

Bibliometric Analysis of Research Trends in Habituation-Based Programs to Enhance Moral Education in Primary Schools

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Abstract: This bibliometric study investigates research trends in habituation-based programs designed to enhance moral education in primary schools. Using Dimensions AI as the primary database, supported by VOSviewer for visualization, the study analyzed 2016–2025 publications based on thematic keywords such as character, behavior, responsibility, and religious character. The results show a notable rise in publications since 2019, peaking in 2022, largely contributed by Indonesian scholars and journals. Dominant disciplines include Education and Philosophy/Religious Studies, reflecting the pedagogical and ethical foundations of habituation practices. Keyword analysis revealed strong focus on character formation, behavioral transformation, and the integration of moral values into daily school routines. Overlay visualization indicated a shift toward 21st-century skills and digital habituation, while density mapping highlighted underexplored areas such as multicultural values and virtual learning. The study identified key contributors, top journals, and keyword networks, revealing a dynamic yet uneven landscape in the academic exploration of habituation. Although substantial progress has been made, gaps remain in addressing pluralistic, secular, and technological contexts. Thus, future research should promote interdisciplinary collaboration, contextual adaptability, and broader international dissemination. By offering a comprehensive research map, this study contributes to the development of reflective, sustainable, and evidence-based moral education strategies that go beyond formal instruction and embed values through habitual practice.

Keywords: Behavior; Character; Elementary school; Religious character; Responsibility

Introduction

Education serves not only to transfer knowledge and skills but also plays a crucial role in shaping students' character and moral values (Arifuddin, 2019; Wulandari & Fauzi, 2021). In the context of primary education, moral education forms the foundation for building a child's holistic personality (Cahyanto et al., 2022; Ixfina & Rohma, 2025). Values such as honesty, responsibility, empathy, politeness, and discipline are essential components that must be instilled from an early age, as the primary school years represent a critical

phase in the formation of attitudes and behaviors that will carry into adulthood (Ali et al., 2024; Anggraini et al., 2021; Miftakhuddin, 2020; I. N. Safitri & Wiranti, 2025; Surya et al., 2021; Uge et al., 2022; Yusutria & Sutarman, 2021). Hence, moral education should not be regarded as a complementary element but as the core of the entire educational process at the primary level.

One widely adopted approach to strengthening moral education in primary schools is the habituation-based program (Hardiansyah et al., 2021; Marlinawati et al., 2022; Maryana et al., 2023; Nurbaiti et al., 2020). This program emphasizes the consistent repetition of positive

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behaviors until they become reflective habits embedded in students' daily lives (Mutakin, 2014; Oktovianti et al., 2024). Examples include the practice of greeting others, praying before and after lessons, maintaining classroom cleanliness, queuing in an orderly manner, and showing respect to teachers and peers (Yusutria & Sutarman, 2021). This approach is believed to foster the natural internalization of moral values, rather than relying solely on lectures or verbal advice (Febrian & Harmanto, 2021; Firdausi et al., 2023; Rahmatika et al., 2024; Wardana & Rahmawati, 2024).

In Indonesia, the habituation approach to moral education has received particular attention in educational policy, as reflected in programs such as the Strengthening Character Education (PPK) initiative and the mainstreaming of the Pancasila Student Profile in the Merdeka Curriculum (Aini et al., 2024; Asen, 2019; Quraisy, 2021; Rudiawan et al., 2022). However, despite widespread implementation in schools, in-depth and systematic academic studies on the effectiveness, developmental trends, and theoretical underpinnings of such programs remain fragmented. Many studies remain localized, limited to case studies, and do not contribute to a thematic mapping that could offer a comprehensive picture of research development in this area.

This situation reflects a gap between field practice and academic inquiry. The lack of a comprehensive review of research trends on habituation-based programs makes it difficult for stakeholders—researchers, educators, and policymakers—to develop evidence-based strategies for moral education. Moreover, the absence of a complete mapping of scholarly, institutional, and national contributions to the conceptual development of these programs limits opportunities for collaboration and the advancement of scientific capacity.

In an increasingly complex educational era marked by moral challenges, the urgency to understand and develop effective approaches to character education is more pressing than ever (Oktori, 2019; Prasetyawati, 2017; Wulandari & Fauzi, 2021, 2021a). Instances of moral decline—such as bullying, intolerance, social media misuse, and low levels of empathy among children—highlight that moral education must go beyond formalities (Khoeron et al., 2024; Risdianto et al., 2020; Said, 2017; Setiawan & Utomo, 2024; Sieben-Aduful et al., 2025). What is needed are grounded, consistent, and internalized approaches in children's daily lives—and this is where the importance of habituation-based programs lies.

Given the significance of this issue, this article aims to explore research trends related to habituation-based moral education programs in primary schools by analyzing recent academic publications. This study

seeks to answer key questions: To what extent has the academic community engaged with this topic? What dominant themes have emerged? Who are the key contributors in this field? And what research gaps remain to be addressed? By examining these trends, the study hopes to identify common patterns, conceptual developments, and the current directions of research concerning habituation as a moral education strategy.

