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# THE VALUES OF NATIONALISM AND LANGUAGE POLITENESS IN RESEARCH TEXTBOOKS IN MUHAMMADIYAH UNIVERSITIES, CENTRAL JAVA, INDONESIA

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**ABSTRACT:**
Central Java, as a province with the largest population in Indonesia, has four Muhammadiyah Universities to forming a superior generation. Two criteria that are expected by the State are graduates who have the language politeness and have a nationalist spirit. These two things symbolize the nobility of character. Research textbook is an important element supporting the success of student learning. In response to the qualified generation, textbooks used at the university need to be examined. Both nationalism and language politeness are the main modalities to build high-quality citizens. There is a need to describe the contents of research textbooks in several tertiary institutions. Field data were collected and analyzed to produce a complete description of the contents of some research textbooks used at Muhammadiyah Universities in Central Java, Indonesia. Based on the collected data, it can be concluded that nationalism has not been presented in research textbooks, while language politeness is little found in them.

## INTRODUCTION

Effective education is an education that can be well implemented and has adequate educational elements. Comprehensive elements of education in general, include educators, students, teaching materials, and curriculum. In addition to these elements, there are other things that play an important role in providing a well-managed process to improve the quality of education. A textbook is one of the important elements in the education process from

elementary to tertiary levels. The role of a textbook necessitates the availability of quality textbooks in higher education.

Through the use of quality textbooks, competent students will be developed. The Indonesian language course is a compulsory course for students at the university level. The purpose of the lesson is to equip students with four language skills such as: listening, speaking, reading, and writing. In this study, the researchers limited the research plan to writing ability because undergraduate students should be able to write academic papers for their final project (thesis) to fulfill the undergraduate requirement. This is in line with Article 4 paragraphs 3a, 3b, and 3c about the substance of the Indonesian language course that focuses on research skills. Thus, the competency that should be mastered is to write academically.

The era of the millennial generation in the new normal era requires that students have good language politeness to compete with various parties. The textbook used today should contain nationalism and work skills to face the era of competition. The attitude of nationalism is the identity of citizens to defend and feel proud of their own country while attitude skills or language politeness are the main capital in welcoming an era of increasingly fierce competition. The use of textbooks containing these two elements is now necessary to build a superior generation able to win in a competitive world. In line with this, the Basic Competence of the Indonesian Language Subject is formulated as "being a scientist and professional who is knowledgeable and has a positive attitude towards Bahasa Indonesia as the national language."

Based on the articles and verses, we can observe that the purpose of Indonesian language lectures is to develop students into individuals who have good language skills in the context of carrying out state activities and forming nationalism attitudes and themselves as superior individuals who are ready to face the millennial and new normal era. Research textbooks used in universities ideally also include elements of nationalism and competencies supporting the millennial era. Based on the researchers' observations, research textbooks used at universities in Central Java are still oriented toward research skills and do not present the concept of nationalism.

## LITERATURE REVIEW AND HYPOTHESIS
### Textbook as A Teaching Material
Teaching material is any material used by educators in the learning process that supporting an instructor to design assessment and development on an ongoing basis (Proitz 2013). Meanwhile Expert, (2020) argues that teaching materials are all matters relating to learning material such as knowledge (facts, concepts, principles, procedures), skills, and attitudes (values). McGrath, (2013) argues that teaching materials are a set of facts, concepts, principles, procedures, and generalizations specifically designed to facilitate teaching. Tomlinson (2003) says that teaching material is something that is used by lecturers or students to facilitate language and increase knowledge and language experience. Teaching materials display a complete figure of the competencies students will master in learning activities. Teaching material is an important element in the curriculum.

Pannen and Purwanto (2001) suggest that teaching materials used by lecturers and students during the learning process should be well structured, systematically arranged, and well-structured. Teaching materials are an

integral part of curriculum development and learning system development. Based on these opinions, it can be concluded that teaching materials are materials used by educators during the learning process as well as underlying a teacher to design assessment and development in a sustainable manner that includes: knowledge (facts, concepts, principles, procedures), skills, and attitudes (values). It is also specifically designed to facilitate the teaching of language and increase knowledge and experience.

