



RESEARCH ARTICLE

Bibliometric Analysis of Islamic Education and Character Development in Religious Education Practices in Indonesia

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ARTICLE INFO	ABSTRACT
Received: Apr 21, 2024 Accepted: Aug 9, 2024	Within the Indonesian religious education practices framework, this study offers a thorough bibliometric analysis of research on Islamic education and character development. We used a quantitative method to analyze a collection of 1266 documents that were released between 1970 and 2024. Using programs like R/R-Studio, VOSviewer, and Microsoft Excel, we carried out our study with an emphasis on network visualizations, citation patterns, and document metrics. Important trends, prolific writers, prestigious publications, and keywords were all identified. The results underscore the significance of research contributions from Indonesia and Malaysia, the fundamental topics in Islamic education, and the developing emphasis on amalgamating modern pedagogical approaches with traditional religious education. This study offers insightful information about the academic environment surrounding Islamic education, guiding future research paths and field policy-making.
<p>Keywords</p> <p>Islamic education Character religions Religious education Indonesia</p>	
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INTRODUCTION

Islamic education plays a vital role in shaping the character and moral values of individuals within the religious education framework in Indonesia (A.N. et al., 2024). This study conducts a comprehensive bibliometric analysis to explore the trends, prolific authors, prominent publications, and key themes in the field of Islamic education and character development (Marthoenis et al., 2019)(Yahya et al., 2022). Islamic education is very important in helping students develop their morals and character within the context of religious education (Allès & Tho Seeth, 2021; Dendi Yuda et al., 2023; Hakimian et al., 2021; Kadis et al., 2024; Niam, 2010; Saepudin et al., 2023; Suyadi et al., 2020). In addition to teaching religious information, this kind of education promotes moral and ethical growth, which is crucial for both individual and societal development(Waston, Muthoifin, et al., 2024)(Wahid et al., 2023)(Andri Nirwana et al., 2024). Islamic education has changed over the years, incorporating contemporary pedagogical techniques to satisfy the shifting demands of society without compromising its fundamental theological tenets(Waston, Wiranto, et al., 2024)(Huzaery et al., 2024)(Nirwana et al., 2024).

Islamic education and character development have seen a noticeable surge in scholarly attention in recent years(Astuti et al., 2024)(Mahmudulhassan et al., 2024). The rising corpus of research on a range of religious education-related topics, from curriculum design and instructional strategies to the influence of education on students' character and behavior, reflects this interest (Anwar et al., 2024; Ithnin et al., 2020; Munadi & Khuriyah, 2023; Taja et al., 2021). Indonesia is an important case study for comprehending these dynamics because of its sizable Muslim population and varied

educational approaches(Waston, 2018)(Waston, Ali, et al., 2024)(Hakiman et al., 2021)(Arifin et al., 2023)(Ngatono et al., 2024)(Negara et al., 2024).

The research uses document metrics, citation patterns, network visualizations, R/R-Studio, VOSviewer, and Microsoft Excel to find important trends and contributions. The results emphasize the significant contributions made by researchers from Malaysia and Indonesia, highlighting the fusion of contemporary educational strategies with conventional Islamic teaching methods(Sutarja et al., 2024)(Rahmawati et al., 2024). This study lays the groundwork for future research paths and policy-making on Islamic education in addition to mapping the current research environment(Suwoko et al., 2024)(Mahmudulhassan et al., 2023).

The purpose of this study is to present a thorough bibliometric analysis of studies on character development and Islamic education about Indonesian religious education practices. Using a dataset of 1266 papers published between 1970 and 2024, this study looks for important keywords, prolific writers, prominent journals, and major trends in the field. Utilizing sophisticated bibliometric instruments like Vosviewer, r/r-studio, and Microsoft Excel, the analysis performs network and document analysis, providing insights into theme developments and citation patterns.

2. RESEARCH METHODS

This study uses a quantitative method with a comprehensive bibliometric analysis approach, including document and network analysis (Donthu et al., 2021). Data was collected through a Boolean search on the database from 1970 to 2024, conducted on Jun 13, 2024, at 09:45. R/R-Studio software, Sviewer, and Microsoft Excel were used for document analysis, citations, and networking.

