

Mapping of Religious Moderation Literature in Higher Education: A Bibliometric Review

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ARTICLE INFO

Keywords:

Bibliometric Review;
Higher Education;
Religious Moderation;
VOSviewer;
Systematic Literature Review

Article history:

Received 2024-12-23

Revised 2025-01-19

Accepted 2025-03-20

ABSTRACT

Religious moderation has become a critical focus in higher education, particularly in fostering social harmony and inclusive national identity. This study aims to analyze current trends in religious moderation research within the higher education sector and identify opportunities for future research development. A Systematic Literature Review (SLR) approach was utilized, guided by PRISMA protocols to ensure accuracy and relevance. A total of 160 publications were initially gathered from ERIC, Taylor & Francis, and Mendeley databases indexed in Scopus. Based on defined inclusion criteria, 23 publications from 2019 to 2024 were selected for in-depth analysis. Bibliometric analysis was conducted using VOSviewer 1.6.20 software. Findings reveal fluctuating trends in religious moderation research, with a notable increase in publications during 2022, likely influenced by contemporary social issues and educational policies. Indonesia emerged as the leading contributor, followed by Jordan and Canada. Predominantly, qualitative and quantitative methodologies were employed. Thematically, research concentrated on radicalism, curriculum development, and religious tolerance. Density mapping further indicates a research gap in the exploration of nationalism within the context of religious moderation. The limited focus on nationalism suggests an opportunity for future research to bridge this gap and reinforce the role of religious moderation in cultivating inclusive national identity within higher education. This study underscores the need for continued and diversified research on religious moderation, emphasizing its potential to promote social cohesion and counter radical ideologies in academic environments.

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1. INTRODUCTION

Religious moderation has become one of the most promising approaches in higher education. It allows for the integration of values such as tolerance and harmony within the academic environment, creating an inclusive and profound learning experience (Burhanuddin, 2022). Religious moderation in higher education is also considered crucial in preventing radicalism and violent extremism (Ebniya, 2024). Values such as tolerance, inclusivity, flexibility, and objectivity in interpreting religious texts are internalized to empower students as agents of religious moderation (Arifinsyah et al., 2020).

Literature on the implementation of religious moderation in higher education indicates that this approach offers significant benefits for the development of students' character and understanding. Recent studies have shown that religious moderation can enhance student engagement in understanding the values of diversity in a more interactive and contextual manner. In a study by Marpaung et al., (2024) the development of constructive religious moderation attitudes among students in higher education was discussed, highlighting its role in increasing student involvement and fostering a more inclusive academic environment. Religious moderation is a strategic approach to shaping students' character to be inclusive, tolerant, and appreciative of diversity. In the context of higher education, this approach is not only relevant for fostering harmony within the academic environment but also crucial for cultivating a generation capable of coexisting in a multicultural society.

Although religious moderation has successfully created an inclusive academic environment in higher education, this literature study identifies a gap, namely the lack of systematic reviews and research trends at the higher education level, as most previous studies have focused on secondary education. According to Maf'udah (2022), religious moderation in secondary education can instill strong values of tolerance; however, its application in higher education remains limited. Another gap is the integration of bibliometric analysis with systematic reviews, which has been rarely employed in previous studies on religious moderation in higher education. The lack of bibliometric analysis and systematic reviews in this field is also a significant limitation, as their absence can hinder the identification of patterns, trends, and gaps in existing research. This approach allows for the identification of research trends, key contributors, and the most frequently discussed topics in the literature.

Bibliometrics is an interdisciplinary method that analyzes information sources quantitatively using mathematical and statistical approaches (Vázquez-Cano et al., 2022). This method enables researchers to analyze research trends by considering citations, co-citations, geographical distribution, and word frequency (Ying et al., 2024). Consequently, researchers are increasingly interested in analyzing the research trends of religious moderation in higher education over the past five to six years (2019–2024). This research is important not only because it visualizes trends but also because it identifies gaps and potential areas for further development, providing valuable insights for academic researchers and policymakers. Understanding these trends is crucial, as religious moderation plays a significant role in fostering tolerance, harmony, and cross-cultural understanding within campus environments. This study aims to identify global research patterns, major publication hubs, and emerging research areas to provide a comprehensive overview of the role of religious moderation in fostering harmony among students, facilitating cross-cultural understanding, addressing potential conflicts, and shaping students' character. In addition to enriching academic literature, this study also offers practical guidance to enhance the quality of higher education through the implementation of religious moderation.

The main objective of this study is to explore global research trends related to religious moderation in the context of higher education over the past six years. The specific objectives of this study are as follows:

TPK1: To analyze publication trends, citations, key contributors, and countries involved in religious moderation research.

TPK2: To visualize the trends of religious moderation in higher education.

TPK3: To explore the research methods employed in religious moderation studies in higher education.

TPK4: To identify the top five religious moderation articles from the past six years.

