MAP DEVELOPMENT AND DIRECTION OF TEACHER-BASED ISLAMIC EDUCATION THROUGH BIBLIOMETRIC DATA ANALYSIS

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Abstract :

This study aims to determine the mapping of the development and direction of Islamic Religious Education research in publications indexed by scopus data. This study used bibliometric analysis techniques to explore all publications indexed in the Scopus database on Teacher-Based Islamic Religious Education from 1980 to 2023. The data obtained were analyzed using Microsoft Excell and R/R-Studio. VOSviewer is used to perform visual analysis of keyword occurrence and document citations stimulantly. The author found 564 publications that fit the function, subject, and criteria set. The limitation of this study is only taking data sets or metadata to publications indexed by Scopus. Other national and international databases were not taken into account in the study. This study presents a brief overview of the literature that can be accessed by researchers working in the field of Islamic Religious Education and provides recommendations for research.

Keywords : *Islamic Education, Student, Teacher, Islamic School, Learning*

Abstrak :

Penelitian ini bertujuan untuk mengetahui pemetaan perkembangan dan arah penelitian Pendidikan Agama Islam pada publikasi yang terindeks data scopus. Penelitian ini menggunakan teknik analisis bibliometrik untuk mengeksplorasi seluruh publikasi yang terindeks dalam database Scopus Pendidikan Agama Islam Berbasis Guru dari tahun 1980 hingga 2023. Data yang diperoleh dianalisis menggunakan Microsoft Excell dan R/R-Studio. VOSviewer digunakan untuk melakukan analisis visual kemunculan kata kunci dan mendokumentasikan kutipan secara stimulan. Penulis menemukan 564 publikasi yang sesuai dengan fungsi, subjek, dan kriteria yang ditetapkan. Keterbatasan penelitian ini hanya mengambil kumpulan data atau metadata ke publikasi yang terindeks Scopus. Database nasional dan internasional lainnya tidak diperhitungkan dalam penelitian ini. Penelitian ini menyajikan gambaran singkat tentang literatur yang dapat diakses oleh peneliti yang bekerja di bidang Pendidikan Agama Islam dan memberikan rekomendasi untuk penelitian.

Kata Kunci: *Pendidikan Agama Islam, Siswa, Guru, Sekolah Islam, Pembelajaran*

INTRODUCTION

Islamic religious education is an integral part of the curriculum in Islamic schools.(Tuna, 2022) Teachers have a central role in teaching and guiding students in gaining a deep understanding of the teachings of the Islamic religion.(Jahari, 2020) This introduction will describe the background and context of the important role of teachers in teaching Islamic Religious Education learning to students in Islamic schools.(Hanun, 2019) Only that, Islamic Religious Education is very important for the provision of students in the future.(Sai, 2018)

Islamic Religious Education for teachers is a form of training and education provided to individuals who want to become teachers in teaching Islamic Religious Education.(Avest, 2020) The main objective of this education is to prepare prospective teachers to have a deep understanding of Islamic teachings, effective teaching methods, as well as skills in educating and guiding students in religious aspects.(Vince, 2019)

Islamic Religious Education for teachers can be found in the form of special training, study programs or majors of Islamic Religious Education in universities, as well as courses and workshops organized by educational or religious institutions.(El Widdah, 2022) It aims to produce competent and qualified teachers in teaching Islamic teachings to the younger generation.(Alkandari, 2023)

Islamic Religious School is an educational institution that specifically focuses on conveying Islamic teachings and values to students. The aim is to equip students with a deep understanding of Islam as well as form character and behavior in accordance with the principles of the religion.(Malik, 2023) Islamic religious schools play an important role in educating the younger generation about Islamic teachings and values.(Qazi, 2023) Students are expected not only to have academic understanding, but also to be able to apply these values in everyday life.(Zaini, 2022)

Islamic schools are educational institutions that have a strong commitment in teaching Islamic teachings to students.(Alami, 2012) Islamic Religious Education teachers have a great responsibility in facilitating meaningful learning and having a positive impact on students' understanding of the Islamic religion.(Gökçe, 2015) Islamic schools are also educational institutions that provide education based on Islamic teachings and principles, apart from academic subjects, usually also teach Islamic religious and moral values to their students.(Hanun, 2019)

Islamic Religious Education teachers in Islamic schools do not only serve as instructors.(Dangor, 2005) But also as a role model and example for students in carrying out the teachings of Islam in everyday life. They have the responsibility to develop students' understanding of the teachings of the Islamic religion.(Jumaeda, 2022) Introduce important religious concepts, and guide students in internalizing Islamic moral and ethical values.(Harris, 2022)

Schools are educational institutions that combine general education with Islamic religious education.(Fitri, 2022) They aim to provide a holistic education, which includes intellectual, social, moral, and spiritual aspects of students.(Tamuri, 2007) Islamic schools place the religion of Islam as an integral

part of their curriculum, ensuring that students acquire not only academic knowledge, but also a deep understanding of religious teachings and religious practices.(Bin Jamil, 2022)

