A Decade of Literature Roadmap on Religious Tolerance Education: A Bibliometric Study Using the Scopus Database

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Abstract. In multi-religious countries, integrating tolerance education into the curriculum, particularly religious tolerance, is essential to fostering a mindset of tolerance and encouraging harmony amidst diversity. To achieve this, it is necessary to review research development on religious tolerance education conducted by academics from various countries. Therefore, this study aimed to investigate the research development on religious tolerance education in Scopus-indexed journals over the last decade through a bibliometric study. This study carried out in four stages, including searching for articles in the Scopus database, filtering, validating metadata, and analyzing bibliometrics with the help of VOSviewer. The results of this bibliometric study present seven main findings, as follows: The publication trend on tolerance topics increased from 2013 to 2022; Indonesia emerged as the leading contributor to publications on religious tolerance; The United Kingdom had the highest number of cited publications in the citation analysis; authors commonly used six terms related to religious tolerance in titles; author collaboration was prominent among only three authors, keyword analysis identified 16 dominant terms, and abstract analysis mapped 5,219 terms into five clusters. To conclude, there is still an opportunity to develop research related to religious tolerance education in the context of multiculturalism, character education, and learning methods or models, in primary, secondary, and tertiary education, in addition to cross-disciplinary and cross-country author collaboration. This study contributes to providing a comprehensive overview of research in the field of education related to the topic of religious tolerance in Scopus-indexed journals in the last decade.

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1. Introduction

The topic of tolerance education in the context of religious diversity has captured the attention of academics worldwide since diversity is no longer seen as a wealth that should be preserved but rather as a problem. Differences are seen as something to be feared. Different views are encountered with insults and different political choices are filled with hatred. Even different beliefs are chanced with persecution and intolerant acts. As Berger (2011) explained, this social condition explains that society is experiencing anomie, in which individuals experience separation from social ties that often provide a sense of security and stability in their interactions with others. As a result, this lack of attachment leads to a lessened understanding of the existential purpose and importance of human existence (Abrutyn, 2019; Berger, 2011; Hjelm, 2018). Therefore, the fundamental problem of religious attitudes is the relationship between its believers.

The problem of relations between religious believers cannot be separated from the influence of the religion that a person has faith in because religion generally influences not only individual attitudes but also forms interpersonal relationships that are important for social sustainability (Alabdulhadi, 2019). Despite the ideal roles religion plays, it turns out that religion is not as beautiful as its original concept when practised by its believers. In real conditions, it shows evidence of the emergence of various forms of violence, conflicts, divisions, and even bloodshed that often occur with the con and in the name of religion (Ulya, 2016). Religion always appears in various forms, from simple moral teachings to movement ideologies, from individual spiritual journeys to mass acts of violence, from refreshing sacred rituals to demagogic speeches that are suffocating by misleading each other (Rakhmat, 2003). Therefore, in the expression of religiosity, religion is like a double-edged sword. On the one hand, it can strengthen solidarity (within a community). On the other hand, it can generate social conflict (between communities). Both solidarity and conflict are often built on the arguments of religious legitimacy (Yusuf, 2008).

Efforts to overcome inter-religious interpersonal conflict require the development of a tolerant moral character (Syarif, 2021). Therefore, increasing tolerance education is the right solution to overcome this conflict, which requires encouraging research in tolerance education (Susilo & Dalimunthe, 2019; Suyanto et al., 2018). The consequence of this demands is that academics or educational practitioners, both teachers and lecturers, must have literacy competence in conducting research by first reading the development of existing research (Muhtar et al., 2021), considering that one form of literacy skill is the ability to read the direction of research development related to a topic (Julia, Dolifah, et al., 2020; Supriyadi et al., 2020). In other words, it requires a compass that can determine the direction of further research related to religious tolerance education.

One method for mapping academics' direction, development, and guidance in conducting research related to a field is by conducting a bibliometric study (Julia,

Dolifah, et al., 2020). Therefore, this study aims at reporting the results of the investigation related to religious tolerance education through a bibliometric study. This research contributes to providing a comprehensive overview of research in the field of education related to the topic of religious tolerance.

Bibliometric studies in the educational context have been widely conducted. For instance, Puspitarini et al. (2023) conducted an analysis of character education studies in Indonesian *pesantren* (Islamic Boarding School). They also synthesised applied methods and classified noble moral values. Next, Poje & Zaman Groff (2022) provided a comprehensive overview of research in the field of accounting ethics education, then presented patterns of ethics education development in accounting research and set research agendas that encourage future research. Then, Julia, Supriatna, et al. (2020) provided a comprehensive review of moral education research by examining publication patterns, identifying the most cited works, identifying influential journals and publishers, and analysing authors' keywords. Their study provides valuable insights and guidance for future research efforts in moral education. Lastly, Muhtar et al. (2020) analysed research related to character education models in the field of physical education. Publication trends were reviewed, institutional collaboration analysis was presented, and country and author contribution analysis were reported.

