



Bibliometric Analysis and Literature Review of Islamic Religious Education Curriculum Model

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A B S T R A C T

This study aims to determine the mapping of the development and direction of Analysis Curriculum Islamic Education research in publications indexed by Scopus. This study used bibliometric analysis techniques to explore all publications indexed in Scopus' database of Analysis Curriculum Islamic Education from 2004 to 2023. The data obtained were analyzed using Excel and R/R-Studio. VOSviewer is used to perform visual analysis of the simultaneous occurrence of keywords and document citations. The author found 209 publications that fit the function, subject, and criteria set. The results of this study show an annual growth rate of 8.84%, with the most publications on Analysis Curriculum Islamic Education in 2021. Indonesia is the country that contributes the most publications with affiliations from Universitas Islam Negeri Ar-Raniry. Avirsais, O. become the most prolific writer in the theme Analysis Curriculum Islamic Education. The bibliometric analysis performed was limited to Scopus data. Other national and international databases were not taken into account in the study. This study presents a brief overview of the literature accessible to researchers working in education and provides recommendations for future research.

Abstrak

Penelitian ini bertujuan untuk menguatkan karakter demokratis peserta didik melalui Pendidikan Pancasila dan Kewarganegaraan di era revolusi industri 4.0 Penelitian ini dilaksanakan di Homescoling Surya Nusantara Yogyakarta. Penelitian ini merupakan penelitian deskriptif kualitatif. Subjek dalam penelitian ini adalah kepala sekolah dan guru di Homescoling Surya Nusantara Yogyakarta. Keabsahan data dalam penelitian ini diperoleh melalui triangulasi teknik yaitu observasi, wawancara dan dokumentasi. Teknik analisis data yang digunakan yaitu reduksi data, penyajian data, dan verifikasi data. Hasil penelitian menunjukan bahwa penguatan karakter demokratis salah satunya melalui pembelajaran Pendidikan Pancasila dan Kewarganegaraan yang mengajarkan kepada peserta didik untuk bertutur kata, bersikap dan berkepribadian yang baik seperti kedisiplinan, sopan santun, tanggun jawab, toleransi, jujur, serta peduli dengan peserta didik yang lain. Pembelajaran Pendidikan Pancasila dan Kewarganegaraan memberikan pengaruh dalam menguatkan karakter demokratis peserta didik di era revolusi industri 4.0.

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1. Introduction

Islamic education is education that is deliberately established and held with passion and intention (earnest plan) to realize Islamic teachings (Hossein askari, 2010)(Amri, 2023) and values, as stated or contained in the vision, mission, goals, activity programs and in the practice of implementing (Leonard-Barton, 1985) education. The development of the Islamic religious education curriculum (PAI) is one manifestation of the development of the Islamic education system (Latief et al., 2021)

In the midst of rapid educational innovation, especially in the context of curriculum development, PAI teachers often feel confused in dealing with it. Moreover, these educational innovations tend to be top-down innovation (Pengfei Fu, 2021) with power coercive strategies or coercive strategies from powerful superiors (centers) (Eveliina Saari, 2015).

This innovation was deliberately created by superiors as an effort to improve the quality (Richard M. Felder, 1999) of Islamic religious education or to increase the efficiency and effectiveness of PAI implementation and so on. Innovations like this are carried out and applied to subordinates by inviting, advocating (Katherine R. Arlinghaus, MS, 2017) and even imposing what the creator (Ozlem Uzumcu, 2020) thinks is good for the benefit of his subordinates. And subordinates do not have the authority to refuse its execution.

Therefore, there is quite a concerning impression from the public that it is as if every change of minister will be followed by a change of policy (Daniel Béland, 2009). To anticipate these problems, it seems that PAI teachers need to understand and have a clear and solid footing, so that they are not easily swayed by the current of transformation and innovation, it turns out that it is not built from religious education experiments (Maimun Aqsha Lubis, 2015), but from other fields that have different characteristics, while religious (Mark Chaves, 2001) education is only talkative. As stated in Law Number 20/2003 concerning the National Education system, especially in the explanation of Article 37 paragraph (1) that religious education is intended to shape students into human beings who believe and fear God Almighty and have noble morals (Aminah Binti Mat Yusoff, 2021).

Curriculum analysis of Islamic education materials in the form of activities (Roland Riek, 2016), knowledge and experience that are deliberately and systematically given to students in order to achieve the goals of Islamic education. Or in other words, the Islamic education curriculum is all activities, knowledge and experience that are deliberately and systematically (Sheila Hawker, 2002) given by educators to students in the framework (Shoshn Leshem, 2007) of Islamic education goals (Dr. Raudlotul Firdaus Bint Fatah Yasin1, 2013).

Based on the information above, the analysis of the Islamic education curriculum is a component of religious education in the form of a tool to achieve goals. This means that to achieve the goals of religious education (Islamic education) a curriculum is needed that is in accordance with the objectives of Islamic education and also in accordance with the age level (Frank M. Gresham, 2011), the level of psychological development of children (L. S. Vygotski, 1929) and the ability of students (Erin A. Phillips, 2017).

