

Fostering the Value of Religious Tolerance among Students through the Development of Potential Issues: A Review of Bibliometric Analysis

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Abstrak

Toleransi beragama menjadi agenda utama dunia di tengah kemajemukan warga dunia yang berbeda kepentingan dan keyakinan. Berangkat dari latar belakang tersebut, penelitian ini menelusuri isu-isu potensial dari topik toleransi beragama siswa sebagai masukan bagi pihak terkait. Penelitian ini menggunakan desain kualitatif dengan metode bibliometrik dan analisis deskriptif. Hasil penelitian menunjukkan bahwa perkembangan penelitian toleransi beragama selama 14 tahun terakhir (2010-2024) cenderung meningkat, meskipun tidak signifikan, dengan puncaknya pada tahun 2023 sebanyak 65 artikel. Elektronik jurnal (e-journal) menjadi sumber terbanyak penelitian toleransi beragama siswa dengan 150 publikasi. Terdapat empat peneliti produktif dari Universitas Jambi, yaitu Arizal Dwi Kurniawan, Nur Aini, Marlina Susanti, dan Anisa Andriani, masing-masing menghasilkan dua publikasi. Beberapa isu potensial yang dapat dikembangkan di masa mendatang meliputi beragama, saling menghargai, analisis, sikap toleransi, pendidikan karakter, data, lembaga, guru, agama Islam, tinjauan literatur, pendidikan Islam, sekolah, tantangan, literasi, strategi, guru, pendidikan Islam multikultural, kemampuan siswa, integrasi, pendidikan multikultural, masyarakat, toleransi, kajian literatur, anak, dan konsep.

Kata kunci: *Beragama, Bibliometrik, Peserta Didik, Toleransi*

Abstract

Religious tolerance is a global priority amidst diverse beliefs and interests. This research explores potential issues in student religious tolerance for educational stakeholders. The study uses a qualitative bibliometric approach with descriptive data analysis. Findings indicate an increasing but modest trend in religious tolerance research over the past 14 years (2010-2024), peaking in 2023 with 65 articles. Electronic journals (e-journals) are the largest source of such research, with 150 publications. Four productive researchers from Jambi University produced two publications: Arizal Dwi Kurniawan, Nur Aini, Marlina Susanti, and Anisa Andrian. The study identifies several potential future research areas in student religious tolerance, including religion, mutual respect, analysis, tolerance, character education, data, institutions, teachers, Islamic religion, literature review, Islamic education, school, challenges, literacy, strategy, teacher, multicultural Islamic education, student ability, integration, multicultural education, society, tolerance, literature study, child, and concept.

Keywords: *Bibliometrics, Learners, Religion, Tolerance*

INTRODUCTION

The aspect that is permanently attached to humans and always touches on their daily activities is religion (agama). Religion can be understood as the root of the word is derived from a letter "A" and "Gama," which means that the letter A is 'not' and Gama itself means 'chaos' (Asir, 2014). From this etymological definition religion is chaos with its object, which is human beings as servants of God.

Diana (2019) elaborates that religion is not only a system of beliefs but also a means of connecting to the Creator (Ni'mah et al., 2024). Some international literature investigations define religion in various ways, including that religion is a practice of worship; others interpret that worship as a belief system that is coherent with Him who is transcendent, a means of connecting with God, something that is very close to humans, and others state that religion is a commitment to trust Him (Bruce, 2011; Larsen & Rinkel, 2016; Wassinkmaat et al., 2021; Wiley, 2020; Zucca, 2014).

From the meaning of religion ultimately guides humans to believe in the existence of God, which is manifested through worship in daily activities or, in other words, religious practice (Nurhuda et al., 2024). Religious practice encompasses religious matters that are practiced through acts of worship in terms of *Ubudiyah* (divinity) and *Amaliyah*/social aspects (Fridayanti, 2015). In terms of practicing religion, the Quran provides guidance with the pleasure of the heart and without coercion (Jamrah, 2015).