The outcomes of this exploration are expected to provide not only theoretical contributions to the field of moral education but also practical insights for primary schools in designing and strengthening habit-based character programs. Additionally, this mapping could stimulate the development of more focused and contextually relevant research that has a tangible impact on the formation of a morally grounded future generation.

Method

This study employed a descriptive bibliometric approach to examine and map research trends related to habituation-based programs for strengthening moral education in primary schools. Bibliometric analysis was chosen because it provides a comprehensive overview of the development of a scientific topic by examining publications, author networks, dominant keywords, and citation patterns.

The primary data source was Dimensions AI (<https://www.dimensions.ai>), a scientific database that offers access to publication records, citation data, research funding information, and academic analytics. This platform was considered relevant due to its extensive international coverage, flexible search system, and capabilities for data export and visualization.

Article searches were conducted using the keyword "Program Berbasis Pembiasaan untuk Penguatan Pendidikan Moral di Sekolah Dasar" and its English equivalent, "Habituation-Based Program for Strengthening Moral Education in Primary Schools." To capture a broader range of relevant results, additional terms such as "character education," "habit formation," and "moral habituation" were also used. The publication year range was limited to 2016–2025 to cover the latest developments over the past decade.

The inclusion criteria focused on indexed scholarly journal articles that discussed habituation programs in the context of moral education at the primary school level. The collected data were exported in CSV format and analyzed using the analytic features of Dimensions AI, along with supplementary software, VOSviewer, to map keyword co-occurrence and author collaboration networks.

The indicators analyzed included: the number of publications per year, geographic distribution of publication origins, most productive authors and institutions, most cited articles, and thematic mapping based on keyword co-occurrence.

Result and Discussion

Annual Publication Trends (2016–2025)

The analysis of annual publication trends reveals a significant increase in the number of scientific articles discussing habituation-based programs for strengthening moral education in primary schools between 2016 and 2025. In 2016, the number of publications relevant to this topic was relatively low, with fewer than 100 entries. However, from 2017 to 2021, the trend shows a steady rise, reaching its peak in 2022. Specifically, the year 2019 recorded approximately 180 publications, which increased to more than 240 in 2020. A sharp surge occurred in 2021, with over 310 publications, culminating in nearly 480 publications in 2022 as identified in the Dimensions AI database.

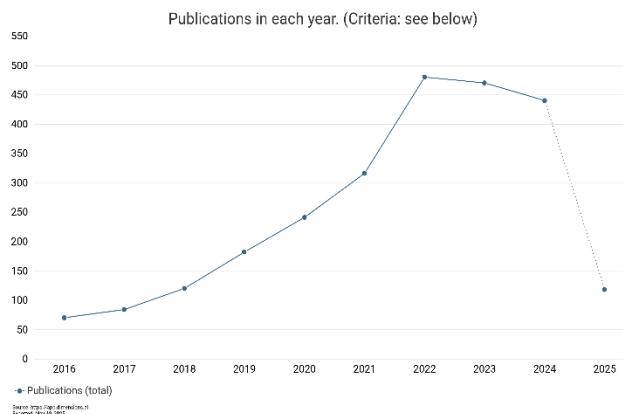


Figure 1. Research Trend on Habituation-Based Moral Education in Primary Schools

Although the trend remained high in 2023 and 2024, with approximately 470 and 440 publications respectively, a significant drop was observed in 2025. This decline is likely not due to a decrease in academic interest, but rather a result of the data collection period, which took place in mid-2025. In other words, the 2025 data do not fully represent the entire year's output and may continue to increase by the end of the year.

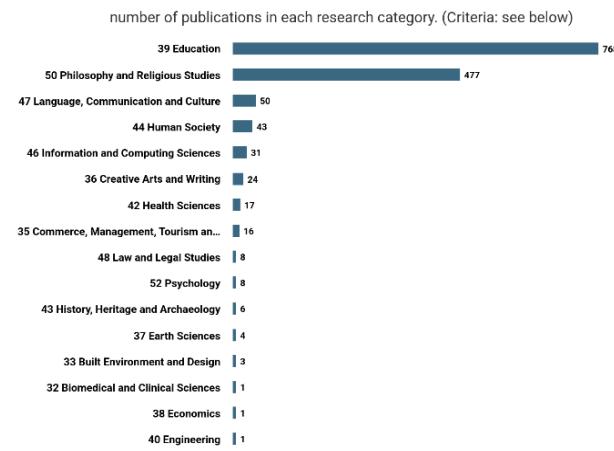
The upward trend in publications over the past decade indicates that habituation-based moral education is gaining increasing attention among scholars, particularly within the context of primary education. This growth also reflects a growing sense of urgency regarding issues of student character and morality amid complex social dynamics, as well as

responses to national policies such as the Strengthening Character Education (PPK) initiative (Chrisyaran & Yasa, 2018; Pramita & Listyaningsih, 2021) and the Pancasila Student Profile (Kusuma, 2023; Nurhantara & Utami, 2023; Randy & Suciptaningsih, 2024). Furthermore, the surge in publications may also be associated with a shift in educational approaches toward transformative and humanistic values that emphasize character formation through real-life practices in students' daily experiences.