Bibliometric indicators are one of the tools that play a role in evaluating the results of scientific research; Assess the interaction of science and technology, produce mapping of fields of science, track/trace the development of new science in certain fields, and become indicators in the future in making strategic plans.

This study aims to determine the development and direction of research analysis of Islamic religious education curriculum in publications indexed by the Scopus database in 2004-2023. The year 2004 was chosen as the year of commencement based on findings in the Scopus database that it was one of the first publications on educational dialogue strategies.

2. Methods

Bibliometric analysis methods were used in this study. Data was obtained using the Boolean search engine to comb through the Scopus database between 2004 to 2023. The search will be conducted on October 23, 2023 at 00:15 WIB. Researchers used (TITLE-ABS-KEY (analysis) AND TITLE-ABS-KEY (curriculum) AND TITLE-ABS-KEY (islamic AND education) tools R and Rstudio, VosViewer and Microsoft Excel to analyze citations, document content and networking. Researchers go through three stages in processing datasets.

In the first stage, researchers will conduct a literature review on related themes to ensure relevant research is carried out with bibliometric topics. In addition, literature review is useful for determining appropriate keywords and is considered to represent the scope of research.

In the second stage, researchers use boolean operators (TITLE-ABS-KEY (analysis) AND TITLE-ABS-KEY (curriculum) AND TITLE-ABS-KEY (islamic AND education) to search Scopus which produces 209 (non filter) documents. Furthermore, filtration was carried out with boolean operators (LIMIT-TO (DOCTYPE, "ar") AND (LIMIT-TO (LANGUAGE, "English") to limit only articles as journal types, document sources only journals only English articles, resulting in a final document of 106.

The third stage, analysis is carried out on the final document search using Scopus analysis and R and Rstudio to find out the number of documents per year, documents by journal, author, affiliation, country and subject / field. Furthermore, network-level analysis of documents with visualization through VOSviewer and Microsoft Excel data processing.

3. Results and Discussion

3.1. Document Analysis

Between 2004 and 2023, this study involved a total of 209 documents sourced from 148 materials, including scientific journals, books, and other publications. The annual growth rate of document production reached 8.84%, indicating a significant increase in scholarly contributions over the past two decades. These documents have an average age of 4.36 years, suggesting that the literature used is relatively recent and relevant to current developments. The average number of citations per document is 3.856, with a total of 8,603 references cited, reflecting the depth and breadth of the literature review across the analyzed works. In terms of content, there are 378 "Keywords Plus" (ID) and 697 author-provided keywords (DE), illustrating the diversity of themes and issues addressed in the research, as well as the various conceptual and methodological approaches employed by the authors.

From an authorship perspective, a total of 485 authors contributed to these documents, with 67 producing single-authored works. There are 68 documents authored by a single writer, while the remaining documents are collaborative efforts, indicating a strong culture of cooperation within the academic community. On average, each document involved 2.53 authors, reflecting a relatively high level of collaboration across researchers, both within the same institutions and across different ones. The percentage of international co-authorship stands at 11.96%, suggesting that a portion of the research has global networking that enhances the quality and reach of scholarly work. In terms of document types, scientific articles are the most dominant form of publication, comprising 171 out of the 209 documents. This underscores that peer-reviewed journal articles remain the primary medium for disseminating research findings and scholarly ideas to a broader academic audience.

