

BIBLIOMETRIC ANALYSIS OF RESEARCH TRENDS IN CHRISTIAN RELIGIOUS EDUCATION TEACHER COMPETENCIES FOR THE 2014-2023 PERIOD

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Abstract: This research aims to analyze research trends in Christian religious education teacher competency for the 2014-2023 period and provide relevant insights for Christian religious education practitioners. The research method used is bibliometric analysis, drawing data from 212 articles from the Dimension database that had successfully undergone the data collection phase. The analysis results show a significant increase in publications relevant to the competency of Christian religious education teachers since 2016, reaching the highest peak in 2022. The research focus on this topic is very diverse, covering practical aspects such as teacher performance, understanding of concepts, and the role of parents and culture in Christian religious education. However, the lack of collaboration between authors, countries, or institutions in this research is a limitation that needs to be considered.

Keywords: Competence, Teacher, Christian Education

INTRODUCTION

In the realm of education, teacher professional competence holds a pivotal significance. Teachers play a central role in crafting effective learning environments (Adelia & Deta, 2022; Ahad, 2021). Through their competence and expertise, teachers foster meaningful interactions and enable students to grasp the concepts being taught, stimulate cognitive growth, and ignite a genuine passion for learning. As such, the teacher's proficiency in creating positive and productive educational settings is instrumental in achieving successful learning objectives. Moreover, professional competence plays a crucial role in shaping students' understanding and development, with teachers as the primary agents in establishing effective learning environments (Alkhoiri et al., 2021; Perdana, 2018). However, unfortunately, in the current reality of education, we often encounter situations where some teachers seem to neglect their main duties in educating and teaching. Some are too involved in activities outside class hours, such as farming, trading, or even just chatting with fellow teachers in the office (Hargreaves & Fullan, 2015). As a result, students often become victims of teacher unprofessionalism.

Teachers often spend little time in class, assign assignments to students, and let students learn independently (Daming, 2017). As a result, the class atmosphere becomes boring, less interactive, and less motivating. Students may feel neglected and less motivated to be active in the learning process (Baun et al., 2022). The importance of the skills and competencies that Christian Religious Education (PAK) teachers must have in facing educational changes in the Industrial Revolution 4.0 era is highly emphasized. According to Lase et al. (2021), in the context of Information and Communication Technology (ICT) based learning, PAK teachers must have communication skills, technological literacy, time management, assessment and evaluation skills, and the ability to teach important concepts. N. I. Boiliu et al. (2021) added that PAK teachers must master the material, know teaching, and master technical skills. Apart from that, they are also expected to be role models for students. This opinion is in line with the view of Huang et al. (2020), who state that the success of education in schools cannot be separated from the role of teachers who carry out professional work in educational institutions. The higher the teacher's professionalism, the better the joint learning. Therefore, PAK teachers must combine technical skills, material knowledge, and professionalism to face the challenges of education in the 4.0 era.

It is important to understand that the teacher's role is to provide information and create an interesting, motivating, and facilitating student understanding (Abdurrohman et al., 2022; Gule et al., 2023). Teachers who only act as transmitters of information without meaningful interaction risk

making students passive, less motivated, and less able to develop deep understanding (Afina et al., 2021; Angelicha & Sanoto, 2021).

Unprofessionalism impacts students' understanding and interest in Christian Religious Education (PAK) subjects (Amtu et al., 2021; F. M. Boiliu, 2021). Students may consider it a less important subject, which can trigger school laziness. However, the role of competent PAK teachers is very important in shaping the development and quality of Human Resources (HR). Professional PAK teachers must understand the psychology of student development, appropriate teaching methods, and the learning environment (Amtu et al., 2021; Lintong et al., 2021). They can imitate Jesus in His teachings using various models and media (Tafonao, 2020).

