

A Bibliometric Analysis of the Development of Monitoring Models in Indonesian Madrasah/Moslem Schools

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ABSTRACT:

The purpose of this bibliometric analysis is to examine opportunities and emerging trends in research related to the development of a school/madrasah supervision model based on VOS Viewer. The bibliometric method was employed, involving the collection of articles from 2015 to 2024 via Google Scholar using the Publish or Perish software, covering 1,000 journals. Variables related to the development of supervision models that present opportunities and novelty for future research include management coaching, coaching supervisor, development, training, supervision, and coaching supervision.

Keywords: Teacher satisfaction, Bibliometrics, Publish or Perish, VOS Viewer.

1. Introduction

Supervision in an educational context plays a crucial role in ensuring that the learning process is effective and of high quality. In schools or madrasahs, supervision serves not only as a tool for evaluating the performance of teachers and students but also as a mechanism for improving the overall quality of education. In recent years, the challenges faced by educational institutions have become increasingly complex, ranging from curriculum changes, the need for innovation in teaching, to shifts in learning technology.

One key factor in achieving quality educational goals is the existence of an effective supervision model. A good supervision model is capable of

providing constructive feedback, guiding teachers in their professional development, and fostering a collaborative work culture. The development of a structured and systematic supervision model can help identify areas in need of improvement and provide the necessary support for teachers and students. Current literature on supervision supports the concept of modern supervision, which is evolving, advancing, and widely practiced in the United States. Supervision in the United States was developed through various educational institutions, where the early concept of supervision was characterized by external supervision, known as the "Administrative Inspection Period" from 1642 to 1875 (Bala, 2012). In 1635, in the United States, the responsibility for supervision was borne

by community members. The Massachusetts School Act of 1647 also instructed community leaders to monitor students' progress in reading and understanding religious principles (Thakral, 2015). Supervision during this period involved control, monitoring, evaluation, and maintenance of schools. Later, in the mid-to-late 19th century, the professionalization of supervision developed in the United States, and the responsibility for comprehensive school supervision services was gradually transferred from community leadership to various authorities such as local school superintendents, school principals, the State Department of Education, state universities, and local colleges (Bala, 2012), though inspection as a method of supervision was still maintained.

However, many schools and madrasahs still rely on traditional supervision approaches, which are often insufficient to meet current educational needs. These approaches tend to be administrative in nature and lack a focus on teachers' professional development and the improvement of student learning outcomes. Therefore, it is important to develop a more progressive supervision model that is oriented not only toward evaluation but also toward continuous development and improvement. Warman (2023) states that supervision aims to enhance educators' professional capabilities, identify development needs, and ensure the achievement of learning objectives. Supervision is a perspective of observing from above or scrutinizing and overseeing from above, carried out by superiors regarding the activities, creativity, and performance of subordinates (Mulyasa, 2012). Semantically, educational supervision refers to guidance and mentoring aimed at improving the overall educational environment and, specifically, enhancing the quality of teaching and learning activities (Suharyanto, 2023). According to Ngalim Purwanto, supervision is a planned guidance activity designed to assist teachers and other school staff in performing their duties effectively (Turmidzi, 2021). Previous research was conducted by Astuti (2019) on the role of the school principal as a supervisor in improving educational quality. As the head of an educational