In the digital era, which is full of challenges and dynamics, the religious format and style of spiritual life in the Indonesian perspective are directed at the concept of *Wasathiyah* (middle) and provide opportunities to embrace and carry out religious orders by the guidelines of their respective beliefs without discrimination (Akhmadi, 2019; L. Hakim, 2017).

Ultimately, practicing religion plays a crucial role in human life because it encompasses aspects of personal guidance through religious education, guiding human work, contributing to the development of human resources globally, guiding humans to create and innovate for the benefit of many people, and serving as a means of moral training for the younger generation in the current era (Dalton, 2013; Donaldson, 2016; Liljestrand & Olson, 2016; McGilchrist, 2019; Ryan, 2014).

As a system of belief and a medium for connecting with God, the emergence of religion is often marked by the presence of Allah's messengers, namely prophets and apostles, who bring the messages of His teachings to guide humanity (Hajar, 2014). As time goes by, religion

continues to exist and develop. Based on Bruce's investigation (2013) and Jennifer (2011), major religions in the world include Hinduism, Buddhism, Japanese Shintoism, Taoism, Confucianism, Judaism, Christianity (Catholic, Orthodox, Protestant), and Islam. Then, according to the results of Yungui's research (2011), the most dominant religion, particularly within the Asian context, is due to the role of its adherents, which is Muslims, who contribute to all aspects of life, as well as the influence of their religious organizations (Nurhuda et al., 2023).

The influence is not only due to Islam; people can learn and discuss religion, even more than one religion, to find common ground for the creation of harmony (Lewis, 2012). Explored deeper again, religion includes aspects of interest, history, appreciation, ritual, symbolism, and so on (Kuhlken, 2021). The teaching of religion is carried out by its leaders, such as Ustaz, monks, priests, rabbis, and others, with a didactic atmosphere of learning to bring harmony and a peaceful approach (Bleisch & Schwab, 2023).

The religious values taught to individual humans are expected to be able to provide positive values for their lives. One of these values is that a religious person is expected to have a tolerant attitude (Amrona et al., 2023). Xunwu (2021) defines tolerance simply as bridging traditional values with modern ones without widening existing differences. In this increasingly advanced era, tolerance is a moral guide and relates to interpersonal relationships (Capitani & Laiacona, 2017). Others explain that tolerance is a virtue beneficial for educational and teaching principles, both in concept and practice (Anker & Afdal, 2018). More broadly, Ahmad & Mousa (2024) explained that tolerance is a means of breaking the boundaries of selfishness in relations between human beings.

More specifically, the tolerance that is often studied today is related to religious tolerance. Religious tolerance is a means of creating peace between individuals and each other, even though they have different beliefs (Wiertz, 2015). Others explain that religious tolerance fosters unity and strengthens a nation's national identity (Mulya & Aditomo, 2019). In contrast, Hendro & Iim (2024) close interaction between religious communities indicates the implementation of the meaning of religious tolerance itself, which is called communication between different beliefs without acting negatively.

Strengthening religious tolerance is highly emphasized in the main realm of education to foster tolerance and understanding of one religious adherent with another (Al-Rabaani, 2018). In areas with multiple identities, religious tolerance is a solution and a means to get to

know each other (Ragnarsdóttir et al., 2020). Natasya & Isabelle (2013) revealed that religious tolerance is the best way to prevent future conflicts.

Religious tolerance as an accurate value of goodness in this era is the main agenda not only in the scope of Indonesia but also in the world, where it will impact life activities, especially in the realm of education (Amrona et al., 2024). One of the things done, among others, by the Media Diversity Institute through the Global Exchange of Religion in Society (GERIS) program gathers people from different religious backgrounds, occupations, and countries to become agents in spreading tolerance. The promotion of religious tolerance will have a good impact on the attitude of open-mindedness of students, foster a sense of empathy, a means to strengthen the identity of a country's national values, train sensitivity and sameness between individual humans, feel humble and not arrogant, and understand universal brotherhood rather than ego (Altinoğlu, 2018; Ferrara, 2012; Hook et al., 2017; Raihani, 2014; Uroko, 2023; Wang & Froese, 2020).

