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Silent learner reconsidered: participation, politeness, and the cultural pragmatics of classroom voice in Indonesia

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ABSTRACT

Background: Classroom silence in Indonesia is often interpreted as passivity, although participation may also be realised through deferential, collaborative, embodied, and multimodal practices whose meanings depend on interactional recognition. **Objective:** This study examines how participation opportunities, politeness, authority, and semiotic resources organise classroom voice within Indonesian classroom materials. **Method:** This study employs a qualitative multimodal interaction design using eight classroom videos, nine scholarly or analytical sources, and five policy documents, analysed through participation-opportunity sequencing, politeness–authority coding, and multimodal voice profiling. **Results:** Task-mediated collaborative opportunities constituted the dominant participation architecture, followed by teacher-allocated verbal opportunities and ritual or embodied pathways. Temporarily distributed student authority appeared more frequently than teacher-retained or peer-shared authority, although such redistribution remained bounded by teacher-defined tasks and evaluative control. Recognised classroom voice emerged through speaking, presentation, role-play, interviewing, ritual leadership, movement, and object-mediated activity, while multilingual alternation could not be established from available evidence. **Implication:** Equitable participation requires attention not only to how often learners speak, but also to who receives access, whose contributions are ratified, and which silences remain unresolved or institutionally produced. **Novelty:** This study reconceptualises the silent learner through a sequential, relational, and multimodal framework that links participation opportunity, politeness, epistemic authority, and recognition.

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1. INTRODUCTION

Indonesia's classrooms constitute a vast communicative arena in which access to speech carries educational and social consequences. In 2024, national administrative data recorded 53.32 million learners served by 448,367 education units [1], making everyday participation practices consequential at exceptional scale. Current Bahasa Indonesia outcomes for Phase A require pupils not only to listen attentively but also to speak politely, ask questions, answer, respond to others, and express ideas orally. Moreover, Permendikdasmen No. 1 of 2026 [2] regulates learning planning, implementation, and process assessment across early childhood, primary, and secondary education. Yet formal expectations do not establish whether learners receive equitable opportunities to enter, sustain, or reshape classroom talk. Language policy, teacher

ideology, and multilingual legitimacy can structure whose contributions become recognisable [3], [4], [5]. Consequently, reconsidering "silent learners" is necessary because silence may signal reflection, deference, uncertainty, or restricted access rather than simple disengagement within highly diverse institutional settings.

Existing Indonesian scholarship has mainly approached participation through instructional intervention, engagement, teacher performance, or measurable learning outcomes. Explicit oral-participation instruction has been linked to speaking development (Zuhri et al. [6]), while role-play, debate, collaborative learning, and differentiated instruction have been examined as means of increasing activity or achievement [7], [8], [9], [10]. Other work connects teacher performance with outcomes and multimodal feedback with engagement [11], [12]. These contributions clarify pedagogical conditions associated with participation, but they rarely investigate how a speaking opportunity is sequentially opened, allocated, accepted, delayed, redirected, or closed. They also provide limited explanation of when politeness enables affiliation, when deference protects face, or when both constrain epistemic agency. Accordingly, existing literature leaves classroom silence undertheorised as a culturally mediated, multimodal, and interactionally produced position rather than an individual learner deficiency in actual interaction.

This study examines how classroom voice and silence are organised, interpreted, and differentially recognised in publicly accessible Indonesian classroom materials. It asks, first, how teachers, peers, and task structures create and distribute opportunities for contribution, and how learners take up, defer, transform, or lose those opportunities. Second, it investigates how greetings, mitigation, requests, apologies, praise, correction, and evaluative closure organise politeness and the distribution of epistemic authority. Third, it analyses whether speech, gaze, gesture, images, writing, role-play, movement, choral activity, and identifiable multilingual resources become consequential forms of participation. These questions shift the unit of analysis from individual talk frequency to the participation-opportunity sequence, beginning when contribution becomes relevant and ending when it is ratified, expanded, redirected, ignored, or closed. By separating observable conduct, participant orientation, contextual policy, and researcher interpretation, this study seeks to explain silence without assigning psychological or cultural motives that available evidence cannot sustain across episodes.

This study advances the provisional argument that classroom silence in Indonesia is neither an inherently passive behaviour nor a fixed expression of national culture. Its meaning depends on the sequential conditions under which participation becomes possible, the face risks attached to speaking, the authority to evaluate knowledge, and the semiotic resources recognised as legitimate. Politeness may support voice when mitigation, respectful address, or ritual affiliation makes contribution socially manageable; however, similar forms may narrow contestability when teacher evaluation closes discussion or disagreement becomes interactionally costly. Likewise, multimodal and multilingual resources may widen access only when teachers and peers notice, ratify, and incorporate them into activity. This argument treats classroom voice as an interactional accomplishment rather than a synonym for audible speech. It implies that equitable participation requires attention to how much learners speak, who receives the floor, whose contributions matter, and whether silences remain chosen, strategic, unresolved, or institutionally produced.

2. LITERATURE REVIEW

2.1. Classroom participation

Classroom participation is commonly defined as learners' visible or audible involvement in instructional activity, yet this definition remains contested. Intervention studies often equate participation with speaking frequency, task completion, or improved achievement [6], [7], [13], [14]. By contrast, interactional and sociocultural perspectives treat participation as access to roles, rights, and consequential contribution. This distinction matters because a learner may speak often without influencing classroom knowledge, while a quieter learner may participate through attentive listening, gesture, writing, or peer support. Participation is therefore socially organised access to meaningful action.

Participation can be analysed through opportunity, uptake, recognition, and consequence. Opportunity concerns whether turns are openly invited, individually allocated, peer generated, or embedded in group tasks; uptake concerns verbal, delayed, embodied, written, or choral responses. Recognition captures whether teachers or peers acknowledge, expand, repair, redirect, or ignore contributions, while consequence asks whether student action affects subsequent instruction. Collaborative, differentiated, debate, and role-playing studies demonstrate that task design can diversify participation routes [9], [10], [8], [15]. However, activity alone cannot establish voice unless contributions gain interactional uptake and instructional relevance within classroom practice.

2.2. Politeness

Politeness in classroom interaction is often understood as linguistic behaviour that protects face, displays respect, and maintains relational order. Brown and Levinson's [16] framework emphasises mitigation of face-threatening acts, whereas discursive approaches view politeness as locally negotiated rather than inherently attached to particular expressions. Indonesian educational research complicates both

positions because teacher identity, language ideology, and institutional authority shape what counts as appropriate speech [4], [3], [17]. Greetings, honorifics, apologies, softened disagreement, and ritual responses may facilitate affiliation, yet they may also reproduce asymmetrical speaking rights. Politeness should therefore be analysed sequentially, not treated as a fixed disposition.

