

Bibliometric Analysis of Islamic Multicultural Education and Trends in Religious Moderation in 21st Century Education

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Article Info

Article history:

Received: Sep 27, 2023

Revised: Dec 15, 2023

Accepted: Dec 24, 2023

DOI: [10.58418/ijeqqr.v2i2.99](https://doi.org/10.58418/ijeqqr.v2i2.99)

How to cite this article:

Wahid, R., Purhasanah, S., Munawaroh, R. Z., Indiarsih, M., & Kurniadin, D. (2023). Bibliometric Analysis of Islamic Multicultural Education and Trends in Religious Moderation in 21st Century Education. *International Journal of Educational Qualitative Quantitative Research*, 2(2), 19–25.

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ABSTRACT

In the 21st-century, it is increasingly easy for individuals to interact with each other, so meetings between individuals from various backgrounds, be it religion, race, ethnicity, or ideology. Therefore, the study of Islamic multicultural education and religious moderation is essential to minimize problems and conflicts arising from the reality of increasing diversity. This study aims to analyze the theme of Islamic multicultural education in the trend of religious moderation in the 21st-century education era. This study uses a bibliometric analysis method to see trends, links between keywords, and topics widely studied regarding Islamic multicultural education in the trend of religious moderation. Data sources were obtained from searching for scientific articles in accredited journals. The study results show a trend in research on Islamic multicultural education in the trend of religious moderation in the 21st-century education era. There has also been a shift in the topic of study from this theme in recent years. In addition, several keywords are also interrelated in research with the theme of Islamic multicultural education on the trend of religious moderation. Islamic multicultural education and religious moderation in 21st-century education are expected to realize an inclusive, just, and tolerant social order. Religious moderation and Islamic multicultural education are two prominent movements representing the 21st-century's social and spiritual development. The contribution of this research is to provide an overview of the trend of Islamic multicultural education and religious moderation in adapting to changes that occur in society, both in academic and practical contexts.

Keywords: Islamic Education, Multicultural Education, Religious Moderation, 21st-Century Education



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1. INTRODUCTION

The development of education today is increasingly experiencing many dynamics and quite significant changes. This occurs in response to the development of science, which is also constantly changing. Currently, education is in the 21st-century, a century where technological advances are developing rapidly (Latorre-Coscolluela et al., 2021; Liesa-Orús et al., 2020). In addition, the 21st-century is an era where issues of humanity, equality, and justice are being discussed in various places (Kennedy & Sundberg, 2020; Osler, 2023). Therefore, the 21st-century education process requires stakeholders to adapt quickly and change according to the circumstances and demands of the times (Önür & Kozikoğlu, 2020).

Of the various current issues of 21st-century education, the theme of multicultural education is one of the most frequently studied and discussed by researchers. In this case, multicultural education talks about how humans, with all their differences and uniqueness, can still respect each other and uphold tolerance

(Parkhouse et al., 2019; Portera, 2020; Wahyono et al., 2022). Multicultural education seeks to create a harmonious and peaceful social order. Furthermore, multicultural education seeks to provide students with an understanding of their nature as humans and what attitudes and behaviors humans should carry out as rational and moral beings (Budirahayu & Saud, 2021; Cherng & Davis, 2019).

However, implementing multicultural education and achieving its goals takes much work. The reason is that not a few regions, areas, or countries are already familiar with the terms and values of multicultural education (Rohmah et al., 2023; Silva, 2022). In fact, there are still many cases and events that reflect the low level of public understanding of multicultural education, for example, the still rampant cases of brawls, bullying, intolerance, and racism (Jayadi et al., 2022; Nakaya, 2018). Therefore, multicultural education urgently needs to be implemented optimally in the education process.

