Mapping Research Trends in Learning IPS of Elementary School: A Bibliometric Analysis

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ABSTRACT

This study aims to achieve the following objectives: 1) to analyze the publication trends in the field of social studies learning; 2) to identify the journals with the highest number of publications in the area of social studies learning; 3) to assess the productivity of researchers in the field of social studies learning and their contributions to publications; 4) to examine the extent of institutional collaborations in producing publications in social studies learning; 5) to explore the subjects covered in social studies learning publications and their development over time; and 6) to conduct a bibliometric analysis using co-word analysis to map the development of publications in social studies learning based on keywords. The research data was collected through a comprehensive Scopus search using keywords such as learning, social education, and primary school, focusing on article titles, abstracts, and keywords from the period 2013 to 2022. The research trends in social studies learning were analyzed using Vos Viewer software. The findings revealed that the highest number of research publications in the field of social studies learning, indexed in Scopus, was observed in 2022, with 103 publications (14.94%). Most international publications in this field were found in Social Work Education journals, with the United States being the leading contributor. The co-word analysis of the social studies learning field identified eight clusters encompassing 88 themes associated with its development

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1. INTRODUCTION

Learning social studies is a field of science based on the interdisciplinary development of various branches of social science ranging from history, economics, political science, sociology, anthropology, and geography that are simplified [1], [2]. Applicatively, social studies learning at every level of education from elementary school to higher education, is a mandatory curricular program that students must learn. This is because the main focus of social studies is closely related to the formation of social attitudes, character values, morals, and ethics in a student at every level of education [3], [4]. The development of social studies learning as a curricular program within the school scope is projected to form a student's caring attitude to be more aware of his role as an individual in community life [3], [4].

In this context, the construction of social sciences (IPS) has a role in forming a complete person, so social studies learning is considered important to be held at every level of education and becomes the scientific basis for how to live socially in community life [3], [5]. In addition to this, the implementation of social studies

learning in the school environment also emphasizes aspects of forming ethical values in a person such as mutual respect, respect for each other, discipline, honesty, and being a good and correct leader [4], [6]. And the climax of the social studies learning process really wants students to become good citizens by having knowledge, social care, and skills that are useful for themselves, society, and also the country [7]. However, the process of learning social studies in the school environment is also still faced with the problem of students' lack of enthusiasm in learning social studies as seen from the expression of boredom, boredom, and passive learning activities. The unhappy attitude to social studies learning is also due to the content of the material containing more cognitive aspects, centered on memorization, and teachers have not been innovative in packaging learning materials that develop students' ability to think creatively, objectively, and logically. As a result, social studies learning gives the impression of being a rote lesson, boring, and less motivating student in learning, which ultimately affects the acquisition of their learning outcomes [1], [8]. From these problems, it is hoped that changes in the education system, curriculum, and also the way teachers teach in learning social studies can be more optimal and able to produce generations of Indonesian people with character [4], [9].

With advances in the development of information technology in education, the concept of social studies learning has also undergone a transformation of various innovative learning models and methods carried out by teachers in the school environment. This can be seen from the various research results in the field of social learning in the field; Rubtsov expressed the importance of developing the social competence of children/students in elementary school through the regulation of social interaction within the scope of education [10]. The same view was expressed by Gürer, that social learning in the school environment through the creative mentoring of a teacher will have an impact on improving the academic performance of students higher than their achievements in traditional teaching environments [11]. The results of Schwab's research also reveal the importance of social participation between teachers and students and the relationship of friendship between students in a secular environment [12]. Thus it is understood that the development of social studies learning in the school environment contributes to the formation of students' social attitudes so that they can position themselves as good individuals in their social lives.

Based on the description and theoretical facts, the authors attempt to describe research articles related to "Mapping Research Trends in Learning IPS of Elementary School: A Bibliometric Analysis". This important research aims to map several things; 1) the development of social studies learning article publications; 2) journals with the most publications in social studies learning; 3) publication productivity of researchers and social studies learning; 4) the number of publications based on social studies learning institutional cooperation; 5) the development of publications based on the subject matter of social studies learning research, and 6) bibliometric mapping of publication development based on keywords (co-word) social studies learning. The hope, the results of this research analysis can provide an overview of the direction of research implementation in the field of social studies learning and further research opportunities that can be done related to the field of social studies learning, especially in elementary school education institutions.

