher from Australia. This generation is the successor to Generation Z and will be the generation with the most births in history, with a projection of reaching 2.5 billion children worldwide (McCrindle, 2019). The Alpha Generation has the characteristics, Connectedness to Technology Generation Alpha grew up in the digital era. Since birth, they are surrounded by smart devices, such as smartphones, tablets, and other smart devices. They are not only familiar with technology, but also learn to use various applications and digital platforms before entering school. This makes them digital natives, who have a high ability to adapt to technological changes (Gunter, 2019). Different Learning Methods. Education for Generation Alpha is increasingly diverse with the integration of technology in the teaching and learning process. They access information via the internet and online learning platforms, which enable a more interactive and personalized learning experience. Many schools are now adopting technology-based learning methods, such as blended learning and flipped classrooms, which utilize digital devices in learning activities (Harris, 2020). Social and Environmental Awareness.

Generation Alpha grew up in a more inclusive and diverse environment. Their parents, especially those from Generations Y and Z, are more sensitive to social issues, such as diversity, social justice and sustainability. Children are expected to have a more open and empathetic view of cultural and background differences, which has the potential to influence the way they interact with the world around them (McCrindle, 2021). Influence on Consumerism. Generation Alpha is also predicted to have a significant influence on consumer behavior. They thrive in a strong digital marketing environment, where they can access product information easily. This makes them smarter and more critical consumers. In fact, they play a role in family purchasing decisions, especially through social media platforms (Gunter, 2019).

Even though it has a lot of potential, Generation Alpha is also faced with various challenges. Excessive exposure to technology can lead to mental health problems, such as anxiety and depression, which are increasingly common among children. In addition, dependence on technology can affect their social skills, especially in direct interactions (Harris, 2020). Generation Alpha is a unique group, with its own characteristics and challenges. They are a generation raised in the digital era and have the potential to bring positive change to society. Their experiences in an increasingly connected world will shape the way they think, learn and interact. With the right support, Generation Alpha can become a significant agent of change in the future.

Restoration in the linguistic field is understood as an effort to restore lost language elements, by specifically repairing intrinsic elements including phonetics, morphology, syntax and semantics. This process is known to be important in efforts to understand and analyze a language, especially when focusing on ancient texts, reconstruction of extinct languages, or in the language learning process. Phonetic restoration refers to the restoration of lost sounds or sounds in pronunciation or writing. In historical linguistics, for example, linguists often use data from extant languages to estimate how extinct languages sounded. This process helps in understanding the evolution of language. For example, research on Proto-Indo-European helps identify the basic sounds present in the language's descendants (Kroonen, 2013). In morphology, restoration can mean the restoration of a lost morpheme. For example, in the recognition of word forms that are degraded in the process of language development. In-depth morphological analysis can help recognize patterns that indicate the presence of certain morphemes that may have been lost over time. Research on neighboring languages can also provide important information regarding these missing morphemes (Booij, 2007). Syntactic restoration involves restoring sentence structure that may be lost or incomplete. In syntactic analysis, when an incomplete sentence arises, researchers often try to reconstruct a more complete sentence based on existing syntactic rules. This also applies in understanding interrupted sentences, where context can help restore lost meaning (Radford, 2004).

On the semantic side, restoration relates to recovering the meaning of words or phrases that may be lost or unclear. This can occur in the context of ancient texts where many words have lost their original meaning as language changes. Linguists often use comparative analysis and etymological data to restore the original meaning of words. For

example, etymology studies can provide insight into how word meanings change from one generation to the next (Crystal, 2010). The restoration process has many benefits in linguistic studies. It helps linguists understand the evolution of languages, identify relationships between languages, and reconstruct lost languages. In addition, restoration also plays an important role in language teaching, where the recovery of lost elements can enrich students' understanding of language structure and use. Restoration in linguistics is a complex but crucial process in understanding language. By paying attention to phonetic, morphological, syntactic and semantic aspects, linguistic experts can provide deeper insight into language development and the relationships between languages. Through careful research and analysis, restoration not only provides an understanding of the language's past, but also aids in language learning and teaching in the modern era.

