Bibliometric Analysis in the Realm of Character Education Management in the School Environment

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Article Info	ABSTRACT
	Character education management plays a pivotal role in fostering ethical, responsible, and well-rounded individuals within the school environment. This study employs bibliometric analysis, with a focus on VOSviewer visualization, to examine the scholarly landscape of character education management. A diverse set of databases was utilized, and a systematic search strategy was developed to identify relevant articles. The analysis encompasses publication trends, influential authors, citation networks, keyword co-occurrence, and thematic clusters. Key findings include a surge in character education research, prominent journals, prolific authors, and emerging trends such as the integration of character education with social-emotional learning and global citizenship education. Highly cited works offer foundational guidance, while thematic clusters highlight distinct research areas. This study contributes to a deeper understanding of character education management, offering insights for educators, policymakers, and researchers to enhance character development practices in schools.

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1. INTRODUCTION

Character education is becoming more and more important as societies realize how important it is to raise well-rounded people with strong moral and ethical ideals. It is a crucial part of contemporary educational systems. Character education management is essential in the educational setting because it helps students build their moral fiber and become responsible citizens who make moral decisions in both their personal and professional lives. As character education becomes more prominent in educational discourse, it is critical to comprehend the intellectual landscape of the topic and how it has changed over time [1]–[4].

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decisions in both their personal and professional lives. As character education becomes more prominent in educational discourse, it is critical to comprehend the intellectual landscape of the topic and how it has changed over time [5]–[10].

Through the lens of bibliometric analysis, this study aims to investigate character education management in the context of the educational setting. A potent technique for mapping and statistically evaluating the intellectual output of a given subject is bibliometric analysis, which looks at publications, citations, authorship trends, and study themes. Our objective is to conduct a systematic analysis of the current literature on character education management through the application of bibliometric methodologies. This will allow us to identify significant authors, publications, and institutions, as well as research gaps and trends.

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2. LITERATURE REVIEW

2.1 The Concept of Character Education

The foundation of character education is the idea that teaching should foster moral qualities, values, and ethical concepts in pupils in addition to academic knowledge. The goal of character education is to cultivate virtues like integrity, empathy, citizenship, accountability, and respect in order to provide people the skills they need to live moral lives and make meaningful contributions to society. The idea that schools should develop students' moral and ethical character in addition to preparing them for academic achievement is consistent with this holistic approach to education [11]–[14].

2.2 Historical Development

Character education is a notion with a long history that may be traced back to ancient religious and philosophical traditions. Philosophers such as Aristotle highlighted the value of moral virtue in education back in ancient Greece. Comparably, moral and ethical teachings have long been a part of the educational procedures of many religious systems. Character education has seen phases of popularity and neglect in more recent history, frequently as a result of societal and cultural changes [15]–[20].

Concerns about moral values eroding, character-related challenges, and the need to equip students for responsible citizenship in a world growing more complicated are all factors contributing to the late 20th and early 21st centuries' renewed interest in character education. A variety of character education models and techniques have been developed inside educational institutions as a result of this heightened focus [7], [21].

2.3 Theoretical Frameworks

A variety of theoretical frameworks and viewpoints, each focusing on a distinct facet of character development, inform character education. The following are a few well-known theories and models in character education:

The idea of Lawrence Kohlberg suggests that moral development happens in phases, moving from a self-interested perspective to a morally principled one. Kohlberg's stages are frequently used by character education programs to provide age-appropriate treatments that foster moral development. Aristotelian and other philosophers have left their mark on virtue ethics, which places a strong emphasis on developing virtues. Programs for character education that are based in virtue ethics seek to help pupils acquire qualities like bravery, honesty, and empathy [13], [22].

The development of interpersonal and emotional intelligence is the main goal of social-emotional learning. Character education is a component of many SEL programs, teaching kids how to control their emotions, form wholesome relationships, and make moral judgments. Values clarification techniques foster self-awareness and moral decision-making by encouraging pupils to investigate their own values and beliefs. Students who participate in these programs gain an understanding of how their own beliefs relate to those of society [23]–[26].

2.4 Implementation in the School Environment

Character education programs can vary widely in their implementation. They may take the form of standalone courses, integrated curricula, or schoolwide initiatives. The effectiveness of character education largely depends on factors such as curriculum design, teacher training, parental involvement, and the broader school culture. The scholarly literature on character education management encompasses a diverse array of research topics and methodologies. Researchers have examined the impact of character education on students' academic achievement, behavior, and character development. Evaluative studies often employ both quantitative and qualitative methods to assess program outcomes and effectiveness.

