



# Identifying and Solving Islamic Religious Education Challenges for Special Needs Children

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## Abstract

To achieve strict compliance and devotion to Allah SWT, special needs children must get a thorough Islamic education. Islam also has Rukhsah, which accommodates labourers who struggle to fulfil their religious duties. This discipline of science studies Sharia law as it applies to people with special needs. Thus, ignoring religion is unjustified. However, teaching Islamic religious education to special needs children is difficult due to their inability to understand abstract concepts and the necessity for concrete explanations. Thus, Islamic Religious Education instructors must use strategies that help SLB students, including those with special needs, understand the curriculum. A literature review of relevant studies examines Islamic religious education learning for special needs children in many special schools. This investigation is intriguing and subjective. The literature review examines PAI instructors and students who work with special needs children. The study covers PAI learning examinations for special-needs youngsters. In contrast, the literature review cites coworkers, guardians, and teachers. Data is collected through observations, conferences, and writing. The information used for the investigation is. According to this investigation, the Madrasah Ibtidaiyah Learning Examination for special needs children in numerous special schools may still be educational and learning exercises. Guides and unusually paired students accompany students with special needs during growth. Teachers will help students with special needs learn even if they are not grouped. This essay will analyze the barriers to PAI learning for special needs children.

**Keywords:** Education challenges; Identifying and solving islamic religious; Learning analysis PAI; Special needs children

## Introduction

Children with Special Needs (ABK) are children who have various qualities from children in general, experiencing obstacles in their development and progress. They need special training and administration to achieve the ideal turn of events (Abd-Alrazaq, 2023; Roche, 2020). Special Schools, although their students are not the same as ordinary schools in general, but Islamic teachings through a subjective approach must also be implemented (Astuti, 2024; Nasir, 2021). This is a sign of lack of qualifications or oppression of unusual children about school. Because basically every individual has special rights and every child is a gift from God

who is equipped with potential and gifts, even though they have limitations or are commonly called children with special needs.

Children with extraordinary needs basically experience obstacles or problems beyond ordinary people, both in real and intellectual terms (Zhang, 2022). This child is usually not seen by public authorities because they consider individuals who have real limitations or weaknesses cannot continue the age of the country, even though everyone has the right to obtain formal education (Haegele, 2019; Moberg, 2020).

Scientists need to dissect the causes, effects, and how to find out about children with special needs at Madrasah Aliyah at SLB Quridha Ilmi, Tapalang Area, Mamuju Regime. According to the Directorate of Special Schools (SLB), Special Schools are a type of school that is responsible for providing training for children with special needs (Juvonen, 2019; Latif, 2019).

As for the Islamic Dictation at SLB Quridha Ilmi Mamuju, from the consequences of the perception of the learning behavior of children with special needs at SLB Quridha Ilmi, Tapalang District, Mamuju Regulation, which is applied by the school is still less successful in developing students further realizing that this is where scientists are interested in breaking down the learning of children with special needs where they are ready to create dynamic student learning, ready to think about systematic thinking and try to solve problems that are seen without the help of others. As a representation of the side effects of the perceptions made, subjective investigation information was obtained using meeting techniques (Pariyanti, 2022; Tambak, 2020).

Strict Islamic education for children with special needs is clearly very fundamental so that they can carry out strict rules and fear Allah SWT. In addition, in Islam itself there is also a rukhsah (shelter) for every worker with the assumption that they have obstacles in carrying out worship (Lahmar, 2020; Yusufarto, 2023). There is even a science that explicitly studies the sharia for individuals with extraordinary needs called Fiqh of Disability. Thus, there is no good explanation for not concentrating on Religion. It is the obligation of guardians and teachers to strive to consolidate the quality of Islam in children with extraordinary requirements and practice it. Observing the results of the meeting led on Monday, Jalan 7 Tahun

2022 with the Subject Teacher of Education and Training, Mrs. Rahmad Niar S.ag, revealed that out of 30 students consisting of 2 classes and from elementary/junior high school levels, there were 12 male students. and 18 female students. These students each have different learning limitations when given material in the homeroom teacher. This has attracted the consideration of scientists to direct a more in-depth study of the Islamic School Exam for Children with Special Needs at SLB Quridha Ilmi, Tapalang Region, Mamuju Regime, to further develop learning for children with special needs in participating in learning. Increasing the experience of Islamic Education and Training at SLB Quridha Ilmi, Tapalang Region, Mamuju Region.

Learning is a movement that is displayed to show students, what is meant by research is learning is an act of teaching and learning carried out by educators and students to achieve predetermined goals (Iniesto, 2021; Rodríguez-Abitia, 2020).

Learning is a movement carried out by students and educators, educational experience becomes a framework in learning. The learning framework consists of several parts that interact with each other until proper cooperation is obtained (Ma`arif, 2022; Muhammad, 2022). Learning will be strong and run with the assumption of plans and improvements depending on learning attributes, subjects and rules for important skills, predetermined learning targets or signs of learning achievement.

A developing experience is a movement that is completed starting from organizing, carrying out exercises to assessments and follow-up programs that occur in instructive circumstances to achieve certain goals. As indicated by Sudjana quoted by Subroto, a developing experience includes pre-informative, educational and assessment steps. These stages are carried out to achieve predetermined learning targets. These learning steps also apply to PAI subjects. In educational experiences, educators are expected to have ideal choices to foster student abilities. Efforts to encourage recognition of the possibility of student improvement are certainly a long cycle that cannot be predicted in a certain period of time, especially in a very short period of time (Pallathadka, 2023; R'boul, 2021).

This standard is stated as an observation. Children have a tendency to follow up on something, have their own desires and longings. Learning cannot be limited by others and cannot be directed at others. In educational experiences, students generally show movement. These actions take on different structures. Starting from proactive tasks that are not difficult to notice, such as reading, composing, practicing skills, etc., as well as mental exercises that are difficult to notice.