In this regard, one of the current issues in education related to multicultural education is religious moderation (Mulyana, 2023; Rosyad, 2020). Religious moderation has the same principle as multicultural education, inviting individuals to respect differences, especially in their beliefs or religions (Daheri et al., 2023; Sulaiman et al., 2022). The existence of religious moderation content in today's education world is essential considering that in the 21st-century, human interaction in cyberspace, such as social media, apart from having a positive impact, cannot be denied that it can also have a negative impact (Afawadzi & Miski, 2021). For example, incitement between religious communities, hate speech, radicalism, and the spread of fake news (hoaxes).

Moreover, especially in Indonesia, the issue of religion is a sensitive topic, so if individuals are not equipped with multicultural education and religious moderation, then divisions and conflicts on the basis of religion can be minimized (Amirudin et al., 2022; Burga & Damopolii, 2022). Thus, it can be concluded that in the 21st-century, multicultural education and religious moderation are urgent concepts and trends to be discussed and developed further. This has been proven by several researchers who have researched multicultural education and religious moderation. Anwar (2021) investigated the topic of multicultural education in an attempt to moderate Indonesia's diversity. Firmansyah (2021) uses multicultural education to realize moderation in schools. Sulaiman et al. (2022) regarding studies based on religious, legal, and sociological reviews on moderation of religion in the context of multiculturalism. Hatta et al. (2022), building moderate-religious character through multicultural education. Daheri et al. (2023) conducted observations about enhancing religious moderation through multireligious. Mulyana (2023), the application of religious moderation in Islamic religious education textbooks. Muhaemin et al. (2023) researched that in response to intolerance in Indonesian educational institutions, Islamic religious education is being moderated. This study looks at how the trends of multicultural education and religious moderation are different from previous studies that discussed the concept and implementation in the form of planting, use, response, observation, and application. Therefore, the novelty of this study is to look at religious moderation and Islamic multicultural education from the perspective of trends through bibliometric analysis. This study aims to analyze the theme of Islamic multicultural education in the trend of religious moderation in the 21st-century education era.

2. METHOD

This research design was conducted using bibliometric analysis (Donthu et al., 2021). This method aims to find and analyze research trends on multicultural education and religious moderation in the context of 21st-century education. In this case, the sources or references used by researchers come from scientific articles, conferences, and article reviews. These sources and references were collected using the Harzing Publish or Perish application. Meanwhile, the sources and references taken came from the Semantic Scholar database. Then, restrictions on taking sources were carried out by researchers with the criteria for publication of sources based on the year, namely 2003-2023. In addition, source searches were also collected using relevant keywords so that they could bring up sources related to this research. The data analysis process based on the sources found was carried out using the VOSviewer application. This application is used to analyze sources using several criteria, namely, the relationship between sources, the novelty of the topic, and the density of discussion of each topic.

3. RESULTS AND DISCUSSION

In this section, the research results and discussion are divided into three parts: cluster analysis, research trends, and research density. The results of the analysis will be displayed in a graph that aims to make it easier for readers to understand. Table 1 below is a data matrix obtained from collecting sources using the Harzing Publish or Perish application.

Table 1. Data Matrix

Publication Data	2003-2023
Citation years	20 (2003-2023)
Paper	200
Citations	375

Cites/year	23.44
Cites/paper	1.88
Cites/author	219.98
Paper/author	111.11
Author/paper	2.53
h-index	9
g-index	12
hA-index	5

In Table 1 above, 200 articles relevant to the research theme were published from 2003 to 2023. Overall, 375 citations were made in the 20-year span, with an average of 23.44 citations per year and 219.98 citations per author. The articles obtained had an h-index of 9 points, a g-index of 12 points, and an hA-index of 5 points.

3.1. Cluster Analysis

In this section, the researcher will describe the cluster analysis results carried out on the literature and articles obtained through the semantic scholar database. The researcher's cluster analysis uses the VOSviewer application's help to display clear graphs regarding the clusters contained in this study. The clusters produced in the study with the theme of Islamic multicultural education on the trend of religious moderation in the 21st-century education era are in Figure 1.