The stages of the study include: The researcher conducts a literature review to ensure the relevance of the research and identify gaps in bibliometric topics. The study also helped determine the right keywords for the scope of the study, then, a search using the Boolean operator in Scopus (TITLE-ABS-KEY ("islamic education") OR TITLE-ABS-KEY ("character religions"))=1266 produced 1266 documents. Furthermore, filtration uses the Boolean operator from Scopus (LIMIT-TO (DOCTYPE, "ar")) AND (LIMIT-TO (EXACTKEYWORD, "islamic education") OR LIMIT-TO (EXACTKEYWORD, "education") OR LIMIT-TO (EXACTKEYWORD, "islam") OR LIMIT-TO (EXACTKEYWORD, "religious education") OR LIMIT-TO (EXACTKEYWORD, "indonesia")) AND (LIMIT-TO (SRCTYPE, "j")) AND (LIMIT-TO (LANGUAGE, "english")) In total it produced 462 documents.

In the end, bibliometric analysis was used in this study to determine the annual quantity of documents based on journals, authors, affiliations, nations, and fields of study. Scopus analyzer and R/R-Studio were utilized for this purpose. VOSViewer was used to study the document network visualization, and Microsoft Excel was used to handle the data. This is shown in Figure 1 of the Research Flow.

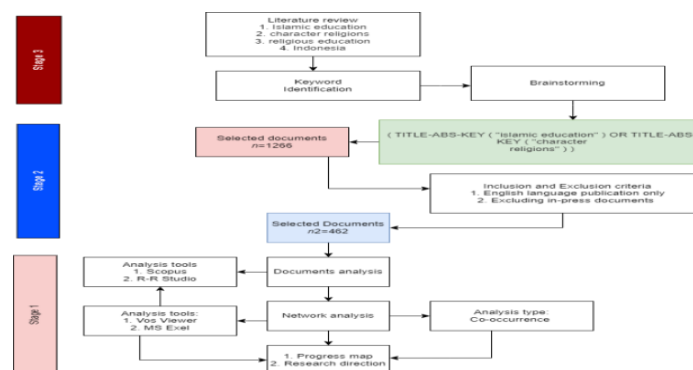


Figure 1 The research flow

3. RESULTS AND DISCUSSION

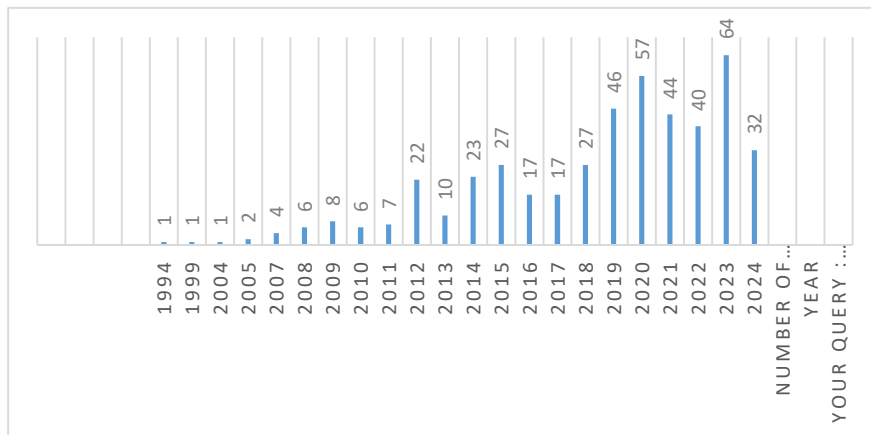
1. Document analysis

Table 2.1.1 Main of Information

MAIN INFORMATION ABOUT DATA	
Timespan	1970:2024
Sources (Journals, Books, etc)	549
Documents	1266
Annual Growth Rate %	0
Document Average Age	6.29
Average citations per doc	4.899
References	50340
DOCUMENT CONTENTS	
Keywords Plus (ID)	853
Author's Keywords (DE)	3060
AUTHORS	
Authors	2405
Authors of single-authored docs	472
AUTHORS COLLABORATION	
Single-authored docs	545
Co-Authors per Doc	2.36
International co-authorships %	8.768
DOCUMENT TYPES	
article	936