institution, the principal must be accountable for all school activities. Thessin, R. A., & Louis, K. S. (2019), the challenges faced by school leaders in the context of rapid changes in the world of education. The authors highlight the importance of adaptive and collaborative supervision to support the development of school leadership. They propose a supervision model that emphasizes the relationship between leaders and supervisors as well as the importance of continuous professional development. Mallewai, IH (2024) This study demonstrates the importance of a strategic approach in developing intelligent and ethical civil servants, as well as how training instructors can contribute to creating an inclusive learning environment. Lee, MCC, Idris, MA, & Tuckey, M (2019) This study provides valuable insights for managers and decision-makers in creating a positive and productive work environment. Nguyen, HTM (2017) This study provides insights into how these models can be applied to improve the quality of language instruction and teacher professional development. Mena, J, Hennissen, P, & Loughran, J (2017) The study shows that effective mentoring can enhance pre-service teachers' understanding of good teaching practices and pedagogical strategies. Andersson, M, Gunnarsson, K, & Rosén, G (2015); Ritonga, R, Harahap, R, & Adawiyah, R (2023). This research demonstrates how supervisors can contribute to teachers' professional development through a collaborative approach. Prayoga (2020) Research findings highlight the importance of mentoring in ensuring educational quality and accountability within educational institutions. Honig & Rainey (2020) outline a principal's supervisory approach to enhancing instructional leadership through teaching and learning practices. The authors emphasize the need for supervision focused on developing principals' capacity to lead the teaching and learning process, as well as the importance of collaboration and communication in creating an effective learning environment. Vaiz, O. et al. (2021) discuss the concept of e-supervision in the context of distance education. The authors identify the challenges and opportunities arising from

supervision in online learning environments. Astari, S. Y. (2024), examines the role of supervision in improving the quality of school education. In this context, the development of a supervision model based on the principles of collaboration, support, and shared learning becomes highly relevant. This model may include various components, such as mentoring, coaching, and constructive feedback. Thus, teachers will not only feel supervised but also supported in their teaching process

The objectives of this bibliometric analysis are: (1) to identify trends in research publications; (2) to identify authors, institutions, and countries; (3) to identify academic disciplines related to supervision development models in madrasahs or schools; (4) to identify keywords related to supervision development models. This study is intended to help readers identify and understand key aspects of the supervision support model in schools/madrasahs and to explore issues related to research on school support in achieving high-quality schools..

Supervision is the process of facilitating or supporting a teacher's professional growth, particularly by providing feedback to teachers on classroom interactions and helping them use that feedback to make their teaching more effective (Glatthorn, 1987). Therefore, the Journal of Social Studies Education Research 2018: 9 (2), 366-387 defines supervision broadly as the professional guidance and support provided by supervisors, which is expected to offer assistance to teachers that will enhance and improve teacher motivation and classroom instruction (Neagly & Evans, 1980; Oliva, 1984; Hoy & Forsyth, 1986; Wiles & Bondi, 2004; Glickman, 1990). Supervisors' activities in instructional supervision are mandatory components of educational administration (Kadushin & Harkness, 2014: 105). This is because supervisors conducting instructional supervision aim to foster a more conducive and improved learning environment through the development and enhancement of teachers' professionalism (Rock, 2019). Supervisors conducting supervision in madrasahs (Mardiah, 2016) essentially provide assistance

aimed at improving and fostering aspects of learning so that they can understand the broader educational environment; thus, it can be assumed that school supervision encompasses all functions and issues related to enhancing teacher professionalism (Jiang, 2016)

The first primary role of a supervisor pertains to managerial supervision, and the second is academic supervision. The first involves empowerment, evaluation, and support/counseling regarding program planning, processes, and outcomes. Counseling and support are provided by the principal and school staff in school management or educational governance to improve school performance. Academic supervision involves empowering and assisting teachers in enhancing the quality of the teaching-learning process and student learning outcomes. The authority granted to school supervisors includes: (1) Selecting and determining work methods to achieve optimal results in carrying out their roles as required by the code of ethics; (2) Determining the performance levels of teachers and other supervised staff, as well as other influencing factors; (3) Determining or proposing empowerment programs and carrying out empowerment. These authorities imply the school supervisor's autonomy to identify steps and strategies in determining supervision procedures. However, school supervisors must collaborate with the school principal and teachers to carry out their roles in accordance with the established school development goals (Hariri et al., 2012)..

3. Research Methodology

The bibliometric analysis research method was used to answer the research questions by examining the development of research and the relevant literature (Hakim, 2020). The mapping of scientific journal metadata on the development of supervision models in schools/madrasahs was drawn from reputable and accredited journals, including several international journals in the third quartile (Q3) and national journals ranging from Sinta 2 to Sinta 6 (S2–S6), obtained from Google Scholar,

totaling 1,000 journals from 2015 to 2024. The steps in bibliometric analysis began with collecting articles related to the development of supervision models using Publish or Perish (PoP). The data was then processed and analyzed using Microsoft Excel to generate tables and graphs. Subsequently, VOS Viewer was used to visualize the article data in a

network format. A detailed explanation of the bibliometric analysis steps is provided below.

