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Trends in the Use of Animated Teaching Media in Learning Islamic Religious Education: A Review of Bibliometric Analysis

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Abstract: IRE learning can be meaningful in various ways, one of which is applying animation media in the learning process, but not only at the level of application, it needs further development, namely through what renewable topics can be developed in the future. Based on this background, this research aims to examine the development of animation media in IRE learning over the past 10 years and future opportunities. The research design uses a qualitative approach with bibliometric research methods through the help of the publish or perish (PoP) application and VOSViewer and the data source comes from the Crossref database with a sample of 1000 published articles which are then filtered back to 988 published articles, while the analysis used is descriptive. The results revealed that the development of research on the topic of animated media in IRE learning over the past 10 years (2014-2024) experienced an increasing condition with a peak in 2022 with 196 publications. Productive researchers on the topic include Ulfia Ustina, Abdullah Arief Cholil, and Ali Bowo Tjahjono from UNISSULA Semarang University with 4 published articles. Some topics that can be developed in the future include efficiency, mean, line, issue, Islamic, national education, view, faculty miles, cycle, percentage, data display, element, idea, multiculturalism, Allah swt, Islamic education, religion, religion, covid pandemic, public SMP, model implementation, students, technology, role, data source, and data reduction.

Keywords: Animation, Bibliometrics, Islamic Religious Education

Introduction

Education is an important aspect that always continues to embrace all human life because it is a means to develop self-potential through learning activities. In the realm of education, the activities that continue to be carried out cannot be separated from the learning process. Learning is interpreted as a process of understanding something that involves various stakeholders (Placklé et al., 2023), entering the era of technological sophistication, some future learning recommendations orient what needs to be given to learners in the form of learning communication skills, self-confidence, applied skills, self-exploration, and the use of technology (Bourne & Bell, 2024), and it is equally important that learning grows learners at their optimal level wherever they are (Tam, 2017).

As a process, learning consists of several components. The components that make up a learning activity must at least consist of teachers as educators, students as learners, then there is a place for learning both inside and outside the classroom, teaching materials learned by students, peers as learning partners, teaching media in understanding lessons, and an evaluation to determine the extent to which the learning process runs (Adams et al., 2024; Brown & Baume, 2023; Candan & Başaran, 2023; Case, 2022; Kleine et al., 2019; Kurilovas, 2019; Meihami, 2023; Río, 2016; Robbins, 2021; Russo, 2016; Smith & Gibbs, 2020; Soemantri et al., 2023).

Teaching media as part of the learning process cannot be underestimated. This is because teaching media in the learning process is an introduction for students to understand teaching material, it is also a bridge between teaching material and real conditions in the field, provides an overview of what is being studied, as a tool that can be accessed by students anywhere, and a practical tool in simulating what they are learning (Ge, 2021);

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Green & Erstad, 2017; Koivula et al., 2022; McDougall & Potter, 2019; Vartiainen et al., 2019). One of the many teaching media that can be used is animation. The use of animation in the learning process can provide a new experience for students to understand the material that is being studied, helping teachers visualize something abstract to be concrete, a tool for communication in various directions, and a tool to improve optimal learning outcomes (Burn, 2016; Chan, 2015; Hickey, 2020; Murdoch, 2016).

The use of animated teaching media can be applied to various scientific fields including *Islamic Religious Education (IRE)*. Islamic Religious Education focuses on studying transcendental scientific domains such as divinity, prophethood, holy books, and so on (Ulfat, 2020). IRE in the current era is directed towards openness (inclusiveness) so that it is able to accept various views critically rather than just adopting them (Kolb, 2023). During the learning process, it is supported by professional educators to teach religious values of peace (Tuna, 2022). The components of IRE itself consist of the learning curriculum, teachers, teaching media both conventional such as books or digital such as animation, teaching methods, and Islamic values such as tawhid, morals, fiqh, history as well as elements of value development such as democracy, equal access to teaching between male and female and moderation, and also evaluation (Alabdulhadi, 2019; Essabane et al., 2023; Kosim et al., 2023; Maemonah et al., 2023; Selçuk, 2023; Şenel & Demmrich, 2024; Suhayib & Ansyari, 2023; Ucan & Wright, 2019).