2. METHOD

2.1 Search Design

This study employs the Systematic Literature Review (SLR) method using Covidence software to review articles based on publication standards, databases, and inclusion and exclusion criteria (Prastyo et al., 2020). The data collected comprises articles indexed in Scopus, sourced from ERIC, Mendeley References, and Taylor and Francis databases indexed by Scopus. The study includes publications from 2019 to 2024, aiming to identify the latest trends in educational technology and ensure the research findings are relevant to current challenges. A total of 160 publications that matched the established keywords were found in the two databases. To maintain the quality and consistency of the results, the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines were followed, through three stages: identification, screening, and eligibility assessment (Sudirman & Gemilang, 2020).

Bibliometric analysis is used to identify, trace, and map the relationships between various fields of study, topics, publications, authors, and the flow of scientific knowledge relevant to the research (Hasan & Juhannis, 2024). Through this analysis, researchers can understand the development of studies on a particular topic, evaluate the scientific contributions of authors and institutions, and identify patterns in scientific publications (Prahesti, 2022). To produce relevant discussions and conclusions, VOSviewer version 1.6.20 was used as a data processing tool. In summary, this study began by identifying 160 articles from ERIC, Mendeley References, and Taylor and Francis indexed in Scopus, which were then selected using Covidence according to the PRISMA guidelines. The data that passed the selection were collected and processed with the assistance of Mendeley and Excel. The results of this data analysis were summarized and visualized using VOSviewer to illustrate patterns and relationships in the obtained data.

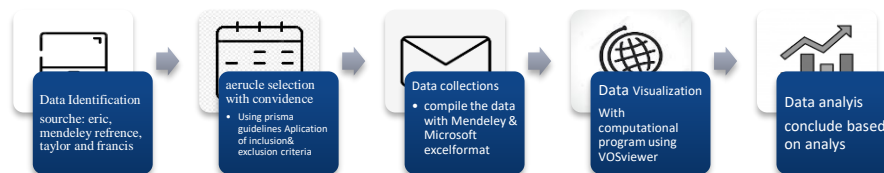


Figure 1. Search process

2.2 Search Strategy

As an initial step in the literature review, the search strategy was implemented by utilizing online databases (Wulandari, 2022). The researchers used Scopus-indexed articles retrieved from three databases: ERIC, Mendeley References, and Taylor and Francis, to identify and collect relevant sources. These three databases were selected for their high quality, extensive coverage, and comprehensive digital libraries, which are user-friendly for locating information related to education and technology online. This is demonstrated in Table 1.

Table 1. Database Search Strategy

Filter	Description
Year	2019-2024
Subject Area	Social Science
Keywords Filter	Religious moderation, religious tolerance, religious harmony.
Source Type	Open access journals
Language	English
Document Type	Article

The search in these databases resulted in a total of 160 articles, consisting of 43 articles from ERIC, 71 from Mendeley References, and 46 from Taylor and Francis indexed in Scopus. Subsequently, each article was identified and analyzed to assess its relevance to the research questions and objectives. In this process, the study followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines, which included setting selection criteria, data extraction methods, removal of duplicate articles

across databases, and selecting studies based on titles, abstracts, and keywords to minimize bias and errors from the researchers (Ma'arif et al., 2023).

2.3 Data Selection Criteria

At this stage, the literature selection criteria were strictly applied to obtain documents that matched the predefined keywords. According to Nathie et al. (2023) the document selection process was conducted in two stages: inclusion and exclusion. As shown in Table 2 below, both stages must be carried out carefully to ensure that the selected documents are relevant and of high quality.

Table 2. Inclusion and Exclusion Criteria

Criteria	Inclusion Criteria	Exclusion Criteria
Article Title and Content	<i>Religious moderation in higher education</i>	Articles with irrelevant titles
Publication Year	2019 to 2024	Publications outside the specified time range
Publication Type	Only journal articles	Reviews, editorials, books, pre-reviews, and non-empirical studies
Language	English	Other languages
Participants	college student	Other participants
Accessibility	Full-text, open-access articles	Articles requiring payment
Journal Index	Only articles indexed in Scopus	Other indexes

2.4 Data Selection Process

Data selection is a critical aspect of a literature review to ensure the validity and reliability of the research (Marjani, 2023). To maintain data integrity and avoid bias, the researchers focused on identifying topics relevant to the study and sought input from an independent panel of experts. As stated by Razaghizad et al., (2021), any inconsistencies found would be resolved through in-depth discussion. In the next phase, data were selected using the Covidence software to ensure the accuracy of the data, which would then be ready for extraction. This literature mapping was conducted in October 2024 and comprised three stages.

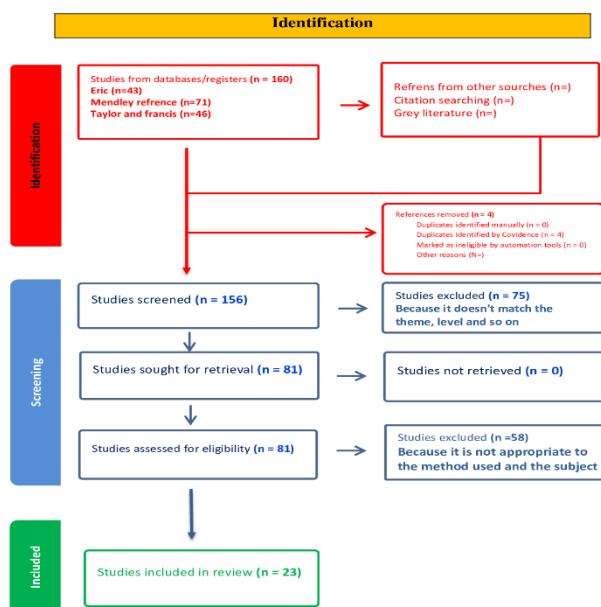


Figure 2. PRISMA Flow Diagram

The first stage in the article selection process is identifying articles. This step is carried out to detect

