

Islamic Character Education: Mapping and Networking Data Using Bibliometric Analysis

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ABSTRACT

Purpose – Character cultivation and development is a major study in modern education today. Islamic character education has become one of the interesting topics in the discussion. This study examines data mapping and networking about Islamic character education in the Scopus journal database.

Design/methods/approach – This study used a descriptive qualitative method with a total of 204 selected articles related to Islamic character education. All the published journals have a publication range of the last 13 years, from 2010 to 2023. The authors exported data through software and then processed and analyzed them by using VOSviewer software to find networking maps based on co-author, co-occurrence, and co-citation.

Findings – The study results found three significant themes related to the object and results of Islamic character education research, publishers who publish journals, and theoretical citations used by researchers of Islamic character education article journals. Of the three results, the first point related to publication documents is dominated by countries with majority Muslim populations, namely Indonesia and Malaysia. Meanwhile, the second and third points are dominated by Western countries. Another important finding in this study was the keywords found have used many words, such as character education, Islamic education, religion, and Islamic religious education.

Research implications/limitations – The results of this study still have limitations on the number of limited publications, subjectivity in analyzing efforts, and incomplete analysis programs.

Originality/value – This research can be a reference for future research that is expected to be more comprehensive in designing the research design so as to produce more complete findings.

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Introduction

Character education is now an indispensable educational material for shaping student's character and competence. Character aspects in education are inherent with cognitive and psychomotor aspects that are the basis for cultivating and developing student competencies. Character education is a process of forming character and ethics taught in general in schools (Kennedy, 2017). The definition of character is generally interpreted in two things, namely, related to one's personality and behavior. A person's personality shows similarities between behavior and existing moral rules or provisions. While a person's behavior describes the activation and form of character practice based on the understanding he gains. A person will be said to have character when he can differentiate good and bad deeds and do things according to the rules and consequences of those actions. It means that people who are honest, helpful, tolerant, and the like belong to manifestation of good character category, where someone has understood good character and can practice it. Meanwhile, when someone commits evil deeds, such as stealing, corruption, and others, he cannot activate good deeds even though they know about the rules of good and bad characters (Kistoro et al., 2021).

Character education in modern times is mostly attributed to Lickona as a pioneer and bearer, although Dewey and earlier figures had also mentioned the descriptions of character education. Indeed, the basic purpose of character education is to improve a good and intelligent person (Pane & Patriana, 2016). One of the ways to nurture and build character is through education (Masduki et al., 2020). Character education as value education (Mohamed, 2014) will involve other aspects such as knowledge, behavior, and feelings. Every character or value education process will include three (3) character components, namely, moral knowing, moral feelings, and moral action (Lickona, 2015). Moral knowing comprises knowledge of values, self-awareness, moral reasoning, and decision making. Moral feelings encompass conscience, self-confidence, empathy, humility, and self-control (Berkowitz et al., 2020). While moral action is a concrete manifestation through behavior based on moral knowledge and feelings. These three aspects correlate and support each other in the process of nurturing and developing character education. Character education also contains three core elements, namely knowing goodness, loving kindness, and doing good (Novianti, 2017). Figure 1 explains the components of good character by the above understanding.

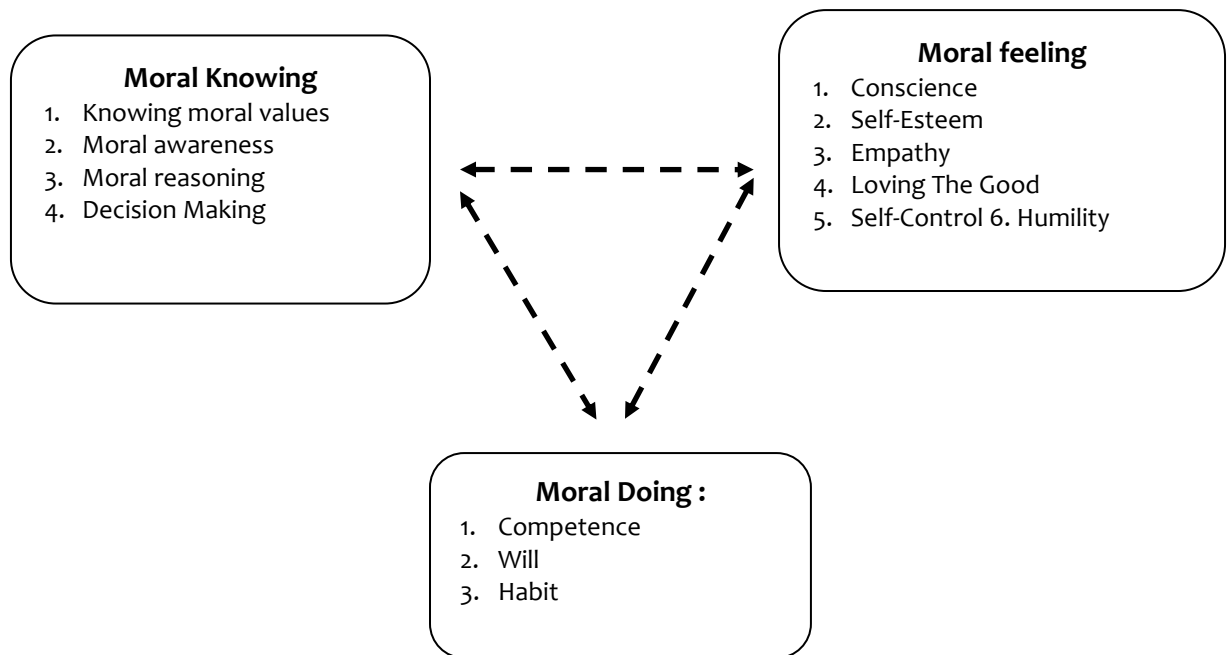


Figure 1. Components of good character education (Lickona: 2015)

Research on character education has so far been dominated by research from the Western world, which is mainly based on rationality alone. More research on character education based on religious teachings still needs to be done. This creates a knowledge gap, where research on Islamic character education still needs to be completed on general character education. Bibliometric analysis techniques will provide a method for analyzing findings and collections of scientific work on Islamic character education published in journals, conferences, books, and others. Bibliometric analysis will also provide guidance and identification of existing scientific works based on collaboration between authors, educational institutions, countries, and similar themes and topics.

