

Optimizing the Role of Teachers in the Learning Process with a Modern Pedagogical Approach: Bibliometric Analysis

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KEYWORD

Optimization, Teachers, Learning, Pedagogical, Google Scholar

A B S T R A C T

This research aims to understand the role of optimizing the teacher's role in developing learning in a modern pedagogy approach. The research was conducted through a systematic literature review and bibliometric analysis. Initially, an article search was carried out using the Google Scholar database in the Publish or Perish application with the keywords "optimization teacher", "learning", "pedagogy", "journal". The search results obtained as many as 200 documents and then filtered them, leaving 12 articles related to keywords. After filtering, it is then processed using VOSviewer software and it can be concluded that research on the role of optimizing the teacher's role in developing learning in a modern pedagogical approach is teacher's personality still present comprehensively when they organizes and controls the learning process towards a more meaningful situation. The teacher gets more momentum for the involvement of all students in the process, where they plays a small role as a controller of learning.



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INTRODUCTION

Education is a powerful tool that has the potential to change lives and shape society (Lutz et al., 2023). However, the success of educational initiatives does not depend solely on the passion and dedication of educators; it also depends on effective program planning (Uno, 2023). Introduction begins by recognizing the complex and dynamic nature of education, which demands careful and deliberate planning to meet the needs of diverse students (Barliana, 2020). This highlights that program planning functions as a guiding framework that enables educators and stakeholders to design, implement, and evaluate educational initiatives systematically and strategically (AY Rukmana, 2019). Through careful planning, educators can align their efforts with overarching goals and objectives, ensuring that resources, time, and energy are used effectively (Amin, 2022)

Educational Program Planning Analysis (Barliana, 2020) is a comprehensive and systematic examination of the various aspects involved in planning and developing educational programs. This analysis aims to provide a comprehensive understanding of program objectives, target audience, curriculum design, instructional strategies, assessment methods, resource allocation, and evaluation processes. It involves critical examination of key

components, approaches, factors, challenges, and solutions related to Educational program planning (Siahaan et al., 2023). In Educational Program Planning Analysis, program planners are involved in the process of collecting and analyzing relevant data, conducting needs assessment, and considering contextual factors that shape program design and implementation. This analysis helps program planners make informed decisions and develop programs that are aligned with the needs, aspirations and constraints of the educational context (Sholeha et al., 2023). Analysis begins with a clear identification of the program's goals and objectives. Program planners determine the desired outcomes they want to achieve through the program, ensuring those outcomes are specific, measurable, achievable, relevant, and time-bound. This step sets the basis for the entire planning process (Rahmadani et al., 2019).

Program planners conduct comprehensive needs assessments, gathering information about target audiences, their characteristics, learning needs, and cultural context. This assessment helps identify specific areas where the program should focus its efforts and guides the selection of appropriate teaching strategies and curriculum materials. Program planners then explore various educational program planning approaches. They examine various models, frameworks, and methodologies that can be applied to their particular program. This exploration allows program planners to choose the most appropriate approach that is in line with program objectives, target audience, and educational context (Sork, 2020). Learning is a complex process, bringing together learning components in an integrated manner, including learning objectives or competencies that must be achieved by students, materials used as teaching materials, methods, media and learning resources, evaluation, students, teachers and other learning environments. The learning process is adjusted to the conditions of the students concerned, including basic abilities, interests and talents, learning motivation, and the students' own learning styles. The learning process must be adjusted to the needs and abilities of students to achieve the expected learning goals (Chadihaj, 2023).

Viewed from an educational psychology perspective, students' learning processes and outcomes are influenced by many factors, including environmental factors. In a broad sense, the environment is everything that appears and exists in the ever-evolving nature of life, both humans and man-made objects, or moving and immovable nature, events, or things that have a relationship with a person (Astarina, 2020).

In the field of education, planning development is one of the key factors in the effectiveness of implementing educational programs in order to achieve the desired educational goals for each level and type of education at both national and local levels. Development of educational program planning is good in the field of education because education is accepted by the world of education as the goal of the best way of human life. The best way is to develop educational program plans that need to be planned well and systematically, so that in the world of education, education can truly prosper, both in this world and in the hereafter. In practice, the implementation of education has the development of educational planning which is still used more as a complementary factor, so that often the goals that have been set are not achieved optimally. The main cause is that the development of educational program planning still lacks understanding of the planning process and mechanisms in a more complete context. Apart from that, the position of the planning sector is still not a key factor in the existence of education, whether at a large or small level. Where the role of developing educational program planning with objectives with a vision, mission and educational goals is still not felt optimally (Lutz, 2023).