duplicate documents. In this study, out of the 160 articles obtained from the Eric, Mendeley Reference, and Taylor and Francis databases indexed in Scopus, 4 duplicate articles were found and excluded from the identification phase. The next stage is screening, where 156 articles were further filtered. From the screening process, 75 articles were removed because they did not align with the predetermined theme. Subsequently, 81 articles were selected for eligibility evaluation, and 58 additional articles were excluded due to inconsistencies with the methodology and subject used. The final stage of this process is the inclusion phase, which reports the number of articles that meet the eligibility criteria for this study. After the selection process, 23 articles were included. These selected articles were then used for data extraction using Excel and further analysis with appropriate citations and bibliographic information.

Analisis data

All collected articles that met the research criteria were exported in RIS and CSV formats. The RIS data were imported into Mendeley for verification and refinement of the necessary metadata. Next, the data were computationally mapped with the help of VOSviewer software. Meanwhile, the CSV data were tabulated in Microsoft Excel to facilitate the analysis of trends, gaps, and opportunities for further development. The factors analyzed included annual publication trends, citation counts, author productivity, country-based productivity, and the most frequently used research methods. The results of this analysis will be used to identify thematic developments and current research trends related to religious moderation in higher education (Cheng, 2023). The final stage of this study is to identify research gaps and provide recommendations for future research directions regarding religious moderation in higher education.

3. FINDINGS AND DISCUSSION

In recent years, religious moderation has gained increasing attention in the field of education, particularly in higher education. This study aims to analyze and explore publication trends, citations, journal contributions, visualize trends, and identify gaps and potential areas for further development regarding the advancement of religious moderation in higher education across various countries. The graph below illustrates the research trends on the development of religious moderation for university students from 2019 to 2024.

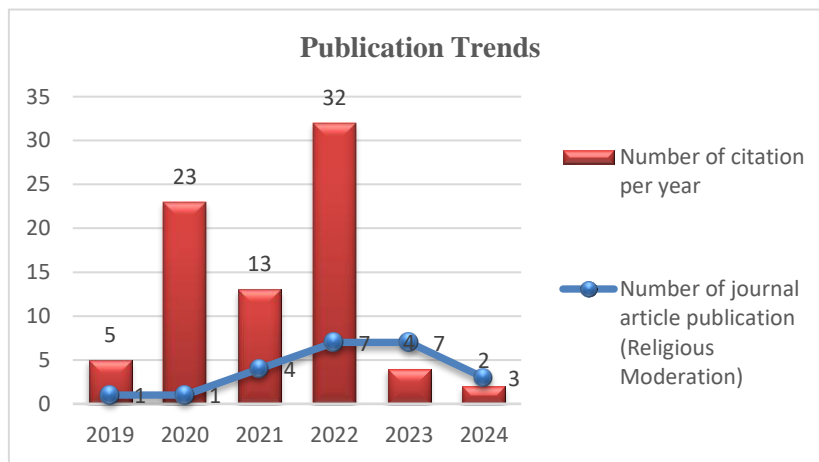


Figure 3. Publication Trends

Figure 3 illustrates the publication and citation trends of religious moderation research in the context of higher education from 2019 to 2024. The clustered column chart shows the number of journal articles published annually, with a total of 23 articles. The number of publications on religious moderation in higher education demonstrates a general upward trend, with a significant increase in 2022, followed by a decrease in 2023 and 2024. The total number of articles rose significantly from 1 article in 2019 to 3 articles in 2024.

This trend aligns with previous studies that emphasize how religious moderation can be integrated into curricula and religious activities to create students who are tolerant of human diversity and opposed to violence (Nasir & Rijal, Muhammad, 2021). (Mustofa & Mustofa, 2022) also noted that religious moderation

among university students plays a key role in instilling tolerance, diversity, and unity, in addition to fostering spirituality and good character.

On the other hand, the citation trends for religious moderation articles in higher education have fluctuated, with the highest number of citations occurring in 2022, followed by a significant decline in subsequent years. This decline was caused by academic fatigue toward this topic and a shift in research focus to more relevant or pressing issues, such as technology or the social impacts of the post-pandemic era. This fluctuation can be attributed to various variables, including the urgent need to promote religious moderation amid increasingly complex social and cultural challenges. This trend indicates a rapid increase during specific periods, particularly with the peak in citations in 2022, driven by relevant social issues or educational policies.

The focus on research from 2021 to 2024 highlights the active involvement of researchers and academics in generating new insights into religious moderation. The rise in collaboration and social awareness within academic environments has contributed to the increase in citations and publications in recent years. A study by Zulkifli et al. (2023) explores how religious moderation can enhance social interaction and collaboration within academic settings. The study emphasizes that a sufficient level of awareness and insight among academics is expected to improve social interactions with people of other faiths. The rapidly evolving dynamics in this regard highlight the need for continuous monitoring of the latest research to ensure its relevance to the ongoing development of religious moderation issues in higher education.