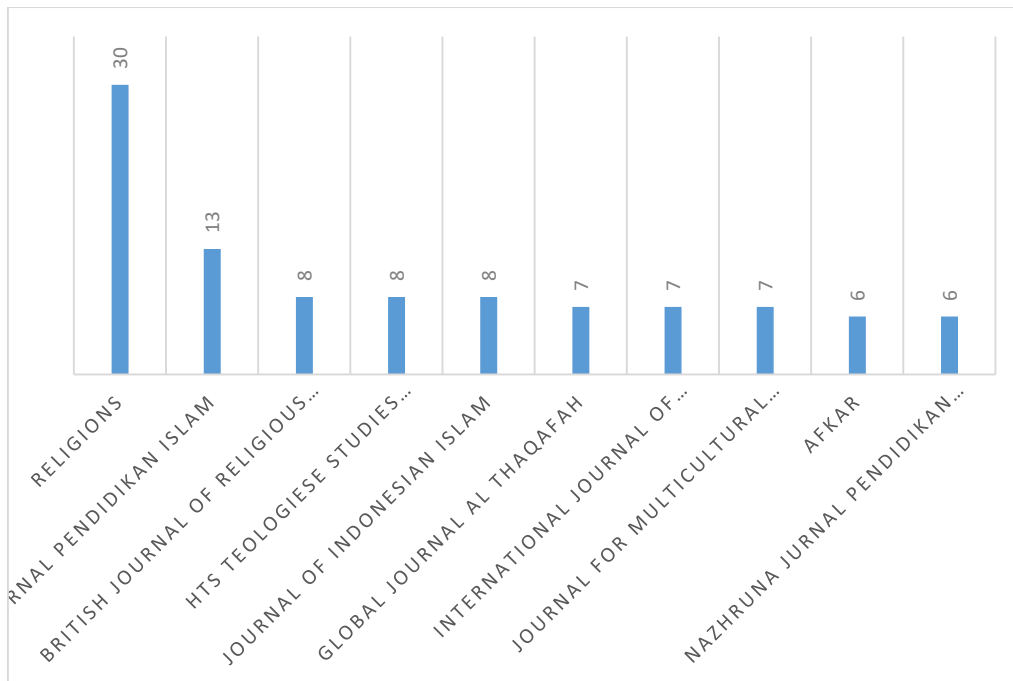
Table 2.1.1 provides a comprehensive summary of a dataset that spans from 1970 to 2025 and includes several important features. With an annual growth rate of 0%, the dataset, which comprises 1266 documents derived from 549 distinct journals, books, and other resources, shows a steady collection size over time. These documents have an average age of 6.29 years and receive roughly 4.899 citations each, adding up to a total of 50,340 references cited. According to the content analysis, 3060 author keywords (de) and 853 keywords plus (id) were used, indicating the variety and depth of the subjects covered (Setiawan & Dahliana, 2022). 472 single-authored documents are among the 2405 unique writers that contributed, according to authorship statistics. There are 545 documents with a single author, 2.36 co-authors on average, and 8.768% of the documents have international co-authorship when it comes to collaboration. Lastly, 936 of the many document kinds fall within the article classification. This extensive data set offers insightful information about the authorship patterns, publishing trends, and collaborative nature of the study throughout the given time frame.