Relevant indicators of politeness include address terms, greeting routines, requests, apologies, thanks, hedges, agreement prefaces, laughter, lowered certainty, and indirect disagreement. Their significance depends on position and uptake: a hedge may enable participation, while evaluative closure may render further talk risky. Teacher-performance and direct-instruction studies emphasise instructional order and responsiveness [11], [18], whereas feedback and digital-learning research highlights how evaluative modes shape engagement and authority [12], [19]. Analytically, politeness must be linked to epistemic authority: who may answer, question, correct, challenge, evaluate, or close a topic within situated sequences of classroom interaction.

2.3. Classroom silence

Classroom silence has frequently been interpreted as passivity, low confidence, limited competence, or insufficient engagement, especially within studies prioritising measurable learning outcomes. Yet silence may also constitute listening, reflection, preparation, face protection, deference, uncertainty, resistance, or exclusion. Research on oral participation, speaking instruction, group discussion, and cooperative learning shows that talk can be pedagogically encouraged [20], [21], [22], [23], but increased activity does not resolve silence's meaning. Silence becomes analytically intelligible only through surrounding turns, embodied conduct, participant accounts, and subsequent treatment, rather than through duration or frequency within classrooms.

Indicators of classroom voice therefore extend beyond speech to gaze, gesture, posture, movement, images, writing, digital input, role enactment, and multilingual resources. Translanguaging research demonstrates that recognised language repertoires can broaden participation, while language policy and technological access may unequally distribute communicative legitimacy [5], [24], [25]. Studies of AI-assisted writing, authorship, and epistemic agency similarly show that producing an answer does not necessarily entail ownership or recognised knowledge [26], [27], [28]. This study theorises classroom voice as multimodal, sequentially ratified, and culturally negotiated participation, with silence classified only when interactional evidence supports its function.

3. METHOD

This study uses the participation-opportunity sequence as its unit of analysis. Each sequence begins when a teacher, peer, or task makes contribution relevant and ends when that opportunity is accepted, delayed, redirected, ignored, or closed. Material objects comprise eight official Indonesian classroom videos, nine scholarly or analytical sources, and five policy or curricular documents. Video episodes supply interactional evidence; research articles support conceptual comparison; policy documents establish institutional expectations concerning participation, politeness, inclusion, and language use. This layered corpus prevents talk frequency from becoming a proxy for voice and preserves distinctions among observable conduct, contextual interpretation, and normative educational discourse.

Table 1. Composition of dataset

Code	Data type/item	Source	Location	Period	Number	Main characteristics	Status
IDN-PRIM-VID-001	Kegiatan Siang Hari	Direktorat Sekolah Dasar YouTube	Indonesia; specific site unstated	2020–2021, approximate	1	Grade 4 K13 model lesson; reported duration 26:32	Included; segment verification pending
IDN-PRIM-VID-002	SDN Ungaran 1 thematic lesson	Direktorat Sekolah Dasar YouTube	Yogyakarta	2020–2021, approximate	1	Grade 6 thematic lesson; reported duration 28:07	Included; segment verification pending
IDN-PRIM-VID-003	SDN 200 Leuwipanjang thematic lesson	Direktorat Sekolah Dasar YouTube	Bandung, West Java	2020–2021, approximate	1	Grade 6 thematic lesson; reported duration 39:30	Included; segment verification pending
IDN-PRIM-VID-004	Kegiatanku	Direktorat Sekolah Dasar YouTube	Surakarta reported in supporting document	2020–2021, approximate	1	Grade 1; ritual, group, presentation, and activity formats reported	Included; direct timestamp confirmation required
IDN-PRIM-VID-005	Pekerjaan di Sekitarku	Direktorat Sekolah Dasar YouTube	School reported; locality unverified	2020–2021, approximate	1	Grade 4; questioning, role-play, interview, and presentation reported	Included; direct timestamp confirmation required
IDN-PRIM-VID-006	Diriku: Aku dan Teman Baru	Direktorat Sekolah Dasar YouTube	Indonesia; specific site unstated	2020–2021, approximate	1	Grade 1 model lesson; self-introduction context	Included; segment verification pending
IDN-PRIM-VID-007	Sumber Energi	Direktorat Sekolah Dasar YouTube	Indonesia; specific site unstated	2020–2021, approximate	1	Grade 3 thematic lesson	Included; segment verification pending
IDN-PRIM-VID-008	Ayo Cintai Lingkungan	Direktorat Sekolah Dasar YouTube	Indonesia; specific site unstated	2020–2021, approximate	1	Grade 4 environmental-learning model lesson	Included; segment verification pending
IDN-SEC-ART-001	Learner-silence article	Zafarina, JELTL	Indonesian EFL context	2022	1	Meanings and conditions of student silence	Secondary analytical source
IDN-SEC-ART-002	Teacher-power and silence article	Purwati et al., Pegem Journal	Indonesian EFL classroom	2022	1	Turn control, elicitation, authority, and silence	Secondary analytical source
IDN-SEC-ART-003	Teacher–student speech-style article	Amiruddin and Jannah, EduLearn	Madura University	2022	1	Speech style and relational classroom context	Secondary analytical source
IDN-SEC-ART-004	Oral-participation instruction article	Zuhri et al., Atlantis Press	Madura University	2021	1	Explicit instruction about oral classroom participation	Secondary analytical source
IDN-SEC-ART-005	Collaborative-learning article	Asri et al., Frontiers in Education	Takalar, South Sulawesi	2025	1	Group climate, communication, and active participation	Secondary contextual source

