



Implementation Curriculum Islamic Studies in Shaping Spiritual Attitudes Scopus Data Analysis in Bibliometrics

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A B S T R A C T

The purpose of this study is to map the development and direction of Islamic Studies Curriculum research published in Scopus-indexed journals between 1980 and 2023. A bibliometric research design was applied, utilizing data extracted from the Scopus database. The analysis was conducted using Excel and R/R-Studio, while VOSviewer was employed to visualize keyword co-occurrence networks and citation relationships. The findings reveal a total of 595 relevant publications that met the established criteria. The annual growth rate of research output was 9.26%, with 2022 identified as the peak year for publications. Indonesia was the country contributing the largest number of studies, with strong affiliations from institutions such as Riphah International University. In terms of authorship, Arvisais, O. emerged as the most prolific author within this research domain. Furthermore, the bibliometric mapping highlighted dominant thematic clusters including curriculum design, Islamic education, learning outcomes, and religious values. The implications of this study suggest that research on the Islamic Studies Curriculum is gaining increasing attention globally, particularly in Southeast Asia, and that there are significant opportunities for collaboration and innovation in this field. Future studies are recommended to expand the scope of analysis by including additional national and international databases beyond Scopus to capture a more comprehensive understanding of the research landscape.

Abstrak

Tujuan dari penelitian ini adalah untuk memetakan perkembangan dan arah penelitian mengenai Kurikulum Studi Islam yang diterbitkan dalam jurnal-jurnal terindeks Scopus pada periode 1980 hingga 2023. Penelitian ini menggunakan desain penelitian bibliometrik, dengan data yang diambil dari basis data Scopus. Analisis dilakukan menggunakan Excel dan R/R-Studio, sementara VOSviewer digunakan untuk memvisualisasikan jejaring keterkaitan kata kunci dan hubungan sitasi. Hasil penelitian mengidentifikasi sebanyak 595 publikasi yang memenuhi kriteria inklusi, dengan tingkat pertumbuhan tahunan sebesar 9,26%, serta tahun 2022 tercatat sebagai tahun dengan jumlah publikasi tertinggi. Indonesia muncul sebagai kontributor utama, dengan afiliasi institusi yang signifikan seperti Riphah International University. Dalam hal kepenulisan, Arvisais, O. teridentifikasi sebagai penulis paling produktif dalam bidang penelitian ini. Pemetaan bibliometrik menunjukkan beberapa kluster tematik dominan, antara lain perancangan kurikulum, pendidikan Islam, hasil belajar, dan nilai-nilai keagamaan. Temuan ini menunjukkan bahwa penelitian tentang Kurikulum Studi Islam semakin mendapat perhatian di tingkat global, khususnya di Asia Tenggara, yang membuka peluang besar untuk kolaborasi dan inovasi di bidang ini. Penelitian selanjutnya disarankan untuk memperluas cakupan analisis dengan memasukkan basis data nasional dan internasional lainnya di luar Scopus guna memperoleh pemahaman yang lebih komprehensif terhadap lanskap penelitian global.

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1. Introduction

The Islamic education curriculum is a structured and systematic framework that encompasses Islamic materials, learning objectives (Eva Latipah & Hasan, 2023), teaching strategies, and evaluation systems designed to cultivate students' understanding and practice of Islam comprehensively. It represents a conscious and planned effort to guide learners toward knowing (Alkandari & Alsuwailan, 2019), believing, and living in accordance with Islamic principles in all aspects of life. Within the broader national education system, Islamic education functions not only as a means of intellectual development but also as a process to nurture moral integrity (Habiburrahim, Muhammad, Auni, Hafidhah, & Trisnawati, 2022), faith, and devotion to God (Ibrahim, Abdullah, Ismail, & Asimiran, 2023). The curriculum integrates both spiritual and academic elements to shape well-rounded individuals who are intellectually capable (Ilyas, Setyaningrum, & Sumarni, 2022), emotionally balanced (Hanny, 2020), and spiritually grounded. Through its design, the Islamic education curriculum emphasizes the unity of knowledge and faith, ensuring that learning outcomes extend beyond academic achievement to include the formation of ethical character, community responsibility, and social harmony based on Islamic values.

In the concept of Islamic thought, faith is considered a spiritual potential that must be realized through righteous actions (Rohman et al., 2024), leading to the attainment of piety and moral excellence. These actions establish harmony between humans and God (Sholeh et al., 2023), oneself, others, and the natural environment (Memon, Alhashmi, & Abdalla, 2021), forming a holistic moral system that sustains both personal and social well-being (M. Fajar Sidik, Vrisiko Putra Vachruddin, Evi Fatimatur Rusydiyah, Ani Setya Pertiwi, & Mugthi Alintya Darmawan, 2024). The quality of a person's deeds reflects the depth of their faith and spiritual growth. In this context, the curriculum functions as a comprehensive plan that facilitates the balanced development of students' cognitive (Kosim et al., 2024), affective (Assegaf, Zainiyah, & Fahmi, 2022), and psychomotor domains. It serves as an instrument that translates educational ideals into concrete learning experiences, preparing students to face the challenges of modern life without losing their moral compass (Salim, Zaini, Wahib, Fauzi, & Asnawan, 2024). By integrating moral, spiritual, and intellectual education, the Islamic curriculum aspires to produce individuals who contribute positively to their community and uphold the ethical principles of Islam in every sphere of life.