Table 2.1. 2 Years chart



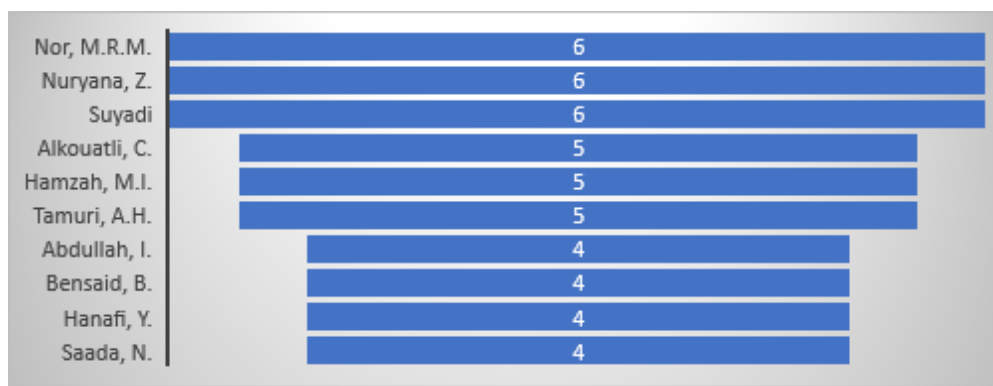
The yearly number of queries or papers from 1994 to 2024 is shown in a bar chart, which highlights important trends and developments during this time. There is very little activity in the first several years (1994-2008), with only a few entries annually, reaching a peak of four in 2008. The number of requests or papers gradually rose beginning in 2009 and reached 22 by 2013. There are variations between the years 2014 and 2016, with a peak of 23 in 2014, a decline to 10 in 2015, and an increase of 27 in 2016. Between 2017 and 2019, the yearly totals remained steady at about 17. There is a noticeable increase in activity starting in 2020; the numbers rise sharply to 46 in 2020, reach their highest point of 64 in 2023, and then decline somewhat to 32 in 2024. With a particularly rapid increase in recent years, this figure shows a growing interest or increasing quantity of documents or searches over time, showing heightened activity or focus in the related fields.

Table 2.1.3 Source chart



The distribution of papers among different journals is shown in a bar chart, with the number of documents published in each journal highlighted. The magazine titled "religions" is notable for having the most documents—30 in all. "Jurnal pendidikan islam" with thirteen documents comes next (Aji, 2019). There is a tie for the second greatest number of documents among three journals: "journal of indonesian studies," "hts teologiese studies," and "british journal of..." Each journal has eight documents (Mulyana, 2023),(Steutel & de Ruyter, 2011). Hence, there are seven documents in each of the folders "global journal al...", "international journal al...", and "journal for..." Finally, there are six documents in each of "afkar" and "nazhruna jurnal..." This distribution suggests that "religions" is a major source of publications in the dataset, as there is a notable concentration of documents in a few main journals (Hashim & Jemali, 2017),(Norhana Abdullah et al., 2023),(Iqbal et al., 2023). The remaining journals have a more evenly distributed, albeit smaller, number of documents, indicating a diverse range of sources contributing to the overall dataset.