Education is the best field to foster the value of religious tolerance. The central subjects are students at the primary, secondary, and high levels. Students are learners who learn various things to develop themselves at the level of maximum potential development (Tossavainen, 2017). In addition, there is a shift in the meaning of learning, which was initially centered on educators in the current era is on learners as feedback for learning evaluation later (Scott, 2014). Another source states that students are learners in formal institutions, individually or in groups (Aquino, 2022). In another scope, Mohammed Abdullah (2014) describes students in the educational perspective of Oman, which consists of primary education grades 1-6 (ages 6-10), intermediate education grades 7-9 (ages 11-15), secondary education grades 11-12 (age 16-18), associate degree grades 13-14 (2-year study period), bachelor's degree grades 15-16 (4-6-year study period), master's degree grades 17-18 (1-2-year study period), and doctoral degree grades 19-21 (2-3-year study period). Meanwhile, in the Indonesian education perspective, students are generally categorized based on their scientific fields, which are pure sciences and social sciences (Novieastari et al., 2022). The specific breakdown includes primary education (grades 1-6), secondary education (grades 7-9), upper secondary education (grades 10-12), and higher education (>13) (Maulana et al., 2011).

At the level of implementation, religious tolerance only sometimes meets its goals. Based on investigations, there are several issues related to religious tolerance itself, including low adherence to religious teachings, the self-interest of religious groups, governmental failures as the custodians of public welfare in accommodating various issues related to religious

teachings conflicts, oppression and neglect of minority rights, and the use of extreme methods to justify religious doctrines by forcing others to comply with specific religious groups (Alonso, 2019; Bilgili, 2015; Hakim et al., 2023; Muhajarah & Soebahar, 2024; Spencer, 2024).

Seeing some of the problems that arise, various parties try to overcome them. Among others *first* is Adip & Rahmat (2023), where the development of religious tolerance values is carried out through communicative classroom learning activities where the most dominant factor influencing tolerance is class discipline with a significance value of $0.13 < 0.05$ and implies that discipline has an impact on the tolerance of various students by 59%. Second, conducted by Purwati et al. (2022) based on their literature review, emphasized that tolerance should be taught early on to students, integrating values of togetherness into subjects such as Pancasila (Indonesian state ideology) and Civic Education (PPKN) character education, and religious education. Third, Hasnawati (2020) highlighted efforts to instill religious tolerance through religious education and extracurricular activities such as peer tutoring, Red Cross youth, and scouting. Additionally, routine school activities like flag ceremonies every Monday and commemorating Prophet Muhammad's birthday can also contribute. The values of religious tolerance instilled include respecting and honoring each student's beliefs (religion), strengthening religious teachings, fostering empathy and sympathy, and practicing compassion towards others. Fourth, Rio Renaldi's study (2023) focused on how teachers as educators cultivate religious tolerance values through activities such as promoting the 3S (smile, greet, salute), fostering mutual respect, appreciation, and help for each other. Fifth, research conducted by Horirotul (2023) emphasized efforts to promote religious tolerance values, including treating others kindly, and respecting differences. These activities are integrated into learning through teachers' guidance and extracurricular activities such as intra-school organizations, literacy programs, scouting, joint prayers, and religious practices (Maheningsih & Nurhuda, 2023).

From some of the previous studies, this research seeks to offer potential issues that can be developed in the future from the study of the cultivation of students' religious tolerance values through bibliometric research using the Google Scholar database of research results on the topic over the past 14 years (2010-2024) as a differentiator as well as novelty from existing studies. This research highlights the field of education in the object of study, namely students, through the review of research on students' religious tolerance. The benefit of this research is that it will provide the latest topics in the future from the results of the study of the development of research on students' religious tolerance over the past 14 years.