Bibliometric studies in education have become quite popular among academics in response to these studies, but the topic of religious tolerance education is relatively new and unexplored. Therefore, to fill the research gap, this bibliometric study on religious tolerance education is focused on analysing journals indexed in Scopus over the past decade, from 2013 to 2022. The Scopus database was chosen because it is one of the largest databases providing peer-reviewed literature which covers material that is much larger than other databases, even 70% wider than Web of Science. (Ballew, 2009; Salisbury, 2009; Shareefa & Moosa, 2020). This study explores the following themes related to bibliometric studies on religious tolerance education: 1) publication trend analysis, 2) analysis of the number of publications based on mapping of each country, 3) analysis of citations in publications in each country, 4) collaboration of authors, 5) analysis of article titles, 6) keyword analysis, and 7) abstract analysis. All of these are placed in the context of religious tolerance education research in the Scopus database between 2013 and 2022.

2. Theoretical Framework
2.1. Bibliometric Studies
Bibliometric studies are an eminent and rigorous approach to filtering large amounts of scientific data and conducting research on that data (Donthu et al., 2021). As a method, it is novel. The discourse on bibliometrics began in the 1950s (Wallin, 2005). It provides a solution for conducting reviews on bibliographic data that is too large to be done classically (Ramos-Rodríguez & Ruíz-Navarro, 2004). Quantitative analysis techniques in bibliometric studies evaluate research or scientific publications (Dida et al., 2021; Ellegaard & Wallin, 2015). In the context of this research, bibliometric is defined as a method for evaluating research on published scientific works (Ellegaard & Wallin, 2015; Supriadi et al., 2022) or a literature review method that summarises and evaluates a collection of writings

on a particular topic (Julia, Dolifah, et al., 2020; Knopf, 2006) which in this case is focused on analysing the topic of religious tolerance education.

2.2. Tolerance and Religious Tolerance

In the context of linguistics, the term "tolerance" comes from the Latin word "*tolere*," which can be interpreted as endurance, support, and patience (Alabdulhadi, 2019; Van der Noll, 2014). Tolerance, in its lexical meaning, means sympathy for the views or actions of others who are different from oneself (Spring et al., 2010). Being tolerant means allowing or recognising and respecting the beliefs and customs of others, even if they are different. Tolerance is not a passive, permissive attitude but an active respect (Cochrane, 2021). All of these semantic concepts indicate that tolerance is a patience attitude in bearing the burden of feelings towards something different, whether because it is different in opinion, belief, worship practices, or tradition (Hadisaputra & Syah, 2020).

In the context of this research, religious tolerance is an attitude or behaviour of willingness to allow and accept religious differences to be adopted by someone without prejudice or discrimination (Khalek & Mokhtar, 2022). Religious tolerance is only one component of a broader spectrum of tolerance that is more dynamic, hermeneutical, and phenomenological (Scott Peck, 1997). Tolerance includes reasonable and rational acceptance of the right to be different as an inherent human right (Leiter, 2012; Pradhan, 2021). This involves recognising and assessing differences between individuals and groups in their way of life or modus vivendi (Grayling, 2010), regardless of variations in personal or communal deviations from rigid beliefs (De Botton, 2012). Tolerance is characterised by a respectful attitude without any preconditions (Walt & Potgieter, 2012), with the primary goal of promoting peaceful coexistence (Gray, 2013).

2.3. Religious Tolerance Education

Religious tolerance education is an educational approach that seeks to spread knowledge and foster positive attitudes, understanding, and respect for cultures, religions, ethnicities, politics, and other forms of diversity (Potgieter et al., 2014; Purwokerto, 2022; Wijaya Mulya & Aditomo, 2019). This type of education aims to improve collaboration, foster mutual understanding, promote respect for diversity, and reduce conflict or tension arising from these differences (Cinnirella & Streb, 2017; Ferrara, 2012; Ozhiganova, 2017). Based on this, the scope of religious tolerance education teaches each individual about diverse beliefs, values, and cultures, as well as the importance of respecting the rights and perspectives of others, even if they disagree (Tualeka, 2018; Wicaksono, 2020). They are expected to develop the ability to communicate effectively with people who have different views and to build harmonious relationships in diverse societies as a result of this education (Albana et al., 2019; Budiyono, 2022; Rahmat, 2018; Wibisono et al., 2022).

3. Methodology

This bibliometric study was conducted in four phases, following the methods used in several previous studies (Julia, Dolifah, et al., 2020; Muhtar et al., 2021; Supriadi et al., 2022). First was the search and identification of relevant topics, and

continued with filtering the data generated in the first stage. The third is checking and completing bibliographic data; the last is conducting bibliographic analysis.

