
DEVELOPING INCLUSIVE VALUES AND CHARACTER: A SYSTEMATIC LITERATURE REVIEW ON EDUCATION STRATEGY IN RELIGIOUS-BASED SOCIAL CONFLICTS.

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ABSTRACT:

The diversity of society is the wealth of a nation, but it can also be a source of social conflict. Value education becomes a strategy for developing inclusive character. Educational research indicates the urgency of inclusive values and character as a strategy for addressing exclusive values in religious-based social conflicts. To explore scientific research on inclusive values, a systematic literature review was conducted as a research methodology. The SLR focused on seven questions, including research, publication trends, publication patterns, backgrounds, institutional involvement, methods, and implications of inclusive values for education. The research results highlighted the problems in this field and provided three important recommendations for the development of inclusive values and character as a strategy for education in religious-based social conflicts. These recommendations can be used as a reference in building an inclusive, tolerant, and peaceful society.

ABSTRACT

Kekayaan bangsa terletak pada keberagaman masyarakat, namun sering kali menjadi sumber konflik sosial. Oleh karena itu, pendidikan nilai menjadi strategi penting dalam pengembangan karakter yang inklusif. Penelitian dalam bidang pendidikan menunjukkan bahwa nilai dan karakter eksklusif memiliki tingkat urgensi yang tinggi dalam konflik sosial yang berbasis pada perbedaan agama. Untuk mengeksplorasi penelitian ilmiah tentang nilai inklusif, dilakukan tinjauan pustaka sistematis sebagai metodologi penelitian. Penelitian SLR ini menitikberatkan pada tujuh pertanyaan, yaitu tentang penelitian, tren publikasi, pola publikasi, latar belakang, keterlibatan institusional, metode, dan implikasi nilai inklusif terhadap pendidikan. Hasil penelitian menyoroti masalah dalam bidang ini dan menghasilkan tiga rekomendasi penting untuk pengembangan nilai dan karakter inklusif sebagai strategi pendidikan dalam konflik sosial berbasis agama. Rekomendasi tersebut dapat dijadikan acuan dalam upaya membangun masyarakat yang inklusif, toleran, dan damai.

INTRODUCTION

This research is focused on the inclusive value of education in diverse societies. The reason behind it is that the plurality or diversity of society is a good thing, but attitudes towards plurality are not always constructive, and even tend to be destructive (Umam, 2019). This condition is indicated by the existence of diversity-based social conflicts, whether from religious, political, economic, or social backgrounds (tribal, ethnic, religious or racial factors) (Philanthropy, Affandi, & Alam, 2019). These factors are not understood and accepted as a joint property, and so it becomes a potential conflict (Sudargini & Purwanto, 2020).

Education is an institution that occupies a strategic position for efforts to understand and accept diversity as an inevitability of Indonesian society (Muqoyyidin, 1970; Ramadhani, Adi, & Zamhaqiyullah, 2020). Sudargini & Purwanto (2020) also asserted that the lack of understanding and knowledge of multicultural society could potentially trigger discrimination and social unrest. This condition must be addressed with effective and efficient preventive measures as a strategic and important step for its handling. One of them is the development of inclusive values through scientific research.

Even though inclusive-themed research is widely conducted, it departs from various contexts, namely disability education or inclusive education (Rusmono, 2020), multicultural education (Sudargini & Purwanto, 2020), as well as educational technology (Kaur & Kaur, 2018; Rizky Rachmatullah., 2020). In contrast to the lack of inclusive-themed researches as mentioned before, there are many problems thrive in our society, such as the meaning of life (Zakaria, Subhi, & Ismail, 2018), nursing, psychology (Mustikasari, 2019), medicine, and health (Gunawan & Hendriani, 2019) or disease (Fahmi Octaviyanti, 2020). Thus, the study and research on inclusivity must be aware of its scope and context, such as Sudargini & Purwanto research (2020).

