

Research Trends and Gaps in Learning Environment Characteristics in Communities: A Bibliometric Analysis (2019–2024)

¹Hamdi, ²Santiani, ³Jasiah, ⁴Ali Anhar Syi'bul Huda, ⁵Mualimin

^{1,2,3}Institut Agama Islam Negeri Palangka Raya, Indonesia

⁴Universitas Pendidikan Indonesia, Indonesia

⁵Sakarya Universitesi, Serdivan, Turkiye

¹hamdi.pasca2410160289@iain-palangkaraya.ac.id, ²santiani@iain-palangkaraya.ac.id

³jasiah@iain-palangkaraya.ac.id, ⁴alianhar99@upi.edu,

⁵mualimin.mualimin@ogr.sakarya.edu.tr

Abstract. *The learning atmosphere, especially in the environment, is still not optimal so that it does not have a positive impact on the learning process. The purpose of this study is to describe Research Trends and Gaps in Characteristic Learning Environment in the Community: A Bibliometric Analysis (2019–2024). The approach used is quantitative which specifically uses bibliometric analysis. Data source from Crossref, a publish or perish (PoP) application with 500 articles as a sample with the keyword characteristics of the learning environment in the community for the period 2019-2024 produced 1000 articles which were then analyzed using the VOSViewer application version 1.6.20. The results of the research on the topic of characteristics of the learning environment in the community with a span of 2019-2024 show that the ups and downs of publications seem to be decreasing in 2024. The results of the research with the most publications on the characteristics of the learning environment in the community in 2020 (27 publications). Productive researchers include Michael Cann, Gary Harfitt, Marjorie Mayo, Ntimi Mtawa, Muhammad Hassan Raza, Rachael W. Shah, and Osly Usman. Based on the source from VOSViewer, a map of research development was produced, there are 3 clusters. Cluster 1 (36 items), cluster 2 (31 items), and cluster 3 (20 items). The keywords that are widely researched include characteristic, teaching, community engagement, program, and analysis. Meanwhile, those that are included in the category of research recommendations that still do not have research are community service, learning process, learner, higher education, online learning environment. The topic of community service makes a very positive contribution in creating a learning environment and of course the learning environment is not only directly manum but must also be done through learning in an online learning environment.*

Keywords. *Learning Environment Characteristics; Community Engagement; Bibliometric Analysis; Research Trends in Education*

Abstrak. Suasana belajar khususnya di lingkungan masih belum maksimal sehingga kurang memberikan dampak positif terhadap proses belajar. Tujuan Penelitian ini untuk mendeskripsikan Tren Penelitian dan Kesenjangan dalam Lingkungan Belajar Karakteristik dalam Komunitas: Analisis Bibliometrik (2019–2024). Pendekatan yang digunakan yaitu kuantitatif yang secara spesifik menggunakan analisis bibliometrik. Sumber data dari Crossref, aplikasi publish or perish (PoP) dengan 500 artikel sebagai sampel dengan kata kunci characteristics of the learning environment in the community periode tahun 2019-2024 menghasilkan 1000 artikel yang kemudian dilakukan analisis menggunakan aplikasi VOSViewer versi 1.6.20. Hasil penelitian mengenai topik karakteristik lingkungan belajar dimasyarakat dengan rentang periode dari tahun 2019-2024 menunjukkan naik turunnya

publikasi seperti menurun ditahun 2024. Adapun hasil penelitian dengan publikasi terbanyak tentang karakteristik lingkungan belajar dimasyarakat pada tahun 2020 (27 publikasi). Peneliti produktif antara lain ialah Michael cann, Gary harfitt, Marjorie Mayo, Ntimi Mtawa, Muhammad hassan raza , Rachael W. Shah, dan osly usman . Berdasarkan Sumber dari VOSViewer dihasilkan peta perkembangan penelitian terdapat 3 cluster. Cluster 1(36 items), cluster 2(31 items), dan cluster 3 (20 items). Adapun kata kunci yang banyak diteliti meliputi characteristic, teaching, community engagemen, program, dan analysis. Sedangkan yang termasuk kategori rekomendasi penelitian yang masih belum ada meneliti yaitu community service, learning process, learner, higher education, online learning environment. Topik pengabdian masyarakat sangat memberikan kontribusi fositif dalam menciptakan lingkungan belajar dan tentunya lingkungan belajar tidak hanya secara langsung manum juga harus dilakukan juga melalui pembelajaran dilingkungan pembelajaran daring, Sehingga rekomendasi tersebut dapat memberikan dampak fositif khususnya dalam mengkaji Lingkungan Belajar.

Kata kunci. Karakteristik Lingkungan Belajar; Keterlibatan Komunitas; Analisis Bibliometrik; Tren Penelitian dalam Pendidikan

A. INTRODUCTION

The learning atmosphere, especially in the school environment, will be realized comfortably if there is a supportive learning environment. However, from the point of view of reality, the learning environment is still not maximized so that it has a less positive impact on the learning and education process, the learning environment as a place where students develop all their potential, interests, and talents, little or a lot is very influential on students (Haug, 2020). In the smallest unit, the first environment that plays an important role for students is the family environment as the first place where children (students) get their upbringing from the role of both parents (Kuger et al., 2019), this is crucial, because parenting and family as the first environment for students can pass on positive values to themselves (Kežman et al., 2022).