3.1. Phase 1: Bibliographic Search

In this phase, the bibliographic search was conducted using the Scopus web database (https://www.scopus.com/search/form.uri?display=basic#basic). The search was conducted based on the article title, abstract, and keywords, with the three words "education," "tolerance," and "religious." In this step, 492 documents were generated, as displayed in Figure 1.
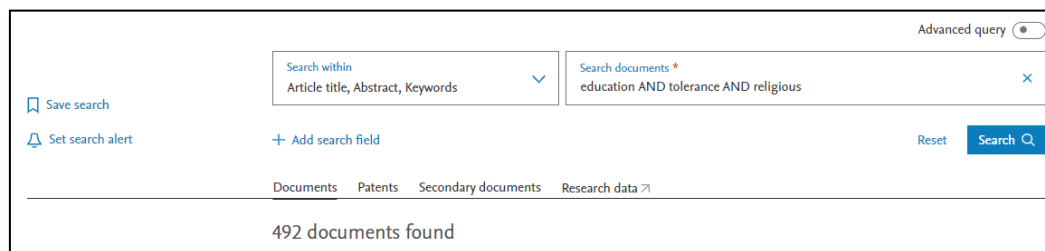

Figure 1. Results of the Bibliographic Search

3.2. Phase 2: Bibliographic Filtering

The 492 bibliographic documents generated in the previous phase were then filtered using the following criteria:

- Time frame: The study focused on the most recent decade, from 2013 to 2022. The year 2023 was not included because it was still in progress.
- Type of document: Only articles published in journals were considered. This is because journal articles are considered to be more comprehensive and rigorous than other types of publications, such as conference papers, book chapters, erratum, editorials, or reviews (González-Albo & Bordons, 2011; Karabulut-Ilgu et al., 2018).
- Language: Only articles in English were included. This is because English is one of the official languages of the United Nations and is widely understood by people from all over the world.

The filtering process resulted in 215 bibliographic documents, as shown in Figure 2. These documents were then exported in two formats: RIS and CSV.
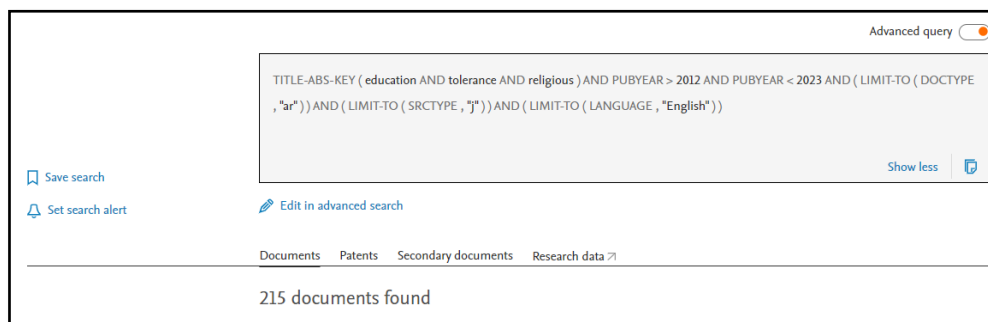

Figure 2: Results of Bibliographic Filtering

3.3. Phase 3: Examination and Completion of Bibliographic Data

In this phase, the data that had been exported in RIS format were then input into the Mendeley reference manager software for further review to ensure that the bibliographic data needed for mapping analysis was fully input. The results of the review showed that 39 documents had incomplete metadata, such as no abstract, no keywords used, and no affiliation or country of origin of the authors. These incomplete data were then improved by searching for the articles. If the required data could not be found, it was not included as a bibliography to be analysed. Of the 39 articles declared incomplete, only 18 articles had complete metadata found which was then input into the Mendeley application. Therefore, the criteria for the bibliographies to be analysed were complete with title, affiliation, country, title, keywords, and abstract. Based on the established criteria, 197 documents met the criteria. The number of bibliographies is shown in Table 1 below:

Table 1. Results of Filtering based on the Established Criteria

Year	Inclusion	Exclusion	Total
2013	16	3	19
2014	16	3	19
2015	15	3	18
2016	15	1	16
2017	11	3	14
2018	16	2	18
2019	23	0	23
2020	30	1	31
2021	25	1	26
2022	30	1	31
Sum	197	18	215

Based on Table 1, out of 215 documents, 18 did not meet the criteria. Thus, the number of documents that met the criteria for analysis were 197.