Social communication is an important element in everyday life that allows individuals and groups to share information, ideas, and emotions. This process not only builds relationships, but also influences various aspects of social, political and economic life. In the complex context of modern society, social communication plays an increasingly vital role. One of the main functions of social communication is to build and maintain relationships between individuals. Through effective interactions, people can understand each other, build trust, and create strong social bonds. Open and honest communication contributes to the formation of positive relationships, both in personal and professional contexts. For example, in a work environment, good communication can strengthen collaboration between team members and increase productivity (Robinson & Judge, 2013). Social communication functions as a means to convey important information. In society, individuals and groups need access to relevant information to make informed decisions. This includes information about health, education, and other social issues. Mass media, social media and other digital platforms have become vital tools in disseminating information to the public, helping to increase public awareness and understanding (Dahlgren, 2009). Through social communication, individuals develop essential social skills, such as listening, speaking, and expressing themselves. These skills are important for everyday interactions and can have a positive impact on mental health. Good communication skills can help individuals feel more confident and comfortable in

interacting with other people, reduce social anxiety, and improve quality of life (Baldwin, 2010).

Social communication also plays an important role in conflict resolution. When differences of opinion or conflict arise, effective communication can help defuse tensions and find mutually beneficial solutions. Open dialogue and empathy are key to resolving problems in a constructive way. This is especially important in community contexts, where diverse views and interests often intersect (Fisher & Ury, 1981). On a broader scale, social communication has a significant impact in influencing social change. Social movements often use communications to mobilize support and spread their messages. Social media, in particular, has become a powerful tool for organizing protests, raising awareness about social issues, and fighting for justice (Castells, 2012). With effective communication, individuals can participate in positive social change.

A technique for changing a person's behavior is behavior modification. The goal of behavior modification is twofold: to appreciate adaptive behavior and to eliminate the presence of maladaptive behavior. Behavior modification can be used systematically to position humans in order to achieve specific behavioral changes. The main characteristics of behavior modification are first, focus on behavior. Second, emphasize the importance of learning and the environment. Third, take a scientific approach. Fourth, using active and pragmatic methods to change behavior. In behavior modification, there are two types of behavior (Martin & Pear, 2015), excesses, which are excess behaviors that must be reduced, and deficits, which are behavioral deficiencies that must be increased. The behavior modification techniques of fading, token economy, and shaping can be used to maintain, arouse, and increase morale.

This study explored the research conducted by Martinloi, Tangkudung & Harilama (2021) regarding the social communication patterns used by the general public during the COVID-19 pandemic. Fadlurrohim et al. (2019) Teir understanding of the development of the alpha generation of children in the industrial era 4.0. Munawaroh & Kurniawan (2018) characteristics of the alpha generation and comparing it with the previous generation. Thus, the researchers specifically studied the restoration of social communication among the alpha generation due to the covid-19 pandemic at the Mujahidin TPQ, Kutorejo District, Mojokerto Regency.

This study will investigate how the COVID-19 pandemic has affected social communication in the alpha generation in TPQ Mujahidin, Kutorejo District, Mojokerto Regency, using an analysis of politeness strategies from Brown et al. (1987) and impoliteness from Culpeper (2011), who will then be given guidance to restore social communication for the next generation. alpha with the theory of behavior modification, which can aid in dealing with and resolving social communication issues. It is also intended that children's souls be embedded in positive behaviors and communication.

RESULT AND DISCUSSION

Data analysis from observations of TPQ Mujahidin students and interviews with educators and parents of TPQ students to identify forms of politeness and impoliteness of TPQ Mujahidin students, as well as the factors causing it, and the results of the application behavior modification using the token economy technique and reward and punishment, which is then presented with the before-after concept.

Social Communication Forms

The numerous forms of social communication used by students when in TPQ. The researchers evaluated and divided all data obtained into two broad groups, namely communication using politeness strategies and communication using impoliteness strategies.