Learning is the process of acquiring knowledge, skills, attitudes, or competencies through learning, experience, or teaching.(Asyafah, 2014) It is a fundamental aspect of human development and plays an important role in personal growth, the advancement of society, and the acquisition of new abilities.(Sutomo, 2014)

Learning has many important benefits for students.(Brand, 2023) Learning not only enhances their academic knowledge, but also helps in their personal and social development.(Yusuf, 2022) Learning enables students to develop critical skills such as problem-solving, analysis, and creative thinking.(Al-Issa, 2020) In addition, learning also helps students develop discipline, responsibility, and the ability to manage time.(Ma'arif, 2017)

During the learning process, students have the opportunity to explore their interests and talents, which can help shape future goals and ideals.(Alkahtani, 2018) Through interaction with classmates and teachers, students also learn about cooperation, effective communication, and tolerance.(Strindberg, 2023)

It is very important to conduct a critical analysis of existing research findings to pave the way for future research while providing projections as proposals for policymakers about research areas that need to get a greater portion of accelerated development. The evaluation procedure relies heavily on the availability of credible data.

Research in bibliometrics is one of the tools that plays a role in mapping data on published research. The scopus data base, used in this study because it has very high credibility.

Bibliometrics is also one of the very useful tools in analyzing findings from scientific research; Review the correlation between science and technology, classify fields of science, track the development of new knowledge in a field, and become indicators in making strategic plans for a better future. (Boquera et al., 2021)

The purpose of this study is to analyze the development map and research direction of Islamic Religious Education education in publications registered in the Scopus database from 1980 to 2023. In 1980 the first two publications on the education of Islamic values were found.

PAST RESEARCH

Research on Islamic Education By(Hasil et al., 2022), revealed that this research was carried out against the background of the urgency of digital learning media in the learning process. With the use of the BEAT PAI application as an effort to motivate students in PAI subjects, so as to create a fun and interactive learning atmosphere. This study aims to identify the effect of using the BEAT PAI application on the learning outcomes of grade 5 elementary school PAI students, as well as to determine the differences in PAI learning outcomes of grade 5 elementary school students before and after using the BEAT PAI

application.

Research on Islamic Religious Education Teachers by(Insan et al., 2022), revealed that based on the results of the analysis of planning documents, learning processes, and evaluations, that the competence of Islamic Teachers of SMA and SMK Kabaupaten Ciayumajakuning, in accordance with Permenneg PAN &; RB No. 16 of 2009, has fulfilled the Pedagogic, Personality, Social, and Professional Competencies well.

Research on Islamic Religious Education Students by(Fauzi, Nurmiati, & Rustandi, 2020), revealed that the reality of students' perceptions of teacher competence as qualified evaluators was moderate with an average of 3.18. The figure is at intervals of 2.5-3.5. Student motivation in attending PAI lessons is moderately qualified with an average score of 3.27.

RESEARCH METHOD

Bibliometric analysis methods were used in this study thoroughly. In the form of document analysis and network analysis. The data was obtained using the boolea search engine to comb through scopus from 1980 to 2023. The search will be conducted on May 27, 2023. Researchers used R and R-Studio tools, VOSviewer and Microsoft Excell. To analyze documents and network.

Researchers need to inform some critical (original) field data obtained from interviews, observations, questionnaires, surveys, documents, and other data collection techniques. The findings are presented in full and are related to the research scope determined and supported by theories relevant to the research findings. Results can be supplemented with tables, figures, graphs, and/or diagrams.

Tables and graphs and/or diagrams are numbered using numbers. Figure captions and figure numbers are placed after the related figure, as shown in Figure 1, while table captions and table numbers are placed before the related table, as shown in Table 1.

First Stage

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

Second Stage

At this stage using boolean operators (TITLE-ABS-KEY (Teacher-Based Islamic Education) AND TITLE-ABS-KEY (teacher)) to search Scopus which yielded 816 documents. Further filtration was performed with Boolean operators (LIMIT-TO (DOCTYPE, "ar") AND (LIMIT-TO (LANGUAGE, "English") to limit only English documents and articles as document types resulting in a final document of 578.

