

Bibliometric Analysis of Student Politeness in Global Education Literature

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Abstrack

Politeness is a social character that involves self-control and mutual respect, serving as a behavioural guide to build positive interactions in the educational environment. This research aims to examine publication patterns, geographical distribution, and the main topics addressed in studies on student politeness. The methodology used is bibliometric analysis with data taken from the research database sourced from the Scopus database within the range of 2014 to 2024. subject area in Social Sciences 786, Art and Humanities 668, Psychology 165. The articles selected and analyzed based on bibliometric indicators, such as the number of publications, amounted to 881. Software analysis was used to identify the keywords "politeness in education" OR "student politeness" OR "politeness" in the Scopus database and analyzed using VOSviewer. The results of this study are expected to support the development of character education programs and improve student-teacher relationships to foster a better educational culture.

Keywords: student politeness, character education, bibliometric analysis

Abstrak

Kesopanan sebagai karakter sosial penting yang melibatkan kontrol diri dan sikap saling menghormati, berfungsi sebagai panduan perilaku untuk membangun interaksi positif dalam lingkungan pendidikan. Tujuan penelitian ini adalah untuk menelaah pola publikasi, distribusi geografis, serta topik utama yang diangkat dalam studi tentang kesopanan siswa. Metodologi yang digunakan adalah analisis bibliometrik dengan data yang diambil dari database penelitian ini diambil dari database Scopus dalam rentang tahun 2014 sampai 2024. subject area pada Social Sciences 786, Art and Humanities 668, Psycology 165. Artikel yang diseleksi dan dianalisis berdasarkan indikator bibliometrik seperti jumlah publikasi, kutipan, penulis, dan negara berjumlah 881 artikel. Analisis perangkat lunak digunakan untuk mengidentifikasi kata kunci "politeness in education" OR "student politeness" OR "politeness" pada database scopus dan dianalisis menggunakan VOSviewer. Hasil studi ini diharapkan mendukung pengembangan program pendidikan karakter dan memperbaiki hubungan siswa-guru untuk menciptakan budaya pendidikan yang lebih baik.

Keywords: kesopanan siswa, pendidikan karakter, analisis bibliometrik

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INTRODUCTION

Politeness is a distributional characteristic that is possessive, but not explicitly measured (Lukman et al., 2024; Perevozchikova, 2024). Politeness is one of the fundamental values in social interactions that plays a vital role in maintaining harmony and building good human relationships (Prayitno et al., 2022). In the increasingly complex and multicultural global context, politeness becomes more relevant as social interactions involving individuals from different cultural backgrounds occur more frequently (Sari & Septiani, 2020) Kádár & Haugh (2013), emphasizing that character education, including teaching manners, plays a vital role in the moral development of students as well as in shaping positive behaviour inside and outside the classroom.

The character of politeness in teenagers is closely related to self-control ability. Good self-control allows teenagers to avoid negative actions and adjust their behaviour to the appropriate situations, times, and conditions (Nelissa et al., 2023). With the advancement of technology and digital communication, politeness has faced new challenges, especially in online interactions (Kusmanto & Widodo, 2022). Social media and digital platforms often become places where rude behaviour, such as trolling and cyberbullying, occurs more frequently (Hermanto et al., 2024). This shows that anonymity in the digital world triggers impolite behaviour that disrupts communication ethics. Therefore, it is essential to understand how politeness can be taught and practiced in digital communication.

Education in Indonesia is currently facing challenges related to low morality, especially among teenagers, student brawls, promiscuity, drug abuse, and a decline in respect towards teachers (Kulsum & Muhid, 2022; Setiyatna & Mualim, 2024; Sholihah & Maulida, 2020). Furthermore, the decline in respect towards teachers indicates a moral degradation and a lack of exemplary behaviour in social interactions (Faridah, 2015; Muntuan, 2023). This condition demands attention from various parties, including educational institutions, families, and society, to collectively address the issue through a holistic approach based on strong moral values. This issue not only reflects the failure in formal education but also indicates the weakness of character education, which should be the foundation of the national education system. Educational institutions, which should serve as vehicles for character formation and moral values, still face various challenges in their implementation.