The Islamic education curriculum consists of planned and organized learning activities, knowledge, and experiences intentionally provided to help students achieve educational goals aligned with Islamic teachings (Akrim, Setiawan, Selamat, & Ginting, 2022). It reflects all forms of educational guidance designed to nurture students' intellectual, emotional, and spiritual dimensions in a balanced manner (Sulaiman, 2023). The curriculum is a dynamic tool that adapts to students' developmental stages, learning abilities (Alkandari, 2023), and social contexts while maintaining the timeless values of Islam. In the contemporary era, curriculum development in Islamic education requires innovation and responsiveness to global challenges such as digital transformation, moral decline, and cultural shifts. By emphasizing relevance, contextualization (Arbain Nurdin et al., 2024), and character building, the Islamic education curriculum continues to serve as a transformative framework that harmonizes traditional wisdom with modern educational needs, ensuring that future generations grow with faith, knowledge, and responsibility toward humanity and the environment.

This study aims to explore the development, trends, and research direction of the Islamic Studies Curriculum as reflected in publications indexed in the Scopus database from 1980 to 2023. The year 1980 was selected as the starting point because it marks the emergence of one of the earliest academic works discussing educational dialogue strategies related to Islamic studies. By analyzing more than four decades of scholarly output, this research seeks to identify thematic focuses, methodological progress, and the evolution of academic discourse surrounding the Islamic education curriculum. The study also examines how global and regional educational paradigms have influenced the integration of Islamic values, pedagogical innovation, and curriculum reform across different contexts. Ultimately, this

research contributes to understanding the intellectual trajectory and future direction of Islamic education studies, providing insights for policymakers, educators, and researchers in developing more relevant, comprehensive, and transformative Islamic education curricula in the modern era.

2. Methods

This study employs a comprehensive bibliometric analysis to examine the development of research on the Islamic Studies Curriculum. Data were obtained using a Boolean search strategy within the Scopus database covering the period from 1980 to 2023. The search was conducted on October 10, 2023, at 14.00 WIB using the query TITLE-ABS-KEY (curriculum AND Islamic AND studies). To ensure analytical precision, the study utilized R and RStudio software, along with VOSviewer and Microsoft Excel, for the evaluation of citation patterns, document contents, and network mapping. The research process was structured into three distinct stages to maintain systematic data collection, validation, and analysis. Each stage contributed to refining the dataset and enhancing the reliability of the results through the integration of bibliometric and visualization tools.

In the first stage, the researchers conducted an extensive literature review on related themes to ensure that the study aligned with the current trends and theoretical foundations of bibliometric research. This step was crucial in identifying relevant keywords that accurately represented the scope of Islamic education curriculum studies. The literature review also served to contextualize the bibliometric findings within the broader academic discourse on Islamic education, curriculum theory, and educational reform. By synthesizing prior studies, this stage established a theoretical foundation for interpreting quantitative bibliometric patterns through a qualitative lens, ensuring both methodological rigor and conceptual depth.

In the second and third stages, the Boolean operator search (TITLE-ABS-KEY (curriculum) AND TITLE-ABS-KEY (Islamic AND studies)) initially produced 595 documents. A filtration process was then applied using (LIMIT-TO (LANGUAGE, "English") AND LIMIT-TO (SRCTYPE, "j")) to restrict the dataset to English-language journal articles, resulting in a final total of 104 documents. The third stage involved detailed analysis using Scopus Analyzer, R, and RStudio to identify publication trends by year, journal, author, affiliation, country, and subject area. Visualization through VOSviewer and data processing in Microsoft Excel provided a clear depiction of research networks and thematic clusters. This multistage process ensured that the final results accurately reflected the scholarly landscape and research dynamics of Islamic Studies Curriculum publications within the global academic context.

Results and Discussion

Results

Document Analysis

The table 1 Provides An Overview Of 595 Documents Collected Over 43 Years. I Am Covering 1478 Authors, 195 Single Authors, 11.93% International Authorship Collaborations, And 22374 References With An Average Citation Per Document Of 4,334 Citations.

Table 1. Summary of The Main Information

Main Information	
1. Timespan	1980:2023
2. Sources (Journals, Books, Etc)	360
3. Documents	595
4. Annual Growth Rate %	9.2
5. Document Average Age	5.54
6. Average Citations Per Doc	4.334
7. References	22734
8. Document Contents	
9. Keywords Plus (Id)	1060
10. Author's Keywords (De)	1629

11. Authors	
12. Authors	1478
13. Authors Of Single-Authored Docs	195
14. Authors Collaboration	
15. Single-Authored Docs	204
16. Co-Authors Per Doc	2.69
17. International Co-Authorships %	11.93
18. Document Types	
19. Article	476

Documents by Year

The figure below shows that research with the theme of Curriculum Islamic Studies was first conducted in 1980 with 1 document, then in the following year experienced a decrease and increase in the number of documents and 1983-2002 had the same number of documents as many as 1 document. From 2001-2019, it had additions and decreases in documents that were not too significant, then in 2020, it had a stable addition of documents with a total of 18 documents. Then, in 2021, it had a similar decrease in the number of documents 10. Furthermore, in 2022, it experienced a perfect addition of 20 documents. Moreover, in 2023, there will be a decrease in the number of documents by seven. Research-themed Curriculum Islamic Studies was most researched in 2022 with 20 documents