Bibliometric analysis is a method used to analyze bibliographic data obtained from various types of literature such as journals, articles, and so on. This research uses Google Scholar literature with the keywords "teacher optimization", "learning", "pedagogy", "journal". Based on the search that had been carried out, the researcher obtained 200 documents which were then filtered and obtained results, namely 38 articles. After conducting a search based on the abstract title, the researcher obtained 12 articles that were directly related to "teacher optimization," "learning," "pedagogy." Therefore, this research must be carried out to measure and see the productivity and development of publications (research maps) of research results in several aspects such as co-occurrence (keywords) and co-authorship (author collaboration) from year to year quantitatively on Google Scholar which created the keywords "optimization of "teacher" "learning" "pedagogy" "journal" which were then processed using VOSviewer software.

For this research, the researcher focuses on the main key, namely optimization of, learning, teacher, and

pedagogy which will later be used as this theme in this research and examines the extent to which optimizing the role of teachers in the learning process with a modern pedagogical approach.

LITERATUR REVIEW

An analysis of the psychological, pedagogical, and philosophical literature shows that the problem of developing critical thinking from the point of view of modern science is a very topical issue, but it is not sufficiently developed. By definition, “critical thinking” is primarily a form of thinking that has a specific, critical orientation, so we have defined its specific sequence of basic concepts as follows: thinking → criticism → critical thinking → critical thinking of the social educator. Thinking in Psychology is one of the most studied categories, and its content acquires a specific character within the research topic. Psychologists belonging to different psychological fields to this phenomenon: associates as a definitions of the concepts of ‘thinking’ and ‘intellect’, though, but not exactly. According to the results of the theoretical analysis, if the concepts of “thinking” and “intellect” are compared, it becomes clear that the intellect is recognized as a concept that combines individual cognitive and creative abilities. Contemplation, in turn, summarizes an individual’s intellectual ability in solving various problems and tasks. Hence, the process of thinking of the individual and its outcome is directly related to the intellectual capacity and as a result of the increase in the quality of cognitive and creative abilities, the intellect grows and develops (Akhmadillo, 2022)

According to the Big Indonesian Dictionary, the word model is defined as an example, a reference pattern for a variety, type or imitation item that is small and exactly like the one being imitated. So the educational planning model can be interpreted as an example or reference used in preparing a plan, more generally discussing the highest plans and policies in educational institutions. According to Suprayogi (2020), educational planning models and methods are certainly different from teaching planning models and methods, educational planning is broader in scope and more generally concerns plans and policies issued by the highest policy makers in educational institutions. Meanwhile, the teaching planning model contains learning system components and elements of activities carried out by both teachers and students in the learning process. There are several types of planning models in education, namely as follows: Comprehensive education program planning development model. This model is used to analyze changes in the education system as a whole. Apart from that, it functions as a benchmark in outlining more specific plans towards broader goals. This model functions as a benchmark in outlining more specific or specific plans towards more global and broader goals. This method can also be used to analyze broad changes in an education system as a whole.

1. Target Setting Model

A target setting model is needed in an effort to carry out projections or estimate the level of development over a certain period of time. In its preparation, there are models for demographic analysis and population projections, models for projecting the number of students enrolled in schools, and models for projecting workforce needs.

2. Financing Model and Cost Effectiveness

Financing and cost effectiveness models are used to analyze projects in terms of economic efficiency and effectiveness criteria. With this model, it is possible to identify the most feasible projects and provide the best comparison between projects that are alternatives for dealing with the problems faced. The use of this model in education is based on the consideration that education cannot be separated from financing problems. And with a number of costs incurred during the education process, it is hoped that it can provide certain benefits. The use of this model in education is based on the fact that education cannot be separated from costs which are expected to bring profits or benefits. It can be said that this model is the same as the profit and loss model.

3. PPBS Model (Planning, Programming, Budgeting System).

In Indonesian it is a planning, programming and budgeting system (SP4). The PPBS (Planning, Programing, Budgeting System) model is an inseparable system, where in planning objectives must be developed in the program, then considering financing issues that will be selected as the best alternative. This means that educational planning must look at all aspects comprehensively so as to get the best decision.

