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MORAL AND VALUE EDUCATION WITH CURRENT COMPARISON BETWEEN COUNTRIES FROM (2019-2025): A BIBLIOMETRIC ANALYSIS

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ABSTRACT

This bibliometric study analyzes the research terrain of moral and value education between 2019 and 2025, leveraging data from the Scopus database to evaluate 37,141 documents associated with value education. The research utilized systematic search methods and bibliometric approaches to examine publication patterns, author output, institutional connections, and global collaboration trends in moral education studies. Findings indicate a notable rise in research productivity, with 2024 exhibiting the peak activity (7,721 documents, 21% of total), trailed by 2023 (5,663 documents, 15%) and 2025 (5,084 documents, 14%). The analysis highlights major contributors such as Ramírez-Montoya, M.S. (29 publications), Leal Filho, W. (22 publications), and Pomelov, V.B. (18 publications) as the leading authors in the discipline. Geographically, the United States leads with 7,676 documents (21%), followed by the United Kingdom (3,526 documents, 9%), China (2,224 documents, 6%), and Australia (2,274 documents, 6%), showing a research corpus that is globally distributed yet dominated by the West. Co-occurrence analysis uncovers interrelated research clusters covering educational methods, technology incorporation, health investigations, and clinical research, with human-centered studies acting as the common thread. Citation network analysis highlights China's pivotal position in global research partnerships, whereas co-authorship trends showcase closely connected academic communities, especially noticeable in Brazilian research networks. The results enhance comprehension of the changing realm of moral education studies, emphasizing patterns in cross-disciplinary cooperation, technological incorporation, and the growing worldwide involvement in values-centered educational research.

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INTRODUCTION

Moral and value education has emerged as a critical component of contemporary educational discourse, particularly in response to the growing complexities of globalization, technological advancement, and societal transformation. As educational systems worldwide grapple with the challenge of preparing students not only for academic success but also for ethical citizenship and moral responsibility, the scholarly investigation of value education has gained significant momentum. This heightened interest is reflected in the substantial increase in research publications, collaborative efforts, and international exchanges among scholars dedicated to understanding the theoretical foundations, pedagogical approaches, and practical implementations of value-based learning initiatives across diverse cultural and educational contexts. Previous bibliometric studies have demonstrated that while moral education research is expanding globally, there remains a need for more impactful, highly-cited contributions to advance the field's scholarly influence (Julia et al., 2020).

The years 2019 to 2025 signify an especially active era in research on value education, characterized by unique global challenges such as the COVID-19 pandemic, swift digital transformation, and rising social inequality, all of which have highlighted the pressing requirement for extensive moral and ethical education structures. This bibliometric analysis seeks to deliver an in-depth understanding of how value education research has developed by thoroughly examining publication trends, citation networks, and structures of international collaboration using data from the Scopus database, which includes 37,141 documents related to value education, as well as identifying the main stakeholders and emerging collaborative patterns within the global academic community. The research utilizes organized bibliometric methods to examine trends in publications, author output, institutional connections, and patterns of international collaboration, enhancing the comprehension of the changing dynamics of moral education research and underscoring trends in interdisciplinary partnerships, technology incorporation, and the growing worldwide involvement in values-driven educational research.

The theoretical basis of moral and value education includes various aspects, such as character growth, ethical reasoning, cultural transmission, and social accountability (Berkowitz & Bier, 2024). Current studies in this area have progressively emphasized evidence-based strategies for moral education, shifting from conventional didactic techniques to more engaging and experiential teaching methods (Nucci et al., 2019). Moreover, the incorporation of digital technologies and artificial intelligence in educational contexts has generated new opportunities and challenges for moral education professionals, requiring a reassessment of how values are conveyed and absorbed in technology-enhanced learning settings (Floridi et al., 2025). This technological change has encouraged researchers to investigate new approaches for moral development, such as virtual reality experiences, gamification techniques, and AI-driven ethical decision-making models that can improve students' moral reasoning skills in various cultural settings.

The international comparative aspect of moral education research has gained notable attention as researchers acknowledge the significance of cultural awareness and contextual adjustment in curricula centered on values (Woodend et al., 2023). Cross-national research has demonstrated notable differences in methods of moral education, highlighting various philosophical backgrounds, religious impacts, and social priorities that influence educational policies and practices (Myers et al., 2020). For example, although Western education systems commonly highlight personal independence and analytical reasoning in moral growth, numerous Asian educational settings focus on communal harmony and societal accountability as core principles (Loh et al., 2024). These cultural distinctions underscore the necessity for comparative studies that can support more culturally sensitive and globally aware methods of moral education, especially as educational institutions grow more international and diverse in their student bodies and faculty makeup.