The first learning environment for children is the family environment, of course, it cannot only run in one scope but needs to process in other environments so that later they can adjust to the new environment (Könings & Seidel, 2022), which of course has its own challenges (Frelin & Grannäs, 2022). This can be realized by continuing to take initiative, making good plans, conducting experiments, and student reflection (Hemmati & Mahdie, 2020), and always collaborate to make the education system better (Anand & Hsu, 2020). Just like in the home environment with the father as Al-Rijalu Qawam 'ala Nisa, then at the level in the school institution, the Principal has the same role as the father, one of which is to make plans (planners) (Fathurrahman et al., 2024). One of them is the effort to form a learning environment with digitalization (Pittalis et al., 2024), such as the utilization of social media in building a learning environment (Moges et al., 2023). The efforts that have been made in planning the learning environment have implications for building students' learning experiences (Zhang et al., 2020). Equally important is realizing student activeness, in this case referring to the social, psychological and educational context in which learning occurs. This is understood through students' perspectives on the relationship between students and teachers, motivational factors, and the learning environment (Laxdal & Giske, 2020). Educational institutions continue to strive to build a good learning environment because it is one of the keys to success in the educational process (Bačová & Bačová, 2024), as regulated in the implemented curriculum, in the sense that it is in accordance with the needs of students (Ozen & Topal, 2019) especially in creating a learning environment, such as the existence of learning-based learning in nature as a form of creating a pleasant learning environment for students (Supriyoko et al., 2022).

The Learning Environment in this day and age certainly consists of the immediate environment and the digital environment (Purnomo et al., 2024). Both environments certainly need to be maximized, apart from the various links to the success of creating a learning environment, of course, there are many aspects that can influence it or many factors that cause the realization of a good learning environment, in this case various previous studies that examine the learning environment from various aspects will be described in depth.

First, based on the results of research conducted by Conrad Murendo, et al (2024) with a focus on teacher welfare and the learning environment at home, there is a link or influence between teacher welfare and a safe and conducive learning environment with learning outcomes in children in Afghanistan. Therefore, based on these findings, the learning environment can no longer be doubted as one of the supporters of the child's success (Murendo et al., 2024). Second, another study conducted by Ana Route Costa (2024) which examines the effect of the relationship between the physical dimensions of the home learning environment (HLE) and learning motivation in young people during the co-19 pandemic in the UK has a relationship so that it cannot be underestimated that the learning environment, both physical and non-physical, will affect the quality of learning and student achievement (Costa, 2024). The learning environment at home (HLE) is an environment created in the family environment which certainly cannot be separated from the role of parents in providing guidance and direction to their children. Third, while research conducted by Suwarni (2022) explained that a school culture that is inclusive, collaborative, and student-oriented can create a conducive learning environment (Suwarni, 2022). Other research, as conducted by Halim (2020) explains that the learning environment, learning motivation, and learning style have a positive and significant influence on student learning outcomes specifically in the scope of Mathematics learning at SMAN 9 Pangkep level Class XI IPA (Halim & Rahma, 2020).

This study aims to describe Research Trends and Gaps in Learning Environment Characteristics in Communities: A Bibliometric Analysis (2019–2024). The reason why this topic is studied is because it is very important to contribute, especially in understanding the learning environment for educational development, community involvement, or policies that have a positive impact. The importance of studying this topic in order to be able to provide education, especially for education in Indonesia which is still dilemmatic. So this study examines in depth to provide recommendations for further research. So that this research has implications for education to create an effective and efficient learning environment. Based on previous studies, this research position analyzes topics related to the learning environment through the Crossref database starting from the publication range of 2019 to 2024 as an element of novelty from existing studies. This effort is made so that the process of building a learning environment can be carried out effectively so that there is a need for renewable studies that are mapped in this study. Based on this presentation, the researcher is interested in studying the Research Trends and Gaps in Learning Environment Characteristics in Communities: A Bibliometric Analysis (2019–2024).

B. RESEARCH METHODS

This research uses a type of quantitative research, in general quantitative research is a systematic, planned, and structured research related to the use of numbers, both in terms of data collection, data interpretation and presentation of results (Syahroni, 2022). More concisely, the research methodology used is called bibliometric research in the form of meta-analysis. (Sari, Nur Indah, 2024), This is a research methodology that involves evaluating the literature, including that contained in journals, proceedings, and other materials, and providing examples to past researchers to help them evaluate new research findings that are

rarely available to others (Ali Anhar Syi'bul Huda, Hamdi, Muhammad Noor Ridani, 2024). The literature summary was compiled using the Crossref database and the Publish or Perish (PoP) application, version 8.12. Use of this application is free (FahrudinAli Anhar Syi'bul Huda, 2024) , easy to use, and allows classification of journal categories. Data collection was conducted in October 2024 starting from 2019 and ending in 2024.

