

## **TRENDS IN HEUTAGOGY RESEARCH ON ISLAMIC EDUCATION (2010–2024): A BIBLIOMETRIC STUDY FROM SCOPUS**

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**Abstract:** This study examines trends in heutagogy research in Islamic education published between 2010 and 2024 through a bibliometric analysis of Scopus-indexed publications. The study aims to map the development, thematic focus, and scholarly contributions of heutagogy as a self-determined learning approach and to highlight its relevance for strengthening learner autonomy in Islamic educational contexts. Using a bibliometric review design, data were collected from the Scopus database through keyword-based searches related to heutagogy, self-determined learning, and Islamic education, with filters applied for publication year and document type. A total of 175 documents were analyzed using bibliometric mapping techniques, including publication trend analysis, geographical distribution, and co-word analysis, supported by VOSviewer software. The results indicate a consistent growth in publications with an annual increase of 10.79%, dominated by contributions from the United Kingdom, Australia, Indonesia, and Malaysia. Keyword analysis reveals core themes such as self-determined learning, andragogy, and online learning, demonstrating the close relationship between heutagogy and digital learning environments. Nevertheless, gaps remain in the application of heutagogical principles to Islamic education, particularly in teacher education, curriculum design for PAI, and technology-integrated learning models. The study concludes that heutagogy offers significant potential for advancing autonomous, reflective, and lifelong learning within Islamic education in the digital era.

**Keywords:** Bibliometric Analysis; Heutagogy; Islamic Education; Self-Determined Learning.

### **INTRODUCTION**

In an era marked by rapid technological advancements, complex global challenges, and the increasing importance of lifelong learning, heutagogy has emerged as a distinct educational paradigm (Blaschke, 2021; Blaschke & Hase, 2015; Reyes-Fournier, 2017). Heutagogy, often described as “self-determined learning,” places the learner at the center of the learning process, granting them the autonomy to identify learning needs, set goals, and determine how best to achieve those aims (Canning & Callan, 2010; Khan & Thomas, 2022; Shpeizer & Glassner, 2020). This approach stands in contrast to traditional teacher-directed models of instruction. Instead, heutagogy promotes critical thinking, adaptability, and self-reflection, aligning well with a world where knowledge is dynamic, diverse, and widely accessible through digital means (Handayani et al., 2021; Mwinkaa & Lonibe, 2024).

Since its conceptual introduction in the early 2000s, heutagogy has attracted growing scholarly attention (Canning & Callan, 2010; Oprean et al., 2010). While its foundational ideas align with established theories of adult learning, such as andragogy and self-directed learning,

heutagogy distinguishes itself by more explicitly emphasizing learner agency and independence (Amiruddin et al., 2023; Bansal et al., 2020; Halupa, 2015). Learners are not merely acquiring content; they are shaping their own learning trajectories, developing metacognitive skills, and engaging more deeply with content that resonates with their personal, academic, or professional contexts.

Over the past decade, research on heutagogy has expanded, though it remains a relatively niche area within the broader landscape of educational theory. Early studies focused on conceptual explorations, establishing theoretical foundations and linking heutagogy with other learner-centered frameworks (Friedman & Nash-Luckenbach, 2024; Lofandri, 2024; Stoten, 2024; Wood, 2024). These works provided insights into the pedagogical shifts required to support learner autonomy and the types of learning environments conducive to heutagogical practice often digital, flexible, and resource-rich.

While conceptual and qualitative discussions of heutagogy have proliferated, the absence of a rigorous, systematic mapping of the field's development is a notable gap (Agonács & Matos, 2019; Hairi et al., 2022; Martínez & Muñoz, 2021). Researchers have yet to provide a comprehensive overview of how heutagogy-related publications have evolved over time, which regions and institutions lead the discourse, or what thematic clusters dominate the conversation. Additionally, it remains unclear how heutagogy literature intersects with broader educational trends, such as the increasing emphasis on digital literacy, open educational resources, or adaptive learning technologies.

