



Religious Moderation in Mathematics Learning: A Bibliometric Analysis

*Al Kusaeri, Alfira Mulya Astuti, Erpin Evendi, Kristayulita, M. Habib Husnial Pardi, Afifurrahman

Department of Mathematics Education, Universitas Islam Negeri Mataram, Indonesia

*Corresponding Author e-mail: alkusaeri@uinmataram.ac.id

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Abstract

An urgent issue related to national identity is the promotion of religious moderation, a responsibility shared by all sectors of society. Religious moderation should not be confined to religious education alone, but rather be embedded across all academic disciplines, including mathematics. This study investigates the trends of religious moderation within mathematics education research between 2019 and 2025, employing the bibliometric analysis method. The review focuses on mathematical content, research methodologies, levels of implementation, and country. Data for the study were sourced from Google Scholar, ScienceDirect and Dimensions AI databases. The selected publications were screened using the Systematic Review Accelerator and mapped through the PRISMA framework, based on predefined inclusion criteria. There are 14 (fourteen) articles assessed. Analytical tools included VOSviewer 1.6.20, RStudio-2024.09.0-375, and Microsoft Excel 365. The results reveal two key findings: (1) the concept of fractions is the most frequently associated with religious moderation practices in mathematics classroom, (2) The predominant approach employed by scholars to examine the incorporation of religious moderation in mathematical education is library research, and (3) the integration of religious moderation into mathematics education is primarily observed at the elementary level and is largely limited to the Indonesian context. Therefore, efforts to incorporate religious moderation into mathematics teaching should be expanded across all levels of education.

Keywords: Bibliometric analysis; Religious moderation; Teaching and learning; Mathematics education

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INTRODUCTION

The objective of education is to cultivate well-rounded individuals. This indicates that education does not only prioritize the cultivation of knowledge. Nevertheless, every individual possesses all dimensions and possibilities. According to Law Number 20 of 2023, the primary objective of education is to enhance and cultivate individual attitudes, preparing them to become productive citizens. This comprehensive strategy promotes academic success alongside the development of values such as respect, responsibility, and community engagement. By cultivating these attributes, Indonesia's educational system aims to equip students to positively impact society and confront global challenges with assurance. Consequently, the Ministry of Religious Affairs of the Republic of Indonesia has identified, since 2019, the urgent need to promptly address the issue of religious moderation in relation to state affairs (Ministry of Religious Affairs, 2020). Consequently, the religious moderation program has emerged as a key initiative for the Ministry of Religious Affairs across all sectors, including education, necessitating that educational implementation prioritizes the cultivation of religious moderation attitudes among students. Religious moderation is anticipated to be integrated across all facets of life, including educational initiatives. These initiatives will

emphasize promoting comprehension and respect among diverse religions, with the objective of nurturing a harmonious society. The initiative aims to incorporate teachings of tolerance and acceptance into the curriculum to provide children with the essential values for navigating a varied world.

Numerous researchers have previously conducted studies on religious moderation, including its role in promoting tolerance during social interactions (Abdullah & Alfatra, 2019; Karaosmanoglu et al., 2018; Setinawati et al., 2025), fostering tolerance in religious life (Abror, 2020; Hadiyanto et al., 2025; Roziqin et al., 2025), improving the order of national life (Hasan, 2021), enhancing harmony in spiritual existence (Azis & Samad, 2024; Prakosa, 2022), its implementation within the multicultural Indonesian society (Jamaluddin, 2022; Subchi et al., 2022; Sutrisna, 2021; Zaluchu et al., 2025), and preserving familial resilience (Ramadhan et al., 2025). These initiatives aim to analyze the influence of religious moderation on the attainment of peace within a society characterized by varied religious, ethnic, and cultural backgrounds. This comprehension is essential, since it cultivates tolerance and encourages reciprocal respect among diverse communities. By prioritizing conversation and collaboration, religious moderation can establish a basis for sustained growth and social cohesion in a diverse context.

Studies on religious moderation within education to provide evidence of its implementation and to reinforce the assertion that it may be implanted from an early age in the younger generation through educational programs (Aflahah et al., 2023; K. Hasan & Juhannis, 2024). The research by Heryana et al. (2024) demonstrates that teachers play a pivotal role in fostering moderate attitudes among students. This includes investigations into the implementation of religious moderation in Islamic educational institutions (Evendi, 2024; Manshur & Husni, 2020), the incorporation of religious moderation in character development and its integration within Islamic religious education learning (Fasyiransyah et al., 2025; Gunawan et al., 2021; Huda, 2022, 2024; Husna & Thohir, 2020; Idris & Putra, 2021; Masturin, 2022; Muhaemin et al., 2023; Muharom, 2023; Mulyana, 2023), and applying religious moderation into social studies education (Burga & Damopolii, 2022; Hanipudin et al., 2023). The role of religious moderation in scientific education has been examined by Yusuf et al. (2024) and Tribrata et al. (2025).