2. RESEARCH METHODS

This study utilizes bibliometric methods to map the research trends in Social Studies learning in primary schools [13], [16], [14], [17]. The research database refers to international publication outcomes sourced from the Scopus database (www.scopus.com). Data collection was conducted by searching for publications in Scopus using the search keywords "learning," "social education," and "primary school" based on the search category of article titles, abstracts, and keywords from 2013 to 2022, or the past ten years. The research data consists of the number of publications per year and journals that feature articles in the field of Social Studies learning. This data includes author information, affiliations, and subjects processed using Microsoft Excel. Subsequently, the results of the study related to the research trends in Social Studies learning in primary schools were analyzed using the Vos Viewer software.

3. RESULT AND DISCUSSION

This study describes the results of mapping trends in social studies learning research in elementary schools that emphasize several things, among others: 1) the development of social studies learning article publications; 2) journals with the most publications in social studies learning; 3) the productivity of researchers and social studies learning publications; 4) the number of publications based on institutional cooperation in the field of social studies learning; 5) the development of publications based on the subject of social studies learning research, and 6) bibliometric mapping of publication development based on keywords (co-word) social studies learning, which is described as follows:

1. Development of Social Studies Learning Article Publications

The growth rate specifically for research in the field of social studies learning in 2013-2022 has increased and grown when compared to the previous few years. In this case, it refers to the data indexed by

Scopus, the highest growth of research publications in the field of social studies learning in 2022, reaching 102 publications (14.94%). More on the growth of international publications in the field of social studies can be seen in the following table 1.

Table 1. Publication Year for Social Studies Learning at Scopus.

Year of publication	Documents	Percentage (%)
2022	103	14,94
2021	90	13,08
2020	92	13,37
2019	84	12,2
2018	72	10,46
2017	51	7,41
2016	50	7,26
2015	55	7,99
2014	50	7,26
2013	42	6,10
Total	**689**	**100**

The development of publication growth of social studies learning based on Table 1 and Figure 1 shows that 2013-2022 experienced the highest increase in 2022, namely 103 publications (14.94%). Whereas in the previous two years 2021 (90 publications or 13.08%), in 2020 (92 publications or 13.37%), the increase was higher when raised in 2021.
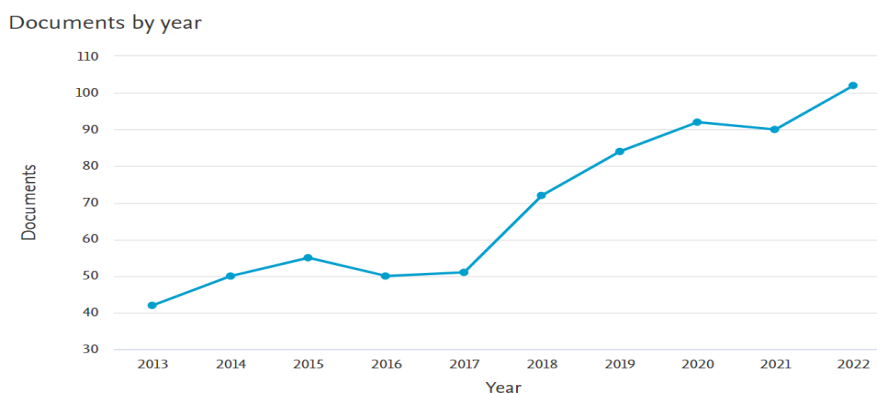

Figure 1. Publication Year for Social Studies Learning at Scopus

2. Journals With the Most Publications in Social Studies Learning

Based on search results with the keywords learning, social education, and primary school system on Scopus, 10 (Ten) publications with the top number of articles and citations were obtained. Of these, it is known that the most international publications of social studies learning are published in the core journal Social Work Education (52 publications). Top ten core journals that publish the development of the field of social studies learning.