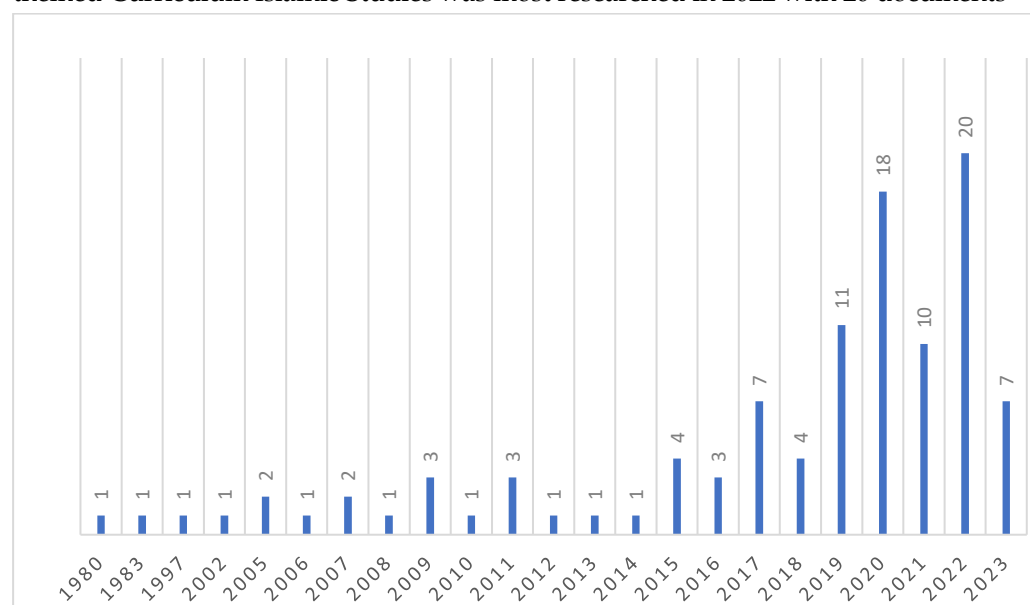


Figure 1. Year Charts

Most Influential Authors

The figure below shows the analysis of the most relevant authors, which can be seen in Figure 3, 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, Arvisais, O., by showing the number 3 on the chart and then followed by other authors whose impact is quite good with a bar chart that shows the number 3, namely Al-Khatib, M., AlJallad, M.Z., Baioumy, N., Bazrafkan, L., Bin Abdurrahman, K.A., Chamsine, C., Daou, A., Decarpentrie, L., Gadais, T.

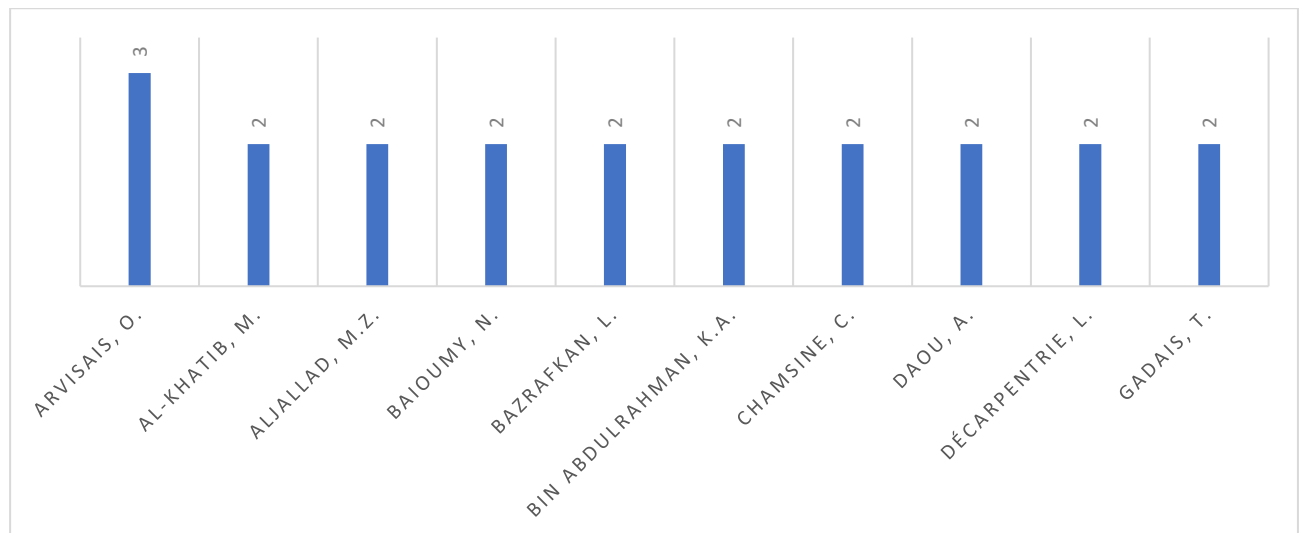


Figure 2. Name of Authors Charts

Documents by Affiliation

The figure below shows that the institution that publishes the most scientific articles on the theme of Curriculum Islamic Studies is Riphah International University, with a total of 6 articles—followed by Al-Imam Muhammad ibn Saud Islamic University and Shiraz University of Medical Science with a total of 4 articles. Institutions originating from the Asian continent still dominate many affiliations in writing scientific papers Curriculum Islamic Studies.