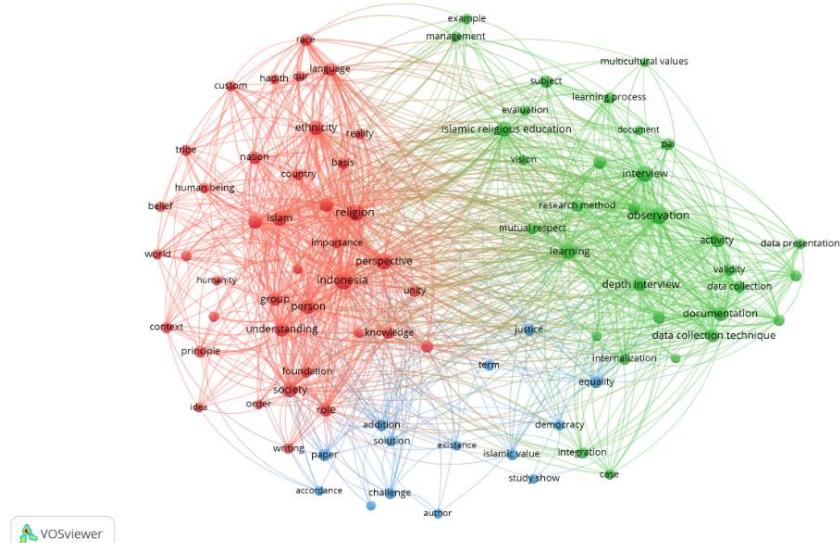


Figure 1. Cluster and Network Visualization

In Figure 1 above, three main clusters emerge from the research theme of Islamic multicultural education in the trend of religious moderation in the era of 21st-century education. The lines connecting the nodes indicate the relationship or connection between keywords; the thicker the line, the stronger the relationship.

In more detail, the explanation of the clusters is as follows. 1) Red Cluster: This cluster focuses on several concepts, such as "religion", "humanity", "human being", "society", "unity". It seems that this cluster is more related to the concept and discussion of multiculturalism, human nature, and peace. 2) Green Cluster: This cluster focuses on several concepts, such as "observation", "interview", "research method", "data collection", "evaluation", "document". It seems that this cluster tends to be more related to the concept of research methodology, data collection techniques, and research procedures. 3) Blue Cluster: This cluster focuses on several concepts, such as "Islamic value", "equality", "justice", "democracy", "solution". It seems that the blue cluster is more closely related to the discussion and concept of justice, Islamic values, and democracy.

3.2. Analysis of Research Trends

In this section, the researcher will describe the results of research trends found with the help of the VOSviewer application. The research range analyzed in this study is from 2003 to 2023. In this regard, the results of this research trend can help increase knowledge about the development of multicultural education and religious moderation in the 21st-century education era. The results of the research trend analysis can be seen in Figure 2 below.