METHOD

The design of this study used qualitative research. The selection of qualitative research intends to identify quality studies such as document/archive review, investigation of an investigation, presentation of data in a statement, and discussion of a survey based on thematic (Castell et al., 2022; Goodyear & Bundon, 2021; McCall, 2023; Willis, 2023).

Specifically, the method used in this research is bibliometric research, which involves tracing trends, developments, advancements, and potential issues for future recommendations and inputs into ongoing and forthcoming studies (Ni'mah et al., 2023). This research is achieved through the analysis of existing research findings to identify less-explored areas using databases such as Scopus, Web of Science, CrossRef, and others (Cretu & Morandau, 2024; Forsell & Mankki, 2023; McLellan & Steele, 2020; Tsai & Wu, 2023).

Data collection involved gathering information from 200 articles from the Google Scholar database using the Harzing Publish or Perish version 8.12 application as primary data. Those two databases were chosen because few articles are relevant to the theme of moderation and tolerance, so some secondary data included journal articles, conference proceedings, papers, books, and valid internet sources.

After collecting all the data, the researcher conducts a descriptive narrative data analysis, detailing findings to uncover results.

RESULTS AND DISCUSSION

Development of Student Religious Tolerance Research in the Last 14 Years

To see the development of research on students' religious tolerance from 2010 to 2024, a simple analysis is carried out by looking at the number of publications each year and then formulating them quantitatively, as shown in Figure 1, and carried out through the help of Microsoft Word version 2021 as follows.

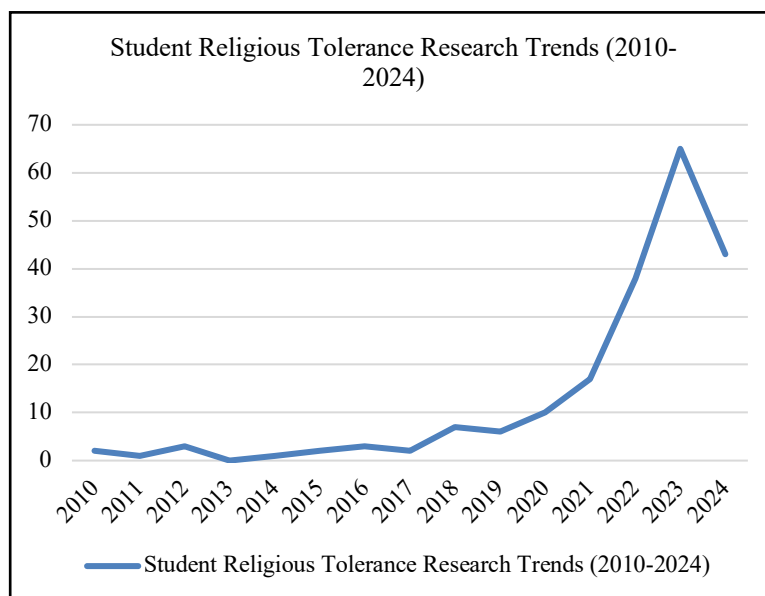


Figure 1. Development of Student Religious Tolerance Research in the Last 14 Years

From the data processing of the above findings, the issue of research on students' religious tolerance during the last 14 years (2010-2024) can be said to have not been produced too much, even to reach hundreds. The highest number of research publications occurred in 2023, with as many as 65 publications, followed by the second position in this year 2024, with as many as 43 publications, and the publication of 0 publications in 2013. Responding to the findings is quite astonishing, wherein the current era of information openness and technological advances that prioritize the principle of humanity, the issue of religious tolerance should be promoted more vigorously and continuously again (Azami et al., 2023). This condition is not without reason that, in fact religious tolerance is essential to be explored and taught because it is a connecting tool in knitting togetherness, respect for the beliefs of each diverse individual, and the right of each individual to feel comfortable practicing worship according to their respective religions (Dowd, 2014; Ndolu & Tari, 2020; Wang & Uecker, 2017).