In line with the concerns stated above, Sudargini & Purwanto (2020) raised the theme of multicultural education in the development of respect for others who are different in the context of community diversity, especially cultural or other fields namely marginalization, gender, race, poverty, and so on. In their review, multiculturalism was born from a historical tradition of American diversity that is full of racial, tribal, and cultural dimensions, specifically 'black' (socio-racial) discrimination (Sudargini & Purwanto, 2020). This condition is certainly very different from the diversity of Indonesia. In Indonesian, the spiritual and religious (socio-religious) dimensions are more diverse and stronger compared to the USA. With this condition, the paradigm of multiculturalism is important for the solution of Indonesian cultural diversity. Regardless of its importance, the paradigm of

multicultural has not touched its distinctive dimension, namely socio-religion as the context of inclusive character (Muqoyyidin, 1970; Ramadhani et al., 2020; Suryadi, 2017)

This literature research wants to raise the character of inclusion as a value that should be developed by the world of education in plural communities, such as Indonesia. To that end, the study focused on six (6) research questions:

RQ1: How is the word inclusive used in research?

RQ2: What is the trend of publication of articles 2015-2020 in national publications?

RQ3: What is the pattern of the number of published articles 2015-2020 in national publications?

RQ4: What is the background of inclusive value development?

RQ5: What are the relationships of institutions that promote inclusive values?

RQ6: What research methods are used to develop exclusive values?

RQ7: What are the implications of education in developing inclusive values?

METHOD

Systematic literature review (SLR) is an acronym for the process of conducting a comprehensive evaluation of existing literature to find answers to predetermined research questions. SLR has long been used by academics in the pharmaceutical and medical industries. But since Barbara Kitchenham used in in her publication "Guidelines for conducting Systematic Literature Review in Software Engineering" about computer industry in 2007, it began to be widely used in the fields of inclusion education management (Rusmono, 2020), education of children with disabilities (Suhendra, Asworowati, & Ismawati, 2020), plurality value (Qorib, Akrim, & Gunawan, 2019).

According to Kitchenham & Charters (Kaur & Kaur, 2018), to debunk and address the understanding of researchers, SLR techniques are performed methodically by following stages and protocols, namely identifying, retrieving, and critically assessing the potential relevant studies (Littell, 2006). These steps are done as there are many many published meta-analyses and so called-systematic reviews that are actually partially systematic or even not systematic at all. According to Petticrew & Roberts (2008), SRL uses three stages: *planning phase*, *conducting the review phase*, and *reporting the results*. In its application, Kaur & Kaur (2018) carried out a planning phase by implementing PICOC (*Population, Intervention, Comparison, Outcomes, and Context*). These stages and steps are also demonstrated in other SRL

works: searching data, filtering bibliometric, completing bibliometric, and analysing data (Julia et al., 2020; Julia & Supriyadi, 2018).

Taking these steps into account, this research focuses on national and Indonesian-based scientific research, using the following design or steps: *Formulation Stage*, *Search Stage*, *Bibliometric Filtration Stage*, *Analysis Stage*. In detail, the stages will be outlined.

Formulation Stage

The formulation stage is carried out by following the PICOC procedure. Although PICOC is more widely used in medicine and that leads to questions of RQ research and keyword determination in bibliometric search (Wahono, 2007, 2016).

PICOC	INFORMATION	KEYWORDS
Population (2)	Value education, attitude development, character formation in a pluralistic society	Character OR value education
Intervention (3)	<i>Exclusive value</i>	Inclusive, inclusive
Comparison (4)	-	-
Outcomes (5)	Exposure to the development of inclusive value education research on a national scale	Development of inclusion value
Context (1)	Education of values and character in a pluralistic society	Methods, ways, steps.

Table 1. PICOC Decryption

The PICOC exception requires research to avoid bias and at the same time direct the formulation of research questions as presented in the introduction.

Search Stage

The search method in this study is to search the bibliographic database using publish or perish (PoP) software (Oppenheim, 2011). The features used are 1) *title word*, 2) *keywords with maximum results of members* (search capacity) 1000 articles, 3) *sources* that use *google scholar*, and 4) *years* (from 2015-2020). The searching process was done by using the word "*inklusif*" in the *title word*, and "*pendidikan nilai OR karakter OR inklusif OR pengembangan nilai inklusif*" as the *keywords*, and

obtained a number of publications, both in the form of books, proceedings, and journal articles. The searching method in Publish or Perish is contained in figure 1.