Table 2.1.4 Author chart



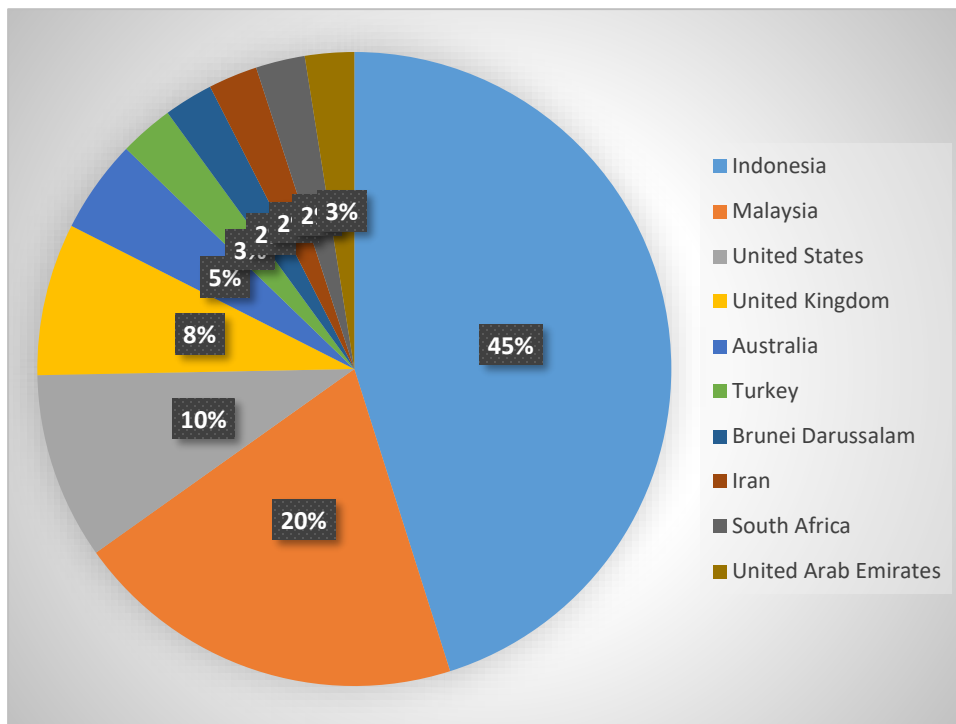
The dataset's most prolific authors are highlighted in a bar chart that displays the quantity of documents they have created. With six documents apiece, nor, m.r.m., nuryana, z., and suyadi top the list, demonstrating their noteworthy contributions to the discipline. Alkouatli, C., Hamzah, M.I., and Tamuri, A.H., each with five documents, are in close second place and constitute a strong group of contributors. Additionally, each of the four individuals on the chart—Abdullah, I., Bensaid, B., Hanafi, Y., and Saada, N.—has four documents, showing that their contributions are noteworthy but marginally lower than those of the top two tiers(Suharjianto & Maghfiroh, 2022). This distribution points to a competitive, cooperative research environment where several authors make substantial contributions to the body of work as a whole, as well as a focused effort by a few numbers of important researchers.

Table 2.1. 5 Affiliation Chart



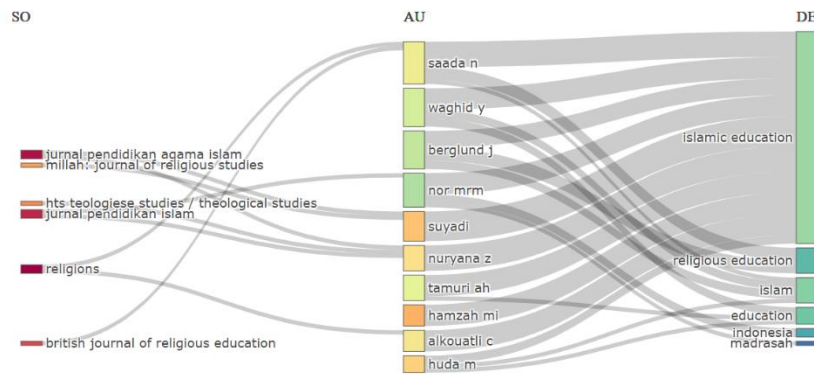
The number of documents produced by different universities is displayed in a bar chart, which highlights the top universities in the dataset for research output. With 23 documents, Universiti Kebangsaan Malaysia is leading the way and showcasing its important contribution to research. Following this, Universiti Malaya and Universitas Islam Negeri Sunan Kalijaga have made significant contributions to the research community, with 19 and 18 documents contributed, respectively (Hidayat & Ashiddiqi, 2019). Universiti Brunei Darussalam and UIN Sunan Ampel Surabaya both have nine documents, indicating their active participation, compared to Universitas Ahmad Dahlan's twelve. Eight documents were donated by Universitas Negeri Malang, Universiti Sains Islam Malaysia, Stellenbosch University, and International Islamic University. This distribution highlights the prominent role of Malaysian and Indonesian universities in the dataset, alongside contributions from Brunei and South Africa, illustrating a diverse and international research collaboration.