According to Fattah (2021), planning, programming and budgeting are seen as a comprehensive system for effective decision making. To understand PPBS properly, it is necessary to pay attention to the essential

properties of this system. The essence of PPBS is as follows:

1. Detail carefully and systematically analyze the goals to be achieved.
2. Look for relevant alternatives, different ways to achieve goals.
3. Describe the total costs of each alternative, both direct and indirect costs, past or future costs, both costs in the form of money and costs that are not in the form of money.
4. Provide an overview of the effectiveness of each alternative and how the alternative achieves the goal.
5. Compare and analyze these alternatives, namely looking for a combination that provides the greatest effectiveness from existing sources in achieving goals (Jujun S., 2020).

This model means that planning, programming and budgeting are seen as a system that is inseparable from one another.

RESEARCH METHODOLOGY

This research was carried out using quantitative descriptive and the analysis used bibliometric analysis by collecting literature results on Google Scholar obtained from Publish or Perish with the keywords "teacher optimization" "learning" "pedagogy" "journal". Based on the search results and further sorting, the researchers obtained 48 articles which were then exported in RIS form and processed using VOSviewer. There are 4 (four) benefits that can be obtained by using bibliometric analysis methods, namely analyzing trends in individual research or fields of study, providing evidence for the impact of individual research or fields of study, discovering new and emerging research fields, identifying potential research collaborators, and identify sources suitable for publication.

Search Stage

Stage 1

Publish or Perish is software used to search and collect data. In this first stage, the researcher conducted a literature search using the keywords "teacher", "pedagogy", "journal". From the Google Scholar database, researchers obtained 48 documents in the initial search that had been published during the period 2018 – 2023.

Stage II

In this second stage, researchers input documents obtained from Google Scholar using the Publish or Perish application. The purpose of this input is to fill in the author keywords.

Stage III

At this stage, the first sorting or filtering stage 1 is carried out with the aim of filtering documents which focuses on filtering documents in the form of articles from the search results, namely 48 documents. Then after sorting, the results were 28 articles.

Stage IV

At this stage, sorting was carried out again by reading the abstracts and full papers of the 28 articles and the results were obtained, namely 10 articles.

RESULT AND DISCUSSION

Result

Network Visualization is useful for seeing the novelty of the research that will be carried out. If the colour of the circle is small, it indicates that there is still little research related to it, and conversely, if the colour of the circle is large, it means that a lot of related research has been researched. Based on the results of VOSviewer networking, it can be seen that the roles of government, people with disabilities and labor are interrelated. Then the color of the circle on the role of government and labor is still small, meaning that research on optimizing the role of teachers in the learning process with a modern pedagogical approach is still little discussed so it has the potential to be used as material in research.

Tabel 1. Total Paper

Cites	Authors	Title	Year	GSR rank	Cites Per Year	Cites Per Author
20	WO Susilawati, H Widodo...	Strategy of teachers in supporting environmentally sustainable development	2019	1	4.00	7
24	N Sulistyani	Implementation of problem-based learning model (PBL) based on reflective pedagogy approach on advanced statistics learning	2018	2	4.00	24
17	S Wati, L Fitriana, Mardiyana	Technological pedagogical content knowledge of junior high school mathematics teachers in teaching linear equation	2018	4	2.83	6
23	K Dikilitaş, I Comoglu	Pre-service English teachers' reflective engagement with stories of exploratory action research	2022	5	11.50	12
192	S Islam, H Baharun, C Muali, MI Ghufron...	To boost students' motivation and achievement through blended learning	2018	6	32.00	38
27	A Clark, J Fleming	" They Almost Become the Teacher": Pre-K to Third Grade Teachers' Experiences Reading and Discussing Culturally Relevant Texts with their Students	2019	7	5.40	14
10	LM Kamarulzaman, MTA Ghani...	The Effect of Active Learning Intervention on Students' Attitudes Towards English: A Study at Universiti Teknologi Petronas	2018	8	1.67	3
6	S KARAOĞLU	The importance of play in pedagogy in curriculum delivery and play provision for young children's learning and development	2020	11	1.50	6
1	N Nasrullah, F Mu'in, E Rosalina	Teaching English in Secondary School: Approaches, Methods, and Techniques	2021	13	0.33	0
5	J Orchard, A Williams, K Christopher...	Knowledge exchange, intergroup relations and 'sharing space': A community of enquiry for the professional development of teachers of religion and worldviews	2021	16	1.67	1
6	SA Simanjuntak, HN Lien	Teaching and Learning EIL Approach: A Case Study in Indonesia	2020	19	1.50	3
4	SA Simanjuntak, HN Lien	Controversies and Possibilities of Teaching and Learning EIL Approach: A Case Study in Indonesia	2021	20	1.33	2
3	M Zappatore	The immersive workbench for engineering educators:(Re) Thinking collaborative and distance learning platforms as technological enablers	2021	21	1.00	3
36	WM Wan Yusoff	The Impact of Philosophical Inquiry Method on Classroom Engagement and Reasoning Skills of Low Achievers.	2018	26	6.00	36
4	MB Bibon	The Use of Culture-Based Module Integrating Folk Hunting Practices in	2020	33	1.00	4