IDN-SEC-ART-006	Differentiated-instruction article	Subandiyah et al., Cogent Education	Three Indonesian middle schools	2025	1	Engagement and differentiated learning pathways	Secondary contextual source
IDN-SEC-ART-007	Teacher-performance article	Werang et al., IJERE	Merauke, South Papua	2023	1	Teaching performance and learning outcomes	Secondary contextual source
IDN-SEC-DOC-001	Public analysis of Kegiatanku	Public analytical document	Surakarta reported	Undated	1	Describes lesson stages for video cross-checking	Included as supporting source
IDN-SEC-DOC-002	Public analysis of Pekerjaan di Sekitarku	Public analytical document	School reported; locality unverified	Undated	1	Describes role-play, interviews, and presentations	Included as supporting source
IDN-CTX-POL-001	National Process Standard	Kemendikdasmen/BPK-JDIH	National	2026	1	Current regulation governing learning processes	Context source
IDN-CTX-GDE-001	Learning and Assessment Guide	Ruang GTK, Kemendikdasmen	National	2025	1	Official planning and assessment guidance	Context source
IDN-CTX-CP-001	Bahasa Indonesia Phase A outcomes	Ruang GTK, Kemendikdasmen	National	Current at retrieval	1	Listening, polite speaking, responding, and expressing ideas	Context source
IDN-CTX-INC-001	Inclusive Education Programme Guide	Ruang GTK, Kemendikdasmen	National	Current at retrieval	1	Equitable access and inclusive learning	Context source
IDN-CTX-INC-002	Inclusive Early Childhood Education Guide	PAUDPedia, Kemendikdasmen	National	Current at retrieval	1	Responsive and individually adjusted learning design	Context source

This study adopts a qualitatively driven, multimodal classroom-interaction design combining document analysis, video ethnographic principles, and sequential discourse analysis. Such integration is necessary because participation cannot be reduced to spoken turns: gaze, gesture, posture, movement, visual artefacts, role enactment, and language choice may also become consequential. Conversation-analytic sensitivity guides turn boundaries and participant uptake, while cultural-pragmatic analysis addresses politeness and authority without presuming stable national traits. Recent Indonesian studies of oral participation, collaborative learning, translanguaging, and teacher identity inform contextual interpretation [6], [9], [5], [4]. This design supports empirically bounded, noncausal claims.

Information was obtained from publicly accessible, legally available, and verifiable sources. Primary materials were drawn from Direktorat Sekolah Dasar's official YouTube channel and playlists, covering model or thematic lessons for Grades 1, 3, 4, and 6. Secondary materials comprised peer-reviewed articles and attributable analytical documents addressing silence, participation, speech style, engagement, and teacher authority. Contextual materials included current process standards, curriculum outcomes, assessment guidance, and inclusive-education documents issued through official ministry or legal repositories. Sources were retained only when creator, title, institutional origin, and stable URL or DOI could be verified. Unconfirmed dates, locations, transcripts, and identities remained explicitly unfilled.

Data collection proceeded through systematic searching, source verification, metadata capture, deduplication, and evidence classification. Indonesian and English keywords combined classroom participation, student silence, politeness, speaking, teacher authority, thematic learning, multilingualism, and official curriculum terms. Each canonical item received a unique identifier, while duplicate discovery paths were consolidated through DOI, YouTube video ID, normalized title, year, and canonical URL. Video records stored duration, grade, school, and channel metadata when publicly available. Text records preserved short excerpts, analytical paraphrases, context, and provenance. Timestamp, transcript, image-description, actor, symbol, colour, layout, frame, and screenshot fields were systematically completed only when directly observable or attributable.

Analysis followed three linked stages. First, each verified video was segmented into participation-opportunity sequences and coded for allocation, uptake, delay, silence status, and closure through the Participation Opportunity–Uptake Matrix. Second, facework, mitigation, correction, evaluation, and epistemic rights were examined through a Politeness–Authority Sequential Coding Grid. Third, spoken, embodied, visual, written, role-based, and multilingual resources were mapped through a Multimodal and Multilingual Voice Access Profile. Within-case analysis preceded cross-case comparison across grades, tasks, and participation formats. Timestamp audits, negative-case analysis, confidence ratings, and second-coder review strengthened interpretive discipline. Only segment-verified primary evidence entered pattern counts; contextual documents supported explanation.

Table 2. Operational alignment of analytical instruments

Analytical instrument	Unit examined	Core indicators	Analytical procedure	Intended output	Interpretive safeguard
Participation Opportunity–Uptake Matrix	Participation-opportunity sequence	Opportunity source, turn allocation, projected response, delay, verbal or embodied uptake, closure, silence status	Identify sequence boundaries, trace access to the floor, code uptake, and compare completed, redirected, and lost opportunities	Opportunity–uptake typology, distribution table, and contrasting excerpts	Silence is functionally classified only when sequential evidence supports interpretation
Politeness–Authority Sequential Coding Grid	Adjacency pair or expanded interactional sequence	Greeting, mitigation, request, apology, praise, correction, evaluation, disagreement, epistemic and deontic rights	Examine prior action, response, participant orientation, and subsequent uptake	Politeness–authority pattern matrix and sequence maps	Linguistic forms are not treated as intrinsically polite or deferential outside context
Multimodal and Multilingual Voice Access Profile	Contribution pathway within a lesson episode	Speech, gaze, gesture, posture, movement, image, writing, role-play, language choice, recognition	Map available resources, observable use, recipient uptake, and interactional consequence	Mode-by-recognition matrix and recognised/unrecognised pathway comparison	Availability, production, and recognition are coded as analytically distinct stages