Character, as mentioned in the explanation above, many studies have been produced and dominated by Western research that mostly resulted from character education based solely on rationale. Of course, this condition is an important question, and there is a knowledge gap in the research sphere about the contribution of findings and results of published Islamic character education research. Bibliometric analysis is a method that aims at analyzing findings and collections of published scientific papers like journal articles, conference papers, books, and others. Also, Bibliometric analysis can provide guidance and identification in writing scientific papers through the collaboration of authors, educational institutions, the same country and study theme, different research topics, and also.

Therefore, this study is significant to fill the gap in the previous research conducted by researchers involved in the world of education, especially Islamic character education research. The purpose is to analyze Islamic character education bibliometrically from all publications in Scopus. In addition, bibliometric techniques based on co-cite and co-word will also be carried out concerning authors, themes, institutions, and countries that collaborate in developing scientific mapping and knowledge insights to improve character education based on Islamic values. The specific purpose of the study will be to report the

statistical results of the publication of Islamic character education descriptively and use the analysis found for the development of future research.

Character education also has the purpose of improving the quality of the student's personality through the teachings or religious values they profess. The values of religious teachings are the core basis for character education (Lukman et al., 2021). Someone who has finished school with good cognitive, affective, and psychomotor abilities based on character values will usually also have good character, preparing them well to contribute to society after graduation. They will apply many essential values in life based on experience and selection of religious education values (Hopid et al., 2023), which include caring, honest, and responsible attitudes, discipline, and tolerance based on all subjects taught in school. Character education in Islamic education is in line with the concepts of *tarbiyah*, *ta'dib*, *tadris*, and the like (Kistoro et al., 2022). This character education process is in tune with the *ta'dib* concept in Islam where education goes through the phases of introduction, affirmation, and actualization of the introduced results (Gusman et al., 2021).

Religious education is the key foundation for a person in navigating his life. Therefore, even in school, religious teachings become crucial material in nurturing good character values. The ability to understand and practice religious education will be one of the factors for student growth and character strengthening (Masduki et al., 2020). In addition to shaping students' knowledge and behavior, the purpose of contemporary Islamic education is also expected to provide solutions to moral problems (Williamson & Sacranie, 2012) and ethics in personality and modern science (Johnston, 2014). Islamic character education is a process of instilling faith and piety in everyone to build noble morals and ethics following the basic Islamic religious teachings (Kistoro et al., 2021). An in-depth understanding of religious teachings can be the foundation of a person's behavior and attitude in everyday life.

This study will review the literature on Islamic character education based on secondary data from existing articles from 2010 to 2023 in the Scopus database. This discussion is necessary considering the need for map searches about active researchers, research institutions, countries, and keywords often used in Islamic character education research. Mapping analysis uses bibliometric mapping analysis.

Method

This study is qualitative research with analysis to determine particular symptoms or phenomena that are not answers to hypotheses (Lumauridlo et al., 2021). The results of the analysis are descriptions summarized in the form of tables, diagrams, images, and graphs as a basis for explaining the results. This research uses a descriptive document study approach related to the Islamic character education theme. Data collection techniques using documents with document guidance instruments in the form of a list of journals that publish articles on Islamic character education. This study used a purposive non-probability sampling method (Mei-Ju et al., 2014), where the sample tested was a sample to understand specific information. In this study, the criteria in question are studies that use other existing research journals on Islamic character education in Scopus data spanning

from 2010 to 2023. The journal is obtained from online journal data of the published ones. The number of journals obtained is 204 journals published in international journals indexed by Scopus.

Furthermore, the researchers performed a bibliometric analysis of the data gathered (Van Eck & Waltman, 2007). Bibliometric studies on theory will reveal document patterns based on keywords, researchers, countries, citations, or other aspects as desired (van Eck et al., 2010). In addition, bibliometrics can also find out the latest literature developments in the field of research studies (Rojas-Sánchez et al., 2022). Bibliometrics includes two types of research, namely descriptive research and evaluation. Descriptive research will explain the productivity of articles, books, or others based on research patterns from the productivity aspects of researchers, institutions, study subjects, levels of cooperation, and others. Whereas, evaluation research analyzes the literature results by counting references or citations in articles or other formats. In particular, the stages in this study can be seen in Figure 2.

