

RIAU MALAY CULTURAL CHARACTER EDUCATION IN ECONOMIC LEARNING: BIBLIOMETRIC ANALYSIS

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Abstract

Riau Malay culture plays an important role in shaping character through religious values, mutual cooperation, work ethic, honesty and responsibility. Character education in economics learning as strengthening the profile of Pancasila students. Economic learning based on Riau Malay Culture helps students understand economic activities with noble character, love local wisdom without losing integrity, and form economic insight with positive personal character. It is necessary to carry out an analysis of research results related to Riau Malay Cultural character education in economic learning. The aim of the research is to assess research trends related to Riau Malay Cultural character education in economic learning. The research method is bibliometric analysis. Research data from national and international journals has been simplified through four stages, namely, identification, filtering, eligibility and inclusion. The research focus is Character Education, Riau Malay Culture, and Economic Learning. The new themes in the research field are Economic Learning Based on Riau Malay Culture, Character Education, Riau Malay Culture and the Independent Curriculum. The results of the research show that there has been no publication on the theme of economic learning based on Riau Malay Culture, but publications related to character education, Riau Malay Culture and economic learning have increased.

Keywords; *Riau Malay Culture, Economic Learning, Character Education, Bibliometric Analysis*

INTRODUCTION

Education in Finland believes that the principles of teaching and learning require teachers to become better by reflecting a strong teacher identity in real life so as to support and sustain a personal conceptual framework as a future profession (Varis et al., 2023). Indonesia has a rich cultural heritage that is diverse and manifested in various aspects of life, however there is a crisis in the preservation of traditional culture due to the lack of public awareness of the importance of traditional culture (Boediono et al., 2023). An innovative school culture that seeks to implement new teaching methods by enthusiastically developing educational ideas and programs can motivate teachers to adopt change and innovation (Thien & Lee, 2023).

Malay culture must be developed at all levels of education in Riau in accordance with Riau's vision in 2020, namely making Riau the center of Malay culture (Andayani & Wardani, 2022). Tingkat Ajar Melayu (TAM) Riau as local wisdom contains guidance and teaching based on the noble values of the Islamic religion and customs as a guide or way to form an ethical attitude of caring for the environment through character education (Munjiatun et al., 2020). The Riau cultural system in Tunjung Ajar Melayu (TAM) has the values of the Malay

community in preserving the environment so that a local knowledge approach is very important to develop the transposition of knowledge in education (Noviana et al., 2023).

Malay culture is one of the supporting pillars of national culture and Islam has had a significant influence on the culture, politics, education, religion and socio-economics of the Riau Malay community (Afandi et al., 2023). Indonesian education shows that epistemological beliefs are a stronger predictor of teacher pedagogy (Zen et al., 2023). Culture in Indonesia has an important role in the development of a region because of the existence of tribal leadership which has its own uniqueness as cultural heritage (Faizah et al., 2023). So it can be interpreted that education as a general concept of learning and pedagogy will help the process of designing approaches that suit the needs and characteristics of students and influence curriculum development effectively.

The economic principles in Tunjungan Ajar which are in line with the concept of Islamic Economics are trustworthy and accountable, fair and equitable, independent, anti-monopoly, self-confident and faithful, tolerant, balance between the worldly and the hereafter, alternative, broad-minded, social solidarity, and saving (Astuti et al., 2022). Traditional house decorations made by the Riau people provide moral and life messages for humans to socialize with fellow creatures, obey the commands of Allah SWT, and remain close to God the Creator who gives life and prosperity (Pujiyanto & Majid, 2023). Attitude education and the implementation of values in learning are important components in the social context in forming students' understanding of ethics, morality and responsibility (Sutrisno, 2023:44). Character education aims to form individuals who are academically intelligent and morally strong. Researchers have explored new approaches to teaching moral values, understanding the impact of technology on morality, and identifying factors that influence the formation of students' character. The research results provide valuable insight into how character education can be integrated into the formal education curriculum.

The curriculum in Indonesia is prepared by paying attention to increasing faith and piety, Pancasila values, student potential, interests and talents, learning environment, and technological advances (Sutrisno et al., 2023). The independent curriculum in Indonesia contains noble values which are reflected in the Pancasila student profile as strengthening the dimensions of global diversity in maintaining national identity and state identity (Sutrisno et al., 2023). By incorporating cultural values and Pancasila into the curriculum, education can build national identity. The Merdeka Curriculum is used so that learning takes place by

adjusting students' abilities by focusing on subject matter, student competence and character development (Sutrisno et al., 2023).

