

APPENDICES

Appendix 1. Checklist Sheet

For the Tutor

Based on (Mantasiah, et.al., 2018, p. 271-272)

No.	Indicators	Operational Definitions of Variables	Checklist Items	
1.	The Tact Maxim	The concept of this maxim is to minimize harms to others and to maximize benefits to others	<input type="checkbox"/>	The tutor blames the students if they don't do homework or come late to class.
			<input type="checkbox"/>	When some the students quarrel, the tutor tries not to blame anyone.
			<input type="checkbox"/>	When some the students get a low score in their subject, the tutor won't criticize or scold them.
			<input type="checkbox"/>	The tutor won't scold the students directly in front of the other students when they make a scene in the classroom.
2.	The Generosity Maxim	The concept of this maxim is to minimize benefits to self and to maximize sacrifices to self.	<input type="checkbox"/>	When the students misunderstand about the homework instruction the tutor has given, the teacher says, "It's okay, I might give an unclear instruction yesterday."
			<input type="checkbox"/>	When the students say they don't understand the lesson the tutor has explained, the teacher says,

				“It’s fine, I will explain it again. Maybe I explained it too fast earlier.”
			<input type="checkbox"/>	When the students achieve something, the tutor won’t say, “Take a look at his teacher!” in front of other students.
			<input type="checkbox"/>	When the students forget to bring their textbook or their homework, the tutor says, “It’s okay. I might forget to remind you yesterday, but don’t forget to bring it tomorrow.”
3.	The Approbation Maxim	The concept of this maxim is to minimize the criticism to others and to maximize the praise to others	<input type="checkbox"/>	The tutor never scolds or criticizes the students directly even though they make mistakes or break class’ rules.
			<input type="checkbox"/>	The tutor never scolds the students in front of their friends even though they don’t do or turn in their homework.
			<input type="checkbox"/>	The tutor always praises the students who are brave to do the task in front of the class.
			<input type="checkbox"/>	The tutor always praises the students who dress nicely and behave politely.
4.	The Modesty Maxim	The concept of this maxim is to minimize praise to self and to maximize critics to self.	<input type="checkbox"/>	The tutor never mentions their achievements in front of the students during the learning process or outside the classroom.

			<input type="checkbox"/>	The tutor never praises themselves in front of the students.
			<input type="checkbox"/>	The tutor apologizes and admits their mistake when the teacher explains something too fast to the students.
			<input type="checkbox"/>	The tutor apologizes and admits their mistake when the tutor comes late to the class.
5.	The Agreement Maxim	The concept of this maxim is to minimize disagreement between self and others and to maximize agreement between self and others.	<input type="checkbox"/>	When the students cannot understand the lesson easily, the tutor explains the lesson slowly.
			<input type="checkbox"/>	When the students like to be accompanied while speaking, the tutor accompanies them to speak.
			<input type="checkbox"/>	The tutor is always friendly and greets the students without exception every day.
			<input type="checkbox"/>	The tutor often forgets the students' names, so the teacher usually calls them by saying you.
6.	The Sympathy Maxim	The concept of this maxim is to minimize antipathy between self and others and to maximize sympathy between self and others.	<input type="checkbox"/>	When the students often come late, the tutor won't say, "I don't like students who often come late."
			<input type="checkbox"/>	When the students often forget to do homework, the tutor won't say, "I don't like students

				who are too lazy to do homework.”
			<input type="checkbox"/>	The tutor always tries to ask how the students are direct.
			<input type="checkbox"/>	When the students seem to have a problem, the tutor asks what bothers them and tries to give them solutions.

For the Students

Based on (Shea, 2011, p. 35-45).

No.	Criteria of Netiquette	Checklist Items	
1.	Remember the human	<input type="checkbox"/>	The students use emoticon in sending chat
		<input type="checkbox"/>	The students insult the other students or teacher
		<input type="checkbox"/>	The students use humor
		<input type="checkbox"/>	The students capitalize word to highlight a point/titles
		<input type="checkbox"/>	The students capitalize word to shout
2.	Adhere to the same standard of behavior online that you follow in real life	<input type="checkbox"/>	The students are being ethical
		<input type="checkbox"/>	The students do not break the law
		<input type="checkbox"/>	The students cite all quotes, references, and sources
3.	Know where you are in cyberspace	<input type="checkbox"/>	The students check the discussion frequently
		<input type="checkbox"/>	The students respond appropriately on subject/task
		<input type="checkbox"/>	The students spend time reading previous post to understand the tone and content of the discussion so far