Figure 1. PoP View

From the PoP search, data was obtained: 604 papers with all categories (journal articles, seminar results, books, and so on). All search results are stored in the ' menu *copy results* ', ' *As Excel with Header* ' As seen in figure 3. In excel, the searching results are collected and stored in files for checking and completeness. Furthermore, the

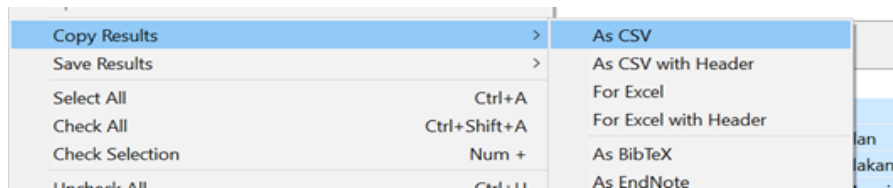


Figure 2. Data Storage

publication metadata was analyzed in conjunction with Mendeley's software.

Bibliometry Filterization Stage

The searching process for publications resulted in 604 publications, including journal articles, proceedings, and books.

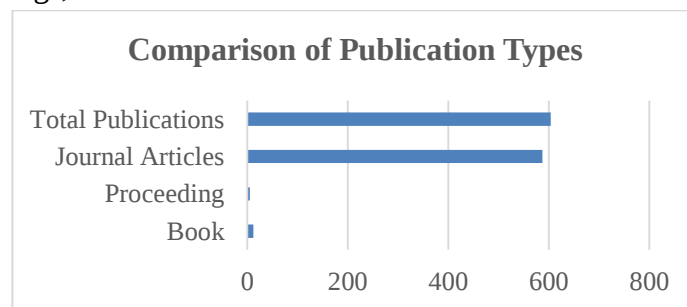


Figure 3. Comparison of Publication Types

Bibliometric filtering is done by applying inclusion and exclusion criteria.

Inclusion Criteria	Exclusion Criteria
1. Articles found in PoP searches with Titles (inclusions) and keywords (Education value OR characters OR inclusive OR Inclusive value development)	1. Articles not found in PoP searches with Titles (inclusions) and keywords (Education value OR inclusive OR characters OR Inclusive value development)
2. Publications in the form of articles	2. Publications not articles: books, proceedings
3. Articles containing inclusive value education	3. Publications do not contain inclusive value education
4. Indonesian articles	4. Article not in Indonesian
5. Publications published by national journal publishers	5. Publications not published by national journal publishers
6. Publications available full text	6. Article not available full text

Table 2. inclusion and exclusion criteria

By applying criterion (1), the search generates 605 publications. With criteria (2), (4), and (5), 605 publications narrowed and filtered into 66 articles that were declared in the criteria. By applying criteria (3), the article filtering process results in 50 set articles.

Based on the bibliographic filter process, it was established that 50 publications were obtained for exploration.

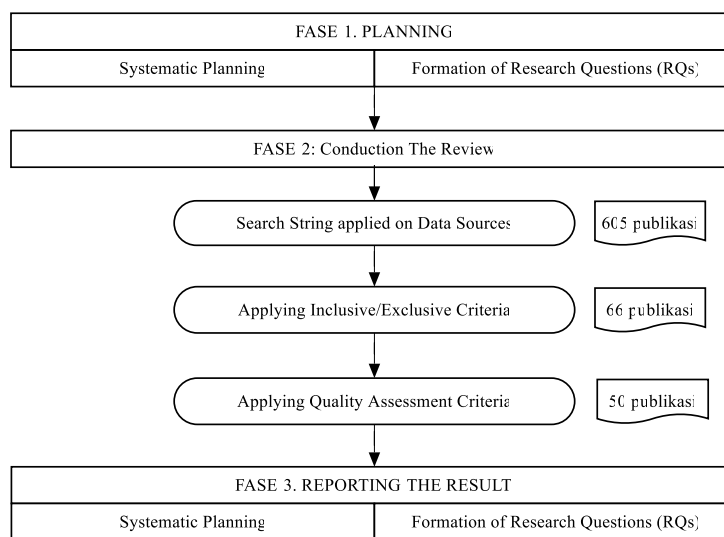


Figure 4. Bibliographic Filtering Stages

Analysis Stage

Bibliography of 50 articles has been determined to be the material of systematic library analysis. Bibliometric analysis is carried out with reference to six (6) research questions, namely the analysis of the use of 'inclusion' in research, trends in the publication of articles for a period of 5 years (2015-2020), background in inclusive value development, analysis of the interrelationship of institutions that develop inclusion values, and analysis of learning methods offered in the development of inclusion values. In the process of analysis, the Excel program helps in analytical graphing and filtering; VOSviewer is used for analysis with the advantages of variations in bibliometric analytical visualization (Amaral et al., 2013). The data entered in VOSviewer is a bibliographic export file of the Mendeley program.