Overall, this trend signals positively that habituation-based approaches in moral education are not only being implemented in the field but are also increasingly becoming the focus of recognized academic research within both national and global scholarly communities.

Disciplinary Categories of Publications

The analysis of publication categorization by academic discipline indicates that the topic of Habituation-Based Programs for Strengthening Moral Education in Primary Schools is primarily dominated by two major categories: Education, and Philosophy and Religious Studies. The Education category holds the top position with a total of 768 publications, followed by Philosophy and Religious Studies with 477 publications. The dominance of these two categories reflects that the issue of habituation in moral education is not only of concern to educational practitioners but also serves as a subject of philosophical reflection and religious value-based inquiry within academic discourse.



Source: <https://app.dimensions.ai>
Exported: May 10, 2025
Criteria: Program Berbasis Pembelaan untuk Penguanan Pendidikan Moral di Sekolah Dasar in full data.

Figure 2. Dominant Disciplinary Categories in Habituation-Based Moral Education Research in Primary Schools

The Education category consistently includes publications discussing pedagogical strategies, curriculum development, and the evaluation of habituation programs implemented in primary school

settings. Many studies in this category focus on themes such as the integration of moral values into teaching and learning activities (Muslim & Ranam, 2020; Prihatmojo & Badawi, 2020; Sabri & Santoso, 2024; Yulisabri & Santoso, 2024), participatory approaches by teachers in shaping student habits (Abidah et al., 2022; Faiz & Purwati, 2022; Ikhlas, 2024; Syam & Santaria, 2020), and the school's role in fostering a supportive moral environment (Abdillah, 2020; Fernanda & Wahyuni, 2024). Meanwhile, the inclusion of this topic within the Philosophy and Religious Studies category indicates that habituation-based moral education is also examined from the perspectives of normative ethics, educational theology, and spiritual values related to early childhood character development (Al Imron et al., 2025; Andrian, 2024; Rumbay et al., 2021; Yusri et al., 2024).

In addition to these two main categories, there are also contributions from other fields, though in smaller numbers. For example, Language, Communication and Culture (50 publications), Human Society (43 publications), and Information and Computing Sciences (31 publications). These categories suggest that the approach to habituation-based moral education also involves socio-cultural and information technology dimensions, particularly in the context of implementing digital character education programs, moral communication in classroom settings, and community roles in reinforcing positive habits beyond school boundaries (Murtopo et al., 2023; Rahmawati, 2020; Saputra, 2020).

This interdisciplinary distribution reinforces the idea that moral education cannot be separated from various aspects of human life. Therefore, a holistic approach—combining educational sciences, philosophy, and sociocultural insights—is essential for understanding, developing, and evaluating the effectiveness of habituation programs in shaping the character of children at the primary school level.

Most Productive Journals

An analysis of publication sources reveals that the largest contributions to the study of habituation-based moral education in primary schools originate from various indexed national journals, particularly those focused on education. The ten most productive journals are predominantly from Indonesia, highlighting that this issue is a major area of interest within the local academic context. The journal with the highest number of publications is *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, which has published 90 articles and accumulated a total of 700 citations. This is followed by *Jurnal Basicedu* with 84 publications and 786 citations, and *EDUKATIF: Jurnal Ilmu Pendidikan* with 52 publications and 227 citations.

The prominence of these journals as primary outlets for disseminating research indicates that the topic of moral education is closely linked to early childhood and primary education—domains that are indeed the main focus of these journals (Rahayu et al., 2023; Rogahang et al., 2022). In addition, *Jurnal Pendidikan Karakter* and *Kajian Moral dan Kewarganegaraan* have also made significant contributions, with 39 and 27 publications respectively, demonstrating direct engagement from academic communities that specifically examine character education and civic values.

Tabel 1. Top 10 Indonesian Journals that Publish Research on Moral Education Based on Habits in Elementary Schools

Rank.	Journal Name	Number of Articles	Number of cites
1	<i>Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini</i>	90	700
2	<i>Jurnal Basicedu</i>	84	786
3	<i>EDUKATIF: Jurnal Ilmu Pendidikan</i>	52	227
4	<i>Jurnal Pendidikan Karakter</i>	39	145
5	<i>Kajian Moral dan Kewarganegaraan</i>	27	108
6	<i>Jurnal Iqra': Kajian Ilmu Pendidikan</i>	25	99
7	<i>Jurnal Cakrawala Pendidikan</i>	23	215
8	<i>Indonesian Journal of Primary Education</i>	21	87
9	<i>Jurnal Ilmiah Pendidikan Dasar</i>	19	79
10	<i>Jurnal Pendidikan Agama Islam</i>	18	83

The average citation count for articles published in these journals is also relatively high, indicating both the relevance and scientific quality of the research being disseminated. Overall, the distribution of journals reflects an active academic publishing ecosystem in Indonesia that supports the development of theories, practices, and evaluations related to habituation programs in moral education. These journals serve as important references for policymakers, teachers, and researchers in designing habit-based character education approaches for primary schools.