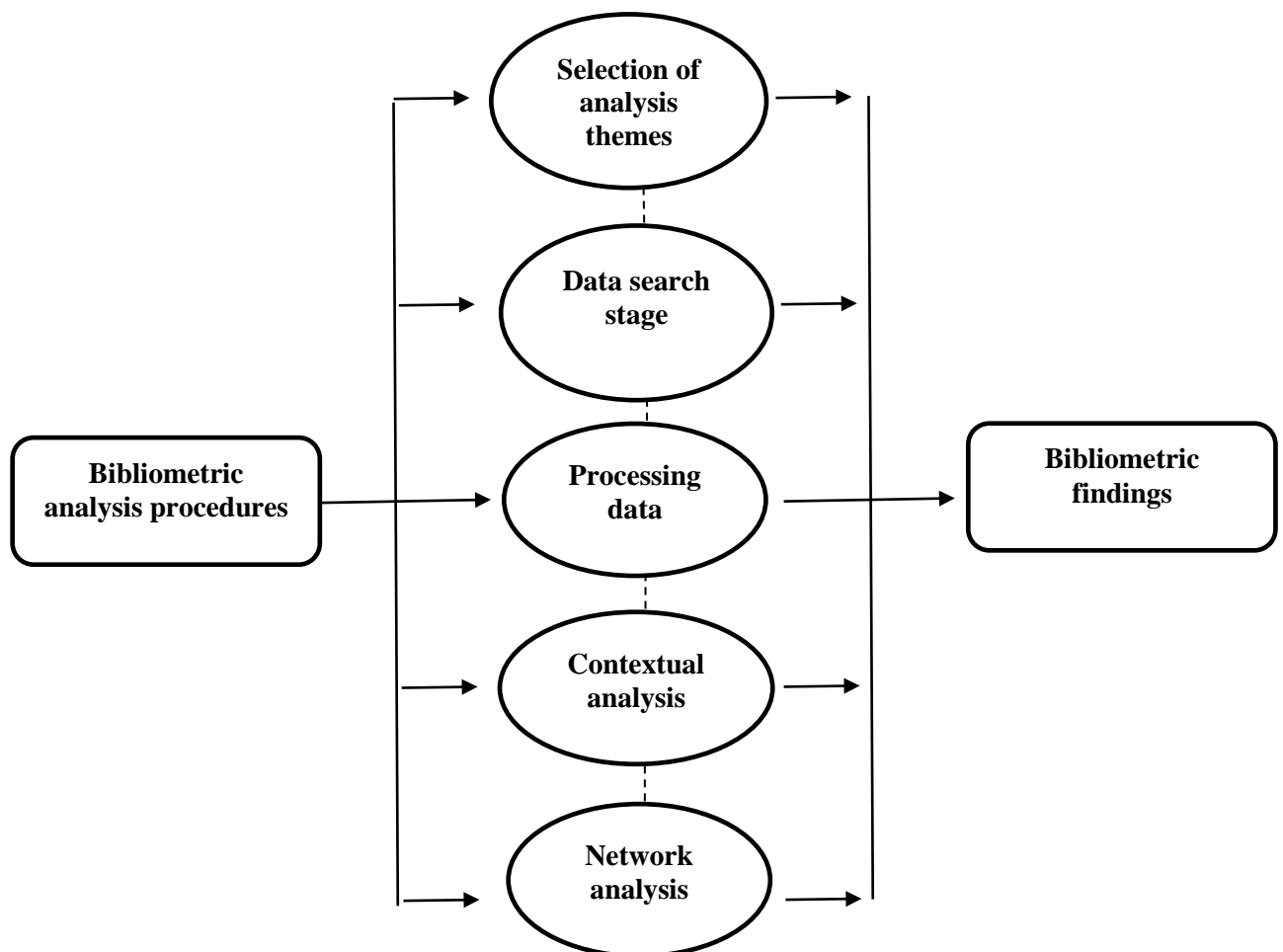


Figure 2. Research procedure using bibliometric analysis

Bibliometric analysis based on Figure 2 shows that stage one is to create limitations for the theme to be studied. Next, determine the search engine for the selected theme and download the existing data in spreadsheet data format (Jiménez et al., 2019). The next step is to import the data using VOSViewer software - a program that will build and view bibliometric maps (Van Eck & Waltman, 2007). The program is available for free to the

bibliometric research community at www.vosviewer.com. VOSviewer is very useful for revealing map networks that contain at least a large number of items, for example, 200 items (Shah et al., 2020). VOSviewer uses VOS mapping techniques where VOS will visualize the similarity of data or data networks seen from networks of authors, keywords, citations, institutions, and countries that use VOS mapping techniques (Van Eck et al., 2006).

VOSviewer, like other analysis techniques, aims to create groupings and categorizations of existing data. However, compared to others, VOSviewer has several advantages, namely the ability to map various types of bibliometric analysis, process text, use attractive visual labeling, and reach aspects of the time needed. It is what underlies this study to use VOSviewer as it is considered suitable for the needs of analysis in research.

Result and Discussion

Based on an analysis conducted on 204 journals with the theme of Islamic character education from various backgrounds of researchers, institutions, and resource persons, it was found that there has been a growth in journal publishing over the last 13 years. This growth is not only in the number of articles published but in the development of researchers, theme keywords, citations, countries, and institutions also experienced a significant increase. The results of data visualization and journal networks with the theme of Islamic character education are:

1. Co-author

Following VosViewer analysis, it was revealed that there was a bibliometric mapping based on the relationship between items determined by the number of documents written by multiple researchers. This analysis processes the entire document to find a description of the research cluster regarding their publications that are reviewed based on author collaborations on similar themes.

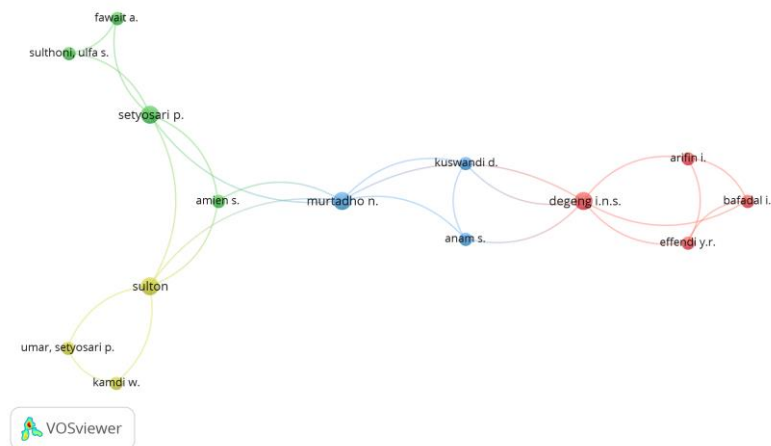


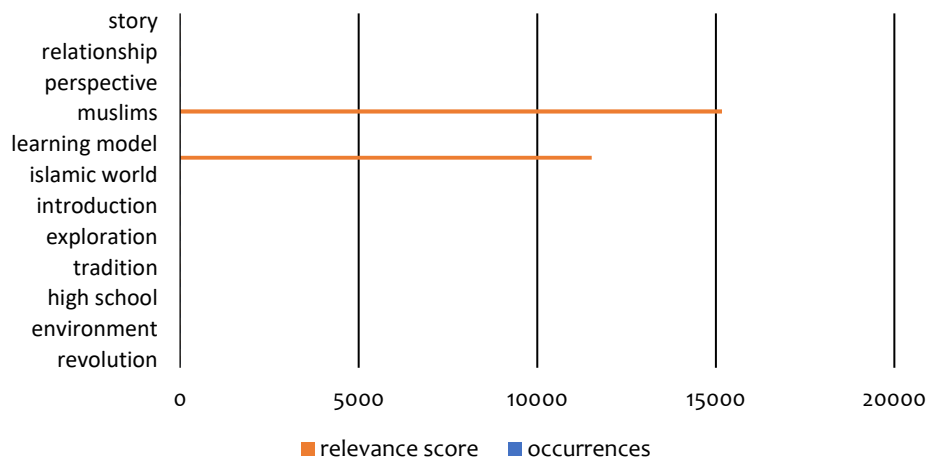
Figure 3. Bibliometric Analysis of Co-author

Figure 3 above shows the presence of a circle or network of researchers who have the same publication writing theme. This type of co-authorship is characterized by several

colors and lines connecting one another. Even so, the relationship between researchers can be direct and indirect. The bigger the researcher's name in the network means that he or she writes the most Islamic character education research themes and has more relations to many other researchers. The researcher's name in the middle has a broader and more diverse network. This means that this researcher collaborates with more researchers than others. The researcher, whose position is the farthest, has little writing and does not collaborate much with other authors.