Based on the results of the data display shown by the Publish or Perish application, there are 1000 articles published starting from 2019 to 2024 (Last 5 Years), then the data is stored in RIS (Research Information System) format for further analysis with the help of the VOSViewer application version 1.6.20 to see the development of publications on the topic of learning environment characteristics in the community, publication sources, productive researchers in the field / topic, and mapping of renewable topics that can be developed in the future.

C. RESULTS AND DISCUSSION

Number of Studies Characterizing the Learning Environment in the Community

Based on the search results on the Crossref database that has been analyzed by researchers, it produces a collection of the most relevant articles on the characteristics of the learning environment in the community in the last 5 years starting from 2019 to 2024. The development of publications on the characteristics of the learning environment in the community has increased gradually, but has decreased in 2019, 2021, 2022, 2023, and 2024. The development of research on the characteristics of the learning environment in the community occurred the most in 2020, namely 27 publications, and experienced a decline in 2024 with only 14 publications relevant to the topic of learning environment characteristics in the community. The findings can be seen through the following figure:

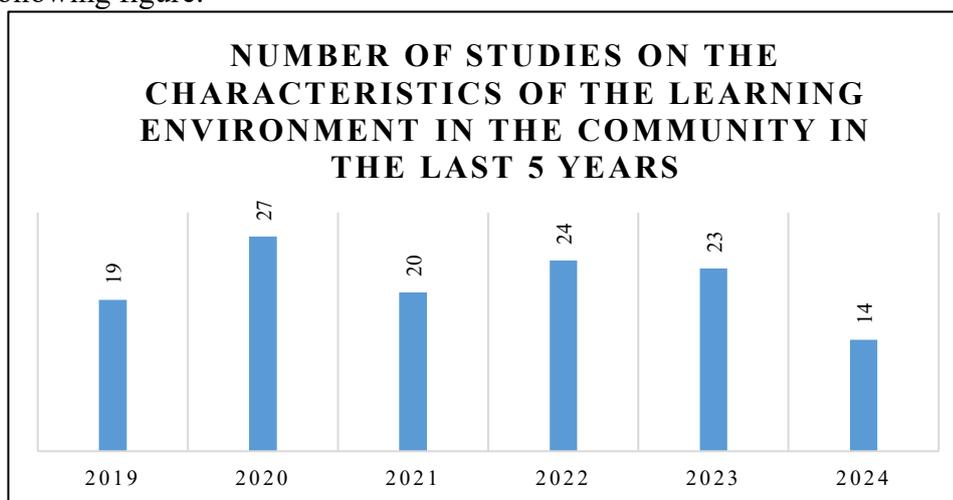


Figure 1: Number of Research Characteristics of the Learning Environment in the Community

Some of the publication developments above show the ups and downs of publications on the characteristics of the learning environment in the community, as a very significant change in 2024 experienced the lowest decline from the previous year. This is certainly contrary to the demands of this era which really requires the role of the environment in fostering the younger generation such as to minimize moral disintegration which of course can be overcome by creating a comfortable learning environment and having a positive influence especially for students and for schools in the community in general. As according to Dillenbourg in (Zhang et al., 2020) Effective learning cannot be separated from the context of learning, especially in the learning environment.

Core Source in National Publications Topic Characteristics of Learning Environments in Communities

Based on the search and analysis of 1000 articles that have been analyzed to produce the most relevant articles on the characteristics of the learning environment in the community through the Crossref database, the publication sources that appear include e-journals as many as 103 publications, e-proceedings as many as 23 publications, ebooks as many as 1 publication and repositories that have no publications relevant to the topic. The following are publication sources with the topic of learning environment characteristics in the community.

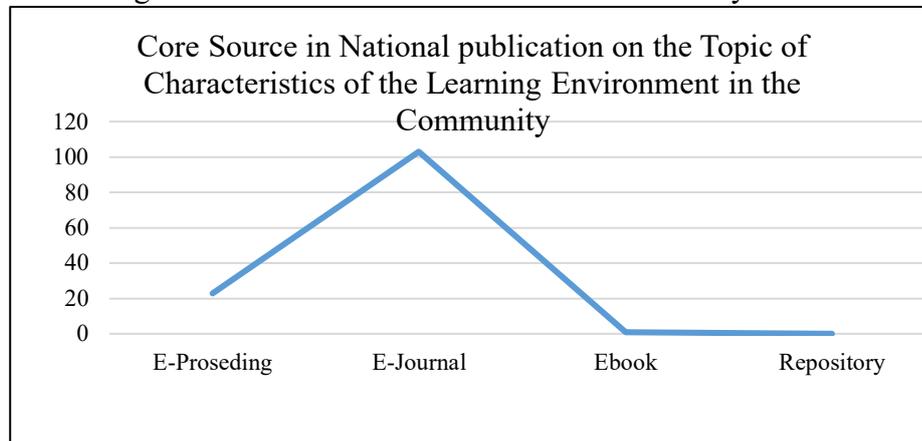


Figure 2. Sources that appear with the keyword search Characteristics of Learning Environments in Society

Based on the search for the most publication sources, namely e-journals, followed by e-proceedings. The most publications in e-journals are 103 publications, this proves that researchers are more productive in publishing through e-journals. This dominating achievement is of course based on the fact that e-journals have good management and are in great demand by academics (Wahyudi, 2024). E-Proseding which occupies the second position with 23 publications. The interest in publishing in e-proseding is of course caused by the ease of publishing, so the authors have a tendency to also like to publish in e-proseding which is also no less quality (Muhidin et al., 2022). Further searches of ebooks showed only 1 publication relevant to the topic of learning environment characteristics in the community. This proves that it is necessary to develop works based on ebooks to add scientific insights, especially those related to the characteristics of the learning environment in the community. The last is the repository which according to the results of the analysis there are no publications relevant to the topic so that it opens up opportunities for future researchers to publish.

