## SURAT TUGAS

Nomor: 138 /AU.00.02/USAKTI/FTSP-DEK/II/2026

Dasar : 1. Kewajiban dosen dalam merencanakan dan melaksanakan kinerja terkait bidang Pendidikan dan Pengajaran, Pengabdian kepada Masyarakat, Penelitian dan Publikasi dan Manajemen Administrasi.

2. Surat dari Ketua Jurusan Arsitektur Nomor : 028/AU.00.02/Ars.Usakti/I/2026 tanggal 29 Januari 2026 Perihal Permohonan Surat Tugas Publikasi.

Dekan Fakultas Teknik Sipil dan Perencanaan Universitas Trisakti dengan ini:

## MENUGASKAN

Kepada Yth. : Muhammad Zulfadhli
Laely Farokhah
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Untuk : Sebagai penulis Jurnal Wawasan Pengembangan Pendidikan Vol 13. 02 (September)
P-ISSN 2580 – 2267
E-ISSN 2722 – 0435

Judul Artikel : *A Bibliometric Review of Research Developments on Writing Instructional Materials in Indonesian Language Learning at The Higher Education Level.*

Link Jurnal : https://ejournal.undaris.ac.id/index.php/waspada.

Waktu : Semester Gasal Tahun Akademik 2025/2026

Demikian surat tugas ini diberikan untuk dilaksanakan dengan sebaik-baiknya dan penuh tanggung jawab serta melaporkan hasilnya kepada Dekan melalui Wakil Dekan I.

Jakarta, 13 Februari 2026
Dekan

Dr. Ir. Mohammad Ischak, MT.

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Lampiran : 1 bundel
Perihal : Surat Tugas Publikasi

Kepada Yth.
**Bapak Dr. Ir. Mohammad Ischak, M.T.**
Dekan Fakultas Teknik Sipil dan Perencanaan
Universitas Trisakti
di tempat

Dengan hormat,

Sehubungan dengan publikasi karya ilmiah Dosen Jurusan Arsitektur FTSP Universitas Trisakti yang telah terbit sebagai berikut:

Judul artikel : *A Bibliometric Review of Research Developments on Writing Instructional Materials in Indonesian Language Learning at The Higher Education Level*

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*E-ISSN 2722 - 0435*

Link Jurnal : https://ejournal.undaris.ac.id/index.php/waspada

Untuk itu kami mengajukan permohonan penerbitan surat tugas Dekan untuk dosen tersebut yang akan dipakai sebagai laporan BKD.

Demikian usulan Surat Tugas Dekan ini kami usulkan. Atas perhatian Bapak, kami ucapkan terima kasih.

Program Studi Sarjana Arsitektur
FTSP Universitas Trisakti,
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# A Bibliometric Review of Research Developments on Writing Instructional Materials in Indonesian Language Learning at The Higher Education Level

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### Abstrak

*Penelitian ini bertujuan untuk menganalisis tren penelitian tentang materi pembelajaran keterampilan menulis dalam pembelajaran bahasa Indonesia di perguruan tinggi melalui analisis bibliometrik menggunakan perangkat lunak VOSviewer. Penelitian ini menggunakan metode analisis bibliometrik. Data diperoleh melalui Publish or Perish untuk mendapatkan metadata yang bersumber dari Google Scholar antara tahun 2010 dan 2025. Selanjutnya, data dianalisis berdasarkan indikator kuantitas, kualitas, dan struktur menggunakan aplikasi VOSviewer. Hasil penelitian menunjukkan bahwa sejak tahun 2015 hingga 2025, tren penelitian tentang materi pembelajaran keterampilan menulis dalam pembelajaran bahasa Indonesia di perguruan tinggi mengalami peningkatan yang signifikan. Meskipun pada tahun 2022 dan 2025 terjadi penurunan. Visualisasi jaringan melalui VOSviewer menunjukkan bahwa istilah yang paling sering muncul adalah bahasa Indonesia, materi pembelajaran, mahasiswa, dan universitas, sementara penelitian yang secara khusus membahas materi pembelajaran menulis dalam pembelajaran bahasa Indonesia masih sangat terbatas. Artikel dengan sitasi tertinggi menekankan pada media pembelajaran dan bahan ajar bahasa secara umum. Temuan ini menunjukkan adanya kesenjangan penelitian sekaligus peluang bagi penelitian di masa depan untuk mengembangkan materi ajar tentang topik menulis yang lebih inovatif dan relevan dengan kebutuhan pembelajaran bahasa Indonesia di pendidikan tinggi..*