Animation media in IRE learning helps the learning process where students are able to understand the real picture of things that are still abstract (Ali & Hassan, 2019), developing cognitive potential according to their development levels (Hsu et al., 2023), increasing learning motivation (Hao, 2023), attracting students' attention to focus and participate actively during the learning process (Ripoll et al., 2017), and providing new experiences for students to collaborate in developing their potential (Fujisawa et al., 2011).

IRE in the context of learning in Indonesia has several problems that occur in the field. This is based on investigations that in the process there are obstacles related to the lack of pedagogical abilities of teachers, the inaccuracy of teaching methods, the learning environment also influences, the non-achievement of the noble goal of IRE itself forming noble humans and the impression that IRE is only limited to cognitive issues (BR, 2024; Chanifah et al., 2021; Memon, 2011; R'boul et al., 2024; Usman et al., 2023; Wakhidah & Erman, 2022).

In addressing the problems in the IRE learning process, it is necessary to have a breakthrough, one of them is by applying animated teaching media to optimize student potential in IRE learning. Some parties have attempted to develop IRE with the help of animation as their media in learning, among others Nurhusni & Sope (2023) examining trends in the use of animated media at the early childhood education level through scopus data analysis from 2011-2022 where the results of institutions that often publish related to animated videos are Wayne State University, then Indonesia also contributed as many as 5 publications with IAIN as the campus that donated it and there are several topics in the future that can be developed related to animated videos, namely cartoon animation videos, modeling videos, and sparkol *videoscribe*-based animation videos.

Secondly, Dahrul & Syahrul (2023) which is based on the results of their research related to cartoon media research trends in scopus database-based education from 2000-2023 explained that research on this topic has increased, the most productive authors are Minematsu K and Yokota C, publishers who publish many publications such as the *Journal of Computers and Education* as the main journal, the country that publishes many is the United States, and topics that can still be developed in the future related to cartoon media are *human, public relations, and articles*. The third and fourth parties, namely Hermi (2022) and Muhammad Rohan, et al (2021) based on the results of their field research at the elementary school level, the use of animated or cartoon teaching media can provide a pleasant experience for children so that teaching material is easy to understand in IRE learning. Based on some previous research, this research wants to examine the development of animated teaching media specifically in IRE learning in terms of bibliometric research with the data source used is *crossref* through the *Publish or Perish (PoP)* application as a differentiator from previous research.

Method

This research used qualitative approach which is a research framework in the form of words, quality variables such as opinions, habits, characteristics, and literature studies (Belk, 2017; McLeod, 2015; Stewart, 2022; Watts et al., 2017). In more particular, the method used in this research is using bibliometric research, which is a research design that examines articles that have been published by various authors through various database sources such as google scholar, scopus, web of science, crossref and others (Avram, 2023; Martin, 2011).

The source of the data in this research was taken from the *Crossref* database through the help of the *Publish or Perish (PoP)* application version 8.12 with a sample of articles obtained as many as 1000 publications as shown in Figure 1, the research was conducted in May 2024 with the keyword *Animation in Learning Islamic Religious Education* with a period range of the last 10 years (2014-2024).