Becoming a professional PAK teacher requires mastery of teaching materials, good learning management, appropriate media, and teaching methods, and the ability to manage the class and evaluate student learning outcomes (Prison & Siburian, 2018). By applying these professional competencies, teachers can create an interesting learning environment and interact positively with students. In this way, the teaching and learning process in the classroom will be more effective and meaningful for student development. Christian religious education has a central role in shaping students' values and morals and providing a deep understanding of faith and spirituality. Christian Education Teachers are the main pillars in providing guidance, assistance, and understanding of Christianity (Dwijora & Simanjuntak, 2020). Therefore, it is important to review Christian Religious Education teachers' professional competence so they can carry out their duties well.

The context of Christian education has changed over time (Horowski, 2020). New challenges arise in understanding Christian values in an increasingly complex and connected world. Globalization, technological advances, and developments in social thought influence Christian religious education, and teachers need relevant competencies to deal with them (Tafonao, 2020). Research regarding the professional competence of Christian education teachers is very important because it significantly impacts student development and Christian religious education as a whole. PAK teachers with high professional competence can provide quality Christian religious education, shape student character, and answer current challenges in the field of religion. Through this research, we can identify the training needs of PAK teachers, ensure the relevance of Christian religious education to current developments, and maintain the overall quality of Christian education so that students can better understand Christian religious teachings and apply these values in everyday life.

The research results can guide educational institutions, authorities, and teachers to develop appropriate training programs, respond to the challenges of the times, and improve Christian education as a whole. In this way, PAK teachers can become more competent in shaping student

character and answering questions that arise in an ever-changing world. This research also provides broader benefits in supporting the development of strong and relevant Christian religious education in the Christian community.

Bibliometric analysis is a very relevant and valuable tool in our research. The main aim of using this analytical method is to explore the development of research trends and dominant focus in Christian Religious Education over the last decade. By examining a wide range of related scientific literature and publications, bibliometric analysis allows us to identify recent developments in the field, highlight research topics or themes that have received significant attention, and reveal domains that are still underexplored or considered new. The results of this analysis form a solid basis for future research in Christian Religious Education. They enable researchers to identify critical knowledge gaps that need further research, facilitate better research planning, and provide insight into changing trends over relevant time frames. Therefore, bibliometric analysis plays an important role in directing our research in a direction that is more relevant, current, and able to make a significant contribution to the progress of Christian Religious Education.

METHODS

The research method used in this research is bibliometric analysis. Bibliometric analysis is a method used to analyze trends from articles, journals, or other publications to find novelty in a research topic. The data collection technique used is to collect publication data from a database. In this research, the database used is the Dimensions database from the years 2014 to 2023. The database Dimension was chosen because of its broad reach in providing publication data where articles can be collected, including reputable and non-reputable journals. So that a good diversity of data is obtained for the analysis process. The data collection technique goes through 4 stages according to (Muhammad & Triansyah, n.d.; Prasajo, 2019). These stages are the identification, screening, feasibility, and conclusion stages. These stages can be seen in Figure 1.