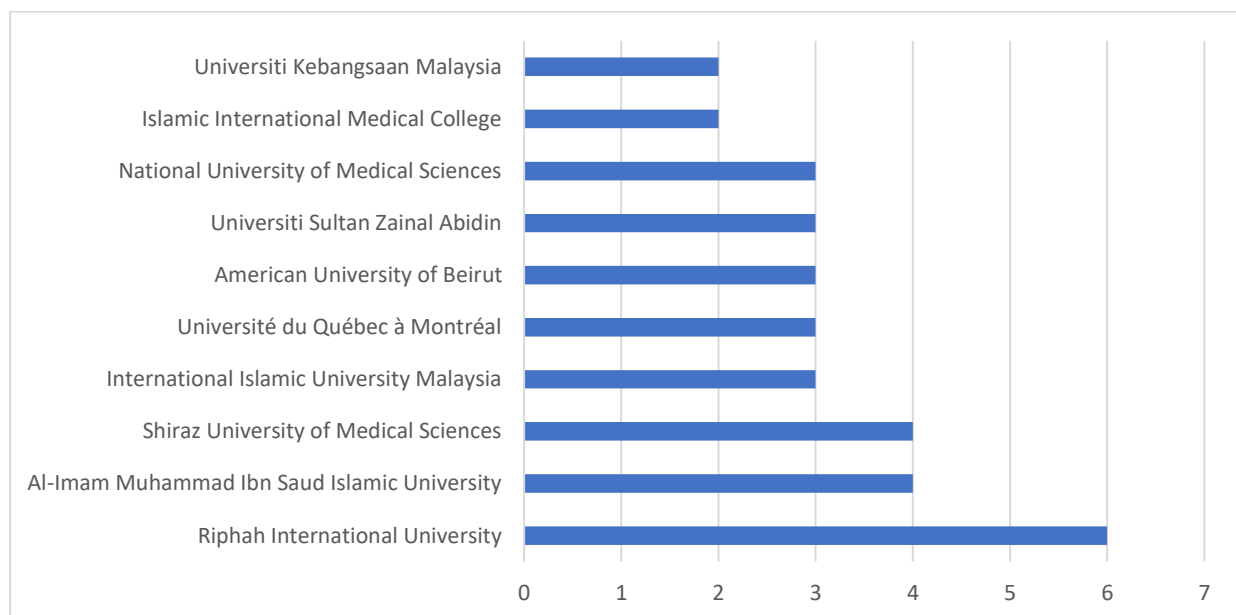


Figure 3. Affiliation Charts

Documents by Country

The figure below shows that the country that publishes the most scientific publications on Islamic education management is Indonesia, with 34 documents—followed by Malaysia with 15 documents. Based on Figure 5, research with the theme Curriculum Islamic Studies is still dominated by Asian countries such as Indonesia, Malaysia, Iran, Pakistan, Saudi Arabia, United Arab Emirates, Palestine, United States, Pakistan, and Canada.