Table 3. The publication with the highest number of citations

Author	Years	Scopus citation
Suhendi, SacaSawahel, Wagdy Abdel-Fatah Abdillah, Kafil Yamin	2020	23
Subchi, Imam Zulkifli, Zulkifli Latifa, Rena Sa'diyah, Sholikatus	2022	15
Ma'arif, M A Rofiq, Muhammad Husnur Sirojuddin, Akhmad	2022	8
Nasir, Muhammad Rijal, Muhammad, Khairul	2021	7
Rahmat, Munawar Firdaus, Endis Yahya, M. Wildan	2019	5

Table 3 presents the authors with the highest citation counts in research on religious moderation in the context of higher education. In this regard, the authors most frequently cited are considered the most influential in this field of study. Among the 23 articles analyzed, there are 69 authors, 19 of whom collaborated on their publications. This collaboration reflects a common pattern in religious moderation research, where synergy among various researchers contributes to the broader development and dissemination of the concept of moderation in higher education (Ma'arif et al., 2022). Additionally, a study by Suhendi (2020), holds the top position with 23 citations, indicating a significant influence in the context of religious moderation. Other authors, such as Subchi et al. (2022), also play a crucial role in promoting the concept of religious moderation across various countries.

Table 4. The journal with the greatest contribution

Journal	Number
Jurnal pendidikan Islam	4
HTS Teologiese Studies/Theological Studies	3

Table 4 highlights the articles that have made the most significant contributions to the publication of religious moderation in higher education between 2019 and 2024. The two leading journals with the largest contributions are *Jurnal Pendidikan Islam* and *HTS Teologiese Studies/Theological Studies*, each publishing three articles. The presence of these journals emphasizes the importance of specialized academic forums in disseminating research on religious moderation, particularly within higher education (Hefni, 2020). A study by Utami et al. (2023) also emphasizes that journals specializing in education and religious moderation play a crucial role in increasing citation counts and providing a platform for researchers to share their latest findings.

Three countries have published articles on religious moderation in higher education in the Scopus database.

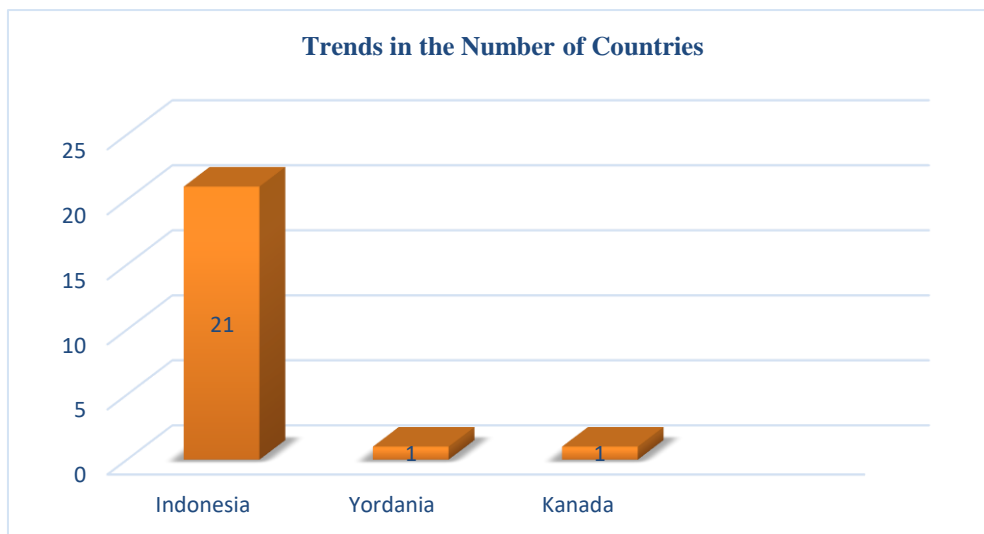


Figure 4. Trends in the Number of Countries

Figure 4 illustrates the distribution of articles on religious moderation in higher education across various countries, based on data from the Scopus database. A total of three countries have contributed to the publication of articles on religious moderation in higher education. Indonesia leads as the country with the highest number of publications, followed by Jordan and Canada, each contributing one article. Collectively, these three countries account for 13% of the 23 articles analyzed. Notably, all three countries are from Asia.

Particularly, Indonesia's research on religious moderation aligns with global trends showing growth, as Indonesia is a country renowned for its diversity in terms of ethnicity, culture, language, and religion, with few parallels worldwide (Aryati & Suradi, 2022). In addition to the six most widely practiced religions, Indonesia also boasts hundreds, if not thousands, of local ethnic groups, languages, scripts, and Indigenous beliefs (Husni et al., 2023)

Moreover, the government's policies and active encouragement of educational institutions to promote religious moderation play a crucial role. The Indonesian government is deeply concerned with preventing extremism, particularly among the youth (Cholil, 2022). Religious moderation is often associated with the rejection of extremism or radicalization, so the role of religiosity in preventing radicalization can be one aspect of broader religious moderation (Miconi, 2021). And supports various educational initiatives related to religious moderation. This support, combined with dedicated research programs or funding in this field, makes Indonesia more productive in advancing studies on religious moderation compared to other countries.