RESULT

Analysis of the use of inclusion terms in research

Inclusion as a term is apparently used in a variety of contexts. A search of the results of the last five years of research shows that inclusion is related to value or character as much as 12%, 78% in disability education, , and 10% in economic fields such as banking and MSMEs. Thus, this term is very closely related to disability education, but remains open to other research contexts like value and character education.

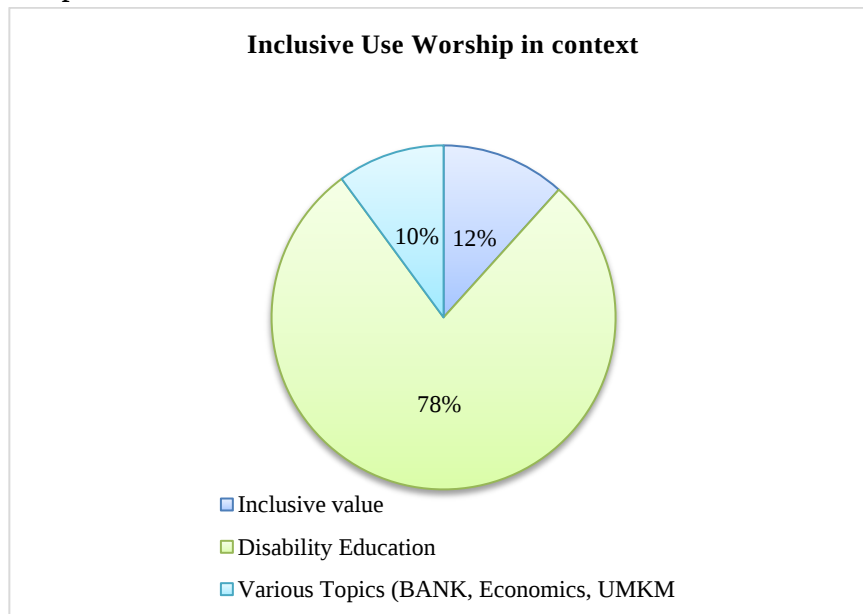


Figure 5. Comparison of Inclusive Use, Disability, and Other Topics

A number of articles provide an inclusive pattern of meaning in word combinations. Inclusiveness as a value or character is always preceded by the words 'value', 'character', or any other type of word that comes with it, except education. The word 'education' that precedes the word 'inclusion' or 'inclusive education' has always meant education for people with disabilities in public school education.

Using VOSviewer, inclusions are linked to three groups of understanding. First, value and boarding school. Second, religious education, pluralism, Nurcholis Madjid. And third, radicalism and Islamic education.

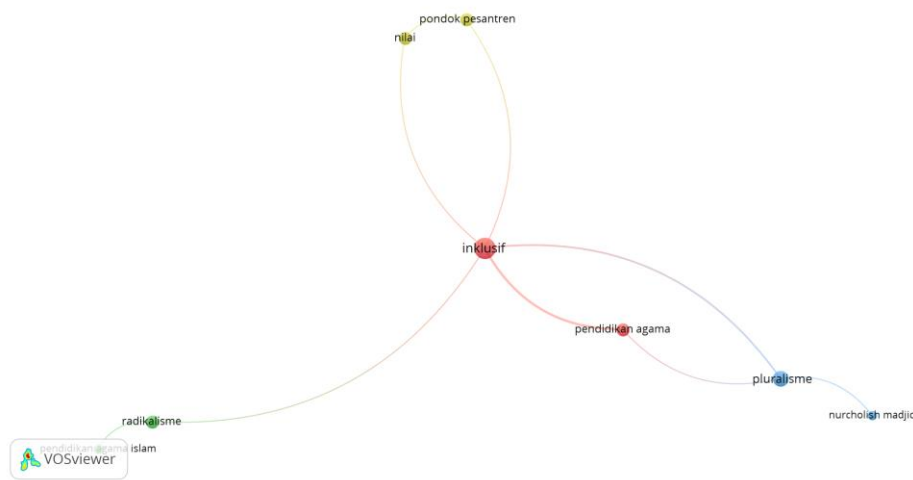


Figure 6. Inclusion With Other Themes

Analysis of article publication trends

The trend of article publications is increasing from year to year. In the table, it can be seen that the number of publications per year has grown significantly from 2015 to 2020. In line with discussion 3.1, publications on disability education are in the top position in all publications that use the term inclusion.