Tomlinson (2011) explained that there are some good characteristics or criteria for teaching materials: (1) Teaching materials have a comprehensive impact on learners. (2) Teaching materials must be able to help learners feel calm. (3) Teaching materials should be able to help improve learners' confidence. (4) The contents of the teaching materials delivered can be easily accepted by students. (5) Teaching materials should be able to facilitate learners to find their identity. (6) Learners must be ready to work with the teaching materials that will be used. (7) Learners' attention should be clearly illustrated (focused). (8) Teaching materials should provide opportunities for learners to use their expertise/skills. (9) Teaching materials should have a positive effect on the speed and accuracy of instructions. (10) The teaching material must be something different from the previous learning style (as usual) based on the learner's experience. (11) The teaching material must be something different from the previous learning style (as usual) in terms of affective qualities. (12) Teaching materials should have a short pause at the beginning of the instruction. (13) Teaching materials should expand the potential of learning and increase the intellectual, aesthetic, and emotional involvement of the learner's right and left brain. (14) Teaching materials should not take much time in controlling the learner's conditions. (15) Teaching materials should provide opportunities for learners to provide feedback.

Textbooks are teaching materials that are arranged in such a way and contain material points that can be used by users in order to increase understanding of the content of the material being studied (Bullough 2015). Textbooks can be interpreted as a tool used by teachers to help learners achieve certain competencies (Zolfaghari 2016). The material is studied to be used as competency in supporting the learner's life career (Dewhurst 2003). Lecture teaching material is always adjusted to the applicable curriculum by considering the achievement of competencies that students should master (Fisher 2003). The material contained in textbooks should always be adapted to the times so that they can be correctly used as guidelines (Ballantyne 1999). Furthermore, Henning Sievert, (2020) explain, Textbooks play a crucial role as a learning resource for teachers and students in school. They translate the abstract curriculum into concrete operations, which teachers and students can perform.

### *Nationalism in Higher Education*
Nationalism can be interpreted as understanding (teachings) to love one's own nation and country (Clark 2000). Nationalism can also be interpreted as a sense of pride in language and culture (Brubaker, 2017). Other experts define nationalism as a form of defense of territorial territory from enemy threats (Ting 2008) & Chipkin (2016); Everett (2017). On the other hand, Eva (2008) asserts that nationalism is the identity of someone who recognizes himself as a citizen who is obedient to the prevailing state system. Based on

the preceding study of nationalism, it can be concluded that nationalism is a sense of love and pride for the nation, culture, and language and a willingness to maintain the territorial integrity of the state. on the other hand, Klemi Subiyantoro (2020) emphasized that the national attitude to the natural symbols is related through the national customs, holidays, rituals and texts which belong to one of the most important forms of culture reflection and transferring.

Learning practices in universities are dynamic and lead to improvement or refinement under the times to produce professional staff (Bucklow 2000). The government has a universal role as a policymaker in determining the direction of education (Devlin 2010). Understanding and improving student behavior is the focus of learning in higher education (Williams, 2016). The ability to write academically is a form of achievement of student competencies in pursuing their studies (Lonka 2014); Janneke van der Loo 2018), both writing individually collaboratively and effectively (Castello 2015) ; (Klein 2015) with full confidence (Betrancourt 2015). Besides, other forms of student behavior that show learning achievements are to have a sense of love and pride in the country and have language politeness to deal with developments of the industrial era. The inculcation of nationalism values and language politeness of students in higher education can be done through a professional learning process (Wood 2011). Research on research in higher education has been carried out by experts and academic practitioners (Ortoleva 2016). This is because research is a major element in learning in higher education (Limpo, 2017). Research is a vehicle for channeling students' ideas to be able to publish academic work (Lonka 2014). It is also used to develop and carry out academic innovations (Galbraith 2015).

### *Language Politeness*

A research related to the language politeness has been carried out by Fitri Murfianti (2020) the research discuss about the revolution of poster protest language styles z generation in Indonesia. Language politeness can be defined as how language is employed in conversation to show consideration for the feelings and desires of one's interlocutors, to create and uphold interpersonal relationships (so-called politic behavior), and to comply with the rules for what society or one's culture considers appropriate behavior (Olmen, 2017). According to Geoffrey Leech (1983), there is a politeness principle with conversational maxims similar to those formulated by Paul Grice. He lists six maxims: tact, generosity, approbation, modesty, agreement, and sympathy. The tact maxim states: "Minimize the expression of beliefs which imply cost to other; maximize the expression of beliefs which imply benefit to other." Leech's generosity maxim states: "Minimize the expression of beliefs that express or imply benefit to self; maximize the expression of beliefs that express or imply cost to self." Unlike the tact maxim, the maxim of generosity focuses on the speaker, and says that others should be put first instead of the self. The approbation maxim states: "Minimize the expression of beliefs which express dispraise of other; maximize the expression of beliefs which express approval of other." It is preferred to praise others and if this is impossible, to sidestep the issue, to give some sort of minimal response (possibly through the use of euphemisms), or to remain silent. The maxim of modesty is meaning to minimize praise or to maximize dispraise of self.