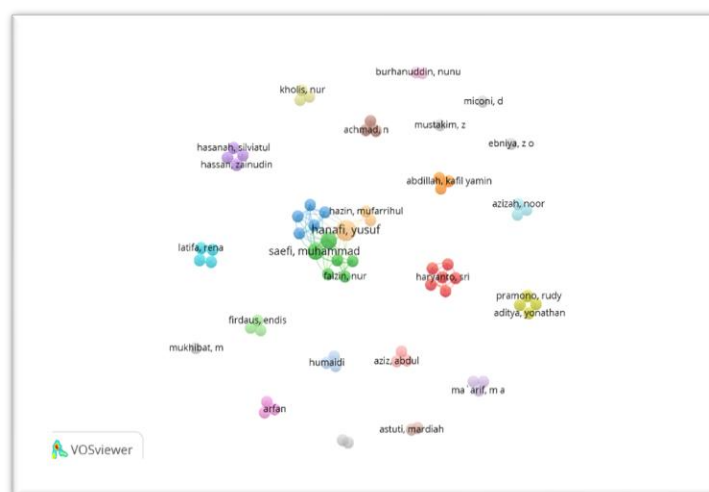


Figure 5. Visualization of collaboration among authors

Figure 5 illustrates the collaboration network among authors in religious moderation research over six years, generated using VOSviewer. It shows 69 researchers and 112 co-authorship links. Nodes that are close together and share the same color represent groups of authors who frequently collaborate, forming several collaborative clusters. These clusters reflect common research teams focused on specific topics (Alka et al., 2023). Each cluster represents a particular topic, with authors such as "Yusuf Hanafi" and "Muhammad Safei" playing central roles within their respective networks. These authors focus on topics influencing religious moderation, particularly examining variables such as religiosity and demographics, which are key in shaping religious moderation.

From the 23 articles analyzed, 80 keywords were identified in religious moderation research to ensure statistical validity. A minimum threshold of two occurrences for each term was established. This visualization highlights the importance of collaboration in understanding the concept of religious moderation in higher education. The clusters formed reflect various approaches to religious moderation, including studies on tolerance, the promotion of moderate thinking, and the prevention of extremism on campuses. With strong collaboration among researchers, universities have the opportunity to create academic environments that encourage interfaith and intercultural dialogue (Ridwan et al., 2022). This enriches the research perspective and contributes to a broader understanding of religious moderation, potentially fostering social harmony among students and society.

Table 5. Most Frequently Appearing Keywords

Keywords	Occurrences	Total link strength
Religious moderation	11	40
Radicalism	3	11
Curriculum	2	9
education	2	9
Islamic education	2	8
Quran	2	8
Religious tolerance	2	7
Tolerance	2	6
Higher education	2	5
Contextual translation	1	5
Evaluation	1	5
Academic achievement	1	5
Jordanian political discourse	1	5
Learning plans	1	5
Management	1	5
Nationalist understanding	1	5
Paper	1	5
Public opinion	1	5
Radical understanding	1	5
Reading Quran	1	5
Religious literacy process	1	5
Religious values	1	5

Regarding keywords related to religious moderation, including their frequency of occurrence and the strength of their associations in the research or discussions analyzed, the keyword "religious moderation" appears most frequently, with a total of 11 occurrences and a link strength of 40, indicating that religious moderation is considered a central and relevant concept in promoting a balanced religious perspective (Mahfudz & Yuspiyani, 2023). Keywords such as "radicalism" and "religious tolerance" also emerge, reflecting efforts to understand extremism and the importance of tolerance in a diverse society (Faidi, 2021).

Additionally, the concept of education is highlighted, particularly about Islamic education and higher education. Keywords such as "curriculum," "education," "Islamic education," and "higher education" suggest that education is a critical tool for instilling values of religious moderation, tolerance, and contextual religious

understanding (Jubba, 2022). Specifically, higher education institutions function as platforms to cultivate a moderate religious worldview through curricula that integrate values of tolerance and a deep understanding of existing religious traditions.

Furthermore, keywords related to political discourse, nationalism, public opinion, and educational management are also identified. These terms indicate that religious moderation is not confined to the educational sphere but is also influenced by political discourse and public opinion in society (Mutawali, 2023). In the context of countries such as Jordan, keywords like "Jordanian political discourse" and "nationalist understanding" demonstrate that political discussions and nationalism play a role in shaping public understanding of religious moderation, either supporting or hindering the implementation of such values.

