



BIBLIOMETRIC ANALYSIS: HOW THE TREND OF STUDY OF IPS LEARNING IN BASIC EDUCATION IN THE LAST TEN YEARS

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Abstract

The purpose of this study is to analyze the trend of learning Social Sciences in Elementary Schools. The focus of the research is to look at the social sciences learning apparatus in elementary schools. This research method uses literature studies through bibliometric analysis. Data search uses publish or perish and Vosviewer applications. The data source was obtained from the Scopus database which obtained 217 articles from the year 2013-2022. The research method uses bibliometric analysis with quantitative methods aimed at classifying data, producing representative summaries, and is recognized as a useful approach for analyzing the performance of journals, institutions, authors, and the characteristics of the research topic. The results showed that trend topic mapping in Social Education Learning research over the past ten years has fluctuated, decreasing from 2013-2018 and increasing in the following year when the Covid-19 pandemic occurred so that it reached its peak in 2020 then slumped until 2022 became a challenge for contribution future researchers to find out how far this topic is developed. The trend topic of e-learning research has the potential to be researched in the future. The use of e-Learning was effective during the Covid-19 pandemic in maintaining student learning outcomes.

Keywords: *learning, social sciences, basic education, e-learning, bibliometrics.*

1. INTRODUCTION

The purpose of this study was to analyze how the trend of learning Social Sciences in Elementary Schools for the last ten years began in 2013 to 2022. Before the Covid-19 pandemic occurred, the learning of Social Sciences in Elementary Schools experienced rapid development (Miaz et al., 2019), This development was marked by the emergence of new innovative learning methods and media. Social Sciences are subjects that have an important role in forming good citizens who integrate the social sciences of geography, sociology and history (Miaz et al., 2019). This learning is important at the elementary education level as a period of introducing students to the general outside school environment (Sahira et al., 2022).

IPS acts as a driving force to foster a sense of mutual understanding and brotherhood among human beings which focuses on human relations and social understanding (Firdaus & Baisa, 2019). Social Sciences as one of the lessons given at the elementary school level, teaches a series of facts, concepts, and generalizations related to social issues (Purwandari, E.; Yunita; Monica, 2021). There are three competencies that must be fulfilled in learning Social Sciences, namely personal competence, social competence, and intellectual competence (Restanti, et al., 2020).

Along with the times and people's lives, learning Social Sciences is required to use an interdisciplinary approach (Suandi & Pamungkas, 2019). Through integrated learning, students can gain direct experience and discover for themselves the various concepts being studied. Because social science is a field of study whose perspective is integrated (Puspitasari, 2019). In the learning process students can also learn through print media, electronic media, or directly through their life experiences (Yamin & Syahrir, 2020). Social Science learning materials come from the community and the natural surroundings (Misnah et al., 2018), which are arranged into topics that contain concepts and generalizations that must be presented to students.

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Social studies learning in elementary schools, starting from data collection in 2013 until almost the end of 2019, is generally carried out offline because the world is still normal. With the emergence of the Covid-19 virus that has hit the world, learning has stagnated and turned into an online mode until 2021. Various platforms have emerged to overcome this by using WhatsApp, Google Meet, Zoom, Google Teams. The new Normal era emerged after the Covid-19 pandemic began to hit until the post-pandemic period in 2022. Education in Indonesia was carried out using an online system when the Covid-19 pandemic occurred (Lase et al., 2022). There are many ways to improve online learning including using interactive platforms (Yuniarti et al., 2021), compiling teaching materials as attractive as possible, conducting flexible and flexible learning (Ridwan et al., 2022). Learning management that regulates how the learning process takes place effectively starts from planning, organizing, controlling and evaluating learning and changing to online learning (Ridwan et al., 2022).