LITERATURE REVIEW

The literature review includes the definition of moral and value education. Moreover, it reviews bibliometric research in past years, comparison and influence of economic aspect and importance of moral and value education in character's building.

MORAL AND VALUE EDUCATION

Moral and value education involves a holistic teaching strategy designed to promote ethical growth and character development in students. Moral education refers to an educational process involving the ongoing development, establishment, and alteration of moral and societal norms, serving as a crucial assurance for the enduring vitality of human moral progress and the current state of moral education research: A visual analysis utilizing a knowledge graph (Chen et al., 2023). This educational structure combines the enhancement of moral reasoning skills with the fostering of essential values like honesty, empathy, respect, and integrity, acting as guiding principles that help individuals differentiate between right and wrong while maintaining ethical standards in their actions. Religious and moral education involves children and young individuals in seeking meaning, value, and purpose in life, including the investigation of personal beliefs and values along with the analysis of how these principles are manifested and utilized in actual situations.

2010-2019 BIBLIOMETRIC INVESTIGATION

This bibliometric investigation examined 207 research articles on moral education published in international journals between 2010 and 2019, uncovering important trends in the academic progression of the field. The study utilized a systematic approach by using Publish or Perish software to explore the Scopus database, then performed bibliometric analysis with VOS viewer to analyze publication trends, citation frequencies, contributing journals, and author keywords (Julia et al., 2020). The results indicated that publications on moral education exhibited a general upward trend, especially in the last years (2017-2019), peaking with the most articles released in 2018-2019. Nevertheless, citation trends indicated a troubling decrease from 2015 to 2019, even though 2014 saw the highest citation count of 215. The most referenced article concentrated on the impact of business ethics education on moral efficacy, meaningfulness, and courage, amassing 56 citations. The Journal of Moral Education surfaced as the top publisher with 57 articles, whereas Taylor & Francis was recognized as the most active publisher with 61 total articles spanning various journals. An evaluation of 575 author keywords showed "moral education" as the most commonly utilized term, succeeded by "education," "ethics," "character education," and "moral development," highlighting researchers' emphasis on key conceptual domains within the discipline. The research indicated that although moral education studies are growing worldwide, the decreasing citation trends indicate chances to create more significant, well-cited works to enhance the academic impact of the field.

ENVIRONMENTAL AND SOCIO-CULTURAL ELEMENTS

The research conducted by Najia et al. (2025) explores how environmental degradation and socio-cultural elements influence economic sustainability across five Asia Pacific nations (Thailand, Malaysia, Singapore, Indonesia, and the Philippines) between 2000 and 2022. Through panel data analysis utilizing generalized least squares estimation, the authors created indices for socio-cultural aspects (drawing from Hofstede's cultural dimensions such as power distance, uncertainty avoidance, masculinity, and individualism, in addition to life expectancy and education) and environmental degradation (assessing CO_2 emissions and land pollution) via principal component analysis. The results indicate a notable adverse connection between socio-cultural elements and economic sustainability, implying that reductions in socio-cultural factors could enhance economic outcomes in these nations. In contrast, the research reveals a beneficial connection between environmental decline and economic viability, suggesting that environmental harm initially fosters economic development, aligning with the Environmental Kuznets Curve hypothesis. Foreign direct investment positively influenced economic sustainability. The authors determine that although environmental elements impact economic sustainability in ASEAN nations more profoundly than socio-cultural aspects, a focus on renewable energy use and better information communication technology education is essential for attaining sustainable economic development.

CHARACTER DEVELOPMENT

According to Singh's (2022) research paper, a key discovery indicates a cyclical trend in moral and value education over time, with ancient societies emphasizing character development as the core objective of education; however, contemporary educational frameworks have witnessed a notable reduction in moral education due to the effects of secularism, logical positivism, and moral relativism starting in the 18th century. The research indicates that although ancient Greek thinkers such as Socrates, Plato, and Aristotle prioritized moral education as essential to human growth, and medieval learning upheld this focus on classic texts and character formation, the modern period experienced a "de-moralization" of educational systems because of the post-Enlightenment decline of traditional moral foundations and the broad acceptance of logical positivism's separation of facts and values. The study shows that logical positivism's demand to distinguish facts from values, along with the secularism and personalism trends of the 1960s, resulted in schools embracing "value-neutral" educational methods that largely overlooked character development, causing moral relativism and the privatization of ethics. Singh's analysis, however, ends with findings indicating a recent resurgence in character education interest, fueled by societal worries regarding moral decline and backed by new neurobiological studies demonstrating the link between emotion and cognition, resulting in the implementation of "core value concerns" strategies in various countries, including India.