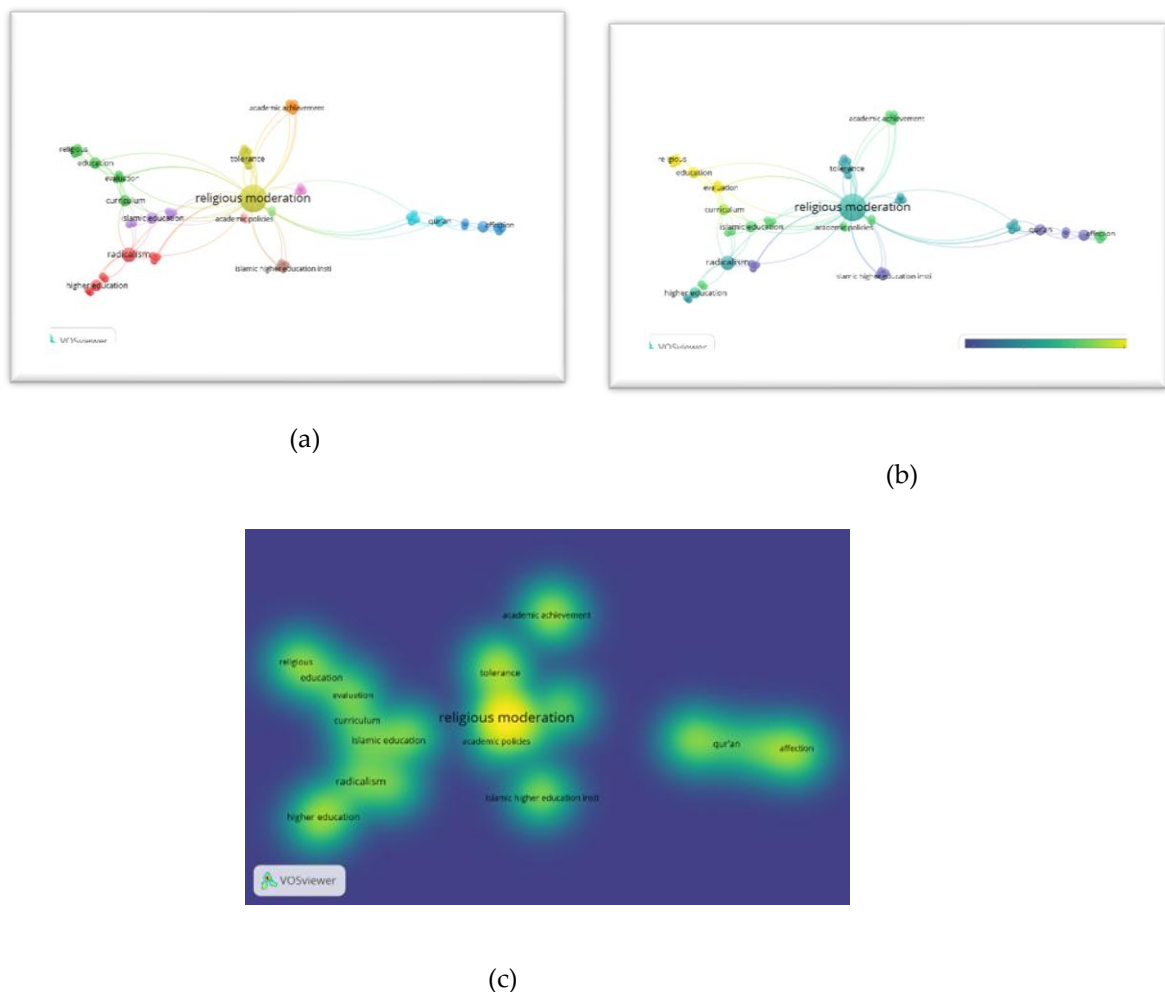


Figure 6. (a) Network visualization co occurrence. (b) Overlay Visualization co-Occurance, (c) Density visualization co-occurrence

The 80 identified keywords related to the theme of “religious moderation,” analyzed using VOSviewer software, show that “religious moderation” is centrally placed and connected with various other terms such as “higher education,” “radicalism,” “Islamic education,” and “tolerance.” The relationships between these keywords are illustrated by colored lines, indicating the correlations or associations between topics within the research. Several keyword clusters, such as “curriculum” and “religious education,” form a group that represents specific areas of focus in the study of religious moderation. This visualization helps highlight key themes and their interconnections in the context of religious moderation, particularly in higher education institutions and Islamic education (Wardi et al., 2023).

Figure (b) represents the visualization of the keyword network, depicting the relationships between topics in the study of “religious moderation.” Each color represents a cluster or thematic group that frequently

appears together in the literature, with each cluster corresponding to a specific focus within the research. Additionally, there is a color scale at the bottom indicating the publication years or the development of topics from 2021 to 2022, where the green to purple gradient shows the timeline of the topics. This visualization maps the interactions between topics such as higher education, radicalism, and tolerance in the context of religious moderation, helping researchers understand the interrelated areas within the literature (Mappiasse, 2022).

Figure (c) illustrates the heatmap visualization of keywords related to “religious moderation,” where the central term is surrounded by other related terms forming clusters with varying color intensity. Yellow indicates areas with high relationship density, while green represents areas with lower density. This visualization focuses on the role of education in addressing radicalism through curriculum and Islamic education (Rustan et al., 2018). At the top, keywords such as “academic achievement” and “tolerance” highlight the relationship between academic performance and tolerance in the context of religious moderation. Meanwhile, a separate cluster containing “Qur'an” and “affection” indicates research on the role of the Qur'an and affective aspects in strengthening religious moderation. This visualization emphasizes the contributions of education, academic policies, and religious values in supporting the study of religious moderation (Hariyanto, 2019).