Children with Special Needs is a very broad definition, including children who have actual disabilities, or low intelligence levels, as well as children with very complex problems, so that their mental abilities are weakened (Al-Balas, 2020; Filho, 2020). The Madrasah Aliyah education program used was changed without leaving the basic norms, while the assessment was at least the culmination. Examination of PAI learning in the 2013 RPP for children with special needs (ABK) showed that the acquisition of PAI was not much different from PAI learning for normal students, so ABK educators must have perseverance and determination and inspiration to serve so that all is achieved. for students with extraordinary needs brings true peace. PAI learning for children with special needs brings changes in PAI learning on learning devices that adjust to the circumstances of students with special needs and learning assessments are carried out every day during learning. The condition of children with extraordinary needs can also be caused by injuries experienced by the child, for example during the birth cycle (Christozov, 2019; Lintang Sari, 2020). For example, a child is difficult to conceive and makes it have to be assisted by using certain techniques or tools that make the child need oxygen in the brain and eventually experience disorders in the brain, especially in the formative part. Indeed, even disaster events are remembered to cause deviations in children.

Islamic Religious Education is training that provides information and forms the mentality, character, and abilities of students in practicing its teachings. Implemented through subjects in all lines, levels and types of schools. According to Ahmad Tafsir, Islamic madrasah is an educational effort to realize it, both in individual behavior and in personal life or in local life or in everyday life around and in the learning cycle. The instructor provides an overview or explanation to various students at a certain time (limited time) and a certain place. This is done in communicating in language to provide an understanding of a problem. In this speaking technique, students sit, watch and listen and quickly accept that what is shown by the teacher himself and store it without additional examination by the teacher concerned. The purpose of Islamic Religious Education is something that is expected to be achieved after the business or action is completed.

The reason Islamic teachings must have the option to bring and return the soul to truth and blessings. Because people who truly recognize Islamic teachings will definitely recognize every standard contained in the Qur'an. The definitive goal of Islamic Teachings is to understand the best person as Abid/Ibad Allah, who is truly accommodating to Allah SWT. The motivation of this Islamic Training is expected to build students' trust, understanding, appreciation, and practice of Islam with the aim that they become Muslims who accept and fear Allah SWT and have honorable personalities in their personal, social, community and state lives. The idea of Islamic Training in schools plans to expand students' trust, understanding, appreciation and experience of Islam with the aim that they become Muslims who accept and fear Allah SWT and have honorable personalities in their personal, regional, state and state lives and to continue training to a higher level.

## METHOD

### 2.1 Type of Research

The type of examination used is descriptive qualitative, which is research that is used if you want to see and reveal what is happening or something in its unique state. Seeing as an interest (meaning) or in-depth understanding of the central issue, which appears as subjective information such as images, words, and opportunities and in "characteristic settings". This exploration is called subjective examination considering the source of information obtained from this study in the form of words or activities of the individuals being discussed, perceptions or perceptions, and the use of documentation related to the research studied by scientists, to be more specific. investigation of Islamic school learning in children.

### 2.2 Research Location

The research location is where the analyst will conduct research to obtain basic information and data related to the problems and needs of specialists. This research is located at SLB Quridha Ilmi, Tapalang District, Mamuju Regency. This research was carried out for 2 months at SLB Quridha Ilmi, Tapalang District, Mamuju Regency.

### 2.3 Research Focus

This attention is on determining the focus that is the object of the examination so that it really obtains ideal results. In Children with Special Needs at SLB Quridha Ilmi, Tapalang District, Mamuju Regency. With a total of 30 students consisting of two classes and from the elementary/high school level there are 12 boys and 18 girls.

### 2.4 Data Collection Methods

#### a. Observation

Observation is an information gathering procedure that expects scientists to go to the field to pay attention to things related to space, place, entertainment, exercise, objects, time, opportunity, purpose, and sentiment. In directing perception, scientists are involved latently. This means that scientists are not involved with the practice of exam subjects and are not directly connected to

them.

Perception in this review is to pay attention to things related to the elements that cause low learning outcomes of SLB Quridha Ilmi students

#### b. Interview

Interview is an approach to collecting information that is used to obtain data directly from the source. This interview is intended if you have a desire to know about the respondents and the number of respondents is small.

Interviews or interviews are a type of information gathering procedure that is widely used in subjective graphic examinations and clear quantitative explorations. Interviews are conducted orally in individual meetings and personal meetings. The interview method is used in collecting information, if scientists have a desire to lead a basic report to find problems that must be studied. In addition, it is used when specialists need to know things from respondents that are deeper and outside with a few respondents. The screening begins by determining a prior agreement with the research witness regarding the opportunity to have the option to lead the interview.

The interview is directed by conveying some of the questions contained in the meeting guidelines. Data from the meeting is recorded by experts using a voice recorder or cellphone, in addition, scientists also record important things conveyed by the source in the meeting. The interviews in this review are aimed at students of SLB Quridha Ilmi, especially to educators of Islamic Education subjects and deaf students in elementary/high school classes. Experts lead the interview by asking several questions to all students and madrasah subject teachers related to the elements that cause low student learning outcomes.

#### c. Documentation

Documentation comes from the word report, and it means arranged merchandise. Documentation is a procedure for collecting information that is not directly addressed to the subject of exploration. The archives in question can be correct archives such as choices, letters of instruction, while ordinary reports, for example notes and individual letters that can provide supporting data about an event. In subjective examination, the archives are in accordance with the use of perception and interview techniques.

#### 2.5 Data Analysis Methods

Different data are various information needed or shared to help your examination needs. Information mining is a subtle point of view that requires extensive data and understanding. Information execution is the use of organized social event data to emerge at a certainty and play a phase. Likewise, with decreasing information, the age of the plot and use are the basis for assessment, not limited. Furthermore, displaying information (information show) is an assessment work to obtain the relationship between the plan and understanding of the information obtained with the needs of the completed examination.

The main objectives set are still speculative and will change assuming there is a significant strong area that does not help the next information collection period. However, hoping that the objectives introduced at the hidden stage are supported by significant and strong evidence when the examination returns to the field to collect information, the targets introduced are perfect goals. In this way, subjective examination may have the option to answer the definition of the problem that has been formed so far, but may not be for reasons as stated that the issues and details of the problem in subjective exploration are still brief and will develop after the examination in the field. Ending in subjective examination are new discoveries that have never existed. Discovery can be a depiction or description of an object that was previously dim or faint so that after being examined it becomes clear, tends to be a causal or intuitive relationship, speculation or hypothesis.