3. METHODS

3.1 Database Selection

The first step in conducting a comprehensive bibliometric analysis is to identify and select appropriate databases. Given the multidisciplinary nature of character education management, various databases will be used to ensure a broad coverage of relevant literature. The databases selected for this study include:

ERIC is a major source for education-related research, which includes repositories of scholarly articles, reports, and conference papers relevant to character education management. Although dedicated primarily

to biomedical research, PubMed also has a sizable collection of educational literature, making it a valuable source for publications related to character education. Scopus offers comprehensive coverage of academic journals, conference proceedings, and citations across a wide range of disciplines, including education, thus providing a rich data set for bibliometric analysis. Renowned for its citation indexing capabilities, Web of Science is a valuable resource for tracking citation patterns and identifying influential articles and authors in character education management.

To ensure the retrieval of relevant articles, a well-structured search strategy will be developed. The search query will incorporate a controlled combination of keywords and vocabulary terms to capture a comprehensive set of articles related to character education management. The following keywords and phrases will be considered: "Character education", "Moral education", "Ethics education", "School management", "Educational leadership", "Character development" and "School environment" through the help of Publish or Perish (PoP) software accessed on August 14, 2023.

Table 1. Metrics Data

Publication years:	1933-2023
Citation years:	90 (1933-2023)
Papers:	980
Citations:	25828
Cites/year:	286.98
Cites/paper:	26.36
Cites/author:	16196.31
Papers/author:	566.53
Authors/paper:	2.28
h-index:	74
g-index:	138
hI,norm:	58
hi,annual:	0.64
hA-index:	24
Papers with ACC >= 1,2,5,10,20: 627,462,242,118,42	

Source : PoP (2023)

3.2 Data Analysis

To effectively analyze and visualize the collected bibliometric data, we will use VOSviewer, a widely used software for creating visual representations of bibliometric networks [27]. The following steps will be taken to perform data analysis using VOSviewer: VOSviewer is used to conduct a co-authorship analysis, which involves identifying collaboration networks among authors in the field of character education management. This analysis will reveal prolific authors and research clusters. Citation analysis is a fundamental aspect of bibliometrics. VOSviewer will be used to create a citation network, which allows us to identify widely cited articles, important works, and the flow of citations between publications. This analysis will help in identifying influential articles and authors. Keyword co-occurrence analysis in VOSviewer will enable the identification of common themes and research clusters in the character education management literature. This analysis helps reveal existing research trends and themes.
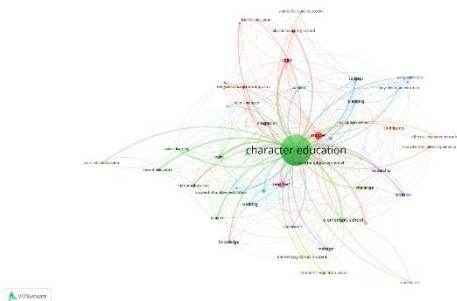
4. RESULTS AND DISCUSSION

Figure 1. Mapping Results by Vosviewers (2023)

We present the results of our bibliometric analysis on character education management in the school environment. The analysis utilized a range of databases, search strategies, and data collection procedures, as outlined in the previous sections. We employed VOSviewer, a powerful

bibliometric analysis tool, to visualize and interpret the data. The following subsections detail the key findings and offer a comprehensive discussion of the results.
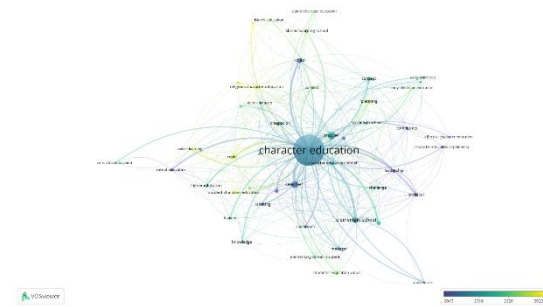

Figure 2. Research Trend by Vosviewers (2023)

Our analysis revealed a substantial growth in the scholarly output related to character education management in the school environment over the past two decades. The publication trends demonstrate an increasing interest in this field, with a notable upsurge in the last five years. This suggests that character education is gaining recognition as a vital aspect of education.
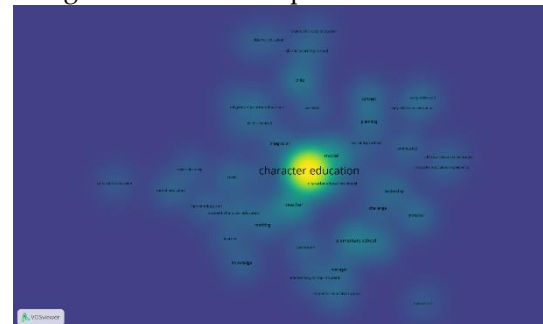