On a broader scale, religious tolerance becomes a space for resolving conflicts of different interests, a means of getting to know each other, an effort to minimize intolerance, prioritize common interests, and an effort to open space for closer togetherness (Chigbu et al., 2024; Clobert et al., 2015; Mamahit, 2020; Tarocco, 2019; Warren, 2023).

In the context of education, especially for students, religious tolerance is beneficial and important to teach in the hope of strengthening attitudes of respect between students despite different beliefs, teaching good values, respecting each other, and getting to know each other (Awal, 2020; Nuryadin, 2022).

Core Source of Research Publications on Students' Religious Tolerance in the Last 14 Years

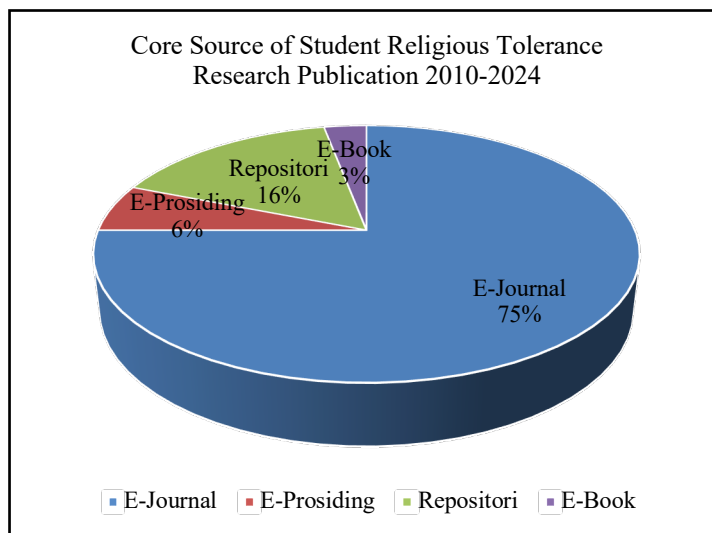


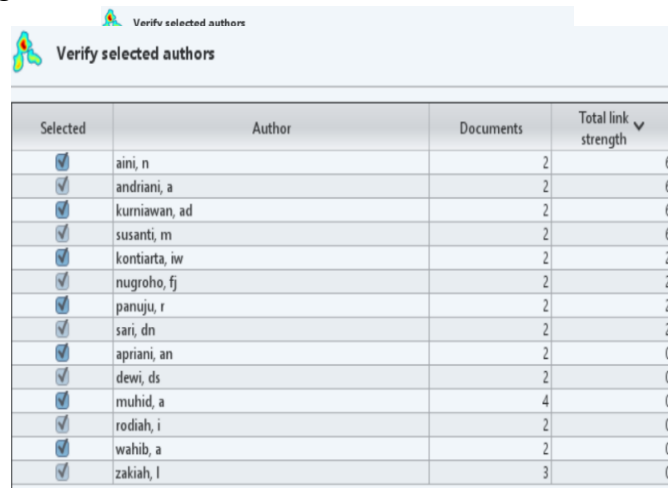
Figure 2. 4 Main Core Sources of Research Publications on Students' Religious Tolerance over the Last 14 Years

Based on Figure 2 above, the source of research publications on religious tolerance of students 2010-2024 consists of four primary sources, including e-journals, e-proceedings, repositories, and ebooks. E-journals achieve the largest percentage as the most common source found at 75% or as many as 150 articles produced. Ranked second is the repository with a rate of 16% or as many as 32 articles produced; in third place is e-providing at 6% or as many as 12 articles, and in last place is e-book at 3% or only six sources.

The findings imply that the most common source of research on students' religious tolerance from 2010 to 2024 is e-journals. Electronic journals are the most reference source due to their role and function. The role of electronic journals as a forum and container for the results of the dissemination of research is outlined in writing by various academics from all over the world (Bentil et al., 2021). It has advantages as a reference source used in writing, including relatively large data storage up to terabytes capacity (Tas et al., 2024). Another benefit is that electronic journals have open access that everyone and everyone can access, there is a guarantee of source data due to the need for registration using personal identity so that it is easily controlled and monitored, and has advantages for citing published work (Antell et al., 2016; Baghal, 2019; Sparks et al., 2010).