Productive Researchers Producing Research with Topics Characteristic of the Learning Environment in Society

Structuring the development of the most productive researchers and publishing many research results on the topic of learning environment characteristics in the community using the help of the VOSViewer application version 1.6.20. The following are the results of the analysis process carried out using VOSViewer version 1.6.20.

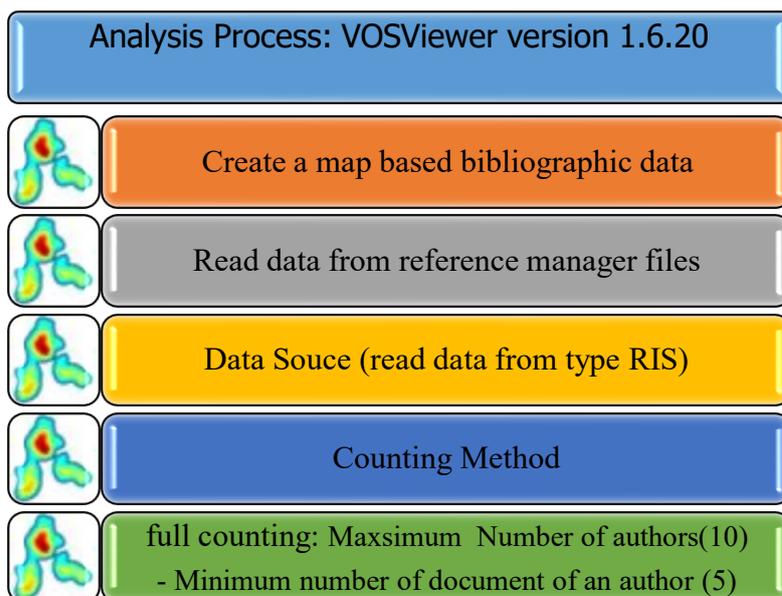


Figure 3. Analysis Process Using VOSViewer version 1.6.20

In the type of data selection section, researchers use create a map based on bibliographic data. Then, the data source selects the read data from type RIS option. The next step is counting method by selecting full counting and the maximum number of authors per document is 10 and the minimum number of documents of an author is 5. The selection results from 1889 researchers were selected into 7 researchers who met the requirements as shown in the following figure

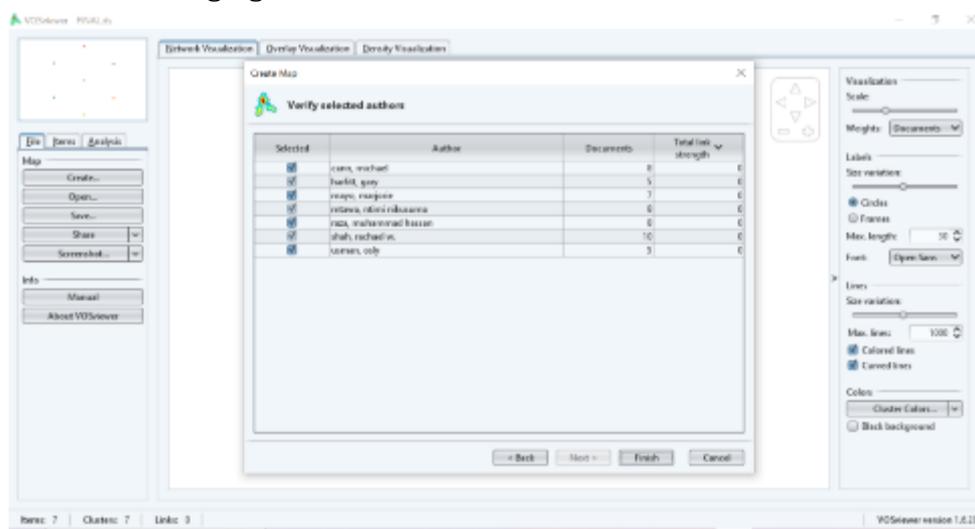


Figure 4. Productive Researcher on the topic of Characteristics of Learning Environments in Society

The seven productive researchers on the topic of learning environment characteristics in the community include Michael Cann, an academic from the Department of Chemistry, University of Scranton. The second researcher is Gary Harfitt from The University of Hong Kong, Pokfulam, Hong Kong, the third researcher is Marjorie Mayo, from the Center for Lifelong Learning and Community Engagement/Department of Professional and Community Education/Centre for Urban and Community Research, Goldsmiths, University of London. The fourth researcher is Ntimi Mtawa, an academic at the University of Dar es Salaam & University of the Free State. The fifth researcher is Muhammad Hassan Raza an

academic from the School of Nanoscience & Nanoengineering, North Carolina A&T State University. The sixth researcher is Rachael W. Shah, an academic from the University of Nebraska-Lincoln. The seventh researcher is Osly Usman, an academic from the State University of Jakarta - Faculty of Economics.