Most Relevant and Frequently Occurring Keywords

Keyword analysis is a crucial aspect of bibliometric studies as it provides insight into thematic focuses, intellectual trends, and the evolving direction of research over time. Based on data mapping from Dimensions AI and its visualization using VOSviewer,

several keywords were identified as the most frequently appearing and directly related to the theme of habituation-based programs for strengthening moral education in primary schools.

Table 2. Top 10 Keyword that relevant on Research on Moral Education Based on Habits in Elementary Schools

Keyword	Occurrences
Character	136
Behavior	65
Responsibility	38
Religious character	33
Elementary school	32
Moral education	29
Habituation	24
School culture	22
Teacher role	19
Profil Pelajar Pancasila	17

The keyword with the highest frequency was "character", appearing 136 times. This indicates that nearly all analyzed publications place character development at the core of habituation programs at the primary school level (Abiyuna & Sapriya, 2018; Asror et al., 2021; Faiz, 2022; Hendrawan et al., 2022; Hudri & Hunainah, 2021; Jaenudin et al., 2024; Marzuqi, 2022; Miskiah, 2019; Siregar et al., 2022; Solekhah & Muhradi, 2025). The term is often associated with expressions such as "character education," "moral character," and "religious character," indicating that habituation targets not only general behavior but also deeper moral and spiritual values.

The keyword "behavior" appeared 65 times, reflecting the focus of many studies on behavioral changes in students as indicators of the success of habituation efforts. Researchers commonly examine how routine school interventions—such as greeting others, praying, maintaining cleanliness, or fulfilling responsibilities—help consistently shape positive behavioral patterns (Bhatnagar, 2022; Lv et al., 2023; Osiesi et al., 2023; Sun et al., 2021; Yeung, 2024). The prominence of this keyword also reinforces the argument that character education must be grounded in practical terms, as demonstrated through observable behavior.

Other notable keywords include "responsibility" (38 occurrences), "religious character" (33), and "elementary school" (32). The term "responsibility" is particularly relevant in moral education, as habituation in schools aims not merely to build mechanical habits but to foster students' sense of accountability toward themselves, others, and their environment (Ananda et

al., 2022; Hafidha & Erfantinni, 2022; Khoiriyah & Sukasih, 2022; Triyani, 2020). Meanwhile, "religious character" indicates that many of the analyzed studies are rooted in religious values, especially in the Indonesian context, where education is culturally and institutionally influenced by religion.

The term "elementary school" affirms the primary focus of the publications, as emphasized in the study's design. This term frequently appears alongside phrases such as "thematic learning," "2013 curriculum," and "Pancasila Student Profile," highlighting the connection between habituation programs and national curriculum policies (Ilmaa et al., 2024; Setiawan & Utomo, 2024; Tejawiani et al., 2023).

The visualization results also revealed strong interrelationships among these keywords, forming distinct thematic clusters. These clusters demonstrate that habituation programs are often studied in an integrative manner, involving character values, instructional models, and students' cultural or religious contexts. This pattern reflects a holistic approach to moral education, where habituation is not merely seen as routine activity but as a medium for value internalization and the development of students' identities.

Thus, the dominant keywords reflect that research on habituation programs in moral education is closely tied to efforts in character formation, positive behavioral change, and the cultivation of responsibility and religiosity from an early age. These findings point toward a strong developmental trend toward value-based, contextual, and practical education in the daily lives of primary school students.

Thematic Network Visualization

Thematic network visualization was conducted using VOSviewer software to analyze the relationships among keywords found in scientific publications related to habituation programs in moral education at the primary school level. Three types of visualizations were used: Network Visualization, Overlay Visualization, and Density Visualization. Each of these provides complementary insights into the thematic focus, temporal dynamics, and research intensity in this field.

Network Visualization

Network visualization presents a map of keyword co-occurrence—keywords that frequently appear together in a single article. The mapping results reveal several major clusters that form thematic networks in this body of research. Each cluster is marked with a different color and represents a major theme in the study of habituation-based moral education.