Productive Researcher in the Field of Student Religious Tolerance Research in the Last 14 Years

The search for productive researchers who produce publications in the religious tolerance of students 2010-2024 uses the help of the VOS Viewer 1.6.20 application. The data source examined is 200 articles from the Google Scholar database. The researcher's search begins by opening the application and selecting the next one based on the type of data menu. The menu creates a map based on bibliographic data. Furthermore, read data from type RIS is selected in the data source menu section. In the counting method menu section, the minimum number of documents an author has selected is as many as 25. The results of the selection from 386 researchers are 14, and they meet the criteria as shown in Figure 3 below.



Selected	Author	Documents	Total link strength
<input checked="" type="checkbox"/>	aini, n	2	6
<input checked="" type="checkbox"/>	andriani, a	2	6
<input checked="" type="checkbox"/>	kurniawan, ad	2	6
<input checked="" type="checkbox"/>	susanti, m	2	6
<input checked="" type="checkbox"/>	kontiarta, iw	2	2
<input checked="" type="checkbox"/>	nugroho, fj	2	2
<input checked="" type="checkbox"/>	panuju, r	2	2
<input checked="" type="checkbox"/>	sari, dn	2	2
<input checked="" type="checkbox"/>	apriani, an	2	0
<input checked="" type="checkbox"/>	dewi, ds	2	0
<input checked="" type="checkbox"/>	muhid, a	4	0
<input checked="" type="checkbox"/>	rodiah, i	2	0
<input checked="" type="checkbox"/>	wahib, a	2	0
<input checked="" type="checkbox"/>	zakiah, l	3	0

Figure 3. Productive Researchers in the Field of Research on Students' Religious Tolerance over the Last 14 Years

After selecting the advanced menu, the application notifies the user that only four of the 14 researchers selected remain. Based on the display in Figure 4, the four researchers are related to each other. For more details, find out the four researchers and their profiles as follows.



Figure 4. Re-screening of productive researchers in the field of research on Students' Religious Tolerance over the Last 14 Years by the Application

The four researchers include Arizal Dwi Kurniawan, an office facilities and infrastructure technician member at Jambi University, who contributed to two publications. Second is Nur Aini, also from Jambi University, who has two publications. Third is Marlina Susanti, affiliated with Jambi University, with an equal number of 2 publications. Lastly, Anisa Andriani, also from Jambi University, specializes in Elementary Education (PGSD) and has two scientific journals.

Development of Potential Issues of Students' Religious Tolerance in Fostering Positive Character in the Future

Potential issues related to students' religious tolerance topics were developed using the VOS Viewer application version 1.6.20 to visualize areas that have yet to be extensively studied among 200 articles published in the Google Scholar database over the past 14 years. This mapping process involved several steps detailed in the following paragraph.

The first step involved selecting the data model type by choosing "Create a map-based text data." Second, the menu option "Read data from reference manager files" was chosen, with RIS as the supported file type. Third, under the counting method, "Binary Counting" was selected with a minimum number of occurrences of the term set to 2, and the number of selected terms that appeared was 136 out of 1431 items, as seen in Figure 5. The application for further analysis of issue mapping automatically filtered these 136 items. Figure 6 below shows the mapping of potential issues related to students' religious tolerance in the future.