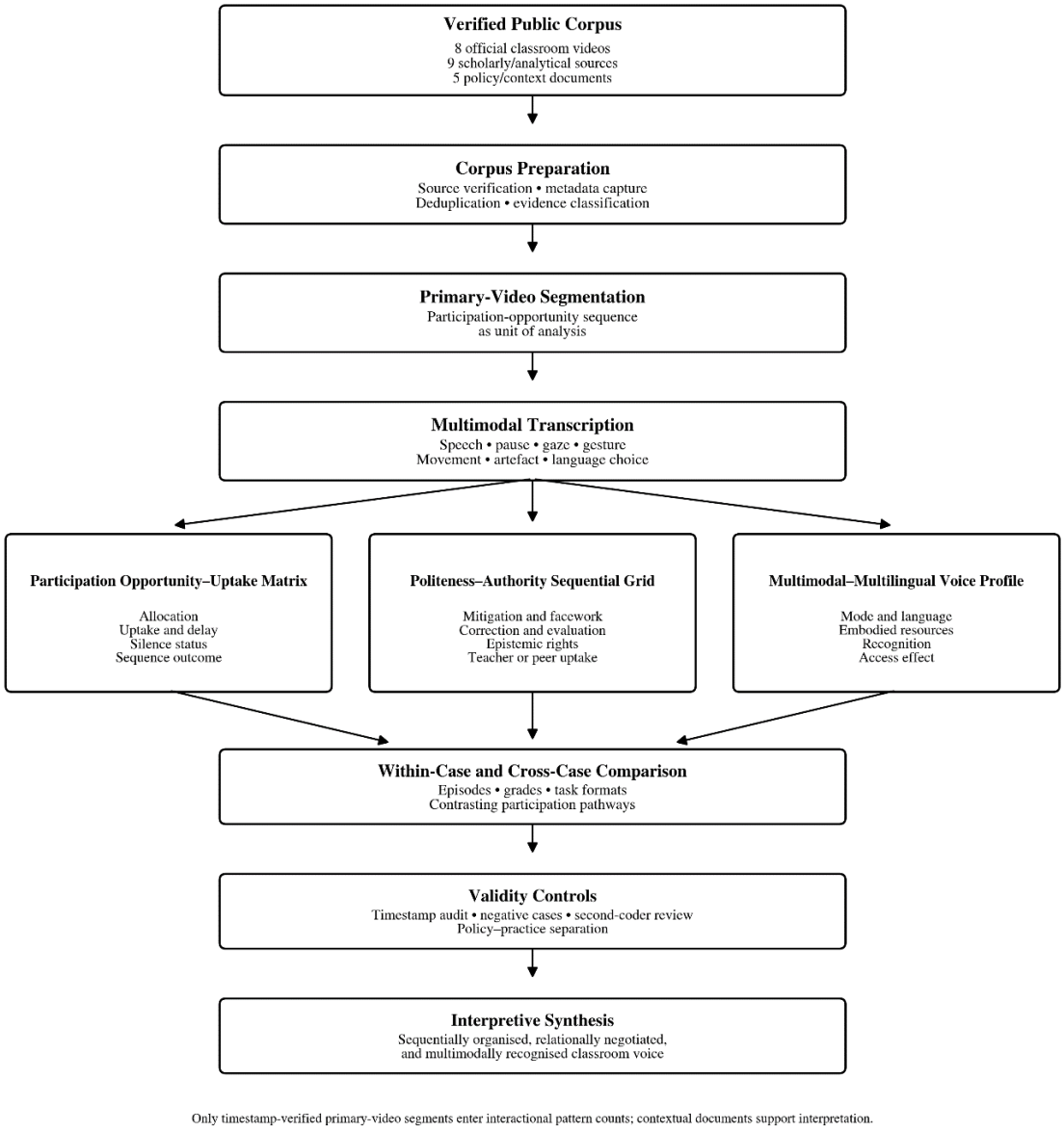


Figure 1. Operational analysis matrix

4. RESULT

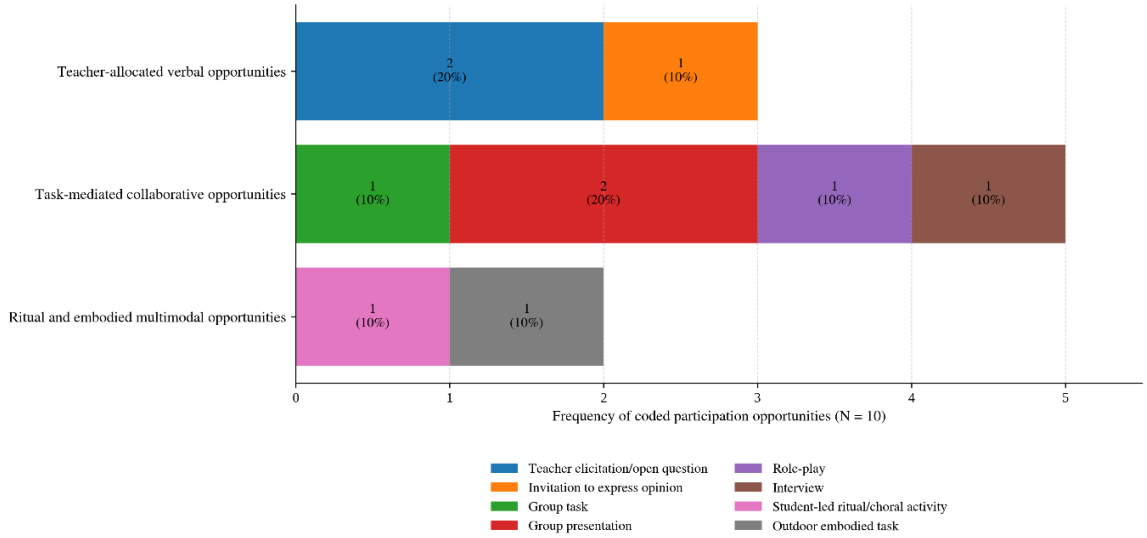
4.1. Participation opportunities and the sequential production of uptake

Participation was organised through three distinguishable architectures rather than through teacher questioning alone. Ten documented opportunities were identified across the two primary videos with attributable activity descriptions. Task-mediated collaborative opportunities constituted five instances, teacher-allocated verbal opportunities comprised three, and ritual or embodied pathways accounted for two. Coding distinguished the institutional source of an opportunity from its observable mode: group presentation, for example, was treated differently from group preparation because public presentation temporarily reorganised access to the classroom floor. Similarly, role-play and interview activities were retained as separate categories because they assigned learners different interactional positions and knowledge rights. This classification follows the participation-opportunity sequence established in the method and prevents general labels such as active learning from obscuring how access was practically organised.

Table 3. Distribution of documented participation opportunities

Main participation architecture	Subcategory	Interactional indicator	Frequency	Percentage	Category subtotal	Variation across data	Source-based evidence	Data code
Teacher-allocated verbal opportunities	Teacher elicitation or open question	Teacher initiates a question and projects a verbal response from pupils	2	20%	3 (30%)	Documented in both classroom videos	Teacher questioning preceding or organising classroom activity	IDN-PRIM-VID-004; IDN-PRIM-