Cites	Authors	Title	Year	GSR rank	Cites Per Year	Cites Per Author
4	A Theriana	Cagraray Island, Philippines for Teaching Biodiversity Using Oblique Technique To Teaching Translation Of The Eleventh Grade Studends of Sma Nurul Amal Palembang	2018	39	0.67	4
7	AN Aulia, MS Hadi, L Izzah	English daily conversation at Islamic boarding school in improving speaking skill of EFL student	2021	43	2.33	2
8	A Aronen, M Kokkonen, T Hintsu	Association of emotional intelligence with resilience and work engagement in sports coaches	2021	47	2.67	3
1	S Ioannou, OB Mattos	Taking a leap towards a real world macroeconomics teaching Secrets in a Pandemic: Finding Unexpected Contentment in Stressful Times.	2018	48	0.17	1
3	EC Goenner	Unexpected Contentment in Stressful Times.	2021	49	1.00	3
2	Y El Maohub, N Rangelov, LS Suggs	The best person for the job is the most qualified, right? An experimental study about Islamophobia in hiring practices	2023	50	2.00	1
5	M Albahar, A Alammari	A Survey on STEAM Education in Saudi Arabia: Early Childhood	2022	51	2.50	3
2	D Warni, Y Rozimela, F Fitrawati	An Analysis of the Complex Sentences used in the Theses Written by English Department Graduates of March 2017 Period in Universitas Negeri Padang	2018	52	0.33	1
7	S Astutie	An analysis of teacher talk and student talk in English classroom interaction using FLINT system at the ninth grade of SMP Negeri 3 Hulu Sungai Tengah	2020	55	1.75	7
1	S Johari, NSBNB Shah...	Online Teaching & Learning During Covid-19 Pandemic: Exploratory Study on The Effectiveness of Google Classroom at Kolej Komuniti Bandar Darulaman	2021	56	0.33	0
2	Purwantini, DD Kusumayanti...	Symbolism of Three Political Powers in Arok-Dedes by Pramoedya Ananta Toer	2018	58	0.33	1

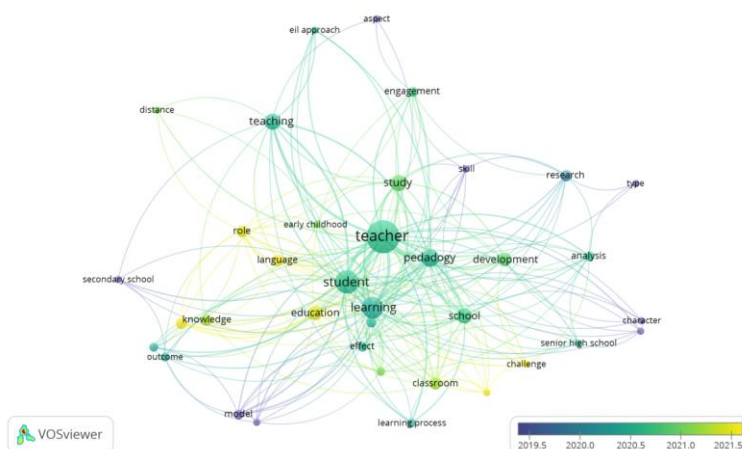


Figure 1. Visual Topic Area Using Network Visualization

This Overlay Visualization displays the latest year and the oldest year of research. Based on the Overlay Visualization results below, it can be seen that the oldest year is displayed in dark colours (2019) while the newest year is displayed in bright colours (2021).