In religious moderation research, various methods are employed to collect and analyze data. The choice of research methodology is critical, as it impacts the validity and reliability of the research outcomes (Yasmadi et al., 2024). The 23 selected articles from 2019 to 2024 show a variety of methods commonly used in religious moderation studies, as well as trends in research over the past few years.

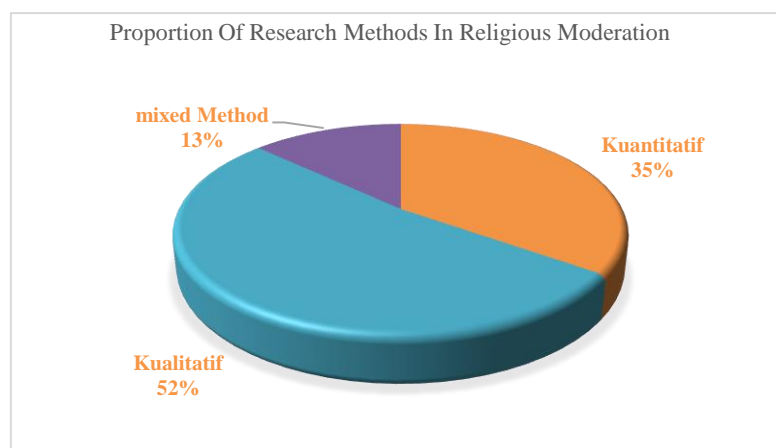


Figure 7. Proportion of Research Methods in Religious Moderation

Figure 7 shows the distribution of research methods used in 23 articles on religious moderation from 2019 to 2024. Qualitative methods dominate with 52% (12 articles), followed by quantitative methods at 35% (8 articles), and mixed methods accounting for only 13% (3 articles). The dominance of qualitative methods reflects researchers' preference for approaches that provide an in-depth understanding and interpretation of the phenomenon of religious moderation, particularly through interviews, observations, or content analysis (Muhajarah & Soebahar, 2024).

Quantitative methods, employed in 35% of the articles, suggest a research focus on the measurement and statistical analysis of data. This method is often used to explore the relationships between specific variables, such as the impact of religious moderation programs on individual attitudes or behaviors. While less frequent than qualitative approaches, this method offers a data-driven perspective that is relevant for explaining phenomena in a measurable way (Akhmetova et al., 2021).

Only 13% of the studies employed mixed methods. This approach allows researchers to combine the strengths of both qualitative and quantitative methods in a single study, resulting in a more comprehensive research outcome. While beneficial, the use of mixed methods is relatively limited due to the time, resources, and complexity involved compared to other methods (Pajarianto et al., 2023).

Table 6. Top Five Articles Trends in Higher Education Over the Last Six Years (2019-2023)

No	Title	Authors	Findings	Recommendations
1.	Reverting Radicalism Through Integrative Curriculum At Higher Education	Suhendi, SacaSawahel, Wagdy Abdel-Fatah Abdillah, Kafil Yamin	The study found that radicalism in higher education can be addressed by implementing an integrative curriculum as a viable approach for participation in higher education institutions.	This study recommends measuring the effectiveness of the integrative curriculum in reducing radicalism in higher education, as well as assessing its acceptance among students and faculty members.
2.	Religious Moderation in Indonesian Muslims	Subchi, Imam Zulkifli, Zulkifli Latifa, Rena Sa'diyah, Sholikatus	The study showed that religiosity positively influences religious moderation. Religious intellectualism, ideology, personal practices, and religious experiences support religious moderation.	The researchers recommend further investigation into the impact of ideological factors and religious experiences on religious moderation, as well as comparative studies across different Islamic educational institutions.
3.	Ma`arif, M A Rofiq, Muhammad Husnur Sirojuddin, Akhmad	Implementing learning strategies for moderate Islamic religious education in islamic higher Education	The learning strategies implemented at the University of Malang (UNISMA) were aimed at strengthening the psychomotor and affective domains of students, in order to instill moderate Islamic values and the concept of Rahmatan Lil Alamin.	The study recommends a long-term evaluation of the moderate learning strategies and the development of training programs for instructors to more effectively teach moderate Islamic values.
4.	Nasir, Muhammad Rijal, Muhammad, Khairul	Keeping the middle path: mainstreaming religious moderation through Islamic higher education institutions in Indonesia	The study highlighted that higher education institutions play a crucial role in instilling values of religious moderation through pesantren (Islamic boarding schools). Religious moderation is reflected in curricula that are eclectic and embody values such as national commitment, tolerance, anti-violence, and accommodation of local cultures.	The study recommends examining the impact of the religious moderation curriculum on graduates and exploring the role of pesantren in strengthening religious moderation.