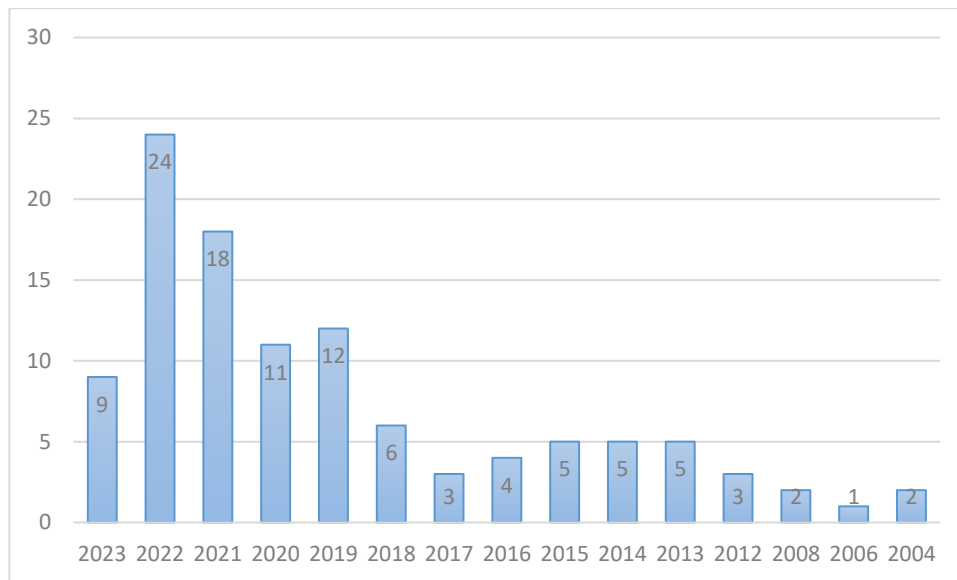


Figure 1. Chart

Figure 1 shows that research with the theme of analysis curriculum Islamic education was first conducted in 2004 with 2 documents, then in the following year experienced a decrease and increase in the number of documents. In 2013-2015 it had the same number of documents, which was 5 documents. From 2006-2020 there was an increase and reduction in documents that were not too significant, then in 2021 experienced a stable addition of documents with a total of 18 documents. Furthermore, in 2022, it experienced an excellent addition of documents with a total of 24 documents. And in 2023 there will be a decrease in the number of documents by 9 documents. Research themed analysis curriculum Islamic education was widely researched in 2022 with a total of 24 documents.

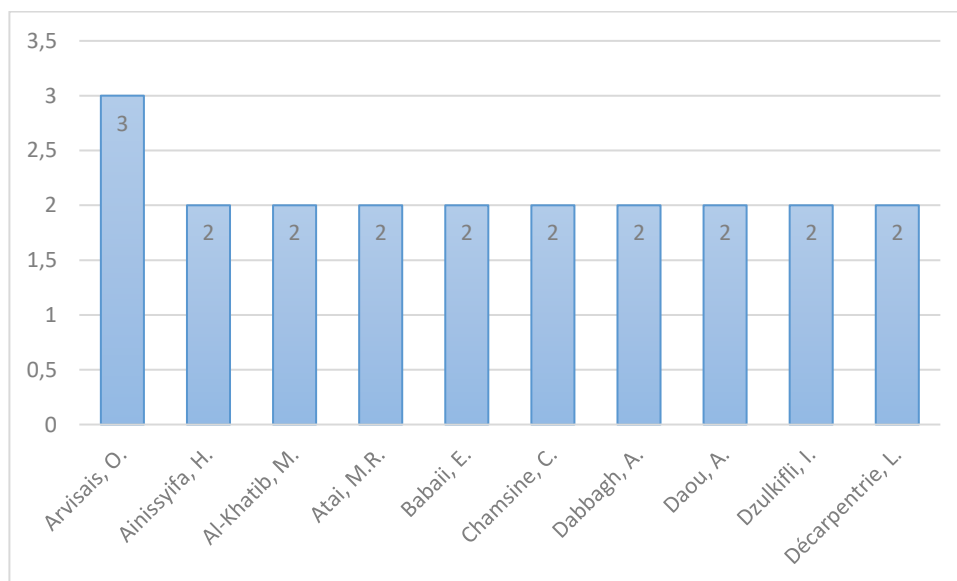


Figure 2. Authors

Figure 2 shows the most relevant analysis of authors can be seen in figure 3, namely authors whose works have been successfully published and indexed by Scopus. The most influential author is marked by the author who has the highest bar chart is Arvisais, O. by showing the number 3 on the chart. Then followed by other authors whose impact was quite good with a bar chart showing the number 2, namely Ainissyifa, H., Al-Khatib, M., Atai, M.R., Babaii, E., Chamsine, C., Dabbagh, A., Daou, A., Dzulkiflii, I., Décarpentrie, L.

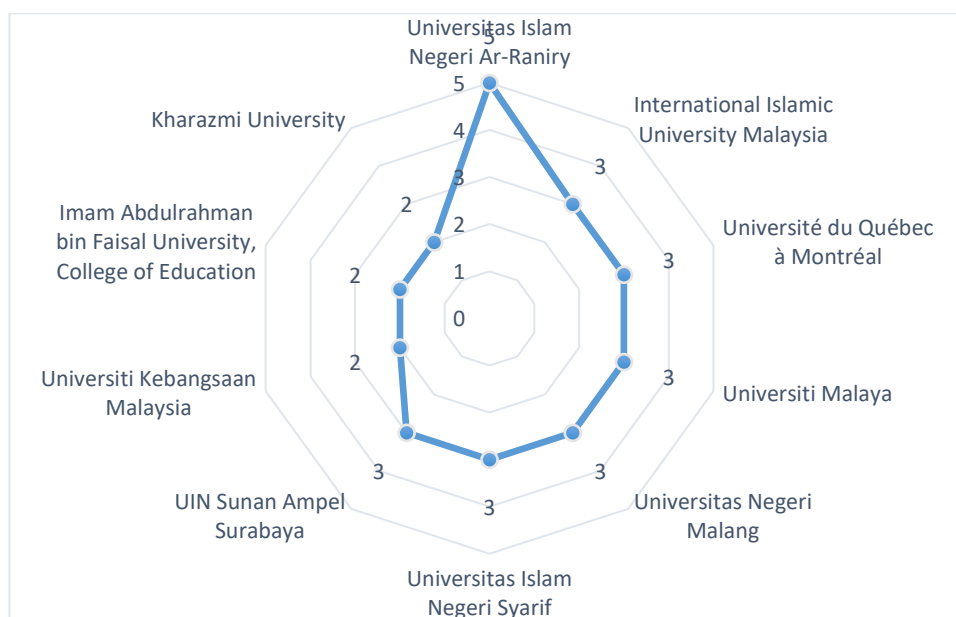


Figure 3. Affiliation

Figure 3 shows that the institution that publishes the most scientific articles on the theme Analysis Curriculum Islamic Education is Ar-Raniry State Islamic University with a total of 5 articles. Followed by International Islamic University Malaysia, Université du Québec à Montréal, Universiti Malaya, State University of Malang, Syarif Hidayatullah State Islamic University Jakarta and UIN Sunan Ampel Surabaya with a total of 3 articles. Institutions originating from the Asian continent still dominate many affiliations in writing scientific papers Analysis Curriculum Islamic Education.