National development focuses on efforts to achieve economic competitiveness based on natural resources and quality human resources. Improving the quality and competitiveness of Indonesia's human resources can be achieved by strengthening local innovation and creativity capabilities (Sumarno, 2021). Reducing social conflict and maintaining local wisdom can be realized if there is unity in the interests of small communities or local communities (Syahza et al., 2023). In the constructivism paradigm, the learning process is considered an active process because students are knowledge builder while the teacher acts as a facilitator who helps students in the knowledge construction process (Suarman and Sutrisno, 2023:32). Factors that can influence students in learning skills and experiencing learning difficulties are due to a lack of understanding of problem-based learning or the teaching material presented so that analysis and identification are needed in finding methods and procedures that can connect learning concepts to help in the problem solving process (Muhammad et al. ., 2023). Teachers do not just teach or transfer information but try to motivate students to think critically and act creatively with guidance and direction. Teachers must also be able to overcome challenges in implementing learning by creating a pleasant learning environment or climate so as to present productive thinking (Mustafa et al., 2021).

Researchers collect research data on character education in economic learning based on Riau Malay culture as the goal of achieving the economic learning model and then analyze it using bibliometrics. This article aims to present a comprehensive bibliometric analysis of character education research in economic learning based on Riau Malay culture which is achieved through economic learning. By analyzing journals, conferences, and related scientific publications, researchers will identify keyword trends, main contributors, and the most dominant research topics in this scientific literature. Researchers will explore the impact of this research in the context of education and society more broadly.

RESEARCH METHODS

This research uses a descriptive bibliometric analysis method which consists of four important stages, namely identification, screening, eligibility and inclusion (Azizoğlu & Terzi, 2024). The researcher decided to only include publications published in article format from national and international journals. After evaluating the document types, there are 68

publications remaining that meet these criteria and the 68 publications that meet these criteria can proceed to the inclusion stage. In carrying out data analysis, researchers used several supporting applications such as: VOS viewer, Hazing's Publish or Perish software, and Microsoft Excel software. The resulting data is then saved in RIS and CSV form. CSV data is used to see the distribution of geographic mapping, cooperation patterns between institutions, and research focus using the VOS viewer application which can be seen in Figure 1.