Third Stage

Analysis was conducted on the final document search of 578 using Scopus, analyze, and R, as well as R-Studio to determine the number of documents per year. Documents by journal, author, affiliation, country and subject/field. Furthermore, an analysis of the The detailed research procedure can be seen in figure 1 below:
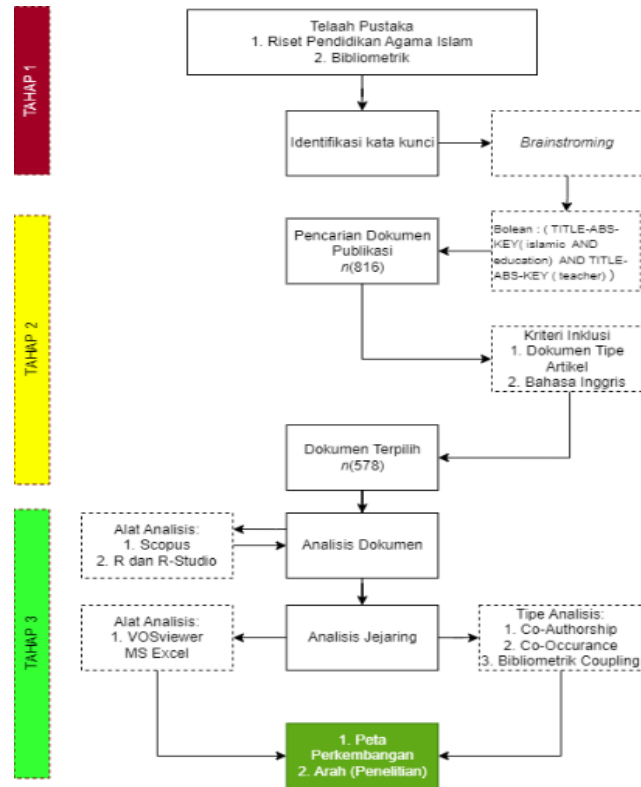

Figure 1. Research Phase

FINDINGS AND DISCUSSION

a. Document Analysis

Information about Data

Table 1: Provides an overview of the 564 documents collected over 43 years, include 1247 authors, 196 single authors, 11,35 % international authorship collaboration, 21847 references with an average citation per document of 5,172 citations.

Table 1 Key information about the data

MAIN INFORMATION ABOUT DATA	
Timespan	1980:2023
Sources (Journals, Books, etc)	314
Documents	564
Annual Growth Rate %	6,05
Document Average Age	6,43
Average citations per doc	5,172
References	21847
DOCUMENT CONTENTS	

Keywords Plus (ID)	639
Author's Keywords (DE)	1650
AUTHORS	
Authors	1247
Authors of single-authored docs	196
AUTHORS COLLABORATION	
Single-authored docs	214
Co-Authors per Doc	2,57
International co-authorships %	11,35
DOCUMENT TYPES	
article	564

Documents by year

Figure 2 shows In 1980 the first journal began to publish as many as 2 journals, and in 2020 began to increase significantly with the number of 80 published journals. However, in 2021 it decreased, due to the increase in Covid-19 which made it difficult to research directly.
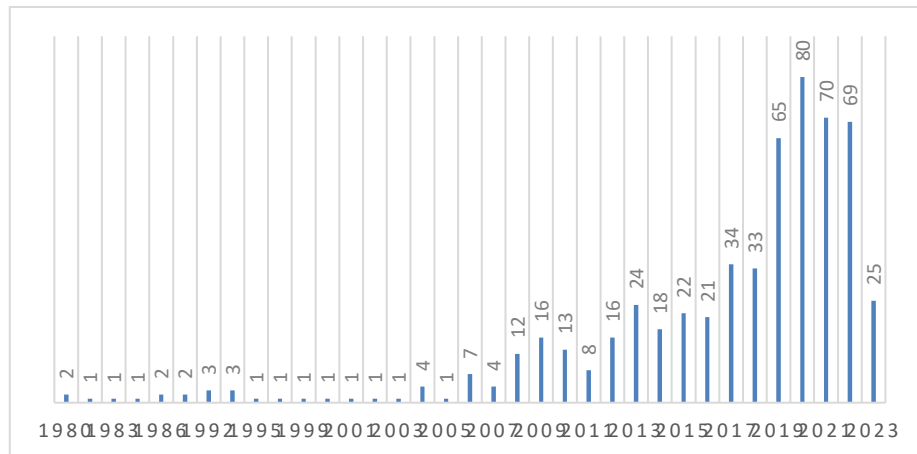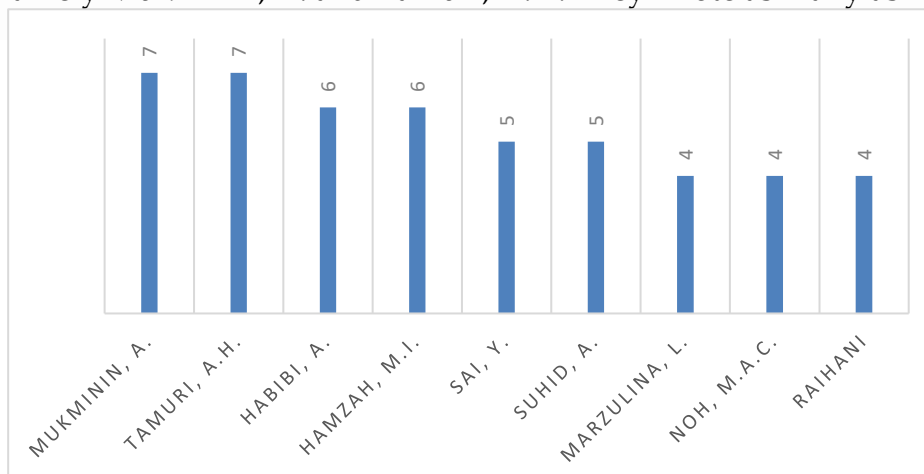

**Figure 2. Documents By Year**

Relevant Authors

Figure 3 shows the 10 most relevant authors in the field of Islamic Education. There are 2 writers who are very relevant to writing articles, namely Mukminin, A. and Tamuri, A.H. They wrote as many as 7.