*Kata kunci : Bibliometrik, Pembelajaran Bahasa Indonesia, Materi Pembelajaran, Tren, VOSviewer*

### Abstract

This study aims to analyze research trends on writing skills learning materials in Indonesian language learning in higher education through bibliometric analysis using VOSviewer software. This study uses a bibliometric analysis method. Data were obtained through Publish or Perish to obtain metadata sourced from Google Scholar between 2010 and 2025. Furthermore, the data were analyzed based on quantity, quality, and structure indicators using the VOSviewer. The results show that from 2015 to 2025, research trends on writing skills learning materials in Indonesian language learning in higher education experienced a significant increase. Although in 2022 and 2025 there was a decline. Network visualization through VOSviewer shows that the most frequently appearing terms are Indonesian language, learning material, student, and university, while research specifically discussing writing learning materials in Indonesian language learning is still very limited. Articles with the highest citations emphasize learning media and language teaching materials in general. These findings indicate a research gap as well as an opportunity for further research to develop teaching materials on writing topics that are more innovative and relevant to the needs of Indonesian language learning in higher education.

Keywords: Bibliometrics, Indonesian Language Learning, Learning Materials, Trends, VOSviewer

## INTRODUCTION

Learning materials are one of the main elements that play an important role in the learning process of Indonesian language courses at university. Learning materials are components that are closely interrelated with the content of each subject and must be relevant to learning objectives, student characteristics, and learning strategies (Suparman,

2012). The availability of teaching materials can support the learning process to achieve student competence. In line (Dick & Carey, 1985), teaching materials are anything that teachers use to give to students in order to achieve certain competencies or abilities. To achieve learning acquisition, content is needed which is usually in the form of records of knowledge written in textbooks, references, or other materials relevant to student needs (Kasihani, 2007) There were types of learning materials, such as printed learning materials, listening learning materials or audio programs, listening learning materials (audio visual, and interactive learning materials which are a combination of two or more learning materials (audio, text, graphics, images, animation, and video) (Prastowo, 2011).

Along with research trends, learning materials have become one of the research topics that are widely researched by researchers. This can be seen from the large number of scientific articles published that discuss the topic of open materials. Moreover, the development of current research trends has been widely examined by researchers. One of the analytical methods used to describe research trends is bibliometric analysis. The term bibliometric was first used by Pritchard in 1969. According to Pritchard, bibliometrics can be understood as the application of mathematical and statistical methods in analyzing books and other communication media. Bibliometrics is also a quantitative analysis of written documents that are often used to analyze scientific publications (Waltman & Noyons, 2018). In addition, bibliometrics is the study of the relationship of numbers and patterns in bibliographic data and their use, for example the number of papers, literature growth, and library and database usage patterns (Chellappandi & Vijayakumar, 2018) The bibliometric scope includes the relationship between the growth in the number of literature papers and the pattern of library database use (Chellappandi & Vijayakumar, 2018). Bibliometrics is a method for studying and analyzing a lot of scientific data (Donthu, 2021). This method provides great benefits for computerized data processing and has been shown to increase the number of publications over the past few years (Ellegaard & Wallin, 2015).

Previous studies have been conducted on bibliometric analysis, especially on Indonesian language learning at university, such as research on bibliometric analysis of the development of research on Indonesian language learning as a second language (Prihatini, 2023) and Bibliometric Studies on Writing Learning in Language Education from 2011 to 2020 (Mustopa, Julia, & Djuanda, 2021). However, bibliometric analysis of research trends on writing-related learning materials in Indonesian language learning at universities is still relatively limited, especially within the last ten years. Therefore, this study aims to analyze these trends by utilizing a bibliometric approach using VOSviewer software. The novelty of this study includes: (i) presenting an analysis of research trends on writing-related learning materials in Indonesian language learning at universities, and (ii) contributing to providing direction and ideas for future research.