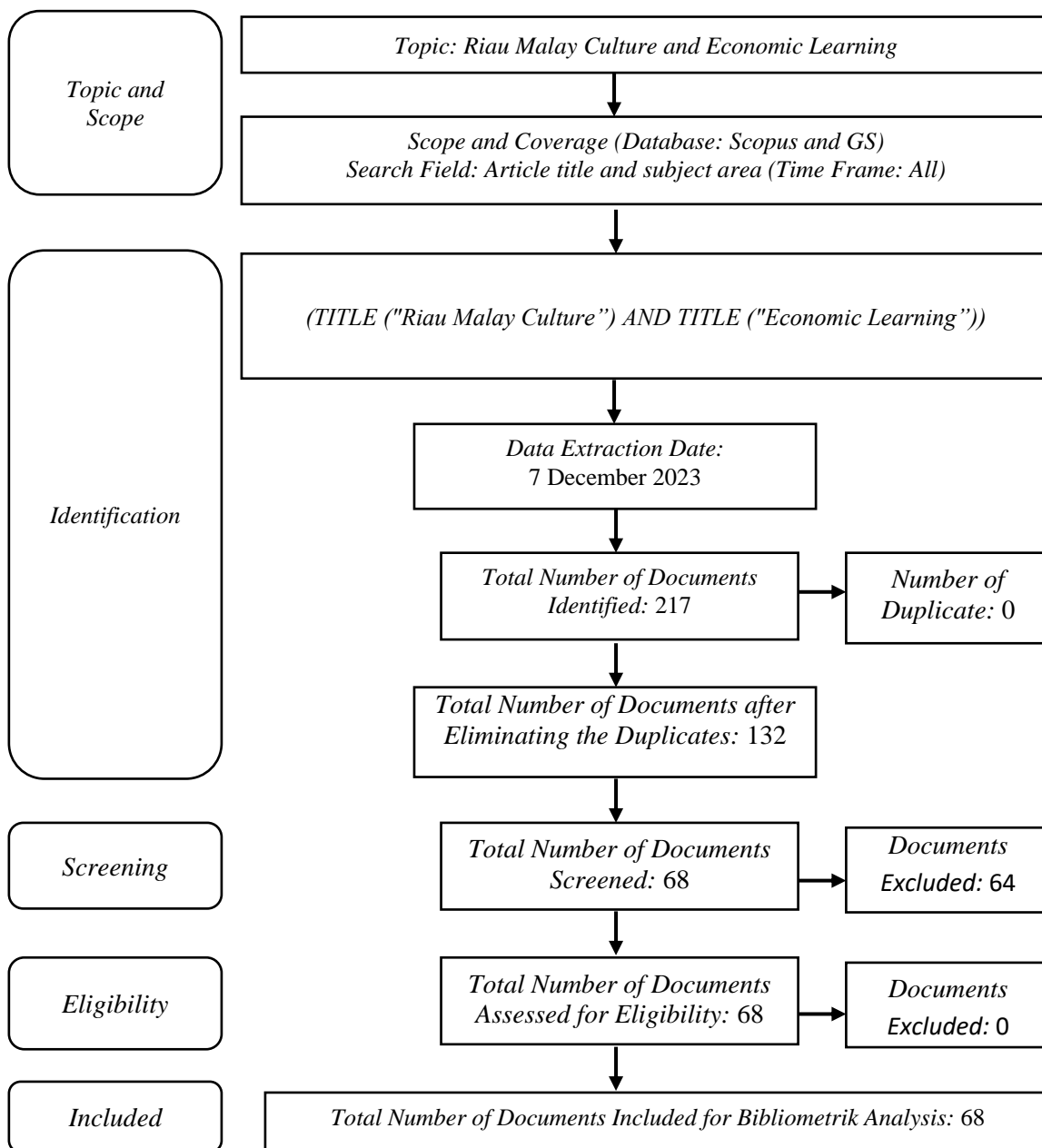


Figure 1. Descriptive bibliometric analysis method in this study

RESULTS AND DISCUSSION

In this section, we will discuss trends in the number of publications, trends in the number of citations, trends in research collaboration between institutions, and the focus of research related to Riau Malay culture in economic learning. The trend in the number of publications reflects the development of the number of scientific publications that have been published in the fields of Riau Malay culture and Economic Learning. Publication trends provide an illustration of the growth of research conducted by scientists and academics in learning economics based on Riau Malay culture. Furthermore, trends in the number of citations illustrate that this research has influenced subsequent research and has become a reference for other scientists.

There were 10 searches for research data with relevant keywords but no results were found, which means there is no research data in question. Research data was searched for in international journal databases, namely Scopus, until the 11th search, namely the keyword cultural economy, produced 17 items. Research data was searched from 2020 to 2023 (last 3 years). From the data search results, there were 68 items which were then processed to determine publication trends, trends in the number of citations and trends in the number of articles so that there were 2 clusters with 4 items and 4 links. Cluster 1 has 2 items and cluster 2 also has 2 items, namely Cultural Tourism, Rural Development and Marketing Local Food.

Then from the national data base, namely Google Scholar, relevant research data was searched 10 times and finally 200 papers and 432 citations were found with the keyword, namely cultural economy. In contrast to the Scopus data base which immediately takes all the data for further research, the Google Scholar data base was reduced to 115 articles with 316 citations. Of the 741 items with 3 meeting the threshold, the data studied was 51 with 7 clusters and 33 items. Of the 33 items with 7 clusters there are 115 links with a total link strength of 214.

The results and discussion in this research provide an in-depth picture of the dynamics of Riau Malay cultural education in the context of economic learning over the last four years. The findings highlight the increasing interest and attention towards the integration of Riau Malay cultural values which reflect character education in economic learning. The research results underline the need for a holistic approach in economics learning that is based on Riau Malay culture.

Research focus

The focus of the research is related to Riau Malay culture in economic learning which can be seen in Figures 2 and 3. The novelty of the research can be seen in Figures 4 and 5. The images displayed use the help of the Vos viewer application with a threshold of 3. This means that the keywords displayed have been used by at least 3 documents different. In Figure 2, the research data items are national journals, while the research data items for international journals are shown in Figure 3.