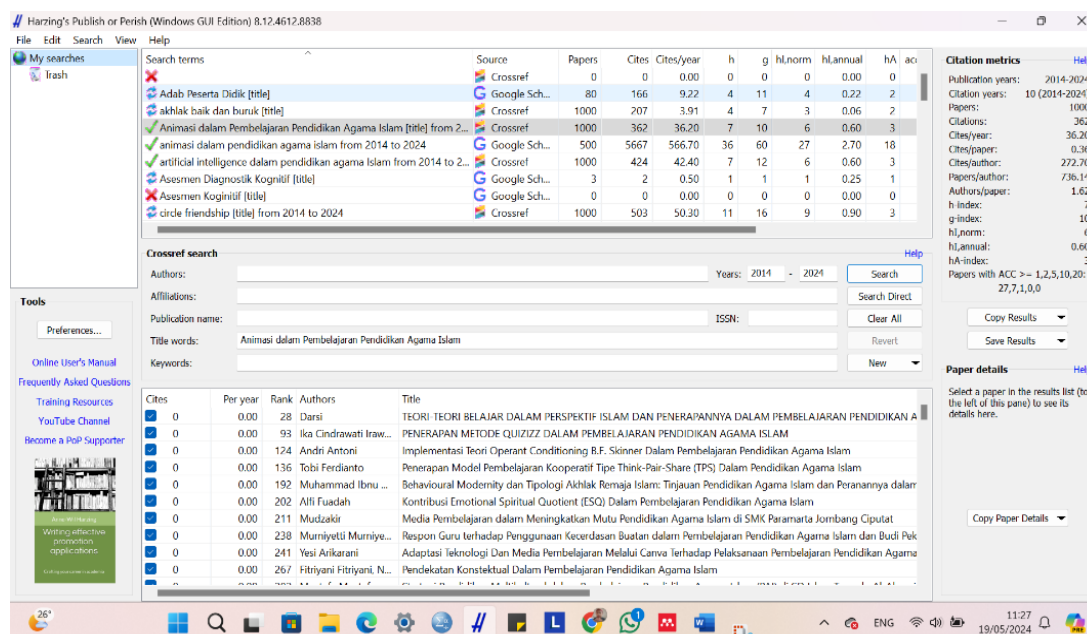


Figure 1. 1000 publication articles from crossref database with keyword animation in islamic education learning (IRE)

After the data has been collected, the next step is to analyze it using descriptive analysis to describe in detail followed by data interpretation in the form of statements in words. Based on the search results as shown above, publications in the form of articles were obtained in the amount of 1000 article titles. Data in the form of the number of publications per year containing articles on animation in PAI learning, authors, publishers, productivity, origin of the author are then stored in the form of RIS data for further mapping the development of publications on animation in PAI learning which is then continued with analysis using the help of the VOSViewer application version 1.6.20 where the application is able to display the results of mapping the development of research and research clusters and is easy to operate.

Results and Discussion

Research Development of Animated Media in Islamic Education Learning in the Last 10 Years

Based on the exploration results from the Crossref database, it shows that the development of research on animated teaching media in IRE learning in the last 10 years has experienced a significant increase continuously. This can be seen from the number of publications that jumped starting from 2020 with 123 publications, increasing again in 2021 to 189 publications and peaking in 2022 with 196 publications. This significant increase can be seen in Figure 2 below:

Seeing this significant increase is because animation media is very useful where globally it is the best tool in promoting a civilization (Li, 2011) a tool in promoting ideas or thoughts (Pi et al., 2021), a bridge to connect across cultures (Celik & Nasir, 2022), building the image of an institution or individual (Yoon, 2017) and so on.

In the context of learning, animation media is a teaching tool that connects the lesson content with real conditions (Dooley et al., 2020). Furthermore, animation media is also a means of educational communication for students (Gilbert, 2016). Another thing is that the use of animated media in the learning process accelerates the process of students' understanding of teaching materials (Fisch et al., 2016) Furthermore, animation media stimulates the affective domain of learners so that they can actually demonstrate what is seen from the visual animation (Kovacic, 2023).

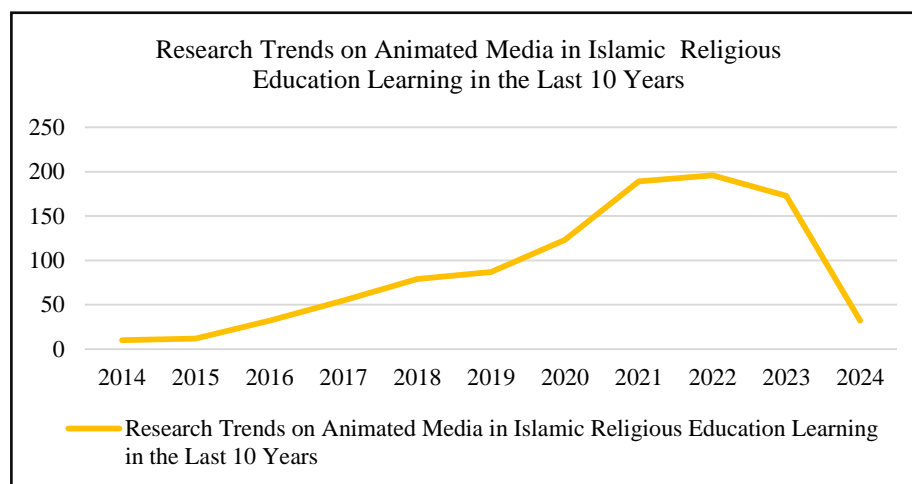


Figure 2. Research development of animated media in islamic education learning in the last 10 years (2014-2024)