CHARACTER BUILDING EDUCATION

This research analyzed the Batak folklore "Si Gale-Gale" from North Tapanuli to identify moral values and character-building education elements through qualitative descriptive content analysis. The study found that the folklore contains three categories of moral values: individual moral values (including attitudes of strength, happiness, obedience, and trustworthiness), social moral values (encompassing affection, giving advice, mutual help, and discussion), and religious moral values (demonstrating belief in God's greatness and supplication) (Jannah et al., 2020). Through examination of 30 story quotations, the researchers identified specific character-building elements such as having faith in God, learning to remind others positively, respecting customs and cultures, maintaining patience, emphasizing interdependence rather than individualism, and promoting mutual respect and cooperation. The study concluded that Si Gale-Gale folklore serves not only as entertainment but also as an effective medium for transmitting moral education and character development while preserving ancestral stories for future generations, demonstrating that traditional folklore can be valuable educational tools for instilling positive values in students from kindergarten through university levels.

IMPORTANCE OF MORAL AND VALUE EDUCATION IN ISLAM

This research paper indicates that the novel "Pulang" by Darwis Tere Liye embodies important moral educational values and Islamic da'wah messages, which can act as instruments for character development in its readers. The research classified moral education values into four groups: social values (highlighting cooperation and interpersonal connections), moral values (including charity and connections with God and people), ethical values (centered on right behavior and consideration for others), and moral values (susila) linked to ethical principles and cultured conduct (Rafid & Muhaimi, 2023). Furthermore, the researchers identified 13 particular quotes from the novel that articulated da'wah messages, divided into six quotes regarding creed (aqidah) that center on belief in Allah SWT, three quotes related to Islamic law (sharia) highlighting obligations of worship and prohibitions, and four quotes concerning morals (akhlaq) that pertain to the relationship between humans and God as well as social interactions. The research asserts that Tere Liye effectively weaves Islamic teachings into storytelling, rendering religious education engaging and accessible through literature, while also fostering values like patience, gratitude, respect for parents, and commitment to Islamic principles.

RESEARCH QUESTIONS

1. What are the trend/reserach trend in value education according to the year publication?
2. Who and how much has been published about the authors,
   their affiliated organisations and countries?
3. Who and how much has been published about the authors, their affiliated organisations and countries
4. What are co-occurrence, co-citation, and countries' collaboration?

RESEARCH METHODOLOGY

Bibliometrics refers to the combination, management, and analysis of bibliographic data derived from scientific publications (Verbeek et al., 2002). In addition to basic descriptive statistics, including publication journals, year of release, and major author classification (Wu and Wu, 2017), it also includes advanced methods like document co-citation analysis. A repeated cycle of appropriate keywords, literature exploration, and evaluation is necessary for an efficient literature review, constructing a bibliography, and obtaining trustworthy outcomes, respectively. The subsequent section covers search term selection, preliminary screening of search results, and the refinement of those results. Journals that state their Clarivate Analytics Journal Citation Reports (JCR) impact factor reflect a high level of journal quality (Meier, 2011). Therefore, the research aimed to focus on high-quality publications since they could help clarify the theoretical viewpoint on the development of the research area. Due to the previously stated reasons, the research relied on the Thomas ISI Web of Science (WoS) database for gathering data (Di Stefano et al., 2010). Additionally, to ensure the incorporation of premier publications, only articles published in rigorously peer-reviewed and esteemed academic journals were taken into account, excluding both books and conferences. WoS has robust coverage since 1990, in contrast to Elsevier's Scopus. Scopus contains a vast number of journals, but its influence is limited to newer publications (Aghaei Chadegani et al., 2013). Articles from the Social Science Citation Index (SSCI), Science Citation Index Expanded, and Arts and Humanities Citation Index between 2010 and December 2020 were examined for analysis. The most extensive coverage of citation and bibliographic records in social sciences and humanities is found in Clarivate Analytics' WoS Core Collection, which was utilized for article retrieval in the current research (Aghaei Chadegani et al., 2013).

DATA SEARCH STRATEGY

Study employed a screening sequence to determine the search terms for article retrieval. Study was initiated by querying Scopus database with online TITLE-ABS-KEY (moral and value education) AND PUBYEAR > 2019 AND PUBYEAR < 2025 AND (LIMIT-TO (SUBJAREA , "SOCI") OR LIMIT-TO (SUBJAREA , "MULT")) AND (LIMIT-TO (DOCTYPE , "ar")) AND (LIMIT-TO (LANGUAGE , "English")) thereby assembling 37,141 articles. Afterwards, the query string was revised so that the search terms "education" should be focussed on students as learners. This process yielded 5084 in 2025 results which were additionally scrutinized to include only research articles in English and articles reviews were also excluded. As of 2025 all articles from Scopus database relating tom-learning and focusing on students, were incorporated in the study.