This lack of a holistic understanding poses challenges. Without a clear view of the intellectual landscape, emerging scholars, practitioners, and policymakers may struggle to situate heutagogy within the spectrum of educational theories and innovations. They may also find it difficult to identify areas that warrant further investigation whether it be more robust empirical research, cross-cultural comparisons, or the development of new theoretical frameworks and measures.

This article aims to address these gaps by providing a comprehensive bibliometric review of heutagogy research from 2010 to 2024, utilizing the Scopus database. A bibliometric approach enables us to quantify publication trends, highlight influential authors and works, identify leading journals and institutions, and map the thematic structure that underpins heutagogy scholarship (Donthu et al., 2021; Komalasari et al., 2021; Nooh, 2021). Through citation analysis, keyword co-occurrence, and collaboration network examination, we can illuminate how heutagogy research has progressed, diversified, and integrated with other educational topics over the past decade and a half (Donthu et al., 2021; Pan & Chen, 2021; Ülker et al., 2022).

By systematically analyzing a substantial body of literature, this review will yield insights into the maturity and coherence of heutagogy as a research area. We will identify key periods of growth, trace how certain concepts have evolved, and highlight the potential influence of technological shifts in shaping heutagogical discourse (Liu et al., 2024; Yoon & Chae, 2022). Understanding these patterns can inform the next generation of research questions and methods, guiding scholars

toward underexplored dimensions of heutagogy such as comparative studies across cultural contexts or the development of robust metrics for assessing self-determined learning outcomes.

Moreover, this bibliometric analysis aims to provide an evidence-based foundation for practitioners and policymakers interested in integrating heutagogical principles into their curricula, training programs, or educational policies. By revealing the conceptual building blocks and intellectual structures that have emerged, the article offers a roadmap for informed decision-making, encouraging the adoption of heutagogy-driven strategies that can foster learner autonomy, adaptability, and lifelong learning competencies.

## METHODS

This research employs a bibliometric analysis approach. Bibliometrics is a quantitative method used to analyze and measure various aspects of written publications such as books and articles to evaluate the impact and progression of scientific research (Jetty & Afshan, 2024; Liu et al., 2024; Shi & Wan, 2024). As an initial step in conducting this study, globally available literature on heutagogy published between 2010 and 2024 was retrieved from the SCOPUS database. The search was conducted in December 2024 to ensure the inclusion of the most recent publications. The terms used for the initial search were based on the presence of “heutagogy” in the abstract and “education” or “school” or “teacher” in the title, abstract, or keywords, as shown in the query below:

*(ABS (heutagogy) AND TITLE-ABS-KEY (education OR school OR teacher))*

Initially, no restrictions were placed on subject areas, document types, or language to capture a comprehensive pool of references. This initial query yielded a broad range of documents. Subsequently, filters were applied to refine the dataset. Firstly, subject areas related to education and social sciences were selected to maintain a focus aligned with the scope of heutagogy research. Secondly, the document types were limited to articles, book chapters, and review papers, ensuring that only peer-reviewed scholarly works were included. Thirdly, a language filter was applied to include only English-language publications for consistency and ease of interpretation.

After applying these filters, a total of 175 documents were obtained. These records were then exported from SCOPUS in CSV format. The exported data included the author’s name, article title, year of publication, source title, volume, issue, article number (if applicable), DOI, citation counts, and other relevant bibliographic details. The retrieved dataset was analyzed using VOSviewer and Biblioshiny to as a tool software.

## RESULTS AND DISCUSSION

### Global Overview

Figure 1 bellow presents a comprehensive overview of the global publication metrics related to heutagogy research over the period from 2010 to 2024. It includes key indicators such as the total number of documents, the number of sources, and the annual growth rate in publications. Additionally, it provides data on authorship patterns, including the total number of authors, the proportion of single-authored documents, and the rate of international collaboration. Furthermore,

the figure highlights the number of author keywords used and the total references cited across these documents, as well as the