Based on the network and density visualization display modes, the seven researchers do not have interconnected networks as shown in Figures 6 and 7 below.

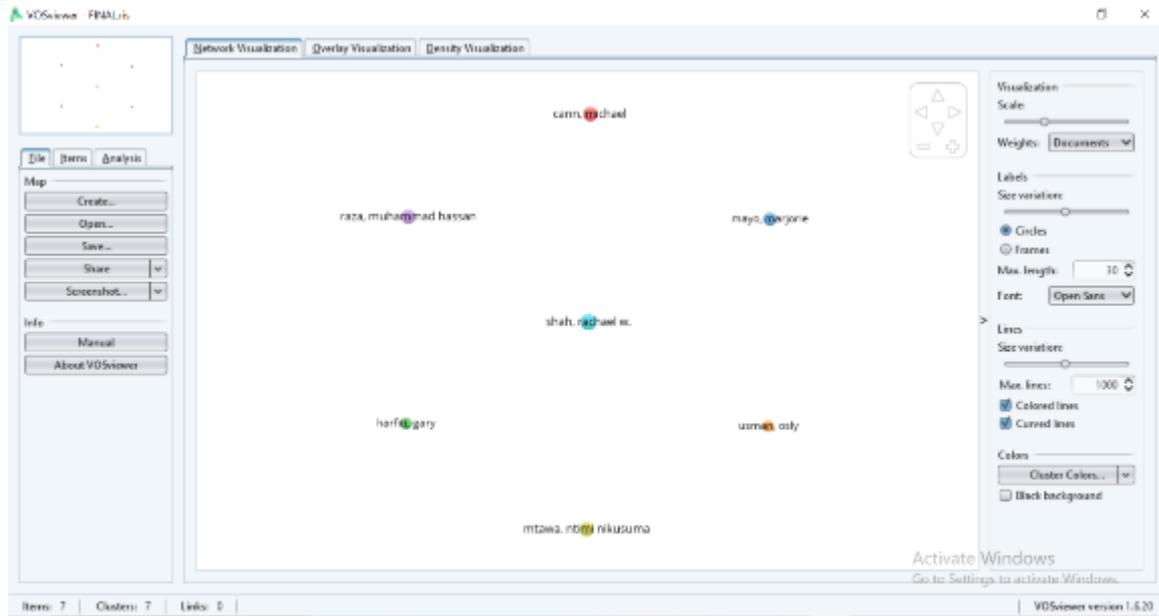


Figure 5. Productive Researcher on the topic of Learning Environment Characteristics in the Community with Network Vizualitation display type

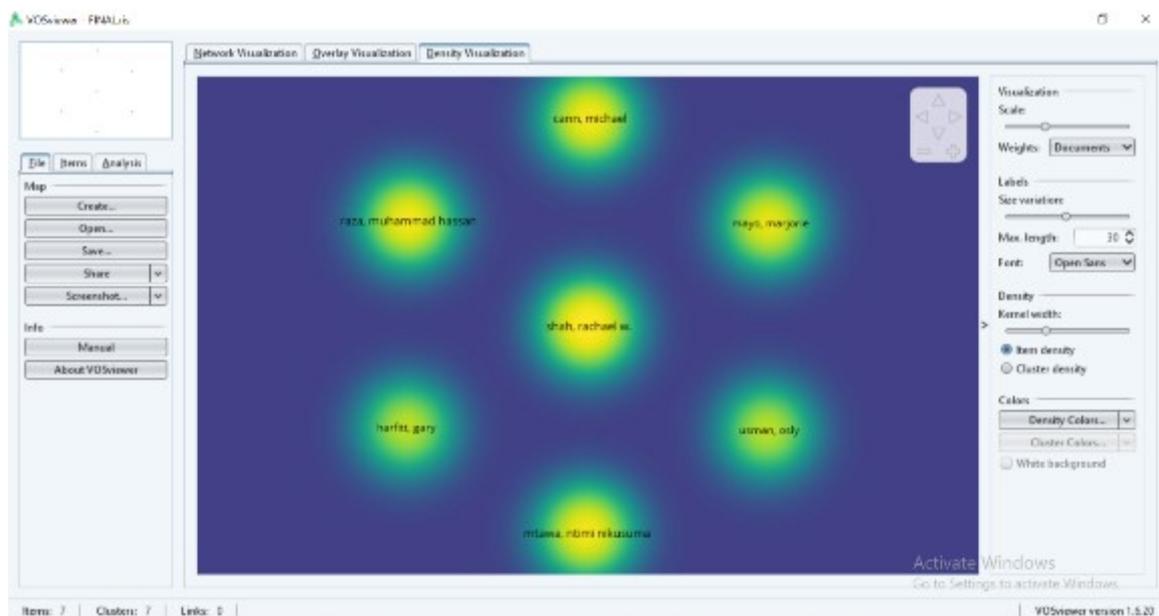


Figure 6. Productive Researcher on the topic of Learning Environment Characteristics in the Community with the display type Density Vizualitation