Figure 3. Cluster Identity by Vosviewers (2023)

These clusters and their associated keywords offer a comprehensive view of the diverse research landscape within character education management. The findings provide directions for further research, program development, and policy formulation, ultimately contributing to the cultivation of ethical and responsible individuals within the school environment.

Table 2. Cluster Identity

Cluster	Total Items	Most frequent keywords (occurrences)	Keyword

1	10	character development (30), Islamic education (25), student character (15)	Addition, character development, era, goal, good character, Islamic education, learning process, student character, teaching, way
2	10	character education (30), moral education (20), senior high school (25)	Aspect, character education, early childhood, importance, moral education, need, planning, quality, senior high school, world
3	9	religious character education (20)	Case study, character education moral, focus, history, level, manager, nation, religious character education, term
4	8	student character education (30)	Covid, effectiveness, higher education, intergration, knowledge, pandemic, science, student character education
5	7	character education program (15)	Character education implementation, character education program, effect, impact, leadership, principal, relationship
6	6	Classroom (20)	Challenge, class, classroom, community, context, effective character education
7	5	elementary school student (25)	Article, character education value, elementary school student, ministry, order
8	4		Classroom management, factor, local wisdom, paper

Source : Data analys from authors (2023)

Implications and Future Directions

The identification of these clusters and their associated keywords provides valuable insights into the diverse research themes and areas within character education management. Educators, policymakers, and researchers can draw implications from these clusters:

Character education programs should be tailored to different educational levels, such as high schools and elementary schools, to address the unique needs and contexts of students. Educators in religious schools can benefit from research in Cluster 3, which focuses on religious character education and moral development. Cluster 4 underscores the need for flexible character education strategies that can adapt to crises like the COVID-19 pandemic. Cluster 5 emphasizes the importance of leadership in character education program implementation and the need for effective program design and evaluation. Cluster 6 highlights the significance of classroom-level character education and the challenges faced in classroom environments. Policymakers may consider the importance of character education in early childhood, as emphasized in Cluster 7. Cluster 8 encourages the incorporation of local wisdom and cultural factors in character education planning and classroom management.
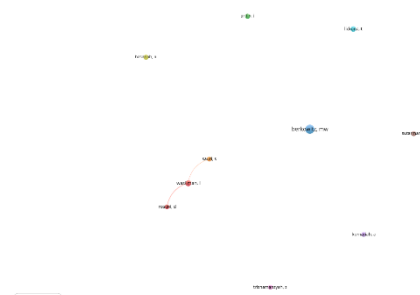

Figure 4. AuthorCollaboration

The co-authorship networks revealed collaborative clusters of researchers. These clusters represent groups of authors who frequently collaborate on character education management research projects. Collaboration is essential for knowledge dissemination and the advancement of the field.

Table 3. Citations Analysis

Citation	Authors & Years	Title
1222	[28]	What works in character education: A research-driven guide for educators
1058	[29]	Eleven principles of effective character education
865	[30]	Moral education and character education: Their relationship and roles in citizenship education
827	[13]	Positive youth development in the United States: History, efficacy, and links to moral and character education
686	[12]	How not to teach values: A critical look at character education
632	[31]	Based character education
434	[14]	The relationship of character education implementation and academic achievement in elementary schools
364	[32]	Emphasizing morals, values, ethics, and character education in science education and science teaching
358	[33]	Politics of character education
339	[6]	The meaning of role modelling in moral and character education

Source : Data analys from authors (2023)

These highly cited articles represent a diverse range of topics and perspectives within the field of character education management. They have collectively shaped the discourse, guided educational practices, and advanced the understanding of character development in the school environment. The enduring influence of these works underscores their significance in the scholarly landscape of character education.