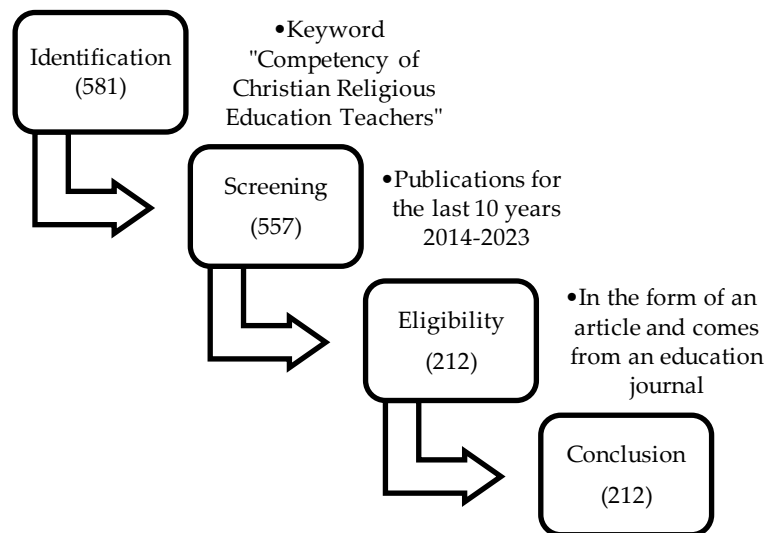


Figure 1. Data Collection Stages Diagram

This research involves four main stages in the bibliometric analysis process. The first stage is identification, where the researcher enters the keyword "Christian Education Teacher Competency" into the Dimensions database. As a result, 581 relevant publications were found for these keywords. The second stage was screening, where researchers limited the research to publications published between 2014 and 2023. After screening, 557 data remained relevant to the desired period. The third stage is a feasibility test, where researchers apply additional criteria, such as only considering publications in the form of articles originating from educational journals. After due diligence, only 212 publications that met these criteria passed to the next stage. The final stage is the conclusion stage, where the selected data in CSV form is analyzed using supporting applications, such as Microsoft Excel and Vosviewer. Microsoft Excel was used to describe publication trends, showing how the number of publications regarding the competency of Christian religious education teachers continues to grow over time.

Vosviewer, on the other hand, provides data visualization in the form of network visualization. With the help of Vosviewer, researchers can understand the relationship between keywords, authors, sources, and countries related to the research topic. This allows researchers to see the extent of collaboration between researchers, the role of specific authors in developing literature in the field, and the contribution of specific countries to the research. This process allowed the researcher to compile a comprehensive bibliometric analysis of "Competencies of Christian Education Teachers" from 2014 to 2023. It provided valuable insights into research trends, collaborative relationships, and contributions of various stakeholders in this Christian religious domain. Education.

RESULTS AND DISCUSSIONS

The publication data analyzed is publication data that is relevant to the topic "Competency of Christian Education Teachers." Data consists of 100% of articles published in 2014-2023.

Publication Trends

Figure 2 shows the distribution of publications on Christian religious education teacher competency over the last decade. The data in this visualization includes 212 articles that allow us to understand the research and development patterns of this topic during this period. This figure provides useful insight into research interests and activities in Christian religious education teacher competency.

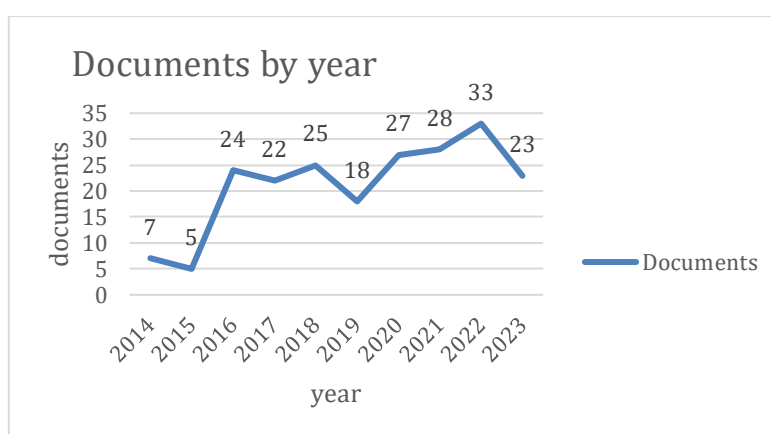


Figure 2. Publication Trends

From 2014 to 2023, published data on the competency of Christian religious education teachers shows interesting trends with fluctuations that need attention. At the beginning of this period, there was a decrease in the number of publications in 2015, causing significant annual fluctuations. However, starting in 2016, we witnessed a drastic increase in publications, reaching the highest peak in 2022 with 33 publications. These fluctuations may reflect changes in research focus or shifts in research interests.

Even though there are fluctuations every year, the overall data shows that research interest in the competency of Christian religious education teachers continues to increase. These positive long-term trends reflect the strong relevance and continued interest in this topic in the context of Christian education and research. Changes in educational policy can cause fluctuations, shifts in pressing issues in Christian religious education, or developments in research methodology. These data reinforce the view that teacher competency development was important in advancing Christian religious education during this analysis.