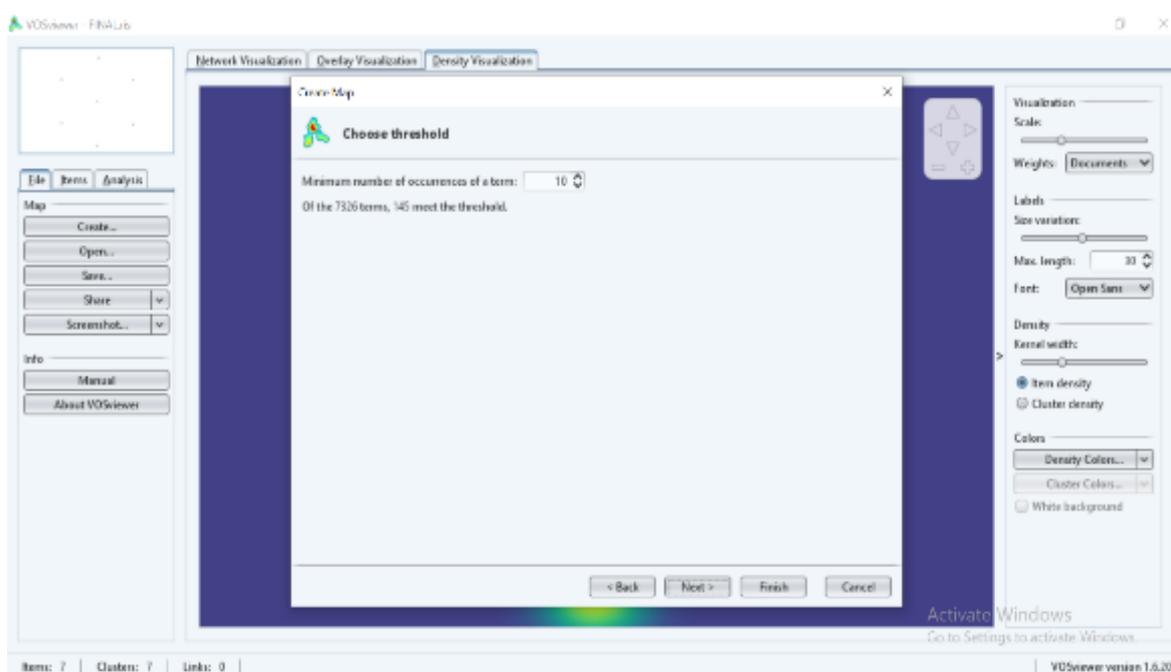
The seven productive researchers in the field of learning environment characteristics in the community, each have and produce research publications in the 2019-2024 time span or the last 5 years as follows.

Tabel 1. Number of Productive Researcher publications on the topic of Learning Environment Characteristics in the Community

Name	Number of Publications
Michael cann	Eight Publications
Gary harfitt	Five Publications
Marjorie Mayo	Seven Publications
Ntimi Mtawa	Eight Publications
Muhammad hassan raza	Eight Publications
Rachael W. Shah	Ten Publications
Osly usman	Five Publications

Research Progress Map of Characteristics of Learning Environments in Society

The development trend of research on the characteristics of the learning environment in the community using the help of the VOSViewer application version 1.6.20 is carried out with several processes. Such as determining the type of data model, researchers chose the create a map-based text data feature. The next step is in the data source menu, the read data from reference manager files menu is selected with the supported file type RIS. Furthermore, in the counting method section, the Binary Counting section was chosen with a minimum number of occurrences of terms of 10 and the number of terms to be selected that appeared was 145 out of 7326 items as shown in Figure 8. Of the 145 items selected, they were filtered again with the size set by the application of 60%, resulting in 87 items as can be clearly seen in Figure 9 and the results of mapping the development of research on the characteristics of the learning environment in the community can be seen in Figure 10.