Table 2. Core Journal of Social Studies Learning at Scopus

Journal Core Publications	Documents	Citations
Social Work Education	52	588
Journal Of Social Work Education	19	480
Journal Of Teaching In Social Work	18	201
Sustainability (Switzerland)	12	229
Nurse Education Today	9	114
Journal Of Physical Education, Recreation And Dance	8	49

Lecture Notes In Computer Science (Including Subseries Lecture Notes In Artificial Intelligence And Lecture Notes In Bioinformatics)	8	35
Frontiers In Psychology	7	48
British Journal Of Social Work	6	161
Clinical Social Work Journal	5	127

Based on Table 2 and Figure 2, it can be seen that after Social Work Education there are 4 other publications that publish the field of social studies learning, namely the Journal Of Social Work Education (19 publications), Journal Of Teaching In Social Work (18 publications), Sustainability Switzerland (12 publications), and Journal Nurse Education Today (9 publi cations).
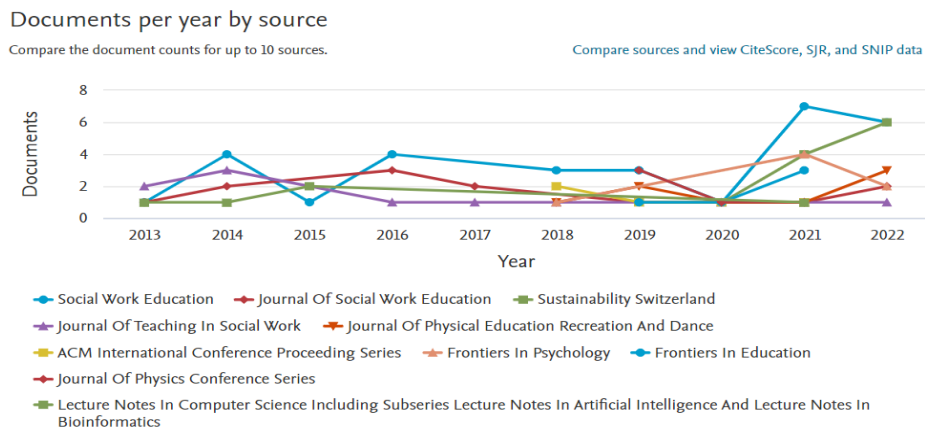

Figure 2. Core Journal of Social Studies Learning at Scopus

3. Productivity Researcher and Social Studies Learning Publications

The productivity of the top 10 researchers of social studies learning in 2013-2022 indexed by Scopus with their productivity is different in terms of the number of article publications, which is between 4-8 publications.

Table 3. Productivity of Researchers in the Field of Social Studies Learning

Author's Name	Document
Al-Rahmi, W.M.	8
Oktavia, T.	7
Othman, M.S.	7
Meyliana	5
Prabowo, H.	5
Richards, K.A.R	5
Supangkat, S.H.	5
Blewitt, C.	4
Dyson, B.	4
Howley, D.	4

Based on Table 3, Al-Rahmi, W.M, had a productivity of 8 publications; Oktavia, T., Othman, M.S, 7 publications each; Meliana, Parbowo H, Richards, K.A.R, Supangkat, S.H also have 5 publication documents each. Furthermore, Blewit, C., Dyson, B., and Howley, D., each had a productivity of 4 publications.
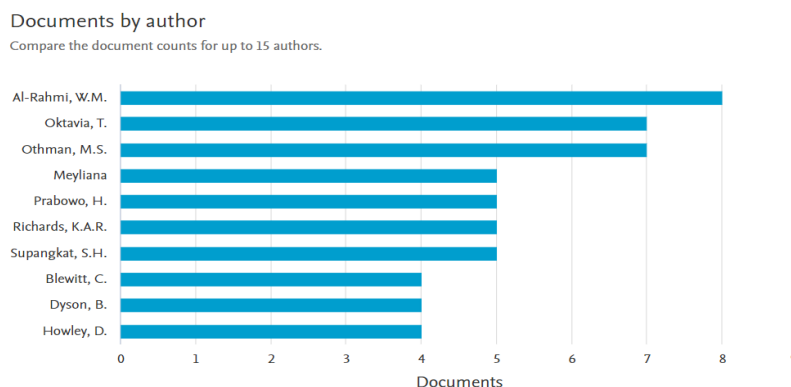
Documents by author
Compare the document counts for up to 15 authors.

Figure 3. Researcher Productivity in Social Studies Learning.

4.Number of Publications Based on Institutional Cooperation in the Field of Social Studies Learning
a.Publisher of Publications of Social Studies Learning

There are 10 (Ten) universities as publication institutions at the formal education level that publish the most research in the field of social learning including; University Teknologi Malaysia, Bina Nusantara University, Deakin University, Monash University, University of Illinois Urbana-Champaign, Pennsylvania State University, University of Calgary, University of Melbourne, The University of Hong Kong, and Northern Illinois University. The top ten institutions that publish research in the field of social learning.