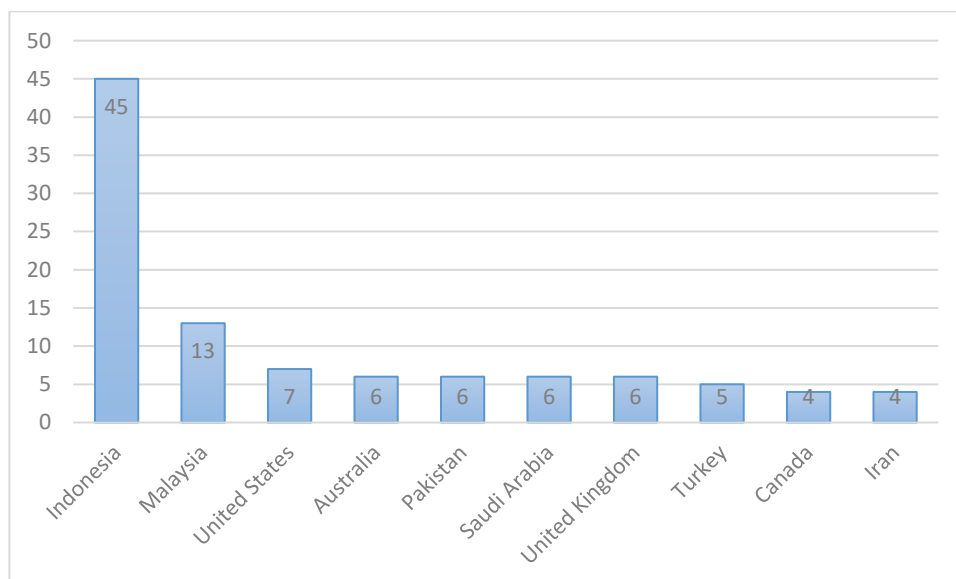


Figure 4. Country

Figure 4 shows that the country that publishes the most scientific publications themed Analysis Curriculum Islamic Education is Indonesia with a total of 45 documents. Followed by Malaysia with a total of 13 documents. Based on figure 5, research with the theme Analysis Curriculum Islamic Education is still dominated by Asian countries such as Indonesia, Malaysia, United States, Australia, Pakistan, Saudi Arabia, United Kingdom, Turkey, Canada and Iran.

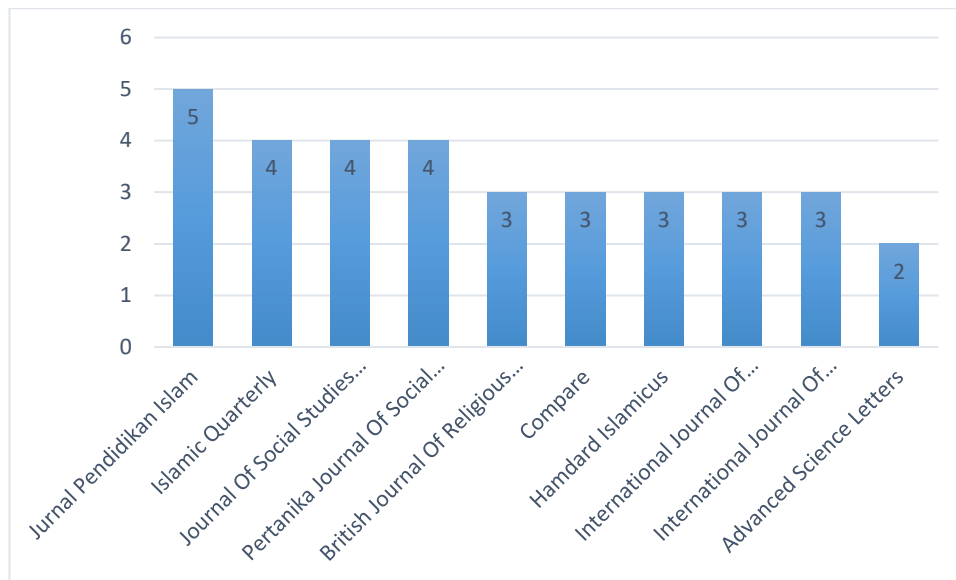


Figure 5. source

Figure 5 shows that the most widely published source of writing on the theme of Analysis Curriculum Islamic Education is the Journal of Islamic Education with 5 publications, followed by Islamic Quarterly, Journal of Social Studies Education Research, and Pertanika Journal Of Social Sciences with 4 publications. British Journal Of Religious Education, Compare, Hamdard Islamicus, International Journal Of Educational Development And International Journal Of Learning Teaching And Educational Research with 3 publications. And followed by Advanced Science Letters with 2 publications.