Online learning in Social Sciences subjects is beneficial for both teachers and students because students' rights are fulfilled and teacher's obligations are fulfilled. With the increasing knowledge of teachers and students about technology in learning such as Zoom, Google Meet, Google Teams are still being used even though the Covid-19 pandemic has waned. From the current dynamics of social and environmental conditions, teachers are required to be more innovative in developing and providing social science learning to children at the elementary school level.

So based on the problems and challenges that have been described, this research tries to see how the development trend of social studies learning in elementary schools is. In this study using bibliometric analysis in analyzing social science learning trends. Where this bibliometric analysis collects data sourced from the Scopus database according to related topics.

2. RESEARCH METHOD

This research is a quantitative research by adopting a bibliometric approach. Bibliometric analysis using quantitative methods is intended to classify data, produce representative summaries, and is recognized as a useful approach for analyzing the performance of journals, institutions, authors, and research topic characteristics (Morrison, 2021). In addition, a bibliometric analysis was carried out to see the distribution of article publication contributions using a literature study on the Scopus database (<https://www.scopus.com>) as one of the largest scientific databases (Obidat, 2022). The main aim of a bibliometric analysis is to assess the existing body of empirical literature to determine possible research gaps and highlight limits to knowledge.

The bibliometric approach was originally developed by Allen Richard in 1969 (Vujković et al., 2022). A bibliometric approach is used to identify trends and developments in each scientific field (Mangindaan et al., 2022; Obidat, 2022; Zahra et al., 2021). In addition, bibliometric analysis has strengths because it provides researchers with an in-depth understanding of progress in each field, which in this case is the implementation of social science learning in elementary schools (Barbu et al., 2022; Wang & Gu, 2022). To find articles in the Scopus database, the authors determine the appropriate keywords through trial and error. Defining these keywords is important because they represent the viewpoints of two or more authors, indicate trending topics of research, answer questions such as the most cited documents. These keywords were then used to develop research on social sciences in elementary schools. In this study, the time series method was used in the data collection process. Data collection was carried out using a strategy of choosing the type of document, namely journal articles with high citations and limiting the time of collection in the last



10 years from 2013 to 2022 and the final result was 217 documents. To select relevant articles, this research develops search strings that include keywords, the following is the Flowchart stage in the research as follows;

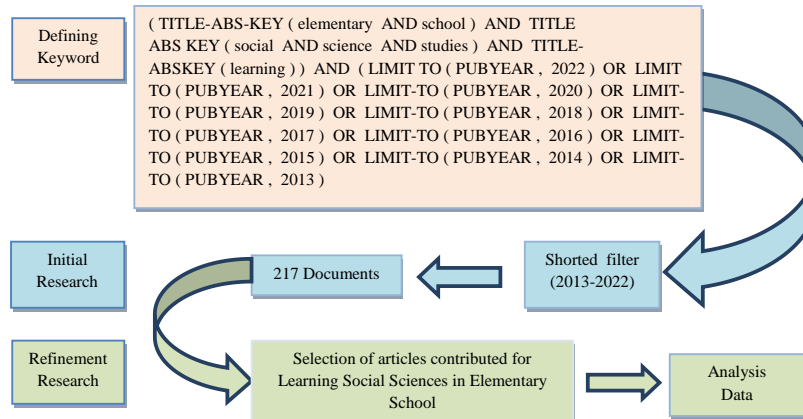


Figure 1 Stages In Bibliometric Analysis

In these keywords, the term AND is used, where "AND" means only the documents containing the linked words will appear in the search, and "OR" means the documents that will appear in the search are those containing one of the linked words. There are five (5) stages carried out in this research, namely determining keywords, data search, selecting articles, data validation, and data analysis (Busro et al., 2021). Stages of analysis with VOSViewer: import data from Scopus with CSV extension to VOS viewer, bibliometric data processing, network visualization/overlay visualization/density visualization (Zahra et al., 2021).

3. RESULTS AND DISCUSSION

In this study, data collection was carried out using a strategy of choosing the type of document, namely journal articles with high citations and limiting the time of collection in the last 10 years from 2013 to 2022 and obtained the final results of 217 documents based on the Scopus database.