The principle of religious moderation has also been utilized in mathematical education. Nafi'an et al. (2023) incorporates the principle of religious moderation (*Tawassuth*) into the study of linear equations with one variable through the library research approach. Rosikhoh, (2024) has developed mathematical instructional resources that integrate the Quran, Hadith, cultural aspects, and the tenets of religious moderation. Rosikhoh et al. (2024) advanced their investigation of the efficacy of mathematics instructional materials that incorporate the Quran, Hadith, cultural elements, and religious moderation through a quantitative approach. Mubarak et al. (2025) created a learning module incorporating the principle of religious moderation to enhance students' mathematical literacy skills. Azzahra et al. (2025) incorporated values of religious moderation into mathematics instruction on fractions through the library research methodology. Despite several studies investigating the internalization of religious moderation in mathematics education through qualitative, quantitative, and developmental methodologies, the potential for extensive research remains significant. Bibliometric analysis is essential for acquiring a comprehensive and profound understanding of the extent of religious moderation in mathematics education.

The bibliometric analysis method will facilitate the discovery of publication trends, collaboration networks among academics, and the temporal evolution of major issues concerning the integration of religious moderation and mathematics (Jarneving, 2007; Vázquez-Cano et al., 2022). Additionally, bibliometric analysis can uncover unexplored research gaps, pinpoint the most impactful journals or conferences, and emphasize significant contributors in the domain (Ulum et al., 2025; Vázquez-Cano et al., 2022). Consequently,

further research utilizing bibliometric analysis will be essential for strategically defining the future direction of integrating religious moderation into mathematics education. This research aims to elucidate the focus of studies on the mathematics learning grounded in religious moderation and to assist future researchers in selecting issues related to this area of study.

METHOD

This study employs an organized bibliometric evaluation technique integrating both quantitative and qualitative components to investigate the domain of religious moderation within the field of mathematics over the past seven years (2019–2025). The choice of the 2019–2025 period is based on the fact that the exploration of religious moderation in learning began in 2019 (Sutrisno, 2019) and has continued to expand into the present era. This research utilizes papers concerning literacy rates obtained from the Google Scholar database, facilitated via the Publish Or Perish 8 software, Dimensions AI via the link: <https://app.dimensions.ai> and ScienceDirect via the link: <https://www.sciencedirect.com>. The Google Scholar, ScienceDirect, and Dimension AI databases were chosen based on their trustworthiness and availability in cataloging international publications (global), as well as their capacity to offer complete metadata for scientific analyses. The search terms employed to identify articles in the database are "religious moderation" AND "mathematics". The search procedure occurred in 15th August 2025. Table 1 is a list of requirements for inclusion and exclusion were established for article selection. These constraints were essential to guarantee that the analysis encompassed contemporary and globally pertinent research.

Table 1. Inclusion and exclusion requirements

Requirements	Inclusion	Exclusion
Years	2019 – 2025	Before 2019
Language	Indonesian language and English	Non-Indonesian language and Non-English
Document Type	Journal Article and Conference Papers	Reviews, Book, and Book Chapter
Document Access	Open Access Article	Non-Open Access Article
Indexed	Scopus and SINTA	Non-Scopus and Non-SINTA

The data collecting method was conducted in accordance with the Preferred Reporting Items for Systematic Review and Meta-Analysis (PRISMA) criteria. This study employs the PRISMA diagram to improve the transparency of the information flow from article collecting to screening. Figure 1 presents the PRISMA diagram utilized in this investigation, enhanced with terminology and specific inclusion criteria for article screening. 98 (ninety-eight) publications were sourced from Google Scholar and Dimensions AI. There is no article were collected from ScienceDirect database. The papers were evaluated utilizing the Systematic Review Accelerator (SRA) at the following link: <https://sr-accelerator.com/#/screenatron>. 14 (Fourteen) papers were considered suitable to advance to the analytical phase. This research employs descriptive qualitative and quantitative analysis methodologies for data analysis. Qualitative analysis is performed via the VOS-viewer 1.6.20 tool for visualization and text analysis, including author and keyword associations shown as network maps. A descriptive quantitative analysis is performed utilizing the RStudio-2024.09.0-375 application with the “Bibliometrix” package. The objective is to examine often occurring words, ascertain the quantity of papers, and evaluate the distribution of research on mathematics learning and religious moderation. Moreover, Microsoft Excel 365 is utilized to generate graphs pertaining to research patterns religious moderation in mathematics learning.