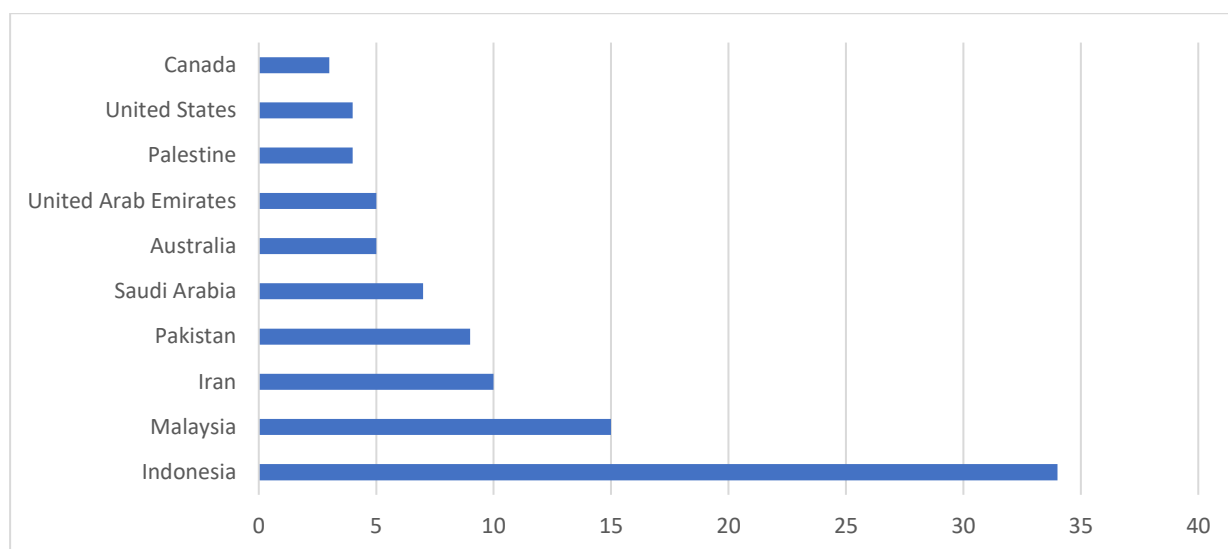


Figure 4. Countries Charts

Documents by Source

The figure below illustrates that Indonesia stands as the leading country in publishing scientific works on Islamic education management, contributing a total of 34 documents, followed by Malaysia with 15 documents. This dominant contribution reflects Indonesia's significant academic interest and institutional commitment to advancing research in Islamic Studies Curriculum. Based on Figure 5, it can be observed that the overall landscape of research on this topic remains largely concentrated within Asian countries, including Indonesia, Malaysia, Iran, Pakistan, Saudi Arabia, the United Arab Emirates, and Palestine. Meanwhile, a smaller yet meaningful number of publications originate from non-Asian countries, notably the United States and Canada, which indicates emerging global attention toward Islamic education as a field of study. This distribution pattern highlights the central role of Southeast Asia, particularly Indonesia and Malaysia, as intellectual hubs in shaping contemporary discourse on Islamic education and curriculum studies. Both countries possess strong academic traditions in integrating Islamic values into modern educational systems, supported by government policies, Islamic universities, and international collaboration networks. However, the relatively limited representation of Western and Middle Eastern institutions suggests that the global dialogue on Islamic Studies Curriculum is still in its formative stage. Therefore, there remains substantial potential for increased cross-regional cooperation and comparative research (F. Muhammad, Abitolkha, & Dodi, 2024). Expanding international collaboration would not only enhance methodological diversity but also

promote a more comprehensive understanding of how Islamic educational principles are contextualized across different cultural, political, and academic settings.

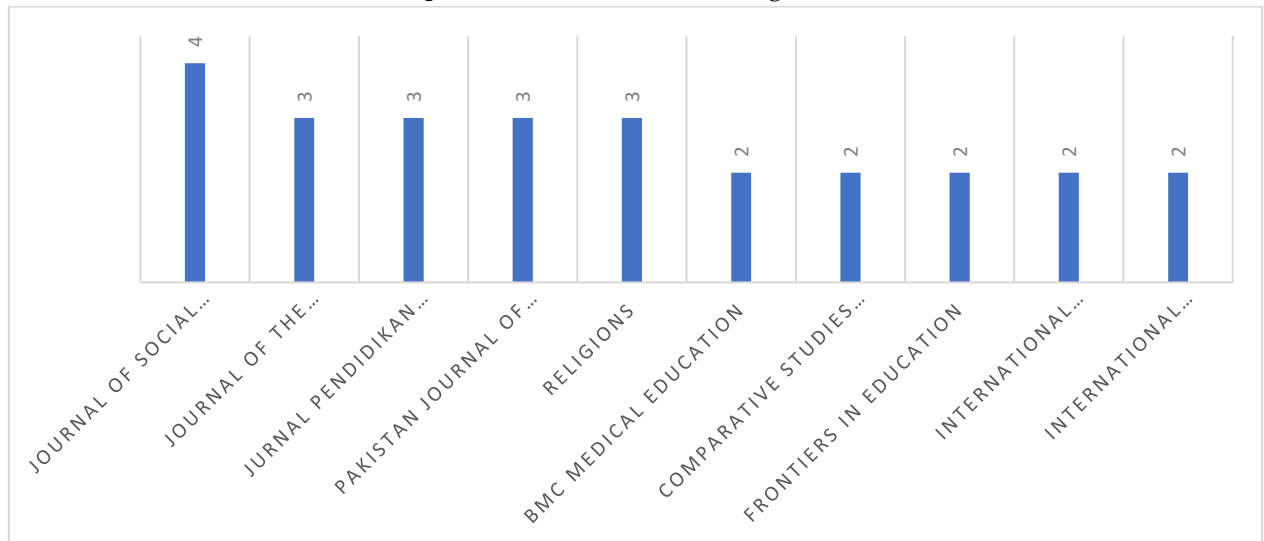


Figure 5. Source Charts

The visualization in Figure 5 illustrates the primary sources contributing to the research field, identifying the most influential journals, authors, and countries. This chart highlights how academic discourse has evolved through key publications and international collaborations. It provides insight into the concentration of research productivity and citation patterns, offering an overview of dominant contributors shaping the thematic direction of the field. Furthermore, to deepen the understanding of the intellectual structure of the research area, a Three-Field Plot analysis was conducted. This analysis connects the relationships between authors, keywords, and sources, allowing researchers to identify thematic intersections and emerging research trends.