3.1 Dataset Creation

A search for datasets was conducted on Google Scholar using the keywords “supervision,” “coaching,” and “madrasah,” yielding the following data.

Table 1. Data Number of Publication 2015-2024

Years	Number of Publications
2015	0
2016	1
2017	1
2018	2
2019	3
2020	15
2021	13
2022	10
2023	34
2024	22

Berdasarkan tabel di atas, penelitian yang dilakukan pada rentang tahun 2015-2024 semuanya menggunakan topik supervise di madrasah.

3.2 Data Analysis

Frequency distributions were used to determine trends in the direction of research publications and citations in the field of CE teaching in higher education. Publication frequencies and citation rankings were used to identify leading authors, institutions, and countries, as well as the most frequently used keywords in this field. This study uses VOSViewer software version 1.6.18 to explore and visualize the relationships between authors, institutions, countries, journals, and

terms in the database. VOSViewer is free software (www.vosviewer.com) for constructing and visualizing bibliometric maps based on network data. In this software, nodes are the objects of interest and represent authors, institutions, countries, journals, and keywords. VOSViewer has three main panels for presenting research visualizations: network visualization, overlay visualization, and density visualization (Jan van Eck & Waltman, 2022).

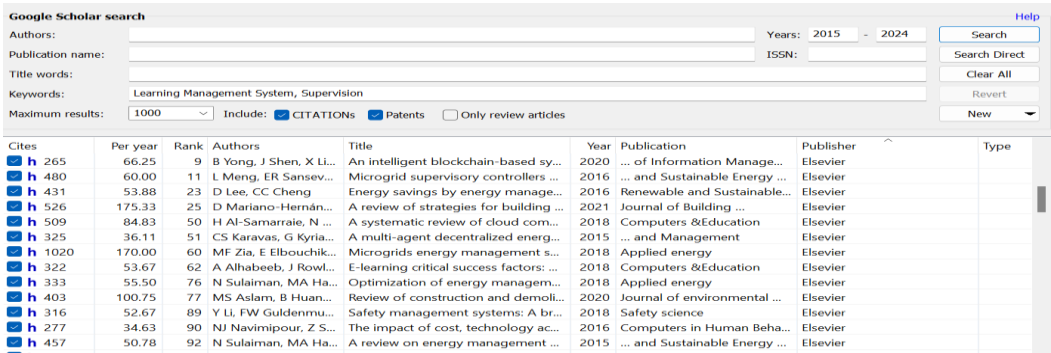


Figure 1. Google Scholar Database Search

(Source: Publish or Perish Analysis Results)

As shown in Figure 1, the maximum number of results allowed in a Google Scholar search is 1,000. It is possible to enter a value less than 1,000, but the results will be less detailed.

Figure 1 provides information on citation counts, which represent quantitative data; these are presented in full in Table 2.

Table 2.Citation Metric

Citation Metrics	
Publication Year	2015-2023
Citation years	9(2015-2024)
Citations	100
Cites/year	49101
Cites/paper	5455,67
Cite/author	491,01
Paper/author	22524,19
Author/paper	44,75
h-index	2,91
g-index	92
hI,norm	100
hI,annual	77
hA-index	8,56
Paper with ACC>=1,2,3,5,10,20:100,99,97,96,91	54

The table above shows that this analysis covers publication data from 2015 to 2023, with a citation period spanning 2015 to 2024. A description of Figure 2 can be found in the Results and Discussion section. From Figure 1, the data is then saved in several required formats, such as CSV and RIS, where CSV is used to process table and graph data, while RIS is used to generate network and map visualizations using the VOS Viewer software.