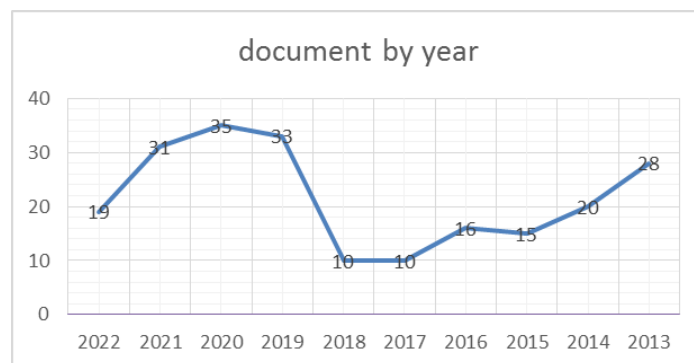


Figure 2 Number of Scopus Database publications of Social Studies learning in Elementary Education During the Last Ten Years

Based on Figure 2 the number of article publications has fluctuated over the last ten years. This shows that the publication of articles every year experiences changes in conditions that are not fixed or change. In 2019 it began to increase until 2020. In 2020 it was the highest publication on

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the topic of research learning Social Sciences in Basic Education with 35 articles. But in the following year it decreased. In this way, this becomes a challenge for further research to determine the extent to which future publications of Social Studies learning in Elementary Education will experience an increase or a tendency to decrease.

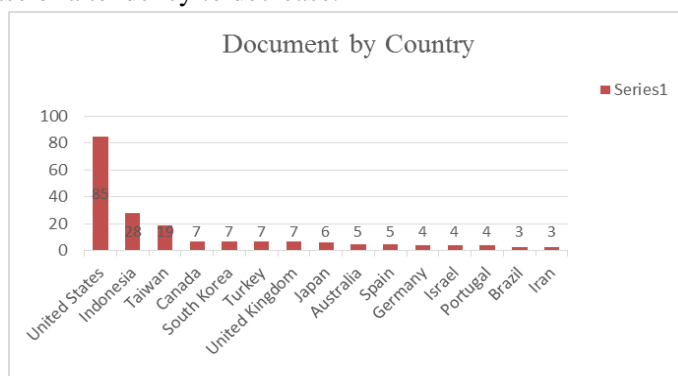


Figure 3 Number of Social Studies learning in Elementary Education Published by Country in the Scopus Daabase During the Last Ten Years

Figure 3 shows the number of article publications on Social Science Learning in Elementary Schools in the last ten years. Based on the geographical location of the country related to research on social science learning in primary education, the United States is the country that has written the most articles on social science learning in primary education as many as 85 articles, while Iran is one of the countries that discusses social science learning at least. in elementary education. Indonesia is ranked second in writing articles on learning Social Sciences in basic education with 28 articles. This is a challenge for future Indonesian researchers to find out how far the contribution of Indonesian researchers is to be able to maintain their position and increase publications on an international scale.

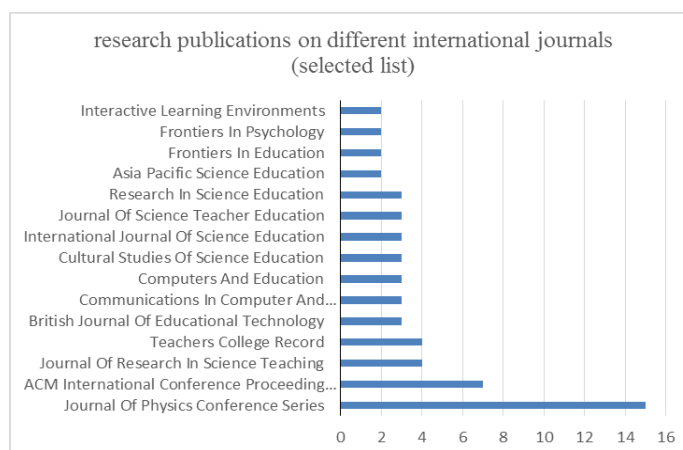


Figure 4 Research publications in various international journals on the Topic of Learning Social Sciences in Elementary Schools in the Last Ten Years