The modesty maxim states: "Minimize the expression of praise of self; maximize the expression of dispraise of self". The agreement maxim runs as follows: "Minimize the expression of disagreement between self and other; maximize the expression of agreement between self and other." It is in line with Brown and Levinson's (1987) positive politeness strategies of "seek agreement" and "avoid disagreement", to which they attach great importance. However, it is not being claimed that people avoid disagreement. It is simply observed that they are much more direct in agreeing, rather than disagreement. The sympathy maxim states: "minimize antipathy between self and other; maximize sympathy between the self and other." This includes a small group of speech acts such as congratulation, commiseration, and expressing condolences – all of which is under Brown and Levinson's (1987) positive politeness strategy of attending to the hearer's interests, wants, and needs. Politeness in language is not only in speech but also in written, including in a textbook (Suntoro, 2018). Textbooks which has a polite language style will contribute to the quality of students language, especially for student of teacher candidates who must be able to exemplify polite language styles to their students.

Based on discussions with lecturers in the field, currently, there is a need to use teaching materials in the form of research textbooks that contain the values of nationalism and language politeness, especially in elementary school teacher study programs (PGSD) at Muhammadiyah universities in Central Java. It can trigger the researchers to examine the actual conditions of the books, whether they have included the values of nationalism and language politeness or not. The relevance of the materials/contents of textbooks to the students' needs, are important to achieve learning objectives (Devlin 2010). A number of studies on this area have also been carried out by McLeod (2015), Dronkers (2016), Alberts (2010), and Avest (2016). Language politeness investigated in this research are competencies possessed by someone to be able to carry out life in general in a wider community including the ability in organization/management and leadership and other abilities that support the success of one's life.

**RESEARCH METHODOLOGY**
**METHOD AND DATA**
The research method included conducting field studies and collecting data about textbooks used at Muhammadiyah universities in Central Java. The collected textbook included those used by lecturers and students. Besides, the researchers also took other reference books from libraries as data sources.

This research involved four Muhammadiyah universities in Central Java as the sample. The four universities are representatives of those accredited A and B in Central Java, Indonesia such as the University of Muhammadiyah Purwokerto; University of Muhammadiyah Purworejo; University of Muhammadiyah Magelang; and the University of Muhammadiyah Surakarta.

Qualitative and quantitative methods were both used to analyze the data and described the result. A content analysis study was conducted to investigate the values of nationalism and language politeness embedded in these books. The main step of conducting this study was analyzing the first part of the texts systematically (Roth 2017). Then, pragmatism was employed to analyze the textbooks. They were described and analyzed one by one to find out the

number of pages containing the values of nationalism and language politeness. Furthermore, the data obtained were presented in a graph showing percentages of the appearance of the values of nationalism values and language politeness.

## RESULT & DISCUSSION

Some facts as a description of the conditions of the textbooks used in four Muhammadiyah universities in detail can be described as follows.

### *Textbook Used in Muhammadiyah University of Purwokerto*

Muhammadiyah University Purwokerto is located on Jl. Dukuhwaluh Kembaran, Banyumas Regency. The Muhammadiyah University of Purwokerto has a PGSD Study Program that has been accredited A by the National Accreditation Board for Higher Education (BAN-PT). The Research course was in the third semester. The lecturers responsible for the course did not have their textbooks, either by themselves or by team members involved in the course. The lecturers still used reference textbooks in the library. The textbooks can be explained as follows.

The first textbook was entitled *Quantitative, Qualitative Research Methods, and R&D* by Sugiyono, the sixth edition published by Alfa Beta Bandung (February 2009). This book consists of 16 chapters. Chapter I contains the perspective of quantitative and qualitative research methods. Chapter II contains research processes, variables, and quantitative research paradigms. Chapter III contains the theoretical basis, the framework of thinking, and the submission of quantitative research hypotheses. Chapter IV describes the experimental method. Chapter V is about populations and samples. Chapter VI concerns the scale of measurement and research instruments. Chapter VII concerns data collection techniques. Chapter VIII describes the data analysis. Chapter IX contains examples of data analysis and hypothesis testing. Chapter X contains the focus and title of qualitative research. Chapter XI is about the population and sample of qualitative research. Chapter XII deals with instruments and techniques for collecting qualitative research data. Chapter XIII is about qualitative research data analysis techniques. Chapter XIV is about the validity and reliability of qualitative research. Chapter XV discusses the preparation of a research proposal. Chapter XVI contains research and development methods. The study of research techniques in this book is presented in Chapter XV on how to prepare a good research proposal. Meanwhile, research techniques up to the final research report are not discussed in this book.