3.4. Phase 4: Bibliometric Analysis Phase

In this phase, the analysis focuses on six aspects, including trend analysis of publications, analysis of the number of publications based on the mapping of each country, citation analysis of publications in each country, collaboration of authors, analysis of article titles, keyword analysis, and abstract analysis. The VOS viewer application was used to analyse titles, abstracts, keywords, and authors. The use of the VOS viewer software facilitates researchers in conducting bibliometric analysis and visualising research results effectively (Donthu et al., 2021; Julia, Dolifah et al., 2020; Supriadi et al., 2022; Wallin, 2005).

4. Result

4.1. The Development of Religious Tolerance Publications

Based on the number of bibliographic data generated, 197 documents were mapped by year to see the trend of publications related to religious tolerance education. The results of mapping the number of publications by year are shown in Figure 3.
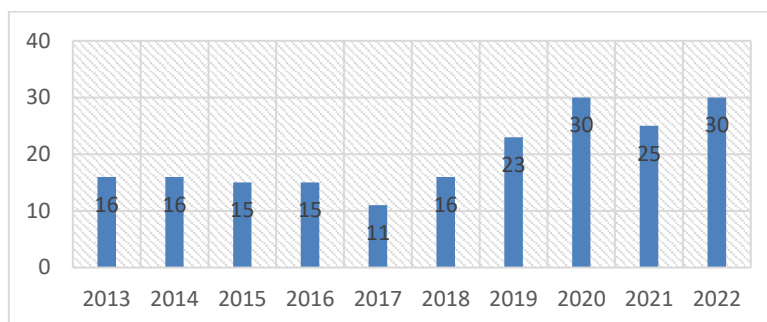
Figure 3. Publication Trend

The development of the number of article publications in the Scopus database from 2013 to 2022 generally shows an increasing trend. However, this trend has a fluctuating pattern when viewed by year. In 2015 and 2016, there was a decrease of 1 document; in 2017, and there was a decrease of 4 documents. An increase occurred in the period 2018-2020, and 2020 was the peak number, producing 30 documents. Further, in 2021, there was a decrease of 5 documents; in 2022, there was an increase of 5 documents to 30.

4.2. Top Ten Countries by Document Number
Forty-six countries have contributed to research publications on the topic of religious tolerance education. However, based on the number of documents produced by each country, the top ten countries are as illustrated in Figure 4 below.
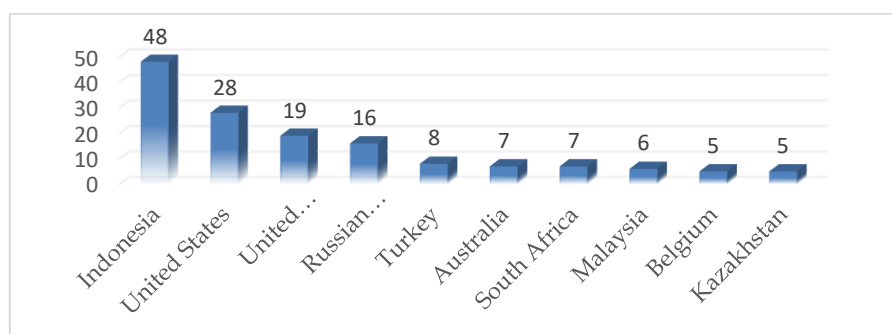

Figure 4. Analysis of the Most Contributing Countries

Ten countries have contributed the most based on the number of publications produced, including Indonesia, the United States, the United Kingdom, the Russian Federation, Turkey, Australia, South Africa, Malaysia, Belgium, and Kazakhstan. Indonesia is the country that has published the most on the topic of religious tolerance education research, with 46 documents in Scopus-indexed journals.

4.3. Analysis of the Citations Number
The number of citations received by an article is essentially one of the indicators of how the scientific community assesses the importance of the work (Li & Ho, 2008). In other words, citations are a way to measure the impact of an article within the scientific community (Liu et al., 2013). Of the 46 countries that published articles, there are ten countries whose publications were cited frequently by other researchers. The mapping results based on the number of

citations on the number of publications produced by each country are presented in Figure 5 below.
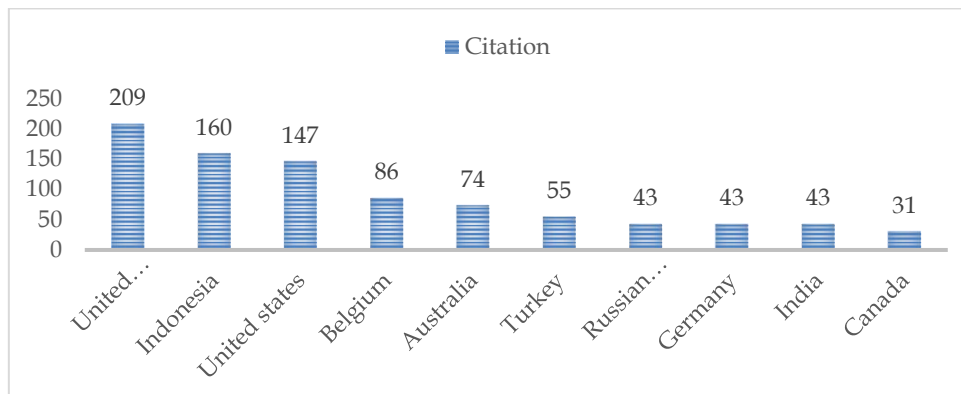