								VID-005
Teacher-allocated verbal opportunities	Invitation to express an opinion	Teacher explicitly opens a post-task space for pupils' views	1	10%	3 (30%)	Documented only in the occupational-theme lesson	Invitation to express opinions following feedback	IDN-PRIM-VID-005
Task-mediated collaborative opportunities	Group task	Pupils are organised to prepare a shared response or activity	1	10%	5 (50%)	Documented in the daily-activities lesson	Collaborative work preceding public presentation	IDN-PRIM-VID-004
Task-mediated collaborative opportunities	Group presentation	A group is authorised to report, display, or explain its work publicly	2	20%	5 (50%)	Documented in both classroom videos	Group presentation following collaborative preparation	IDN-PRIM-VID-004; IDN-PRIM-VID-005
Task-mediated collaborative opportunities	Role-play	Assigned roles provide temporary rights to speak or act	1	10%	5 (50%)	Specific to the occupational-theme lesson	Occupational guessing and role enactment	IDN-PRIM-VID-005
Task-mediated collaborative opportunities	Interview	Pupils formulate questions for participants positioned as knowledge holders	1	10%	5 (50%)	Specific to the occupational-theme lesson	Interviews with school workers	IDN-PRIM-VID-005
Ritual and embodied multimodal opportunities	Student-led ritual or choral activity	Participation occurs through greeting, prayer, singing, or coordinated collective production	1	10%	2 (20%)	Specific to the daily-activities lesson	Student-led prayer and collective singing	IDN-PRIM-VID-004
Ritual and embodied multimodal opportunities	Outdoor embodied task	Movement and object handling constitute recognised task participation	1	10%	2 (20%)	Specific to the daily-activities lesson	Outdoor sorting and counting activity	IDN-PRIM-VID-004



Note. Percentages reproduce Table 3 exactly; each coded opportunity equals 10% of the documented corpus subset.

Figure 2. Composition of participation-opportunity architecture

Task-mediated collaboration formed the dominant pattern, accounting for 50% of documented opportunities. Group presentation appeared in both videos, whereas group work, role-play, and interview activity varied by lesson design. Teacher-controlled verbal access represented 30%, comprising two questioning sequences and one invitation to express opinions. Ritual and embodied participation contributed the remaining 20% through student-led prayer or collective singing and an outdoor sorting-and-counting task. The source descriptions associated with Kegiatanku documented movement among ritual, questioning, group work, presentation, and outdoor activity. Materials associated with Pekerjaan di Sekitarku documented questioning, occupational role enactment, interviews with school workers, group presentation, and opinion giving. Objectively, participation opportunities were therefore distributed across speech, collaboration, performance, movement, and temporary role allocation rather than concentrated in individual recitation.

This distribution supports an interactional understanding of participation as structured access to consequential classroom roles. Collaborative tasks may broaden participation because learners can prepare contributions with peers before entering public interaction, a pattern consistent with research connecting supportive group relations with active involvement [9]. However, task availability cannot itself establish equitable voice: a presentation may still privilege a designated speaker, while an interview may authorise questioning only within teacher-defined boundaries. Explicit invitations to answer or express opinions similarly create formal access without demonstrating that learner contributions alter subsequent instruction. Studies of oral-participation instruction and differentiated learning underline the importance of diversified pathways [6], [10], but this study treats recognition and uptake as decisive. Classroom voice therefore depends not only on opportunities offered, but on whether contributions are sustained, ratified, and made consequential.

4.2. Politeness, deference, and the distribution of epistemic authority

Politeness and authority were examined within the same ten participation-opportunity sequences rather than as independent linguistic variables. Coding traced who opened an activity, who received temporary rights to question or explain, and who retained authority to evaluate or close it. Three configurations emerged: teacher-retained authority, temporarily distributed student authority, and peer-shared collaborative authority. Politeness was identified through interactional practices documented in activity descriptions, including ritual greeting, student-led prayer, praise, respectful opinion invitation, role-based interaction, and orderly public presentation. These practices were not classified as inherently empowering or restrictive. Their analytic significance depended on whether they expanded speaking rights, protected face during contribution, or preserved teacher control over valid knowledge. This approach maintains continuity with the participation-opportunity sequence used in the preceding analysis.

Table 4. Distribution of politeness–authority configurations across participation-opportunity sequences

Authority configuration	Interactional subcategory	Politeness or face indicator	Movement of authority	Frequency	Percentage	Variation across data	Source-based evidence	Data code
Teacher-retained authority	Evaluative elicitation	Teacher questions frame an acceptable response domain; subsequent feedback preserves evaluative rights	Teacher opens and retains control of knowledge validation	2	20%	Documented in both classroom videos	Teacher questioning followed by feedback or continuation of teacher-directed activity	IDN-PRIM-VID-004; IDN-PRIM-VID-005
Teacher-retained authority	Directed embodied task	Instructional direction organises compliant participation without transferring evaluative authority	Learners gain activity access while teacher retains procedural control	1	10%	Specific to the daily-activities lesson	Outdoor sorting and counting activity organised through teacher direction	IDN-PRIM-VID-004
Temporarily distributed student authority	Invitation to express an opinion	Respectful invitation lowers the interpersonal cost of offering a personal position	Teacher temporarily opens epistemic space for student judgement	1	10%	Specific to the occupational-theme lesson	Documented “invitation to express opinions” following feedback	IDN-PRIM-VID-005
Temporarily distributed student authority	Student or group presentation	Public floor allocation recognises learners as accountable explainers of group work	Students temporarily control topic development and presentation order	2	20%	Documented in both classroom videos	Group presentation following collaborative preparation	IDN-PRIM-VID-004; IDN-PRIM-VID-005
Temporarily distributed student authority	Role-play	Assigned social roles legitimise speech that might not occur through ordinary recitation	Role identity grants temporary rights to speak and act	1	10%	Specific to the occupational-theme lesson	Occupational guessing and role enactment	IDN-PRIM-VID-005
Temporarily distributed student authority	Interview	Questioning is directed respectfully toward participants positioned as occupational knowledge holders	Students gain temporary questioning rights; interviewees retain experiential authority	1	10%	Specific to the occupational-theme lesson	Interviews with school workers	IDN-PRIM-VID-005
Temporarily distributed student authority	Student-led ritual	Greeting, prayer, or choral coordination establishes affiliation and procedural legitimacy	A student temporarily leads collective classroom conduct	1	10%	Specific to the daily-activities lesson	Student-led prayer and coordinated collective activity	IDN-PRIM-VID-004
Peer-shared collaborative authority	Group coordination	Affiliative peer interaction supports preparation without immediate public evaluation	Authority is distributed horizontally during collaborative work	1	10%	Specific to the daily-activities lesson	Group work preceding public presentation	IDN-PRIM-VID-004