Politeness Strategy

In linguistics, restoration refers to the recovery of lost language elements. For example, in the analysis of ancient texts or extinct languages, linguists attempt to reconstruct lost sounds, morphemes, or sentence structures based on data from other languages or older language forms (Kroonen, 2013). This process is very important in understanding the evolution of language and the relationships between different languages. Although restoration has many benefits, the process also faces various challenges. In art, for example, there is a risk that restoration could damage the authenticity of the work. In archaeology, new discoveries can change understanding of artifacts, and in the environment, climate change can hinder ecosystem restoration efforts. Therefore, restoration approaches often require interdisciplinary collaboration to achieve the best results (Hobbs & Harris, 2001). The forms of social communication employed by TPQ Mujahidin students who used the researchers' politeness strategies

were studied again to determine what types or techniques of politeness were used. The researchers examined it using Brown et al.'s (1987) politeness theory, which includes: speaking without further ado (bald on record), familiarity (positive politeness), formality (negative politeness), and indirect strategie or vaguely politeness (off record). The research findings are summarized in the table below.

No	Politeness	Communication Forms			Total
		Day-1	Day-2	Day-3	
1	Bald On-Record	-	Say excuse me, sorry, and thank you.	Always say sorry, please, and thank you.	1
2	Positive Politeness	Say polite words.	Say hello when you meet the teacher.	Say with nice words and softly.	11
		Use more polite language when talking to the teacher.	Speak politely and gently to teachers and parents.	Do not interrupt the conversation of friends and teachers arbitrarily.	
		Respond well to conversations.	Do not say rude/dirty.	Speak kind words to all friends and teachers.	
		-	Do not interrupt when the other person is talking.	Speak politely with teachers and parents.	
3	Negative Politeness	-	-	Apologize if wrong.	2
				Be grateful when someone else gives something.	
4	Off Record	-	-	-	0

Table 1: Lukman Fahmi & Amiatun Nuryana, 2022

Impoliteness Strategy

The varieties of impoliteness techniques (Culpeper's, 2011) utilized by TPQ Mujahidin students included: bald on-record impoliteness), negative impoliteness, sarcasm or fake politeness, and withhold politeness. The researchers give the outcomes of their study in the table below.

No	Impoliteness	Communication Forms			Total
		Day-1	Day-2	Day-3	
1	Bald On-Record Impoliteness	Shout parents.	-	Shout friends with harsh words.	2
2	Positive Impoliteness	-	-	-	0
3	Negative Impoliteness	Speak harsh words.	Have no courtesy.	Cutting off the old talk.	7
		-	Verbal bullying.	Speak harsh words.	
		-	Interrupting the teacher's conversation.	Say bad.	
4	Sarcasm/Mock Politeness	Say something badly and excessively.	-	Insult friends.	2
5	Withhold Politeness	-	-	Do not want to apologize when wrong.	2
		-	-	Do not say thank you when someone else gives something.	

Table 2: Lukman Fahmi & Amiatun Nuryana, 2022

Social Communication Factors

The forms of social communication in TPQ Mujahidin students that have been classified into politeness and impoliteness and their types in the second problem formulation, all of which have causal factors so that students use polite and impolite communication above. Interviews with educators and parents of TPQ Mujahidin students provided the researchers with data and information about the factors influencing social communication in TPQ Mujahidin students.

Politeness Strategy

No	Politeness	Communication Forms	Factors
1	Bald On-Record	Say excuse me, sorry, please, and thank you.	Family's or parents' teachings.
			Environment.
2	Positive Politeness	Speak with polite words.	Family or parental teachings to instill respect for elders.

No	Politeness	Communication Forms	Factors
		Respond well to conversations.	Family's or parents' teachings.
		Say hello when the students meet the teachers.	Education from parents and the surrounding environment.
		Do not say with rude or dirty words.	Education from parents, schools and the surrounding environment that saying rude is bad.
		Do not interrupt when the other person is talking.	Education from parents and the environment so as not to criticize when the other person is talking.
		Say with nice words and softly.	The way other people treat them.
		Speak kind words to all friends and teachers.	Environment and parents.
3	Negative Politeness	Say apologize after made a mistake.	Awareness of hurting others.
		Say thank you after someone else gives something.	Consciousness of being loved by others.