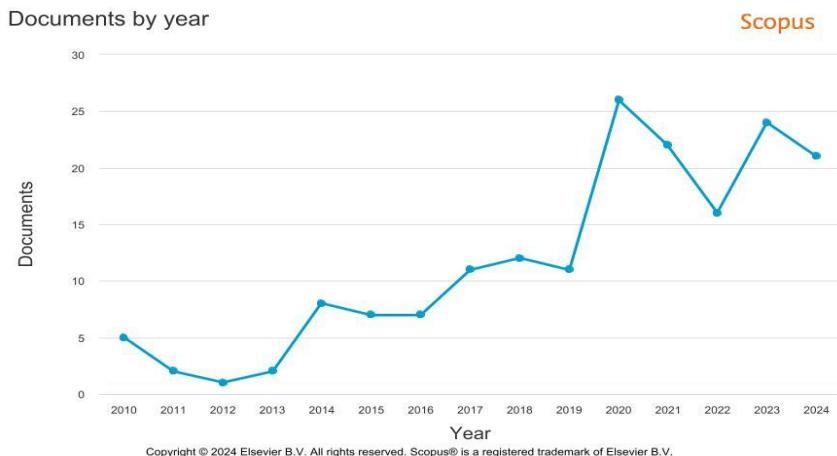
Figure 1. Global information about publication

The data suggests a healthy and growing research landscape in the field of heutagogy. With 175 documents sourced from 144 publications, the domain appears to be gaining academic traction, reflected in a notable annual growth rate of 10.79%. The presence of 356 authors contributing to this body of work and an average of 2.51 co-authors per document indicates collaborative efforts, although only 14.29% of these collaborations are international, pointing to room for greater global exchange (Arjaya et al., 2024; Harto et al., 2022). The relatively high average citation count (14.25 per document) suggests that these works are garnering attention and influencing subsequent studies. Additionally, the 467 author keywords reveal a rich diversity of thematic exploration. The large number of references (7,549) underscores a robust engagement with existing literature, while the average document age of 4.34 years suggests that the field is still relatively young and evolving in response to emerging educational trends and technological advancements.

average age of the documents and the average number of citations per document.

### Publication Trend

Figure 2 illustrates the yearly publication trend of documents related to heutagogy from 2010 to 2024, as indexed by Scopus. The vertical axis represents the number of documents published each year, while the horizontal axis displays the timeline from 2010 to 2024. Each data point on the line graph corresponds to the total publications in that specific year, and the connecting line shows how the volume changes over time. The chart indicates relatively low publication counts in the early years (2010–2013), followed by a gradual increase, several fluctuations, and a notable rise in the number of documents during the late 2010s and early 2020s, with some variability in the most recent years.



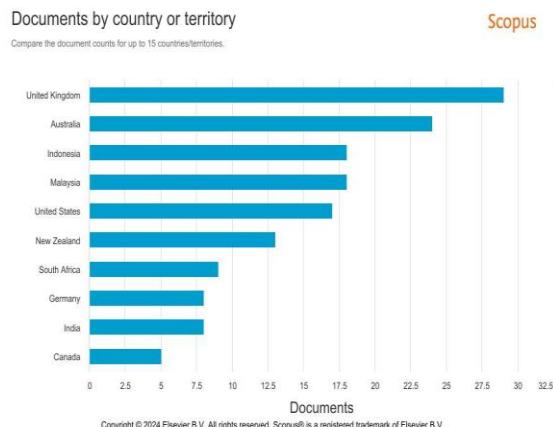
**Figure 2. Annual Publication Growth**

The trend reveals that while heutagogy research started on a modest scale, it began to gain traction as time progressed. The low initial publication numbers suggest that the concept was still emerging or underexplored in the early part of the examined period (Stuart, 2018; Tigre et al., 2023; Yoon & Chae, 2022). The subsequent incremental increases and occasional dips may reflect shifts in research focus, scholarly interest, or broader educational trends. The significant surge in publications around 2020–2021 could be influenced by global changes in education paradigms such as the increasing emphasis on covid pandemic, digital learning environments and responsiveness to new challenges (Khan & Thomas, 2022; Mannan et al., 2022; Nidhom et al., 2020; Vurayai, 2023). Although the line experiences a decline after reaching its peak, the overall pattern points to growing recognition and scholarly attention to heutagogy over the analyzed timeframe.