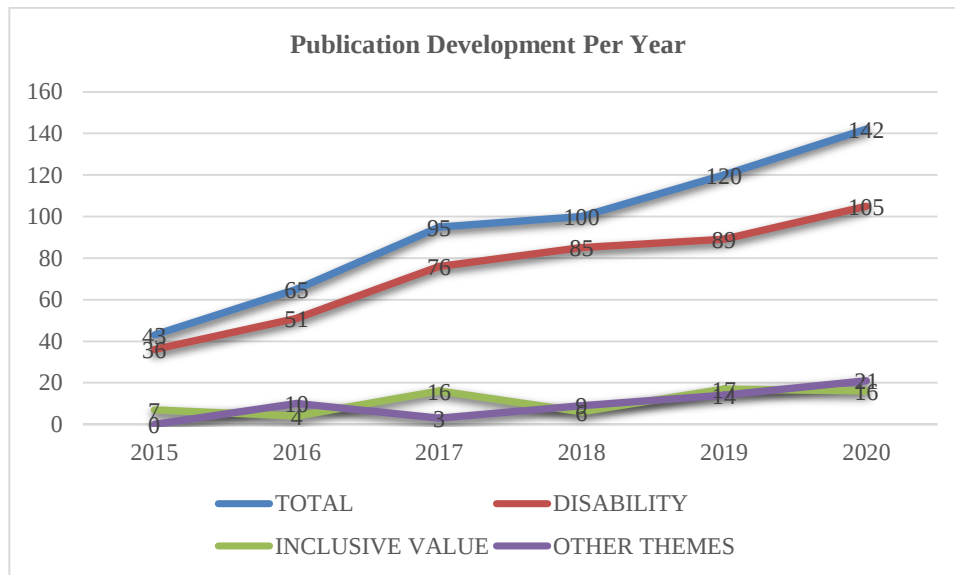


Figure 7. Publication Progress per Year

Analysis of the pattern of the number of article publications

Research on the development of inclusion value itself fluctuated from year to year, 2015 to 2020. The lowest point was in 2016 where there were only 3 articles discussing the value of inclusion. Nevertheless, in 2020, it still increased by 13 articles.

Year	Article	Non-Article	Total
2015	6	1	7
2016	3	1	4
2017	15	1	16
2018	5	1	6
2019	9	8	17
2020	13	3	16
TOTAL	51	15	66

Table 1. Article and non-Article Publishing Patterns per year

The interesting part here is that publications in the form of articles are more numerous than non-article publications, as illustrated in diagrams. This can indicate that attention to the development of inclusion value is done in the field of academy research with the output of journal articles.