Figure 5. The Number of Citations from Publications Produced by a Country

The countries with the most cited documents are the United Kingdom, Indonesia, the United States, Belgium, Australia, Turkey, the Russian Federation, Germany, India, and Canada consecutively. If we look at the number of documents produced by the United Kingdom, from 19 documents, they received a total of 209 citations. This means that each document, on average, received 11 citations. The large number of citations received by an article also indicates the validity and quality of the research, as well as the likelihood of having a suitable methodology, robust analysis, and significant findings.

4.4. Analysis of Title
VOSviewer was used to analyse all titles in bibliographic documents published in articles in Scopus-indexed journals. In analysing the titles, there are 667 terms used by academics. These 667 terms were analysed by setting a minimum occurrence of 10 times. Through this, six terms with strong networks were produced. Visually, this is displayed in Figure 6 below:
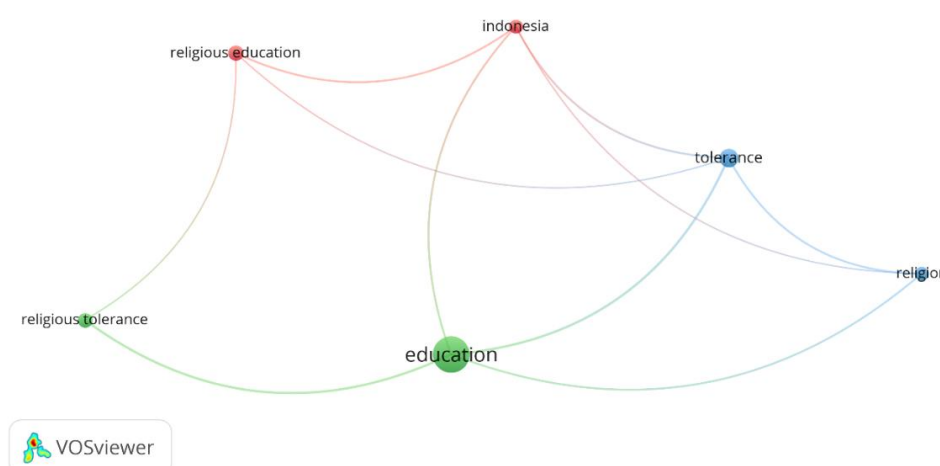

Figure 6. Analysis of Title

Six terms are trending or often used in titles by researchers. They are Religious Tolerance, Religious Education, Education, Indonesia, Tolerance, and Religion.

The number of occurrences and total links from the image above form three clusters that can be presented in a matrix, as presented in Table 2:

Table 2. Terms Frequently Used in Publications on Religious Tolerance Education

Cluster	Term	Occurrences	Total Link
Red	Indonesian	14	4
	Religious Education	16	3
Green	Education	49	4
	Religious Tolerance	15	2
Blue	Tolerance	20	4
	Religion	14	3

4.5. Analysis of Author Collaboration

In the author analysis, from the 197 bibliographic data analysed, there were 467 authors. By setting an occurrence of 2 times, nine authors were found to have the most vigorous collaboration. Of these nine authors, only three authors had a strong relationship or collaboration with each other. Visually, it can be displayed as displayed in Figure 7.
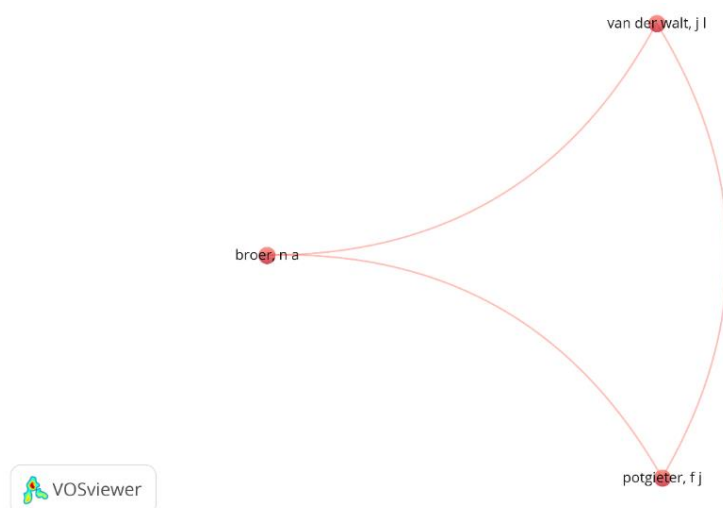

Figure 7. Visualisation of author collaboration

The visualisation above shows a collaboration between the authors for every two documents produced. The network matrix of the authors can be presented as presented in Table 3.