Table 4. Publisher of Publications of Social Studies Learning

Publisher/Affiliate	Document
Universiti Teknologi Malaysia	10
Bina Nusantara University	8
Deakin University	7
Monash University	7
University of Illinois Urbana-Champaign	6
Pennsylvania State University	6
University of Calgary	6
University of Melbourne	6
The University of Hong Kong	5
Northern Illinois University	5

Based on Table 4, it shows that University Teknologi Malaysia as a higher education institution is considered to publish the most in the field of social learning, namely 10 publications. Meanwhile, Bina Nusantara University is in the second strip with a total publication of 8 articles in the field of social learning. The third position is occupied by Deakin University and Monash University with a total of 7 publications each. Subsequently the University of Illinois Urbana-Champaign, Pennsylvania State University, University of Calgary, University of Melbourne, and University of Melbourne each published 6 publications. Meanwhile, The University of Hong Kong and Northern Illinois University, have published 5 publications each in the field of social learning. In addition to the data on the top ten college affiliations with the number of publications in the field of social learning, there are 3 (three) universities with the highest publication document citation index in the field of social learning. In this case, University Teknologi Malaysia, Johor Bahru, Malaysia as an apillation of pertarma with a total of 137 citation publications, second place University Of Stirling, United Kingdom with 72 citation, and in third place occupied by the School Of Social Work, Portland State University, Portland, Or, United States with a total of 45 citation publications. The three institutions that publish research in the field of social learning/social studies can be seen in Table 5 as follows.

Table 5. Publishers with Top Citations of Social Studies Learning

Publisher/Affiliate	Document	Citations
Universiti Teknologi Malaysia, Johor Bahru, Malaysia	2	137
University Of North Carolina At Greensboro, Greensboro, Nc, United States	2	2
University Of Alabama At Birmingham, Birmingham, Al, United States	2	9

Northern Illinois University, Dekalb, Il, United States	2	26
School Of Social Sciences, Cardiff University, Cardiff, United Kingdom	2	5
School Of Social Work, Portland State University, Portland, Or, United States	3	45
University Of New Mexico, United States	2	1
University Of Stirling, United Kingdom	2	72
University Of Turku, Finland	3	12

b. That Contribute the Most Publications of Social Studies Learning

The contributors to the results of research in the field of social learning/social studies indexed by Scopus with the largest number are the United States, United Kingdom, Spain, and Australia. Contributors to research results of social learning.

Table 6. Country Issuing Publications of Social Studies

Country	Document
United States	185
United Kingdom	92
Spain	55
Australia	49
Indonesia	34
Canada	30
Germany	24
Malaysia	20
South Africa	17
Brazil	16

Based on Table 6, it can be seen that the country that contributes the most to the publication of research results of social learning/social studies is the United States with a total of (185 publications). Then, followed by England (92 publications), Spain (55 publications), Indonesia (34 publications), Canada (30 publications), Malaysia (20 publications), South Africa (17 publications), and Brazil (16 publications). Figure 4 shows the thicker yellow color showing the dominant image of the country that publishes the most social learning/social studies fields.
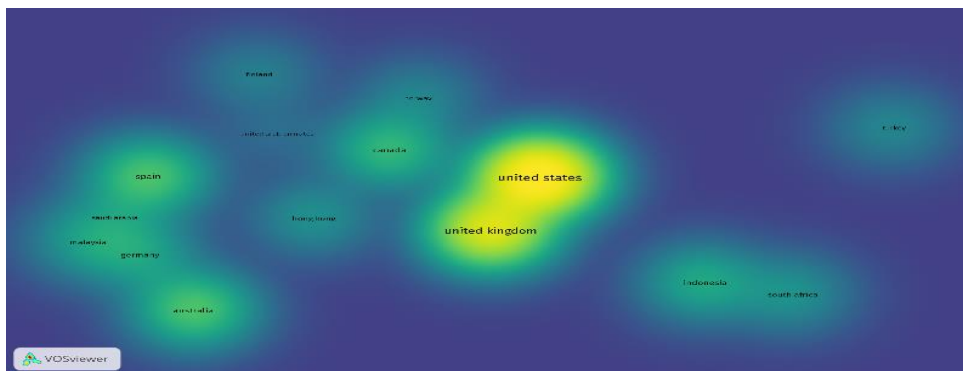