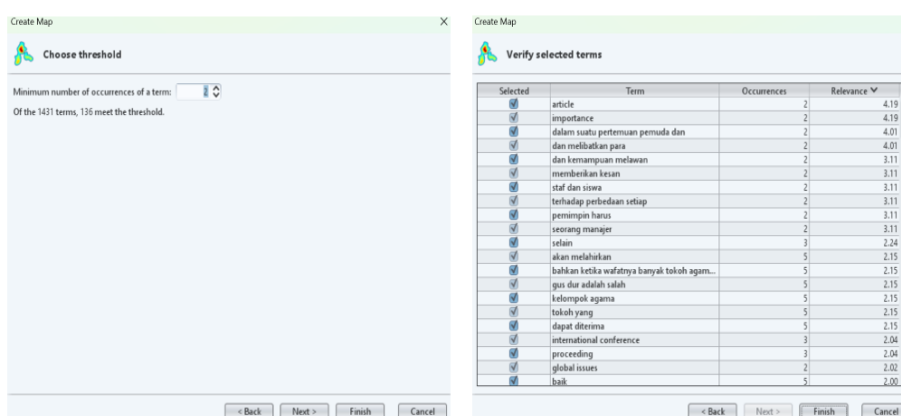


Figure 5. 136 Binary Counting Result Items with Minimum Numbers of Occurrences of Term 2



Figure 6. Mapping Potential Issues of Students' Religious Tolerance with Network Visualization display mode

Based on Figure 6 above, the potential issues of students' religious tolerance mapped by VOS Viewer consist of 11 clusters. Where the first cluster consists of 21 items, such as beragama, dalam, dalam suatu pertemuan pemuda danm, dan, dan budaya, dan melibatkan para, educational institutions, interpretation, kita, lingkungan sekolah, maka, manajemen, menghargai, nilai, review, royong, sikap, sikap toleransi, strengthening religious moderation, tinggi, yang. The second cluster consists of 9 items: capacity, full-day school system, implementing boarding, Islamic school, violence, molding students, multiple competencies purpose, overview, and pluralism. The third cluster comprises 7 items: article, child, importance, integration, multicultural Islamic education, society, and study. The fourth cluster consists of 6 items: character education, education, relationship, research, solidarity, staff, consists, and students. The fifth cluster consists of 5 items: development, global issues, international conferences, religious groups, and proceedings. While the last cluster, namely six, consists of 2 items: work, and development.

Further, Figure 6 also shows that the 6 item clusters are connected to 141 links; of that total, 215 links have a strong connection. These strong links are characterized by medium to large spheres, including research, education, solidarity, overview, capacity, study, school, development, religious group, article, literature study, and student. In addition, in Figure 6, there are also small circles including the topic items character education, relationship, pluralism, multiple competencies purpose, full-day school system, Islamic school, violence, molding school, implementing boarding, literacy, strategy, ability, multicultural education, multicultural Islamic education, child, integration, and global issues.

The interpretation of the circles means that the topics with keywords based on the application's findings have produced a lot of research and studies, in contrast to the small circles, which implies that there are still few studies or research produced.

Furthermore, Figure 7 below shows the issues that have been produced by research and studies of students' religious tolerance in the nearest period.



Figure 7. Network of Nearby Topics of Students' Religious Tolerance Research with Overlay Visualization display mode

Referring to the display of Figure 7 above, the closest topics that are widely discussed from students' religious tolerance occur in 2024 until before 2025 include several issues: articles, integration, society, multicultural Islamic education, literature study, difference, tolerance, multicultural education, teacher, study, ability, role, strategy, literacy, student, school, character education, and education is a topic that has recently been frequently studied and discussed from students' religious tolerance marked with light green and yellow circles.

In addition to exploring potential issues regarding students' religious tolerance through network visualization mode, the following Figure will give a more detailed and comprehensive overview through density visualization mode, detailed as follows.