In this book, there was no element or value of nationalism, but there was a material that contains language politeness such as leadership attitudes. The topics studied in this book are mostly about management and leadership in a company using a communicative word that has respect to the reader. For example, page 166 mentions an example of a study on the influence of leadership styles on a company's work climate. There some sentences for example: "*Kita dapat mencapai tujuan itu*" (we can achieve the goal) not "*Anda dapat mencapai tujuan itu*" (you can achieve the goal). However, on other pages, there was no element or term of nationalism. This book contains 464 pages. In this book, there are no pages containing the topic of nationalism and 25 pages containing the topic of language politeness.

The second textbook was entitled *Qualitative, Quantitative, and Mixed Research Methods* also created by Sugiyono. The book was published by the Alfa Beta (April 2017) consists of 23 chapters. Chapter I contains the perspectives of qualitative, quantitative, and combination research methods. Chapter II contains the paradigm of quantitative research. Chapter III contains the basic theory, framework of thinking, and submission of quantitative research hypotheses. Chapter IV contains experimental research methods. Chapter V considers populations and samples. Chapter VI contains the scale of measurement and research instruments. Chapter VII discusses data collection techniques. Chapter VIII is about an analysis of quantitative data. Chapter IX deals with examples of data analysis and hypothesis testing. Chapter X compiles quantitative research proposals. Chapter XI compiles quantitative research reports. Chapter XII is about theory in quantitative research. Chapter XIII considers populations and samples. Chapter XIV is about data collection instruments and techniques. Chapter XV discusses data analysis techniques. Chapter XVI concerns the validity and reliability of qualitative research. Chapter XVII is about how to prepare a qualitative research proposal. Chapter XVIII compiles a qualitative research report. Chapter XIX is on basic concepts of combination research. Chapter XX is about method combination of models/sequential explanatory design. Chapter XXI deals with method combination model/sequential exploratory design. Chapter XXII is a combination of concurrent triangulation design methods. Chapter XXIII is about methods of concurrent embedded model combination.

In this textbook, the topic about research was analyzed in chapter X concerning the preparation of quantitative research proposals and chapter XI concerning the preparation of quantitative research reports. When the researchers compared it with the first textbook, the second one was considered more complete because the techniques of writing academic papers are completely interpreted because of the way of writing research reports. In this second book, there is no element of nationalism but there are values of language politeness needed by students. The reading texts in this textbook are about a company. In this topic, there are some sentences for example: "*Perusahaan yang belum sepenuhnya sukses*" (companies that have not been successful) not "*Perusahaan yang gagal*" (failed companies). This book contains 950 pages. In this book, there are 0 pages containing the topic of nationalism and 23 pages containing the topic of language politeness.

### *Textbook Used in Muhammadiyah University of Magelang*
The Muhammadiyah University of Magelang has a PGSD Study Program accredited B by the National Higher Education Accreditation Board (BAN-PT). In the research course, the lecturers did not have their teaching materials but still used reference textbooks from the library. The lecturers responsible for the course preferred the achievement of competencies in the syllabus of the research course. The first textbook, created by Sumadi Suryabrata, was entitled "*Metodologi Penelitian*". It was published by PT Raja Grafindo Persada. The fifteenth printed textbook published in 2003 contains six chapters. Chapter I contains an introduction to academic and nonacademic research approaches. Chapter II covers the steps of the research from problem identification to report preparation. Chapter III describes how to develop data collection instruments. Chapter IV considers various methods and types of

research. Chapter V considers experimental design. Chapter VI concerns the role of statistics and computers in research. The procedures for research in this textbook are discussed in Chapter II on how to prepare research reports. This book does not present any subject that contains elements/values of nationalism. However, this textbook presents the value of language politeness regarding companies and businesses' attitudes. Most of the topics studied are situations related to companies or businesses. There are some sentences, for example: "*Beberapa karyawan diberhentikan dengan hormat*" (some employees were honorably dismissed) not "*Beberapa karyawan dipecat*" (several employees were fired). This book contains 166 pages. In this book, there are 0 pages containing the topic of nationalism and 7 pages containing the topic of language politeness.