Figure 4. Map of Publication Development of Social Studies

5. Development of Publications Based on the Subject of Social Studies Learning Research
a. Subject of Publication Area of Social Learning

The number of publications of research results of learning based on subjects indexed by Scopus in 2013-2022 shows that the subject of Social Sciences is the highest subject. Then, it was followed by the subjects of Computer Science, Medicine, physics, Business, Management and Accounting, Arts and Humanities. The number of research publications in the field of social learning can be seen in the following table 7.

Table 7. Subject of Publication Area of Social Learning/Social Studies

Subject Area	Document
Social Sciences	521
Computer Science	136
Engineering	71
Medicine	65
Psychology	62
Business, Management and Accounting	52
Arts and Humanities	36
Environmental Science	31
Health Professions	30
Economics, Econometrics and Finance	22

Figure 5 shows that subjek publication in learning/social studies on 2013-2022 the highest is Social Sciences (46,0%). And than subjek of Computer Science (12,0%), Engineering (6,3%), Medicine (5,7%), Psychology (5,5%), Business, Management and Accounting (4,6%), Arts and Humanities (3,2%), Environmental Science (2,7%), Health Professions (2,6%), than Economics, Econometrics and Finance (2,9%).
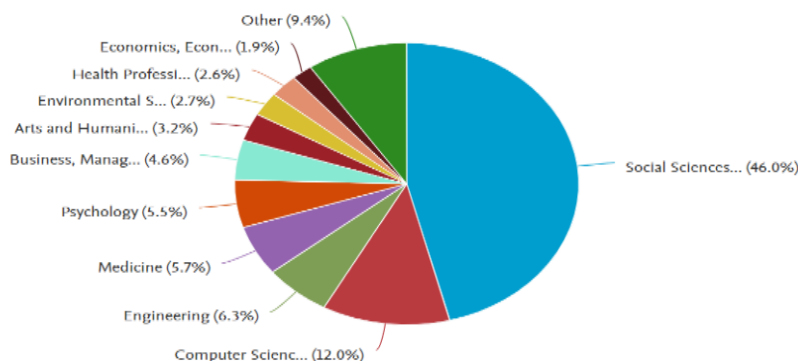
Figure 5. Subject of Publication Area for Social Learning/Social Studies

b. Types of Publication Documents in the Field of Social Learning

The development of research publications in the field of social learning in the last ten years from 2013-2022 there are several forms of documents that include Article, Book, Book Chapter, Conference Paper, Conference Review, Editorial, Erratum, Note and Review. The types and number of research publication documents in the field of social learning.

Tabel 8. Types of Social Learning Publication Documents

Document Type	Document
Article	458
Book	17
Book Chapter	82
Conference Paper	80
Conference Review	1
Editorial	9
Erratum	5
Letter	4
Note	9

Document Type	Document
Review	23

Figure 6 describes the most types of publication documents of social learning in the last ten years from 2013-2022, namely Article (66.6%), Book (2.5%), Book Chapter (11.9%), Conference Paper (11.6%), Conference Review (0.1%), Editorial (1.3%), Erratum (0.7%), Note, (1.3%) and Review (3.3%).

Figure 6. Types of Social Learning Publication Documents

6. Bibliometric Mapping of Publication Development Based on Keywords (Co-Word) of Social Studies Learning

From the search results through the Scopus database, 968 development documents from research in the field of social studies were obtained, then the documents were exported to CSV format, inputted, and analyzed with VosViewer software, the following results were obtained.

a. Co-Word Map Network Visualization

Based on the results of the Network Visualization circle mapping software VOS viewer in Figure 7 shows that there are 8 clusters consisting of 88 themes related to the development of research in the field of social learning /social studies as follows:

Figure 7. Network Visualization Theme of Social Learning/Social Studies

The division corresponds to the VosViewer visualization data above, the clusters include Cluster 1 in red consisting of 20 themes/topics including action research, blended learning, collaboration, communaction, cooperative learning, practice learning, project-based learning, science education, service learning, social education, social emocional learning, social innovation, social learning, social responsibility, social skills, social studies, teacher education, and social emocional. Cluster 2 of Green consists of 13 themes/topics: academic peforamance, critical pedagogy, curriculum design, experincial learning, field education, nursing

education, pedagogy, reflection, simulation, social change, social justice, social network analysis, social networks education, and transformative learning.