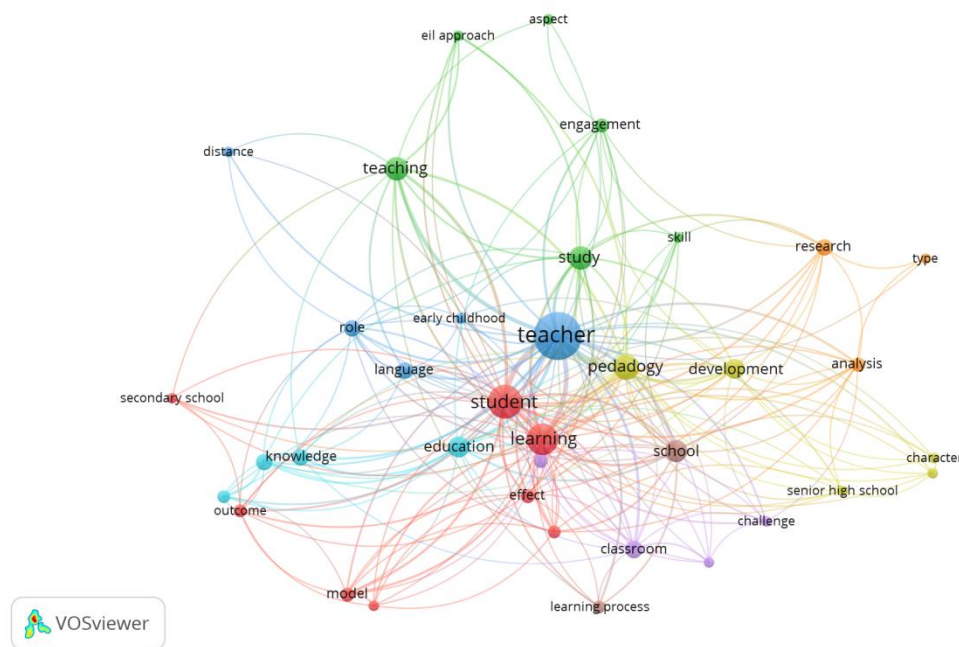


Figure 2. Visual Topic Area Using Overlay Visualization

In Density Visualization, if the colours in the image are brighter, then a lot of research has been done, and vice versa, if the colours in the image are not too bright, it means that there is still little research. Based on the Density Visualization results in the VOSviewer application, it can be seen that the picture showing the role of government and labor is not very clear, meaning that research on the role of teachers in learning pedagogy in a study.

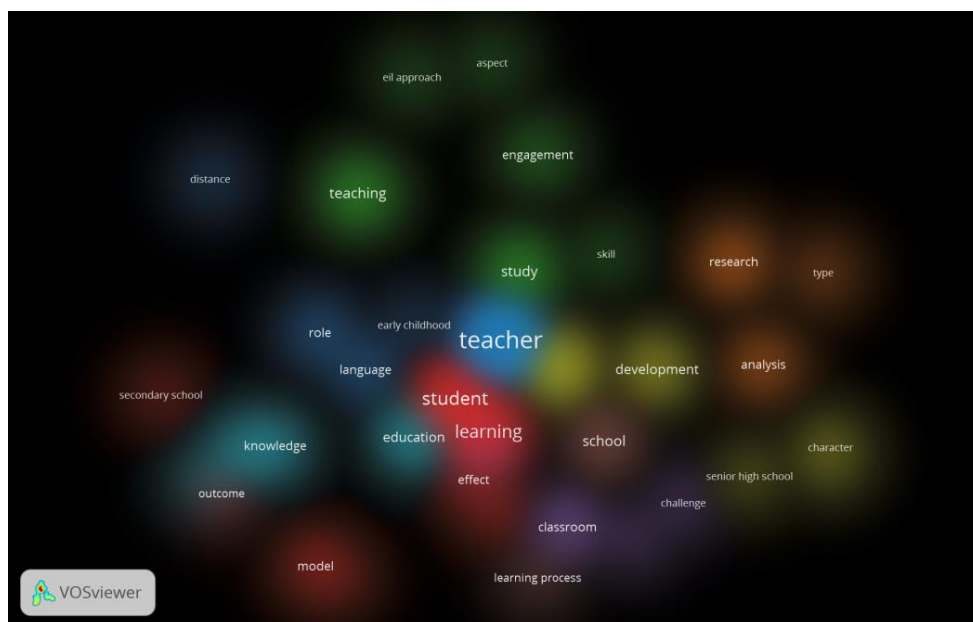


Figure 3. Visual topic area using Density Visualization

Discussion

Good teacher pedagogical competence can support teachers' creativity and innovation abilities. The teacher's ability to design and present a quality learning process will be more real. Teachers are better able to carry out a meaningful learning process and provide quality experiences as long as the interaction takes place under their control and leadership. The knowledge he has provides teachers with how to formulate a learning strategy in order to achieve the learning objectives more focused and definite. Because teachers who are weak in implementing teaching strategies will almost certainly fail to achieve learning goals. This results in the failure of students to obtain meaning and quality experience during the learning interaction. Furthermore, failure to achieve these learning objectives will have a negative effect on students in achieving the development of their potentials. Both cognitively and in the development of commendable characters (Putra, 2022).