In Press

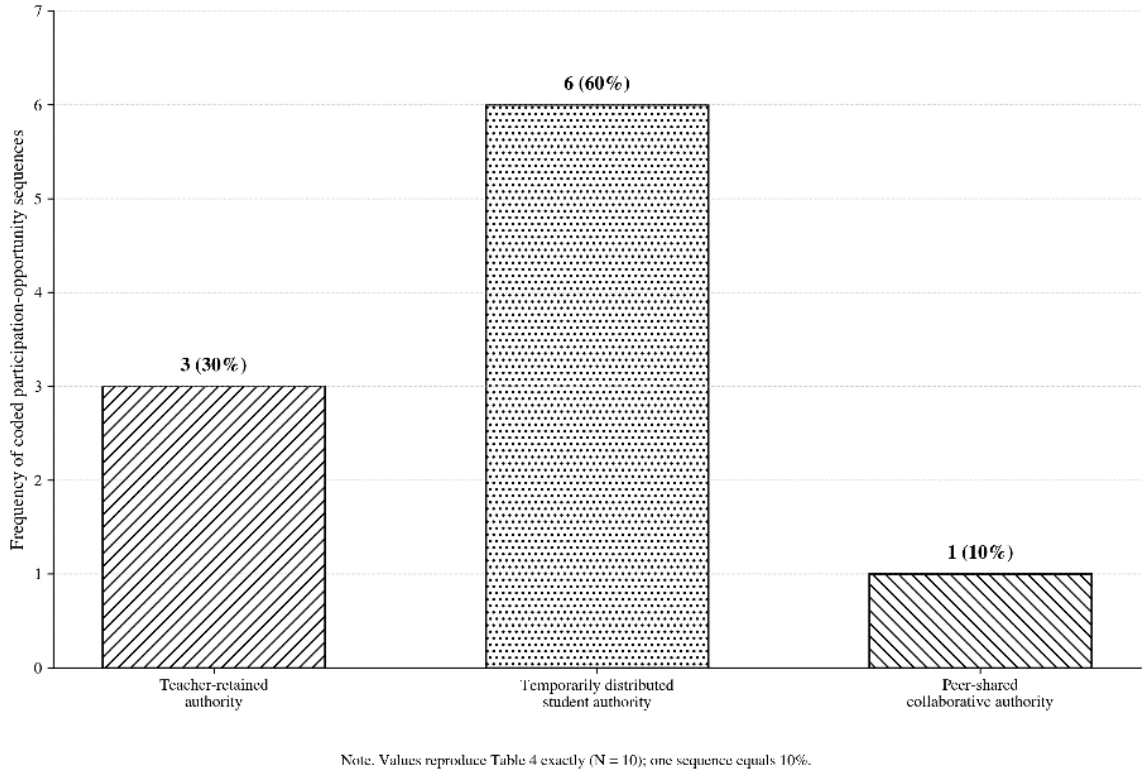


Figure 3. Politeness-authority configuration across participation sequences

Temporarily distributed student authority was the most frequent configuration, appearing in six of ten sequences. It occurred through two group presentations and one instance each of opinion giving, role-play, interviewing, and student-led ritual activity. Teacher-retained authority accounted for three sequences: two forms of evaluative elicitation and one directed embodied task. Peer-shared authority appeared once during group preparation. Source descriptions explicitly identified an "invitation to express opinions," "interviews with school workers," group presentations, and student-led prayer. These practices broadened the range of classroom roles, but the distribution was temporary and activity-bound. Students could present, question, perform, or lead ritual conduct, whereas teachers continued to define task boundaries and retain overarching evaluative responsibility. Authority was therefore redistributed episodically rather than transferred permanently.

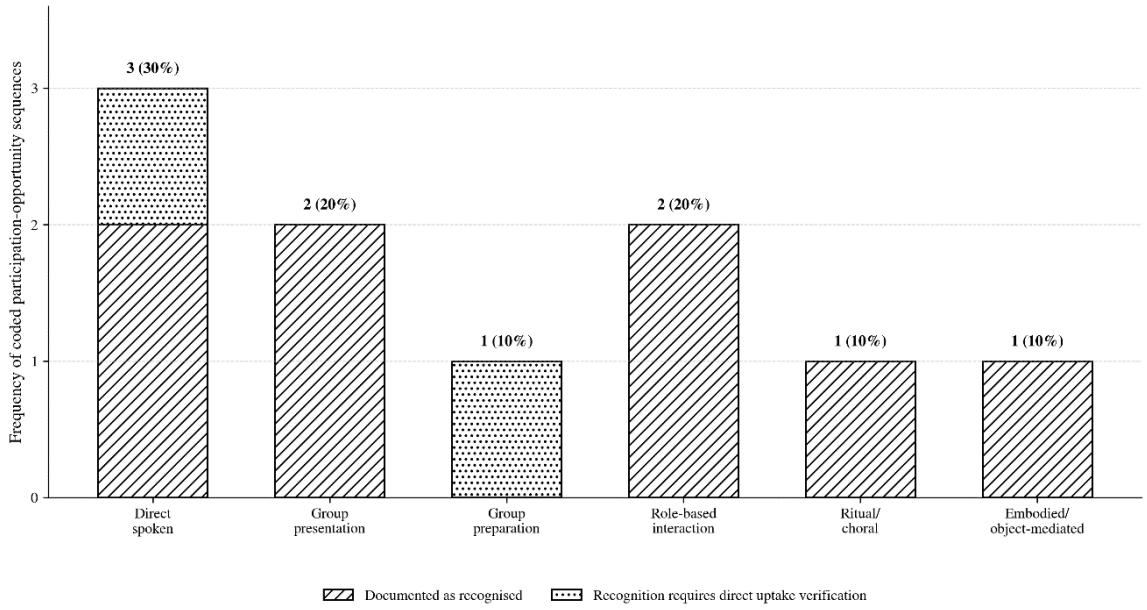
This pattern positions politeness as a resource through which authority can be reorganised without eliminating institutional hierarchy. Respectful invitations and ritual affiliation may reduce face risk, enabling learners to enter public interaction while preserving recognisable teacher–student relations. Teacher identity and language ideology remain relevant because educators determine which forms of speech count as appropriate and knowledge-bearing [4], [3]. Collaborative climates may also permit authority to circulate among peers before learners face public evaluation [9]. Nevertheless, temporary floor access should not be equated with epistemic equality. Presenters and interviewers gain local speaking rights, yet teachers retain power to design tasks, assess responses, and close sequences. Classroom politeness thus operates ambivalently: it can facilitate voice while simultaneously maintaining asymmetrical authority.