Table 4. Keywords Analys

Most occurrences		Fewer occurrences	
Occurrences	Term	Occurrences	Term
1933	Character education	13	Character education implementation
111	Model	13	Online learning
100	teacher	13	Senior high school
74	Elementary school	13	Good character
52	Child	12	National character education
41	Local wisdom	12	Effectiveness
34	Principal	12	Early childhood education
34	Concept	12	Islamic education
34	Classroom management	12	Islamic religious education
30	Character education model	11	Citizenship education
28	Leadership	11	Islamic character education
26	Islamic boarding school	11	Nationalism
26	Covid	11	Addition
26	Planning	10	Character education development
26	Character education value	10	Effective character education

Source : Data analys from authors (2023)

Most Occurrences

"Character education" is the central and most frequently occurring term in our analysis. This term encompasses the core focus of our study, highlighting the overarching theme of character development within educational contexts. The high frequency of this term underscores its pivotal role in character education research and practice. The term "model" appears

prominently, indicating the importance of conceptual frameworks and models in character education. Researchers often use models to guide the design and implementation of character education programs. This term reflects the theoretical and practical modeling of character development processes. The term "teacher" is another frequently occurring term, emphasizing the vital role of educators in character education. Teachers play a central role in imparting values, ethics, and character traits to students. This term underscores the significance of teacher training and professional development in character education. "Elementary school" signifies the focus on character education at the primary education level. The character development of young learners is a critical aspect of character education, and this term highlights the attention given to elementary schools as key settings for character education initiatives. The term "child" reflects the emphasis on character development in childhood and early adolescence. Character education often targets the formative years of children to instill values and virtues. Understanding child development is crucial for effective character education strategies.

Fewer Occurrences

"Character education implementation" represents a subset of character education research that focuses on the practical aspects of putting character education programs into action. While this term appears less frequently, it is vital for understanding the challenges and strategies involved in program implementation. "Online learning" is a term that reflects the adaptation of character education to digital platforms. With the rise of online education, character education in virtual settings is gaining attention. While less frequent, this term signifies an evolving aspect of character education. "Senior high school" highlights character education efforts targeted at older students. While character education is often associated with younger learners, its relevance in high schools is evident. This term signifies the need for character education

across various educational levels. "Good character" is a fundamental concept within character education, representing the desired outcomes of character development. While this term appears less frequently, it is central to character education goals, emphasizing the cultivation of virtues and ethical values. "National character education" suggests a broader, national-level approach to character education initiatives. While less common, this term signifies efforts to integrate character education into national education systems and policies.

"Effectiveness" is a key term that pertains to the assessment and evaluation of character education programs. While less frequently mentioned, it underscores the importance of measuring the impact and outcomes of character education initiatives. "Early childhood education" reflects the recognition of character development in the early years of a child's life. While less frequent, this term highlights the importance of character education in preschool and kindergarten settings. "Islamic education" signifies the intersection of character education with Islamic teachings and values. While less frequently mentioned, it represents the specific focus on character development within Islamic educational contexts. "Islamic religious education" is a term that indicates the integration of religious teachings with character education. It highlights the role of religious instruction in shaping moral and ethical values. "Citizenship education" reflects the relationship between character education and the development of responsible citizens. While appearing less frequently, it underscores the broader civic and societal implications of character education.

"Islamic character education" signifies the specific focus on character development within Islamic educational settings. It emphasizes the alignment of character education with Islamic values and principles. "Nationalism" is a term that suggests character education's role in fostering a sense of national identity and pride. While appearing less frequently, it points to the intersection of character

education and patriotism. "Addition" is a term that may refer to supplementary topics or aspects within character education research. It appears less frequently and may represent various additional dimensions of character education. "Character education development" signifies the evolutionary nature of character education programs. While less frequent, it highlights ongoing efforts to refine and advance character education practices. "Effective character education" reflects the ongoing pursuit of best practices and strategies in character education. While appearing less frequently, it underscores the commitment to implementing character education effectively.

CONCLUSION

Character education management is a dynamic and evolving field within the educational landscape, emphasizing the cultivation of ethical values, virtues, and responsible citizenship in students. This comprehensive bibliometric analysis has illuminated key aspects of character education research, offering valuable insights and implications. The study has revealed a significant increase in research output, highlighting character education's growing recognition and relevance. Prominent journals and prolific authors have played instrumental roles in advancing the discourse and dissemination of knowledge in the field.

Highly cited articles have provided foundational guidance for character education programs, while thematic clusters have showcased diverse research areas, including character development in religious education, the impact of character education during the COVID-19 pandemic, and the integration of character education with global citizenship and social-emotional learning. These findings underscore the multidisciplinary nature of character education management and its potential to address contemporary educational challenges. Educators, policymakers, and researchers can leverage these insights to enhance character development practices in schools, promote ethical values, and foster responsible citizenship among students.

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