The data obtained, analyzed based on the use of keywords shared by researchers, showed two main words that are often jointly used, namely Muslim and learning model. Keywords themselves in publications are crucial as a key to identifying the research domain used and also a way for future analysis based on the frequency of use and similarity of words (Chen & Xiau, 2016). Table 1 below shows the words frequently used by authors in writing joint research.

Table 1. Bibliometric Analysis of Co-author based on the words frequently used



2. Keyword

Analysis based on keywords was also found in this bibliometric analysis, as seen in the following Figure 4.

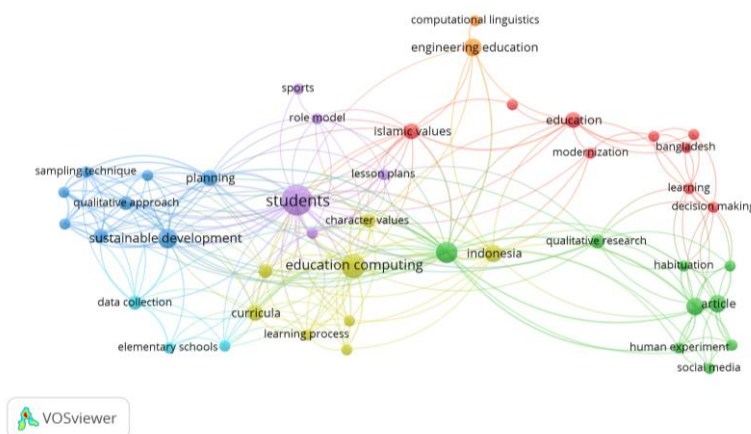
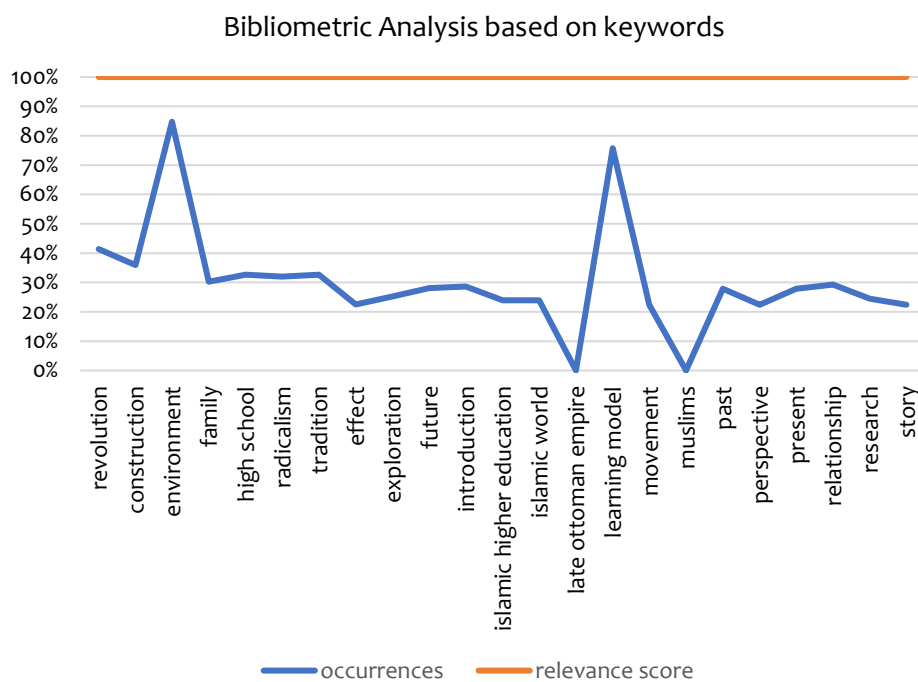


Figure 4. Bibliometric Analysis of Keywords

Based on the results above, four keywords are often used and connect with other words. The keyword selection is based on analysis of the use frequency of popular and unpopular words and the number of citations with those words. Words that frequently appear and become important words of quotation are depicted in larger circles (Pesta et al., 2018). The sequence of word networks that became the overall keyword from the total number of 204 research article data is the word students in purple, the word education computing in light yellow, the word Indonesia in green, the word article in green, and the word Islamic values in red. This word networking is highly strong, proven by the many lines interconnecting between these keywords. The words on the left indicate numerous strong network relationships. It means researchers often use those words, even though they are not the most widely used words jointly. On the other hand, the farthest and the very least used word in the study of Islamic character education is computational linguistics.

When the analysis further narrowed down to only top 25 joint researchers, different keyword results appeared. This selection is based on authors who have published the results of their scientific work in journals of more than two publication articles. The order seen in Chart 2 is the words *environment*, *learning model*, *revolution*, *construction*, *tradition*, *family*, *relation*, and *past*. This difference in keyword findings is due to the number of articles from joint researchers being reduced to 25 joint researchers only.