RESEARCH FINDINGS AND DISCUSSIONS

1. What are the trend / What are the research trends in online learning according to the year of publication?

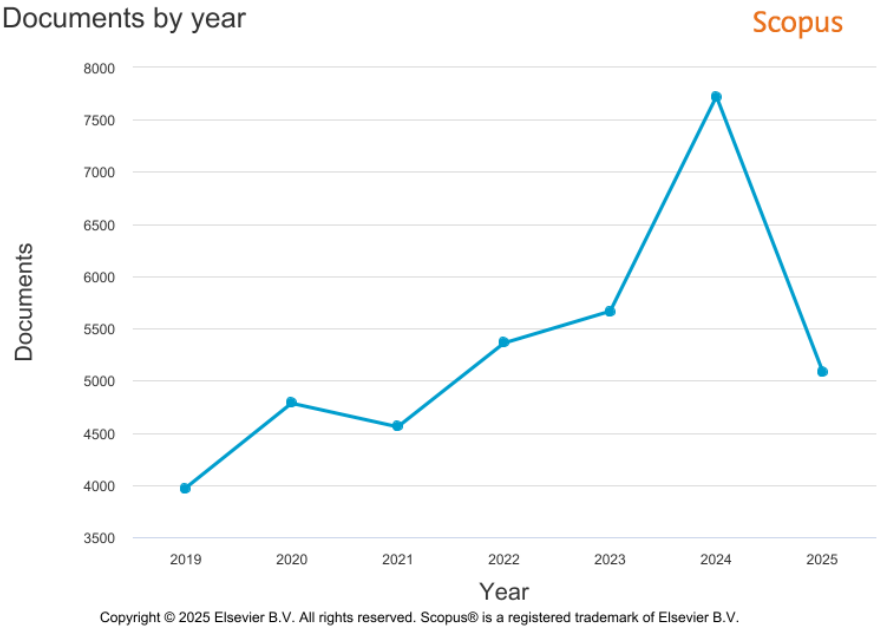

Figure 1: Trend in Moral and Value Education

Year	Documents
2025	5084
2024	7721
2023	5663
2022	5362
2021	4559
2020	4785
2019	3967

Table 1: Trend in Moral and Value Education

This data shows the breakdown of 37,141 total documents across different years from 2019 to 2025, with the current amount representing documents that were broken down or analyzed in each respective year. The distribution reveals that 2024 had the highest activity with 7,721 documents processed (21% of the total), followed by 2023 with 5,663 documents (15%), while 2025 shows 5,084 documents (14%) processed so far. The remaining years - 2022, 2021, 2020, and 2019 - each account for between 11-14% of the total documents processed, with 2019 having the lowest activity at 3,967 documents (11%). This pattern suggests either varying workload demands or different processing capacities across these years, with 2024 representing a peak year for document processing activity.