National Publication Sources of Animated Media Research in Islamic Religious Education Learning

Based on the results of the crossref database through the publish or perish (PoP) application, there are 988 articles after being re-selected by researchers who enter the research study which are then analyzed simply using the 2021 version of the Microsoft Word application. It is known that there are 3 sources of research publications regarding animated media in IRE learning, including those sourced from *e-journals*, *e-proceedings*, and *e-repository* as can be seen through the following Figure 3:

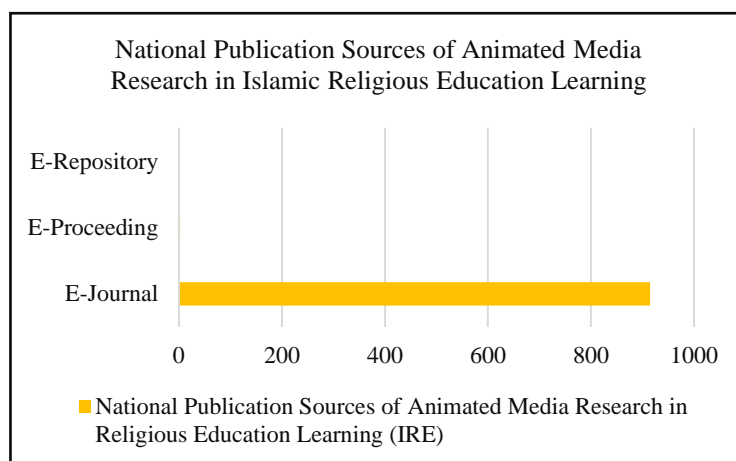


Figure 3. National publication sources of animated media research in islamic religious education learning

The results of the crossref database analyzed simply using Ms. Word show that the core sources in national publications of the topic of animated media in IRE learning consist of three main sources including through *ejournal* as many as 915 publications, *e-proceeding* as many as 2 publications, and through *e-repository* as many as 1 publication. These findings can be understood that *e-journals* have the advantages of being easily accessible anywhere by readers (Pennington, 2016), digitally saved reference sources (Zhao et al., 2017), there are various electronic journals that can be explored (Marfo, 2017), and can be used as references used in writing (Klecek et al., 2017).

Besides *e-journals*, there is also a second source that appears, the *e-proceedings*, which are research papers that are disseminated (Grevea et al., 2023). In addition, *e-proceedings* are also a means of disseminating ideas and research findings (Ylönen, 2023). And it is also important that *e-proceedings* are able to become a means of connecting researchers with each other (Lehong et al., 2024).

Lastly, based on the findings, the third source of research on animated media in IRE learning that emerged was the repository, which is a means of saving various types of literature digitally from various institutions around the world (Biljon et al., 2017).

Productive Researchers of Animated Media Research in Islamic Education Learning

The review of productive researchers in the field of animated media in Islamic Religious Education learning who publish their research results using the help of the VOSViewer (VV) application version 1.6.20. In the *type of data* menu section, the researcher chooses the menu *create a map based on bibliographic data*, then in the data source section he chooses the menu *read data from reference manager files with type RIS*. Then in the *counting method* menu section, the *full counting* menu is selected and *the maximum number of authors per document* is 25. The selection results from 1417 authors are 11 researchers then filtered again by the VV application so that only 3 researchers meet the criteria as shown in Figure 4.