The second textbook was entitled "*Metode Penelitian dalam Teori dan Praktik*" written by Joko Subagyo. It was published by PT Rineka Cipta in 1997. This book consists of 8 chapters. Chapter I is an introduction to the general understanding of research. Chapter II is on the subject of sampling. Chapter III is a description of data collection instruments. Chapter IV considers the target respondents. Chapter V contains the formulation of the problem. Chapter VI deals with data and how to analyze data. Chapter VII examines library research. Chapter VIII concerns procedures for writing academic papers. In this book, the discussion about writing academic papers is found only in the last chapter. This chapter consists of four parts: the first part is the introduction; the second part is about the types of consumers; the third part is about the basic framework of the preparation of the report, and the fourth section is about the procedures for writing. The procedure for writing academic papers only in one chapter is quite good in scope. The value of nationalism was not found in this book. However, the textbook contains the value of language politeness needed by students. It presents examples of texts related to companies and businesses. For example: "*Kinerja karyawan yang tidak produktif*" (unproductive employee performance) not "*Kinerja karyawan yang kacau*" (chaotic employee performance). This book contains 135 pages. In this book, there are 0 pages containing the topic of nationalism and 5 pages containing the topic of language politeness.

### *Textbook Used in Muhammadiyah University of Purworejo*
The Muhammadiyah University of Purworejo in the scientific writing course also uses textbooks published by the faculty, entitled "Buku Penulisan Skripsi". Besides, PGSD FKIP UM Purworejo also uses several supporting books. The supporting books used include: "Karya Tulis Ilmiah Sosial (Menyiapkan Menulis dan Mencermatinya)" and "Karya Tulis Ilmiah (Bahan Ajar Teknologi Laboratorium Medik)". Detailed data about these books can be described as follows.

The first textbook used was entitled: "Karya Tulis Ilmiah Sosial (Menyiapkan Menulis dan Mencermatinya)" created by Yunita T Winarto. The publisher of this book is Yayasan Obor Indonesia. This book is the second edition of the book published in 2007, the first edition was published in 2004. In the first part of this book, there is a chapter on how to explore insights in scientific writing. Chapter one contains contemporary social scientific writing which covers issues of rhetoric and metaphor in addition to the basics of logic and critical thinking. The second part of this book deals with procedures for

preparing scientific papers such as (1) recognize the elements of writing, (2) structuring the arguments, (3) preparing writing circuits, and (4) preparing references. The third part of this book discusses how to write and organize scientific papers such as (1) how to organize discourse flow in scientific writing; (2) how to compose paragraphs in scientific works; (3) how to write sentences in scientific works especially what needs to be mastered and what needs to be avoided; (4) compiling an introduction as well as choosing words and observing word usage; and (5) checking to spell. The discussion in this book is quite extensive and detailed. The elements or values of nationalism are not found in this book. Most of the contents of the text of the book relate to the social attitudes of society in general. This book does not present any subject that contains elements/values of nationalism. However, this textbook presents the value of language politeness regarding companies and businesses' attitudes. Most of the topics studied are situations related to companies or businesses. There are some sentences, for example: "*Kinerja karyawan belum tertata rapi*" (Employee performance is not neatly arranged) not "*Kinerja karyawan sangat berantakan*" (Chaotic employee performance). This book contains 205 pages. In this book, there are 0 pages containing the topic of nationalism and 7 pages containing the topic of language politeness.

The second book used is entitled "Karya Tulis Ilmiah (Bahan Ajar Teknologi Laboratorium Medik) created by Sri Sulami EA, in 2018. This book was published by the Ministry of Health of the Republic of Indonesia. This book consists of eleven chapters which are written in number, as for the eleven numbers include: Number 1 regarding problem identification, how to identify problems to be explored and studied in a research plan; Number 2 discusses how to structure a research question; Number 3 is about how to compose an introduction, how to make paragraphs coherent and compatible with one another; Number 4 discusses how to compile a literature review, including how to quote or cite either directly or indirectly; Number 5 discusses research design, how to construct a design according to the type of research being carried out; Number 6 discusses the implementation of research, how to conduct technical research in the field so that it can run smoothly; Number 7 relates to data collection techniques, how to collect data in the field so that accurate and valid data is obtained; Number 8 relates to sampling techniques, namely how to determine and take samples who are the subject or object of research; Number 9 discusses data analysis, how data is analyzed and processed so that results and conclusions are obtained as expected; Number 10 relates to the systematics of writing, how to structure a research framework and the development of that framework; Number 11 relates to the preparation of research reports, how a researcher must be able to compile a research report that is neat and tidy. The discussion in this book is quite extensive and detailed. Most of the contents of the text are related to medical and health care. This book does not present any subject that contains elements/values of nationalism. However, this textbook presents the value of language politeness regarding companies and businesses attitude. Most of the topics studied are situations related to hospitality or medical project. There are some sentences, for example: "Pendisiplinan karyawan sesuai situasi dan kondisi" (Discipline employees according to situations and conditions) not "Penghukuman karyawan sesuai situasi dan kondisi" (Punishment of employees according to situations and conditions). This book contains 227 pages. In this book, there

are 0 pages containing the topic of nationalism and 4 pages containing the topic of language politeness.