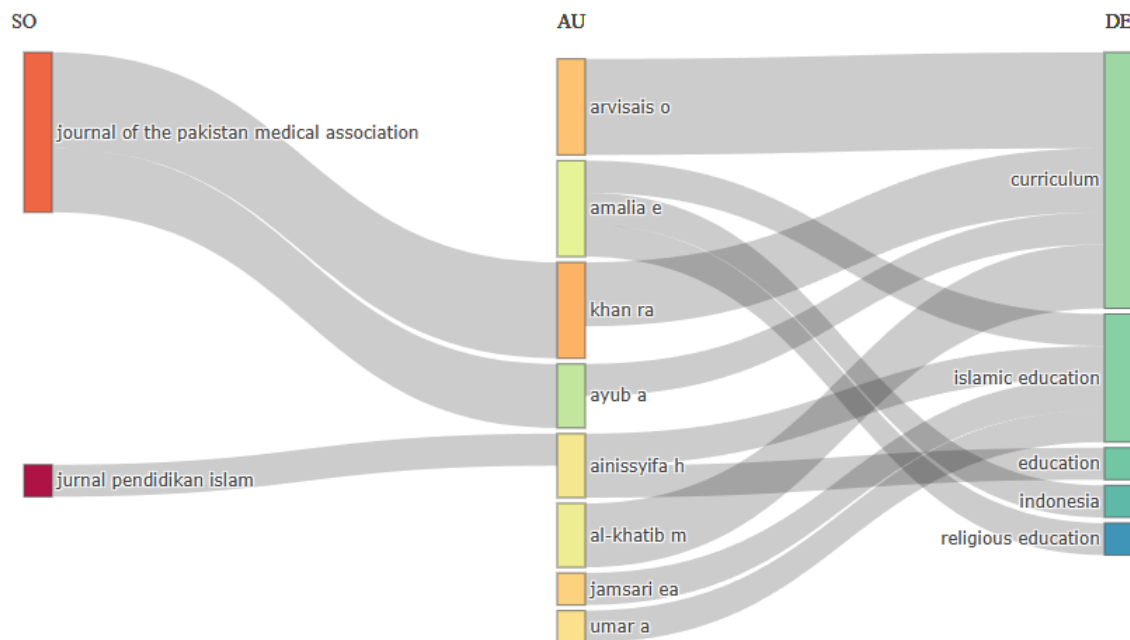


Figure 6. Three Field Plot

Figure 6 contains 3 observed elements, namely the name of the journal, the name of the author and the theme / topic used. The three elements are then connected by a gray plot line that is connected to each other. Based on the name of the journal, each journal indicates which authors or authors often contribute to its publications, especially those with the theme Analysis Curriculum Islamic Education. The size of the plot shows how closely related the publication is to the theme.

Based on the picture above, there are 2 journals that are the same. The journal that publishes the most research themed Analysis Curriculum Islamic Education, the first is the Journal of Social Science Education Research which is displayed in dark red connected with its author, Fitri A.Z, with a total of 2 documents. And the second is the Universal Journal of Education Research which is displayed in orange connected to its author, Fitri A.Z with the number of publications of 2 documents. Based on figure 7, there are 7 authors. The size of the bar chart shows how many research results were published by each author. Among the 7 authors who wrote the most articles themed Analysis Curriculum Islamic Education is Fitri A.Z.

In the third element, each research topic is linked to the author who publishes research results on the theme. From the results of the analysis there are several keywords including Analysis, Curriculum, Islamic Education. This shows that these keywords are closely related to research topics in the field of Analysis Curriculum Islamic Education.