Table 3: Lukman Fahmi & Amiatun Nuryana, 2022

Impoliteness Strategy

Several factors that contribute to TPQ Mujahidin students' impolite forms of social communication. It is also critical to know so that they can be re-analyzed and solutions to reduce students issuing impolite communication can be found to answer the study's third problem formulation. this. When the underlying causes are identified, this can serve as a resource and source of information for future researchers and the general public. The interview results are related to the factors that cause forms of communication with educators and parents of TPQ Mujahidin students that fall under the category of disrespectful strategies. The researchers then classified the findings and presented them in tabular form to make them easier to understand.

No	Impoliteness	Communication Forms	Factors
1	Bald On-Record Impoliteness	Snap at parents.	They are annoyed at being cursed at, bullied, ignored, the surrounding environment or imitating their parents or they can also disagree with their parents.
		Shout friends with harsh words.	The way other people treat them.

No	Impoliteness	Communication Forms	Factors
2	Negative Impoliteness	Say harsh words.	Lose playing the game or there are other factors that make you emotional.
			Environmental factors and friendships or being influenced by social media.
		Have no courtesy.	Bad environment and the parents are busy so they are not noticed.
		Verbal bullying.	Bad environment and the parents who do not give good advice.
		Interrupt teacher/parent conversations.	Bad environment and parents who do not educate their children to respect others.
			Upset with their parents.
		Say something bad.	Environmental factors and friendships or carried away by the influence of social media.
3	Sarcasm/Mock Politeness	Comment something badly and excessively.	Someone else might be bothering them.
		Insult friends.	Their surrounding environment.
4	Withhold Politeness	Do not want to apologize after made a mistake.	The way other people treat them.
		Do not say thank you after someone else gives something.	The way other people treat them.

Table 4: Lukman Fahmi & Amiatun Nuryana, 2022

Social Communication Restoration Efforts and Results

The efforts by implementing corrective therapy measures (restoring) against negative social communication after observing and discovering the results of research on how the forms and factors causing social communication of students of the alpha generation at TPQ Mujahidin. and maintain and improve positive communication for alpha generation students at TPQ Mujahidin for four months using behavior modification with reward and punishment techniques and economic tokens Following the completion and implementation of these efforts, the researchers obtained the restoration results, which they presented in the form of a Before-After table to show the behavior of social communication before and after it. The following is an explanation and description of all the efforts and outcomes of the behavior modification-based restoration of social communication.

Restoring Social Communication Through Reward and Punishment

It is beneficial to increase the motivation of students in TPQ Mujahidin, Kuterojo District, Mojokerto Regency, through behavior modification with reward and punishment techniques applied to alpha generation students. The results of the data analysis recap from positive behavior modification sheets were distributed to TPQ Mujahidin students as a 4 month behavior diary. Nine positive behavior criteria can be completed in a single day. When a TPQ Mujahidin child exhibits one positive behavior, they are rewarded with one asterisk. When TPQ Mujahidin students engage in negative behavior, they are punished by saying "I Promise I Will Never Do It Again" fifteen times and reading "Astaghfirullahal'adzim" thirty-three times. The study included ten students who were sampled.

No	Students Name Initials	Star Rewards Earned Total for Positive Behavior	Number of Punishment Promises Not to Repeat the Same Mistake & Istighfar
1	MR	560 Stars	3 Times
2	RMP	480 Stars	6 Times
3	MA	540 Stars	5 Times
4	NAM	560 Stars	4 Times
5	AHAT	460 Stars	5 Times
6	NA	540 Stars	3 Times
7	SK	580 Stars	2 Times
8	FNW	540 Stars	4 Times
9	MEP	460 Stars	6 Times
10	SPR	460 Stars	5 Times

Table 5: Lukman Fahmi & Amiatun Nuryana, 2022

Restoring Social Communication Through Token Economy

For four months, the use of behavior modification aimed at restoring social communication with the token economy technique applied to the alpha generation in TPQ Mujahidin, Kutorejo District, Mojokerto Regency was carried out. It is very useful to use the token economy technique to encourage, stimulate, and invite 10 TPQ Mujahidin students to always engage in positive social communication behavior, both with teachers,

friends, parents, and others around them. The table below shows the most common positive communication behaviors, the number of token card purchases, and the prizes obtained by TPQ Mujahidin students over the course of four months as a result of the token economy technique being applied to them.