Bibliographic Linkage

In gandingan bibliographic analysis, it starts from the most basic first, namely gandingan bibliographic analysis of circumstances. The distribution of countries contributing to this topic is presented in Figure 3, shown by the Vosviewer application network visualization.

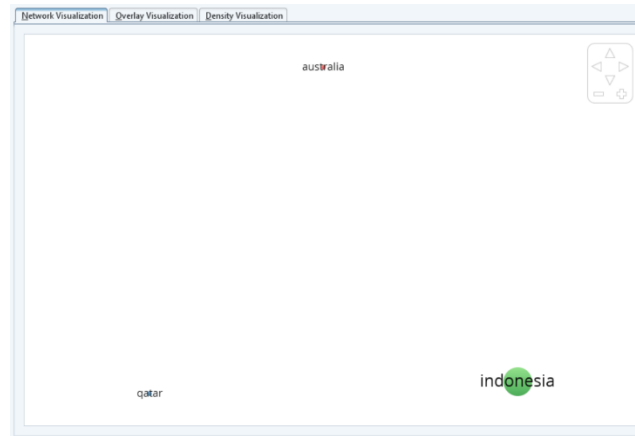


Figure 3. Ganding Country Bibliography

In the analysis of Figure 3, researchers used a threshold of at least one document to identify publications originating from different countries. Of the 212 published data obtained, three countries stand out in this picture: Indonesia, Australia, and Qatar. These three countries form three different green, blue, and red clusters. Interestingly, these three clusters have no relationship or connection in the form of citation relationships. This indicates that until now, there has been no collaboration between the three countries in research on the competency of Christian religious education teachers. The absence of a citation relationship indicates that publications from these countries have not referenced or collaborated in the context of this research.

Additionally, the circle's diameter representing each country indicates the number of publications produced by that country. This picture shows that Indonesia has a very active role in research on this topic, as indicated by the largest circle diameter followed by Australia, which also made a significant contribution to this research, although smaller than Indonesia. Meanwhile, although involved, Qatar has a smaller contribution than the other two countries. Overall, this picture illustrates that Indonesia has a central role in research into the competency of Christian religious education teachers, and there is potential to develop further collaboration and involvement of these three countries in future research.

In addition to the country's combined bibliography, there will also be an author's combined bibliography. This is to see the author's collaborative relationship regarding this topic. Apart from

that, it is also used to see the author's influence in this research so that it can be used as a reference for further research. Visualization of the author's bibliography list is shown in Figure 4.



Figure 4. Author's Bibliography Incorporation

By applying a minimum threshold of 2 documents, the research identified 62 authors who played a role in researching the competency of Christian religious education teachers. However, what is interesting is that from the 62 authors, 48 clusters were formed, as seen in Figure 4. The large number of clusters shows the lack of collaboration between authors in this research, which is also reflected in the lack of networking between authors in data visualization.

Three authors viz (Budiyatmo & Iriani, 2022), (Yuniarti & Dwikurnaningsih, 2022), (Dwikurnaningsih, 2020) dominate with the largest number of articles on this topic, reflecting their significant contribution. For example, Budiyatno, one of the main authors, discusses the differences between two pedagogical models, namely neoliberal pedagogy and shalom pedagogy, in the context of Christian religious education. These results reflect the important role of the lead author in developing an understanding of teacher competency in Christian education. However, further efforts are needed to increase collaboration and networking between authors to facilitate a broader exchange of ideas and research.

A combined bibliographic analysis of countries and authors shows a lack of collaborative research on Christian religious education teacher competencies. Several factors could explain this lack of collaboration. First, network limitations and resource accessibility may limit the exchange of ideas and collaboration between authors and relevant countries. Second, teacher competency in Christian religious education may be considered a very specific issue and has not received widespread attention, so it does not motivate collaboration. Third, there may not yet be a strong enough initiative to encourage collaboration in this research.