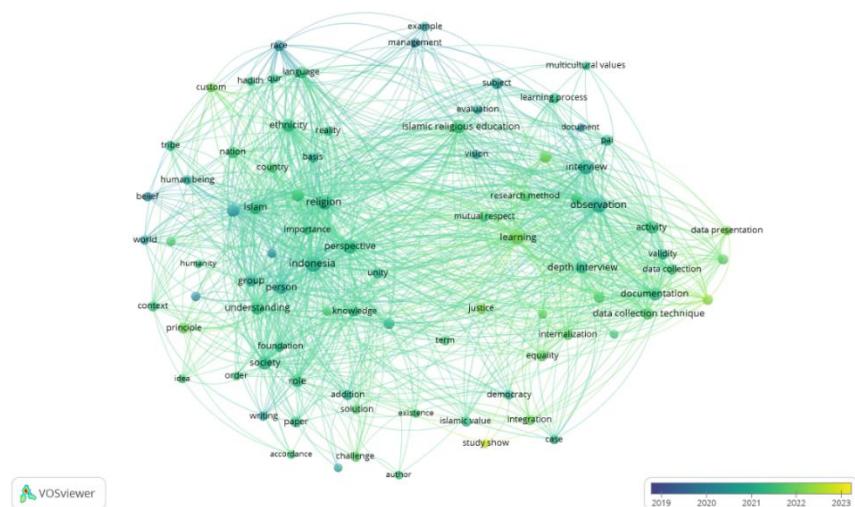


Figure 2. Visualization of Research Trends

Figure 2 above shows that research trends regarding multicultural education and religious moderation in the 21st-century education era are changing in a direction. The timeline shows the time span and period of change in research trends. The explanation of the research trends is 1) The most dominant keyword based on the visualization of trends and research networks is "Islamic religious education", this indicates that the keyword is a topic that is often discussed and analyzed by researchers. 2) A new trend that can be seen in the visualization of networks and research trends is marked by the emergence of the keyword "study show", this topic began to appear in 2023. 3) There are changes and developments in research on Islamic multicultural education, in 2019 the topics that were widely researched were marked by basic keywords and topics such as "race", "islam", "belief", "human being" and so on. However, in 2021 and 2022, newer concepts emerged, which were marked by keywords such as "Islamic values", "multicultural values" and "Islamic religious education".

Based on the results of the network visualization analysis and research trends, it can be concluded that research related to multicultural education and religious moderation in the 21st-century education era has experienced relatively rapid development, both in terms of research topics, research trends, the development of new keyword variations, and the relationship between issues that are starting to integrate. From the network visualization and research trends, it can also be seen that currently, there are quite a lot of researchers who have begun to focus on studying topics regarding multicultural education and religious moderation in the 21st-century education era.

3.3. Further Research Directions

In this section, the researcher will explain the findings obtained from the results of the analysis of research density on multicultural education and religious moderation in the 21st-century education era. This section will also explain the research topics researchers have widely used to study multicultural education and religious moderation in the 21st-century education era. Then, it will also explain the direction of further research related to multicultural education and religious moderation in the 21st-century education era. The display of the analysis can be seen in Figure 3 below.

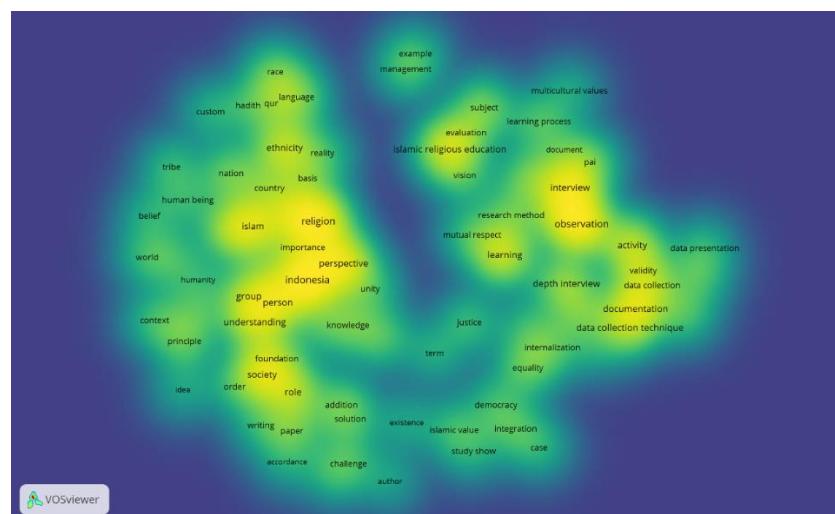


Figure 3. Density Visualization

In more detail, the following is an explanation of the density analysis results and the direction of further research on topics related to multicultural education and religious moderation in the 21st-century education era. 1) In the image above, the keywords marked with a brighter yellow color indicate that the keywords have been widely used by researchers. Meanwhile, the keywords marked with a dimmer yellow color indicate that the keywords are still rarely or less researched. 2) The existence of the keyword "multicultural values" which has not been researched much can be a topic that can be developed and integrated with other keywords, especially those related to religious moderation and 21st-century education. 3). Religious moderation and unity of religious communities can be research topics that can be studied more deeply by researchers. This is evidenced by the existence of the keywords "unity", "understanding", "equality" and "Islamic value" which are currently still rarely researched.