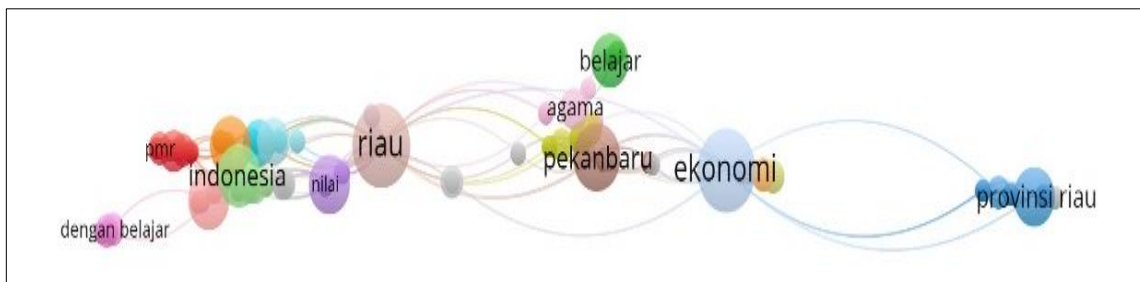


Figure 2. Research Focus

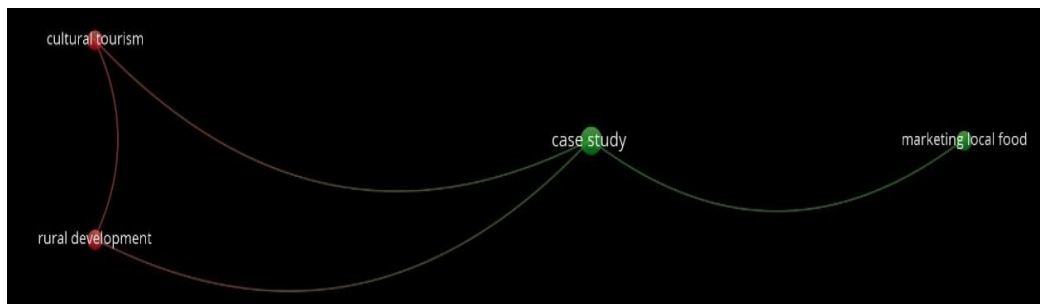


Figure 3. Research Focus

Figure 2 displays three different colors, namely red, green, and blue. These colors can be used as clusters to divide research focus in the field in question. The first cluster, marked with a keyword with a green circle, is the largest cluster among the other clusters. This shows that the green cluster is the main research focus that needs attention. The second largest cluster is marked by keywords with red circles, indicating that this is the second important research focus. Meanwhile, the last cluster in blue shows the third research focus in this field.

In Figure 3 above, several colors are displayed, starting from blue which shows the keyword was used from 2020 to mid-2021, green means the keyword was used around mid-2021 to early 2022 and yellow means the keyword has only been used in the last four years. Keywords with yellow circles are newly used keywords, meaning that these keywords will become a new theme in this research field which will be shown at the end of 2022.