Table 3. Authors' Collaboration

Author	Document	Total Link
Broer, n a	2	4
Potgieter	2	4
Van der Walt, j l	2	4

4.6. Analysis of Keywords

In the keyword analysis, the results of data processing through VOSviewer found 684 keywords used by the authors. By setting a minimum occurrence of 5 times, 16 terms with strong networks were produced. Visually, the network is presented in Figure 8.
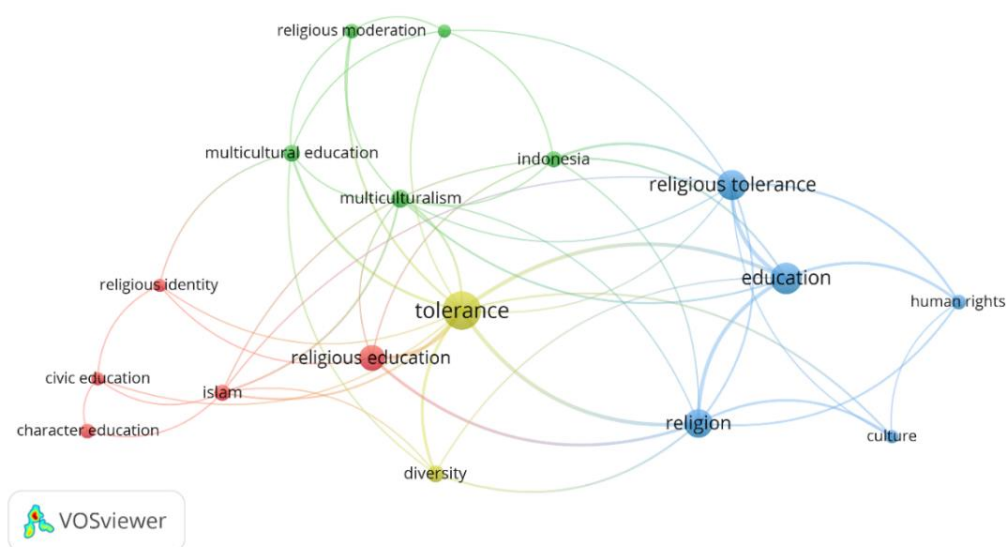
Figure 8. Analysis of Keyword

Based on Figure 8, 16 trending keywords were mapped into 4 clusters. The matrix is shown in Table 4 below.

Table 4. Trending Keywords

Cluster	Item	Occurrences	Link	Total Link Strength
Red	Character Education	6	2	2
	Civic Education	5	4	4
	Islam	7	7	9
	Religious Education	18	5	12
	Religious Identity	5	4	4
Green	Indonesia	7	7	10
	Multicultural Education	8	6	8
	Multiculturalism	9	9	12
	Religious Moderation	6	4	5
Blue	Culture	20	4	4
	Education	27	7	31
	Human Right	6	4	10
	Religion	22	9	29
	Religious Tolerance	24	9	21
Yellow	Diversity	8	5	9
	Tolerance	39	13	38

The keywords are essential for providing information about the content and main topic of an article on religious tolerance education. In addition, the keywords are important tools for communication and information retrieval in scientific literature and articles on the topic of religious tolerance education.

4.7. Analysis of Abstracts
The abstract is essential to an article because it helps readers determine whether it is relevant to their interests or research before reading it. In the analysis of abstracts, 5,219 terms were found to be used by the authors. By setting a minimum occurrence of 10 times, 154 relevant terms were generated. Visually, the network of these terms is displayed in the following Figure 9:
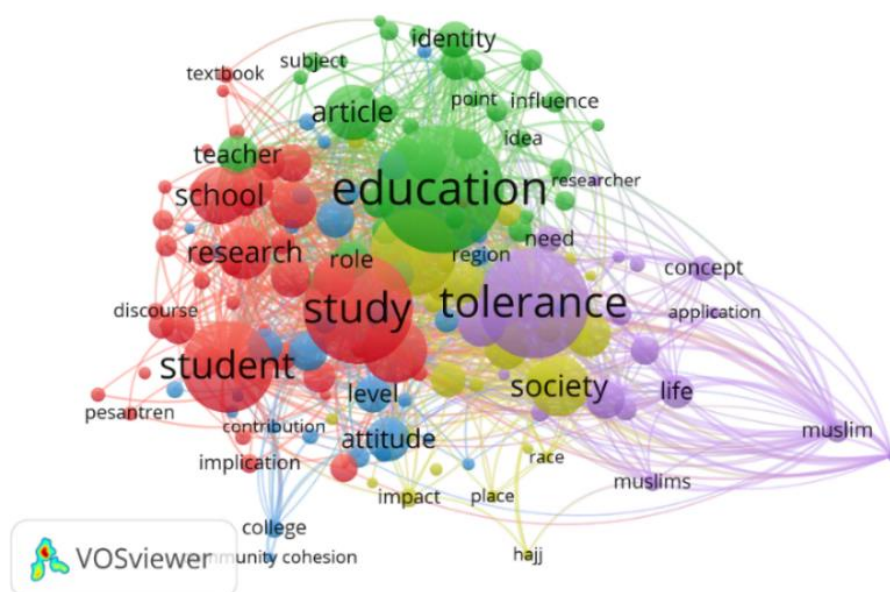
Figure 9. Analysis of Abstracts