Table 2.1. 6 Countries Chart



The pie chart highlights the contributions from different countries by giving a visual depiction of the geographical distribution of documents by nation. With a commanding 45% share, Indonesia is in the lead and has made a significant contribution to the dataset. Malaysia comes in second with 20%, demonstrating its substantial commitment. The United States follows with 10%, indicating its significant involvement in research (Apriantoro et al., 2023). The UK makes up 8% of the total, and Australia makes up 5%. Some additional nations make lower contributions, ranging from 3% to 2%, including Brunei Darussalam, Iran, South Africa, and the United Arab Emirates. With noteworthy contributions from Western nations and a varied range of countries, this distribution highlights the significant roles that Indonesia and Malaysia play in the dataset and reflects a wide range of international collaborations in the research endeavors.

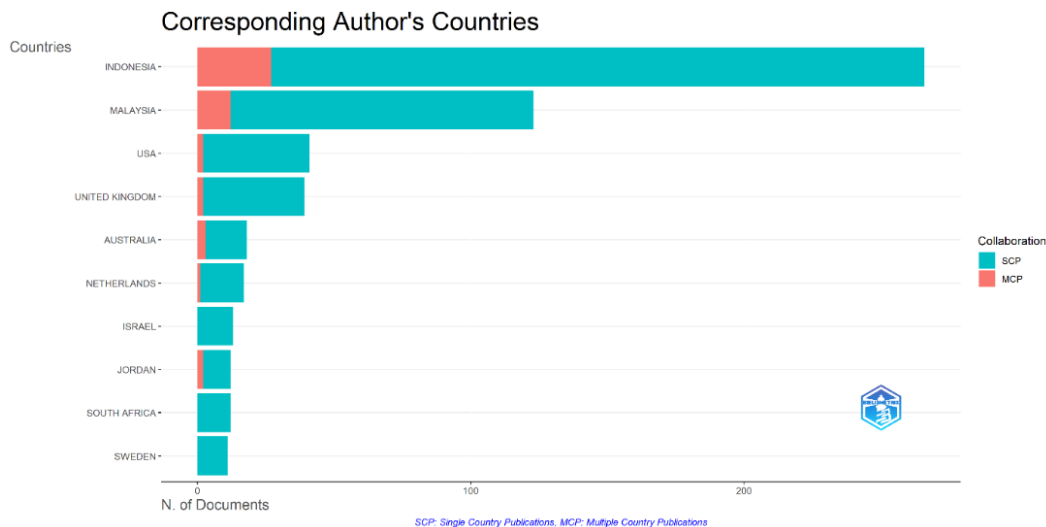
Table 2.1. 7 Three field plots



The links between sources (SO), authors (AU), and descriptors (DE) within a dataset are depicted in the figure, which is a Sankey chart. The "source (SO)" category on the left-hand side of the page lists several publications, including "Jurnal Pendidikan Agama Islam," "Millah: Journal of Religious Studies," "HTS Teologiese Studies / Theological Studies," "Religions," and "British Journal of Religious Education." The sources Saada N, Waghid Y, Berglund J, Nor MRM, Suyadi, Nuryana Z, Tamuri AH, Hamzah MI, Alkoutli C, and Huda M are linked to as individual authors in the center column (AU).

The writers' content is then categorized by specific descriptors (DE) on the right side of the page. Several terms that describe the subject matter are "Islamic education," "religious education," "Islam," "education," "Indonesia," and "madrasah." The flow lines that connect SO, AU, and DE show how papers are routed from diverse authors and sources to particular content areas. Documents from the "Religions" category, for instance, link to several writers, including Suyadi, Nuryana Z, and Tamuri AH, who have written about subjects that fall under the headings of "Islamic education" and "religious education." This graphic depiction emphasizes the relationships and the flow of research contributions inside the dataset, demonstrating the multidisciplinary aspect of the study and its collaborative nature.

Table 2.1. 8 Corresponding Author's Countries



The distribution of papers according to the country of the corresponding author is shown in a bar chart that includes both single-country publishing (SCP) and multiple-country publications (MCP). With the greatest number of documents, primarily single-country publications (SCP), Indonesia leads by a considerable margin, demonstrating the strength of home research output. Malaysia comes next, displaying a combination of SCP and MCP, indicating significant cross-border cooperation. Significant amounts of documents are also contributed by the United States, the United Kingdom, and Australia, mostly through SCP. The Netherlands, Israel, Jordan, South Africa, Sweden, and other nations exhibit differing degrees of participation, primarily via SCP. The graph highlights the international collaboration efforts, especially in Malaysia, and emphasizes the importance of Indonesia and Malaysia in the research output within this dataset. This visual representation provides insights into the geographical distribution and collaborative nature of research contributions across different countries.