Table 3. Co-author bibliometric analysis based on the words of the top 25 co-authors



3. Citation

Bibliometric analysis also found networking based on citations of published research works. The analysis based on citations is divided into seven, namely citations based on theory, researchers, journal sources, documents, countries, and references. According to the citation on the theory of character education, the widely cited theories

are written by Lickona, Becker, Kuran, Huntington, Kemper, and Hudaefi, as seen in Figure 5. Also, the Figure shows that although Lickona has the most citations, Lickona, Hudaefi, Huntington, Kemper, and Kosmin still have no attachment at all. It means that the quotations taken are separated from one article to another. Meanwhile, those who build a network of existing theoretical citations are those proposed by Becker, Kuran, Smith, Finke, and Berman. Becker has the most networking of articles co-cited with Kuran and Berman on the same theme. Whereas Smith and Finke have the same networking with different discussions and in small numbers.

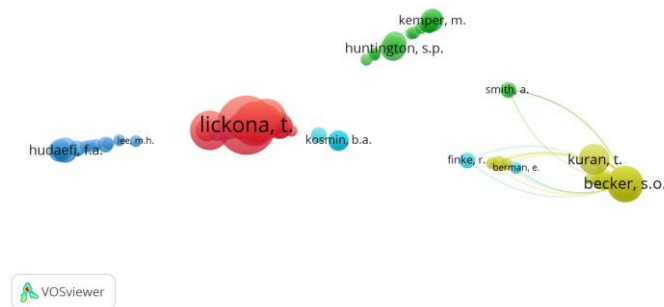


Figure 5. Bibliometric analysis of citations based on character education theory from all articles

On the other hand, based on researchers who have published articles on Islamic character education, the widely cited articles are Anam, Halstead, Umar, Umami, and Muhajir.

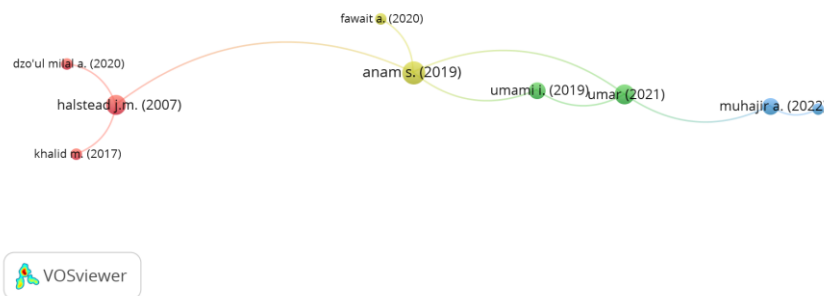


Figure 6. Bibliometric analysis of citations based on top 25 researchers

As seen in Figure 6, Anam has a network with several other researchers, although still few. Among all the researchers, only Anam has networks on the left and right, whereas other researchers are still separated and have not built more networks. However, on the left, there is already a cluster of researchers, although still small, namely Halstead, Dzo'ul, and Khalid. They have formed a network with the same theme, although still on a small scale.

Based on the citations of all researchers of Islamic character education articles, it can be seen that the most network is Degeng, which is in the middle of having networks

with many researchers and many study themes. The one with many citations but with fewer themes is Wekke. The most distant small networks are researchers who discuss new themes that have not been discussed much in any other research. Amiruddin, Becker, and Caraka are examples of authors rarely studied by other researchers. Meanwhile, in the middle position, there is a new network formation that has a similar theme as done by Kistoro, Syarif, Ansyar, and Gani.

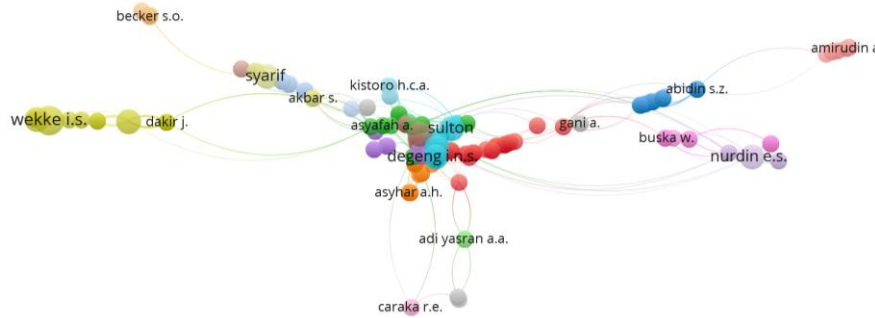


Figure 7. Bibliometric analysis of citations based on all Islamic character education researchers

More specifically, data analysts based on citations of the top 25 Islamic character education researchers revealed that the most cited are Degeng, Setyosari, Sulton, and Muhajir. Figure 8 shows that Muhajir has a long distance from other writers. It can be interpreted that Muhajir has research articles on Islamic character education with studies that are different from other studies. The number of articles produced is already a lot.



Figure 8. Bibliometric analysis of citations based on top 25 researchers of Islamic character education

Citations based on the number of documents can also be seen in Figure 10. The picture explains that the most cited documents belong to Rohman, Umar, Nakissa, and Hidayati. Citations based on this document also form a diverse network regarding study themes. It is presented in the number of different colors. Also, there are findings about documents that are very distant and those have not been widely cited by researchers with similar studies.

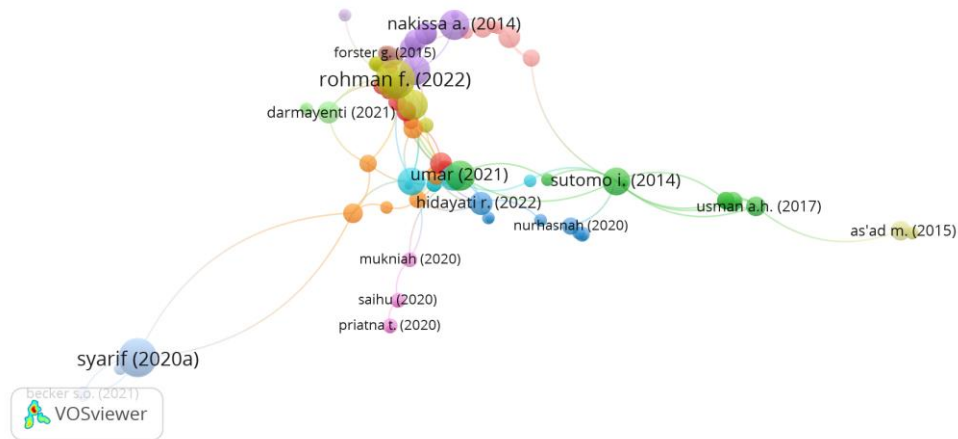


Figure 9. Bibliometric analysis of Citations by country

4. Country

The bibliometric analysis also can reveal the country of origin as a whole. Based on the country that did the most research, the results were Indonesia, Malaysia, the United Kingdom, and Bangladesh. Figure 9 also shows that Indonesia is a research center for Islamic character education that has a similar theme to Malaysia. It is presented by a large shape and color that indicates the density of networks in the form of many publications with many study themes. In addition, Indonesia also has a relationship with research studies in Turkey. The results of Turkey's analysis reported that networks formed are much due to the publication of Islamic character education articles from Indonesia and Malaysia. While for direct joint research activities, there are not too many.