Figure 3. Most Relevant Authors

Documents By Affiliation

Figure 4 shows the University Kebangsaan Malaysia which is the most dominant place to upload journals on Islamic Religious Education, as many as 33 journals have been uploaded at the university.
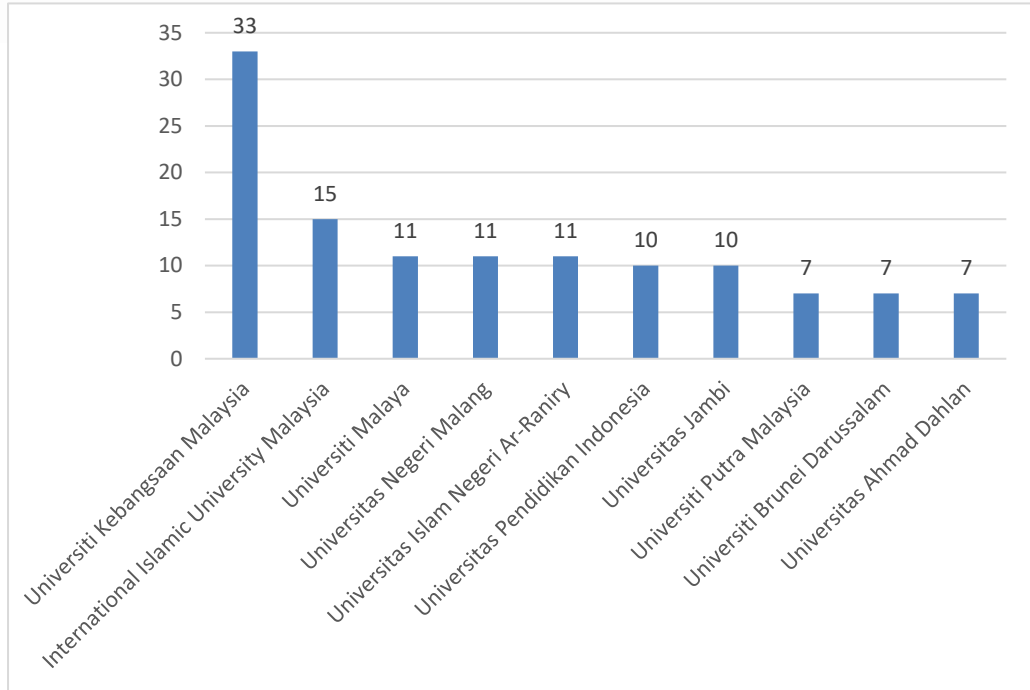
Figure 4. Documents By Affiliation

Documents by Country

Figure 5 shows the highest Indonesian state Publications regarding Islamic religious education journals are as many as 187 journals, in European countries such as America and England also discuss Islamic religious education journals.
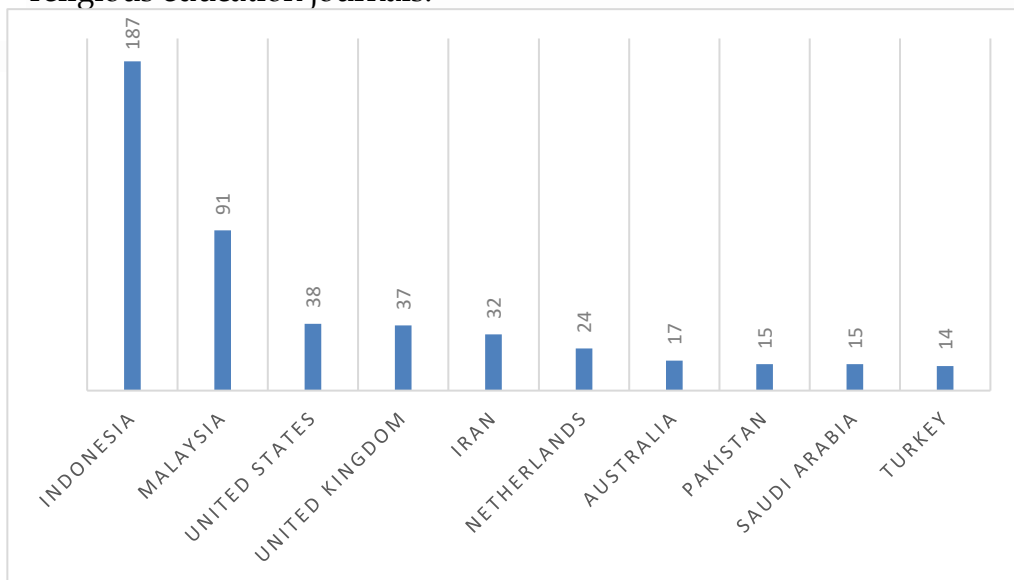
Figure 5. Documents by Country