		<input type="checkbox"/>	The students avoid asking questions that have already been answered
		<input type="checkbox"/>	The students contribute more intelligently
4.	Respect other people's time and bandwidth	<input type="checkbox"/>	The students warn the others before posting a long message at the beginning of message
		<input type="checkbox"/>	The students focus on one subject per message
		<input type="checkbox"/>	The students use pertinent subject titles
5.	Make yourself look good online	<input type="checkbox"/>	The students use the grammar correctly
		<input type="checkbox"/>	The students spell correctly
		<input type="checkbox"/>	The students do not use offensive language
		<input type="checkbox"/>	The students do not be confrontational for the sake of confrontation
		<input type="checkbox"/>	The students send a chat including name and contact information
		<input type="checkbox"/>	The students post forum message with identifying their self
6.	Share expert knowledge	<input type="checkbox"/>	The students offer answers and help to the other students or tutor who ask questions in discussion group
7.	Help keep flame wars under control	<input type="checkbox"/>	The students do not flame others students or tutor
		<input type="checkbox"/>	The students do not respond if they are flamed by the others
		<input type="checkbox"/>	The students resolve conflict as they occur and as a team
		<input type="checkbox"/>	The students apologize if they have posted flame-bait or perpetuated a flame war
8.	Respect other people's privacy	<input type="checkbox"/>	The students do not check or open the other students task/subject

9.	Don't abuse your power	<input type="checkbox"/>	The students do not take advantage from the other students
10.	Be forgiving of other people's mistakes	<input type="checkbox"/>	The students do not say anything about the other mistake
		<input type="checkbox"/>	The students inform someone mistake politely

Appendix 2. Interview Guideline

For the tutor

1. When the students make a mistake or achieve something, which one do you prefer? Minimize harms to the students or maximize benefits to the students? Why?
2. When the students achieve something or make a mistake, which one do you prefer? Minimize benefits to self or maximize sacrifices to self? Why?
3. When the students have good manner or bad manner, which one do you prefer? Minimize the criticism to the students or maximize the praise to students? Why?
4. When you successfully teach the students or have a mistake, which one do you prefer? Minimize praise to self or maximize critics to self? Why?
5. When the students ask something, which one do you prefer? Minimize disagreement between self and students or maximize agreement between self and the students? Why?
6. When the students have a problem, which one do you prefer? Minimize antipathy between self and the students or maximize sympathy between self and the students? Why?

For the Students

1. How do you remember if there are the human in front of your screen?
2. How do you adhere to the same standard of behavior online that you follow in real life?
3. How do you know where you are in online interaction?
4. How do you respect other people's time and bandwidth?
5. How do you make yourself look good online?
6. How do you share expert knowledge?
7. How do you keep flame wars under control?
8. How do you respect other people's privacy?
9. How can you not abuse your power if you were an admin group?
10. How do you forgive other people's mistakes, is it in group discussion or personal chat?

Appendix 3. The Result of the Checklist Sheet

For the tutor

No.	Indicators	Operational Definitions of Variables	Checklist Items	
1.	The Tact Maxim	The concept of this maxim is to minimize harms to others and to maximize benefits to others	<input checked="" type="checkbox"/>	When some the students quarrel, the tutor tries not to blame anyone.
			<input checked="" type="checkbox"/>	When some the students get a low score in their subject, the tutor won't criticize or scold them.
			<input checked="" type="checkbox"/>	The tutor won't scold the students directly in front

				of the other students when they make a scene in the classroom.
2.	The Generosity Maxim	The concept of this maxim is to minimize benefits to self and to maximize sacrifices to self.	<input checked="" type="checkbox"/>	When the students misunderstand about the homework instruction the tutor has given, the teacher says, "It's okay, I might give an unclear instruction yesterday."
			<input checked="" type="checkbox"/>	When the students say they don't understand the lesson the tutor has explained, the teacher says, "It's fine, I will explain it again. Maybe I explained it too fast earlier."
			<input checked="" type="checkbox"/>	When the students achieve something, the tutor won't say, "Take a look at his teacher!" in front of other students.
3.	The Approbation Maxim	The concept of this maxim is to minimize the criticism to others and to maximize the praise to others	<input checked="" type="checkbox"/>	The tutor never scolds or criticizes the students directly even though they make mistakes or break class' rules.
			<input checked="" type="checkbox"/>	The tutor never scolds the students in front of their friends even though they don't do or turn in their homework.