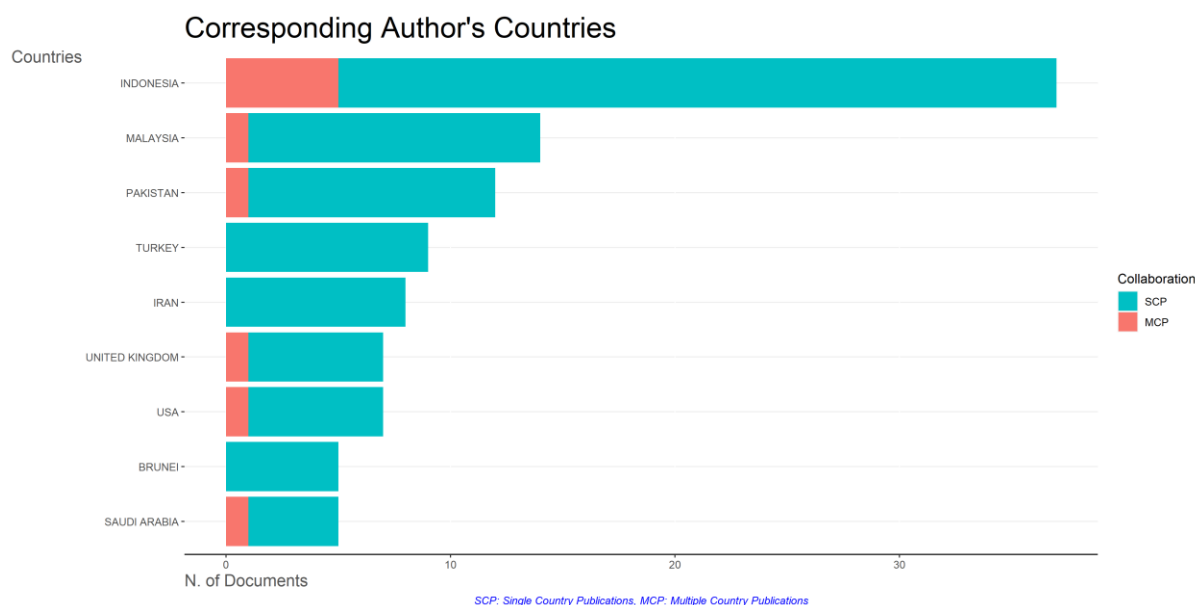


Figure 7. Corresponding Authors's Countries

Figure 7 shows that most Multi-Country Publications come from Indonesia, followed by Malaysia, and Pakistan. Indonesia with 5 MCP documents, then followed by Malaysia with 1 MCP document, while the most Single Country Publications came from Indonesia, then followed by Malaysia, and Iran. The correspondent of this study is still dominated by countries from the Asian continent such as Indonesia, Malaysia, Pakistan, Turkey, Iran, United Kingdom, USA, Brunei and Saudi Arabia.

The paper that has the most total citations is the 2008 paper with 84 citations, namely Hameed S, 2008, Science. Then followed by At-Tamimi A-K paper in 2006, Int Arab J Of Info TecgSport Educ Soc which has the 2nd largest total citation with a total of 100. The paper that has the largest TC per year is Hameed S, 2008, Science which is 525. Based on table 2, it can be seen that the year of issuance does not really affect TC, because in the earliest year, namely 2004, citations amounted to 2, 7, while in the last year, namely 201, 8 citations only amounted to 18.

3.2. Network Analysis

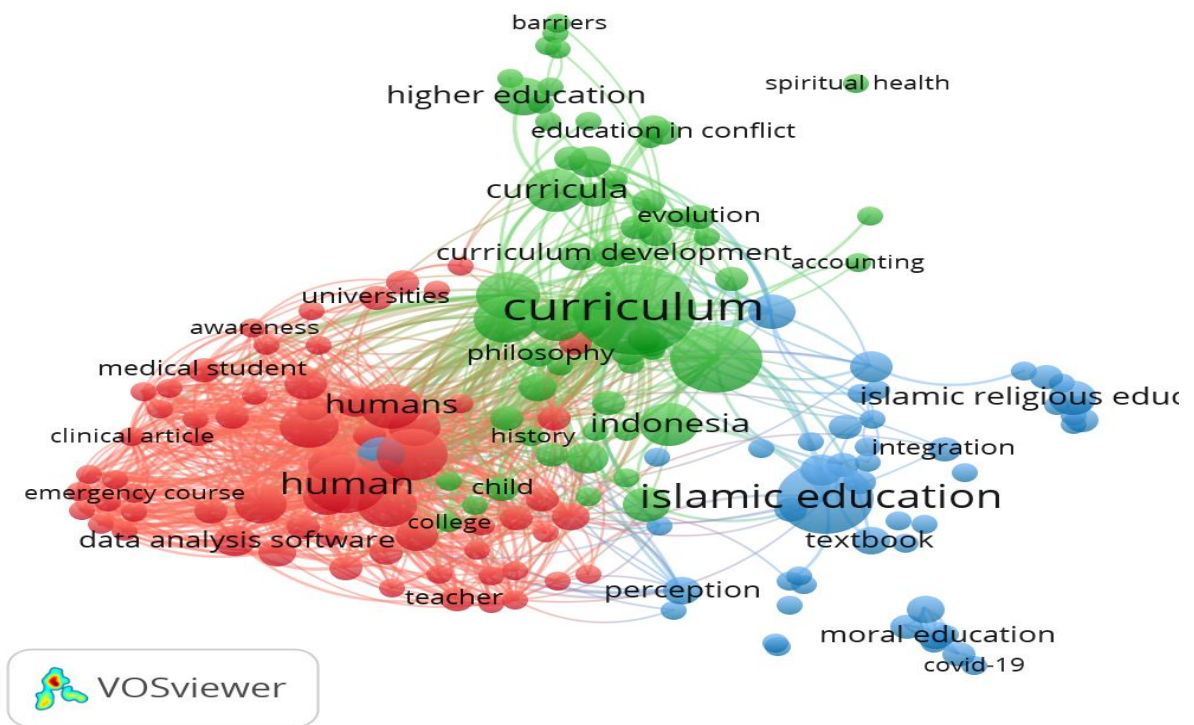


Figure 8. Network Visualisation

Figure 8 describes the dataset with *network co-occurrence* analysis with a *minimum cluster size* of 15, the figure has 3 kinds of clusters, the first cluster is red with the number of items 66, the second cluster is green with the number of items 62, and the third cluster is blue with the number of items 48.