Three-Field Plot

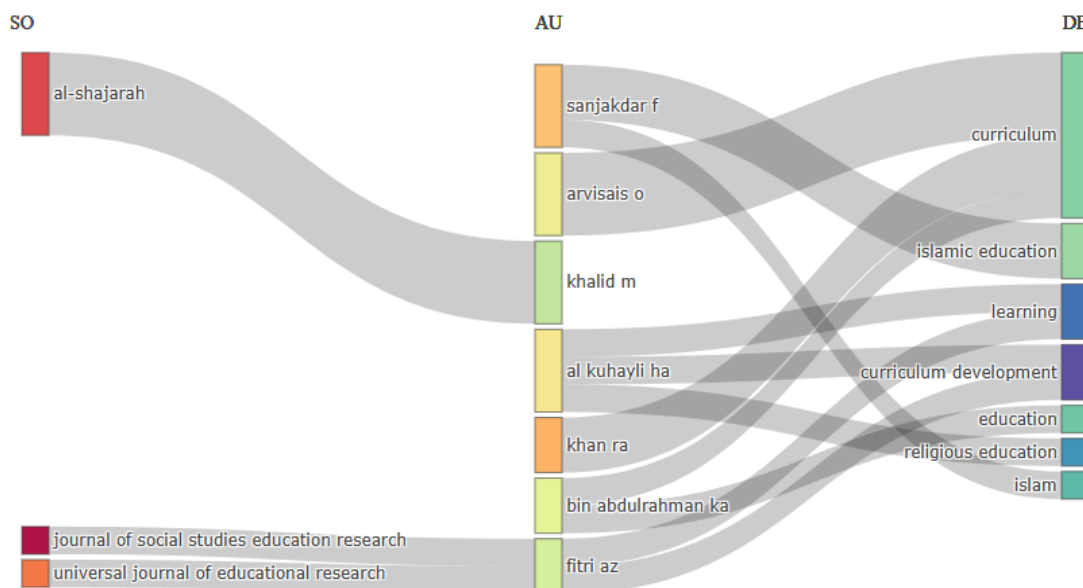


Figure 6. Three Field Plot

The Figure contains three elements observed: the journal's name, the author's name and the theme/topic used. The three elements are then connected by grey plot lines that are connected. Based on the journal's name, each journal indicates which authors or authors often contribute to its publications, especially those with the theme of Curriculum Islamic Studies. The size of the plot shows

how closely the publication is related to the theme. Based on the picture above, there are two journals in common. The journal that publishes the most research-themed Curriculum Islamic studies is the Journal of Social Studies Education Research, displayed in dark red and connected to the author, Fitri A.Z, with the number of publications of 2 documents. The second is the Universal Journal of Education Research, displayed in orange, connected to the author, Fitri A.Z, with the number of publications of the two documents. Based on Figure 7, there are seven authors. The size of the bar chart shows how many research results were published by each author. Fitri A.Z. is among the seven authors who write the most articles themed on Curriculum Islamic Studies. In the third element, each research topic is linked to the author who publishes research results on that theme. From the analysis results, there are several keywords, including Curriculum, Islamic Education, and Learning. This shows that these keywords are closely related to research topics in the Islamic Studies Curriculum.

Corresponding Author's Countries

The global distribution of corresponding authors provides valuable insight into the geographical landscape of scholarly collaboration within this research domain. Mapping the authors' countries allows the identification of nations that actively contribute to the production and dissemination of knowledge. This analysis also reveals the extent of international cooperation, reflecting how research networks transcend national boundaries to address shared academic interests.