Documents Based on Journals

Figure 6 shows that the most publications are Religious, which dominates the most as many as 24 journals published in Religions.
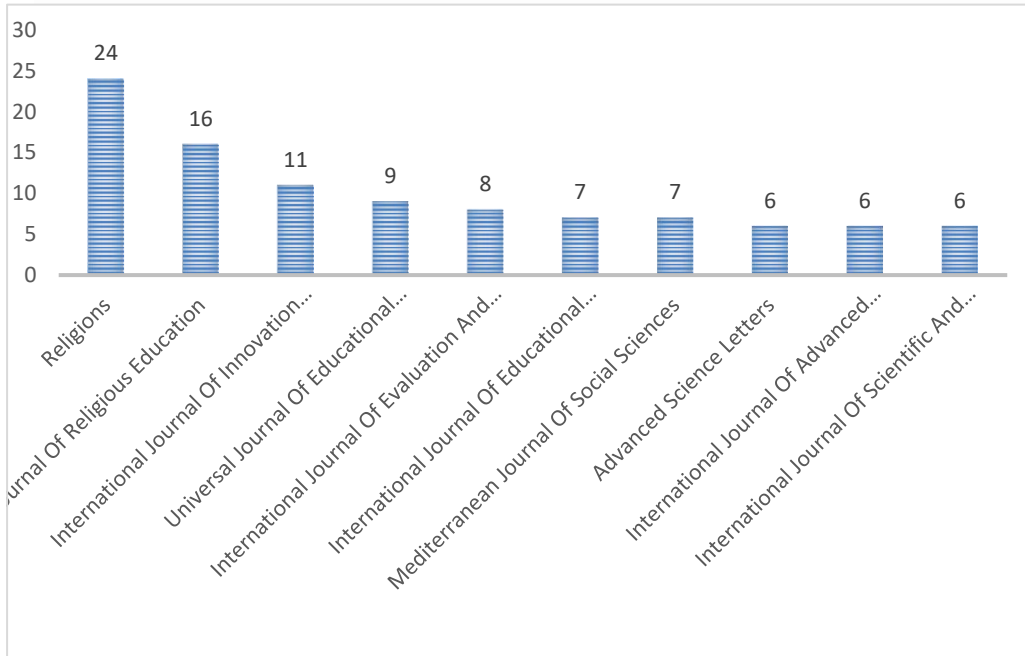
Figure 6. Documents Based on Journals

Three-Field Plot

Figure 7. Three-Field Plot

In the picture above contains 3 elements observed, the name of the

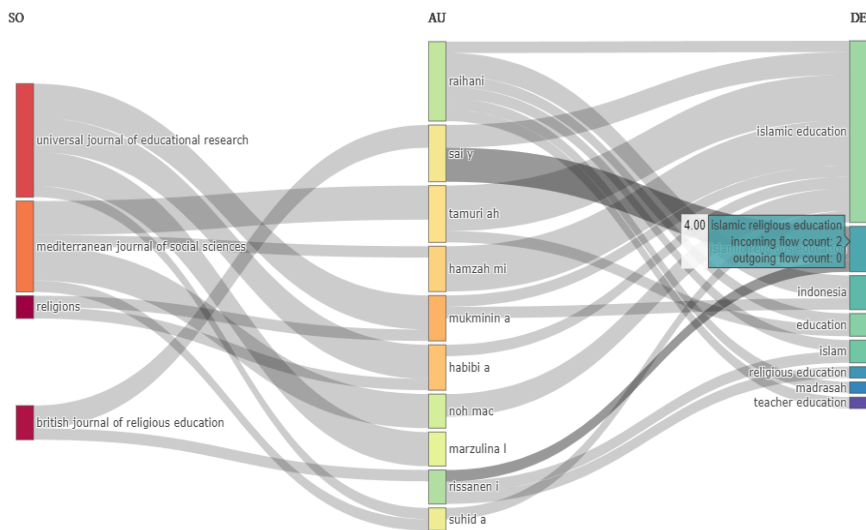journal publication, the name of the author and the theme of the topic used. The three elements are then connected by gray plot lines that are linked to each other. Based on the name of the journal, each journal shows which authors most often contribute to their publications, especially those with the theme of Islamic Religious Education The size of the plot shows how much of the publication relates to the theme. Based on the picture above for the first element, namely the name of the journal publication, there are 6 journals. The journal that most publishes with the theme of Islamic Religious Education is the Universal journal of educational research which is displayed in dark red and connected with several authors such as Mukminin A, Habibi A, Marzulina I, and Suhid A. Among the 10 authors who wrote the most articles with the theme of Islamic Education are Tamuri Ah, Hamzah Mi and Sai Y In the third element, each research topic is connected to the author who writes a lot on the topic of Islamic Religious Education. from the results of the analysis there is Teacher-Based Islamic Religious Education. The keywords Islamic Education and Islamic Religious Education are at the very top. This shows that the word is closely related to research related to Islamic Religious Education.