In an increasingly multicultural world, politeness is considered a moral value and a communication strategy to avoid cross-cultural misunderstandings (Suwignyo et al., 2024). In communication, there is the potential to cause embarrassment or make others feel ashamed, and this happens due to someone's inability to choose the appropriate form of speech (Awal et al., 2022). Cultural context frequently affects politeness standards, and misinterpretations of these principles can cause problems in cross-cultural relationships. Politeness norms serve as behavioural guidelines that regulate human actions, uphold positive values prevalent in society, and maintain a social life characterized by mutual respect and honor (Nurjaman, 2020). Therefore, understanding politeness globally is crucial to creating harmonious relationships between individuals from different cultural backgrounds.

In this context, research on student politeness is becoming increasingly relevant and urgent. While research on moral behaviour and character education has been extensively conducted, studies examining student politeness through a scientific approach are still minimal. Moreover, research using a bibliometric approach to map trends in politeness research in a global context is still limited. However, bibliometric studies have



great potential to provide a comprehensive picture of how politeness is studied and developed in cross-cultural and interdisciplinary contexts.

This study is expected to fill the research gap by conducting a bibliometric analysis of the existing literature. This analysis will map global trends in student politeness research, highlighting the countries that have contributed the most to this field of study. Thus, the results of this study not only provide insights into the development of student politeness in various parts of the world but also offer directions for future research that can be applied in the Indonesian education context, where issues of morality and politeness pose real challenges.

It is essential to conduct a bibliometric study to understand how research on politeness has developed. This study will enable researchers to identify research trends related to politeness in education. Thus, this research provides an understanding of global trends in politeness and helps determine the direction for future research.

METHOD

This research uses a bibliometric approach to analyze scientific literature on student politeness in education. The bibliometric method allows researchers to quantitatively map and analyze trends, author productivity, relevant journals, and citation patterns in a specific field. Here are the steps taken in this research,

Data Sources

The data used in this research were taken from leading academic databases, namely Scopus and Web of Science, which provide access to scientific publications from various international journals. These two databases were chosen due to their extensive coverage and high-quality, well-indexed scientific resources.

Search Criteria

The literature search was conducted using the keywords “politeness in education” OR “student politeness” OR “politeness.” The search focused on publications published between 2014 and 2024. Filter by keyword politeness, human, (im) politeness, politeness strategies with document type article 881. Inclusion criteria include articles that focus on politeness in the context of education, both theoretically and empirically. Irrelevant articles, such as those focusing on politeness in business or interpersonal communication outside the educational context, are excluded from the analysis.

Data Collection Process

After the literature search, all articles that meet the inclusion criteria are downloaded and analyzed. Important information extracted includes documents per year, source, and country or territory. This data is then entered into bibliometric analysis software such as VOSviewer and R Bibliometrix, which identify citation networks, author relationships, and major topic trends in student politeness research. This writing is limited to the subject areas of Social Sciences 786, Art and Humanities 668, and Psychology 165.

Data Analysis

Descriptive Analysis: The researchers first conducted a descriptive analysis to obtain an overview of research trends, including the number of publications per year and the countries most active in the topic.



RESULT AND DISCUSSION

Visualization of topic areas using VOSviewer

Five terms are the minimum number of term connections required to use VOSviewer. VOSviewer analysis revealed five primary clusters—Yellow, Purple, Blue, Green, and Red—illustrating the connections between various topics. VOSviewer can map bibliometric data into three distinct visual displays: density visualization, overlay visualization, and network visualization (Figure 1). A colored circle indicates each term, and the circle's size accurately represents the positional connection based on how frequently the keyword appears in the abstract and title. The bibliometric mapping is shown graphically here.