## RESULTS AND DISCUSSION

After conducting research at the Quridha Ilmi Special School, Tapalang District, Mamuju Regency, the researcher analyzed Islamic Religious Education learning for children with special needs. Before describing the problem of Islamic Religious Education learning, the researcher will first provide an explicit description of Islamic Religious Education learning for children with special needs at the Quridha Ilmi Special School, Tapalang District, Mamuju Regency. The researcher has seen firsthand the learning atmosphere of students with special needs in the classroom when the Islamic Religious Education subject is taking place. Various characters of students in listening to lessons. Therefore, teachers must be good at conditioning the class and delivering lessons so that they reach students so that they understand the lessons being delivered. After the researcher conducted research at the Quridha Ilmi Special School (SLB) using observation and interview methods with informants related to the analysis of Islamic Religious Education learning. As the researcher observed, learning using aids in the form of pictures, videos, and audio visuals in delivering learning to students, especially in Islamic Religious Education subjects. Therefore, teachers must be clever in conditioning the class and delivering lessons so that they reach students so that they understand the lessons delivered. After the researcher conducted research at the Quridha Ilmi Special School (SLB) using observation and interview methods with informants related to the analysis of Islamic Religious Education learning. As the researcher observed, learning using aids in the form of images, videos, and audio visuals in delivering learning to students, especially in Islamic Religious Education subjects. The results of the study can be presented as follows:

3.1 How to Implement the Buzz Group Method to Improve Student Learning Outcomes in the SKI Subject at Ma Al-Hilal Dobo, Maluku Province, Aru Islands Regency

SLB Quridha Ilmi is a school founded by Mr. Muhammad Arif Amin, S.Ag in 2013. He is a community leader in the area. This SLB is located in Tapalang District, Mamuju Regency, West Sulawesi Province. This SLB is one of the educational institutions for young people with different characters and limitations. The presence of this SLB at that time was very appropriate because the area was a transmigration area which of course generally became one of the facilities for people with physical or mental limitations in the fields of education and religion.

This Special School (SLB) serves teaching for students with special needs to gain basic skills and abilities so that they can follow the education curriculum in public schools. SLB Quridha Ilmi has a teaching staff of competent teachers in educating students in strategies that are adjusted based on students. Various school facilities are also available such as comfortable classrooms.

Learning activities begin in the morning and of course before starting the lesson, the teacher first prepares the students psychologically and physically so that later the students can grasp the lesson well even though it is not the same as students in general. The teacher provides student learning motivation according to the benefits and applications of the teaching materials in everyday life. Now SLB Quridha Ilmi is developing formal education according to the curriculum set by the government through the Department of Education and Culture and a non-formal education system, namely more specific materials on inclusive learning sciences for children with disabilities. Every year the number of students who register at SLB Quridha Ilmi continues to increase, this indicates that the quality of education at this SLB is getting better, as is known, this SLB is the first school open to children with physical and mental disabilities so that the school can provide opportunities for children with special needs and produce an extraordinary generation even though it is beyond the abilities of children in general. Analysis of Islamic Religious Education Learning for children with special needs (ABK) at SLB Quridha Ilmi, Tapalang District, Mamuju Regency during the observation process, the teacher discussed Islamic Religious Education learning about the procedures for the five daily prayers, short surahs, with daily prayer readings to students.

The first observation on Monday, August 8, 2022, which was observed by the researcher was the Islamic Religious Education learning process carried out in the SLB Quridha Ilmi class with the category of students with special needs. The study found that Islamic Religious Education lessons were delivered by the Islamic Religious Education subject teacher, Mrs. Rahmad Niar

H. S.Ag, using learning media in the form of video and audio visual images.

The teacher explained the procedures for the five daily prayers by showing pictures and playing a video about the procedures for prayer. Then the teacher gave an explanation to students properly according to the limitations of children with special needs. Analysis of Islamic Religious Education Learning for children with special needs (ABK) at SLB Quridha Ilmi, Tapalang District, Mamuju Regency during the observation process, the teacher discussed Islamic Religious Education learning about the procedures for the five daily prayers, short surahs, with daily prayer readings to students. The first observation on Monday, August 8, 2022, observed by the researcher was the Islamic Religious Education learning process carried out in the SLB Quridha Ilmi class with the category of students with special needs. Researching found that Islamic Religious Education lessons were delivered by the Islamic Religious Education subject teacher, Mrs. Rahmad Niar H. S.Ag, using learning media in the form of video and audio visual images. The teacher explained the procedures for the five daily prayers by showing pictures and playing a video about the procedures for prayer. Then the teacher gave an explanation to students properly according to the limitations of children with special needs.

### 3.2 Description of Teaching Methods for Children with Special Needs in Islamic Religious Education Learning

A teacher is someone who has devoted himself to teaching a science, educating, directing, and training his students to understand the science he teaches. In this case, teachers do not only teach formal education, but also other education and can be a figure who is emulated by his students. From this explanation, we can understand that the role of teachers is very important in the process of creating a quality next generation even with the limitations they have, both intellectually and morally.

In SLB Quridha Ilmi, teachers are not only teachers in teaching

science, but also as role models for students who have limitations to have better morals and have broad insights about science for children with special needs and religion. In a learning, such as Islamic Religious Education learning as a teacher must be able to master the learning material as creatively as possible so that students can understand and comprehend, a teacher can also win the hearts of his students so that they remain calm in following the lesson. In the learning process, teachers use aids to facilitate the explanation of Islamic Religious Education learning materials. Learning using image and video media can help students achieve learning objectives effectively and efficiently in learning. Based on the results of interviews and observations with teachers about what teaching methods are used in delivering Islamic Religious Education learning. In a learning process, such as Islamic Religious Education learning as a teacher must be able to master the learning material as creatively as possible so that students can understand and comprehend, a teacher can also win the hearts of his students so that they remain calm in following the lesson. In the learning process, teachers use aids to facilitate the explanation of Islamic Religious Education learning materials. Learning using image and video media can help students achieve learning objectives effectively and efficiently in learning. Based on the results of interviews and observations with teachers about what teaching methods are used in delivering Islamic Religious Education learning.