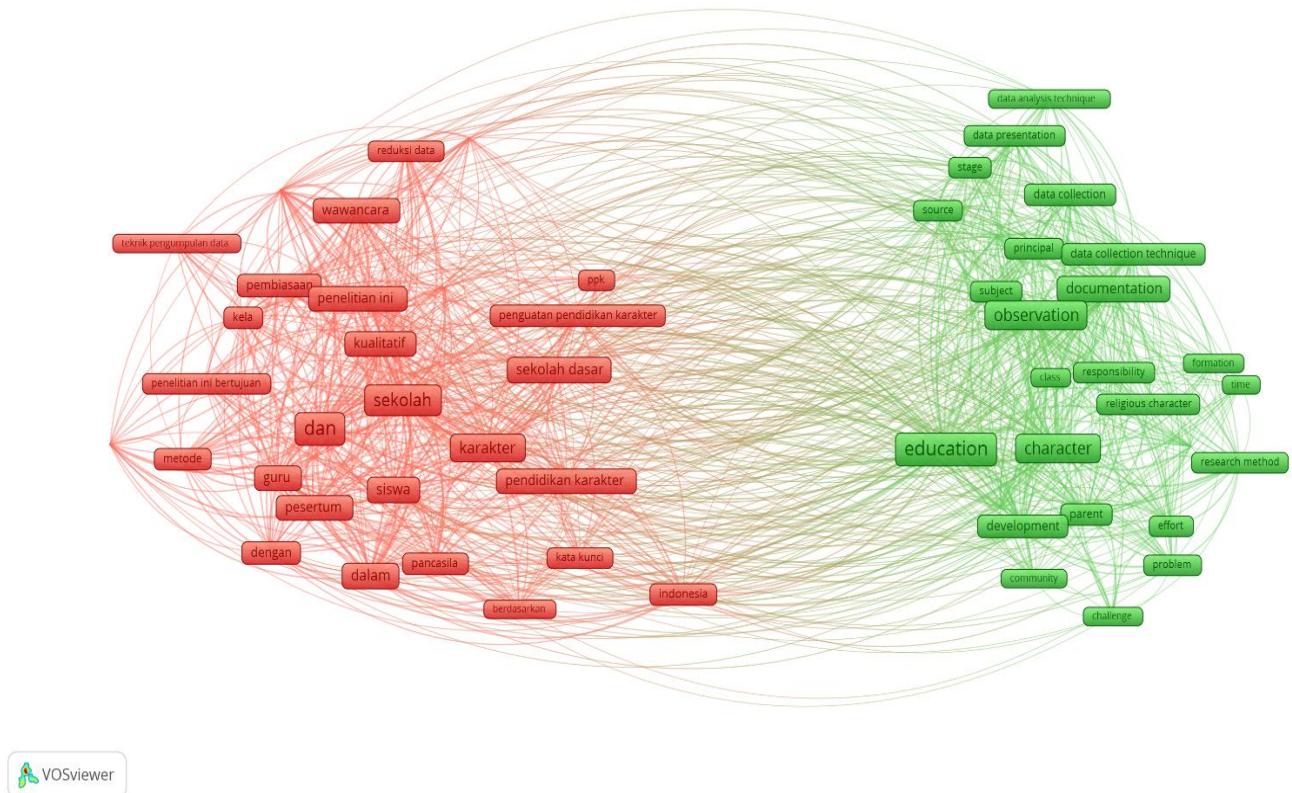


Figure 3. Network Visualization of Trend Research on Moral Education Based on Habits in Elementary Schools

The first cluster (e.g., marked in red) includes keywords such as character, moral education, behavior, responsibility, and elementary school. This indicates that most publications link habituation with character strengthening and behavioral changes among primary school students. This cluster serves as the central focus of the network, as these high-frequency keywords are strongly interconnected.

The second cluster (e.g., marked in green) consists of keywords such as religious character, habituation, culture, Islamic education, and ritual practice. This reflects a trend in studies grounded in religious values, particularly within the context of Islamic education in Indonesia. In this cluster, habituation is seen as a means of internalizing religious values through daily practices such as praying, observing etiquette, and participating in religious rituals.

Smaller clusters include keywords like learning model, thematic learning, school environment, and teacher role. These themes focus more on pedagogical approaches, the role of teachers, and the school as an ecosystem for habituation. This network demonstrates that habituation programs intersect not only with moral education but also with effective teaching strategies and classroom management.

Thus, network visualization reveals that research on moral habituation encompasses a broad scope, integrating character development, religiosity, and pedagogy—with character and behavior at the core of the thematic network.

Overlay Visualization

Overlay visualization adds a temporal dimension to the keyword network by applying color gradients based on the average publication year in which a keyword appears. Blue to purple tones indicate keywords common in earlier publications (2016–2019), while bright yellow to green tones reflects keywords more prominent in recent articles (2022–2025).

The results show that keywords such as character, behavior, and elementary school have been present since the beginning of the analysis period, suggesting that these themes have long been foundational in this research area. However, in the past two to three years, newer keywords such as Pancasila Student Profile, 21st century skills, learning environment, and digital habituation—marked in bright yellow—have emerged. This shift indicates a growing focus on character development aligned with 21st-century competencies and a response to recent national policies such as the implementation of the Merdeka Curriculum.