			<input checked="" type="checkbox"/>	The tutor always praises the students who are brave to do the task in front of the class.
4.	The Modesty Maxim	The concept of this maxim is to minimize praise to self and to maximize critics to self.	<input checked="" type="checkbox"/>	The tutor never praises themselves in front of the students.
			<input checked="" type="checkbox"/>	The tutor apologizes and admits their mistake when the teacher explains something too fast to the students.
5.	The Agreement Maxim	The concept of this maxim is to minimize disagreement between self and others and to maximize agreement between self and others.	<input checked="" type="checkbox"/>	When the students cannot understand the lesson easily, the tutor explains the lesson slowly.
			<input checked="" type="checkbox"/>	The tutor is always friendly and greets the students without exception every day.
6.	The Sympathy Maxim	The concept of this maxim is to minimize antipathy	<input checked="" type="checkbox"/>	When the students often come late, the tutor won't say, "I don't like students

		between self and others and to maximize sympathy between self and others.		who often come late.”
			<input checked="" type="checkbox"/>	When the students often forget to do homework, the tutor won't say, "I don't like students who are too lazy to do homework.”
			<input checked="" type="checkbox"/>	The tutor always tries to ask how the students are direct.
			<input checked="" type="checkbox"/>	When the students seem to have a problem, the tutor asks what bothers them and tries to give them solutions.

For the Students

No.	Criteria of Netiquette	Checklist Items	
1.	Remember the human	<input checked="" type="checkbox"/>	The students use emoticon in sending chat
		<input checked="" type="checkbox"/>	The students use humor
2.	Adhere to the same standard of behavior online that you follow in real life	<input checked="" type="checkbox"/>	The students are being ethical
		<input checked="" type="checkbox"/>	The students do not break the law
3.	Know where you are in cyberspace	<input checked="" type="checkbox"/>	The students check the discussion frequently
		<input checked="" type="checkbox"/>	The students respond appropriately on subject/task
		<input checked="" type="checkbox"/>	The students spend time reading previous post to understand the tone and content of the discussion so far

		<input checked="" type="checkbox"/>	The students avoid asking questions that have already been answered
		<input checked="" type="checkbox"/>	The students contribute more intelligently
4.	Respect other people's time and bandwidth	<input checked="" type="checkbox"/>	The students focus on one subject per message
		<input checked="" type="checkbox"/>	The students use pertinent subject titles
5.	Make yourself look good online	<input checked="" type="checkbox"/>	The students spell correctly
		<input checked="" type="checkbox"/>	The students do not use offensive language
		<input checked="" type="checkbox"/>	The students do not be confrontational for the sake of confrontation
		<input checked="" type="checkbox"/>	The students send a chat including name and contact information
		<input checked="" type="checkbox"/>	The students post forum message with identifying their self
6.	Share expert knowledge	<input checked="" type="checkbox"/>	The students offer answers and help to the other students or teacher who ask questions in discussion group
7.	Help keep flame wars under control	<input checked="" type="checkbox"/>	The students do not flame others students or teacher
		<input checked="" type="checkbox"/>	The students resolve conflict as they occur and as a team
8.	Respect other people's privacy	<input checked="" type="checkbox"/>	The students do not check or open the other students task/subject
9.	Don't abuse your power	<input checked="" type="checkbox"/>	The students do not take advantage from the other students
10.	Be forgiving of other people's mistakes	<input checked="" type="checkbox"/>	The students do not say anything about the other mistake
		<input checked="" type="checkbox"/>	The students inform someone mistake politely