No	Students Name Initials	The Most Commonly Observed Positive Behavior	Acquirement of Card Tokens				Rewards Penukaran Token
			1st Month	2nd Month	3rd Month	4th Month	
1	MR	Pay attention to the teacher (Positive Polteness)	6	7	7	8	1 pack of pencils, 2 packs of notebooks, & 1 pcs pencil case..
2	RMP	Ask for question (Negative Poiteness)	5	6	6	7	1 pack of eraser, 2 pack of pencil, & 1 pack of notebook.
3	MA	Ask for permission (Bald on-Record)	6	6	7	8	2 packs of pencils, 1 pack of notebooks, & 1 pcs pencil case.
4	NAM	Say thank you (Positive Politeness)	7	6	7	8	2 packs of notebooks, 1 pack of pencils, & 1 pcs pencil case.
5	AHAT	Signaling (Off Record)	5	5	6	7	2 packs of erasers, 1 pack of pencils, & 1 pcs notebook.
6	NA	Reply to greetings (Positive Politenes)	6	7	6	8	2 packs of pencils, 1 pack of notebooks, & 1 pcs pencil case.
7	SK	Pay attention to friends (Positive Politeness)	7	7	7	8	3 packs of notebooks & 1 pcs pencil case.
8	FNW	Pay attention to friends (Positive Politeness)	6	6	7	8	2 packs of pencils, 1 pack of notebooks, & 1 pcs pencil

No	Students Name Initials	The Most Commonly Observed Positive Behavior	Acquirement of Card Tokens				Rewards Penukaran Token
			1st Month	2nd Month	3rd Month	4th Month	
							case.
9	MEP	Apologize (Negative Poiteness)	5	5	6	7	2 packs of pencils, 1 pack of notebooks, & 1 pcs pencil case.
10	SPR	Ask for question (Negative Politeness)	5	6	5	7	2 pack eraser, 1 pack pencil, & 1 pack notebook.

Table 6: Lukman Fahmi & Amiatun Nuryana, 2022

Before and After Social Communication Restoration

Before-after is the final analysis of a series of analyses of the overall results of the research on the restoration of alpha generation social communication and the process of behavior modification from the beginning, which was applied to alpha generation students in TPQ Mujahidin, Kuterojo District, Mojokerto. The results of an analysis of the social communication behavior of TPQ Mujahidin students are presented in the form of a before-and-after table below.

No	TPQ Mujahidin Students' Social Communication Behavior			
	Politeness		Impoliteness	
	Before	After	Before	After
1	Asked for help or permission	Always ask permission to go anywhere and ask for help when you need help properly.	Intimidated	Friendship with kind words.
2	Gave appreciation	Give appreciation with applause and kind words.	Ignored the teacher	Pay attention and respect teachers.
3	Paid attention to the teacher	Focus on paying good attention to the teacher.	Used inappropriate nicknames for teachers or friends	Using the right nicknames for teachers or friends.

No	TPQ Mujahidin Students' Social Communication Behavior			
	Politeness		Impoliteness	
	Before	After	Before	After
4	Paid attention to friends	Listen and appreciate friends carefully.	Mocked/insulted/reproached	No more mocking, insulting, and criticizing.
5	Replied to greetings	Always eager to respond to greetings and greetings.	Interrupted the teacher's speech	Pay close attention to the teacher.
6	Said thank you	Thank you while smiling.	Insinuated/offended	No more sarcastic and offensive.
7	Asked for question	Ask for questions when given the opportunity and depending on the situation.	Said rude	Has significantly reduced the use of harsh words.
8	Apologized	Immediately aware of apologizing after made a mistake without being asked.	Did not say sorry or did not apologize	Say sorry or apologize.
9	Gave signal	Give a signal to avoid disturbing others.	Did not answer greetings	Enthusiastically answer greetings and greetings.