Corresponding Author's Countries
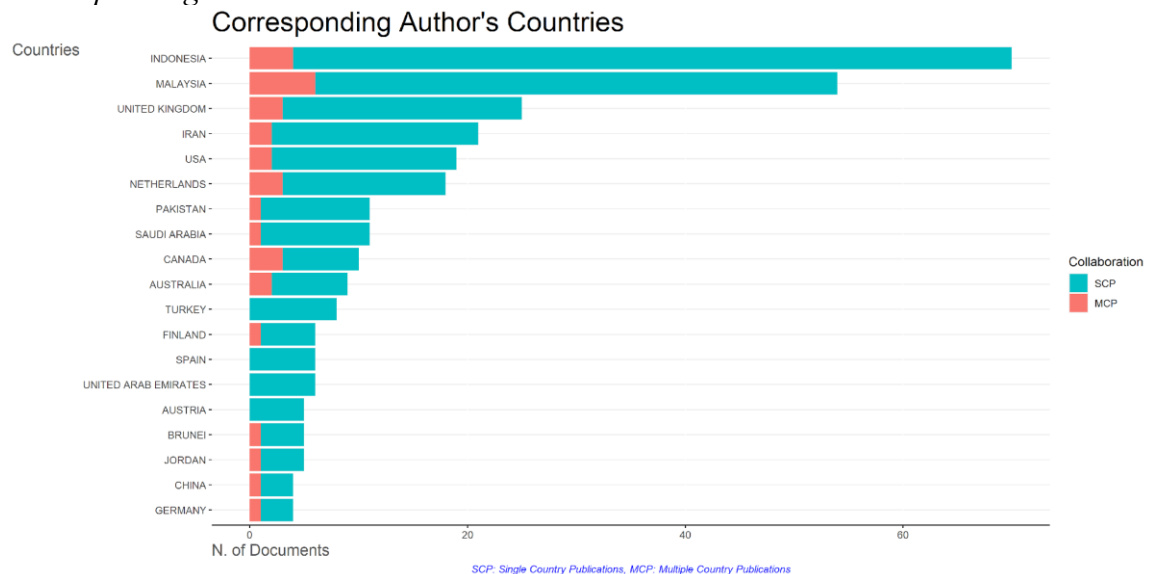
Figure 8. Corresponding Author's Countries

Figure 8 shows that the most Multiple Country Publications came from Malaysia, then Indonesia, and followed by the Netherlands. Meanwhile, the most Single Country Publications come from Indonesia, then followed by Malaysia, and the United Kingdom. Corresponding Author's Countries from this study are dominated by countries from the Asian continent, which are 8 countries consisting of Indonesia, Malaysia, United Kingdom, Iran, Turkey, United Arab Emirates, Austria, and China.

Most Global Cited Document

Table 2 Most Global Cited Document

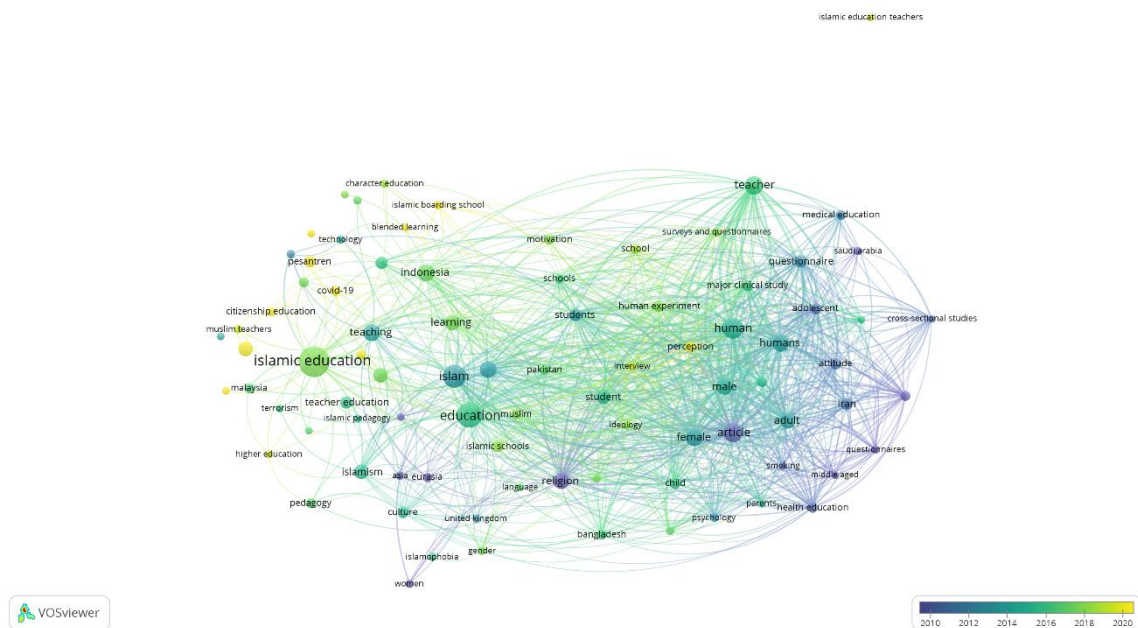| Paper	Total Citations	TC per Year
Latifnejad Roudsari R, 2013, Iran J Reprod Med	99	9,00
Benn T, 2011, Sport Educ Soc	87	6,69
Richardson Pm, 2004, Int J Educ Dev	55	2,75
Kagimu M, 1998, Aids Educ Prev	52	2,00
Huda M, 2016, Sage Open	49	6,13
Huda S, 2020, Manag Sci Letters	46	11,50
Al-Damegh Sa, 2004, Saudi Med J	44	2,20
Benn T, 2006, Eur Phys Educ Rev	43	2,39
Khurshid A, 2015, Gender Soc	41	4,56
Niyozov S, 2009, Curric Inq	39	2,60