## METHODS

This study uses a bibliometric analysis method by utilizing published article data to examine research trends regarding learning materials on the topic of writing in Indonesian language learning in higher education. The research stages include: (1) designing research for bibliometric analysis, (2) collecting publication data related to learning materials on the topic of writing in Indonesian language learning in higher education through the Publish or Perish application, (3) processing bibliometric data by compiling publication data using Microsoft Excel and mapping the data computationally using VOSviewer, and (4) analyzing the mapping results and interpreting the research findings.

The initial step in this research was to formulate the research question: What are the research trends related to writing skills learning materials in Indonesian language learning in higher education from 2013 to 2023? Research data in the form of articles were collected from Google Scholar using the Publish or Perish software. The search was conducted using a combination of the keywords "learning materials" AND "Indonesian language learning" AND "writing topics" AND "university." The articles studied were published between 2015 and 2025. The search results from Publish or Perish were exported in two formats: Research Information System (.ris) and Comma Separated Values (.csv). Data in CSV format was processed using Microsoft Excel for classification based on

publication year, while data in RIS format was analyzed using VOSviewer to map research trends. The output from VOSviewer and Microsoft Excel was then interpreted to obtain an overview of the research findings. Further explanation regarding the use of VOSviewer refers to the research of Al Husaeni and Nandiyanto (2021).

## RESULTS AND DISCUSSION

Based on the search results in the Google Scholar database using the keywords 'learning materials' AND 'Indonesian language learning' AND 'writing topics' AND 'university', 500 articles were obtained. After selecting the metadata according to the publication year criteria, the final total number of articles used for analysis was 490. The total number of citations for all articles published in this study was 3,523. The average number of citations per year was 352.30, while the average number of citations per article was 49.77. The overall H-index value for the articles was 70, while the G-index value was 119 (see Table 1).

Table 1. Citation metrics.

| Indicator | Value |
|---|---|
| Publication years | 2015–2025 |
| Citation years | 10 (2015–2025) |
| Papers | 500 |
| Citations | 3523 |
| Cites/year | 352.30 |
| Cites/paper | 7.05 |
| Cites/author | 1798.92 |
| Papers/author | 260.88 |
| Authors/paper | 2.46 |
| h-index | 28 |
| g-index | 46 |
| hI-norm | 19 |
| hI-annual | 1.90 |
| hA-index | 13 |
| Papers with ACC ≥ 1,2,5,10,20 | 220, 132, 55, 20, 6 |

Data from Google Scholar is categorized by publication year to identify research trends (see Figure 1). In 2015, the number of articles published in Google Scholar-indexed journals was recorded at 10. This number remained the same in 2016 with 10 articles. Furthermore, in 2017, publications increased to 21 articles, then rose significantly in 2018 with 37 articles, and increased again in 2019 to 49 articles. The increase in the number of publications continued in 2020 with 60 articles, although in 2021 there was a slight decrease to 56 articles. The downward trend continued in 2022 with the number of publications reaching 45 articles. However, A significant spike occurred in 2023, with 79 articles published. This trend continued into 2024, when the number reached its highest level, at 86. However, publications declined again in 2025 to 37 articles. Based on this pattern, it can be concluded that the research trend on writing teaching materials for Indonesian language learning in higher education experienced a consistent increase from 2015 to 2020, decreased in 2021–2022, then surged sharply in 2023–2024, before finally declining again in 2025. This decline in 2025 was likely due to the time of data collection which was carried out in August 2025, so it is very likely that the number of publications in that year will still increase.
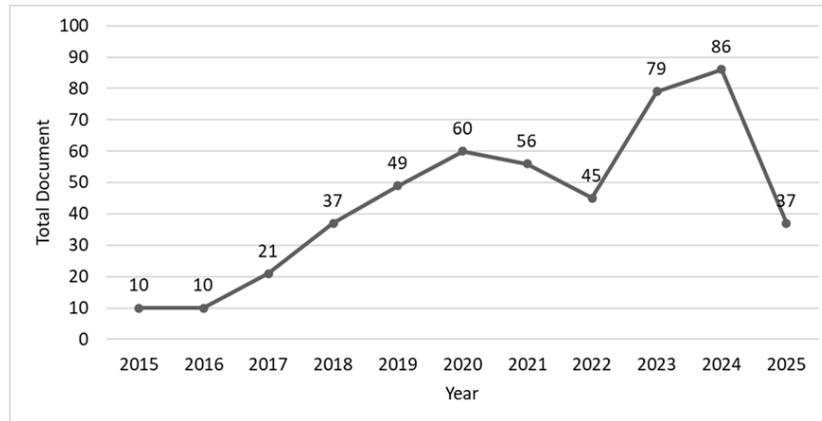
Figure 1. Research Trends on Writing Topics in Indonesian Language Learning in Higher Education.