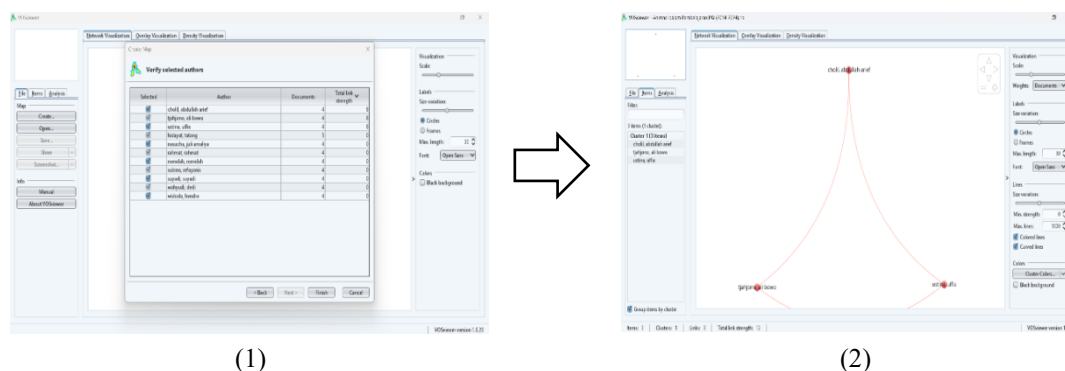


Figure 4. Productive researchers of animated media research in islamic education learning (IRE) screened and selected according to the criteria defined by the application

Based on the display of the selection results and visualization of the network visualization model above, it is known that the three researchers have an interconnected link, this is indicated by the existence of a red thread that connects the three of them. The three researchers are Ulfiyah Ustina, Abdullah Arief Cholil, and Ali Bowo Tjahjono. All of these researchers come from the same institution, namely Sultan Agung Islamic University Semarang, Indonesia. Ulfiyah Ustina is an alumnus of the university, researcher Abdullah Arief Cholil is an academic (lecturer) at the UNISSULA campus with expertise in Tafsir, while researcher Ali Bowo Tjahjono is also a lecturer at the same campus with a concentration of expertise in the field of Islamic education. The three researchers produced 4 published articles.

Map of the Development of Animated Media Research over the Last 10 Years and Emerging Topics in the Future

The development of research on animated media in IRE learning is reviewed through the help of the VOSViewer application version 1.6.20. The steps taken are when selecting the *type of data* model, the *create a map-based text data* menu is selected. Next, in the data source menu selection, *read data from reference manager files* with supported file type RIS is selected. Then, in the counting method menu, the *Binary Counting* menu was selected with a minimum number of occurrences of terms of 8 and the number of terms to be selected appeared as many as 518 out of 19597 items as illustrated in Figure 5.

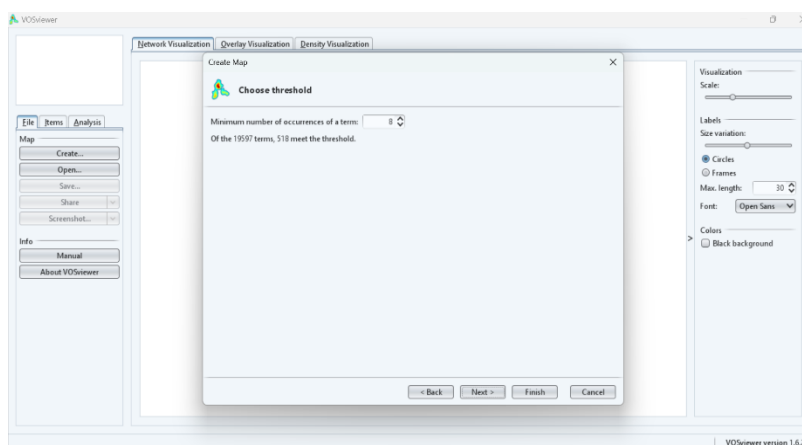


Figure 5. Binary counting results with minimum numbers of occurrences of term

From the 518 items that were selected, they were filtered again with the amount set by the application of 60% so that the results that were actually filtered were 311 items as shown in figure 6, while the results of mapping the development of animated media research in IRE for the last 10 years (2014-2024) are shown in Figure 7.