A total of 154 terms that are often used in publications related to the topic of religious tolerance were mapped into 5 clusters. The five clusters are presented in a matrix in Table 4.

Table 4. Cluster Analysis of Abstracts

Cluster	Colour	Item
1	Red	1) analysis, 2) Approach, 3) Behavior, 4) Challenge, 5) Conflict, 6) Content, 7) Country, 8) Curriculum, 9) Democracy, 10) Discourse, 11) Diversity, 12) Focus, 13) Implementation 14) Implication, 15)Inclusion 16) Indonesia 17) Institution 18) Islam, 19) Learning 20) Literature 21) Model 22) Multiculturalism 23) Notion 24) Observation 25) *Pesantren* 26) Policy 27) Public School 28) Radicalism 29) Religious Education 30) Religious Moderation 31) Research 32) School 33) Student 34) Study 35) Teaching 36) Term 37) Textbook 38) Turkey 39) Understanding 40) University 41) Value 42) Violence
2	Green	1) Article, 2) Basis 3) Child, 4) Condition, 5)Development, 6) Dialogue, 7) Education, 8) Education System, 9) Experience, 10) Fact, 11)Form, 12) Formation, 13) Freedom, 14) Human Right, 15) Idea, 16) Identity, 17) Importance, 18) Influence, 19) Interest, 20) Issue, 21) Knowledge, 22) Order, 23) Part, 24) Point, 25) Problem, 26) Process, 27) Relation, 28) Right, 29) Role, 30) State, 31) Subject, 32) Teacher, 33) Young Person, 34) Youth
3	Blue	1) Ability, 2) Age, 3) Attitude, 4) Author, 5) Belief, 6) College, 7) Community Cohesion, 8) Context, 9) Contribution,10)Data, 11) Depth Interview, 12) Factor, 13) Government, 14) Interview, 15) Intolerance, 16) Lack, 17) Level, 18) Multicultural Education, 19) Paper, 20) Participant, 21) Question, 22) Questionnaire, 23) Region, 24) Religiosity, 25) Religious Diversity, 26)Respondent, 27)

		Russia, 28) Scale, 29) Social Tolerance, 30) Support, 31) Trust, 32)View, 33)Year.
4	Yellow	1) Addition, 2)Culture, 3)Difference, 4) Discrimination, 5)Equality, 6) Example, 7) Field, 8) Group, 9) Hajj, 10) History, 11) Impact, 12)Individual, 13) Language, 14) Methodology, 15) Nation, 16) Peace, 17) Person, 18) Place, 19) Principle, 20) Race, 21) Religion, 22) Respect, 23) Society, 24) Time, 25) Way, 26) Woman, 27) World
5	Purple	1) Application, 2) Aspect, 3) Community, 4) Concept, 5) Faith, 6) Family, 7) Harmony, 8) Life, 9) Muslim, 10) Need, 11) Perception, 12) Practice, 13) Relationship, 14) Religious Tolerance, 15) Researcher, 16) Tolerance, 17) *Wasatiyyah*.

The information related to the abstract analysis above communicates to readers the topics that still need to be explored further in religious tolerance education. From the network above, there were three dominant clusters: green, purple, and red. The blue and yellow clusters were not as dominant as the previous clusters, so there were still opportunities for research related to religious tolerance education concerning multiculturalism, character education, learning methods or models, or also in the context of universities and culture. Therefore, the abstract is a starting point that is useful to assess whether research can be used as the basis for further research.

5. Discussion
The findings indicate that the number of publications a country produces is one of the leading indicators of a country's research strength. Countries that are active in scientific publications have a higher level of competitiveness in various fields of publications, especially at the international level. They play a role in improving a country's self-esteem through educational quality and science (Subekti, 2015). Universities in countries that produce many scientific publications tend to have a higher prestige (Sowter et al., 2017; Tien et al., 2019). This can increase the appeal for international students and researchers who want to study or work in that country (Koshkin et al., 2017; Shahjahan et al., 2022; Tien et al., 2019). Many scientific publications can also help the country solve local and global problems, as published research can guide policymakers in addressing issues (Suherman et al., 2020).