2. Who and how much has been published about the authors, their affiliated organisations and countries?

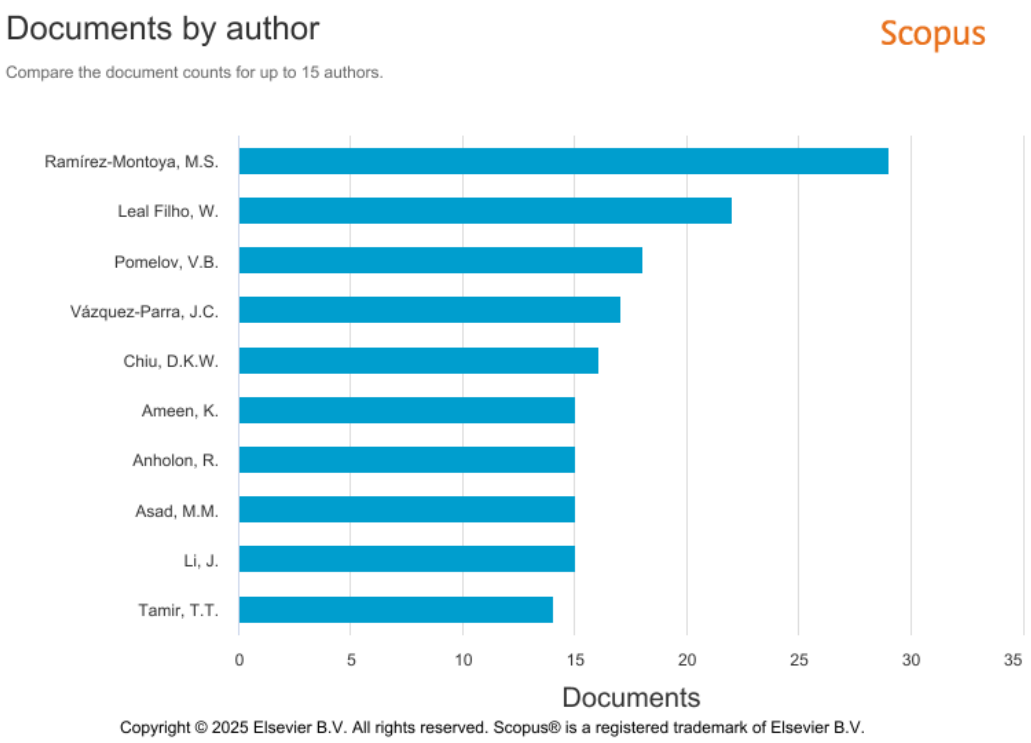

Figure 2: Trend in Moral and Value Education

Author	Documents
Ramírez-Montoya, M.S.	29
Leal Filho, W.	22
Pomelov, V.B.	18
Vázquez-Parra, J.C.	17
Chiu, D.K.W.	16
Ameen, K.	15
Anholon, R.	15
Asad, M.M.	15
Li, J.	15

Table 1: Trend in Moral and Value Education

This data presents the top 9 most prolific authors ranked by their document output, showing a relatively concentrated distribution of scholarly productivity. Ramírez-Montoya, M.S. leads with 29 documents, followed by Leal Filho, W. with 22 documents, creating a notable gap between the top two contributors and the rest. The remaining authors show a more gradual decline in output, with Pomelov, V.B. producing 18 documents, Vázquez-Parra, J.C. with 17, and Chiu, D.K.W. with 16 documents. The bottom tier consists of four authors (Ameen, K.; Anholon, R.; Asad, M.M.; and Li, J.) who each contributed exactly 15 documents, suggesting either a natural productivity threshold or potentially representing a cutoff point for inclusion in this ranking of the most active contributors to the document collection.

3. Who and how much has been published about the authors,their affiliated organisations and countries

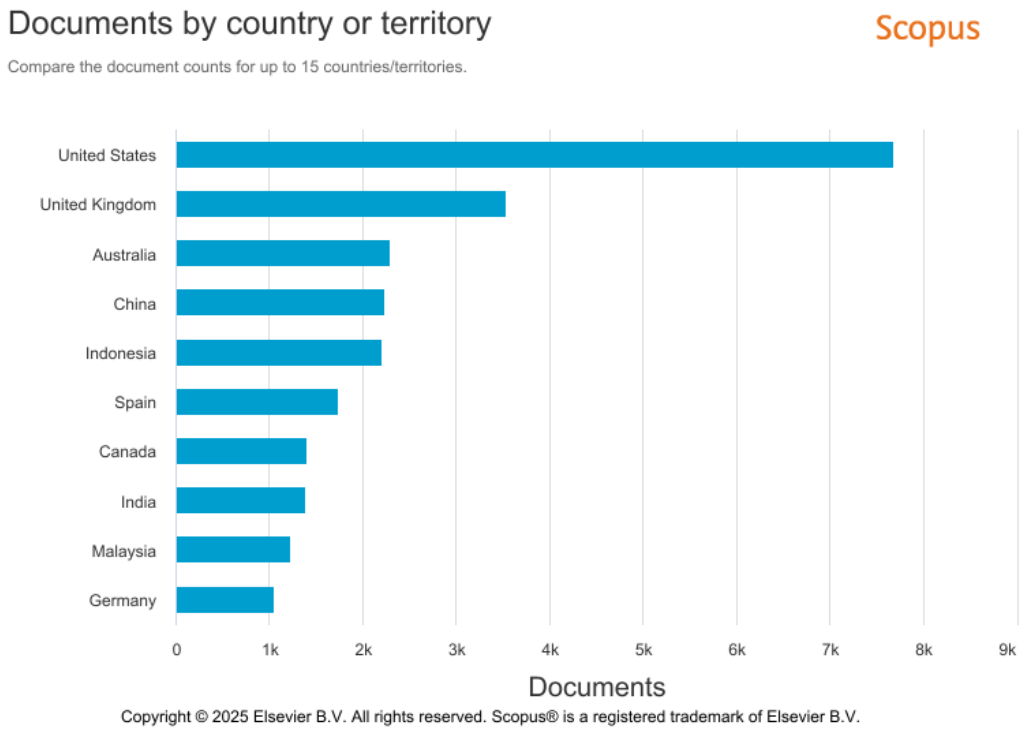

Figure 3: Trend in Moral and Value Education

Country	Total Amount (jumlah keseluruhan)	Current Amount (jumlah pecahan)	% Total
United States	37141	7676	21%
United Kingdom	37141	3526	9%
Australia	37141	2274	6%
China	37141	2224	6%
Indonesia	37141	2190	6%
Spain	37141	1730	5%
Canada	37141	1383	4%