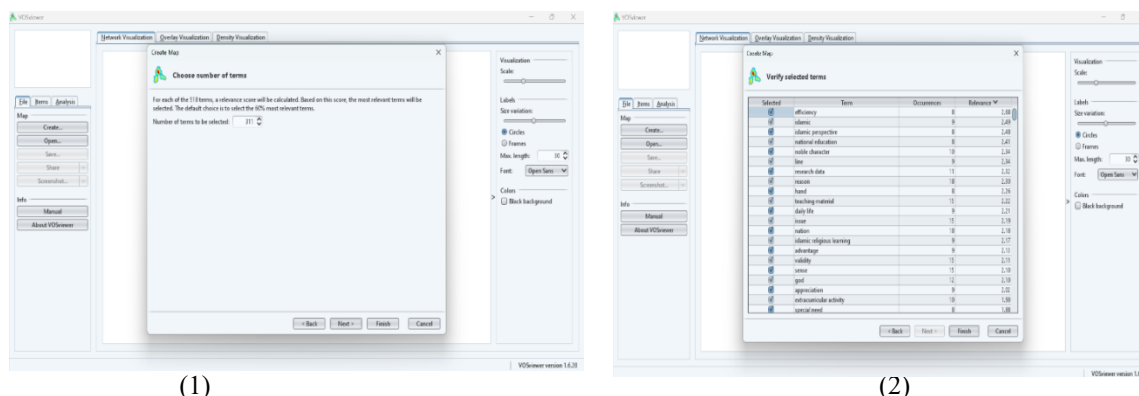


Figure 6. Screening back *binary counting* results with 60% size of 311 items set by *vosviewer* application

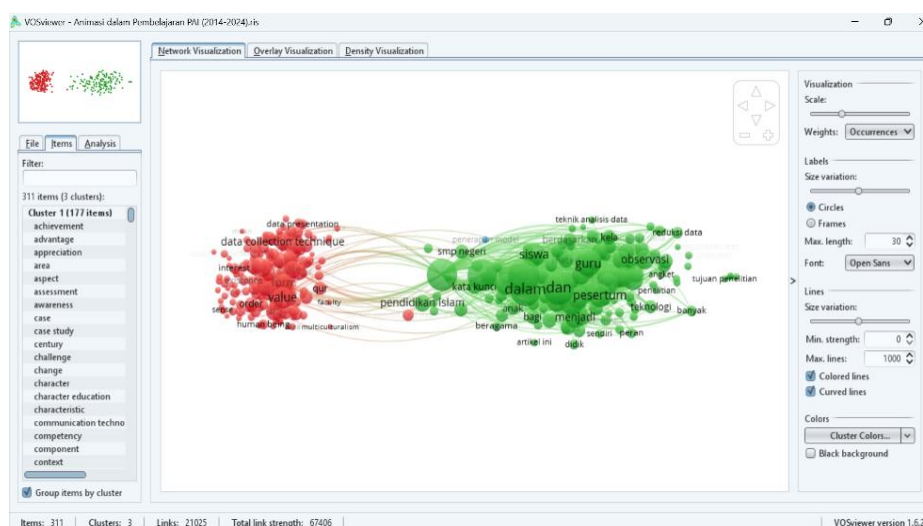


Figure 7. Map of IRE's animation in learning media research development in the last 10 years (2014-2024) with *network vizualitation* display mode

Based on the results of the display in picture 7 above, it was found that there were 311 items (60% of the 518 items selected) regarding animated media research in IRE which were then categorized into 3 clusters. Cluster 1 is 177 items, including *achivement, advantage, appreciation, area, aspect, awarness, case study, character, daily life, document, educational goal, educator, fiqh, funtion, government, hadith, human being, idea, junior high school, kind, learning material, miles, nation, online learning, paradigm, pai teacher, quality, religion, science, test, validity, word, year* and so on. Cluster 2 is 133 items including religion, learning, descriptive, effective, factors, teachers, implementation, skills, management, observation, IRE learning, Islamic education, schools, students, technology, interviews and others. While cluster 3 is only 1, which is the application of the model.