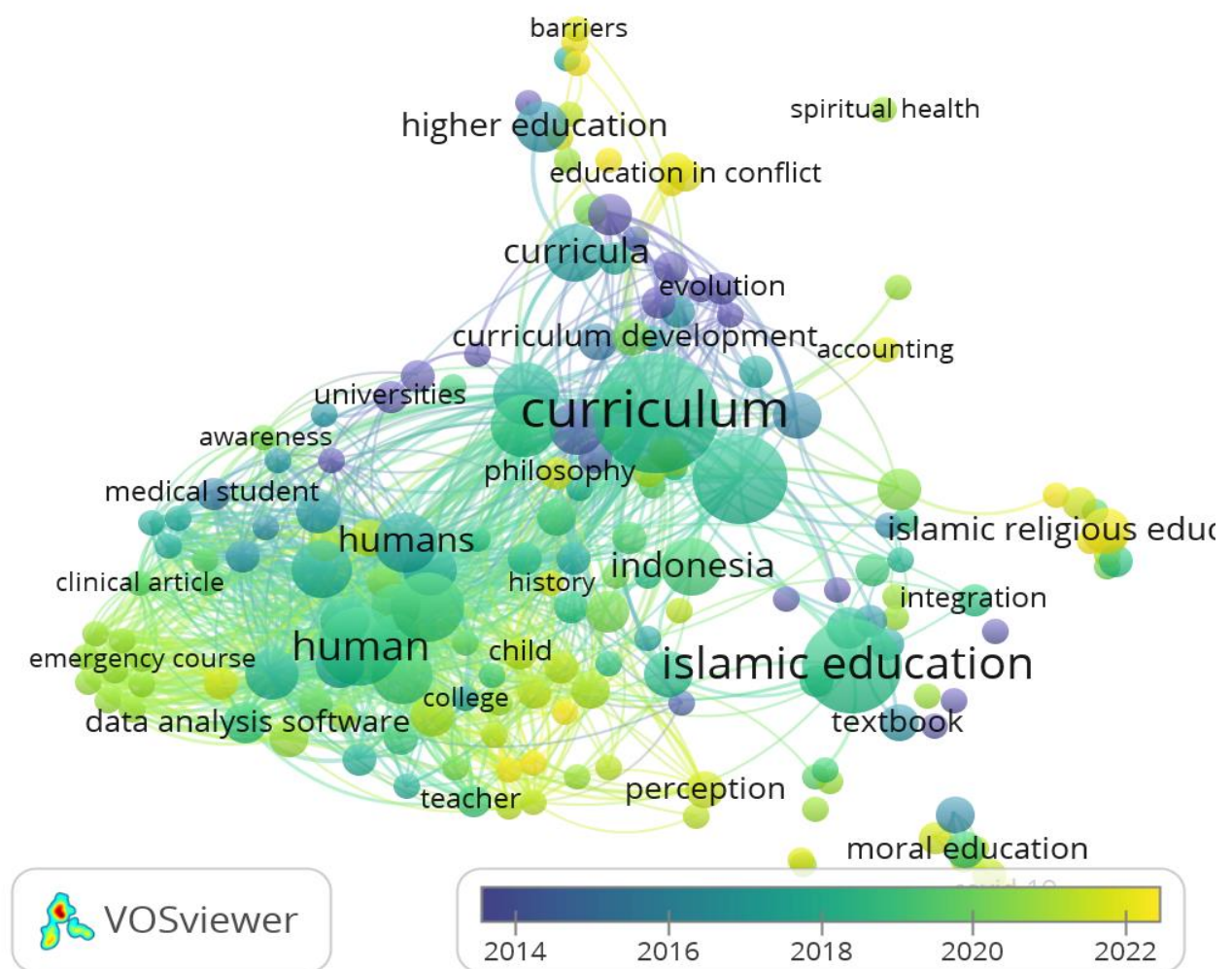


Figure 9. keyword network

Figure 9 shows keyword network analysis based on *overlay co-occurrence*. It can be seen that the words Analysis, Curriculum, and Islamic Education are included in keywords that are often used in the range of 2014-2022, so the researcher explained according to the data that has been found.