4.3. Multimodal and multilingual pathways to recognised classroom voice

Classroom voice was distributed through several communicative pathways within the same ten participation-opportunity sequences analysed previously. Coding distinguished direct speech from collaborative preparation, public presentation, role-based interaction, collective ritual, and embodied object-mediated activity. Eight sequences were documented as publicly incorporated into lesson activity, whereas two created potential access whose realised uptake required direct video confirmation. This distinction prevents the availability of a mode from being equated automatically with recognised participation. Language coding remained conservative: Bahasa Indonesia was the only resource identifiable from available descriptions, and no multilingual alternation was inferred. The analysis therefore concentrates on modal diversity and interactional recognition rather than claiming linguistic variation unsupported by transcript evidence. Voice emerged through speech, performance, collective coordination, movement, questioning, and material engagement.

Table 5. Distribution of modal pathways and recognition across participation-opportunity sequences

Participation pathway	Interactional subcategory	Dominant communicative mode	Documented language resource	Recognition status	Access effect	Frequency	Percentage	Variation across data	Source-based evidence	Data code
Direct spoken participation	Teacher elicitation or open question	Individual or whole-class speech	Bahasa Indonesia	Documented as recognised	Produces an immediate response position within teacher-led interaction	2	20%	Appears in both classroom videos	Teacher questions are incorporated into subsequent instructional activity	IDN-PRIM-VID-004; IDN-PRIM-VID-005
Direct spoken participation	Invitation to express an opinion	Individual speech	Bahasa Indonesia	Direct uptake verification required	Opens an explicit position for personal judgement, although realised uptake is not documented	1	10%	Specific to the occupational-theme lesson	Invitation to express opinions after feedback	IDN-PRIM-VID-005
Collaborative preparation	Group task	Peer speech, embodied coordination, and shared task work	Bahasa Indonesia	Direct uptake verification required	Enables preparation before public contribution but does not itself establish public recognition	1	10%	Specific to the daily-activities lesson	Group work preceding presentation	IDN-PRIM-VID-004
Public collaborative contribution	Group presentation	Public speech supported by group products or visual materials	Bahasa Indonesia	Documented as recognised	Grants a group temporary control of the public floor	2	20%	Appears in both classroom videos	Group presentations are incorporated into lesson sequences	IDN-PRIM-VID-004; IDN-PRIM-VID-005
Role-based contribution	Role-play	Speech, gesture, posture, and enacted identity	Bahasa Indonesia	Documented as recognised	Assigned roles legitimate speech and action beyond ordinary answer turns	1	10%	Specific to the occupational-theme lesson	Occupational guessing and role enactment	IDN-PRIM-VID-005
Role-based contribution	Interview	Dialogic speech, questioning, listening, and spatial movement	Bahasa Indonesia	Documented as recognised	Provides pupils with temporary questioning rights and access to experiential knowledge	1	10%	Specific to the occupational-theme lesson	Interviews with school workers	IDN-PRIM-VID-005
Collective ritual contribution	Student-led ritual or choral activity	Prayer, greeting, singing, and coordinated collective voice	Bahasa Indonesia	Documented as recognised	Recognises procedural and affiliative participation beyond individual academic answers	1	10%	Specific to the daily-activities lesson	Student-led prayer and coordinated collective activity	IDN-PRIM-VID-004
Embodied and object-mediated contribution	Outdoor sorting and counting task	Movement, object handling, classification, and accompanying speech	Bahasa Indonesia	Documented as recognised	Makes embodied task performance a legitimate form of participation	1	10%	Specific to the daily-activities lesson	Outdoor sorting and counting activity	IDN-PRIM-VID-004
Total	Eight documented pathway types	Spoken, collaborative, visual, role-based, choral, and embodied resources	Bahasa Indonesia; no language alternation documented	Eight recognised; two requiring direct uptake verification	Multiple routes into classroom activity	10	100%	Two primary classroom videos	Same participation-opportunity sequences used in Tables 3 and 4	IDN-PRIM-VID-004–005



Note. Values reproduce Table 5 exactly (N = 10); one sequence equals 10%. Language alternation was not documented in this subset.

Figure 4. Multimodal pathways to recognised classroom voice

Direct spoken participation and group presentation each accounted for 30% and 20% respectively when their documented sequences were aggregated, while role-based interaction contributed another 20%. Collaborative preparation, ritual or choral activity, and embodied object-mediated participation each represented 10%. Teacher elicitation created immediate verbal response positions, but the documented opinion invitation still required verification of actual learner uptake. Group preparation similarly enabled peer coordination without necessarily producing publicly recognised voice. By contrast, presentations, role-play, interviews, student-led ritual, and outdoor activity were incorporated into visible lesson progression. The occupational-theme lesson displayed the widest role diversity through questioning, performance, interviewing, and presentation, whereas the daily-activities lesson combined verbal, collaborative, ritual, and embodied pathways. No documented evidence supported claims about local-language or English switching.

These patterns support a conception of classroom voice as recognised multimodal participation rather than audible speech alone. Translanguaging scholarship emphasises that access depends on whether learners' repertoires are institutionally legitimate, not merely available [5], [3]. A comparable principle applies across modes: gesture, role enactment, collective song, or object handling becomes consequential only when participants treat it as relevant to ongoing activity. Multimodal feedback research likewise indicates that

engagement is shaped by how different semiotic resources are received and evaluated [12]. However, modal variety does not guarantee equal participation. Group presentation may concentrate authority in one speaker, and choral production may conceal individual non-uptake. Classroom voice is therefore produced through the conjunction of accessible resources, recognisable contribution formats, and consequential interactional uptake.

5. DISCUSSION

The participation architecture indicates that classroom voice is produced less by individual willingness than by how contribution opportunities are designed and recognised. Its function is to diversify entry points: questioning, group work, presentation, role-play, interview, ritual, and embodied activity distribute participation across communicative demands. This matters because quieter learners may gain access through prepared, collective, or role-mediated formats rather than immediate public response. Such an interpretation supports Asri et al. [9], who associate collaborative climates with active participation, and Subandiyah et al. [10], who show that differentiated instruction can broaden engagement. Yet this pattern also reveals dysfunction. Task variety may create only nominal access when one spokesperson dominates, teacher evaluation closes expansion, or nonverbal contributions remain peripheral. Thus, diversified pedagogy should not be judged by activity count alone. Its value depends on whether participation opportunities become sustained, consequential, and equitably distributed across learners rather than merely displayed as classroom busyness.