Appendix 4. Script of Interview

The script of the interview with the tutor

Interviewer	:	“When the students make a mistake or achieve something, which one do you prefer? Minimize harms to the students or maximize benefits to the students? Why?”
Tutor	:	“I prefer to minimize harms to the students, because I assume that giving punishment won’t make them feel jittery. Sometimes, I just remind them not to do that anymore.”
Interviewer	:	“When the students achieve something or make a mistake, which one do you prefer? Minimize benefits to self or maximize sacrifices to self? Why?”
Tutor	:	“I prefer to maximize sacrifices self, because if most of the students make a mistake is because of the teacher, so I would fix my method. So does if the students achieve something, such as high score, I would increase the technique.”
Interviewer	:	“When the students have good manner or bad manner, which one do you prefer? Minimize the criticism to the students or maximize the praise to students? Why?”
Tutor	:	“When the students have good manner, I won’t praise them, because it’s what should they do. But, if they have bad manner, I’ll critics them and minimize the criticism when the manner is better.”
Interviewer	:	“When you successfully teach the students or have a mistake, which one do you prefer? Minimize praise to self or maximize critics to self? Why?”
Tutor	:	“Usually, I maximize critics to myself because of some mistakes, such as have wrong answer or explanation right after I realize if I have that mistake.”
Interviewer	:	“When the students ask something, which one do you prefer? Minimize disagreement between self and students or maximize agreement between self and the students? Why?”
Tutor	:	“I choose to maximize agreement between self and the students, because it’s important to have self-confident in front of the students, sometimes, I’ll ask them to find the answer together to make sure weather it’s right or no.”

Interviewer	:	“When the students have a problem, which one do you prefer? Minimize antipathy between self and the students or maximize sympathy between self and the students? Why?”
Tutor	:	“I prefer to maximize sympathy between self and the students, because the problem should be fixed together, even in the end, it’s still hard, but at least, we have tried our best.”

The script of the interview with the students

1.

Interviewer	:	“How do you remember if there are human in front of your screen?”
Student A	:	“Think first before you send a message to other people.”
Student B	:	“Always remember someone must have a heart that can broke.”
Student C	:	“Have manners in typing or talking about something when there are many people.”
Student D	:	“I will be a good people.”
Student E	:	“I always remember that someone in front of screen that human like me and have a feeling too.”
Student F	:	“I choose to be careful when posting things on social media, because there are many people who can see what I post.”
Student G	:	“Be more careful in choosing words.”
Student H	:	“I am very careful in posting photos and I am very careful in choosing words.”
Student I	:	“Think before sending a message.”
Student J	:	“I use emoticon in sending chat.”
Student K	:	“By taking care of my words before sending a text. But, truly I said what was on my mind.”
Student L	:	“I remember if there is a human in front of my screen by looking at myself. I am in front of the screen so there is also another person in front of using it.”
Student M	:	“I reminding myself not to act carelessly when i text with everyone on social media.”

2.

Interviewer	:	“How do you adhere to the same standard of behavior online that you follow in real life?”
Student A	:	“Always feel like you talk with them directly not online
Student B	:	“Discipline with what you do and always istiqomah
Student C	:	“Be yourself, use less bad words when you're around a lot of people.
Student D	:	“I will see my friend's action how to do in real life and online. if good, I will see that's good people.
Student E	:	“Maybe just remember that I am is a same person in real life or in online
Student F	:	“Behave well on the internet and in real life, because every bad thing sent to the internet will have a digital footprint that has an impact in the future.
Student G	:	“Being ethical and not break the law
Student H	:	“Just like in real life I'm a good person, I'm a good person online.
Student I	:	“Do not break the law
Student J	:	“I'm being ethical
Student K	:	“By not breaking the rules that exist in real life
Student L	:	“I stand in online interactions by showing a positive attitude online and it's no different in real life.
Student M	:	“I'll be kindly and maintain my manners to other

3.

Interviewer	:	“How do you know where you are in online interaction?”
Student A	:	“Usually, we ask some question about English lesson online, with teacher or each student.”
Student B	:	“As a student, I must friendly and kind to everyone.”
Student C	:	“Because I am a student, I should be polite.”
Student D	:	“I will know from the answer for responding the question.”
Student E	:	“Because I'm in english class, so I'm a student in this group.”
Student F	:	“I still use polite language because I am an educated person. Not doing things that don't fit the norm.”
Student G	:	“As a student, I speak politely to lecturer and friends.”
Student H	:	“As a student, I speak politely.”

Student I	:	“Avoid asking questions that have already been answered.”
Student J	:	“I respond appropriately on subjects/task.”
Student K	:	“When I spoke I didn't see the person, Maybe I saw it, but via phone.”
Student L	:	“My position in online interactions is usually as an observer only, and mostly interacts through private chats.”
Student M	:	“I'm usually as a observant, I prefer in personal chat than in the group.”

4.