India	37141	1369	4%
Malaysia	37141	1210	3%
Germany	37141	1043	3%
South Africa	37141	1018	3%
Turkey	37141	951	3%
Netherlands	37141	786	2%
Brazil	37141	738	2%
Sweden	37141	662	2%

Table 3: Trend in Moral and Value Education

This data shows the geographical distribution of 37,141 total documents across 15 countries, with the United States dominating the collection at 7,676 documents (21% of the total). The distribution reveals a clear hierarchy where English-speaking countries feature prominently, with the United Kingdom contributing 3,526 documents (9%), followed by Australia with 2,274 documents (6%), and Canada with 1,383 documents (4%). Asian countries also show significant representation, including China (2,224 documents, 6%), Indonesia (2,190 documents, 6%), and India (1,369 documents, 4%), while European nations like Spain (1,730 documents, 5%), Germany (1,043 documents, 3%), Netherlands (786 documents, 2%), and Sweden (662 documents, 2%) contribute moderately. The remaining countries—Malaysia, South Africa, Turkey, Brazil, and Ethiopia—each account for 2-3% of the total collection, suggesting this dataset represents a global but Western-dominated academic or research corpus with strong representation from developed nations and emerging economies.

4. What are co-occurrence, co-citation, and countries' collaboration?

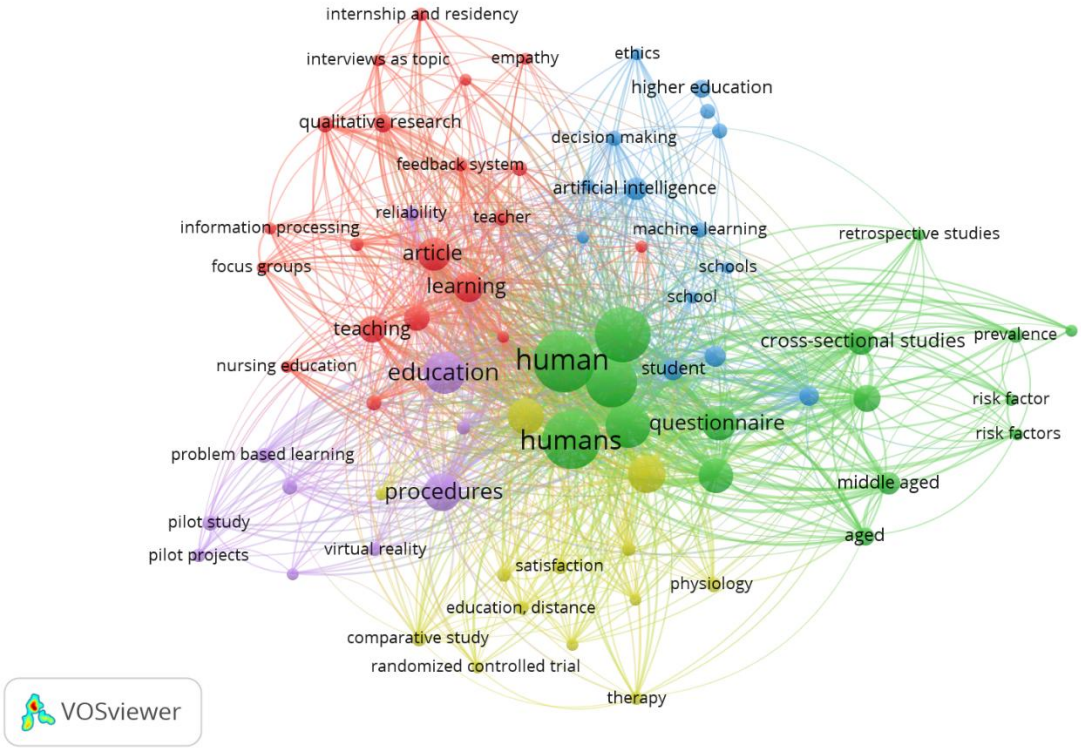

Figure 4 Coocurrence Visualization Moral and Value Education

This bibliometric visualization represents a co-occurrence network analysis of research keywords, where the size of nodes indicates the frequency of terms in the literature and the connecting lines show how often these terms appear together in academic publications. The network reveals several distinct research clusters: a red cluster dominated by educational research methodologies (qualitative research, interviews, focus groups, teaching, nursing education), a blue cluster emphasizing technology and decision-making in education (artificial intelligence, machine learning, higher education, ethics), a green cluster focused on health research and demographics (risk factors, prevalence, cross-sectional studies, middle-aged populations), and a yellow cluster centered on clinical research methods (randomized controlled trials, comparative studies, therapy, satisfaction). The central positioning and large size of "human" and "humans" nodes demonstrate that human-centered research serves as the unifying theme across all these disciplinary boundaries, while the color-coded clustering suggests that while these research domains maintain their distinct methodological approaches, they are increasingly interconnected in contemporary scholarship, particularly around themes of education, health, and technology.