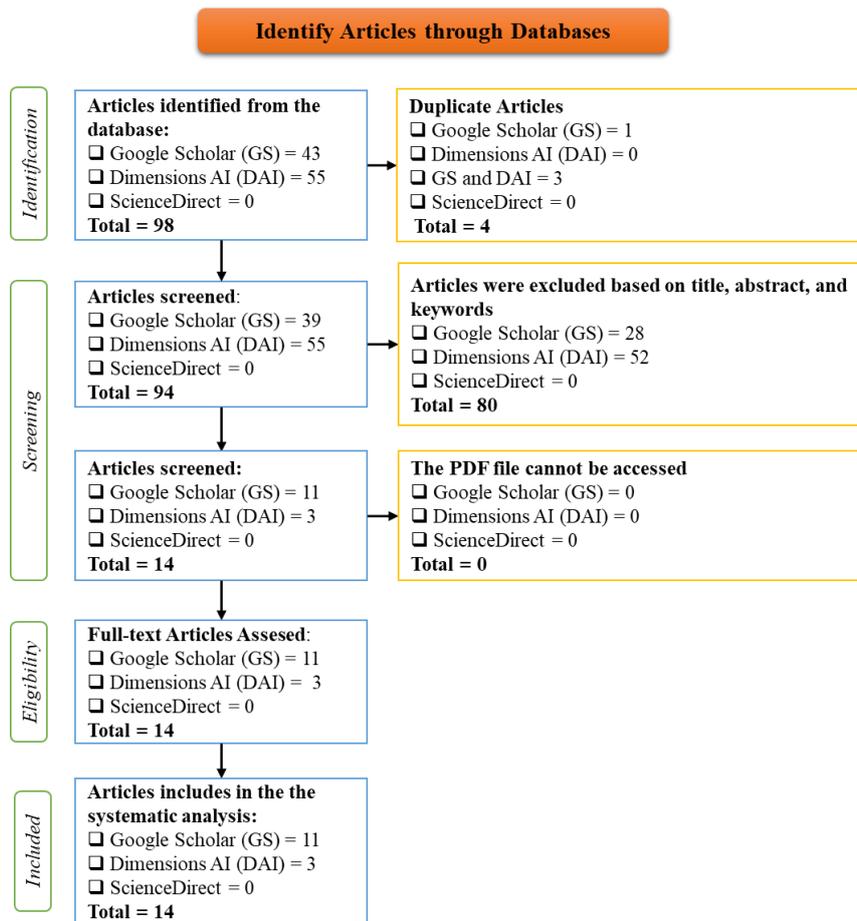


Figure 1. The standard PRISMA 2020 diagram

RESULTS AND DISCUSSION

Bibliometric analysis

Figure 2 illustrates the trajectory of research on religious moderation in education during preceding seven years.