So far, several programs related to increasing teacher competency and knowledge capacity have been carried out systematically and comprehensively. Some realizations of project activities to increase teacher competency include; competency education and training, various substantial workshops (curriculum, teaching materials, learning models, assessments, etc.), non-substantial workshops (leadership, socialization of regulations, religious moderation, etc.), technical guidance, provision of facilities for improving educational qualifications to a higher level (undergraduate student scholarships, Masters, PhD at home and abroad), copy study programs and exchange of good experiences (teacher programs between provinces and foreign countries), reward programs for educational and educational staff (supervising principal teachers with achievements, dedication, innovative teachers, etc.), teacher certification. Through various competency improvement programs, the target of achieving the average value of teacher knowledge and skills competency of 8.0 can be realized, as stated in the 2015-2019 Strategic Plan of the Ministry of National Education. Efforts to increase teacher competency are also in line with the demands of standards for educators and educational personnel as formulated in Government Regulation Number 19 of 2005 concerning National Education Standards and Government Regulation Number 19 of 2017 concerning Teachers which explicitly states that a teacher in carrying out his profession is an educator, must at least master minimal pedagogical competencies, which include; (a) understanding the insight or foundation of education, (b) understanding of students, (c) curriculum or syllabus development, (d) learning design, (e) implementing educational and dialogical learning, (f) use of learning technology, (g) evaluation of learning outcomes, and (h) development of students to actualize the various potentials they have (Siahaan, 2023).

So that the teacher's personality is present comprehensively when he organizes and controls the learning process towards a more meaningful situation. The teacher gets more momentum for the involvement of all students in the process, where he plays a small role as a controller of learning. Meanwhile, student involvement and learning are facilitated to a greater extent for students to adapt the momentum to develop various potentials according to their characteristics. Such a controlled learning situation is more likely to meet the criteria for quality learning, so that the achievement of learning objectives is more guaranteed.

Achieving this will give birth to individual students who are not only smart and intelligent, but also have noble character that each student is able to actualize in the form of noble attitudes and behavior in society. Intelligent and clever as well as noble attitudes and behavior can be described as intelligent and smart in knowledge and having *akhlakul karimah* character as per religious guidance, namely; obedient to worship, obedient and devoted to one's parents, loving one's homeland and nation, behaving honestly, responsibly, trustworthy, polite, self-confident, not easily given up, optimistic and sure of one's purpose in life, caring, helpful, respectful of others and tolerance, etc (Teasdale, 2023).

CONCLUSIONS

Based on the results of the analysis using VOSviewer software, it can be concluded that there are still few journal articles that discuss the role of the teachers in the learning process with a modern pedagogical approach. This can be seen from the results of searching for articles in the Publish or Perish application using the keywords "optimization, teacher", "learning", "pedagogy", "journal". The search results obtained 200 documents which were then filtered and 38 articles were obtained. Then filtering was carried out again using keywords and a total of 12 articles were obtained. The article is then processed using VOSviewer software, the results of the analysis

are in visual form. It can be concluded that research on the role of optimizing the teacher's role in developing learning in a modern pedagogical approach is teacher's personality still present comprehensively when they organizes and controls the learning process towards a more meaningful situation. The teacher gets more momentum for the involvement of all students in the process, where they plays a small role as a controller of learning.

Thus, the systematic approaches, the logical, substantive and substantive membership of the pedagogical and psychological bases are proved. Through their learning activities, students' worldviews and thinking are formed, and their conscious attitude to the social system is formed. It is known that in the process of learning, the student's activity increases and his interest in academic subjects is formed. They work to achieve positive results in the educational process, first of all, to impart scientific knowledge to the younger generation, to teach them the basics, to form in them a broad outlook and scope of thinking, to form their spiritual and moral qualities. In itself, this effectiveness is inextricably linked with the organization, conduct and results of the teaching process in educational institutions. This process also plays a role in developing students' critical thinking skills. In particular, one of the main goals of the subject teaching process is to improve the quality of teaching content by developing students' critical thinking skills. Nowadays, in the period of scientific and technical development, along with the development and personal needs, it is necessary to take into account the interests and intellectual potential of the student. It is a project of the process of formation of the student's personality, which can guarantee pedagogical success, it is necessary to effectively use the factors that allow the student's creative environment to express their views critically.

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