The papers that have the largest total citations are Latifnejad Roudsari R, 2013, Iran J Reprod Med with a total of 99 citations and the papers that have the largest TC Per Year are Huda S, 2020, Manag Sci Letters with a total of 11.50. Here TC has no effect on TC Per Year because the largest TC here (99) does not have a lot of TC per Year (9.00), on the contrary the largest TC per Year here (11.50) does not have the largest TC (46). Here the year of publication does not affect TC, because in the initial year of 1998 it only got TC 52, for the latest year 2020 it only got TC 46, while the big TC of 99 was found in 2013, not the most recent / old year.

Most Local Cited Document

Table 1 Most Local Cited Document

Document	Year	Local Citations	Global Citations	LC/GC Ratio (%)
Memon N, 2011, Br J Relig Educ	2011	6	24	25,00
Dronkers J, 2016, J Sch Choice	2016	5	16	31,25
Berglund J, 2017, Oxf Rev Educ	2017	4	17	23,53
Rissanen I, 2012, Teach Teach Educ	2012	4	19	21,05
Niyozov S, 2009, Curric Inq	2009	4	39	10,26
Suyadi, 2020, Elem Educ Online	2020	3	8	37,50
Dzulkifli I, 2020, Univers J Edu Res	2020	3	4	75,00

Franken L, 2018, J Beliefs Values	2018	3	8	37,50
Abu-Nimer M, 2017, Int Rev Educ	2017	3	14	21,43
Tahir Szb, 2017, Asian Efl J	2017	3	19	15,79

The paper that has the largest total LC is Memon N, 2011, Br J Relig Educ with a total of 6 LC and the paper that has the largest LC and GC ratio is Dzulkifli I, 2020, Univers J Edu Res which is 75.00%. Here the year of publication does not affect LC, because in the initial year, namely 2009, it only got LC 4, for the latest year 2020 it only got LC 3, while the largest LC 6 was found in 2011, not the most recent / old year.

b. Network Analytics
Analysis Occurrence

Figure 9. Network Visualization

Figure 9 is an analysis of Islamic Religious Education research events with a minimum cluster size of 7, the picture above has 3 clusters formed, each cluster has 20 items, the most dominating keywords are Islamic Religious Education, Teachers and Religion.