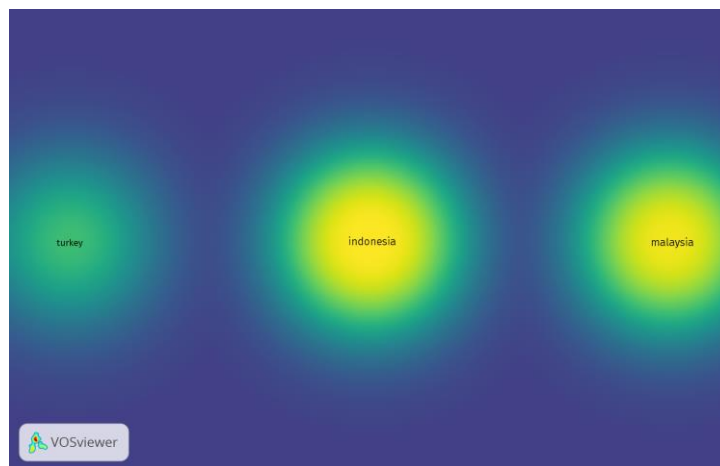


Figure 10. Bibliometric analysis of citations by country as a whole

When the data was narrowed down according to the top data from existing documents, it could be found that Indonesia is a country that has been cited to a great extent. These citations are closely related to similar research articles from the United States, Israel, Saudi Arabia, and Canada. The latter country has formed a new network based on citations. Saudi Arabia, on the other hand, is a country that does not have direct

citation interaction with Indonesia. Countries having numerous networking with Indonesia are the United States through some of the same study themes. The United States has direct links with Israel and Canada with the same type of research and citations.



Figure 11. Bibliometric analysis of citations by country from the top 25 authors.

Meanwhile, when viewed from the number of publications by country after being analyzed and outlined in the table, it can be seen the order of documentation and network density between countries. Figure 12 presents the confirmed data.

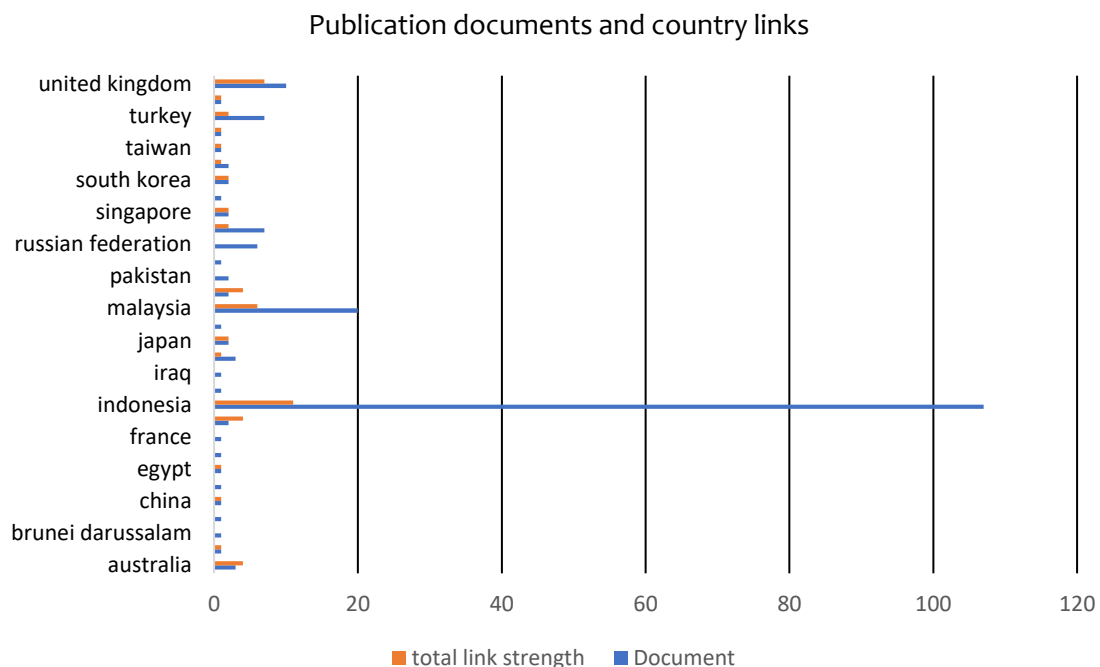


Figure 12. Bibliometric analysis by country and its network strength

5. Referral Sources

The findings of bibliometric analysis based on reference sources for articles on Islamic character education have reported the journal that has been the source of Islamic character education research is the Journal of Moral Education. This journal is networked with other journals to form different clusters, although it has not shown much level of networking. Three other journals have established networks, namely the International Journal of Islam, Economic Affairs, and Foreign Affairs. Economic journals conduct a lot of research on economic and political development. Foreign affairs only deals with

international organizations having the same study and forming a new one related to the media in the Islamic world.

The Journal of Moral Education is more diverse in its studies and the types of research it publishes. The closest networks that also have become a solid cluster are the International Journal of Islam, the International Journal of Environment Science Education, the International Journal of Evaluation, and the Arab Executive. In addition to close networks, the Journal of Moral Education also has formed a new network that has not studied much similar research, namely the Asian survey and religious and radicalism. It indicates that journals that publish a lot about Islamic character education are journals about moral education.