Based on Figure 4, it is known that the results of the publication of 15 articles were published in the international journal physics journal conference series. And at least 2 articles in the journal Interactive learning environment, frontiers in education, research in science education. This means that to obtain information or relevance of articles related to the research topic of Social



Science Learning in Elementary Schools, that is by searching for sources in the Journal of Physics Conference Series.

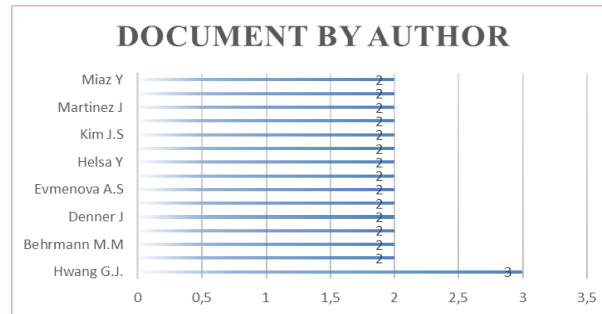


Figure 5 Author of research in various international journals on the Topic of Learning Social Sciences in Elementary Schools for the Last Ten Years

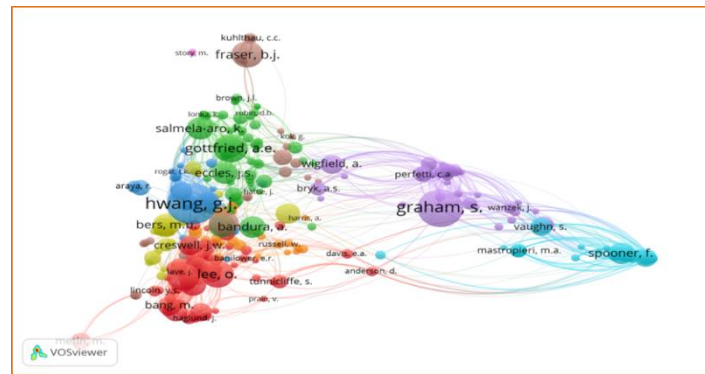


Figure 6 Top Author Visualization in Database Scopus

Based on Figure 5 and Figure 6 is a visualization mapping of the author of the publication of learning Social Sciences in Elementary Schools. Authors who raise many titles related to learning Social Sciences in Elementary Schools are Hwang G.J (3), Behjat L, Behrmann M.M, Burkhauser M.A, Denner J, Dewi R, Evmenova A.S, Febrianto R, Helsa Y, HuC.M, Kim J.S Kiuvara S.A, Mansah F.M, Miaz Y (2). Most of these authors are affiliated with various institutions EwhaWomans University, (2) STKIP Eleven April, (3) Golden Evaluation and Policy Research, (4) National Taichung University of Education. Hwang G.J is the author who has contributed the most to research on Social Science Learning in Elementary Schools. He is also a writer who has the most relationships with other writers.