Table 2.1. 9 Global cited documents

EICKELMAN DF, 1978, COMP STUD SOC HIST	193	4.11
HALSTEAD JM, 2004, COMP EDUC	187	8.90
NASR SVR, 2000, MOD ASIAN STUD	102	4.08
DENESSEN E, 2005, J EDUC POLICY	97	4.85
TALBANI A, 1996, COMP EDUC REV	92	3.17
HEFNER RW, 2010, SCH ISLAM: THE CULT AND POLIT OF MOD MUSLIM EDUC	74	4.93
SAHIN A, 2018, RELIGIONS	73	10.43
LUKENS-BULL RA, 2001, ANTHROPOL EDUC Q	73	3.04
DATLA KS, 2013, THE LANG OF SECULAR ISLAM: URDU NATIONALISM AND COLONIAL INDIA	65	5.42
HUDA M, 2016, SAGE OPEN	59	6.56

Ten academic publications are summarized in the table together with the average number of citations each year (tc per year) and total number of citations received. The work published in "Comparative Studies in Society and History" by Eickelman df in 1978 is the most cited, with 193 total citations and an average of 4.11 citations annually. Although it has 187 total citations, Halstead jm's 2004 work in "comparative education" comes in close second with an even higher annual average of 8.90. Averaging 4.08 citations annually, Nasr SVR's 2000 publication in "modern asian studies" has received 102 citations. The 2005 work by Denessen e published in the "journal of education policy" had 97 citations, or 4.85 citations annually on average. The "comparative education review" article by Talbani a. from 1996 has received 92 citations, or 3.17 per year on average (Cha et al., 2017), (Abdelgadir et al., 2023),(Jolliffe & Bruce, 2018).

With a high yearly average of 4.93, Hefner rw's 2010 book "Schooling Islam: the culture and Politics of modern muslim education" has been cited 74 times. The "religions" paper by Sahin a. from 2018

has an astounding 73 citations, with the highest annual average of 10.43. The "anthropology and Education Quarterly" work by Lukens-bull ra from 2001 has likewise received 73 citations, or 3.04 per year on average. "The language of secular islam: urdu nationalism and colonial india" by Datla KS was published in 2013. It has 65 citations, averaging 5.42 per year. Huda M's 2016 publication in "sage open" has received 59 citations overall, or 6.56 a year on average. The influence and frequency of citations of notable academic papers in the dataset are displayed in this table (Sahin, 2022),(Lukens-Bull, 2001),(Datla, 2013),(Minhus & Huie, 2021).