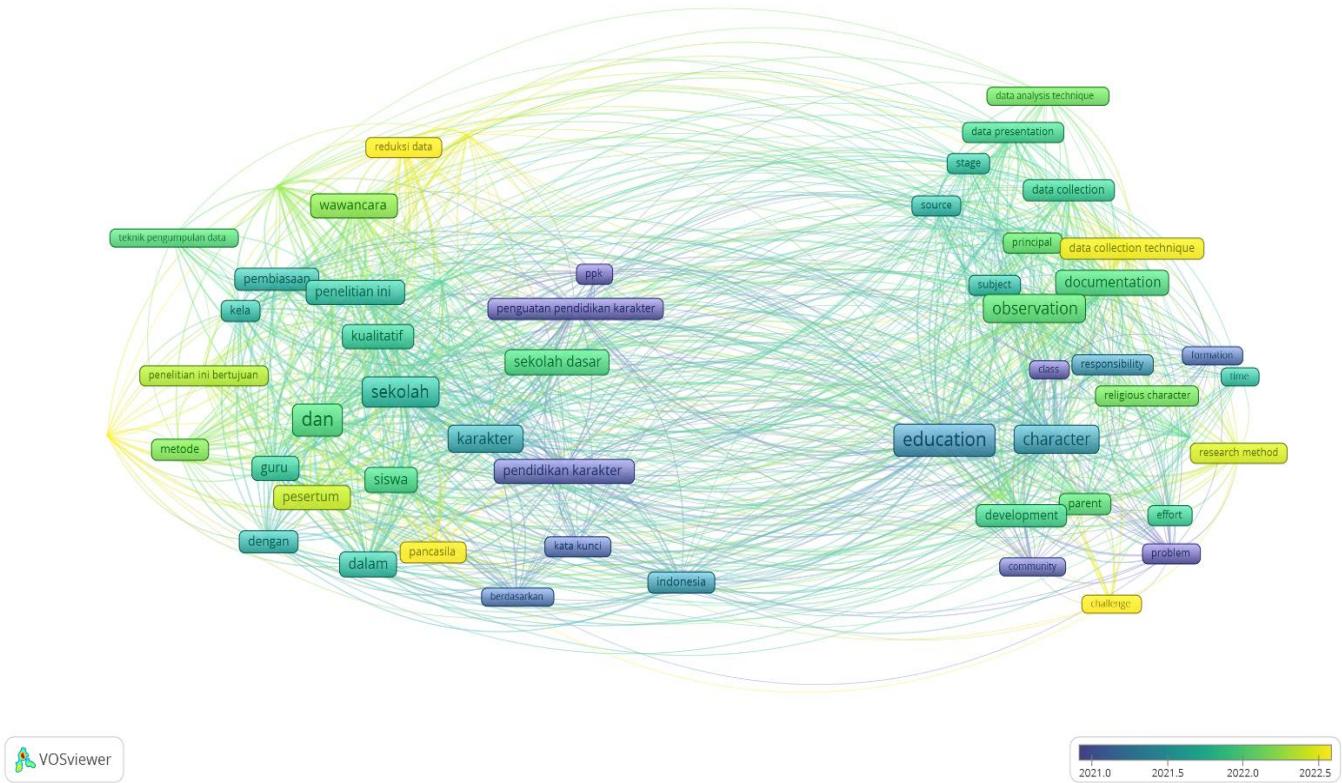


Figure 4. Overlay Visualization of Trend Research on Moral Education Based on Habits in Elementary Schools

Keywords such as Islamic values and religious character appear stable over time, present in both early and recent publications, indicating sustained attention to religious approaches in character education. Conversely, keywords such as empathy, social responsibility, and student agency have become more prominent in recent years, reflecting a growing openness to psychosocial and participatory approaches in the literature.

Overall, overlay visualization offers insights into the conceptual evolution of moral habituation research—from traditional value- and behavior-based frameworks to integration with contemporary issues such as transformative education, 21st-century skills, and socially contextualized learning.

Density Visualization

Density visualization illustrates the frequency and intensity of keyword occurrences within the network. Bright yellow areas represent the highest density zones, while red and purple areas indicate less frequently explored topics. This visualization is particularly useful for identifying major themes and revealing areas of concentrated research interest.

The results show that keywords such as character, behavior, education, elementary school, and religious character are located in the most densely populated areas, marked by bright yellow. This indicates that

moral education research through habituation has predominantly focused on character formation in primary school students, both in general and religious contexts.

Medium-density areas, marked in orange and red, include keywords such as teacher strategy, learning process, and curriculum development. These topics appear regularly but with lower intensity than the core themes. This suggests opportunities to expand research into pedagogical innovation and the role of teachers in habituation practices.