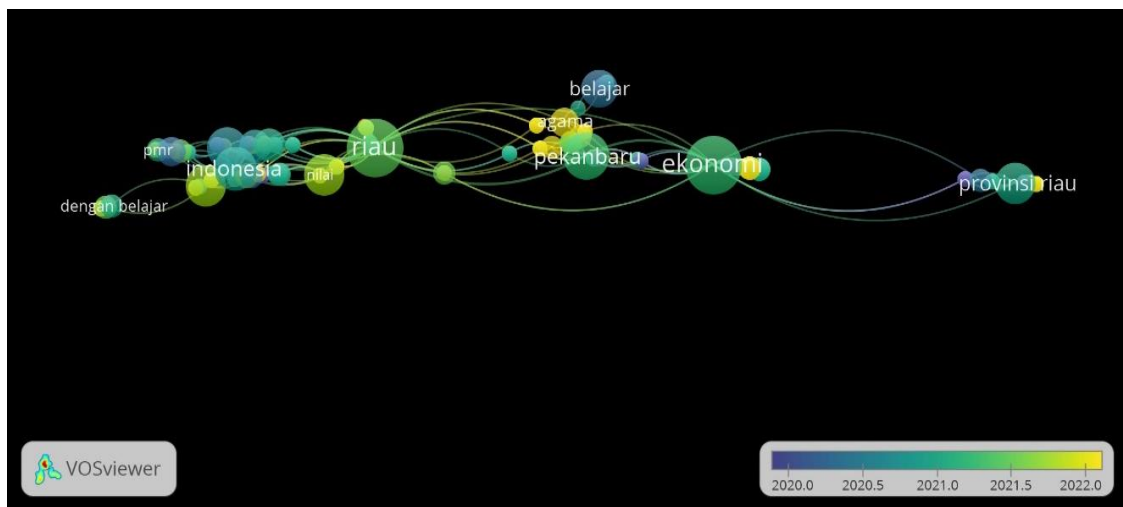


Figure 4. Novelty of Research



Figure 5. Novelty of Research

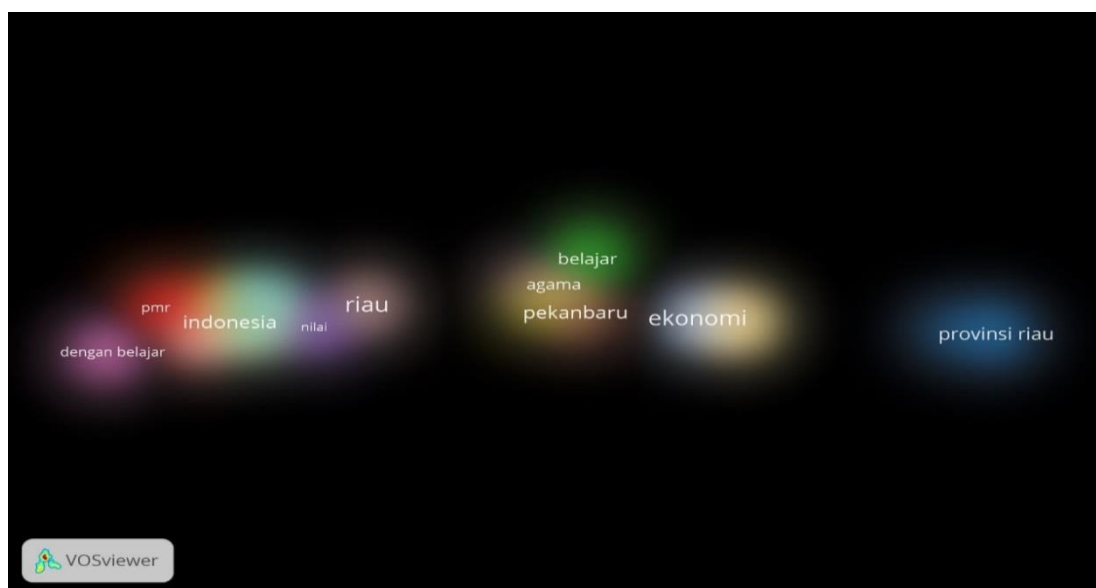


Figure 6. Research Weight

Figures 6 and 7 are about the weight of research which explains that Density will show the density or emphasis on research groups which can be used to see parts of research that are still rarely carried out.



Figure 7. Research Weight

The more objects there are around a point and the higher the weight of the objects around it, the closer the colour of the point is to yellow. Conversely, the smaller the number of objects around a point and the lower the weight of the objects around it, the closer the colour of the point is to blue. From this picture it can be explained that culture and education are two things that are very related, but in research it is very difficult to get articles about these two items in one research variable and what happened in this research is that Riau Malay culture in Economics learning is very difficult to find.