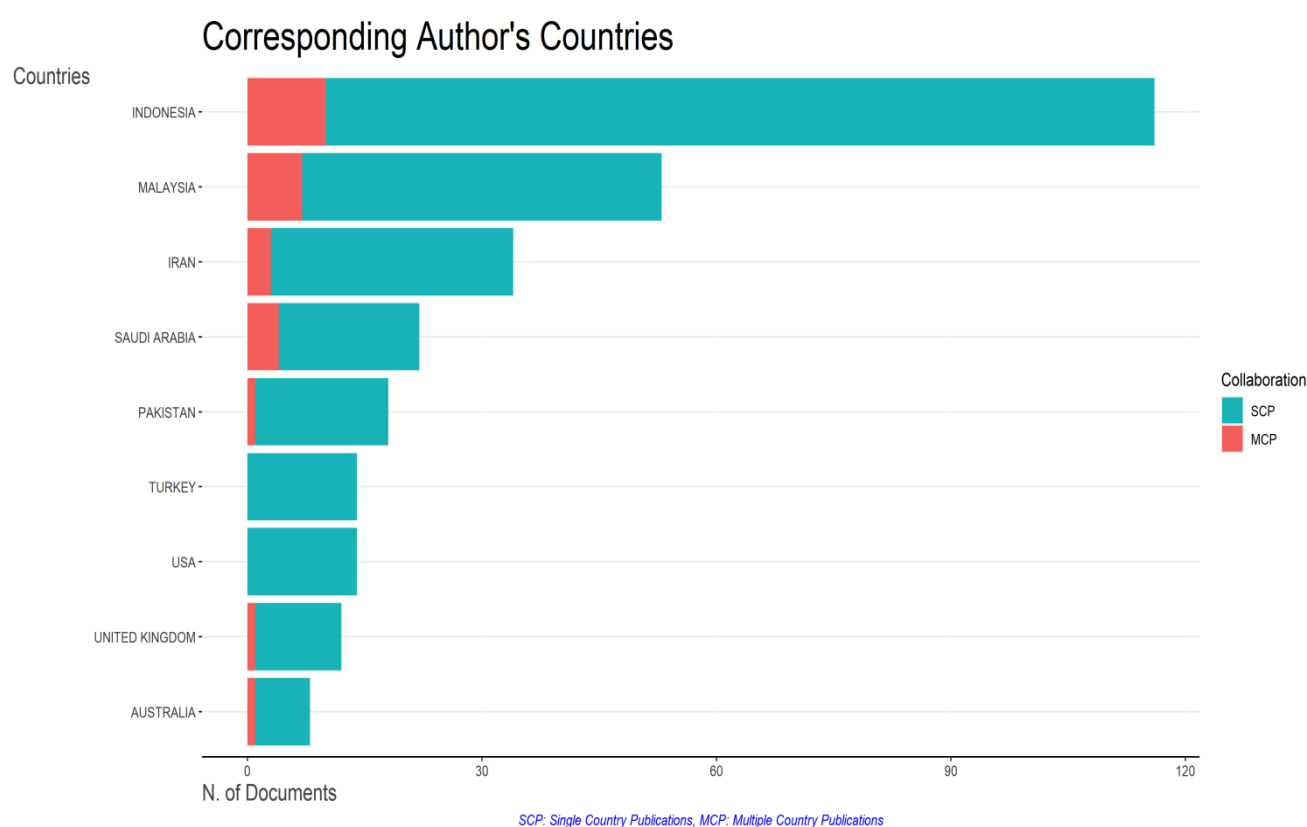


Figure 7. Corresponding Author's Countries

The figure shows that most Multi-Country Publications come from Indonesia, Malaysia, and Saudi Arabia. Indonesia with 10 M.C.P. documents, then Malaysia with 7 M.C.P. documents, while the Single Country Publications came from Indonesia, then Malaysia and Iran. The correspondent of this study is still dominated by countries from the Asian continent, such as Indonesia, Malaysia, Iran, Saudi Arabia, Pakistan, Turkey, the U.S.A., the United Kingdom and Australia.

Most Global Cited Document

The analysis of the most globally cited documents provides a comprehensive overview of the foundational works that have significantly shaped scholarly discussions in this field. Citation frequency serves as an indicator of academic impact and intellectual influence, revealing which studies have contributed most to theoretical development, methodological advancement, or empirical understanding. The citation trend also reflects the interdisciplinary nature of the research, encompassing areas such as Islamic law, education, science, and social studies.

Table 2. Most Global Cited Document

Paper	Total Citations	T.C. Year	Per
1. Azaizeh H, 2010, Evid-Based Complement Altern Med	102	7.29	
2. Dagkas S, 2006, Sport Educ Soc	100	5.56	
3. Hameed S, 2008, Science	84	5.25	
4. Kaplan S, 2002, Int J Middle East Stud	72	3.27	
5. Hooker Mb, 2008, Indones Syariah: Defining A Natl Sch Of Islam Law	58	3.63	
6. Zine J, 2000, Race Ethn Educ	57	2.38	
7. Awaisu A, 2007, Am J Pharm Educ	45	2.65	
8. Tabari Khomeiran R, 2007, Nurse Educ Today	44	2.59	
9. Niyozov S, 2009, Curric Inq	44	2.93	
10. Benn T, 2006, Eur Phys Educ Rev	43	2.39	

The paper that has the most significant total citations is the 2010 paper with 102 citations, namely Azaizeh H, 2010, Evid-Based Complement Altern Med – then followed by the 2006 Dagkas paper, Sport Educ Soc, which has the second largest total citation with a total of 100. The paper with the largest T.C. per year is Azaizeh H, 2010, Evid-Based Complement Altern Med, which is 7.29. Table 2 shows that the issuance year does not affect T.C. because in the earliest year, namely 2000, citations amounted to 57, while in the last year, namely 2010, citations only amounted to 102.

Discussion

The results of the network analysis provide a comprehensive overview of the intellectual structure and thematic relationships in research on the Islamic Studies Curriculum. The dataset generated three major clusters based on keyword co-occurrence, representing distinct yet interrelated areas of academic focus (Rashed, 2015). The first cluster reflects studies emphasizing educational methodology, religious pedagogy, and the psychological dimensions of Islamic learning (Suhayib & Ansyari, 2023). The second cluster focuses on curriculum development, instructional design, and the integration of Islamic values into modern education systems (Rozi, ., & ., 2023). The third cluster centers on human development, ethics, and socio-religious contexts in education. These clusters collectively illustrate how scholarship in Islamic Studies Curriculum spans across pedagogical, philosophical (Muhajir, Naim, Fitri, & Safi'i, 2020), and sociocultural dimensions (Ahid & Chamid, 2021), showing the dynamic evolution of this field over time.

The overlay analysis highlights the temporal distribution of research keywords, providing insight into shifting academic priorities. Between 2015 and 2018, the most prominent keywords included *Curriculum* (Ahid & Chamid, 2021), *Islamic Education*, and *Human* (Sukirman & Linse, 2024), signifying a period when scholars focused on foundational issues of curriculum reform and human development within the Islamic framework. This reflects the growing interest among researchers to explore how Islamic education can contribute to holistic human development amid modern pedagogical transformations. The analysis also suggests that while traditional topics like “Islamic Education” remain central, emerging themes such as “critical thinking,” “digital learning,” and “ethics” began to appear

more frequently in recent years, indicating the field's responsiveness to global educational trends and technological changes.

The density analysis presents another layer of interpretation by showing the intensity of research focus through the frequency of recurring keywords (Khalili, Kallioniemi, & Bagheri Noaparast, 2022). High-density keywords such as *Curriculum* (Qoyyimah, 2018), *Islamic Education*, and *Human* indicate that these topics have received substantial scholarly attention (Muhammad, Hasbullah, Syarifudin, & Patak, 2019). Meanwhile, less frequent keywords such as *Knowledge*, *Learning*, and *Muslim* signal potential research gaps (Rodliyah, Khusnuridlo, Fauzi, & Baharun, 2024). This pattern reveals that while the discourse has been well established around core educational and humanistic concepts (Wasehudin, Rohman, Nizarudin Wajdi, & Marwan, 2023), there remains room to deepen exploration into cognitive (Muluk, Habiburrahim, Zulfikar, Orrell, & Mujiburrahman, 2019), cultural (Lutfauziah, Al-Muhdhar, Suhadi, & Rohman, 2024), and social aspects of Islamic curriculum development (Lafrarchi, 2020). Such findings align with previous bibliometric studies suggesting that Islamic education research still tends to concentrate on pedagogical frameworks rather than on interdisciplinary linkages with social sciences, digital literacy, or globalization.