Figure 10. Overlay Visualization

The image above shows a keyword network analysis based on overlays. It can be seen that the keywords Islamic Education, Student, Human are keywords with usage in the current year. While the keywords Religion and Attitude are keywords with relatively long usage range in 2010.
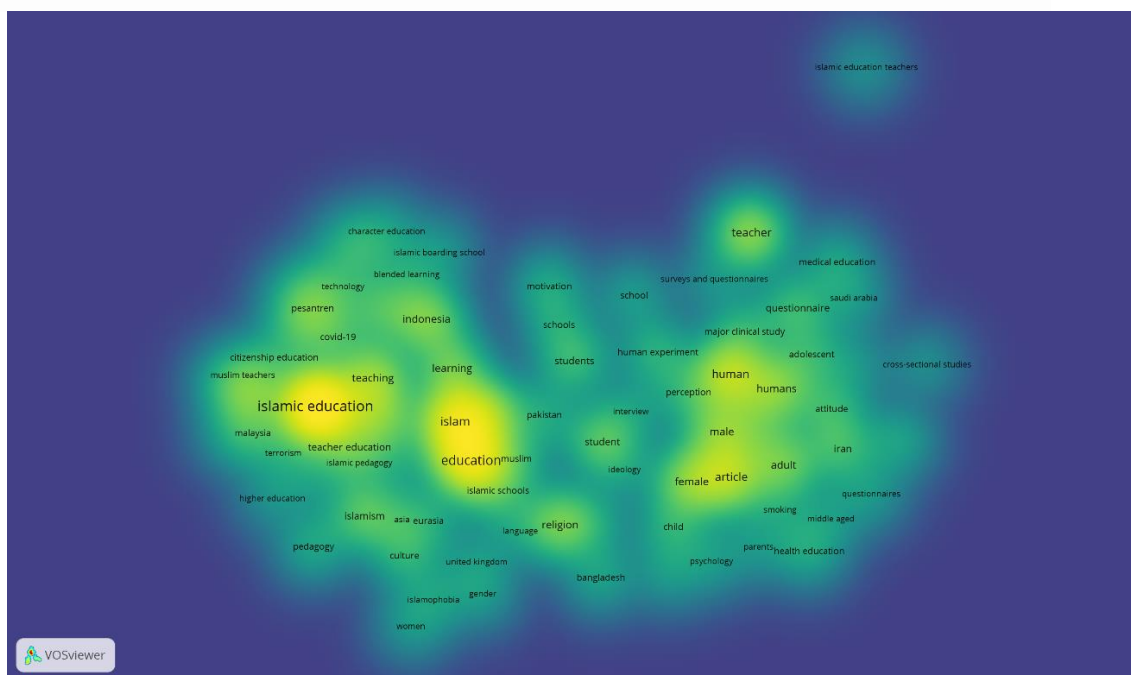
Figure 11. Density Visualization

Figure 11 shows keywords, such as Islamic education, education, and Islam which have a fairly high density. While some keywords that are still rarely studied include, religious education, moral education, motivation, ideology, and so on.

Table 4 Occurrence in Each Cluster

Keyword	Occurences	Cluster
1. Blended Learning 2. Character Education 3. Covid-19 4. Curriculum 5. E-Learning 6. Integration 7. Islamic School 8. Madrasah 9. Teaching and Learning 10. Religious Education	1. 5 2. 6 3. 8 4. 23 5. 8 6. 7 7. 5 8. 13 9. 6 10. 17	1
1. Adolescent 2. Attitude 3. Islamic Education Teacher 4. Health Education 5. Human 6. Midle Aged 7. Health Knowledge, Attitude, Practice 8. Cross-sectional Study 9. Medical Education 10. Teacher	1. 10 2. 11 3. 5 4. 9 5. 34 6. 5 7. 8 8. 5 9. 8 10. 27	2
1. Teachers 2. Religion 3. Parents 4. Ideology 5. Controlled Study 6. School 7. Human Experiment 8. Perception 9. Psychology 10. Child	1. 6 2. 22 3. 5 4. 5 5. 9 6. 7 7. 11 8. 9 9. 6 10. 10	3

Table 4 shows the occurens in each cluster that represent the main theme in research in the field of Islamic Education, the theme in the first cluster is Islamic Education, the theme in the second cluster is Teacher, the theme in the third cluster is Student.

CONCLUSION

Provides an overview of the 564 documents collected over 43 years. In 1980 the first journal began to publish as many as 2 journals, and in 2020 began to increase significantly with the number of 80 published journals. 10 most relevant authors in the field of Islamic Religious Education. There are 2 writers who are very relevant to writing articles, namely Mukminin, A. and Tamuri, A.H. They wrote as many as 7. Universitas Kebangsaan Malaysia is the most dominant place to upload journals on Islamic Education, as many as 33 journals have been uploaded at the university. The highest Indonesian state Publications regarding Islamic religious education journals are as many as 187 journals. The most abundant source is Religions, which dominates the 24 journals published in Religions. Indonesia has the most SCP while Malaysia has the most MCP. MCP and SCP Most dominating are countries on the Asian continent. The papers that have the largest total citations are Latifnejad Roudsari R, 2013, Iran J Reprod Med with a total of 99 citations and the papers that have the largest TC Per Year are Huda S, 2020, Manag Sci Letters with a total of 11.50. The paper that has the largest total LC is Memon N, 2011, Br J Relig Educ with a total of 6 LC and the paper that has the largest LC and GC ratio is Dzulkifli I, 2020, Univers J Edu Res which is 75.00%. Occurrence analysis of Islamic Religious Education research with a minimum cluster size of 7, there are 3 clusters formed, each cluster has 20 items, the most dominating keywords are Islamic Education, Teacher and Religions. Analyze keyword networks based on overlays. It can be seen that the keywords Islamic Education, Student, Human are keywords with usage in the current year. Keywords that have a high density are Islamic Education keywords and keywords that are still rarely studied are the keywords Controlled Study and E learning. Occurens in each cluster that represents the main theme in research in the field of Islamic Education, the theme in the first cluster is Islamic Education, the theme in the second cluster is Teacher, the theme in the third cluster is Student.

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