***Textbook Used in Muhammadiyah University of Surakarta***

S-1 PGSD Study Program, FKIP Sebelas Maret University Surakarta (UMS), in scientific writing lectures using textbooks that are not written by lecturers who are teaching scientific writing courses. The main book used in scientific writing is "Buku Panduan Penyusunan Skripsi" published by the faculty. However, PGSD FKIP UMS in scientific writing lectures uses several supporting books such as: "Penulisan Karangan Ilmiah" and "Metode Research (Penelitian Ilmiah)" by Nasution. The detailed review of these two books can be explained as follows.

The first textbook was entitled "Penulisan Karangan Ilmiah" by Mukayat D Brotowidjoyo, and published by Akademika Pressindo. This book was first printed in 1985 and contains 217 pages. This book consists of nine chapters covering: The first chapter discusses the definition of scientific essays, non-scientific essays, and unscientific essays. This first chapter contains some details including introduction, content, conclusions, and exercises. The contents section discusses: (1) the basics of classification; (2) the nature and form of the essay; (3) characteristics of non-scientific essays; (4) characteristics of scientific essays (5) the nature of scientific essays; (6) the nature of non-scientific essays; and (7) characteristics of popular scientific essays. The second chapter of this book examines the scientific method. In this chapter, there are several details which include: introduction, content, conclusions, and exercises. The content section discusses: (1) Why the author should follow the method; (2) The purpose of studying scientific essay research methodology; (3) Scientific attitude; (4) Why it is necessary to study scientific essays; (5) Steps for implementing scientific writing; (6) Statistics; and (7) Scientific thinking. The third chapter of this book examines the meaning of terms and their use in scientific essays. Chapter three includes (1) Several important terms; (2) Definition; (3) Guidelines for making definitions; (4) Classification; (5) Analysis and analysis reports; (6) Diagnosis; (7) Description.

The fourth chapter of this book examines writing scientific essays. In this chapter, there are several details which include: introduction, content, conclusions, and exercises. The content section discusses: (1) The purpose of writing scientific essays; (2) Narrative in scientific essays; (3) Quoting; (4) acknowledge to say thank you; (5) Techniques and customs of quoting; (6) The way of acknowledging and giving thanks. The fifth chapter of this book discusses the elements of a scientific framework. In this chapter, there are several details which include: introduction, content, conclusions, and exercises. The content section discusses (1) Title and title page; (2) Table of contents; (3) General introduction; (4) Body of description; (5) Acknowledgments and acknowledgment of borrowing material; (6) Bibliography; (7) Attachments; (8) Index; and (9) Glossary. The sixth chapter of this book examines scientific essays. In this chapter, there are several details which include: introduction, content, conclusions, and exercises. The content section discusses (1) Abstract; (2) book scales; (3) Summary; (4) Library scales; (5) dissertation thesis and thesis; (6) Popular scientific essays; (7) Journal; and (8) Scientific books. The seventh chapter of this book

examines writing scientific reports. In this chapter, there are several details which include: introduction, content, conclusions, and exercises. The content section discusses (1) Kinds of reports; (2) the characteristics of the report; (3) Requirements for report makers; and (4) Elements of a scientific report framework. The eighth chapter of this book examines the research proposal design which includes: (1) research proposal design; (2) the initial part of the research proposal; (3) the main part of the research proposal; and (4) The final part of the research proposal. The ninth chapter of this book explores the curriculum vitae or the author's bio. This chapter includes (1) General definitions; (2) To use vitae; (3) Vitae appearance; (4) Vitae arrangement; and (5) Content of the vitae.

This book does not present any subject that contains elements/values of nationalism. However, this textbook presents the value of language politeness regarding companies and businesses atittude. Most of the topics studied are situations related to companies or businesses. There are some sentences, for example: "Kinerja karyawan belum tertata rapi" (Employee performance is not neatly arranged) not "Kinerja karyawan sangat berantakan" (chaotic employee performance). This book contains 236 pages. In this book, there are 0 pages containing the topic of nationalism and 13 pages containing the topic of language politeness.