Research Focus

Keyword incident analysis is used to determine the focus of research on the competency topic of Christian religious education teachers that has been carried out. Researchers set a minimum threshold of 2 publications containing the same keywords. The research focus visualized in Figure 5 includes 60 keywords divided into 4 clusters.

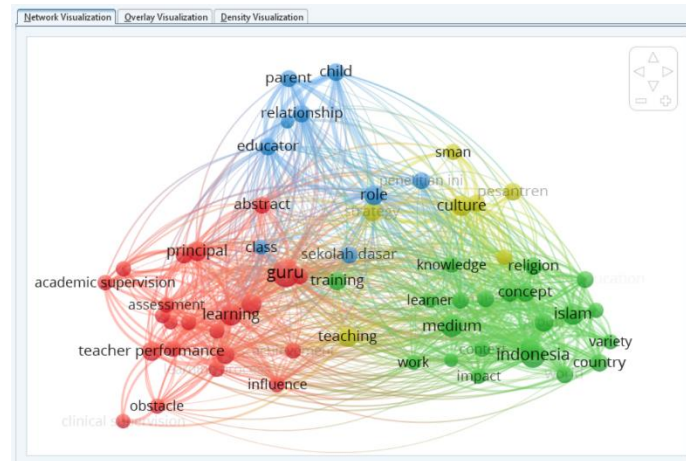


Figure 5. Research Focus Network Visualization

Figure 5 is a visualization that reveals the results of the bibliometric analysis of keywords related to the topic "Competency of Christian Religious Education Teachers." In this image, four clusters can be identified with different colors: red, green, blue, and yellow. The first cluster, represented in red, includes 22 scattered keywords. From this cluster, the research focus seems to be more focused on "teachers," "teacher performance," and "barriers". This shows that most of the research in this cluster is related to evaluating teacher performance in the context of Christian religious education and the obstacles that may be faced in the process. The second cluster, represented by green, has 22 keywords spread out. The research focus in this group seems to center on "concepts," "knowledge," and "learners." This shows that topics such as understanding concepts, knowledge, and characteristics of students in the context of Christian religious education are the main focus of research in this cluster. The third cluster, represented by blue, consists of 9 related keywords. The research focuses on this cluster involving "educators," "parents," and "roles." This shows that there is special attention to the role of educators, the role of parents, and the role of Christian religious education in this cluster. The final cluster, represented by yellow, consists of 7 scattered keywords. The focus of research on this cluster seems to be more oriented toward "culture" and "strategy." This shows that several studies in this cluster explore cultural aspects and strategies in the context of Christian religious education. If we examine it more deeply, we can see that each cluster reflects different aspects of research into the competency of Christian religious education teachers. The red

and green clusters focus more on practical and conceptual aspects, such as teacher performance and student characteristics. The blue cluster highlights the role of educators and parents in Christian religious education, while the yellow cluster focuses more on cultural and strategic elements. This analysis helps to understand the various discussions in the research literature about teacher competence in Christian religious education. These different research foci reflect the complexity of this topic and show how different aspects influence approaches and understanding in the relevant research literature. This can provide valuable guidance for researchers who wish to further explore or contribute to the field by understanding the concerns and emphases within each cluster.

DISCUSSION

This research explores the research landscape of Christian religious education teacher competency from 2014 to 2023. The researcher is exploring various research questions and their implications.