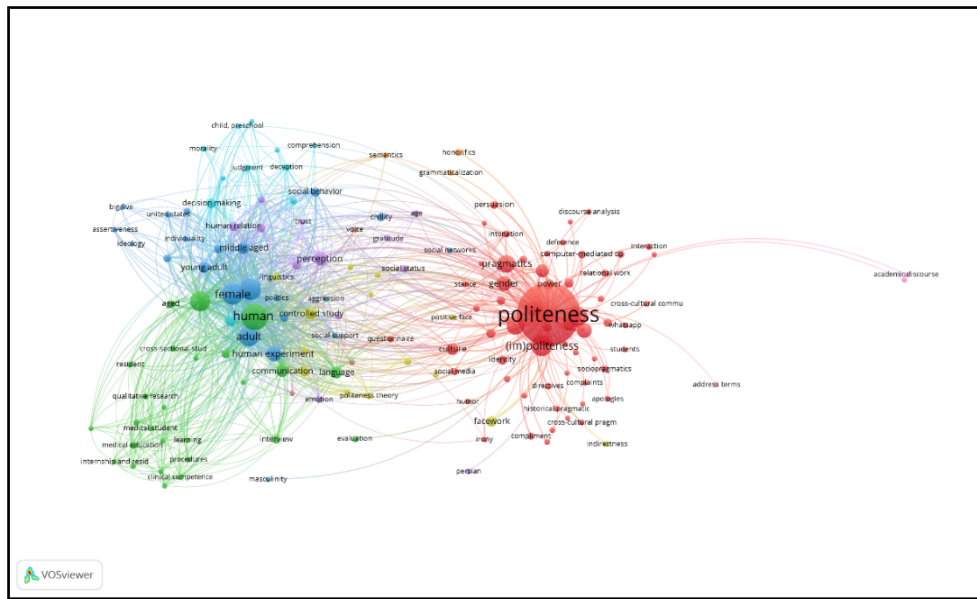


Figure 1.

Visualization of the topic area using VOSviewer network visualization

Figure 1 shows the clusters in each research topic area, with keywords appearing in the same cluster. Below is a table listing the items in each cluster, along with the number of items in each cluster based on the VOSviewer visualisation shown in the figure

Table 1.

Information On Each Cluster's Items Based On The Visualization

Cluster	Color	Number of Items	Item	Main Topic
Red Cluster	Red	25	politeness, impoliteness, politeness theory, discourse analysis, cross-cultural communication, pragmatics, speech acts, address terms,	Politeness, impoliteness, discourse analysis, intercultural communication



Cluster	Color	Number of Items	Item	Main Topic
			interpersonal communication, facework, requests, directives, conversational analysis, politeness markers, verbal behavior, discourse norms, pragmatic strategies, relational communication, politeness framework, apologies, compliments, context analysis, intercultural pragmatics, mitigation, politeness research	
Green Cluster	Green	20	human, female, male, human experiment, adult, perception, comprehension, decision-making, age group, brain functions, social learning, personality, group dynamics, behavior, gender studies, human behavior, psychological factors, social perception, cognitive processing, attention	Social studies and experiments on humans, social interactions, human behavior
Blue Cluster	Blue	15	social interaction, perception, gender, nonverbal communication, social networks, communication, social behavior, group interaction, emotions, empathy, socialization, social learning, interaction norms, cultural gestures, social cues	Social interaction, perception, communication, social behavior



Cluster	Color	Number of Items	Item	Main Topic
Yellow Cluster	Yellow	10	cultural norms, social identity, gender roles, stereotypes, cultural perception, social expectations, societal standards, family roles, cultural adaptation, community norms	Cultural norms, social identity, gender roles, cultural perception
Purple Cluster	Purple	8	academic discourse, theory development, research methodology, evaluation, conceptual frameworks, qualitative analysis, discourse theory, theoretical models	Academic studies and theory, development of research methodology

This table illustrates the variety of study topics found in the literature, including academic technique, social behaviour, communication, and cultural norms. Each cluster maps related areas of study and provides a deep understanding of the interactions between concepts in the field of research, thereby helping researchers obtain an overview of the literature structure and identify relationships between topics that could potentially become the focus of further study.