### CONCLUSION

Analysis of Islamic Religious Education Learning for students with special needs at SLB Quridha Ilmi. Still looks like teaching and learning activities in general. During the learning process, some students with special needs are still accompanied by assistants and some are no longer accompanied, and for students who are no longer accompanied in class, the teacher will direct them with very limited abilities in the field of ABK.

Supporting factors in the Analysis of Islamic Religious Education learning at SLB Quridha Ilmi, Tapalang District, Mamuju Regency: parental support, teachers will guide patiently, the presence of ABK assistants, the existence of schools supported by the government, the role of students who respect each other. Inhibiting factors in Islamic Religious Education Learning; no special ABK teachers, no special ABK facilities and infrastructure, no special ABK supporting books.

**RESULTS AND DISCUSSION**

In this study, trend analysis was carried out using the VOSviewer bibliometric method from 2014 to 2024. We analyzed various aspects such as keywords, co-authorship, institutional affiliation, country of origin of research, highest publications, and number of citations. The following are the results of the analysis that has been carried out.

**Analysis of Research Trends in Highest Publications (2004-2024): Based on Number of Published Documents**

Analysis of research trends based on the highest number of publications from 2004 to 2024 shows a fluctuating trend. However, there has been a significant increase in publications in recent years, as seen in Figure 2.

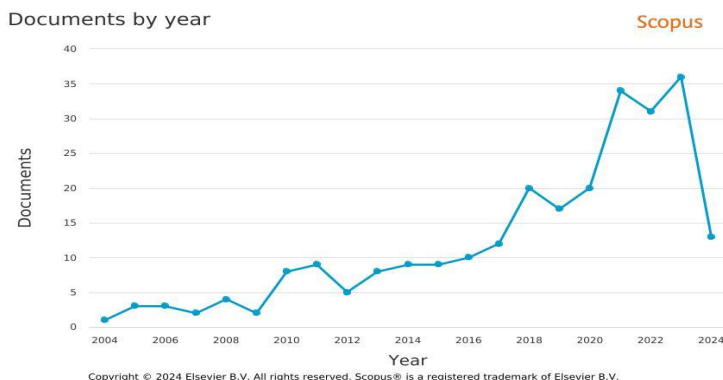


Figure 1. Analysis of Research Trends based on the Highest Number of Publications (2004-2024)

The analysis results based on Scopus data in Figure 2 show that the highest number of publications occurred in 2023, with a total of 36 publications, which shows an increase in interest in the study of

Sheikh Nawawi's thought. This trend reflects the relevance and importance of his thinking in the context of modern education. A deeper analysis is described in the following terms:

**Table 1. Analysis of Publication Research Trends "Sheikh Nawawi's Thoughts in Modern Education" based on the highest number of publications (2004-2024)**

No.	Trends in Sheikh Nawawi's Thought in Modern Education	Information
01.	Research Trends Related to Sheikh Nawawi's Educational Philosophy	Based on research trend analysis from Scopus, it can be seen that there has been an increase in the number of publications related to Sheikh Nawawi's educational philosophy from 2004 to 2024. The peak number of publications occurred in 2023, with 36 publications indicating significant interest in this topic. This trend reflects the increasing attention of academics to Syekh Nawawi's contribution to the field of education, especially in integrating traditional thinking with modern contexts. Research focusing on Sheikh Nawawi's educational philosophy often explores how the Islamic educational values he taught can be applied in the current education system (Alisjahbana, 2021).
02.	The Relevance of Sheikh Nawawi's Thoughts in Science Learning	Sheikh Nawawi's thinking is not only limited to theological aspects but also includes the field of science. The relevance of his thinking in science learning lies in a holistic approach that combines science with spiritual values. This can help students understand that science and religion do not have to conflict but complement each other (Hidayat, 2020). In recent research, several studies show that teaching methods that adopt Sheikh Nawawi's approach can increase students' understanding of scientific concepts while maintaining their spiritual balance.
03.	Application of Sheikh Nawawi's Thoughts on Teaching Aqidah	Sheikh Nawawi's thoughts also significantly influence the teaching of Aqidah. With an in-depth and systematic approach, his teachings help strengthen students' understanding and belief in the basic principles of Islam. Research shows that applying Sheikh Nawawi's thoughts in teaching Aqidah can enrich the curriculum and increase learning effectiveness (Maulana, 2018). This method provides a strong foundation for students to understand Islamic beliefs comprehensively.
04.	Sheikh Nawawi's Contribution to the History of Banten	Sheikh Nawawi is one of the great scholars who has significantly contributed to the history of Banten. His research covers its influence in Banten's educational, social, and religious fields. Many publications discuss Sheikh Nawawi's role in shaping the people's character of Banten through education and preaching (Ismail, 2019). His contribution to building Banten society's moral and intellectual foundations is still felt.
05.	Integration of Sheikh Nawawi's Educational Philosophy in the Modern Curriculum	Integrating Sheikh Nawawi's educational philosophy into a modern curriculum is both a challenge and an opportunity for educators. Research shows that this approach can help create an education system that is more inclusive and focuses on developing student character (Rahman, 2022). By combining traditional and modern values, a curriculum inspired by the thoughts of Sheikh Nawawi can provide a learning experience that is more holistic and relevant to the needs of the times.

The results of the analysis in Table 1, as a whole, show that studies regarding Sheikh Nawawi's thoughts on modern education have experienced a significant increase over the last two decades, and based on research trend analysis from Scopus, publications related to Sheikh Nawawi's educational philosophy increased from 2004 to 2024, with the peak number of publications occurring in 2023 at 36. This shows the increasing interest among academics in Syekh Nawawi's contributions to the field of education, especially in integrating traditional thinking with modern contexts (Alisjahbana, 2021). Research focusing on Sheikh Nawawi's

educational philosophy often explores how the Islamic educational values he taught can be applied to the current education system.