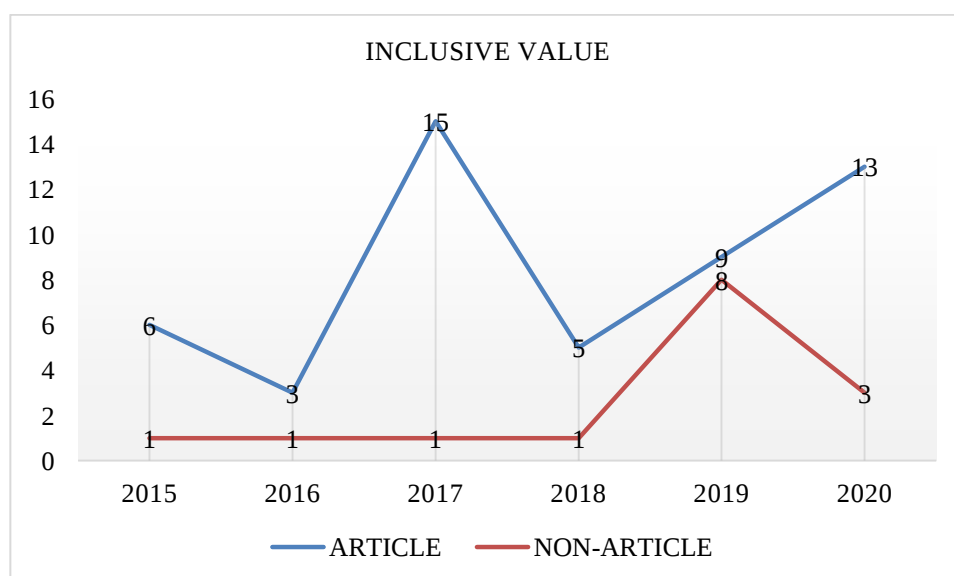


Figure 8. Comparison of The Value of Inclusion in Articles and Non-Articles

Background analysis of inclusive value development

Inclusive education research has a background or context. Various research backgrounds can be divided into several groups, namely: development of religious education institutions, thought processes, governance, Indonesian social context, social conflicts, and culture. The Indonesian context includes the idea of plurality, inclusive sociology, and multiculturalism. Meanwhile, social conflicts include *discrimination by double standards*, intolerance of exclusivity, religious violence, fundamentals, radicals, and terror. The thought group includes various studies that explore the fields of scripture, religious understanding and tradition, and theology. Then, institutional development includes *da'wah* or religious broadcasters as well as the meaning of religion and places of worship in the context of inclusiveness and universal revelation. Meanwhile, the government represents bureaucratic and cultural policies including the discussion of ancient manuscripts in Javanese culture.

Background	Sum
Culture	1
Thought Base	4
social conflict	12
Indonesian context: plurality and plurality	19
Government	1
Education (religion)	9

Institute Development

4

Table 2. Research Background

The table and bar chart above shows the background of the study and the number of articles. The two biggest backgrounds are social conflict and the Indonesian context (reality and plurality). This indicates that the researchers will conduct inclusive research against a background of conflict and diversity. These indications are very much in accordance with the network or network of themes contained in the articles. In the VOSviewer illustration, the theme of inclusion is directly related to radicalism as a social conflict and pluralism in the Indonesian context.

Analysis of the interrelationships of institutions that develop the value of inclusion

The association of the institution's relationship with the direct or indirect indications of a study relates to a research topic or issue with a social institution. Of the number of research articles that have been established, there are at least 7 institutions related to the development of inclusion values, namely: family, community, government and college, *pesantren*, public or state schools. However, there are articles that do not specifically direct institutional linkages, and there are also articles that explore the ideas of figures.

Background	Sum
Family	1
Community	14
Government	1
College	1
Boarding	7
Public schools	16
No institutions	3
Character	7

Table 3. Institutions that contribute to or relate to the Value of Inclusion

Of the institutional relationships, there are three institutions that are most explored, namely: community, *pesantren* and figures, and public schools. This is very understandable considering the context of research done and also the effort to find effectual solutions towards the problem, such as social conflicts that want to be

resolved through education. The research theme also explains the interrelationship of the inclusive value development institution. In the VOSviewer illustration, the theme of inclusive values is directly related to the theme of plurality and radicalism as a community problem, the theme of religious education and *pesantren* as a representative of educational institutions, and Nurcholis Majid as an inclusive Islamic thinker.

Analysis of Research Methods Used

Research methods, ideally, are expressed explicitly in the research methodology. However, there are some studies that do not explicitly state the methodology used. Therefore, the identification of research methods is carried out by looking at the formulation or concluding based on the content or content of the article. Based on the searching process, there are five methods that are often used, namely: quantitative experimental, qualitative case studies, qualitative phenomenology, literature studies, or historical studies.

Method	Sum
Quantitative-Experimental	2
Qualitative-Case Studies	6
Qualitative-Phenomenological	4
Library Review	37
Historical Studies	1

Table 4. Various Research Methods used in research

From the table and diagram above, it can be seen that library studies are the most frequently used research methods by researchers as there are 37 articles that conduct literature studies or studies in their research. Meanwhile, sequentially, research methods that are often used are case qualitative or phenomenological, experimental quantitative, and historical studies.

Analysis of the implementation of education offered in the development of inclusion values.