Islamic religious education in instilling multicultural and humanitarian values can also be a research topic that researchers can analyze further. This is indicated by the presence of keywords related to the density analysis results. In addition, research that connects these keywords has not been widely studied.

3.4. Discussion

Islamic multicultural education and the religious moderation movement center on incorporating the principles of diversity, respect, inclusivity, and tolerance within Islamic educational frameworks (Anwar, 2021; Siswanto, 2020). According to its analysis, Islamic multicultural education seeks to foster interfaith understanding, cultivate a spirit of respect for one another, and implant a profound awareness of cultural and religious variety in students (Anggraini, 2023; Mustafayeva et al., 2023). Conversely, the tendency towards religious moderation promotes a reasonable and contextual interpretation of spiritual teachings, opposes extremism, and highlights the significance of having a moderate attitude towards religion. Combining the two provides a comprehensive method for training a generation capable of fostering social cohesiveness through increased knowledge of diversity, lowering social conflict, and enabling peaceful coexistence in a pluralistic society.

In the 21st-century, Islamic multicultural education is crucial, according to research by Mulyana Mulyana (2023), because it establishes the values of religious moderation. In this sense, religious moderation is about practicing tolerant and balanced religious teachings (Pajarianto et al., 2022), avoiding extremism (Khasanah et al., 2023; Suwendi et al., 2023), and encouraging peaceful cohabitation (Husna & Thohir, 2020) in various communities. Religious moderation and Islamic multicultural education are two prominent movements representing the twenty-first century's social and spiritual development. Both are essential for fostering peace, tolerance, and understanding in a society that is becoming more varied and global.

Regarding the trend of Islamic multicultural education and religious moderation, there are three issues to consider: 1) Curricular integration as a trend. The school curriculum is becoming more inclusive of many racial and cultural backgrounds. This covers literature, history, and the contributions of many groups within the framework of Islam. 2) The practice of teaching diversity and tolerance. It concentrates on tolerance, cooperation, and respect for one another in group relationships. The significance of appreciating diversity as a component of God's creation is frequently emphasized in this instruction. 3) The movement towards social skill development. It assists children in acquiring the social and emotional competencies necessary to coexist with others from diverse backgrounds.

Through the integration of diversity and tolerance values into the curriculum, the development of social and emotional skills, the encouragement of interfaith dialogue, the use of technology, community engagement, and educator empowerment. Islamic multicultural education is a trend that significantly aids in the instillation of religious moderation in the twenty-first century. By using this method, Islamic multicultural education aims to create a generation more capable of appreciating, comprehending, and peacefully coexisting in a diverse community.

4. CONCLUSION

The research theme on multicultural education and religious moderation in 21st-century education has received much attention from researchers, especially in Indonesia. In this regard, the cluster analysis results show that several groups of keywords are used by researchers, both related to the basic concepts of multicultural education, religious moderation, 21st-century education, and research methodology. Then, from the results of the research trend analysis, research on multicultural education, religious moderation, and 21st-century education has developed, starting from the basic concepts of multicultural education to newer and more contemporary topics. In addition, the density analysis results also show the direction of further research that can be carried out by researchers, for example, by integrating several keywords and further analyzing keywords that are still rarely used by researchers.

Religious moderation and Islamic multicultural education are two prominent movements representing the twenty-first century's social and spiritual development. Islamic multicultural education and the religious moderation trend simultaneously seek to build a more inclusive and harmonious society by promoting the

values of tolerance and respect for diversity in the context of education. This approach supports a deeper understanding of cultural and religious differences and encourages a moderate and balanced attitude toward religion to reduce extremism and social conflict.

ACKNOWLEDGMENT

The authors would like to thank all participants who supported this research.

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