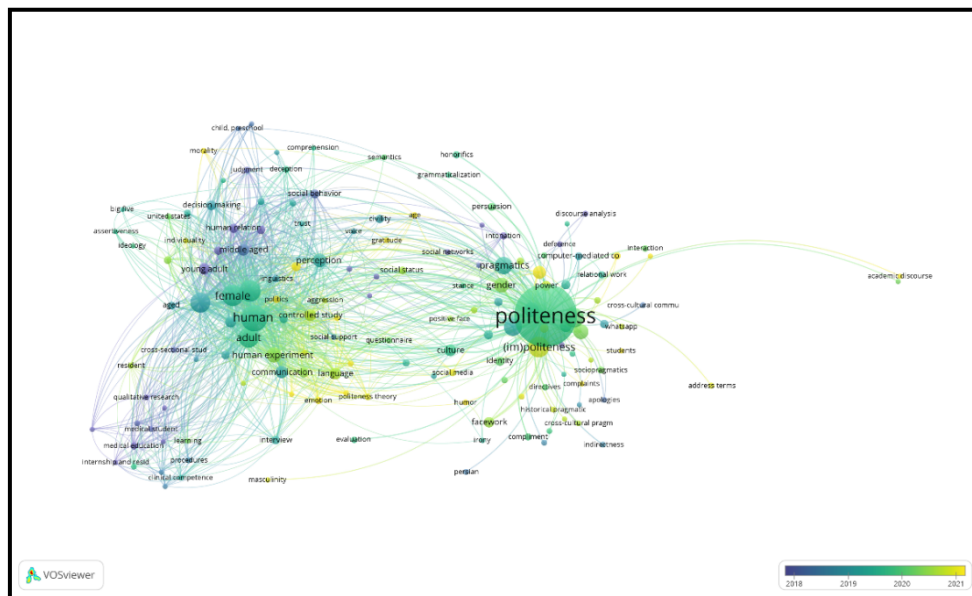


Figure 2.
 Visualization Of Topic Areas Using Vosviewer Overlay Visualization



academic interest, particularly in digital challenges and modern communication. Previously, 2022 and 2023 recorded 125 and 123 publications, respectively, while 2021 decreased to 86, possibly influenced by the COVID-19 pandemic. Overall, this trend reflects an increasing attention to politeness in character education, particularly in recent years. The surge in publications in 2024 indicates greater attention to this issue amidst digital developments and global challenges, necessitating further analysis to understand the factors driving this increase and its impact on character education in the future.

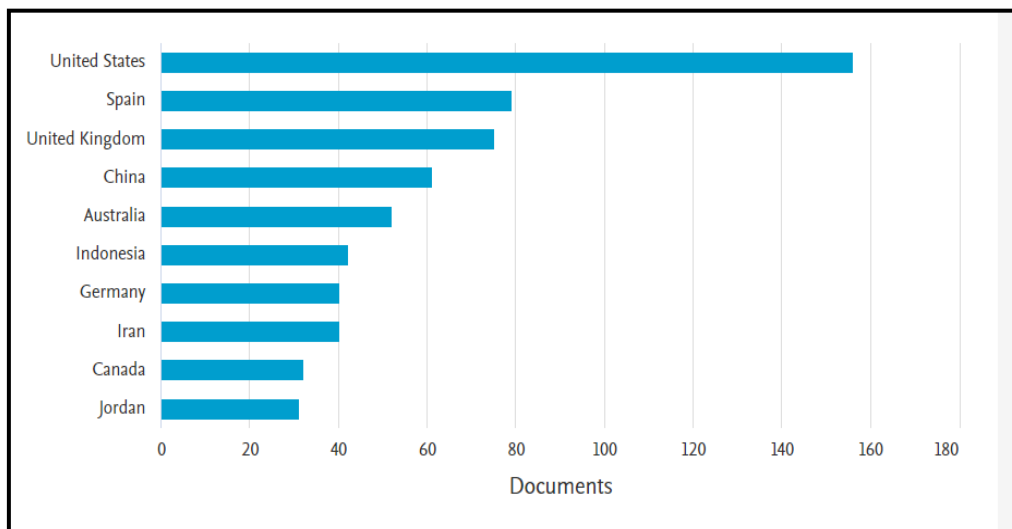


Figure 5. Documents by country or territory

Figure 5 above shows the distribution of research documents related to politeness by country. From the image, America dominates with the politest documents. This demonstrates that American academics and institutions carry out a large amount of politeness research, and there is active discussion on the evolution of politeness theory and its use in social and cross-cultural communication contexts. European countries such as Spain and England, as well as Asian countries like China, also show significant publications. This has become a strong focus for research on politeness and the interconnection of cultural identity and social communication.