Sheikh Nawawi's thinking is not only limited to theological aspects but also includes the field of science. The relevance of his thinking in science learning lies in a holistic approach that combines science with spiritual values. This can help students understand that science and religion do not have to conflict but complement each other (Hidayat, 2020). Several recent studies

show that teaching methods that adopt Sheikh Nawawi's approach can increase students' understanding of scientific concepts while maintaining their spiritual balance. Thus, this approach can be an effective alternative in overcoming the dualism between science and religion.

Apart from that, Sheikh Nawawi's thoughts also significantly influence the teaching of Aqidah. With an in-depth and systematic approach, his teachings help strengthen students' understanding and belief in the basic principles of Islam. Research shows that applying Sheikh Nawawi's thoughts in teaching Aqidah can enrich the curriculum and increase learning effectiveness (Maulana, 2018). Integrating Sheikh Nawawi's educational philosophy into the modern curriculum is also a challenge and opportunity for educators. Research shows that this approach can help create an education system that is more inclusive and focuses on developing

student character (Rahman, 2022). By combining traditional and modern values, a curriculum inspired by the thoughts of Sheikh Nawawi can provide a learning experience that is more holistic and relevant to the needs of the times

**Top Author Document Publication Analysis Trend Results: Sort by Relevance**

This research aims to analyze and criticize the relevance of Sheikh Nawawi's thoughts in modern education by referring to the publication trends of top authors' documents. From the results of the analysis, several articles are relevant to Syekh Nawawi's thinking in education, especially regarding teacher identity, learning difficulties, and adaptation of educational philosophy. The following are the top 5 author document publication trends, which can be seen in Table 1.

**Table 1. Top 5 Top author document publication trends related to Sheikh Nawawi's thoughts on modern education**

Author full name	Title	Year	Source Title	ISSN	Cited by
Sjöström, Jesper (7005403149)	"Science teacher identity and eco-transformation of science education: comparing Western modernism with Confucianism and reflexive Bildung."	2018	Cultural Studies of Science Education	18711502	14
Chan, Ken (56015586800)	"Views on Learning Difficulties in Basic Sciences by Mainland Chinese Students."	2021	Journal of International Students	21623104	0
Niaz, Mansoor (7006032629)	"Do general chemistry textbooks facilitate conceptual understanding?"	2005	Quimica Nova	1004042	8
Green, Sara (55743663000)	"Adapting practice-based philosophy of science to the teaching of science students."	2021	European Journal for Philosophy of Science	18794912	8
Appleby, Alistair (55338494700)	"Spiritual care training and the GP curriculum: where to now?"	2019	Education for Primary Care	14739879	8

Based on the results of the analysis in Table 1, the trend of publication of documents related to educational transformation that is relevant to Sheikh Nawawi's educational philosophy during the 2004-2024 period. The top five authors based on publication relevance were selected and further analyzed. The publication by Sjöström (2018) highlights the transformation of science education through the perspective of science teacher identity and a comparison between Western modernism, Confucianism, and reflexive Bildung. This thinking aligns with Sheikh Nawawi, who emphasizes integrating ethical and spiritual values in education. Chan (2021) discusses learning difficulties in basic sciences through Sheikh Nawawi's thinking, which emphasizes adapting education according to individual needs. Niaz (2005) criticized traditional teaching methods, supporting a more contextual approach such as Sheikh Nawawi's. Green (2021) emphasizes adapting a practice-based philosophy of science in teaching, which aligns with the importance of actual practice in Sheikh Nawawi's thinking.

Furthermore, regarding its relevance to Sheikh Nawawi's Thoughts on Learning, the publication from Appleby (2019) highlights the importance of spiritual care training in the general practitioner education curriculum. This is very relevant to the thoughts of Sheikh Nawawi, who emphasizes the spiritual dimension of education. This relevance shows that education is aimed at intellectual development and the holistic well-being of students. Other publications also align with Sheikh Nawawi's holistic approach, which integrates cultural values, individual understanding, and spiritual dimensions.

The application of Sheikh Nawawi's thoughts in teaching can also be seen in the practical approach promoted by (Green et al., 2021). Combining theory with direct experience is the essence of Sheikh Nawawi's thinking. Apart from that, the contextual approach proposed by (Niaz, 2005) in general chemistry education also reflects Sheikh Nawawi's thinking, which encourages deep learning and is relevant to the student's context (Ibáñez et al., 2020). It also applies the importance of understanding the context and individual needs in the educational process, which is one of the main principles in Syekh Nawawi's teaching.

The contribution to the history of Banten can be seen from how this publication raises the importance of the spiritual and cultural dimensions in education, which is the core of Sheikh Nawawi's educational philosophy. Publications (Appleby et al., 2019) about spiritual care training in the general practitioner curriculum are relevant to Sheikh Nawawi's approach, which emphasizes a balance between the intellectual and the spiritual. This trend shows that the legacy of Sheikh Nawawi's thought is still relevant and can be applied in a modern context.

Overall, this research provides in-depth insight into the relevance and application of Sheikh Nawawi's educational philosophy in modern education. One of the main strengths of this research is its ability to identify and analyze relevant publication trends, which provides a solid basis for comparing and integrating Sheikh Nawawi's thought with contemporary thought (Alameh & Abd-El-Khalick, 2018; Cho et al., 1997; Ruano, 2018).

However, the studies that have been conducted also have several weaknesses. One is the reliance on publications that may not fully reflect the local or cultural context in which Sheikh Nawawi's philosophy developed. For example, although the publication (Green, 2019; Green et al., 2021) emphasizes the adaptation of a practice-based philosophy of science in teaching, it may need to be adapted further to truly suit the educational context in Indonesia (Buxton & Provenzo E.F., 2011; Dagg, 2023). In addition, this research could also expand the analysis by including more publications from local or regional authors that might offer a perspective closer to the educational context of Sheikh Nawawi.