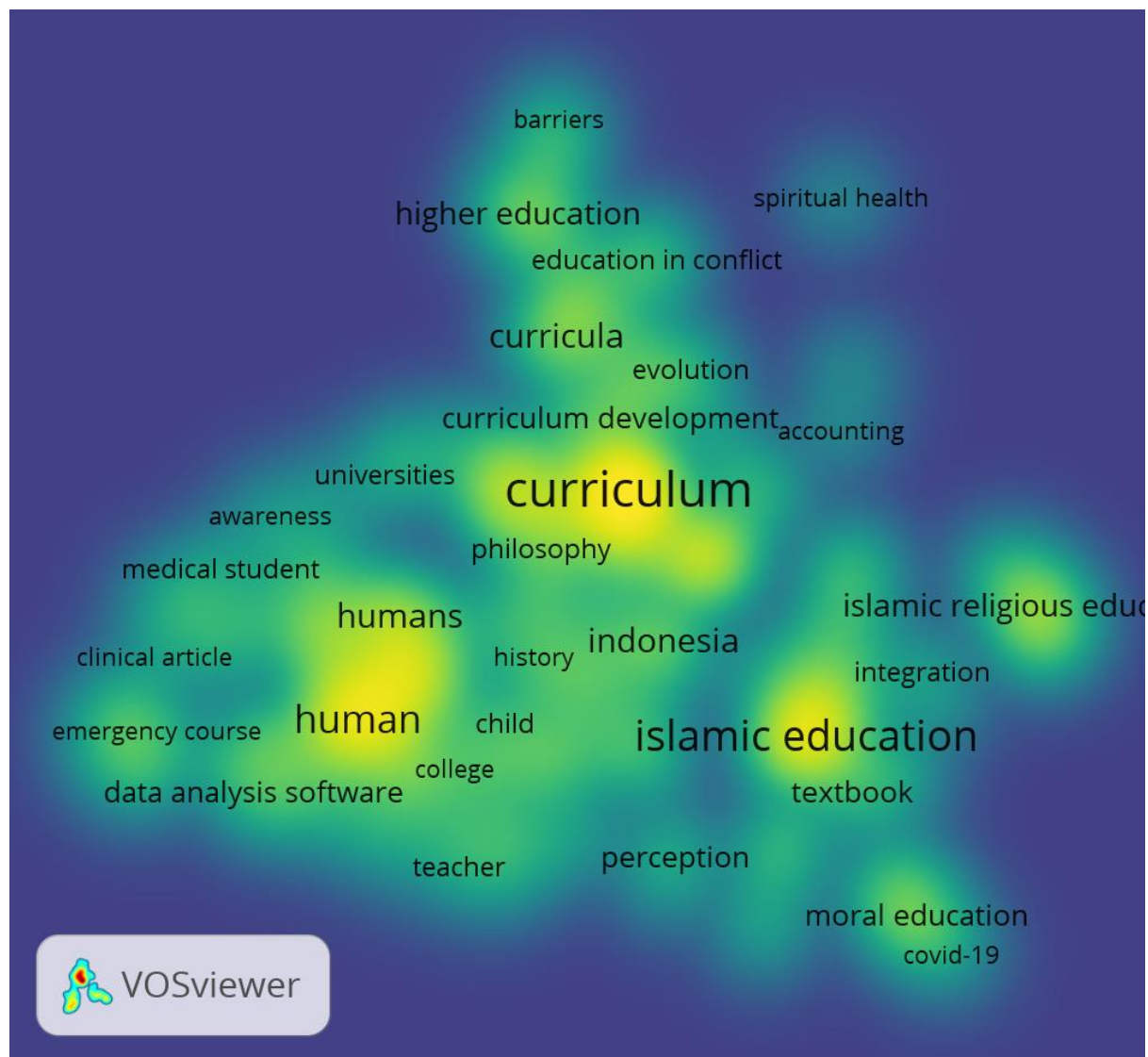


Figure 10. Density Visualisation

Figure 10 shows the visualization of co-occurrence density in each cluster which has a main theme in the field of research in the field of Islamic Education Curriculum Analysis. The theme in the first cluster is Curriculum material, the second cluster is curricula material, and the third cluster is accounting material. The explanation of each cluster can be seen in the table below.

4. Conclusion

The findings of this study are to determine the development and direction of Research Analysis Curriculum Islamic Studies between 2004 to 2023. The analysis was carried out at five major levels of bibliometric indicators, namely scientific production, author, country level, affiliation, source or journal. This bibliometric study initially provides many advantages for analysts who want to know more and add insight to the Analysis Curriculum Islamic Studies. This research also helps prospective researchers to gain new insights and trends in Analysis Curriculum Islamic Studies by using bibliometric analysis.

In this study it was found that the topic of Analysis Curriculum Islamic Studies is widely researched by the Indonesian state, there are still few who discuss topics from outside the country of Indonesia published in religious journals, so it is hoped that researchers so far the research can be researched and redeveloped by further researchers both from within Indonesia and outside Indonesia, so that research on the topic of Islamic Studies Curriculum is increasingly widespread.

This research is limited to articles indexed in Google Scholar data, and the Scopus database. Future research should include databases and others to track the growth of subjects. This bibliometric analysis serves as a descriptive tool, uncovering information about the most influential articles. Therefore, it is hoped that the author in the future can study more deeply and thoroughly related to Analysis Curriculum Islamic Studies in the application of the use of bibliometric studies to make it easier to read also included citations of documents from Google Scholar, Scopus, and others.

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