**Figure 7.** Binary Counting Results with Minimum Number of Term Occurrences

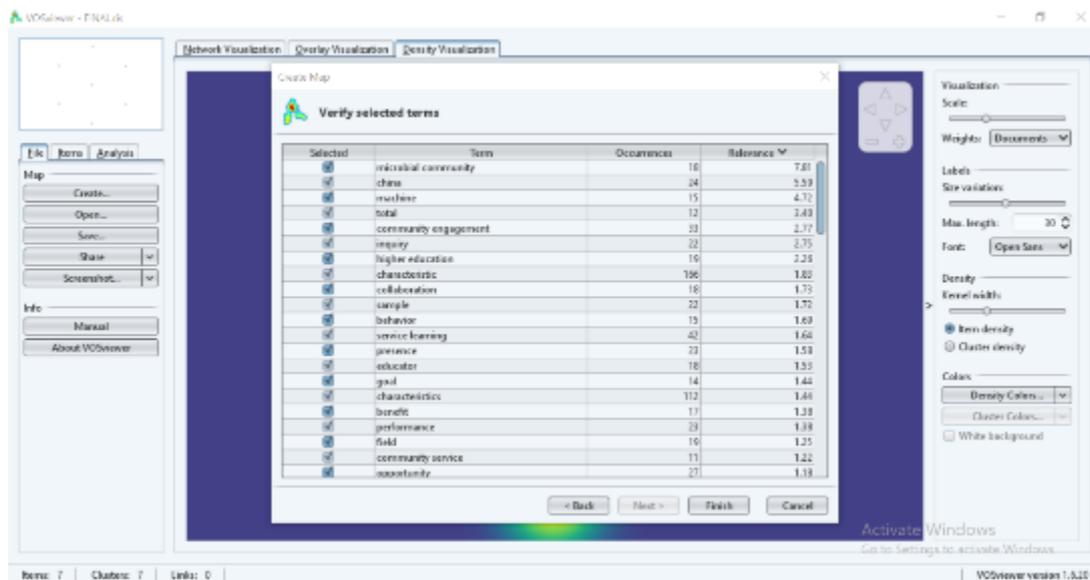


Figure 8. Results of 87 Items Selected from 7326 Research Documents Characterizing the Learning Environment in the Community

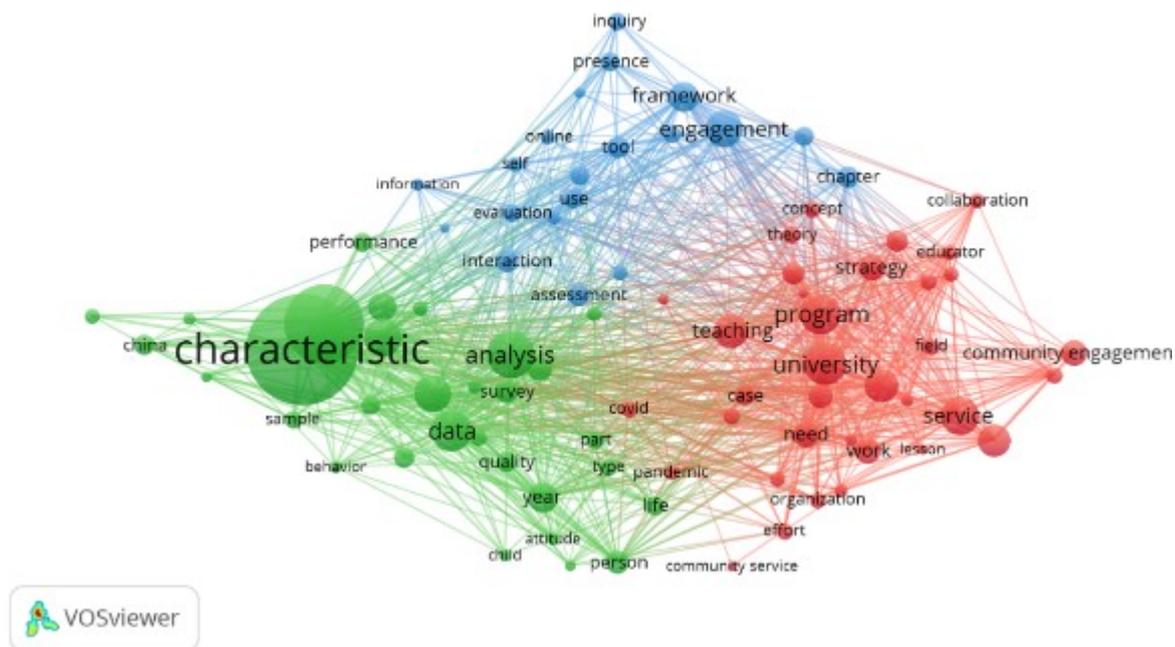


Figure 9. Results of Topic Mapping of Characteristics of the Learning Environment in the Community in Network Visualization View version

In the display as shown in Figure 9 above, it was found that there were 145 items (60% of the 87 items selected) then split into 3 clusters. Cluster 1 consists of 36 items including article, author, benefit, case, class, collaboration, community, community service, concept, covid, educator, effort, example, field, form, goal, college, idea, learning process, lesson, literature, need, opportunity, order, organization, pandemic, place, program, project, service, learning service, strategy, teaching, theory, university, work. Cluster 2 consists of 31 items, namely abstract, analysis, attention, attitude, behavior, characteristics, characteristics, children, china, data, differences, effects, factors, influences, learners, life,