Based on the results of computational mapping, 64 items were found and divided into 5 clusters shown in Figure 2. Based on the classified clusters, there is a relationship for each term. Network visualization is shown in Figures 3 and 4. Figure 3 shows that research on Indonesian language learning materials during the 2015–2025 period is dominated by the term "Indonesian language" which has an occurrence value of 264, connected to 153 other items with a strength of 1636, which is closely related to keywords such as student which has an occurrence value of 158, connected to 63 other items with a strength of 871, learning material which has an occurrence value of 134, connected to 63 other items with a strength of 650, development which has an occurrence value of 105, connected to 60 other items with a strength of 472, and university which has an occurrence value of 63, connected to 58 other items with a strength of 322. This map forms six main clusters, focusing on several open materials and learning media, Indonesian language learning for Foreign Speakers, and the role of universities in and academics.
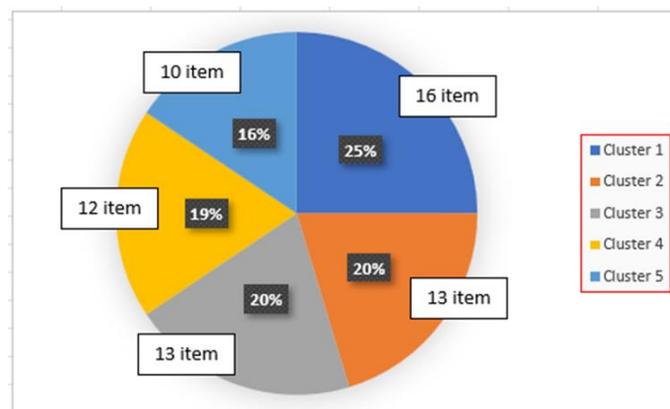


Figure 2. Topic area of research trends of learning material of Indonesia language in university.

As previously explained, to obtain a visualization of the topic area, computational mapping through VOSviewer was used to depict the topic area of the writing learning material in Indonesian language learning at university. Based on the mapping results, 64 items were found which were then collected into five main clusters, namely:

(i) Cluster 1 consists of 16 items marked in red. These items include: Addition, analysis, aspect, bipa, development, effort, foreig speaker, foreign student, Indonesia, Indonesian, Indonesian language course, Indonesia language skill, language, learner, speaker, and university.

(ii) Cluster 2 consists of 13 items marked in green. These items include: Ablity, activity, data, form, Indonesian language suject, Indonesian language teacher, model, outcome, problem, student, teacher, text, and time.

(iii) Cluster 3 consists of 13 items marked in blue. These items include: Application, Indonesia language, learning, learning material, level, media, medium, pandemic, project, research, teaching, use, and writer.

(iv) Cluster 4 consists of 12 items marked in yellow. These items include: Curriculum, effectiveness, elementary school, implementation, Indonesian language learning, process, researcher, school, study, subject, writing, and writing skill.

(v) Cluster 5 consists of 10 items marked in purple. These items include: Effect, Indonesian language teaching material, language skill, lecturer, literature, local wisdom, need, reading, skill, and teaching material.



Figure 3. Network visualization of research trends of learning material of Indonesia language in university.



Figure 4. Network visualization of learning material

The top ten articles based on the number of citations mostly discuss language learning media, language skills, and cultural integration in learning. Darmuki et al.'s (2017)

article with the highest number of citations (245) emphasizes the evaluation of an information-processing-based cooperative learning model for speaking skills. This indicates that speaking skills remain a primary concern in language research, in contrast to the limited focus on writing skills. Furthermore, research by Saddhono (2015, 2018) and Suparsa et al. (2017) largely discusses Indonesian language learning for non-native speakers, emphasizing cultural integration as a crucial component of successful language learning. This research demonstrates a strong trend that cultural and social dimensions contribute significantly to Indonesian language teaching in higher education.