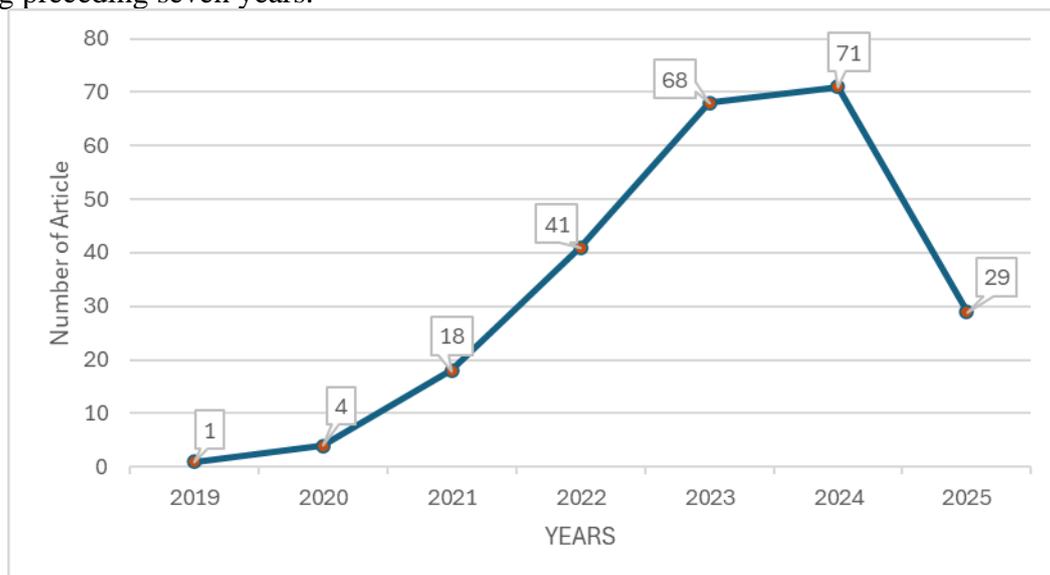


Figure 2. Research trends of religious moderation in learning

Figure 2 illustrates that the religious moderation in educational contexts has consistently risen annually until 2024. This development not only indicates a heightened awareness of the

necessity to include moderate values into the educational framework but also represents a proactive reaction to the escalating complexity of social and religious issues. In Indonesia's heterogeneous setting, the implementation of religious moderation is essential to counteract narratives of extremism, intolerance, and radicalism that may jeopardize national unity. Mathematics is one of the general subjects that has included religious moderation. The incorporation of religious moderation in mathematics education begin in 2023. Figure 3 displays the developmental pattern seen over the past three years.

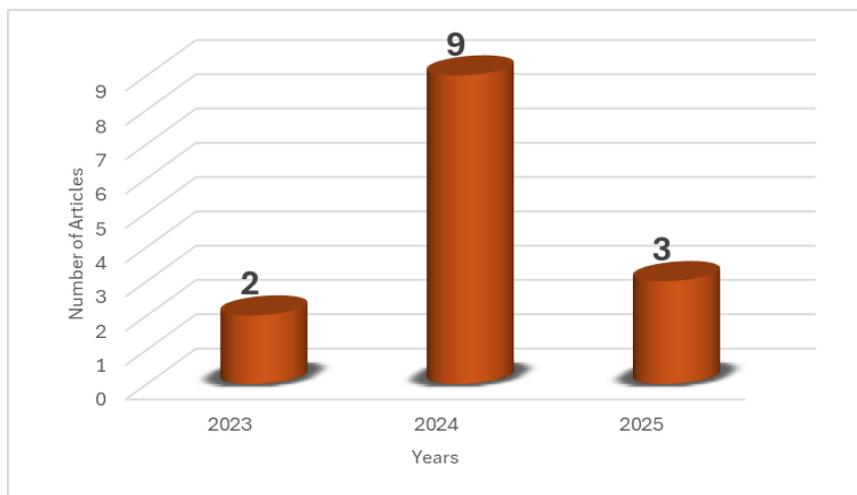


Figure 3. Research trends of religious moderation in mathematics learning

In 2025, the number of publications regarding the incorporation of religious moderation into general and mathematical education appears to be decreasing. By August 2025, just 29 articles had been published for general learning and three for mathematics. The study of religious moderation in general and mathematics learning may still expand by the end of 2025, encompassing publications in both national and international journals. The commitment of the government and educational institutions to religious moderation appears to be consistent or even on the rise. Numerous training, research, and community service initiatives pertaining to religious moderation are now in progress, which will finally provide published outputs.