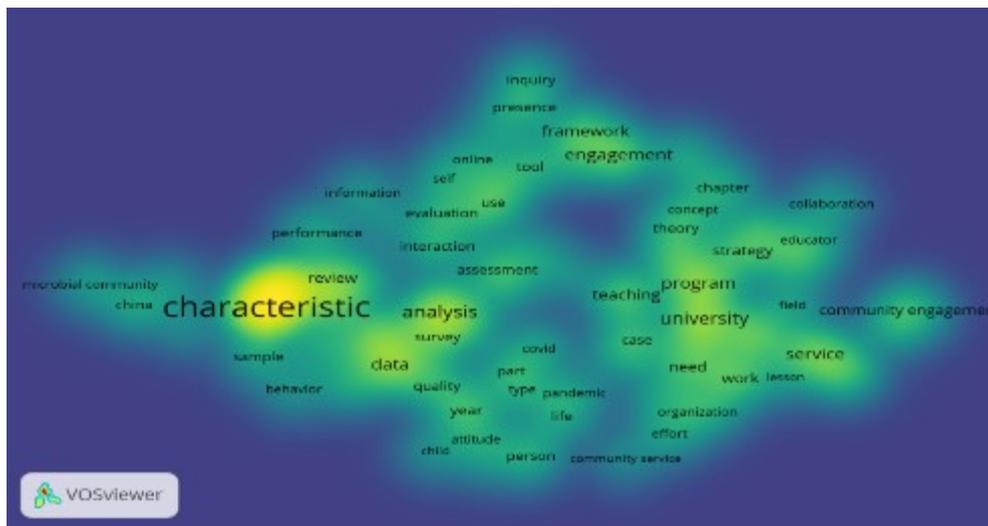


Figure 11. Results of Topic Mapping of Characteristics of Learning Environments in Communities by Density Visualization View

Based on the density visualization image, it shows that the most research on the characteristics of the learning environment in the community is characteristic, teaching, community engagement, program, and analysis. So it can be understood that the light color means that the research is produced a lot. As for the research topics on the characteristics of the learning environment in the community, there is still no one who relates to the context of community service, learning process, learner, higher education, online learning environment. This is characterized by less light which means that not much research has been produced. Therefore, the researcher strongly recommends an in-depth study of several items that have never been studied, so that later the depth of knowledge about the characteristics of the learning environment in the community will increase.

The characteristics of the learning environment in the community support the learning process, as the learning environment in the community can be used to provide a positive influence on students (Puspita Dewi et al., 2024). This is of course based on the expression that ideal education is determined by the learning environment (Sulistyowati et al., 2024) and supported by teachers in creating a learning environment (Ezi Mulia, Abdurrasyid Ridha, Dilla Yolanda, 2024). So that the link to the learning environment from various aspects needs to be improved. As the first environment for children is the family environment which is used as the initial basis for educating so as to shape children's character. After the educational process in the family environment, children are again faced with the second environment, namely the school environment which is actually a support for the formation of children's character through the educational process. The interesting thing is that the school environment is certainly side by side with the community environment, this makes it very important to work together to create a comfortable learning environment. This realization can be realized if there is an attitude of mutual support and a society that has a mindset that education is very important. After the learning process in the school and community environment, of course, children are increasingly ready to face a large environment, namely the environment of the nation and state.

One of the effective steps taken in the learning process is to create a learning environment, this is because the environment is very influential and as a support for shaping children's character both in terms of the environment outside the school and in the school, such as the ability to make innovations in various technological devices to support learning (Hamdi, Setria Utama Rizal, Nurul Hikmah, Muhammad Syabrina, Sulistyowati, 2024). Just as the values that exist in the community can be used as learning, such as teachers

associate in the learning process related to local wisdom so that meaningful learning is created (Suryadi & Jasiah, 2023). The educational process is not only focused on one environment, but it is very important to involve the environment in the sense of cooperating with each other in realizing an effective learning process (Sari et al., 2024). This process can be said to be environmental empowerment which will certainly have a good impact. As is widely known, usually in discussing the learning environment, of course, a person will tend to come from the school environment, in this case the researcher provides an understanding to improve the previous mindset.

D. CONCLUSION

Based on the results of research on the topic of characteristics of the learning environment in the community with the time span of 2019-2024, it shows the rise and fall of publications on the characteristics of the learning environment in the community, because it is very significant that in 2024 there will be the lowest decrease from the previous year. This is of course because the attractiveness of studying the learning environment is low so that this topic has decreased. So it is highly recommended to study the topic of the learning environment. The results of the research with the most publications on the characteristics of the learning environment in the community in 2020 were 27 publications. There are seven productive researchers with the topic of characteristics of the learning environment in the community, including Michael Cann, an academic from the Department of Chemistry, University of Scranton, Scranton. The second researcher is Gary Harfitt from The University of Hong Kong, Pokfulam, Hong Kong, the third researcher is Marjorie Mayo, Centre for Lifelong Learning and Community Engagement/Department of Professional and Community Education/Centre for Urban and Community Research, Goldsmiths, University of London. The fourth researcher is Ntimi Mtawa, an academic at the University of Dar es Salaam & University of the Free State. The fifth researcher, Muhammad Hassan Raza, an academic from the School of Nanoscience & Nanoengineering, North Carolina A&T State University. The sixth researcher, Rachael W. Shah, an academician from the University of Nebraska-Lincoln. Furthermore, the seventh researcher is Osly Usman, an academic from the State University of Jakarta - Faculty of Economics.

The research topic on the characteristics of the learning environment in the community is still not researched from various recommendations that have been given by researchers such as community service, learning process, learner, higher education, online learning environment (including the category of less bright colors). Therefore, researchers strongly recommend in-depth research from several items that have never been researched, in order to deepen the science about the characteristics of the learning environment in society. So that various gaps that exist in creating a learning environment can be overcome by taking practical steps, namely that schools must establish a good relationship with the surrounding environment so that the process of creating a good learning environment is realized through cooperation between schools and the community.

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