Interviewer	:	“How do you respect other people's time and bandwidth?”
Student A	:	“Don't send a message in the middle night, because it time for resting.”
Student B	:	“I often chatting till midnight not always but I respect if someone that I chat is sleep.”
Student C	:	“Do not contact people when it is break time or bedtime.”
Student D	:	“I will give good respect if good.”
Student E	:	“Respect when they have their opinion, and know the time when want to chatting.”
Student F	:	“Not buying other people's time, being on time when promised.”
Student G	:	“Don't ask things that have already been asked, don't chat in the middle of the night.”
Student H	:	“I don't text someone in the middle of the night unless it's very important.”
Student I	:	“Do not contact people when it's break time.”
Student J	:	“I focus on one subject per message.”
Student K	:	“Always look at the clock to see if it's past the hour.”
Student L	:	“How I respect other people's time and bandwidth by keeping promises and showing up on time for appointments.”
Student M	:	“Respect for their time and dont waste their timee.”

5.

Interviewer	:	“How do you make yourself good online?”
Student A	:	“Be more active for answering the question.”
Student B	:	”I always reply someone who chat in group and never ignore it.”
Student C	:	“Help a friend answer a question if he/she does not know.”
Student D	:	“I will type whatever for telling that I'm online.”
Student E	:	“Maintain my attitude and use good language.”
Student F	:	“Post useful things on social media, share knowledge, don't share hoax news, don't behave disrespectfully.”
Student G	:	“More active for respond.”
Student H	:	“I helped a friend who asked.”
Student I	:	“Be more active for answering the question.”
Student J	:	“I post forum message with identifying myself.”
Student K	:	“Say it gently and not harshly, and add an edited photo of ourselves (<i>laugh</i>).”
Student L	:	“How do I make myself look good online by posting skills on Instagram stories or posting educational content.”
Student M	:	“When my friends needs help, I will help them with my kindness words.”

6.

Interviewer	:	“How do you share expert knowledge?”
Student A	:	“I tell them in chat about how post picture in Instagram.”
Student B	:	“I share what I know if I know the question even if it's just a little.”
Student C	:	“Share tips on useful things.”
Student D	:	“I seldom to share expert knowledge (<i>sad</i>).”
Student E	:	“Share what I know, and answer when my friends ask.”
Student F	:	“I haven't actually sent a knowledge in the group, but maybe I'll do it by sending a video.”
Student G	:	“I share knowledge but not expert and rarely.”
Student H	:	“I share my knowledge sometimes.”
Student I	:	“I'm seldom active in groups, so I seldom to share a knowledge.”

Student J	:	“I offer answers and help to the other students or teacher who ask questions in discussion group.”
Student K	:	“Sorry, I rarely share knowledge, but I like to share funny things to make some people laugh.”
Student L	:	“I rarely share expert knowledge because I am often silent in the group. If I share original knowledge, it's through direct group chat or private chat.”
Student M	:	“Sometimes, I share knowledge but not expert.”

7.

Interviewer	:	“How do you keep flame wars under control?”
Student A	:	“I will forbid them for fighting here/”
Student B	:	“I will stop them with chat private.”
Student C	:	“If there is a fight in the group, then I will contact them one by one and tell them to be quiet.”
Student D	:	“I will speak just 2 person for deeptalking about her mistakes.”
Student E	:	“Just in the midle and remember they.”
Student F	:	“So far, there has never been a fight. But if it does happen I will try to stop the fight by telling them that we are all friends who should always be.”
Student G	:	“If there is a fight in group chat, I think I will mediate or just watch.”
Student H	:	“So far, there hasn't been any fights in this group.”
Student I	:	“I will contact them one by one and ask what their problem, maybe.”
Student J	:	“I apologize if they have posted flame-bait or perpetuated a flame war.”
Student K	:	“I do not flame others students or teacher.”
Student L	:	“I kept the flame war under control as I kept quiet and waited for my emotions to subside.”
Student M	:	“I will separating and giving advice.”

8.

Interviewer	:	“How do you respect other people’s privacy?”
Student A	:	“Don't ask too much about them.”
Student B	:	“I don’t ask too much.”
Student C	:	“Respect other's privacy because if our privacy is disturbed we will also feel uncomfortable.”
Student D	:	“I will be silent, maybe.”
Student E	:	“Not ask about sensitive topic.”
Student F	:	“Do not find out something that is the privacy of others, because it is not good.”
Student G	:	“Don't ask too much about other people's privacy.”
Student H	:	“I won't ask too much about other people's privacy.”
Student I	:	“I don't ask too much about them.”
Student J	:	“I don’t check or open the other students task/subject.”
Student K	:	“If he is uncomfortable with our questions, then we stop asking them.”
Student L	:	“I respect other people's privacy by asking enough questions and not asking for privacy.”
Student M	:	“I don’t ask too much about their private life, because that is something important that you can’t ask for.”