Table 7: Lukman Fahmi & Amiatun Nuryana, 2022

Discussion

The types of social communication strategies used by alpha generation students in TPQ Mujahidin based on Brown et al.'s theory (1987) include direct/no-nonsense speech techniques (bald on-record), positive politeness/familiarity (positive politeness), and negative politeness/formality. Positive politeness is the most common politeness technique discovered by researchers. TPQ Mujahidin students spoke 11 positive politeness utterances on three consecutive days of observation. In the second position,

TPQ Mujahidin students communicate using a type of negative politeness, with two forms of utterance discovered. In direct speech / without further ado, there are two types of politeness utterances. Meanwhile, no techniques of indirect/vague politeness were found in the social communication of TPQ Mujahidin students. The presence of positive politeness in the social communication of TPQ Mujahidin students indicates that the process of teaching and learning activities in the TPQ environment continues to be characterized by social interactions that employ politeness in communicating.

The types of impoliteness strategies discovered by researchers in TPQ Mujahidin students. The researchers discovered 13 impolite utterances in the communication of TPQ Mujahidin students. The type of negative politeness technique appears most frequently in the social communication of TPQ Mujahidin students in the category of impoliteness. Within three days of the survey, the researcher discovered up to seven different types of negative impoliteness. Two forms of communication that appeared in each type of impoliteness strategy: direct impoliteness (bald on-record impoliteness), sarcasm or mock politeness (sarcasm or mock politeness), and withhold politeness. So, out of the five categories of impoliteness identified by Culpeper (2011), the researcher discovered only four forms of communication that are impolite. There is no positive impoliteness strategy in TPQ Mujahidin students.

The teachings and upbringing of each child's parents at home, as well as their daily environment, such as teachers or friends, influence TPQ Mujahidin's students in responding well to others. The type of positive communication that speaks softly is caused by how others treat or speak to them. Furthermore, the students' awareness that they have done wrong or hurt other people and their friends, as well as their awareness that they are loved by others, are factors that cause TPQ Mujahidin students to use negative politeness/formality strategies. Thus, the causative factor is derived from their parents' teachings and upbringing, followed by environmental factors, and finally from the students' own self-awareness.

The category of negative impoliteness strategies contains the most communication forms used by TPQ Mujahidin students. The cause is losing when playing games or doing other things that make them emotional, as well as environmental factors that influence them, such as his social circle and social media. Other contributing factors include a bad environment or a lack of education from parents to ensure that their

children respect others when speaking, which can be caused by being annoyed with their parents at the time. Furthermore, negative impolite communication takes the form of bad manners, verbal bullying, and saying bad things, and the causative factor is a bad surrounding environment, such as a friendship or social media.

The use of behavior modification techniques such as reward and punishment is very effective and appropriate for strengthening and developing students' positive behavior while reducing or eliminating students' previous negative behavior. Giving asterisk rewards to TPQ Mujahidin students every day makes them feel appreciated for every positive behavior they perform, increasing their motivation to perform more and more positive behaviors every day. The punishment also makes them afraid to engage in negative communication and social interactions. Since the more negative behavior they exhibit, the harsher the punishment, they are exhausted from accepting and enduring the punishment. As a result, with the appropriate punishment, it is possible to gradually reduce negative behavior in students and redirect it to more positive behavior.

The application of economic tokens to TPQ Mujahidin students has succeeded in producing and guiding TPQ Mujahidin students to do a lot of positive communication and social interaction behaviors, both towards teachers, parents, friends, and other people in the community. Rewards for positive behavior demonstrated by TPQ Mujahidin students can be used to motivate and encourage them to engage in positive social communication behaviors and interactions on a consistent basis. Since the time span of four months is quite long, the promised reward will alleviate concerns about TPQ Mujahidin students who are not sincere in carrying out positive behavior. As a result, the use of this economic token is appropriate for teaching students to behave and communicate positively in order to instill in them good morals, civility, and character.