Meanwhile, blue or purple areas represent rarely mentioned keywords such as digital literacy, multicultural values, peer modeling, and habit formation in virtual learning. Despite their high relevance to today's educational context, these topics remain underexplored. Thus, this visualization not only highlights dominant themes but also reveals research gaps that could bridge habituation practices with the challenges and opportunities of digital education and increasingly complex learning environments. Density visualization reinforces the understanding that research on habituation-based moral education is built on a strong foundation but still holds vast potential for further development—particularly in the areas of pedagogical innovation, technology integration, and inclusive approaches to character education.

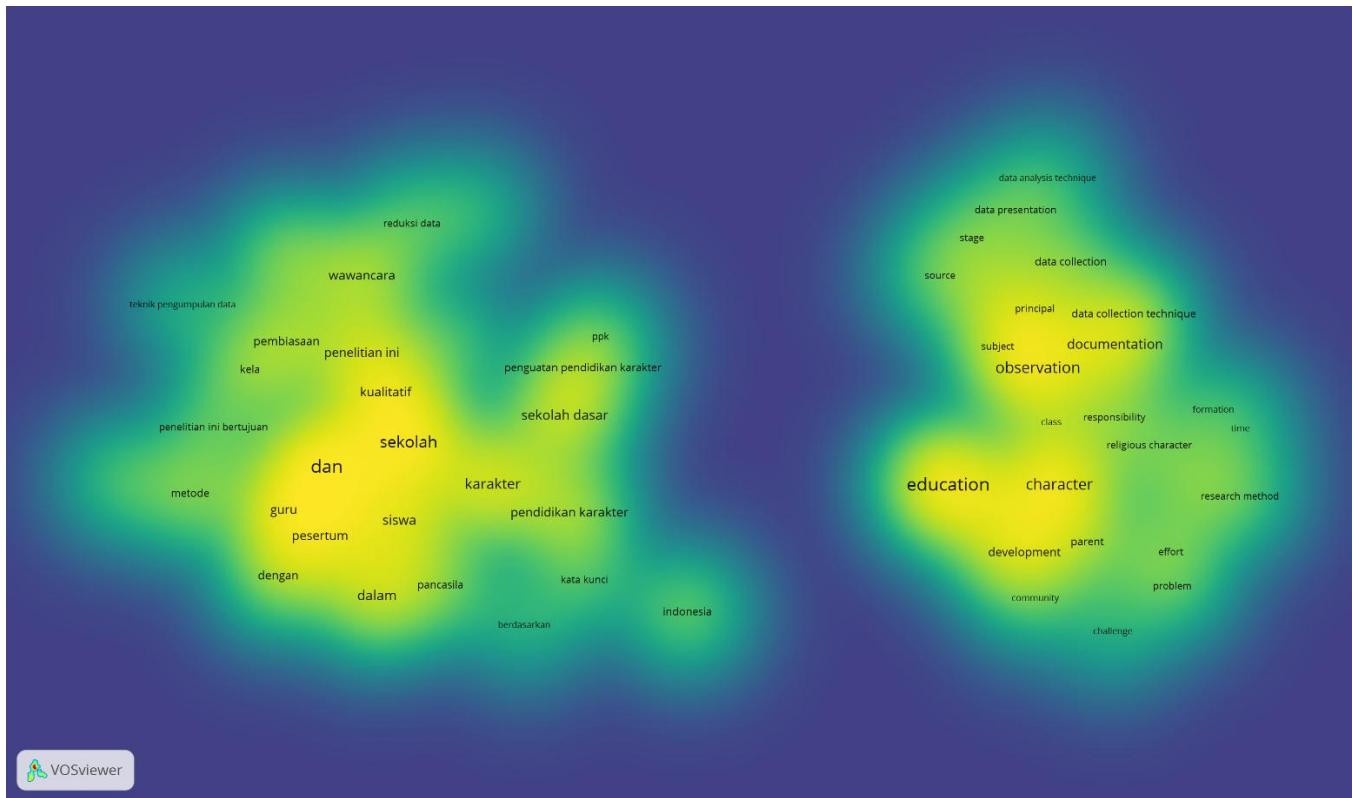


Figure 5. Density Visualization of Trend Research on Moral Education Based on Habits in Elementary Schools

Discussion

The bibliometric review of publications on habituation-based programs for strengthening moral education in primary schools reveals a significant growth in this research topic over the past decade. The surge in publications, particularly between 2019 and its peak in 2022, reflects increasing academic attention toward practical approaches to character education, especially within primary school settings. This rise cannot be separated from the influence of national education policies such as the Strengthening Character Education (PPK) Program and the implementation of the *Pancasila Student Profile* in the Merdeka Curriculum (Asen, 2019; HM & Prihatono, 2020; Irayanti & Sundawa, 2023; Kusumawardani et al., 2021; Nugraha et al., 2022; Pramita & Listyaningsih, 2021; Safitri et al., 2022; Sulistyarini & Dewantara, 2020; Wulandari et al., 2023; Zalmi & Montessori, 2022). These initiatives have positioned habituation as a key strategy in instilling core values such as religiosity, responsibility, and empathy in students. These findings suggest a growing consensus among academics, educators, and stakeholders that narrative and theoretical approaches to moral education alone are insufficient, thereby creating a demand for concrete, habit-based strategies integrated into students' daily lives.