The second book used as a supporting material is a book entitled: "Metode Research (Penelitian Ilmiah)" by Nasution which published by Bumi Aksara. This book was printed in 2006 and contains 156 pages. This book consists of eleven chapters covering: The first chapter of this book discusses scientific research, while the sub-topics are about: (1) scientific research; (2) Science or science; (3) Values in science; and (4) Summary. The second chapter discusses how to suggest a thesis or dissertation which is divided into sub-topics including: (1) Finding problems; (2) Formulating problems; (3) Errors in problem formulation; (4) Processing problems; and (5) Summary. The third and fourth chapters of this book discuss research design which includes several forms of research design and a summary. The fifth chapter of this book examines the hypothesis which is divided into sub-topics including (1) the definition of the hypothesis; (2) Hypothesis function; (3) Formulating a hypothesis; (4) Types of hypotheses; (5) Testing the hypothesis; and (6) Summary. The sixth chapter of this book examines measurement in research which is divided into sub-topics including (1) measurement and its function; (2) Definition; (3) Some examples of measurement methods; (4) Problems measuring socio-psychological symptoms and (5) summary. The seventh chapter of this book examines validity and reliability which is divided into sub-topics including (1) Validity; (2) Reliability; (3) Some pointers; and (4) Summary. The eighth chapter of this book examines: (1) Methods of sampling methods; (2) Kinds of sampling; (3) Determine the number of samples; (4) Bias in the sample; and (5) Summary. The ninth chapter of this book examines data collection methods which are divided into sub-topics including (1) Observation; (2) Interview; (3) Questionnaire; and (4) Summary. The tenth chapter of this book examines the use of secondary sources and libraries which are divided into sub-topics including (1) Secondary sources; (2) Libraries; and (3) Summary. The eleventh chapter of this book examines how to complete a thesis which is divided into sub-topics including (1) Thesis completion; (2) Submission of the thesis; and (3) Summary.

This book does not present any subject that contains elements/values of nationalism. However, this textbook presents the value of language politeness regarding companies and businesses atittude. Most of the topics studied are situations related to companies or businesses. There are some sentences, for example: "Pembuangan limbah pasca produksi" (Post-production waste disposal) not "Pengelolaan limbah pasca produksi" (Post production waste management). This book contains 156 pages. In this book, there are no pages containing the topic of nationalism and 3 pages containing the topic of language politeness.  Complete data about the book is shown in table 1 below.

**Table 1.** Percentage of Topics of nationalism and language politeness

| University | Book | Total Pages | N | LP | N % | LP % |
|---|---|---|---|---|---|---|
| MU Purwokerto | 1 | 464 | 0 | 25 | 0 | 5,39 |
|  | 2 | 950 | 0 | 23 | 0 | 2,42 |
| MU Magelang | 1 | 166 | 0 | 7 | 0 | 4,22 |
|  | 2 | 135 | 0 | 5 | 0 | 3,70 |
| MU Purworejo | 1 | 205 | 0 | 7 | 0 | 3,41 |
|  | 2 | 227 | 0 | 4 | 0 | 1,76 |
| MU Surakarta | 1 | 236 | 0 | 13 | 0 | 5,51 |
|  | 2 | 156 | 0 | 3 | 0 | 1,92 |
| Average (in percent) |  |  |  |  | 0 | 3,54 |

N: Amount of pages containing the topic of nationalism
LP: Amount of pages containing the topic of language politeness
N %: Percentage of the number of pages containing the topic of nationalism
LP %: Percentage of the number of pages containing the topic of language politeness

Tabel 1 shows the frequencies of the elements of nationalism and language politeness. Concerning these, each book can be analyzed as follows. (1) In the first textbook used in the Muhammadiyah University of Purwokerto, there is no single page presenting the element of nationalism. In other words, the element of nationalism is 0 percent, while language politeness is presented in 25 pages out of a total of 464 pages or around 5,39 percent. (2) In the second textbook used in the Muhammadiyah University of Purwokerto, there is no single page presenting the element of nationalism. In other words, the element of nationalism is 0 percent, while the language politeness is presented in 23 pages out of a total of 950 pages or around 2,42 percent.
In the first textbook used in the Muhammadiyah University of Magelang, there is no single page presenting the element of nationalism. In other words, the element of nationalism is 0 percent, while language politeness is presented in 7 pages out of a total of 166 pages or around 4,22 percent. (2) In the second textbook used in the Muhammadiyah University of Magelang, there is no single page presenting the element of nationalism. In other words, the element of nationalism is 0 percent, while the language politeness is presented in 5 pages out of a total of 135 pages or around 3,70 percent.
In the first textbook used in the Muhammadiyah University of Purworejo, there is no single page presenting the element of nationalism. In other words,

the element of nationalism is 0 percent while language politeness is presented in 7 pages out of a total of 205 pages or around 3,41 percent. (2) In the second textbook used in the Muhammadiyah University of Purworejo, there is no single page presenting the element of nationalism. In other words, the element of nationalism is 0 percent while the language politeness is presented in 4 pages out of a total of 227 pages or around 1,76 percent.