The dark blue cluster of 3 consists of 12 themes/topics: collaborative learning, distance education, anlistic learning, performance learning, mobile learning, online learning, social capital, social network analysis, social networks, social presence, technology, and virtual learning. Kulster 4 yellow consists of 11 themes/topics: curriculum, deep learning, education, adolescents, assessment, learning, physical education, social and emocional learning, social interaction, social learning theory, and teaching. The cluster of 5 purples covers 9 themes/topics; adult education.
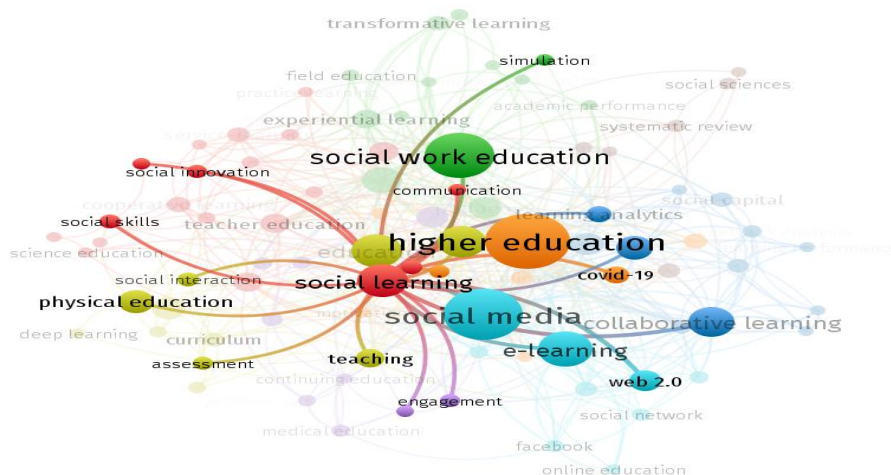
Figure 8. Visualization of Social Learning Theme Specifics

Continuing education, angagement, inclution, lifelong learning, medical education, participation, problem based learing, and social work. Clusters of 6 light blue colors were selected from 9 themes/topics: e-learning, educational technology, faceebok, online education, social media, social networking, social networking, social software, and the web. 20. Kulster 7 orange color consists of 7 themes/topics; active learning, covid 19, dictance learning, gamification, higher education, m-learning, motivation, and sustainability. And cluster 8 brown consists of 6 themes/topics: construtivisim, informal learning, learning styles, social sciences, systematic review, and training. The network of research visualization in the field of social learning/social studies can also be specifically seen in the visual image as follows, it can be a reference for conducting research development in the field of social learning, especially in the school environment.

b. Co-Word Map Ovelay Visualization

Based on the results of the Overlay Visualization frame of VOSviewer software in Figure 9, it shows the trend of the theme of writing articles in Scopus indexed journals by year. The theme trend of writing articles related to the field of social learning from the oldest year to the latest year is marked with purple, blue, tosca, dark green, light green and yellow themes. This means that the themes of "social media", "blended learning", "social learning" with light green color and "covid 19", "learning performance", "social and emotional learning" with yellow color are the latest themes related to the development of research in the field of social learning. These themes can be a reference of novelty for further research.
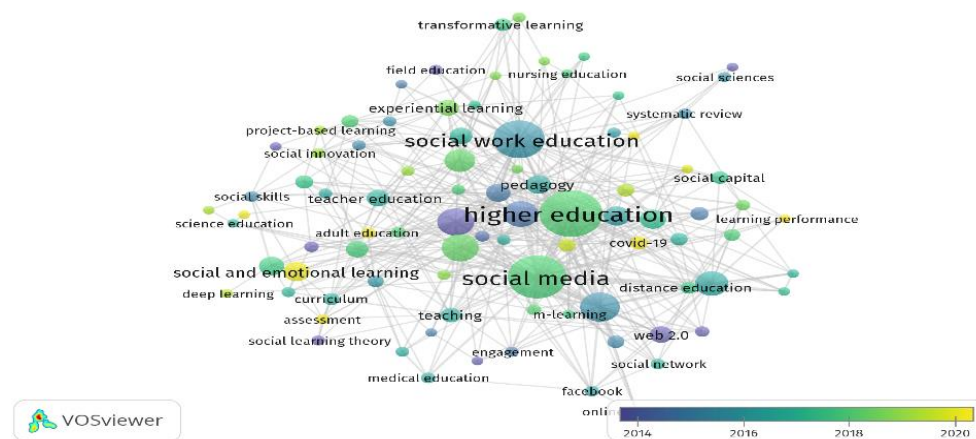
Figure 9. Overlay Visualization of Social Learning Research Themes