Inclusive value research apparently tends to have implications for the implementation of education. However, the implementation of education here is not necessarily in the form of educational methods. The implementation of education in research articles includes ethnography, inclusive curriculum, inclusive and critical paradigms, multicultural education, inclusive value and character education, as well as inclusive family parenting.

Educational Implications	Sum
Ethno-pedagogy	1
Inclusive Curriculum	2
Inclusive Paradigm	10
Critical Paradigm	1
Multicultural Education	8
Inclusive Value and Character Education	22
Inclusive Family Parenting Pattern	1
None	5

Table 5. Implications of Education

From the search and study of journal articles, there are three implementations of education that are proffered, namely inclusive value and character education (22 articles), inclusive paradigm (10 articles), and multicultural education (8 articles).

DISCUSSION

The term "inclusion" carries multiple meanings in various contexts of discourse. In the realm of value and character education, inclusive values or inclusivity are consistently associated with the context of societal plurality and diversity, which includes issues of discrimination and social conflict. The publication trends spanning a five-year period (2015-2020) reveal that the production of relevant articles is characterized by positive albeit volatile fluctuations, with 15 articles published in 2017 and 13 in 2020. Nevertheless, the topic of plurality and diversity remains in high demand among scholars, with an increasing number of publications addressing issues of inclusivity, plurality, and societal diversity.

Research findings also indicate that educational institutions serve as crucial social institutions that actively promote and cultivate inclusive values. This underscores the belief that education serves as a gateway to societal paradigm shifts and that national consciousness (in Indonesia) flourishes and expands within educational institutions and among the educated. Recognizing that education can be carried out through three sectors, namely formal, informal, and non-formal, educational institutions emerge as ideal vehicles for promoting inclusive education in a pluralistic and religiously diverse Indonesian society. Consequently, it is imperative that educational stakeholders, including teachers, policymakers (government), and

communities, work in tandem to cultivate a peaceful and unified society that celebrates diversity in line with the national motto of "Bhinneka Tunggal Ika" (Unity in Diversity). The implication is that partial efforts or individual stakeholder endeavors are insufficient. Instead, cooperation among stakeholders is critical and effective in pursuing the common good (*bonum commune*), much like how the national independence movement proved stronger than regional or tribal resistance in Indonesian history.

These studies also conduct more literature studies and exploration of ideas (37 articles) and offer inclusive value and character education (37 articles) and multicultural (8 articles) in an inclusive paradigm (10 articles). This pattern is clearly illustrated in VOSviewer, through the attachment of inclusive topics, values, religious education, radicalism, plurality, and inclusive thinking. The researchers, partially, contributed a research focus that built three pillars: context (plurality), problems (social conflict), and solutions (inclusion-multicultural value education). Literature studies as the majority of research methods clarify the empty space for research with other methodologies.

CONCLUSIONS AND SUGGESTIONS

Conclusion

Inclusive value education is very important for diverse communities, such as Indonesia. This study examines the urgency of inclusive values in seven points of discussion. *First*, regarding the use of the term, the word inclusion is commonly used in various fields, but inclusive education is always used in educational contexts that include participants with disabilities. However, inclusive value is used in the education of values and character. *Second*, about the trend of article publications in 2015-2020, there is a positive trend in the publication of articles on inclusive value education. More and more inclusive value and character research; more and more research attention in inclusive value education. *Third*, regarding the pattern of the number of article publications in 2015-2020, there is an increase in publications with fluctuations in publications every year; however, there is an overall increase in publications. *Fourth*, about the background of developing inclusive values, community diversity and social conflicts in religion, politics, and economics behind inclusive value research. *Fifth*, about the interrelationship of institutions that develop inclusive values, educational institutions (public schools) and communities (*pesantren*) into two social institutions that develop inclusive values. *Sixth*, about the research methods used, most

of the research uses literature studies as a research methodology. Seventh, about the implementation of education, character value education becomes the node of researchers in addressing plurality and social conflicts.

Recommendation Suggestions

The recommendation is (1) research development can be balanced between qualitative methods, quantitative methods, or combined methods; (2) cultural studies as a field are still widespread and very potential for the exploration of inclusive values sourced from *the local wisdom* of the People of Indonesian. (3) In educational research, *experiential learning* methods have not been widely applied and become fields for value and character education inclusive, with the community and in the framework of interreligious cooperation.

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