In the first textbook used in the Muhammadiyah University of Surakarta, there is no single page presenting the element of nationalism. In other words, the element of nationalism is 0 percent while language politeness is presented in 13 pages out of a total of 236 pages or around 5,51 percent. (2) In the second textbook used in the Muhammadiyah University of Surakarta, there is no single page presenting the element of nationalism. In other words, the element of nationalism is 0 percent while the language politeness is presented in 3 pages out of a total of 156 pages or around 1,92 percent.

From these data, it can be seen that the average percentage of the topic of Nationalism contained in textbooks is 0 percent. Meanwhile, the average percentage of language politeness topics contained in books is 3.54 percent. The contents of the research textbooks studied can also illustrated in Figure 1.
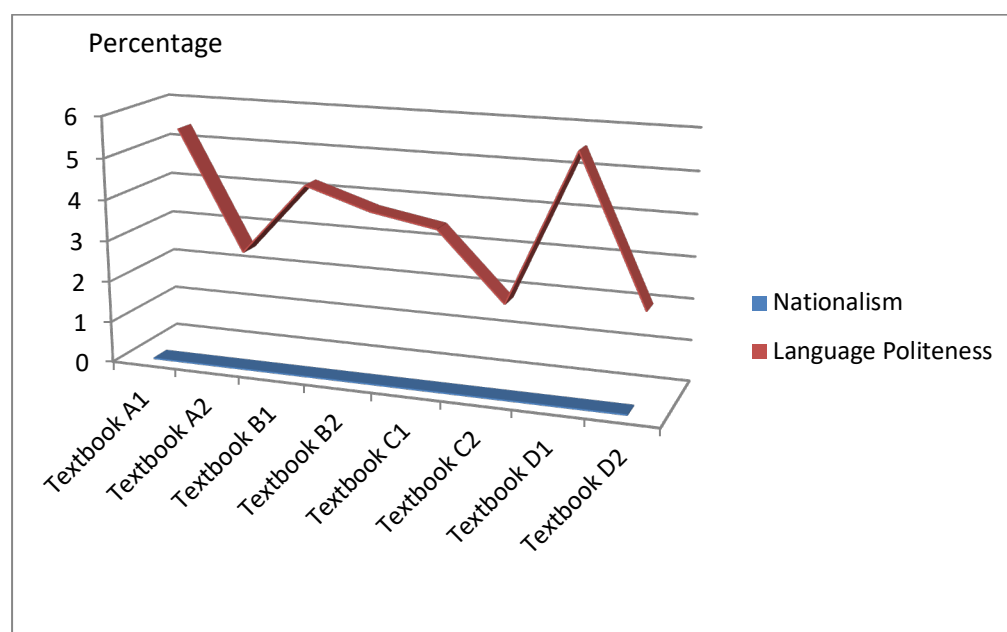


**Figure 1**. Nationalism and Language Politeness Embedded in the Research Textbooks.

Based on figure 1, we can see that the highest percentage on the topic of language politeness in textbooks is the first book used by the Muhammadiyah University of Surakarta, which is 5.51 percent. Meanwhile, the lowest percentage of the topic of language politeness is in the second book used by Muhammadiyah University of Purworejo, which is 1.76 percent.

## CONCLUSION AND RECOMMENDATION
## CONCLUSION

Based on the elaborated field data, it can be concluded that the value of nationalism has not been presented in any research textbooks, while language politeness have been a little embedded in them with average 3.54 percent. This research is a preliminary study to determine the level of nationalism and language politeness in research books used by Muhammadiyah university students in Central Java. Henceforth, research textbooks are developed according to the needs of Muhammadiyah university students in Central Java.

## RECOMMENDATION

Based on the results of this study, research textbook are need to be developed conducting to the students' need. Both nationalism and language politeness are need to be included in the research textbook. This aims to form students who are nationalist and have noble spirits.

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