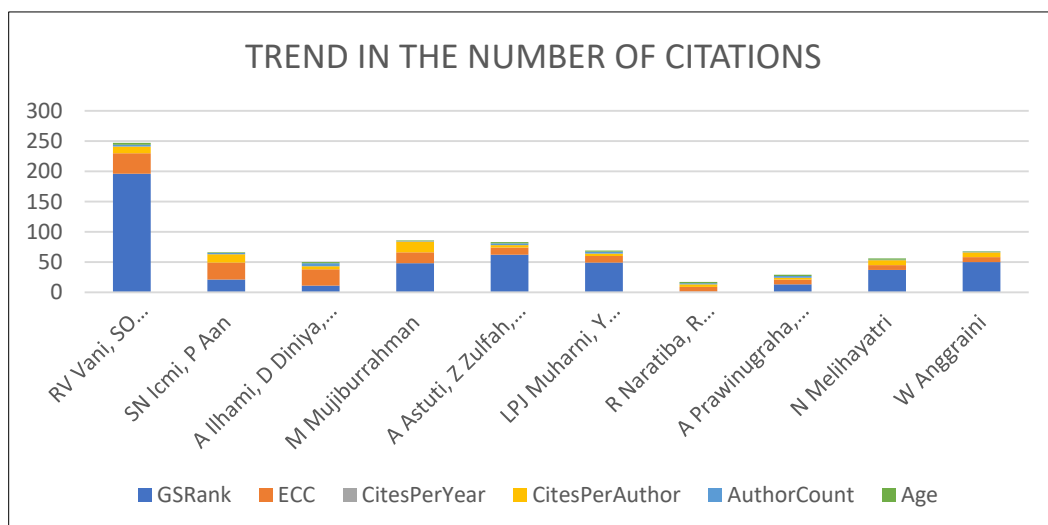


Figure 8. Number of Publication Citations

Google scholar gives appreciation to researchers in their articles which are much searched for and get citations. Ranking is given as a form of appreciation for the author and his article. This GS Rank trend can motivate researchers to further improve their research results. RV Vani et al are at the top because they have the most citations, namely 34 with a GS Rank of 196.

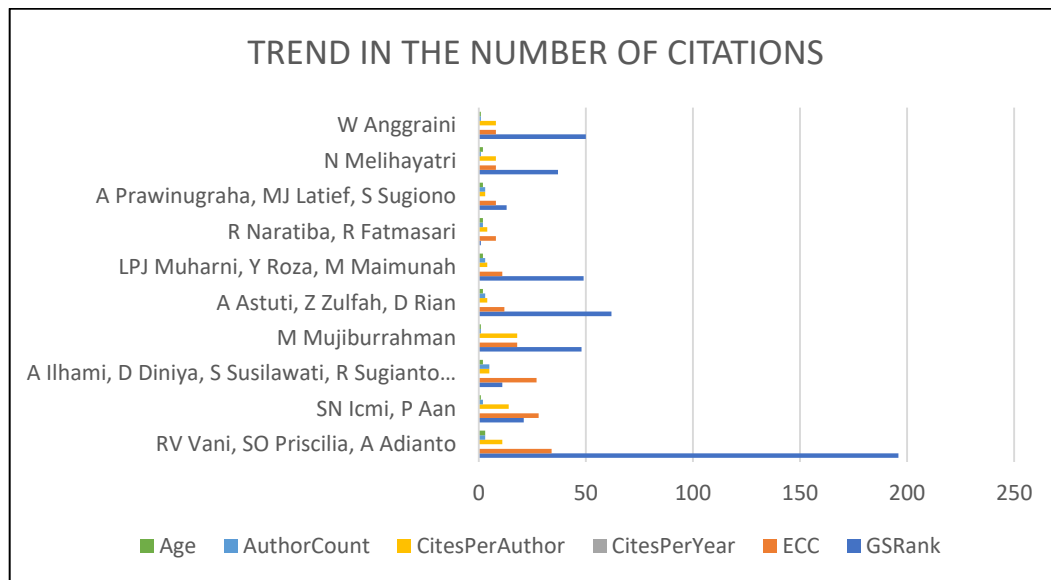


Figure 9. Trend in Number of Citations

The citation trend can also be assessed in terms of number or year, that is, although RV Vani et al are in first place with 34 citations, if a comparison is made with SN Icni. It has received 28 citations in a year in 2022 and is in 2nd place.