In addition, based on the mapping results, the research topic of animated media in IRE learning is connected to 21025 links and as many as 67406 links have a very strong connection. Some of the strongest links are characterized by a large moon, including religious education learning, Islamic religious education, learning, students, teachers, schools, and the other remaining links. The links that are not so strongly connected are shown with small circles, including *fiqh, national education, early childhood, Islamic religious learning, efficiency, Islamic religion, multiculturalism*, and others. The small circles mean that there are not many research results related to these topics so that it becomes an opportunity to be developed in the future. Next, to see the latest topics regarding animated media research in IRE learning when can be seen in figure 8.



Figure 8. Results of animated media topic mapping in ire for the last 10 years (2014-2024) with *overlay visualization* display mode

Based on the display in figure 8 above with the visualization overlay display mode, it is known that the latest research that has an affinity with the topic of animated media in IRE learning is in 2021, including the covid pandemic, strategy, implementation, data reduction, case study, research method, data collection technique, online learning, progress, topic, advantage, islamic religious learning, early age, qualitative research method, and islamic religious education marked in yellow.

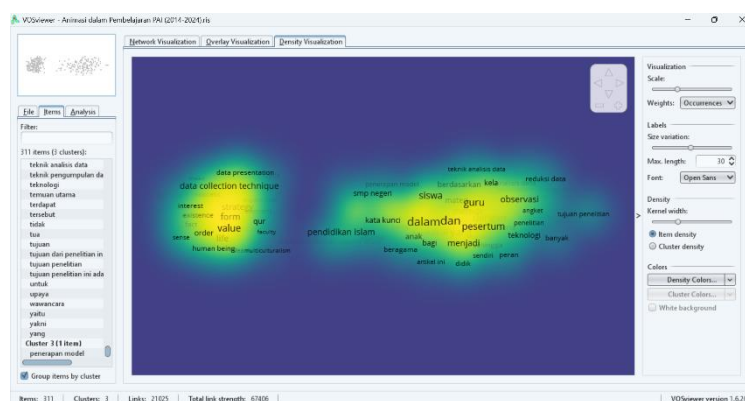


Figure 9. Results of topic mapping of animation media in ire learning for the last 10 years (2014-2024) with *density visualization* display mode

Furthermore, based on the display in the density mode as in picture 9 above, it shows that the most research on animated media in IRE learning is learning, curriculum, character, student, method, teacher, descriptive, *parent, educator, theory, future, growth, situation, value, literature study, character education, faith, future, strategy, quality*, and other yellow colors. The yellow color is understood that the bright color indicates that these topics have been widely produced. In contrast, yellow colors that are less bright and tend to be colorless include *efficiency, mean, line, issue, islamic, national education, view, faculty miles, cycle, percentage, data display, element, idea, multiculturalism, allah swt*, Islamic education, religion, religion, covid pandemic, public smp, model implementation, students, technology, role, data source, data reduction, there is still not much research produced so that it has the opportunity to be developed in the future.

Conclusion

The conclusion of this research is based on the results of a study on the topic of animated media in IRE learning reviewed through bibliometric analysis over the past 10 years (2014-2024) that in order of time it has increased. This is shown based on the findings in 2020 there were 123 publications which then continued to increase in 2021 with 189 publications and peaked in 2022 with 196 publications. In addition, based on the results of the study, there are also 3 researchers who are productive in producing their research in the field of animation media in IRE learning, including Ulfia Ustina, Abdullah Arief Cholil, and Ali Bowo Tjahjono with the same third

hombase from the Islamic University of Sultan Agung Semarang (UNISSULA) with a total publication of 4 articles.

Besides that, this research also has limitations, including data from international sources that have not been described, topic keywords are also not right so that some topics experience absurdity, and it is advisable for future researchers to combine other databases that can be used such as scopus, web of science, google scholar, and others.

Recommendations

Based on research the topics that can be developed in the future from animated media research in IRE learning include *efficiency, mean, line, issue, islamic, national education, view, faculty miles, cycle, percentage, data display, element, idea, multiculturalism, allah swt*, Islamic education, religion, religion, covid pandemic, public junior high school, model implementation, students, technology, role, data source, and data reduction.

Scientific Ethics Declaration

The author states that the ethical and legal responsibility of articles published in the EPESS journal is the responsibility of the author.

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