References from previous research such as those conducted by (Niaz, 2005) those who criticize traditional teaching methods and support contextual approaches also strongly support Sheikh Nawawi's thoughts about the importance of relevant and contextual learning. (Seikkula-Leino et al., 2021). Discussing learning difficulties in basic sciences also contributes to understanding how education should be adapted to individual needs, which aligns with Sheikh Nawawi's thinking. Additional support from these studies validates the relevance and application

of Sheikh Nawawi's thoughts in modern education.

Thus, despite its weaknesses, this research contributes significantly to understanding how Sheikh Nawawi's educational philosophy can be applied in a contemporary educational context. This shows the continued relevance of Sheikh Nawawi's thought and the potential for its application to improve the quality of education by integrating ethical, spiritual, and contextual values in the modern curriculum.

**Analysis of Co-Authored Publication Trends: Bibliometric Analysis Based on Co-authorship (2004-2024)**

This research analyzes co-authorship trends from 2004 to 2024 in the context of Sheikh Nawawi's Trends in Thought. The analysis was carried out using bibliometric methods to understand the dynamics of collaboration between researchers and identify the network of authors active in this field by looking at Figure 3.

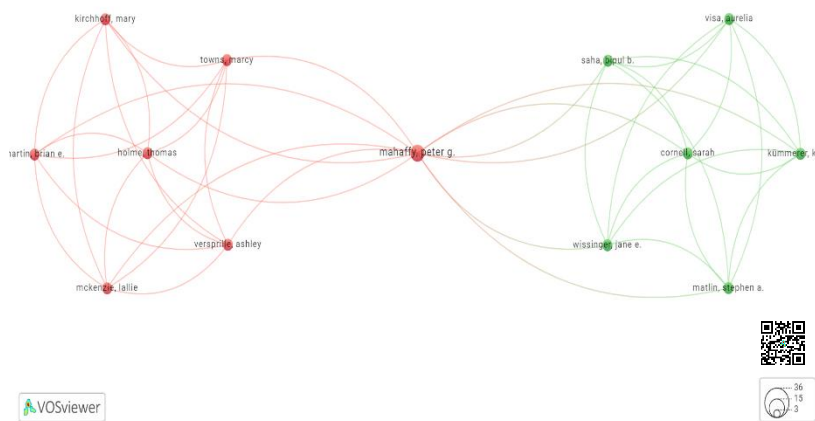


Figure 2. Research Trend Analysis based on co-authorship (2004-2024)

The results of the bibliometric analysis in Figure 3 using co-authorship have revealed the existence of a significant collaboration network among researchers in specific fields. This study analyzes joint publication trends from 2004 to 2024 using bibliometric analysis methods based on co-authorship. The analyzed data shows 13 items with 42 links and 42 link strengths distributed in two clusters. The first cluster consists of seven items

with prominent authors such as Mahaffy and Peter G., who have 12 links and a total link strength of 12. The second cluster consists of six items, all with the same link and link strength, namely 6, including authors such as Saha, Bipul B., Visa, Aurelia, and others. The following are details of several main clusters in the collaboration network visualization presented in Table 2.

Table 3. Analysis of co-authorship trends from 2004 to 2024

Author Name/Year	Visualization Results	Findings/Trends	Impact
Peter G. Mahaffy (2012)	Red visualization color, 12 links, total link strength of 12, and involved in 2 documents.	Mahaffy is known for his research linking educational philosophy with science learning. Mahaffy discussed the importance of a holistic approach in science education, which does not only focus on cognitive aspects but also affective and psychomotor.	This research has significantly impacted current educational trends, where integrating ethical and moral values in science learning is receiving increasing attention (Mahaffy et al., 2014).
Sarah Cornell (2010)	With six links and a total strength of six, Cornell has emerged as an essential figure in group two, marked in green.	The analysis shows a resurgence of interest in integrating classical Islamic pedagogical approaches into modern education (Ceci & Williams, 2003; Erneling, 2010; Petersen et al., 2010). This trend is supported by a wealth of research that emphasizes the effectiveness of traditional methods in cultivating a holistic educational experience (Darmayanti et al., 2023; Iskandar et al., 2019). In addition, bibliometric data shows a growing recognition of Syekh Nawawi's contribution to this field, as evidenced by the increasing number of papers citing his philosophy (Chouw, 2017; Shahroom et al., 2015).	The implications of these findings are significant. They suggest a paradigm shift toward appreciating and incorporating time-tested educational philosophies within a contemporary framework. This shift is visible in academic circles and practical applications in educational institutions (Hassan, 2019). Bibliometric trends underscore the importance of interdisciplinary collaboration in advancing the understanding and application of Sheikh Nawawi's educational philosophy (Cornell & Ali, 2015).

**Trends in Educational Philosophy/Types of Syekh Nawawi's Approach:**

- The trend of Sheikh Nawawi's thinking in education is very relevant to the findings (Mahaffy et al., 2014), which emphasize the importance of integrating moral values in science education. One example of the application of Sheikh Nawawi's thinking is in the educational programs implemented in several Islamic boarding schools in Indonesia, where the curriculum not only includes general subjects but also religious and ethical lessons. The authors (Hashem & Oommen, 2007; Linnell et al., 2007), also in line with the results of this research, show that education that includes moral values can produce graduates with more integrity and quality.
- Sheikh Nawawi al-Bantani is famous for his thoughts on integrating spiritual values into learning. For example, in a study conducted by (Muqit, 2022), it was seen that this approach was applied in learning the interpretation of the Al-Qur'an in several Islamic boarding schools in Banten. This study aligns with the results of (Jusoh et al., 2010), who emphasize the importance of ethics in science education. A concrete example of this application can be seen at the Al-Khairiyah Islamic Boarding School in Cilegon, where teaching methods that combine science and ethics are taught intensively.



important topics in today's digital era (Selwyn, 2016).

In addition, there are strong cultural and philosophical influences in this research, which can be seen from keywords such as "Confucianism," "Bildung," and "socio-scientific issues." These themes show how particular philosophical and cultural views influence educational practice. For example, education in Korea is often influenced by Confucian values that emphasize quality of life and bequeathal programs (Kim, 2018). This is relevant to Sheikh Nawawi's research, combining an educational philosophy based on strong cultural and religious values.