The co-occurrence density identifies the dominant themes within each cluster. The first cluster revolves around methodological orientations toward empirical and evaluative research designs in Islamic education (Wakhidah & Erman, 2022). The second cluster emphasizes innovation, student engagement, and critical pedagogies aligned with Islamic values (Astuti, Ismail, Fatimah, Puspita, & Herlina, 2024). The third cluster highlights research that investigates the intersection between religious education, cognitive psychology, and moral reasoning (Arvisais & Guidère, 2020). Collectively, these clusters represent a structured intellectual ecosystem where Islamic curriculum research evolves through empirical validation, pedagogical innovation (Nasir, 2020), and cognitive development. When viewed alongside prior studies, these findings indicate a growing trend toward blending traditional Islamic epistemology with contemporary educational sciences (Gadais et al., 2022), thereby enriching both theory and practice.

From a broader perspective, the implications of this network analysis extend beyond descriptive mapping. It suggests that the field of Islamic Studies Curriculum is entering a phase of diversification, where collaboration across disciplines and regions can significantly enhance research impact. Future studies should aim to strengthen cross-institutional and international partnerships, especially between scholars from Asia, the Middle East, and Western countries, to create more inclusive and comparative frameworks (ElKaleh, 2019). Additionally, further bibliometric and content-based analyses could explore underrepresented themes such as digital pedagogy (Baharun, Wahid, Muali, Rozi, & Fajry, 2022), gender perspectives (Fidayani & Ammar, 2023), and sustainability education within Islamic contexts (R. Muhammad & Nugraheni, 2022). By integrating advanced analytical tools with interpretive insights, future research can contribute to a more comprehensive and globally relevant understanding of Islamic curriculum development, aligning academic inquiry with the principles of justice, balance, and holistic human growth.

3. Conclusion

The findings of this study reveal the development and direction of research on the Islamic Studies Curriculum from 1980 to 2023 through five main bibliometric indicator levels: scientific production, author, country, affiliation, and journal source. The analysis shows that bibliometric mapping provides a comprehensive overview of how Islamic education research has evolved over time, particularly in terms of publication growth, collaboration networks, and thematic focus. This approach offers significant advantages for academics and policymakers who aim to understand the global trajectory of Islamic curriculum studies. It not only highlights research productivity but also identifies the key contributors, institutional influences, and publication venues that shape the field. Furthermore, this study provides a foundation for future scholars to explore new research frontiers, track thematic development, and assess intellectual structures within the discipline. By offering a visual and

quantitative representation of scholarly activity, this study contributes to a clearer understanding of how knowledge production in Islamic Studies Curriculum has shifted and expanded across decades.

The results indicate that Indonesia dominates research in the field of Islamic Studies Curriculum, with a high concentration of publications produced by Indonesian scholars and institutions. This trend demonstrates the country's growing interest and leadership in integrating Islamic educational values into modern curriculum discourse. However, research contributions from outside Indonesia remain relatively limited, with only a few international publications addressing this theme in journals such as *Religion*. This imbalance underscores the need for greater international collaboration and comparative studies that could enrich both theoretical and practical insights. Therefore, it is recommended that future researchers, both from Indonesia and abroad, expand the scope of inquiry to include diverse cultural, educational, and methodological perspectives. Such efforts can enhance the global understanding of Islamic Studies Curriculum while promoting dialogue between Muslim-majority and non-Muslim academic contexts, fostering a more inclusive and interconnected scholarly environment.

This study acknowledges certain limitations, primarily concerning its reliance on articles indexed in Scopus and Google Scholar, which may exclude relevant works from other reputable databases. Consequently, future research should integrate additional databases such as Web of Science, Dimensions, or CrossRef to obtain a more comprehensive dataset and to track broader topic developments. While bibliometric analysis provides a descriptive overview of publication patterns and influential works, it does not fully capture the qualitative depth or interpretive dimensions of the literature. Therefore, combining bibliometric methods with critical or content analysis is essential to gain a holistic understanding of the Islamic Education Curriculum. Future researchers are encouraged to explore citation dynamics, co-authorship networks, and thematic clusters in more detail to produce nuanced interpretations. Expanding citation sources and analytical tools will enhance accuracy, enrich academic insight, and strengthen the scientific foundation for advancing Islamic education scholarship.

Declarations

Author Contribution Statement

Adam Adesina Muhammad-Lawal conceptualized the research design and supervised the overall study framework. Rizky Firda Arvita was responsible for data collection, literature review, and initial analysis. Nurul Latifatul Inayati contributed to the methodology development, data interpretation, and manuscript drafting. Muhammad Subhi Apriyantoro performed the validation, visualization, and final editing of the manuscript. All authors discussed the results, contributed to the final version of the paper, and approved it for publication.

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Data Availability Statement

The data supporting the findings of this study are available from the corresponding author upon reasonable request. No publicly archived datasets were used or generated during this research.

Declaration of Interests Statement

The authors declare that they have no known competing financial interests or personal relationships that could have influenced the work reported in this paper.

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