9.

Interviewer	:	“How can you not abuse your power if you were an admin group?”
Student A	:	“Be fair with friends.”
Student B	:	“Still remember I’m just a student and someone will be hurt with what I do.”
Student C	:	“Even though I may be the class president and have the power to decide things, I will always respect my classmates' opinions.”
Student D	:	“I'm sorry. I'm not admin in this group.”
Student E	:	“Just be fair.”
Student F	:	“Still act like a normal group member, behave neutrally and don't feel have the power to act arbitrarily.”
Student G	:	“Not take advantage from other.”
Student H	:	“I act like any other member.”

Student I	:	“I don't know, because I'm not an admin.”
Student J	:	“I don't take advantage from the other students.”
Student K	:	“By making everyone an admin hehehe, kidding.”
Student L	:	“I don't abuse my power if I am a group admin by remembering that I am responsible as an admin and need to be professional.”
Student M	:	“I will make everything in this group stay calm, don't fuss and argue, and fight each other.”

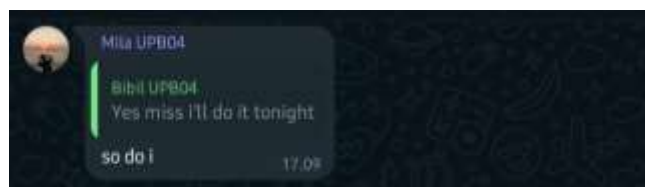
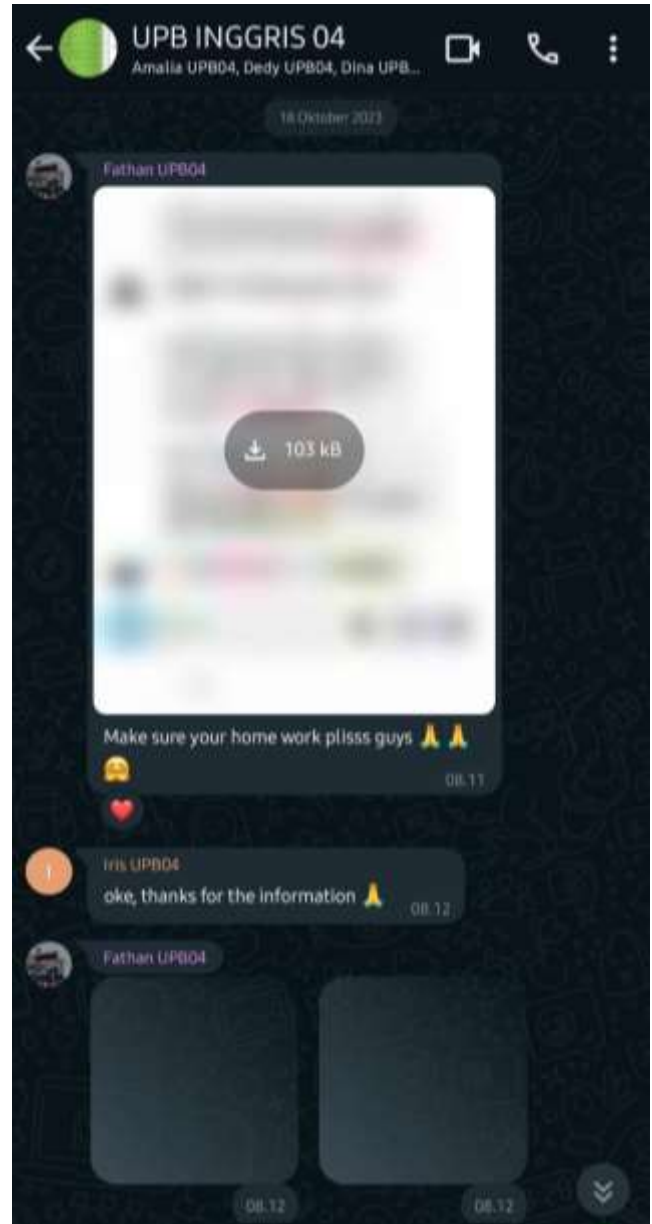
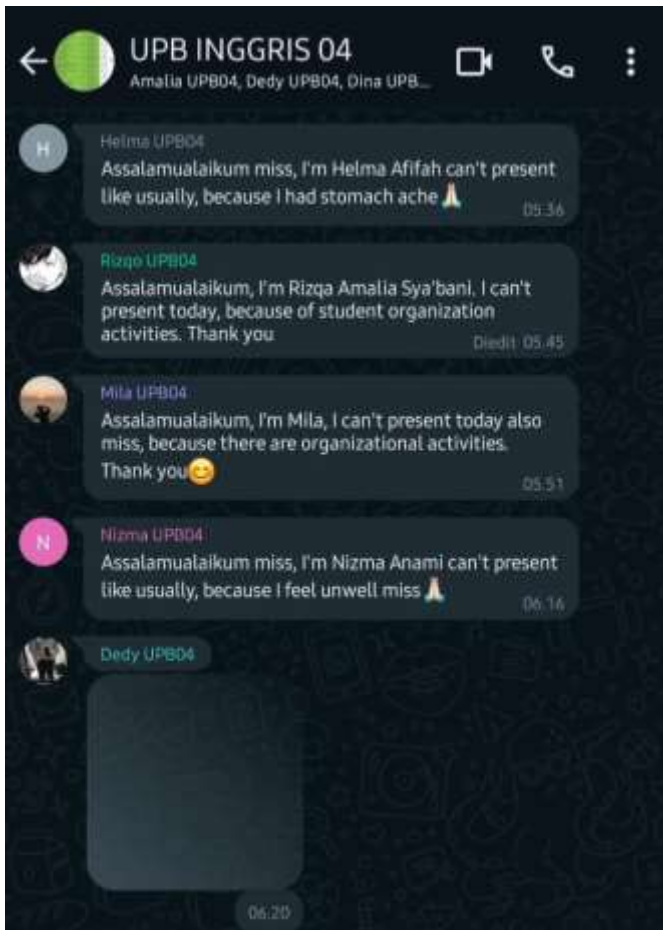
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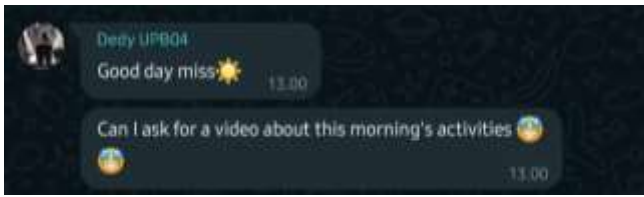
Interviewer	:	“How do you forgive other people's mistakes? Is it in the group discussion or personal chat?”
Student A	:	“I will receive their apologize because human is place of mistake, usually this is in personal chat.”