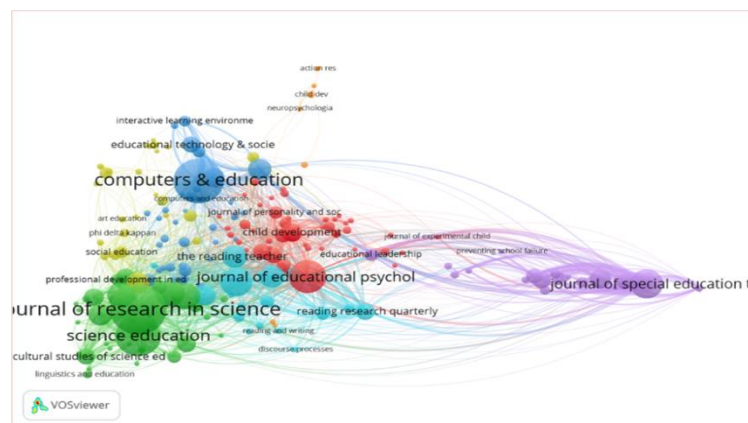


Figure 7 Top Visualization Journal in Database Scopus



research on the research topic of Social Science Learning in Elementary Schools by recommending one of the keywords, namely Social Science learning using E-Learning in Elementary Schools because this research trend is currently hot in the world of education.

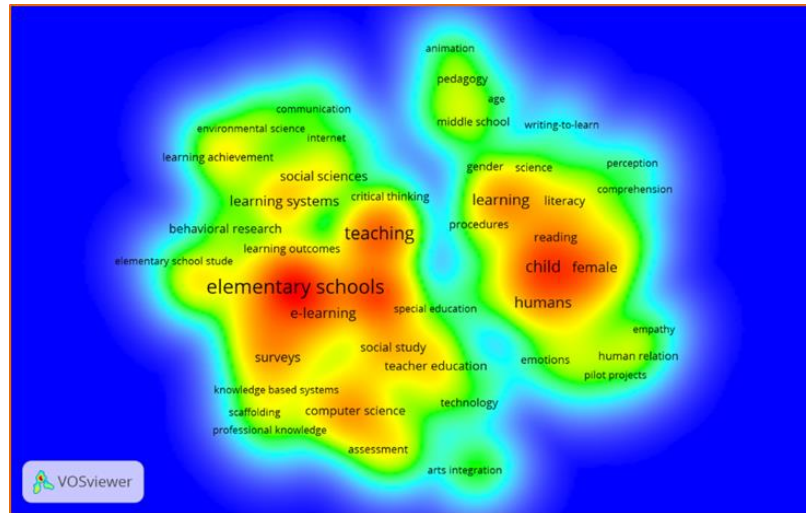


Figure 9 Visualization of Density in Social Studies Learning in Elementary Schools During the Last Ten Years on the Scopus Database

Figure 9 is the density level of the relationship between keywords. In this visualization, the red color is the closest keyword relationship between the keywords learning Social Sciences in Elementary Schools. Based on the visualization mapping, it can be seen that the keywords Elementary School, Teaching, E-Learning, and Child are the keywords that are most closely related and are often used by the contributions of other authors. The keywords social study, teacher education, and literacy have a yellow color which means that not many writers use these keywords. This is an opportunity for future researchers and a challenge for researchers to find out how far the research is on learning Social Sciences in Elementary Schools.

The latest in this research is that it managed to find research on Social Science Learning in Elementary Schools for the last ten years in the Scopus database; managed to find a pattern of collaborative relationships of researchers on an international scale studying Social Science learning in elementary schools. Previously there was no research that revealed the pattern of this collaborative relationship. Based on the Scopus database, no research has been found that examines the bibliometric analysis of Social Science learning in elementary schools for the past ten years. Mapping results Analysis of learning Social Sciences in Elementary Schools has a great opportunity to be researched in the future.

4. CONCLUSION

Based on the results and discussion that has been carried out, research topics related to Social Sciences Learning in Elementary Schools for the last ten years in the Scopus database can be concluded that research related to Social Sciences Learning in Elementary Schools has fluctuated every year, in 2018-2020 there has been a significant increase, this is a challenge for future researchers to find out the extent of research on Social Science Learning in Elementary Schools. The most used keywords in this research topic are Elementary School, Teaching, E-Learning. Opportunities for further research suggest one of the keywords, namely E-Learning for further research because this topic is currently a trend in the field of

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education so that teachers can implement Social Sciences learning in Elementary Schools by using E-Learning so that learning becomes more effective and improves student learning outcomes.

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