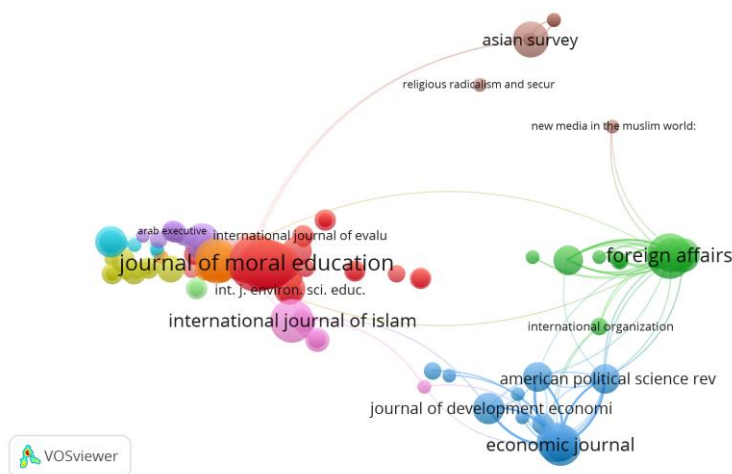


Figure 13. Bibliometric analysis based on reference sources

6. Institutions

Overall, based on the analysis of institutions that publish, it is dominated by journals from Germany in a total of 4, two (2) journals from Australia, and the United Kingdom in a total of 2. Network data also shows that, in general, no institutions from those countries dominate. It is presented by institutions having the same size and color. This finding also illustrates that the institution or university puts a large concentration on the study of Islamic character education.

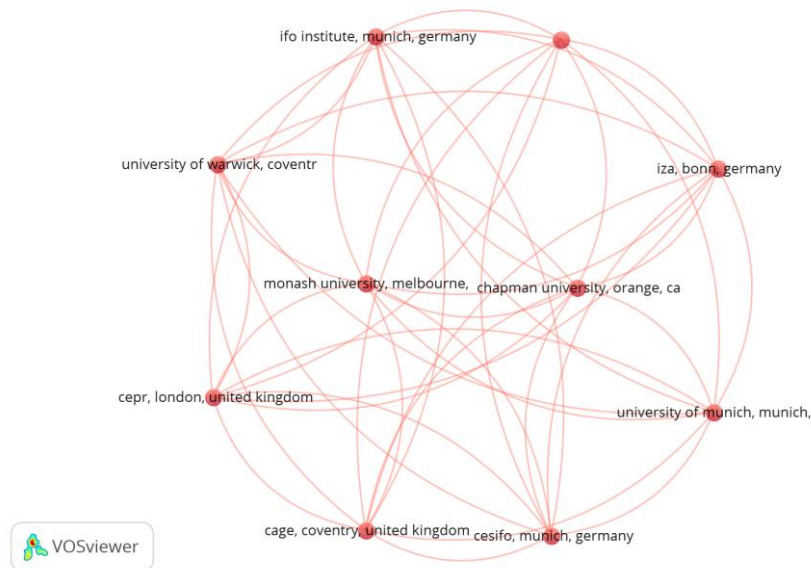


Figure 14. Bibliometric analysis based on all organizational data

The results of these findings are slightly different, particularly after the data to be analyzed was tightened to the top 25 order. Bibliometric analysis based on organization states that the United Kingdom is part of a country that does a lot of Islamic character education publications with different themes. While the department of instructional is an institution that has a lot of networking with other institutions.

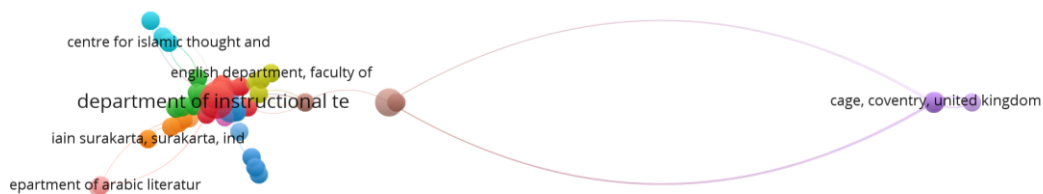


Figure 15. Bibliometric analysis based on data of the top organizations

7. Networked and non-networked titles

Bibliometric analysis also reveals results based on the title of the journal that publishes Islamic character education articles. The titles in the analyzed articles can be categorized as networked and non-networked. It means that some titles are used by joint researchers. On the contrary, some titles are not the same from those studied by other researchers. In Figure 12, the networked titles in the publication of Islamic character education have focused on themes like character education, Islamic education, pesantren, Islamic value, child, religion, influence, case study, and Islamic religious education. Character education has a direct relationship with the network themes of Islamic education, pesantren, case studies, religion, and Islamic value. Character education is not directly related to Islamic religious education, religion, and child.

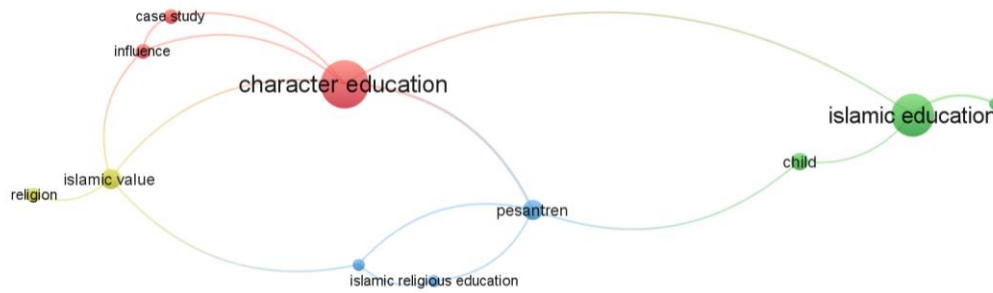


Figure 16. Bibliometric analysis based on networked titles

Non-networked titles according to the results of bibliometric analysis have led to many separate themes. Only one cluster was formed, namely religion, child, problem, Islamic religious education, construction, and frame. This clustering becomes the closest theme to the non-networked titles. The non-networked titles are titles that use the words influence, perspective, local wisdom, challenge, environment, civil society, Islamic word, research, Egypt, and relationship.