Many scientific publications on religious tolerance education have essential meaning and impact in the context of education, society, and interfaith reconciliation (Calma, 2010; Zaduqisti et al., 2020). Scientific publications on this topic can improve the understanding of the community and educators about the importance of religious tolerance (Danyathi et al., 2022; Rohmah et al., 2018; Setiyowati, 2021). This can contribute to educating individuals and communities about the values of pluralism, diversity, and interfaith dialogue (Sumarni et al., 2020; Taqwiem, 2017). In addition, the number of publications can provide a better understanding for policymakers about how to integrate religious tolerance education into the educational curriculum and then design educational policies that support the values of tolerance (Alhashmi et al., 2020; Muhtifah et al., 2021). Religious tolerance education policy is a necessity, given that religious tolerance

education is a key element in promoting peace and harmony between religions (Abell et al., 2015).

Scientific publications can also better understand how interfaith conflict can be prevented and resolved through education (Ismail et al., 2021; Naumenko & Naumenko, 2016). The existing research results can provide the community with tools to advocate for better local, regional, and national religious tolerance education (Abduloh et al., 2022; Susilo & Dalimunthe, 2019). This can trigger positive social change in the community while having a global impact in promoting peace, tolerance, and understanding between religions.

Research in the context of tolerance can be a source of inspiration for the international community in addressing issues related to religious tolerance. This requires that every publication be easily searchable and readable to increase readers' visibility. For this, authors should pay attention to several aspects. First, the collaboration of authors in conducting research is vital because, with different backgrounds and expertise, the article acquires a variety of perspectives, knowledge, and skills. This can improve the quality and depth of the information presented in the article (Julia, Supriatna, et al., 2020) hence, it is recognised and becomes a reference. Second, is the selection of a good title. In the body of the article, the title is a powerful communication tool to attract readers' attention, communicate the content, and help search engines index. Therefore, choosing an appropriate and effective title and the proper diction is crucial for Search Engine Optimization (SEO)(Almukhtar et al., 2021; Cushman, 2018). Third, relevant keywords are important because it connects articles with similar or relevant topics. This helps to form a network of information within the scientific literature or in the online world, allowing readers to find other sources related to the topics they are interested in (J. Wang et al., 2020; R. Wang et al., 2015). Fourth, writing an abstract that is concise, accurate, and focused on the five components of the abstract, namely the problem, objectives, methods, findings, and conclusions, as well as the choice of good discussion, is important to note because it can guide readers to understand the meaning of the research results in a broader context (Ali & Watson, 2016).

6. Conclusion

Through a bibliometric study carried out in four stages starting from a bibliographic search from the Scopus data base; bibliographic filtering, examining and refining meta data and analysing 7 aspects which became key findings including; publication trend analysis; analysis of the number of publications based on mapping of each country; analysis of citations in publications in each country; collaboration of authors; analysis of article titles; keyword analysis; and abstract analysis, then this study concludes two things. First, although the number of publications on religious tolerance has tended to increase from 2013 to 2022, this increase needs to be accompanied by an increase in impact and recognition from other academics. This necessitates the importance of collaboration between authors from different disciplines, institutions, or countries in producing high-quality publications because they have acquired a variety of perspectives, knowledge, and skills from the authors' different perspectives. Second: In the review of the trend analysis of the titles, keywords, and abstracts of research on religious tolerance education, the mapping shows that there is still a lack of

research on religious tolerance education in the context of learning at universities and primary education, including how practical learning models can be implemented. This is a new field of research and an opportunity to increase the number of publications related to the development of research on religious tolerance education in the context of learning.

7. Limitation
This study is limited to the database used, which is only Scopus, and focuses on the topic of religious tolerance education with bibliographic analysis using the VOSviewer software. This study opens up opportunities for other topics by using database publishers that are quite popular, such as Taylor & Francis, Sage, or other relevant databases.

8. Suggestion
8.1. For Researchers
Collaboration between authors from different disciplines in the field of religious tolerance research is a necessity that needs to be improved. This is because religious tolerance is not only about dogmatic beliefs, but also about a community's social and cultural diversity. It will allow different perspectives from different backgrounds to complement and improve ideas in publications on the topic of religious tolerance education. The standard APA journal article reporting style can be a reference for authors on the style of writing abstracts, both in quantitative and qualitative research.

8.2. For Education Practitioner
The results of this research provide direction on the importance of promoting the values of tolerance, especially religious tolerance, through the learning process in the context of a multicultural and multireligious society as a strengthening of character education at both primary, secondary and tertiary education levels.

9. Declare of competing interest
The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

10. Acknowledgment

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