These findings indicate that research on language learning media has been a major focus of research trends from 2015 to 2021. This finding is supported by previous research showing that multimedia is effective in Indonesian language learning at universities (Praheto, 2020). However, only one out of ten articles related to teaching materials in language learning at universities (Winarni et al., 2021; Abdulkarim et al., 2020). These results indicate that teaching materials have also been studied by several previous studies. Teaching materials such as Indonesian language textbooks are considered suitable for use by students (Febriana & Afrianti, 2021).

Based on the analysis, several terms frequently appeared, namely Indonesian language, learning material, student, and university. First, the term "student" relates to the learning outcomes students achieve during the learning process. This term is also closely related to skills, writing skills, and learning. In higher education, students require various skills, one of which is Indonesian language skills, which include reading, writing, speaking, and listening. Among these skills, writing is a crucial skill that supports students in completing academic assignments. However, research shows that students' writing skills are still relatively low, especially in scientific writing (Heriyudananta, 2021; Nirwana & Ruspa, 2021; Widodo et al., 2020). These low writing skills are inseparable from a weak reading culture, low motivation, and limited references, which make it difficult for students to write articles (Yanti et al., 2018).

Second, the term "learning materials" relates to language skills, universities, and learning needs. The availability of appropriate teaching materials is a crucial factor in improving the quality of Indonesian language learning in higher education. Indonesian itself serves as a guideline for composing and using good and correct language structures in academic communication (Purnamasari & Hartono, 2023). Therefore, Indonesian language learning needs to be well-designed, one way of doing this is by providing relevant teaching materials. Several studies have shown that developed teaching materials, both in the form of textbooks and modules, have proven effective in supporting student learning at universities (Firman et al., 2021; Rut et al., 2022; Solehun et al., 2017; Wati, 2017).

Third, the term "Indonesian language" relates to teachers, learning, and the academic context. Research by Aryanika (2015) found that some lecturers at eight universities in Jakarta still use traditional teaching methods that tend to be less suited to student needs. Similarly, Firman et al. (2020) emphasized that one of the obstacles to Indonesian language learning at universities is the limited availability of teaching materials, especially modules that students can use independently.

Fourth, the term "university" indicates the primary context of the research, namely higher education as a space for implementing Indonesian language learning. Although the term "learning materials" in the context of Indonesian language learning is not widely used in the 10 most cited articles, previous research provides a strong foundation for the development of teaching materials, particularly those focused on writing skills. Various studies have discussed the development of Indonesian language teaching materials in higher education (Firman et al., 2021; Rut et al., 2022; Solehun et al., 2017; Wati, 2017), including Indonesian language modules (Pande et al., 2020; Setiadi & Yuwita, 2020; Subekti et al., 2016) and e-modules for Indonesian language learning (Budiarti & Riwanto, 2021; Diana & Wirawati, 2021; Oktavia, 2021; Sa'diyah, 2021). However, studies specifically discussing the development of learning materials on writing topics in Indonesian language learning at universities are still very limited.

## CONCLUSION

The findings of this study indicate that the research trend regarding teaching materials on the topic of writing in Indonesian language learning in higher education has experienced quite significant and dynamic development. From 2013 to 2020, the number of publications increased significantly, but thereafter there was a decline in the period 2021–2023. Network visualization analysis also shows that terms frequently appearing in research include Indonesian language, learning material, student, and university. However, research that focuses on open material related to the topic of writing in Indonesian language learning in higher education is still limited. The focus of research with the highest citations is more on learning media and language teaching materials in general, so the aspect of writing teaching materials has not been explored in depth.

This study has several limitations, including the limited data scope of Google Scholar search results, which likely means there are still relevant studies in other databases that have not been accommodated. Furthermore, the bibliometric analysis was only able to map trends and keywords, but did not qualitatively explore the quality of the content of each publication. Therefore, further research needs to expand the scope of data sources through various international databases, deepen qualitative analysis of research content, and develop studies on writing teaching materials in Indonesian language learning in higher education. These steps are crucial for enriching the literature, contributing to new research, and producing relevant teaching materials to improve students' writing skills at the university level.

## ACKNOWLEDGMENTS

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