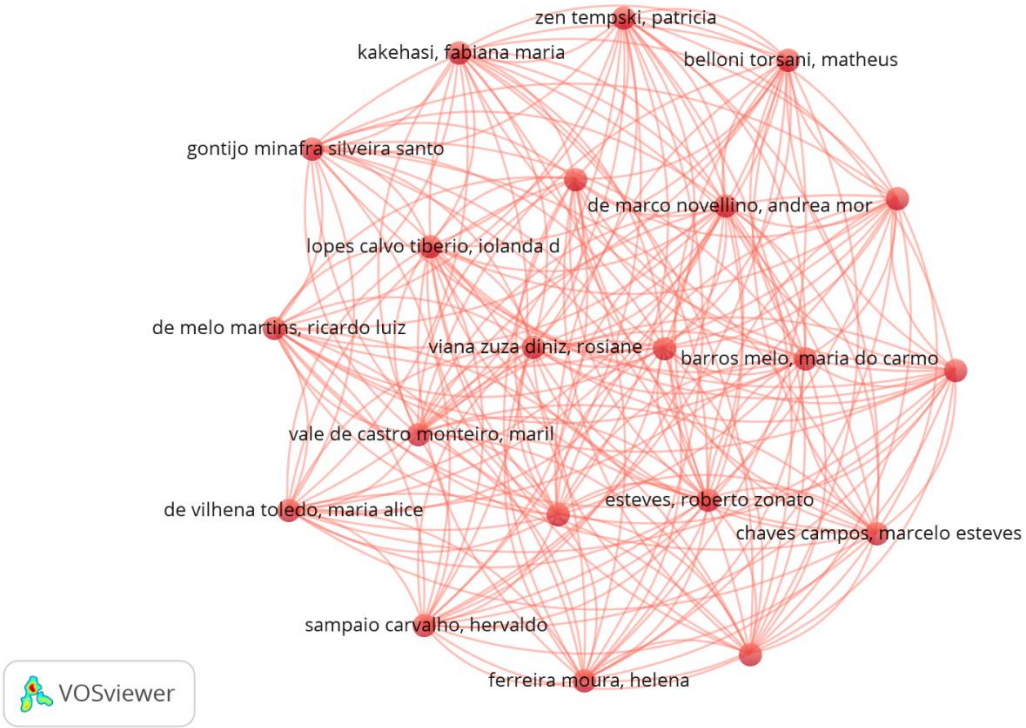

Figure 5 Co-authorship Visualization Moral and Value Education

This co-authorship network visualization maps the collaborative relationships among Brazilian researchers, as evidenced by the Portuguese names throughout the diagram. The network shows a highly interconnected research community where the strength of connections (indicated by line thickness) represents the frequency of collaborative publications between authors. Key researchers appear to serve as central nodes in this network, with individuals like "de marco novellino, andrea mor," "barros melo, maria do carmo," and "zen tempski, patricia" showing particularly strong connectivity patterns, suggesting they are prolific collaborators who frequently co-author papers with multiple colleagues. The dense interconnectedness of this network indicates a tight-knit academic community where researchers regularly work together across various combinations, creating a web of scholarly collaboration rather than isolated research silos. The uniform red coloring suggests this represents a single research cluster or discipline, while the varying node sizes likely reflect different levels of publication activity or centrality within the network. This type of visualization is particularly valuable for understanding the social structure of academic research, identifying key collaborative partnerships, and

revealing the most influential researchers who serve as bridges connecting different parts of the scholarly community.