2. Network Analysis

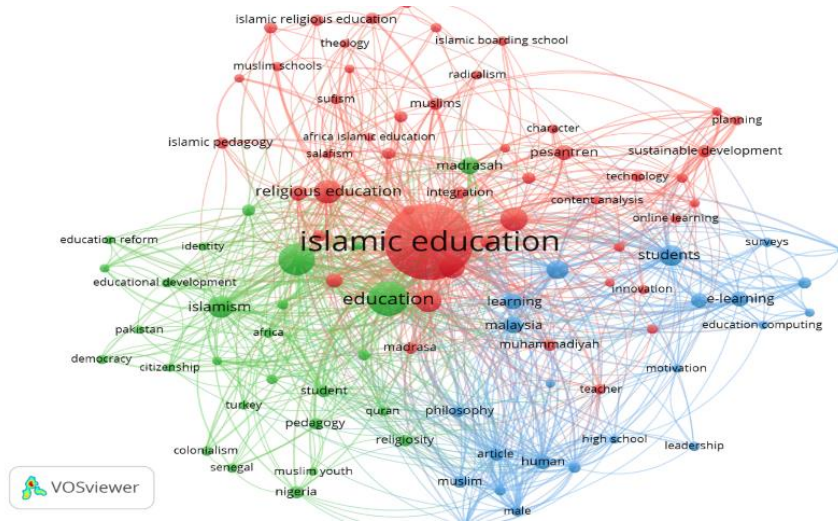


Figure 2.2.1 Network Visualization

The graph, which shows the network of terms connected to studies on Islamic education, was made visually using VOSviewer. Every node in the dataset represents a keyword, and its size reveals how frequently that keyword appears in the dataset (Yayuli et al., 2021). The co-occurrence of keywords within the same documents is represented by the connections between the nodes, and the strength of these relationships is indicated by the line thickness.

The biggest node, "Islamic education," is positioned in the center, demonstrating its central significance and regular occurrence. Keywords that are also commonly used include "education," "religious education," "madrasah," and "e-learning," indicating important areas of study. The colors stand for various clusters of connected keywords: blue is for technology and contemporary educational methods, green is for larger educational themes and regional contexts, and red is for topics about religious and traditional components.

The intricate relationships draw attention to the multidisciplinary character of research in Islamic education, fusing modern teaching strategies and technologies with traditional religious studies. The graphic aid offers a thorough synopsis of the field's thematic organization and the connections between different subjects.

The VOSviewer heatmap graph illustrates the frequency of keywords in Islamic education-related research. A bright yellow band encircles the main and most noticeable keyword, "Islamic education," suggesting a strong concentration of study attention. In the literature, related terms like "education," "religious education," "madrasah," "students," and "e-learning" also show up frequently, indicating a high level of interest.

The gradient hues, which show different keyword densities, go from yellow to green to blue. Green and blue areas suggest lower densities, with fewer occurrences, whereas yellow areas indicate higher densities (Noboru et al., 2021), where themes are extensively investigated. The main ideas and new developments in the subject are emphasized in this graphic. Conventional subjects such as "Islamic pedagogy" and "madrasah" are closely associated with "Islamic education," whereas more recent subjects such as "e-learning," "online learning," and "technology" are also included prominently, implying a blending of modern teaching approaches with traditional Islamic education (Li & Hu, 2022), (Tan & Wan, 2021), (Susanto & Dwijayanto, 2022).

The heatmap shows how Islamic education research integrates both traditional religious studies and contemporary educational practices by giving a clear overview of the primary areas of study and their relative popularity. This makes it easier to pinpoint important themes and prospective research topics.

CONCLUSION

In the context of Indonesian religious education practices, this bibliometric analysis offers a thorough overview of the research landscape in Islamic education and character development. Through a comprehensive dataset analysis spanning 1266 papers published between 1970 and 2024, we have discerned pivotal patterns, noteworthy writers, eminent publications, and consequential keywords within the discipline. Our analysis emphasizes Malaysia's and Indonesia's significant contributions, highlighting their critical role in furthering the field of Islamic education research. The results show a consistent increase in publications throughout time, with a noteworthy uptick in the last few years, indicating increased attention and interest in this field. The study also emphasizes how traditional religious education and contemporary pedagogical approaches are integrated, as shown by the frequent appearance of terminology like "e-learning," "technology," and "online learning" next to more conventional terms like "madrasah" and "Islamic pedagogy." The network visualizations show how different study themes are related to one another and how Islamic education research is interdisciplinary. The historical analysis also demonstrates how study themes have changed, shifting toward addressing current global concerns and adopting modern teaching techniques. This study lays the groundwork for future research and policy-making by offering insightful information about the academic climate surrounding Islamic education. This bibliometric analysis facilitates the comprehension of the changing landscape of Islamic education and character development by scholars and practitioners by highlighting emerging trends and fundamental issues, leading to future breakthroughs in the area.

Author Contributions

Andri Nirwana AN: Conceptualization, **Mahmudulhassan:** Methodology, Writing – review & editing, **Muthoifin:** Supervision, **Waston:** Project administration & Investigation.

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