The underlying structure of this pattern lies in the interactional organisation of access. Teacher questions, group assignments, and public presentations do not simply invite participation; they define who may speak, when, in what form, and with what consequences. This helps explain why similar activities can generate different levels of voice. Zuhri et al. [6] show that explicit instruction can improve oral participation, whereas Werang et al. [11] emphasise teacher performance as an important educational condition. However, neither perspective fully captures how turn allocation and uptake mediate participation. This study suggests a relational mechanism: opportunities become meaningful when learners can prepare, enter, and retain the floor long enough to shape activity. Conversely, apparently interactive formats may reproduce recitation when contributions are tightly projected and rapidly evaluated. Participation therefore reflects a structural relation among task design, temporal space, allocation rights, and recipient uptake, not a direct effect of method choice in practice.

The distribution of politeness and authority shows that respectful classroom order can both support and limit student voice. Its productive function appears when greetings, invitations, praise, ritual leadership, and role-based interaction reduce interpersonal risk and legitimise contribution. In such moments, politeness is not ornamental language but a resource that makes speaking socially manageable within unequal institutional relations. This interpretation aligns with Janna [4], who links teacher identity and language ideology to classroom interaction, and with Aminudin [3], who emphasises power in educational language policy. At the same time, politeness can become dysfunctional when deference discourages challenge, evaluation is monopolised, or temporary floor access leaves knowledge authority unchanged. This complicates assumptions that respectful classrooms are automatically dialogic. A learner may speak politely yet remain unable to question premises, contest interpretations, or redirect discussion. Accordingly, politeness matters when it enlarges epistemic participation rather than merely smoothing compliance within existing hierarchies in practice.

This ambivalence can be explained by the layered structure of classroom authority. Teachers simultaneously manage procedure, evaluate knowledge, model appropriate language, and protect relational order; these roles make complete authority transfer unlikely. Sain [17] portrays teachers as agents negotiating professional authority within changing pedagogical environments, while Yuliani [12] shows that feedback modes shape engagement and evaluative relations. Temporary student authority therefore emerges in bounded formats such as presentations, interviews, or ritual leadership, where participation is expanded without dissolving teacher control. The correlation between politeness and voice depends on sequence position: mitigation before disagreement may facilitate entry, whereas praise followed by topic closure may terminate expansion. This study consequently interprets deference not as a stable cultural trait but as an interactional orientation produced through rights and risks. Authority becomes distributed when learners receive recognised rights to explain, question, or evaluate; it remains asymmetrical when those rights are episodic, revocable, and teacher-defined.

The multimodal pattern broadens what counts as classroom voice. Its central implication is that participation may be realised through speech, gesture, collective performance, visual support, writing, movement, object handling, or role enactment, provided these resources are institutionally recognised within ongoing classroom activity. This position supports Utami [5], who argues that translanguaging can widen inclusion, and Yuliani [12], who demonstrates the engagement value of multimodal feedback. It also qualifies studies that equate participation primarily with oral production or speaking improvement, including Usmiyatun et al. [22] and Khomisah and Aberra [20]. The functional benefit of multimodality is expanded

access for learners who require preparation, peer support, embodied demonstration, or alternative semiotic resources. Its dysfunction appears when collective formats obscure individual non-participation, visual or embodied contributions are treated as supplementary, or one recognised mode remains dominant. Voice, therefore, should be evaluated through recognition and consequence, not through speech frequency or modality availability alone.

The structure underlying this pattern is a recognition economy in which some resources are granted instructional value while others remain unnoticed. Language policy, classroom norms, assessment practices, and teacher expectations shape which contributions become legible as knowledge. Aminudin [3] and Utami [5] show that linguistic legitimacy is institutionally distributed, while Jamilah [24] and Matsaini [25] reveal how technological and multilingual systems reproduce unequal access. A comparable process operates across modes: gesture, role-play, collective song, or object manipulation becomes voice only when recipients incorporate it into subsequent action. This explains why modality diversity does not automatically produce inclusion. Recognition depends on uptake, evaluative relevance, and opportunities for continuation. This study therefore proposes that silence and voice are relational outcomes of semiotic production and institutional response. Learners are not simply silent or vocal; they are positioned within recognition structures that determine whether their contributions become visible, credible, and consequential in classroom knowledge-making.

6. CONCLUSION

This study demonstrates that classroom silence in Indonesia cannot be interpreted as passivity, disengagement, or cultural deference without examining how participation opportunities are sequentially organised and recognised. Its central lesson is that classroom voice emerges through the interaction of turn allocation, politeness, authority, task structure, and multimodal access. By shifting analysis from individual talk frequency to participation-opportunity sequences, this study renews perspectives on silent learners and offers a methodologically integrated account of verbal, embodied, collaborative, and role-based participation. Its contribution lies in showing that equitable voice depends not merely on speaking, but on whether contributions receive uptake, legitimacy, and consequence.

This study remains limited by its reliance on a small corpus of publicly accessible classroom videos and supporting documents whose transcripts, timestamps, and contextual details were unevenly available. Consequently, findings should be read as analytically bounded patterns rather than representative claims about Indonesian classrooms generally. Further research should incorporate larger and more diverse datasets across regions, school levels, subjects, and linguistic communities, supported by multimodal transcription, participant interviews, and classroom observation. Longitudinal and comparative designs could clarify how participation norms develop over time, while intercoder validation and student-centred recall interviews would strengthen interpretations of silence, politeness, recognition, and epistemic access.

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CONFLICT OF INTEREST STATEMENT

Author states no conflict of interest.

AI USE DECLARATION

The author used artificial intelligence tools to assist with the generation of illustrative figures and with the formatting and layout of this manuscript. AI was not used to generate the substantive content, conceptualization, data, analysis, or conclusions of the research, all of which remain the sole responsibility of the author.

INFORMED CONSENT

Not applicable – this study did not involve direct human participants. Data consisted solely of publicly accessible classroom videos, scholarly or analytical sources, and policy or curricular documents concerning classroom participation and interaction.

ETHICAL APPROVAL

This research did not involve human or animal subjects; it analyzed publicly accessible official videos and scholarly and regulatory documents, and therefore no institutional review board approval was required. Where research does involve human subjects, the author affirms that such research would be conducted in full compliance with all relevant national regulations and institutional policies, in accordance with the tenets of the Declaration of Helsinki, and would be approved by the author's institutional review board or equivalent committee.

DATA AVAILABILITY

The corpus of publicly accessible official classroom videos, scholarly or analytical sources, and policy or curricular documents analyzed in this study are available from the corresponding author upon reasonable request.

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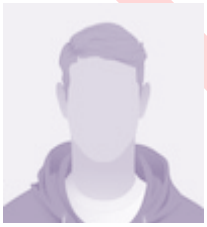
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