### Geographical Distribution

Figure 3 presents a horizontal bar chart showing the number of

documents related to heutagogy research produced by different countries or territories. The vertical axis lists the top 10 contributing countries, while the horizontal axis represents the total number of documents published. At the top of the list is the United Kingdom, followed by Australia, Indonesia, and Malaysia, with the United States appearing mid-range. Other countries such as New Zealand, South Africa, Germany, India, and Canada also contribute a noticeable amount of publications, though with comparatively lower counts than the leading nations.



**Figure 3. Most Productive Country Publications**

The data suggest that heutagogy research has gained traction in a diverse set

of countries, with a strong presence in English-speaking nations like the United Kingdom, Australia, and the United States (Jones et al., 2019; Lynch et al., 2021; Stoten, 2024). The notable representation of Indonesia and Malaysia highlights the growing interest in self-determined learning approaches within Southeast Asian academic contexts (Lofandri, 2024; Mohamad et al., 2023). The inclusion of countries spread across different continents, such as South Africa and Germany, indicates that heutagogy is not confined to one particular cultural or educational tradition. While the United Kingdom and Australia lead in output, the presence of multiple countries in the top contributors list suggests an expanding global dialogue and the increasing relevance of heutagogical principles across various educational systems worldwide.

### Keyword analysis

Table 1 presents the ten most frequently used keywords found within the corpus of heutagogy-related documents. Each keyword is listed alongside the number of times it appears, offering a clear quantitative measure of their prominence. At the top is “heutagogy” with a frequency of 78, signifying its central importance in the examined literature. Other frequently occurring terms include “self-determined learning,” “andragogy,” “pedagogy,” and “self-directed learning,” each reflecting various dimensions of learner-centered educational approaches. Additionally, keywords like “lifelong learning,” “online learning,” “higher education,” “social media,” and “education” highlight the broader contexts, modalities, and environments in which heutagogy principles are being discussed and applied.

**Table 1.** Most Frequent Keyword

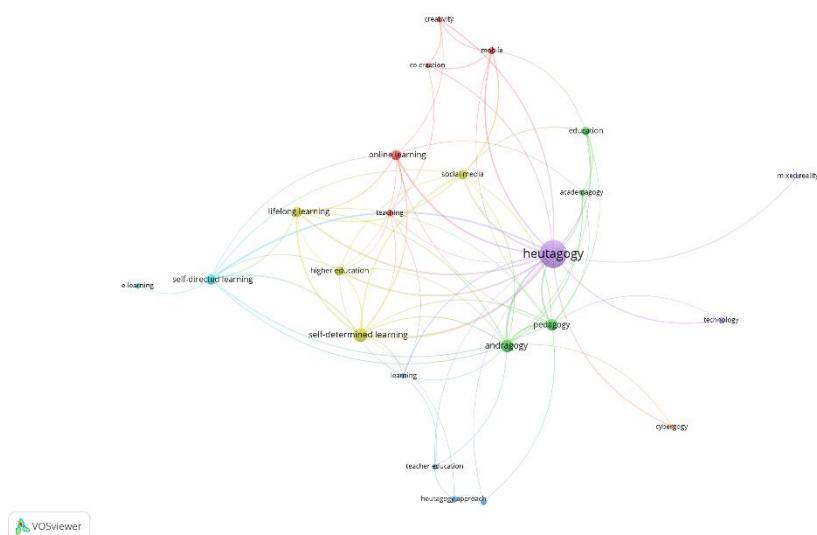
No	Keyword	Frequency
1	heutagogy	78
2	self-determined learning	19
3	andragogy	17
4	pedagogy	13
5	self-directed learning	11
6	lifelong learning	10
7	online learning	10
8	higher education	9
9	social media	9
10	education	7

The frequency distribution of these keywords underscores the conceptual anchoring of heutagogy within a learner-centric paradigm. “Heutagogy” itself dominates, confirming that discussions often revolve directly around its principles rather than only tangentially related concepts. The presence of “self-determined learning,” “andragogy,” and “pedagogy” points to a continuum of instructional theories and methods that influence heutagogical thinking (Amiruddin et al., 2023; Halupa, 2015; Martínez & Muñoz, 2021). Terms such as “online learning” and “social media” suggest that digital technologies play a significant role in expanding heutagogical practices, while “lifelong learning” and “higher education” indicate that this approach appeals to various educational levels and contexts. Collectively, these keywords reveal a field focused on autonomy, flexibility, and adaptability in learning, as well as the integration of technology and the pursuit of knowledge across the lifespan.