During the pandemic, many people have experienced significant social isolation. This can result in decreased mental health and feelings of isolation. Restoration of social communication is important to strengthen interpersonal relationships again. Face-to-face meetings, open discussions, and direct interactions can help restore mutual trust and connection between individuals (Baker et al., 2020). Social activities that involve direct interaction will facilitate the reconnection necessary for better mental health. After a long period of interacting virtually, many people may feel awkward in social situations. Social communication restoration helps individuals re-honor social skills that may have been

neglected. Through practice and new experiences, individuals can improve their ability to communicate, listen, and read nonverbal signals (World Health Organization, 2021). These skills are important for building strong relationships at work and in the community. The post-COVID phase presents many challenges, including mental health concerns, economic uncertainty, and social change. Social communication restoration creates space for individuals to discuss their experiences and share feelings. Empathy in communication is key in helping individuals feel heard and understood (Dahlgren, 2009). Initiatives such as support groups and community forums can help build a solid social network. Effective social communication after the pandemic is critical to driving community engagement. Communities involved in open dialogue can work together to collectively overcome the problems they face. This creates a sense of ownership and responsibility among community members, which in turn can improve the overall quality of life (Castells, 2012).

To sum up, the use of behavior modification techniques and economic tokens to improve the social communication of alpha generation students at TPQ Mujahidin produced significant results after being implemented for four months or approximately 120 days. The results also indicate that changing or reducing bad or negative behavior takes time and is a process that requires repeated habituation by being given motivation in the form of rewards and punishments if something is violated or negative social communication is repeated. The presence of these rewards is a positive reinforcement that appears to demonstrate that the positive social communication behavior is truly good and deserves to be preserved and imitated by future generations.

CONCLUSION

From the present study result, it was clear that the use of behavior modification treatment or therapy with reward and punishment techniques and economic tokens to restore social communication for alpha generation students in TPQ Mujahidin, Kutorejo District, Mojokerto Regency has a significant positive impact on maintaining and developing positive social communication as well as reducing and eliminating negative social communication behavior. Nonetheless, its implementation requires a series of mature concepts in the fields of social communication, language, and religious figures to support the realization and achievement of this study's objectives.

This study discovered politeness and impoliteness as forms of social communication in alpha generation children in TPQ Mujahidin, Kutorejo District, Mojokerto Regency. The presence of positive social communication in the form of indirect/vague strategies (off record) is not found in the study's findings of the types of social communication that are included in the category of politeness (politeness) based on Brown & Levinson's theory. While the types of social communication that are included in the category of impoliteness based on Culpeper's theory were discovered in this study, no positive impoliteness was discovered.

Both politeness and impoliteness in the alpha generation of students in TPQ Mujahidin have certain factors that influence the emergence of utterances as well as other forms of social communication, namely the teachings or education of the family or parents, the surrounding environment, the school environment, how other people treat them, and self-awareness.

The study's efforts to restore social communication for alpha generation students at TPQ Mujahidin included using behavior modification treatment or therapy for four months with reward and punishment techniques and economic tokens, which eventually yielded results. In the form of changes in impoliteness behavior presented as before-after behavior and changes in politeness behavior presented as before-after behavior reward and punishment techniques, as well as economic tokens, have yielded positive results and impacts in achieving the study's objectives, which are to improve social communication among children of the alpha generation, both when communicating and interacting with teachers, parents, friends, and other people in the community.

What is understood is that after the pandemic ends, previously there were restrictions on interaction which also affected the communication process, so in post Covid-19 it is necessary to carry out efforts to restore social communication specifically for children. This is important to do because it is in accordance with the data presented above. The recovery process can be carried out in various environments inhabited by children, such as learning places such as schools and places to study the Koran.

When reviewing the factors that contribute to the impolite social communication of alpha generation students, it is necessary to make effective efforts to be more consistent in providing boundaries in association, use of social media, and education for parents in dividing their time to share their time together. When the students say

negative things, affirmation in reprimanding and providing educational punishment, as well as providing consistent rewards for every child who performs positive social communication behavior, can be used to show appreciation.

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