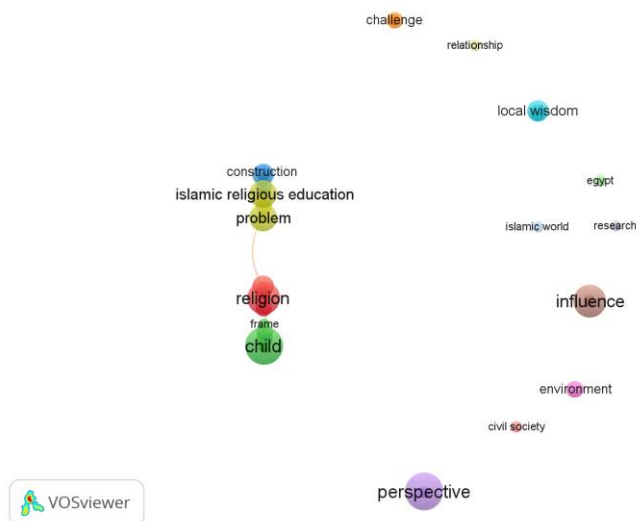


Figure 17. Bibliometric analysis based on non-networked titles

The results of processing bibliometric data following the analysis options above are generally in colored circles of relationships between items, especially if there is a relationship or collaboration between the two items. The form used is generally in the form of density visualization. It means that each networked point is depicted in a dominant colored circle. The larger the beam, the higher the density and the greater the number of publications produced by networked researchers.

The problems faced by the world of education in the millennium era are increasingly complex. Modern civilization, marked by advances in information and communication technology today, also has an impact on changes in people's personality and behavior (Naseh et al., 2022). The increasing number of violence among children and adolescents, brawls among students, bullying (Gordon, 2018), persecution, congregational cheating

(Latipah et al., 2021) during national exams, rampant corruption cases (Pardo, 2013), juvenile delinquency, pregnancy out of wedlock (Uecker, 2012), drugs, criminal acts, and other moral decadence are indicators of the character of today's society. This phenomenon certainly has raised questions about the influence of religious education on children's character and behavior (Abdullah, 2022). A part from the above problems, character education is an interesting theme widely studied by researchers. It is inseparable from the character's role in human life (Latipah et al., 2020). Many studies state that character education is influenced more by the religious values one adheres to (Anam et al., 2019). The arising problem is actually about the lack of optimal ability for someone to activate an understanding of character values in their life practices.

The findings of this study concluded that the most relevant contribution obtained from the number of countries that write the most about Islamic character education research is Indonesia with 107 documents and a total link strength of 11. Followed by the United Kingdom with 10 documents, Malaysia with 20, and the United States with 12. Although Malaysia has more documents, based on its density and link strength, the United Kingdom is bigger, namely 7. While Malaysia 6 and the United States 4. The number and strength of these networks affect the order of bibliometric result data by country.

Meanwhile, researchers who often use the same word in Islamic character research are narrowed down to two keywords, namely the words *muslims* and *learning model*, as shown in Table 1. The word *muslim* is more widely found since it is an object in Islamic character education research. While *learning model* is based on the character education process carried out.

The analysis results related to the overall keywords often used include the words student, Indonesia, education computing, and Islamic values. Meanwhile, if narrowed down into the use of words by the top researchers, they include the words environment, learning model, revolution, construction, tradition, family, relation, and past, as described in Table 2. This study emphasizes more on Islamic character education in its analysis. The discovery of the word character education lies in the results of bibliometric analysis based on titles, whether networked or not. The results of the networked titles showed important words like character education and Islamic education in Figure 12. On the other hand, in searching data based on non-networked titles, the largest special cluster is religion and Islamic religious education, both of which had strong adhesion either in the study theme or in any articles published in journals (Figure 13). Moreover, the citation of character education theory leads to the thoughts of Lickona, Becker, and Huntington (Figure 5), in which the most cited theory of Islamic character education was proposed by the new Islamic figure, Hudaefi, with others have not been broadly cited.

Some results of the bibliometric analysis showed three important findings in this study. First, the research object and results regarding Islamic character education has been largely found in the Southeast Asian region. This geographical distribution positions Indonesia and Malaysia as still dominating countries for research on Islamic character education. Second, the research documentation is widely published by other countries, such as Turkey. While other countries that have the results of research and publications of

Islamic character education are the United Kingdom, the Netherlands, and the United States. This condition is very reasonable since almost all journal options that have a scope on Islamic character education are found and dominated by these countries. Third, no less important in this finding, is the citation theory used by journal researchers of Islamic character education articles refer to and are dominated by the theory presented by Lickona, followed by Becker and Huntington. This gap clearly shows that researchers on Islamic character education have not optimally explored many theories submitted by Muslim figures, such as Al Ghazali, Ibn Khaldun, and others. Therefore, it calls for research collaboration between countries that involve researchers from Asia and other developing countries in certain regions.

Conclusion

This research has succeeded in mapping data and networks concerning the development of Islamic character research in scientific literature based on the Scopus database of 204 published articles. The works were published by some countries like Turkey, the United Kingdom, the United States, and the Netherlands. Visualization of bibliometric mapping shows that the map of research development in the field of Islamic character education is divided into the types of co-author, co-occurrence, and citation.

In the results of author mapping, it was found that the researchers who contributed the most and had a strong network among writers in Islamic character education were Degeng, Murtadho, and Setyosari. Indonesia is the most popular country in producing numerous publications of Islamic character education. While in co-occurrence, the most widely used keywords are character education, Islamic education, religion, and Islamic religious education.

The study has three limitations. First, the study is still limited to the number of publications available. The development of dynamic publications will be able to change the produced results. Second, regardless of using VOSviewer collection and analysis software, errors in subjective analysis still occurred. Third, the presence of other more comprehensive software will affect the results with the same data based on a higher level of validity.

Future research suggested using a larger sample by expanding the keywords and a more accessible database. The use of different bibliometric analyses can complement the results of this study. The findings of several keywords that do not yet have a network can be connected and examined in future research. Therefore, there are many more topics to develop based on these keywords, such as affiliation, city, and country. The aforementioned elements can provide a more comprehensive analysis. Finally, it is recommended that future research also provide a more detailed explanation, considering the limited research that discusses Islamic character education.

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