5.	Rahmat, Munawar Firdaus, Endis Yahya, M. Wildan	Creating religious tolerance through qur'an-based Learning model for religious education	The learning model developed and tested in this study was proven to be effective in enhancing students' understanding of the fundamentals of other religions. Moreover, the model successfully made students more inclusive and tolerant toward followers of other religions.	The study recommends the development of Qur'an-based learning models in more institutions to assess their effectiveness in promoting religious tolerance and evaluate their impact on students' attitudes toward diversity.
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Table 6 presents the top five articles on religious moderation research published between 2019 and 2024. The findings indicate that religious moderation in Indonesia can be strengthened through higher education by employing various strategic approaches that emphasize the development of moderate values and attitudes. Education that promotes religious moderation plays a vital role in shaping inclusive, tolerant, and diversity-respecting religious mindsets (Suprpto et al., 2023).

Universities in Indonesia, as well as in other countries, contribute significantly to this effort, particularly through the implementation of integrative curricula. These curricula merge general education with the instillation of core values such as tolerance, nationalism, and intercultural understanding. As noted by Inayatillah et al. (2022), such curricular models have proven effective in countering radicalism within academic environments and in fostering students who possess broader, more moderate perspectives on religion and society.

Religiosity, or the depth of one's understanding and practice of religion, has been found to have a positive influence on religious moderation. This aligns with the research by Mujani et al., (2023) which states that religious moderation is strengthened by key elements such as religious intellectualism, inclusive ideology, personal practices reflecting moderate values, and broad religious experiences. Thus, a deep understanding of religion, supported by insights and extensive experience, significantly contributes to a tolerant and balanced approach to religious life.

In addition, teaching approaches that strengthen students' psychomotor and affective aspects also play a crucial role in internalizing moderate Islamic values, especially by promoting the principles of *rahmatan lil-alamin*, which teaches that Islam brings compassion for all of humanity. This approach not only enhances intellectual intelligence but also shapes character and moderate values. Education oriented toward character development is expected to create intellectually capable graduates with moderate character, with attitudes and actions reflecting the principles of peace and tolerance (Irfan et al., 2021).

Inclusive and eclectic curricula in higher education play an essential role in instilling values of nationalism, tolerance, anti-violence, and respect for local cultures, preparing students to become tolerant and inclusive citizens (Rahman et al., 2022). The Qur'an-based learning approach is also effective in enhancing interfaith understanding, shaping inclusive attitudes, and fostering harmony in multicultural societies.

Based on previous research, religious moderation in higher education is a relevant and intriguing topic to explore. Hati et al. (2023) revealed a significant increase in interest in religious moderation research and emphasized the importance of this approach in instilling values of tolerance, diversity, and harmony in the academic environment. Saepudin, (2023) also noted that religious moderation has become a central focus in higher education discussions in recent years, particularly in shaping inclusive and anti-violence student characters. Five research trend groups on religious moderation have been identified: curriculum approaches, teaching strategies, integration of moderate values, interfaith education methods, and student character strengthening. Each of these clusters highlights critical areas for the development and implementation of religious moderation, ranging from curriculum design to its impact on the academic social environment.

Thus, research by Aderus et al., (2024) shows that religious moderation can be cultivated through education that prioritizes moderate religious values, supports tolerance, and respects cultural diversity. This

approach can serve as a strong foundation for the development of policies and curricula in higher education, with a focus on fostering attitudes of tolerance and religious moderation. It will contribute to the creation of social harmony and peace, while preparing the younger generation to face global challenges with an inclusive attitude and respect for diversity.

4. CONCLUSION

This study analyzed the publication trends of Scopus-indexed journal articles on religious moderation in higher education between 2019 and 2024, revealing significant fluctuations over the years. A notable surge in publications occurred in 2022, likely influenced by emerging social issues and policy developments related to education and religion. One of the most cited articles, "*Radicalism: Efforts to Prevent Radicalism through an Integrative Curriculum in Higher Education*," reflects the scholarly focus on addressing extremism through curriculum design. The majority of these studies were produced in Indonesia, followed by Jordan and Canada, with qualitative and quantitative methods being the dominant research approaches. Key themes included radicalism, curriculum reform, and religious tolerance. Findings suggest that higher education institutions play a crucial role in fostering religious moderation through integrative policies and curricula that embed values of tolerance, pluralism, and nationalism. However, the study also identified a limitation: the concept of nationalism remains underexplored in the context of religious moderation, as revealed by density mapping analysis. Future research should delve deeper into how religious moderation can be leveraged to build a more inclusive national identity and promote long-term social cohesion, particularly within diverse academic environments.

Acknowledgements: The author expresses sincere gratitude for all the support provided during the writing process of this scholarly article. Special thanks to the supervising lecturers who dedicated their time and effort to provide suggestions and support for this article entitled "Bibliometric Review of Religious Moderation Literature in Higher Education."

Author Contributions: M. Nuzulul Ulum (M.N.U): Conceptualization, methodology, writing—original draft preparation, results and discussion. Nur Asiah (N.A): Validation, methodology, writing—reviewing and editing. Sunarto (S): Supervision, conclusion, and reviewing, Baharudin (B): Supervision, conclusion, and reviewing, Zulhannan (Z): Supervision, conclusion, and reviewing, Siti Zulaikhah (S.Z): Supervision, conclusion, and reviewing. Qonita Shabira (Q.S) Supervision, conclusion, and reviewing

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