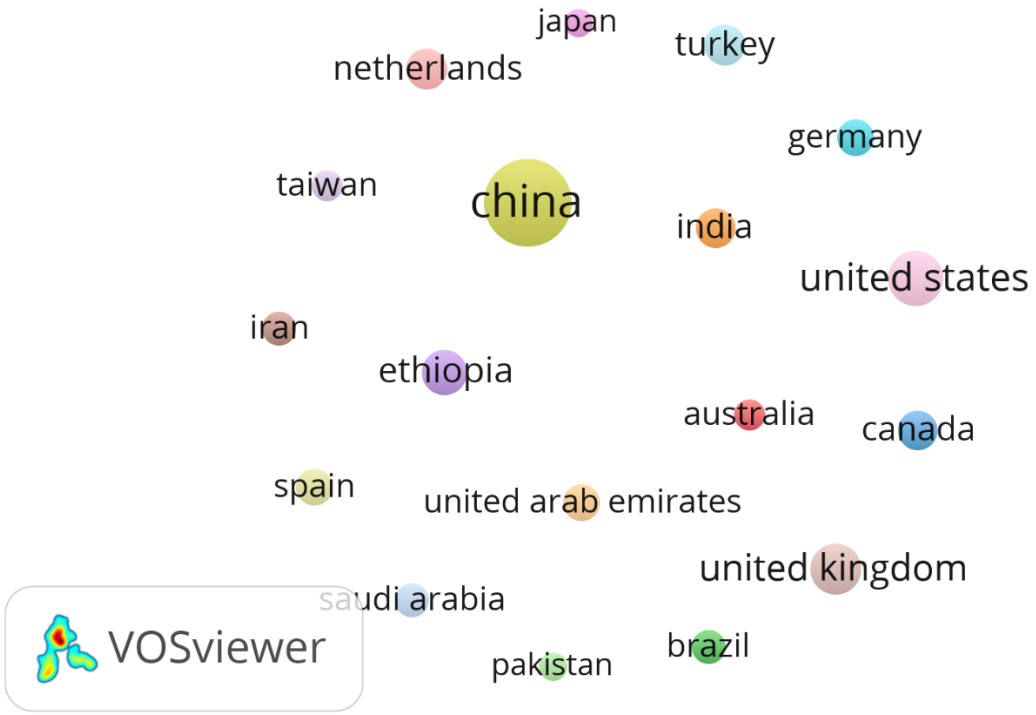

Figure 6 Citation Visualization Moral and Value Education

This bibliometric visualization depicts international citation patterns among countries, where the size of each node represents the volume of citations or publications from that country, and the spatial positioning indicates the relative citation relationships between nations. China dominates the network as the largest node, reflecting its substantial research output and citation impact, positioned centrally to indicate strong citation connections with multiple countries. The United States, despite being a major research producer, appears as a smaller node positioned toward the periphery, suggesting more selective citation patterns or different research focus areas within this particular dataset. Other significant research nations are distributed around the network based on their citation relationships: Germany, India, and Canada appear as moderately-sized nodes, while countries like Brazil, Australia, and the United Kingdom show smaller but distinct presence. The positioning of countries like Japan, Turkey, and the Netherlands in the upper portion, Iran and Ethiopia on the left side, and Saudi Arabia, Pakistan, and the UAE in the lower region suggests distinct citation clusters or research communities that preferentially cite work from certain geographic regions. This pattern likely reflects a combination of factors including language preferences, research collaborations, regional research priorities, and the global flow of scientific knowledge, with China's central position indicating its increasing role as both a producer and hub of international scientific literature.

CONCLUSION AND RECOMMENDATION

Based on this comprehensive bibliometric analysis of moral and value education research from 2019 to 2025, several key conclusions emerge about the evolving landscape of this critical field. The study reveals a dynamic and rapidly expanding research domain, with publication output reaching its peak in 2024 (7,721 documents) and demonstrating sustained growth throughout the analyzed period, totaling 37,141 documents across the six-

year span. The research landscape is characterized by concentrated scholarly productivity among leading authors like Ramírez-Montoya, M.S., Leal Filho, W., and Pomelov, V.B., while geographically showing a Western-dominated but globally distributed corpus with the United States leading (21% of publications), followed by significant contributions from the UK, China, and Australia. The co-occurrence analysis reveals an increasingly interdisciplinary field where educational methodologies, technology integration, health research, and clinical studies converge around human-centered themes, while international collaboration patterns demonstrate China's emerging central role in global research networks and the existence of tight-knit regional academic communities, particularly in Brazilian research circles. This analysis underscores that moral and value education research has not only expanded significantly in volume but has also become more interconnected across disciplines and more collaborative internationally, reflecting the growing recognition of ethics and values as fundamental components of education in our rapidly changing global society.

Future studies should emphasize enhancing interdisciplinary partnerships, especially by incorporating artificial intelligence and digital ethics into moral education structures, as new subjects such as decision-making, machine ethics, moral agents, artificial ethics, and the co-evolution of human and artificial moral agents are becoming more significant. Furthermore, there is an essential requirement to tackle geographical research deficiencies by promoting a broader range of international input beyond the prevailing influence of certain areas, while also creating culturally sensitive moral education frameworks that consider diverse societal contexts and value systems in various educational environments.

Conflicts of Interest

The author declares no conflicts of interest regarding the publication of this paper.

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