Selanjutnya selelah kami mengetahui mengolah kata kunci berdasarkan tingkat kemunculan, kami melakukan co-occurrence analis dengan menggunakan VOSViwer untuk membantu

memetakan hasil penelitian. Figure 4 presents a co-occurrence keyword network generated through VOSviewer, illustrating how frequently different terms related to heutagogy appear together within the analyzed corpus. Each node represents a keyword, while the size of the node is generally proportional to the frequency of that keyword's occurrence. The lines (or

edges) connecting the nodes indicate relationships or co-occurrences between terms, with the thickness of these lines reflecting the strength or frequency of these connections. The spatial arrangement places closely related keywords in closer proximity, forming clusters that represent thematic groupings within the domain.



**Figure 4. Co-occurrence Keyword Analysis**

This visualization reveals that “heutagogy” sits at the center of a broad network, closely linked to foundational educational concepts such as “andragogy,” “pedagogy,” and terms indicating learner autonomy, like “self-determined learning” and “self-directed learning.” Other recurring themes, including “lifelong learning,” “online learning,” and “social media,” highlight the role of digital and flexible environments in supporting heutagogical approaches. The presence of clusters around learner-centered concepts and technological tools suggests a strong interplay between theoretical frameworks of autonomy, evolving pedagogical models, and the integration of innovative digital practices. Thus, the network underscores a

multifaceted, interdisciplinary view of heutagogy, connecting theoretical underpinnings with practical, technology-enhanced learning contexts

### Future Research Recommendations

Future research could focus on integrating more advanced educational technologies into heutagogical practice. While the keyword analysis indicates connections between heutagogy, “online learning,” and “social media,” there remains a need for deeper exploration into emerging tools, such as augmented reality, virtual reality, artificial intelligence, and adaptive learning platforms. Such studies might examine how these technologies can enhance learner autonomy, motivation, and

self-directed learning experiences across various educational levels and contexts.

Another promising avenue is the development of professional training programs and teacher education models grounded in heutagogical principles. Although “teacher education” appears in the keyword network, research on how best to prepare instructors to design, implement, and assess heutagogy-based curricula is still limited. Future studies could involve designing and evaluating comprehensive teacher training frameworks, case studies of successful implementations in diverse educational settings, and longitudinal research to determine the long-term effectiveness of professional development that emphasizes self-determined learning strategies.

Further investigation could also examine the application of heutagogy across different cultural contexts and disciplinary domains. Much of the existing literature focuses on higher education, professional training, and broad skill development, leaving gaps in understanding its relevance and adaptability in various cultural environments, academic fields (e.g., STEM, arts, health sciences), and informal or non-formal learning scenarios. Comparative studies that analyze heutagogical approaches across multiple cultural or disciplinary settings may uncover both universal principles and contextualized strategies, thereby deepening our understanding of how heutagogy can be flexibly employed around the globe.

## CONCLUSIONS

The findings indicate that heutagogy research has shown a notable upward trend in publications from 2010 to

## Research Result

2024, reflecting increasing scholarly interest and engagement with self-determined learning approaches. This growth is not limited to a single region; instead, multiple countries predominantly English-speaking nations but also several from Asia and other continents have contributed to the expansion of heutagogy literature, suggesting its relevance across diverse educational and cultural contexts. Furthermore, keyword analysis reveals a strong conceptual emphasis on learner autonomy, digital environments, and the integration of new technologies alongside core educational theories. Together, these results highlight a dynamic and evolving research landscape in which heutagogy is positioned at the intersection of theoretical frameworks, practical applications, and a global, technology-mediated learning environment.

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