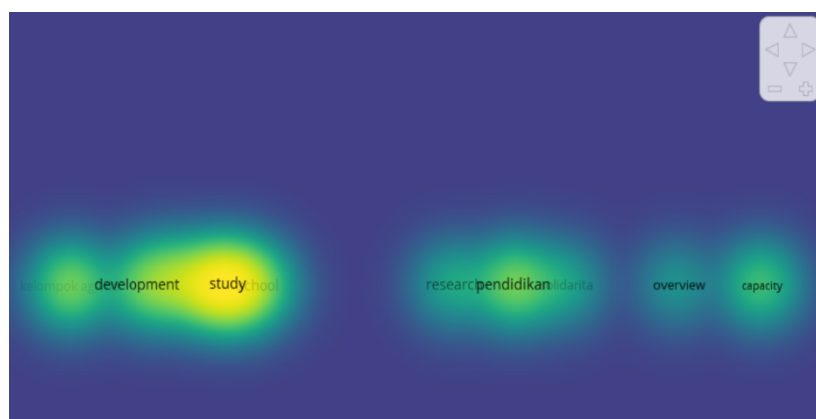


Figure 8. Mapping Potential Issues that can be developed from Research on Students' Religious Tolerance with Density Visualization display mode

The results of the density display in Figure 8 above show several items marked in bright yellow, including society, multicultural Islamic education, difference, literature study, tolerance, teacher, multicultural education, study, ability, role, strategy, literacy, and student, which means that many people have researched these topic items.

On the other hand, some items that are less lit and even tend to dim: child, article, integration, development, religious groups, research, education, relationship, solidarity, overview, and capacity are issues that still have not produced much research and are potential for future development.

The presence of this research fills the empty spaces and gaps by emphasizing the two issues that have been found, namely, the aspects of tolerance and students, which are study opportunities to be developed and have been proven through the results of this research.

Indeed, the value of religious tolerance instilled in students as learners should always be promoted and advocated. Potential issues that can be developed in the future from this research align with the findings of Advendianto (2017), who explored the value of religious tolerance in field conditions at SMAN 1 Temanggung by observing four student informants: CP, TA, HAP, and D. These individuals exemplified religious tolerance by respecting peers of different beliefs, refraining from mocking them and prioritizing a sense of togetherness. In addition, research conducted by Hendri (2023) supports the findings that the role of Islamic Religious Education subjects has a positive influence on the religious diversity of students with principles of inclusivity, providing opportunities for all Muslim and non-Muslim students to foster brotherhood and cooperation.

Similarly, the result of the previous study is reinforced by the findings of Wafi & Sholihul (2021), where extracurricular activities instill religious tolerance values among students, channeling potential positively through various activities within these extracurricular programs.

CONCLUSION

The results of this study concluded that the development of research on students' religious tolerance during the last 14 years (2010-2024) can be said to have not developed too much even though the development trend graph has shown an increase from each year, but has not reached the level of hundreds of studies. The highest peak of publications occurred in 2023, with as many as 65 articles. In the second position in 2024, as many as 43 articles have the opportunity to continue to grow, and the lowest point was in 2013 when there were no research results related to the topic/issue of religious tolerance of students.

Based on the results of the study, the largest source of publications comes from electronic journals (e-journals), with as many as 150 publications. The second position is repositories with as many as 32 publications, in the third position is electronic proceedings (e-proceedings) with as many as 12 publications and electronic books (e-books) are in the last place with as many as 6 publications.

Furthermore, the findings reveal that four productive researchers have contributed to the topic of religious tolerance among students: Arizal Dwi Kurniawan, Nur Aini, Marlina Susanti, and Anisa Andriani. These four researchers are interconnected through collaborative research, with each researcher having published two articles.

Some recommendations of potential issues from the topic of students' religious tolerance that can be developed in the future include being religious, appreciation of each other, analysis, tolerance, character education, data, institution, teacher, Islamic religion, literature review, Islamic education, school, challenges, literacy, strategy, teacher, multicultural Islamic education, student, ability, integration, multicultural education, society, tolerance, literature study, child, and concept. These issues provide opportunities for further research on students' religious tolerance, which can be explored more deeply.

The limitation of this research is that the use of international-scale article data sources such as Scopus, web of Science, Copernicus, and others has yet to be described. In addition, some of the articles studied as samples could be more relevant to the topic so that they can be selected first in future studies. Another limitation is that countries that have published much research on students' religious tolerance have not been described, and particular publication sources, primarily published journals, cannot be accommodated from this research.

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