In terms of disciplinary categories, the dominance of Education and Philosophy and Religious Studies

indicates that habituation-based moral education is understood as both a pedagogical and ethical-spiritual phenomenon. This is evident in the strong religious orientation of many analyzed articles, where religious values serve as a primary foundation for character development—especially in faith-based primary schools (Afifah et al., 2024; Fattah, 2017; Judrah et al., 2024; Makhful, 2022; Prayitno & Pasaribu, 2023). However, this also raises concerns regarding the limited openness of current approaches to pluralistic and secular contexts. Future research must therefore broaden the moral value framework so that habituation can be meaningfully applied not only in religious environments but also in multicultural and multi-faith settings.

Regarding publication outlets, the predominance of national journals such as *Jurnal Obsesi*, *Basicedu*, and *Edukatif* indicates that Indonesia's research ecosystem is actively supporting the dissemination of studies related to habituation. This is a positive development but also highlights a limited international presence of such research. Considering the importance of cross-border knowledge exchange, future efforts should aim to improve methodological rigor, adopt international academic language standards, and promote inter-institutional collaboration to increase the number of publications in reputable international journals. Such efforts are vital not only for scientific validation but also

for fostering the global exchange of ideas and practices from diverse cultural and educational systems.

The keyword mapping confirms that themes such as *character*, *behavior*, *responsibility*, and *religious character* are central to existing literature. This reflects the focus of habituation programs on instilling core moral and social values. However, the emergence of new keywords in the overlay visualization—such as *21st century skills*, *Pancasila Student Profile*, and *student agency*—indicates a recent shift in research focus from mere behavioral formation to the integration of values with 21st-century competencies (Aini et al., 2024; Nugraha et al., 2022; A. Safitri et al., 2022). This is a promising development, as moral education must remain relevant to contemporary realities, particularly in preparing a generation that is not only morally upright but also capable of navigating global challenges, digitalization, and humanitarian crises.

Meanwhile, the density visualization shows that certain topics—such as *digital habituation*, *multicultural values*, and *virtual learning*—still occupy less dense areas. This suggests that these issues remain underexplored in the literature on moral education habituation (Hasyim, 2025; Setyowati & Sutikno, 2024; Sutarto, 2021). In light of shifting patterns of social interaction due to technology and globalization, character development through habituation must also adapt to digital environments and diverse cultural settings. These gaps highlight rich opportunities for further research, particularly in exploring how habituation can be applied in online learning, inclusive education, and the promotion of universal values in pluralistic societies.

Overall, this discussion demonstrates that habituation-based moral education has gained a strong foothold in academic discourse, yet still offers considerable room for further exploration. The strength of this approach lies in its ability to bridge values with practice, and theory with real-life action. However, to prevent habituation from becoming mere mechanical routine, its integration with reflective, contextual, and participatory approaches must be emphasized. Teachers, as key agents, must also receive continuous training and support to design habituation strategies that are not indoctrinative but foster value awareness that grows from students' lived experiences.

Therefore, the findings of this study offer more than just a bibliometric overview—they also provide a platform for critical reflection and strategic planning for the future of character education in primary schools. The combination of habituation, local and global value reinforcement, and adaptation to modern developments will be key to the success of future moral education programs.

Conclusion

The bibliometric analysis of scientific publications on habituation-based programs for strengthening moral education in primary schools reveals significant development in this research area over the past decade, particularly since 2019. The increase in the number of publications, the dominance of education and religious studies categories, and the substantial contributions from Indonesian journals and authors indicate that habituation has become a key focus in efforts to shape students' character from an early age. Frequently appearing keywords such as character, behavior, and religious character affirm that habituation is understood as a concrete and structured strategy for the internalization of moral and religious values. Nevertheless, the visualizations also reveal opportunities for further research development, especially in the contexts of digitalization, value pluralism, and 21st-century competencies. Future advancement in this field should aim to strengthen collaboration among researchers, promote interdisciplinary approaches, and address emerging challenges in moral education within broader social and technological contexts. Thus, habituation programs should evolve beyond routine practices to become reflective and adaptive strategies for nurturing the character of future generations.

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Author Contributions

Conceptualization, T.M.A.; data analysis and interpretation, T.M.A.; visualization and final review, S.M.N.; writing—original draft, T.M.A.; writing—editing and revision, S.M.N. Both authors approved the final manuscript.

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Conflicts of Interest

The authors declare no conflict of interest

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