Publication Trend

The results of the bibliometric analysis in this study provide valuable insight into research trends in Christian religious education teacher competency during the 2014-2023 period. During this period, there was a significant increase in the number of publications relevant to this topic, especially from 2016 until reaching its highest peak in 2022. This reflects the continued research interest in teacher competency in Christian education based on Ju'subaidi et al. (2016). This development indicates that this topic remains a significant and relevant research focus. In addition, keyword cluster analysis shows that research on this topic has a diverse focus. Some clusters emphasize practical aspects, such as teacher performance, while others emphasize conceptual aspects, such as understanding concepts and knowledge. This diversity reflects the complexity of Christian religious education teacher competency, which involves various aspects, both practical and conceptual implementation. However, a striking finding is the lack of collaboration between authors, countries, or institutions in this research. Despite the large body of research, the combined bibliographic groups indicate that collaboration remains limited. This indicates the need for further efforts to foster collaboration between researchers, institutions, and countries involved in research on the competency of Christian religious education teachers. This way, research can be more inclusive, diverse, and in-depth.

Additionally, a combined bibliographic analysis of countries highlights Indonesia's central role in this research. With a significant contribution to the first cluster, Indonesia has become the main actor in research on the competency of Christian religious education teachers. This allows Indonesia to lead in encouraging collaboration and sharing knowledge with researchers from other countries. Thus, the results of this analysis provide a strong basis for planning future research, prioritizing

untapped research areas, and encouraging closer and more inclusive collaboration to advance the understanding and practice of Christian religious education.

Novelty Research

The results of this bibliometric analysis have great potential to become a valuable source of innovation in Christian religious education. First, an in-depth understanding of research trends in Christian religious education teacher competency for 2014-2023 can help practitioners determine their focus. By being aware of developments and shifts in research interests, they can design more relevant programs that are responsive to student needs and developments in Christian religious education (Dami et al., 2022). Furthermore, the lack of collaboration revealed in the analysis could be addressed by initiatives to connect Christian religious education practitioners with researchers. Strong collaboration between these groups can result in more robust, evidence-based practice innovations. Practitioners can share their practical experiences, while researchers can provide in-depth research insights. Through this collaboration, Christian religious education can become more informed, effective, and efficient (Widiyanto & Darmawan, 2019). The findings and research findings identified in the analysis can be easily applied in everyday practice. Practitioners can use these insights to develop better teaching methods, better manage teacher performance, and involve parents more effectively in Christian religious education (Firdaus et al., 2023). By applying these findings, practitioners can create positive changes in learning and teaching in Christian religious schools. In the end, the results of this analysis can trigger the development of teacher professionalism in Christian religious education. Practitioners can use these insights to design better training and professional development programs. They can prioritize aspects identified in the analysis, such as understanding concepts, assessing teacher performance, and the role of parents. In this way, Christian teachers can continue to improve their skills and knowledge, creating a better learning environment for students. By applying the findings of this analysis, collaborating between researchers and practitioners, and focusing on teacher professional development, Christian religious education can experience significant improvements. This bibliometric analysis provides a solid foundation for innovation and improvement in Christian religious education, ultimately providing positive benefits for students, teachers, and the entire educational community.

CONCLUSION

To explore research trends regarding the competency of Christian Religious Education teachers during the 2014-2023 period, bibliometric analysis has provided very valuable insights. The significant number of publications on this topic reflects increased interest in research. The research

focus covers various aspects, ranging from teacher performance and understanding concepts to the role of parents and culture. Nevertheless, one key finding worth noting is the lack of collaboration between authors, countries, or institutions in this research, indicating the potential to increase collaboration in understanding and developing the competencies of Christian Religious Education teachers.

Indonesia has an important role in this research, illustrating the dominance of research in several countries and opportunities to develop broader collaboration. In conclusion, this analysis of bibliometric results provides a comprehensive picture of research development in Christian Religious Education. This can be used as a basis for planning future research, improving the quality of Christian Religious Education, and encouraging stronger collaboration to improve understanding and practice of Christian Religious Education.

By applying the findings of this analysis in practice, closer collaboration between researchers and practitioners, and developing teacher professionalism, the practice of Christian Religious Education can experience significant improvements for the good of students and the educational community. Finally, it is important to remember that although this research covers the period 2014 to 2023, it cannot cover all trends or significant changes in research regarding the competency of Christian Religious Education teachers. Some recent developments may not be fully represented in this analysis.

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