c. Co-Word Map Density Visualization

Based on the results of Density Visualization software VOSviewer in Figure 9 shows the density or density. The density of research themes is shown in bright yellow. The brighter the color of a theme means the more research that has been done. The fainter the color, the less researched the theme is. The dimly colored themes such as "transformative learning", "learning performance", "social and emotional learning", "science education", "deep learning", "social skills", "teaching" "social science", "m-learning", "online education" are themes that can be used as references for further research.
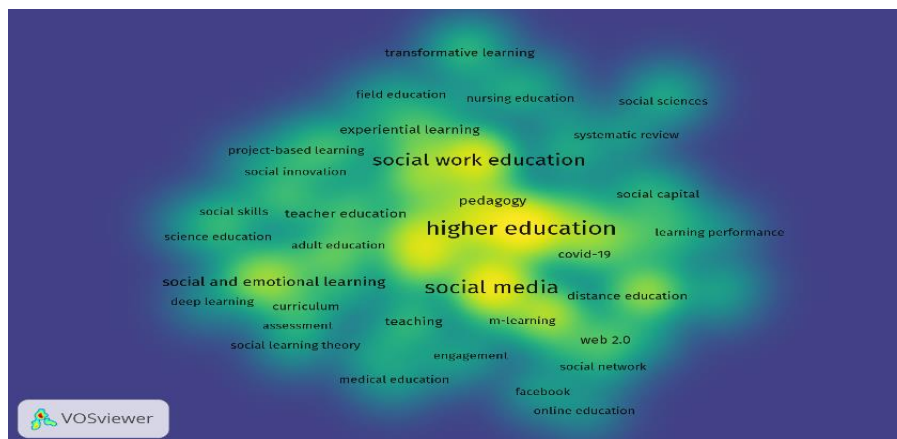

Figure 10. *Density Visualization Research Theme Social Learning*

Thus, it can be understood that the results of the analysis of research mapping in the field of social/social studies learning in terms of overlay visualization and density visualization have related themes, namely the themes of "social and emotional learning", "social skills", "social science", and "learning performance". This means that these themes are still rarely researched in the development in the field of social / social studies learning. This can be a novelty theme in terms of research and reference material for further research development.

4. CONCLUSIONS

Based on the results and the above dissolution, several points can be concluded as follows. 1) The number of publications in the development of research results of social learning / social studies indexed in Scopus from 2013-2022, has increased every year and the highest increase in research publications in 2022, reaching 102 publications (14.94%). 2) The publication journal that publishes the most research results of social learning are Social Work Education with 52 publications. 3) The most productive researcher publishes research results in soasil learning, namely Al-Rahmi, W.M, has a productivity of 8 publications and Oktavia, T., Othman, M.S, each has 7 publications. University Teknologi Malaysia as the higher education institution that publishes the most in the field of social learning/social studies, namely 10 publications. Meanwhile, the contributor to the

publication of research results in the field of social learning/social studies is the United States with a total of 185 documents.

The publication of research results in the field of social learning/social studies based on subjects indexed by Scopus in 2013-2022 shows that the subject of Social Sciences is the highest subject. And the most types of publication documents in the field of social learning research in the last ten years from 2013-2022 are the most, namely Articles as many as 485 publications or 66.6%. The results of the visual network show that the development of research of social learning/social studies is divided into 8 clusters. Cluster 1 consists of 20 topics/themes, cluster 2 consists of 13 topics/themes, cluster 3 consists of 12 topics, cluster 4 consists of 11 topics, cluster 5 consists of 9 topics/themes, cluster 6 consists of 9 topics/themes, cluster 7 consists of 8 topics/themes, and cluster 8 consists of 6 topics.

5. ACKNOWLEDGMENTS

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