Research conducted in various countries reflects that politeness is integral to character education. The United States dominates the number of research documents on student politeness, far exceeding other countries such as Spain, England, and China. This dominance can be analyzed from various perspectives on research infrastructure, educational policies, and the attention given to character development and politeness in academic environments.

In character education, politeness is viewed as etiquette in communication and as a form of respect for others and the social environment. This aligns with character education in shaping more civilized and noble individuals (Asror et al., 2024; Kistoro et al., 2024; Safrilsyah et al., 2024). Good character tends to produce positive, constructive behavior that aligns with the moral values upheld in society. In contrast, bad character is often reflected in negative, destructive behavior or actions contradicting social norms and ethics (Brown et al., 2023; Hidayati et al., 2020; Retnawati et al., 2018). A person's



positive or negative behavior stems from their fundamental character, which is influenced by their surroundings, habits, and values.

VOSviewer data shows that politeness is a concept learned across cultures, meaning that politeness has various forms and expressions in different cultures. In character education, understanding cross-cultural politeness is essential so that students not only learn the etiquette applicable in their environment but also understand the importance of respecting differences and being polite to everyone, including those from different cultural backgrounds (Fatchurahman & Solikin, 2021). Considering the lack of politeness often found in the current generation, the education curriculum needs to integrate values of politeness into every aspect of the lessons, not only in PPKn or Religious Education subjects but also in every interaction in the classroom. By exemplifying politeness in daily actions, teachers and counselors can help students develop sustainable habits of polite behavior (Bilton et al., 2018; Ramani et al., 2019).

Many researchers note a decline in politeness among the younger generation, which is reflected in daily behavior, both in the real world and in the digital realm. Character education in schools must emphasize politeness as a core value in interactions, especially amidst the influence of social media and popular culture that sometimes neglect these values (Kotsonis, 2022; Prayitno et al., 2021). Guidance and counseling teachers play an essential role in providing students with an understanding of the positive impact of politeness and respectful behavior towards others (Rifani et al., 2021; Vera & Barreto, 2017; Wahyuningsih et al., 2019). Guidance and counseling provide support, direction, and interventions focused on students' moral and behavioral development. Guidance and counseling in schools play an important role in instilling values of politeness as part of social skills. With proper guidance, students can learn the importance of respecting others, being empathetic, and behaving politely in everyday life. The increased interest in politeness research serves as a reference for guidance and counseling teachers in developing programs that support students' social and emotional skills so that they can behave more politely and respect cultural differences in the future.

Overall, the data from this politeness research provides an essential foundation for educators, counselors, and policymakers to develop character education focused on enhancing polite behavior. Thus, character education and counseling guidance can play a strategic role in shaping a generation that is intellectually smart and emotionally and socially mature.

CONCLUSION

Based on the VOSviewer visualization above, it is evident that research on politeness has a vast network of connections with various other concepts, such as cross-cultural communication, politeness theory, discourse analysis, empathy, gender, and other linguistic aspects. Research conducted in multiple countries, such as the United States, Spain, England, and Indonesia, shows that politeness is recognized as a core value in forming positive character in real life and digital contexts. The decline in politeness among the younger generation has become a significant concern, demanding a proactive role from teachers, counselors, and education policymakers in instilling the values of politeness through guidance programs and educational curricula. Bibliometric data shows that politeness is a cross-cultural concept, which requires students to learn to appreciate cultural differences and be polite to everyone. Implementing politeness in education needs to be expanded, not only limited to specific subjects such as Civics or Religion, but also in all daily interactions at school. Guidance and counseling teachers play a strategic



role in exemplifying politeness and forming sustainable habits. Overall, this research emphasizes the importance of integrating politeness into character education to shape a generation that is integrity-driven, socially mature, and positively contributes to their environment.

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