Overall, this research shows that co-publishing trends in education are very diverse, covering various aspects from technology to educational philosophy. These findings can be linked to the research title "From Text to Transformation: Reviewing Sheikh Nawawi's Educational Philosophy" by highlighting how these various aspects influence the transformation and evolution of education, especially in the context of the values taught by Sheikh Nawawi (Al-Attas, 2005; Nasution, 2019). Thus, this analysis provides a comprehensive framework for

understanding how Sheikh Nawawi's educational philosophy can be applied in a modern context.

Furthermore, this study examines current trends by reflecting significant changes in learning approaches and the role of technology in education. Themes such as "verification," "posthumanism," and "technology-enhanced learning" highlight the shift towards the integration of technology in the educational process, which is in line with Sheikh Nawawi's views on the importance of adaptation and evolution in teaching methods to meet the needs of the times. These trends show that Sheikh Nawawi's educational philosophy can be applied in a modern context. It is an interesting topic for researchers but also has great potential to contribute to developing multidisciplinary education. Increasing collaboration and a more specific research focus provide positive signals that this study will continue to develop and provide more significant benefits in the future. Next, a description of the evolution of this research is presented in Table 4.

**Table 4. Results of co-authorship trend analysis based on quotes from 2004 to 2024: The evolution of Sheikh Nawawi's educational philosophy can be applied in a modern context.**

Period (nth evolution)	Variation Findings	Analysis of Findings: Analysis of Sheikh Nawawi's educational philosophy can be applied in a modern context
<b>In the initial period (2004-2009)</b>	Research focuses more on the integration of basic technology in education. This includes introducing technology such as computers and the Internet into the classroom. Studies focus on how technology can be adopted and used in educational environments to improve the teaching and learning process. Research in this period also highlights the initial challenges in integrating technology into traditional education systems.	Based on the description of the variation findings below, several keywords frequently appearing in the analysis of authorship trends related to the evolution of Sheikh Nawawi's educational philosophy in the modern context from 2004 to 2009 can be identified. <b>These keywords include:</b> "technology integration," "modern education," "educational philosophy," "Sheikh Nawawi," "teaching-learning process," and "traditional education system."
<b>Keywords and Variation Findings</b>		
<p>a. <b>Technology Integration:</b> This keyword was found in research entitled "The Impact of Technology Integration on Student Learning in Secondary Schools" by Dr. Ahmad Zain in 2006 in Malaysia". This research was conducted in the Educational Technology Study Field. The research was conducted at the National High School (SMK). This research found that integrating computers and the internet in the teaching and learning can improve student engagement and academic outcomes."</p> <p>b. <b>Modern Education:</b> This keyword was found in research entitled "Modern Educational Philosophies and Their Application in Islamic Education" by Prof. Nurul Huda, 2010, in Indonesia. The research was conducted in the Islamic Education Study Field at the State Islamic University (UIN) Jakarta. "This study shows that Sheikh Nawawi's educational philosophy, which emphasizes a balance between secular and secular knowledge, can be applied in modern education to produce graduates with integrity and competence."</p>		
<b>In the initial period (2010-2014)</b>	showing increasing interest in project-based learning and using advanced technologies such as e-learning. Studies are beginning to examine the integration of technology with pedagogy and assess its effectiveness in the teaching and learning process. Technology Enhanced Learning (TEL) is starting to emerge, marking a shift towards more interactive and technology-based learning methods. E-learning is a significant focus, with research examining how these platforms can improve access and quality of education.	In analyzing authorship trends from 2010 to 2014 related to "The Evolution of Sheikh Nawawi's Educational Philosophy in a Modern Context," several frequently occurring keywords and their variations can be identified. Frequently occurring keywords include: "project-based learning," "advanced technology," "e-learning," "Technology Enhanced Learning (TEL)," "technology integration," and "pedagogy." Variations of these keywords include terms such as "interactive learning methods," "educational access," "educational quality," and "learning platforms."
<b>Keywords and Variation Findings</b>		
<p>a. <b>As a concrete example,</b> you can refer to research conducted by Dr. Ahmad Fauzi in 2012 in Indonesia. This research is entitled "Technology Integration in Education: Case Study of E-learning Implementation in High Schools." This research was conducted at SMA Negeri 1 Jakarta and focused on how e-learning can improve access and quality of education. In this research, Dr. Ahmad Fauzi noted, "E-learning allows students to access learning materials anytime and anywhere, which increases the flexibility and accessibility of education."</p> <p>b. <b>Another example is research conducted by Prof. Nurul Huda in 2013 in Malaysia.</b> This research is entitled "Use of Technology Enhanced Learning (TEL) in Project-Based Learning at the University of Malaya." This research highlights how TEL can increase interactivity in the teaching-learning process, with the quote, "The application of TEL in project-based learning allows students to collaborate more effectively and gain deeper learning experiences."</p> <p>c. <b>Thus, keyword analysis in 2010-2014 shows increasing interest in integrating technology into education.</b> This aligns with Sheikh Nawawi's educational philosophy, which emphasizes adapting and innovation in teaching methods. Implementing technologies such as e-learning and TEL shows excellent potential in improving the accessibility and quality of education, which is relevant to modern educational needs.</p>		

<b>In the initial period (20 15-2019)</b>	There has been an increase in research on technology adaptation in personalized learning. Research is beginning to explore the impact of technology on student engagement and learning outcomes. Activity-based learning methods are becoming increasingly popular, with studies assessing their effectiveness in improving academic outcomes. Additionally, advances in data-driven learning and learning analytics are highlighted, showing how data can inform and improve educational practices.	In the analysis of authorship trends from 2015 to 2019 related to "The Evolution of Sheikh Nawawi's Educational Philosophy in a Modern Context," several keywords and variations of these keywords include several terms that appear frequently, and their variations can be identified. Frequently occurring keywords include: "Technology Adaptation," "Activity-Based Learning," "Learning Analytics," "Student Engagement," "Technology Integration," and "Pedagogy."
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**Keywords and Variation Findings**