4. Results and Discussion

Results of the “Publish or Perish” Data Collection

The results of the article collection based on the Google Scholar database using the PoP software from 2015 to 2024, as shown in Table 1, indicate that there were 100 articles on teacher satisfaction, with a total of 49,101 citations. The total citations received is 100, with various metrics derived from this data. The total citations received during the analysis period is 100. The average citations per year. This figure appears high, possibly indicating an

error in the calculation or interpretation of the data. 49,101. Furthermore, the average citations per paper. This indicates that each published paper is highly valued and frequently cited 3,455.67. Average citations per author. This indicates that each author has significant recognition in their field 491.01. Average number of papers per author. This figure is very high and may indicate that there are highly productive authors or errors in the data amounting to 22,524.19. Average number of authors per paper. This indicates a high level of collaboration in research 44.75. The h-index indicates the number of papers that have been cited at least as many times as the value of h 2.91. This value indicates relatively low influence. The g-index measures the number of citations received by the most-cited paper. This value indicates that there are several highly influential papers (92). The normalized h-index (100) indicates that this metric has been adjusted to account for other factors, such as the number of authors. It shows an average h-index of 77 per year, indicating consistency in

publication and citations. This index measures author productivity based on the number of citations and publications, with a value of 8.56. Papers with ACC $\geq 1, 2, 3, 5, 10, 20$: 100, 99, 97, 96, 91 indicate the percentage of papers with a specific cumulative number of citations. These figures indicate that the majority of papers have received at least one citation, and most have also received many more citations than that.

Overall, this analysis shows that although the total number of citations appears low, other metrics such as citations per paper and the g-index indicate that there are highly influential papers in this collection. However, the low h-index suggests that many papers may not yet have received sufficient recognition within the

academic community. This data can serve as a reference for evaluating publication performance and the impact of authors in a specific field.

1. Map of Scientific Publication Trends

The mapping of scientific publication trends uses a binary calculation method, with a minimum of 10 occurrences out of 28,768 words. Only 34 words met the upper threshold, and 15 were selected. In the visualization, nodes (circles) represent authors, while edges (connections) indicate relationships between authors. The distance between circles in the network indicates that the larger the circle, the more variables are studied simultaneously (Aribowo, 2019).

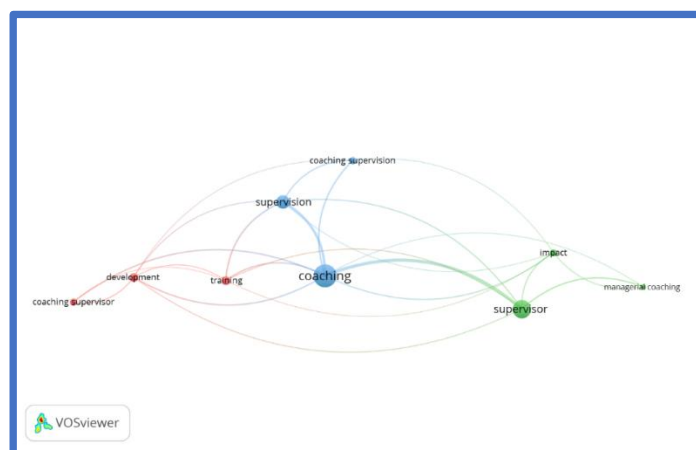


Figure 2. *Network Visualization VOS Viewer*

Based on Figure 2, the focus of the research on the development of a monitoring model consists of four clusters, marked in red for cluster 1, green for cluster 2, and blue for cluster 3. The results of the network visualization using VOS Viewer show the

relationships between variables/themes, consisting of 7 variables, with three variables in cluster 1, three in cluster 2, and three in cluster 3. Some variables, such as management coaching, have not yet been extensively studied.