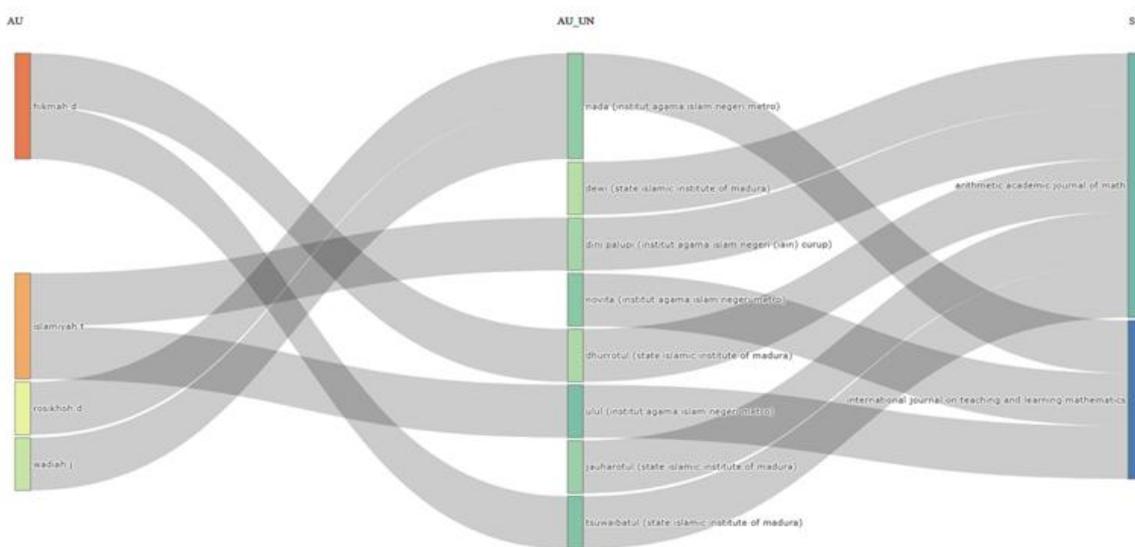
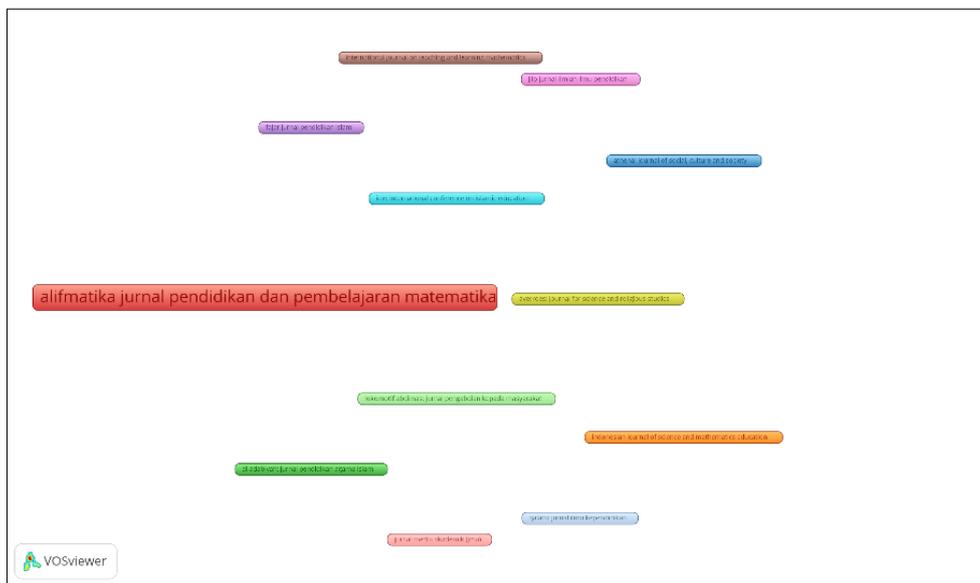
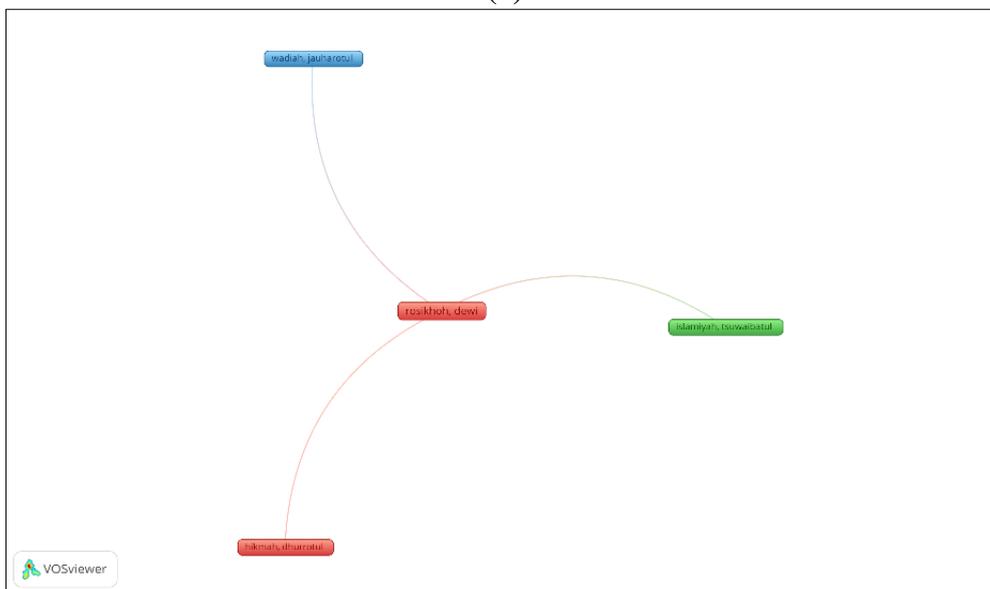