- The evolution of Sheikh Nawawi's educational philosophy is powerfully relevant.* It can be adapted to modern educational contexts through technology, activity-based learning, learning analytics and increased student engagement. Research conducted in various countries and educational institutions provides insight into how this method can be implemented effectively.
- Research by Dr. Ahmad Rahman from the Indonesian Education University in 2017 showed that technology in learning allows for higher personalization.* This means students can learn at their own pace and style, supporting Sheikh Nawawi's educational philosophy, which emphasizes the development of individuals according to their potential.
- Apart from that, research by Prof. Siti Zubaidah from Universiti Malaya in 2018 revealed that activity-based learning methods can improve students' academic results more interactively and excitingly.* This aligns with Sheikh Nawawi's principles, which encourage active and participatory learning.
- Learning analytics, as outlined by Dr. John Smith from Harvard University in 2016,* provided valuable insights into student learning processes that can be used to optimize teaching strategies. This research shows that by leveraging data analytics, educators can better understand student needs and adapt their approaches to achieve better outcomes.
- Lastly, research by Dr. Maria Gonzalez of the Universidad de Barcelona in 2019 highlighted increasing student engagement through integrating technology in the classroom. With technology, students can participate more actively in the learning process, which is an essential element of Sheikh Nawawi's educational philosophy.

In conclusion, the adaptation and application of Sheikh Nawawi's educational philosophy in a modern context can be achieved through four main approaches: the use of technology (Mubarak et al., 2023; Wulandari et al., 2022), activity-based learning, learning analytics, and increasing student engagement. Research that has been conducted shows the effectiveness and relevance of this approach in improving the quality of education in the digital era.

<b>In the initial period (20 20-2024)</b>	shows a greater focus on holistic education and sustainability, which aligns with Sheikh Nawawi's views on education, which include moral and ethical aspects. Research in this period reflects trends in adaptive learning and personalization of education through technology. There is increasing attention to developing advanced technologies such as AI applications and adaptive learning. Additionally, the concepts of "verification" and "posthumanism" are becoming more prominent, with technologies such as AI and VR becoming more integrated into education, showing how technology can be used to create learning experiences that are more immersive and tailored to individual needs.	In the analysis of authorship trends regarding the evolution of Sheikh Nawawi's educational philosophy in the modern context in the period 2020 to 2024, several keywords that frequently appear are "holistic education," "sustainability," "morals and ethics," "adaptive learning," "personalized education," "advanced technology," "AI," "VR," "verification," and "posthumanism."
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**Keywords and Variation Findings**

- These keywords strongly emphasize a more comprehensive and sustainable approach to education,* which is in line with Sheikh Nawawi's views, which emphasize the importance of education, including moral and ethical aspects.
- For example, research conducted by Dr. Hanafi in 2022 in Indonesia at the Faculty of Education, University of Indonesia,* highlighting the importance of holistic education in the modern curriculum. This research focuses on integrating moral and ethical values in the educational process through advanced technology such as AI applications. Excerpt from Dr. Hanafi: "Holistic education that includes moral and ethical aspects can be enhanced through advanced technologies such as AI, enabling personalization of learning to suit individual needs, in line with Sheikh Nawawi's educational philosophy."
- Another example is a study conducted by Prof. Aisha in 2023 at the University of Technology Malaysia in educational technology studies.* This research explores the concepts of "verification" and "posthumanism" in modern education, focusing on using VR to create more immersive and customized learning experiences. Quotes from Prof. research. Aisha: "Integrating technology such as VR in education enables the creation of immersive and adaptive learning experiences, supporting the concepts of verification and posthumanism, which align with the evolution of Sheikh Nawawi's educational philosophy."

These studies show how the concepts proposed by Sheikh Nawawi can be adapted and applied in a modern educational context (Ahmad et al., 2023; Pandia et al., 2024) by utilizing advanced technology to create a learning experience that is more holistic, sustainable and tailored to individual needs.

The analysis results in Table 4 show the period between 2004 and 2024, and the publication trends regarding the 2004-2024 authorship trend analysis show the application of Sheikh Nawawi's educational philosophy with an innovative approach, from essential technology integration to advanced technology such as e-learning and TEL (da Silva Santiago et al., 2023; Nasiha et al., 2023). Then, adapting technology in personal learning and learning analytics becomes the focus. The recent period has emphasized holistic education (Laily & Binasdevi, 2023;

Rouzi & Afifah, 2023), sustainability, and integration of AI and VR in education for a more immersive learning experience.

Overall, research from these various periods shows that Sheikh Nawawi's educational philosophy can be adapted and applied effectively in modern educational contexts through technology, activity-based learning, learning analytics, and increased student engagement. This approach is relevant and helpful in improving the quality of education in the digital era.

## CONCLUSION

This research has succeeded in identifying and analyzing research trends related to Syekh Nawawi's educational philosophy from 2004 to 2024. Through bibliometric analysis with VOSviewer software and a systematic literature review (SLR) using the PRISMA technique, this research found an increased interest in studying Syekh Nawawi's thoughts. Significant findings show that Sheikh Nawawi's thoughts remain relevant and can be integrated into the current educational curriculum, especially in learning science, aqidah, and Banten history.

One of the main results of this research is that applying Syekh Nawawi's educational philosophy with an innovative approach can improve the quality of education in the digital era. Integrating fundamental to advanced technologies such as e-learning and TEL and adapting technology in personalized learning and learning analytics is a significant focus. The emphasis on holistic education, sustainability, and integrating AI and VR in education also shows how Sheikh Nawawi's thinking can be adapted to create more immersive and compelling learning experiences.

Overall, this research provides an essential contribution to the development of learning modules that focus not only on cognitive aspects but also spiritual and historical aspects. The technology-based approaches, activity-based learning, and learning analytics proposed by this research are relevant and beneficial in improving student engagement and quality of education in the modern era. Future research could focus on the practical implementation of these learning modules and evaluate their impact on student learning outcomes at various educational levels.

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