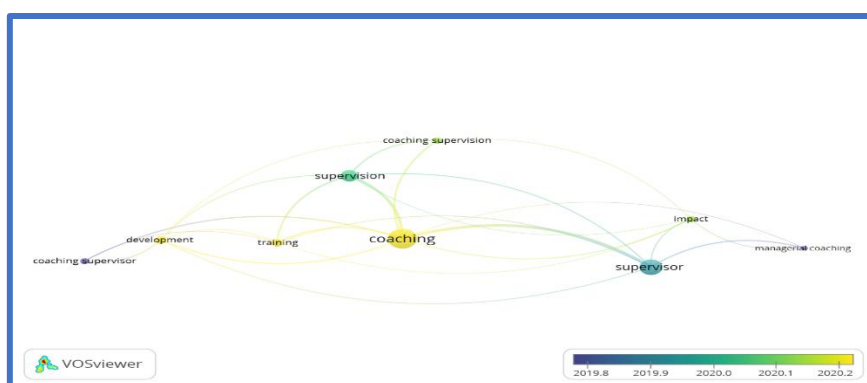


Figure 3. *Overlay Visualization VOS Viewer*

The overlay visualization results in Figure 3, using VOS Viewer, show that the “children” variable was frequently published between 2015 and 2024 and is closely associated with

the development of monitoring models. The overlay visualization results also indicate that, between 2015 and 2024, the “children” variable served as a focal point of research.

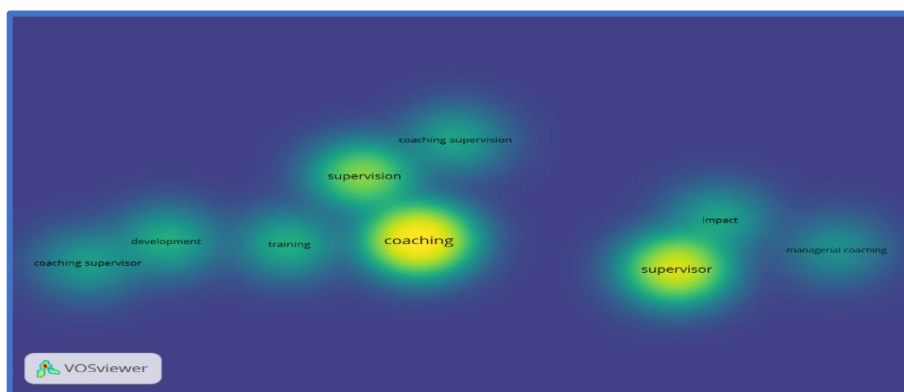
Figure 4. *Density Visualization VOS Viewer*

Figure 4, which shows the results of density visualization using VOS Viewer, is a visual representation of the relationships between various topics in the development of surveillance models. In this context, density visualization illustrates the degree of proximity and interconnectedness among topics based on their frequency of occurrence in the analyzed literature. These results provide insights into how various concepts related to supervision, training, and human resource development are distributed and interact with one another in scientific studies.

According to research conducted by Tupan et al. (2018), in density visualization techniques, the colors appearing on the representation map indicate differences in intensity and interconnection between concepts. Yellow, green, and blue, for example, have different meanings in this context. For instance, if areas related to concepts such as “management coaching,” “coaching supervisor,” “development,” “training,” “supervision,” and “coaching supervision” are marked in yellow, this indicates that these topics have been relatively under-researched and underdeveloped in the existing literature. These areas indicate opportunities for further development, as there has not yet been much research that has examined or published these

topics in depth.

Thus, the results of this density visualization not only provide a visual representation of the extent to which a topic has been discussed in the literature but also highlight potential for innovation and further research. Topics still dominated by yellow indicate areas that could become the focus of new research or the development of more effective models in supervision and training. The novelty of this research lies in: (1) a paradigm shift from administrative supervision toward data-driven strategic supervision; (2) the integration of digitalization elements into the madrasah supervision system; (3) the development of a collaborative supervision model that has not been widely discussed in the Indonesian madrasah literature; (4) the formulation of a research roadmap for madrasah supervision based on bibliometric trends.

CONCLUSION

Based on the findings, results, and discussion, the highest number of scientific publications on Google Scholar from 2015 to 2024 occurred in 2023, with 34 publications, while 2015 and 2016 had the lowest number of publications, with only 1 publication each, as determined using VOS Viewer software. The network visualization results identified 10 variables grouped into 4

clusters, with topics that are interrelated. The research findings, based on overlay and density visualizations for the years 2020–2024, centered on children, indicating that this topic has been extensively studied by other researchers. Variables related to supervision models that present opportunities and novelty for future

research include management coaching, coaching supervision, development, training, supervision, and coaching supervision.

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