Figure 4. The three-field plot

Figure 4 demonstrates that authors associated with IAIN Madura and IAIN Curup frequently publish their articles in the "Arithmetic Academic Journal of Math." Authors affiliated with IAIN Metro typically select the "International Journal on Teaching and Learning Mathematics" for article publication. This trend highlights the varying preferences among institutions regarding publication venues, which may reflect differences in research focus or target audience. Such choices can influence the visibility and impact of their work within the broader academic community.



(a)



(b)

Figure 5. The highest number of citations with respect to (a) Source and (b) Authors

The journal with the most number of articles cited by other researchers is Alifmatika The Journal of Mathematics Education and Learning. Currently, the most referenced author in the research community is Dewi Rosikoh. Her work has significantly influenced the field, providing innovative insights into teaching methodologies and learning processes in mathematics. As a result, many educators and researchers are now building upon her findings to further advance the discipline.

Figure 6 depicts the co-occurrence network (Figure 6(a)) and triangle-forward wordcloud (Figure 6(b)) of terms or keywords commonly employed in research on religious moderation in mathematics learning, derived from the titles and abstracts of all collected articles. A co-occurrence network is a technique for text analysis that provides a graphical representation of potential relationships among individuals, organizations, concepts, or other things presented in written form (Segev, 2021).