Student B	:	“I'm just an ordinary student, god always forgive people and I'm just a human.”
Student C	:	“I prefer to solve problems privately rather than in a group because many people will be disturbed and interfere in the problem.”
Student D	:	“I will forgive her by my self without discussion.”
Student E	:	“Just forgot that they have mistake.”
Student F	:	“I prefer to resolve conflicts in private chats because I think it's better than discussing it in a group.”
Student G	:	“I will forgive them, because human is human, the place of mistake. Usually in personal chat.”
Student H	:	“It might be more comfortable to talk about it in a private chat.”
Student I	:	“I will forgive them, because everyone can makes mistakes. Usually in personal chat.”
Student J	:	“I will inform someone mistake politely.”
Student K	:	“With personal chat.”
Student L	:	“I forgive other people's mistakes is usually in person or in chat.”
Student M	:	“Personal chat, ill forgive their mistakes if them promise will be better in the future.”

Appendix 5. Documentation











CURRICULUM VITAE

1. Full Name : Muhammad Ihsan Kamil
2. SRN : 170102030857
3. Place and Date of Birth : Banjarmasin, April 22nd 1999
4. Nationality : Indonesian
5. Address : Jl. Veteran, KM. 5.5, Komp. Gardu Mekar
Indah, RT. 15, No. 44
6. Phone Number : 08977254978
7. Email : ihsanbitcoin@gmail.com
8. Organization/Work experience :
 - a. LiDS Educia
 - b. Freelance Personal Trainer Hearty Gym (2024)

Banjarmasin, February 29th 2024

Muhammad Ihsan Kamil