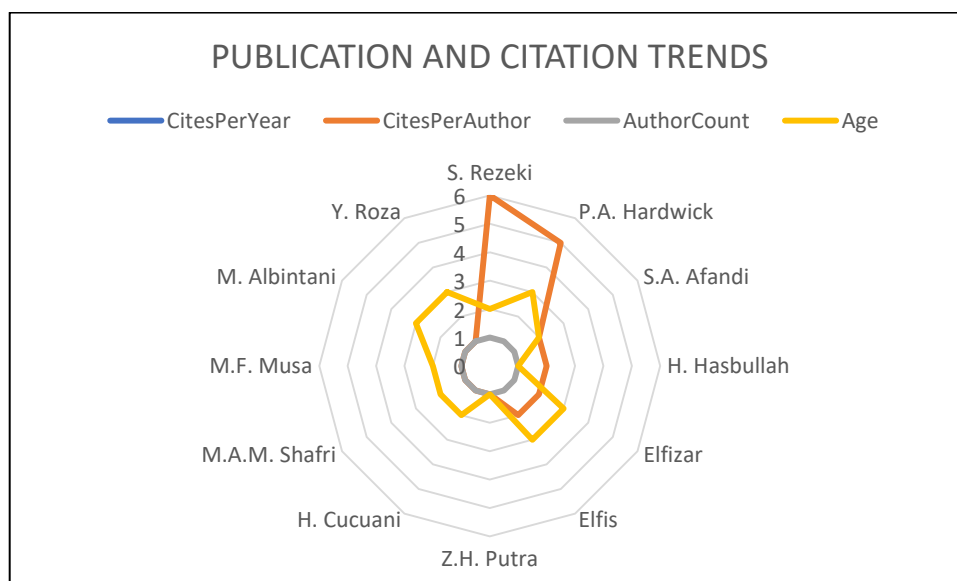


Figure 10. Publications and Citations

The figure depicting the line diagram shows that the citations of articles published by S. Rezeki have the highest score, namely 6 compared to other researchers.

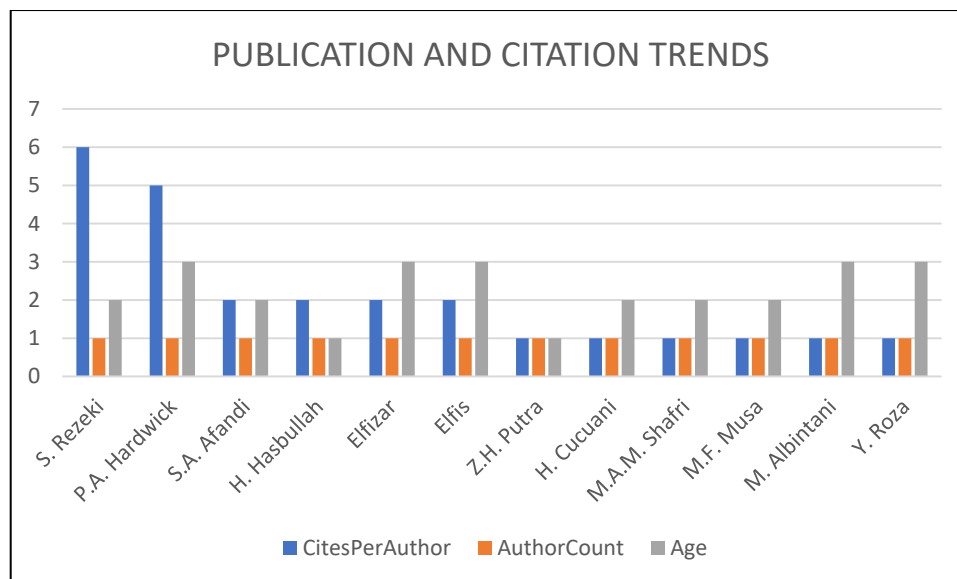


Figure 11. Publication and Citation Trends

The research data with 12 researchers and their articles was taken until the results showed that GSRank moves from the lowest number to the highest number and is inversely proportional to the order of article citations, namely from the highest number then decreasing.

CONCLUSION

From the data obtained in the research to be included in the research process to produce the items contained in the research results image, the scientific information found is that Economics learning has not been integrated with Riau Malay culture. Although from the data it can be seen that Riau Malay culture is local wisdom that must be maintained firmly and developed well so that it can provide role models for character education, especially in learning, until it is implemented in everyday life. Without having to lose identity to fade the feeling of love for cultural heritage due to socio-economic factors or information technology.

Education is an important factor in increasing understanding of the character and principles of Riau Malay culture. This research identifies new themes from existing trends that are gaining attention, namely Riau Malay culture, economic learning, bibliometric analysis, economic learning based on Riau Malay culture, Malay economics, economic culture, and character education. The implications of this research extend to learning, especially economic learning or economic learning based on Riau Malay culture, developing

good character from love of culture, increasing noble morals and devotion to God Almighty, developing effective educational policies in facing complex challenges in the world of technology information.

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