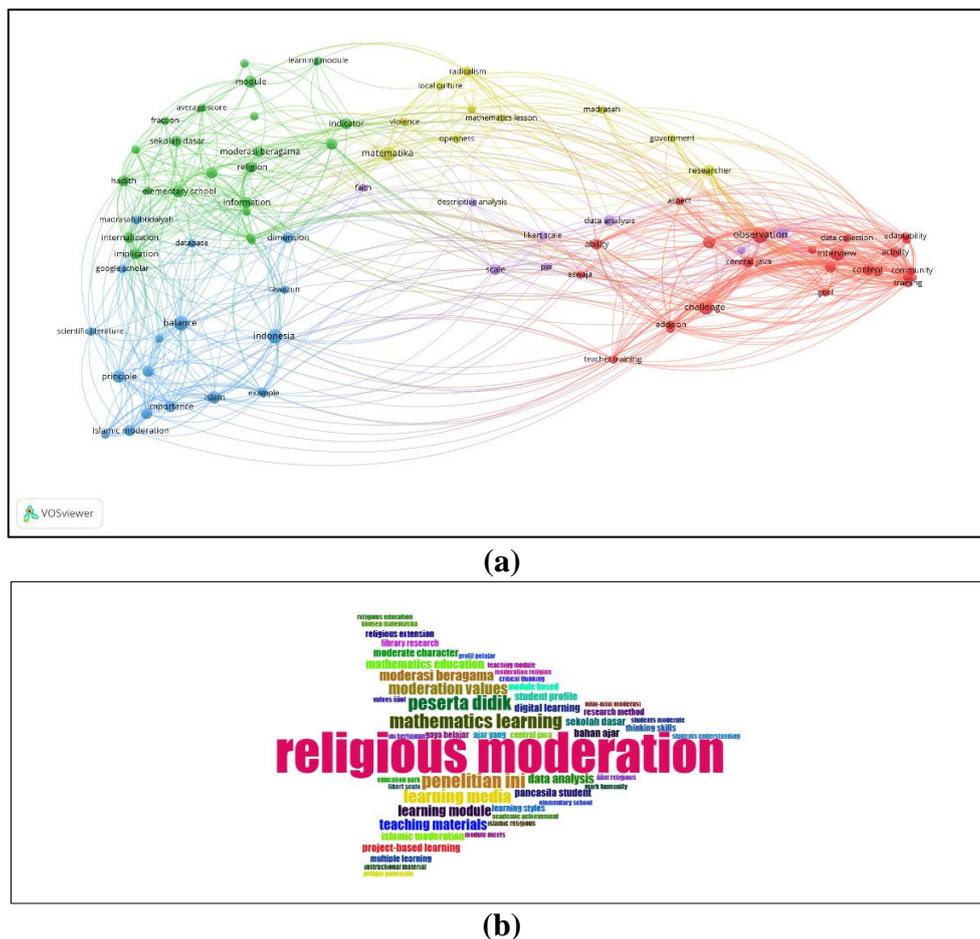


Figure 6. The term used: (a) Co-occurrence, (b) Triangle-forward wordcloud

The hues portrayed in Figure 6 are varied. This suggests that phrases associated with the same color often co-occur in research on religious moderation and mathematics learning. The dimensions of the circles and the typography for each term convey significance. The enlarging circle and typeface signify that the term is the most commonly utilized. The terms "observation", "islamic moderation", "challenge", "elementary school", "balance", and "mathematics lesson" exhibit the six highest circle size and font. The predominance of these terms elucidates the primary emphasis of the investigation. The phrases "observation", "islamic moderation", and "mathematics lesson" pivotal to this study, affirm that the essence of this research is fundamentally focused on the concept of religious moderation in mathematics learning.

Mathematics learning and religious moderation

The phrases "elementary school", "religious moderation," and "mathematics" with a substantial circular dimension (refer to Figure 6) signify that the application and examination of religious moderation in mathematics education have been executed at the elementary school level and its equivalents. Nonetheless, the quantity is quite negligible. The incorporation of

religious moderation values in education has consistently been prevalent in religious studies. Table 2 presents 14 current studies pertinent to religious moderation within the realm of mathematical education.

Table 2. Eligible articles for mathematics learning based on religious moderation

No	Authors (Year)	Titles	Education Level	Method	Content	Country
1	Dewi Rosikhoh (2024)	Development of mathematics teaching materials: Internalizing Al-Qur'an, Hadith, Madurese culture, and religious moderation	Elementary School	Research and Development	Fraction	Indonesia
2	Dewi Rosikhoh, Tsuwaibatul Islamiyah, Jauharotul Wadiyah, Dhurrotul Hikmah (2024)	Effectiveness: Integrated mathematics module of the al-qur'an and hadith with internalization of madurese culture and religious moderation	Elementary School	Quantitative	Fraction	Indonesia
3	Irni Latifa Irsal, Dini Palupi Putri (2024)	Religious Moderation: Implementing Religious Tolerance Values in Mathematics Learning at IAIN Curup	University	Qualitative	Pythagorean theorem and limit	Indonesia
4	Vara Azzahra, Syifa' Nur Latifah, Nabila Rahma Dianti, Aurel Alysha Pradipta, Taufiqur Rohman (2025)	Integrating religious moderation values into fraction learning to strengthen elementary school students' character	Elementary School	Library Research	Fraction	Indonesia
5	Ashar Mubarak, Fitriani Nur, Baharuddin, Ridwan Idris, Andi Ika Prasasti Abrar (2025)	Development of learning modules with the concept of religious moderation to facilitate students' mathematical literacy skills	University	Research and Development	Vector spaces	Indonesia

No	Authors (Year)	Titles	Education Level	Method	Content	Country
6	Moh. Al-Faiz, Jasuli, Jasuli, Moh. Qurtubi, Ida Andriyani (2024)	The Influence of Akhlak-Based Mathematics Learning on Religious Moderation and Moral Character of Students at MTs. Al-Khairiyah Tempurejo Jember	Junior High School	Quantitative	Not available	Indonesia
7	Ressy Rustanuar si (2025)	Strengthening Moderate Student Character through Mathematics Learning	All Levels of School	Library Research	Integer	Indonesia
8	Eka Nurul Amalia (2024)	Strengthening Mathematical Concepts in the Context of Indonesian Diversity through Traditional Games Based on Religious Moderation	Elementary School	Asset Based Community Development	Integer and plane geometry	Indonesia
9	Muhammad Ilman Nafi'an, Bagus Ahmadi, Muhammad Ngizzul Muttaqin, Dian Septi Nur Afifah (2023)	Internalization of islamic moderation value in mathematics problem solving	Junior High School	Library Research	Linear equation of two variables	Indonesia
10	Muhammad Ilman Nafi'an (2024)	Mathematics and islamic moderation: internalising the value of tawwasuth on the material of linear equations one variable	Junior High School	Library Research	Linear equation of one variable	Indonesia
11	Mukhlas Triono, Budi Santoso (2024)	Character development through religious education through mathematics education in elementary school	Elementary School	Library Research	Integer	Indonesia
12	Arfi Wahyu Nurkarim, Ahmad Isroil, Supriyanto Supriyanto, Abdurrahman Rifki (2025)	Religious moderation in madrasah ibtidaiyah: a systematic review of contextual mathematics learning strategies	Elementary School	Systematic Literature Review	Integer and Fraction	Indonesia
13	Muhammad Win Afgani,	Religious moderation as context in math story problems: A way to instill	Elementary School	Library Research	Least Common	Indonesia

No	Authors (Year)	Titles	Education Level	Method	Content	Country
	Retni Paradesa (2023)	it indirectly to 6th grade students			n Multiple	
14	Sri Winarni, Saman Hudi, Prima Cristi Crismono (2024)	The Concept of Balance and Justice in ASWAJA: Philosophical Relevance to Mathematics Education and Islamic Religious Education	Senior High School	Qualitative	Integer and Geometr y	Indonesia

According to the data presented in Table 2, the distribution of research studies focusing on the principles of religious moderation is as follows: 50% are conducted at the elementary school level, 21.43% at the junior high school, 7.14% at the senior high school level, 14.29% among university students, and 7.14% encompass elementary to senior high schools. Consequently, it is essential to broaden the scope of future research to include all levels of education.

Primarily, the incorporation of religious moderation principles in mathematics education occurs through two approaches: 1) a process-oriented approach and 2) contextualizing the curriculum based on social problems encountered by pupils. The process-oriented approach to mathematics education can be executed using a philosophical framework as suggested by Winarni et al. (2024). Nonetheless, the social and psychological dimensions of students require consideration, as education fundamentally seeks to cultivate individuals' potential comprehensively, enabling them to embody faith, knowledge, morality, independence, and responsibility, thereby contributing positively to society and the nation. Meanwhile, the mathematical content approach may involve presenting mathematical challenges, such as those related to fractions and linear equations, characterized by open-ended features, with contexts derived from the practice of religious moderation in daily life, including local culture and digital literacy. A complete and systematic instructional design is required to develop the process and building of mathematical problems that encompass a wider range of content relevant to the learners' daily situation.

Significant mathematics education enables pupils to develop their comprehension of mathematical topics through real-world contexts. Integrating the principles of religious moderation into mathematics education aims to ensure that students achieve mathematical proficiency while simultaneously developing moderate character traits.

CONCLUSION

The trend of research in religious moderation-based learning from 2019 to 2025 shows a positive response from the scientific community toward government policies aimed at preventing anarchic and extremist actions within society, particularly in the field of education. In addition, religious moderation and its implementation in learning have rapidly expanded into various scientific disciplines, studied across different student age levels using a variety of research methods or approaches.

However, in the context of mathematics learning, studies on religious moderation remain limited. In particular, the research findings indicate that: 1) the integration of religious moderation in educational contexts began in 2019; 3) the incorporation of religious moderation in mathematical education initiated in 2023; 4) the implementation of religious moderation remains constrained in Indonesia; 5) the findings indicate that the examination of religious moderation within mathematics education is mostly undertaken through the library research

methodology, concentrating on curricular papers and educational resources. The execution of religious moderation in education has been conducted. Nonetheless, it's implementation remains confined to the elementary school level. Therefore, similar research at the secondary education level, encompassing High Schools, Madrasah Aliyah, and Vocational Schools, necessitates execution.

RECOMMENDATION

The process and content approach serves as the core foundation in instilling the values of religious moderation into mathematics learning. There is still a lack of studies on designing mathematics contexts based on religious moderation, so in the future, it is necessary to develop a comprehensive, systematic, and measurable instructional design for structuring learning syntax and constructing mathematics tasks with a broader scope of mathematical content that can be applied across various educational levels.

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AUTHOR CONTRIBUTIONS STATEMENT

Name of Author	C	M	So	Va	Fo	I	R	D	O	E	Vi	Su	P	Fu
Al Kusaeri	✓	✓	✓	✓	✓	✓		✓	✓	✓			✓	
Alfira Mulya Astuti		✓				✓		✓	✓	✓	✓	✓		
Erpin Evendi	✓		✓	✓			✓		✓	✓	✓		✓	✓
Kristayulita					✓		✓		✓	✓		✓		✓
M. Habib Husnial Pardi					✓		✓		✓	✓		✓		✓
Afifurrahman	✓		✓			✓		✓	✓	✓				

CONFLICT OF INTEREST STATEMENT

Authors state no conflict of interest.

INFORMED CONSENT

We have obtained informed consent from all individuals included in this study.

DATA AVAILABILITY

The data that support the findings of this study are available on request from the corresponding author. The data, which contain information that could compromise the privacy of research participants, are not publicly available due to certain restrictions.

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