

Transformation of Economic Education (Bibliometric Analysis)

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Article Info	Abstract
Received : 2023-03-24 Accepted : 2023-05-30 Published : 2023-05-31	This study aims to identify trends in economic education research as a reaction to the dynamics of changing economic phenomena, which are key topics for economic education discussions. Economic education must change to address concerns with the changing demands for economic education in terms of graduate competencies, employment prospects, and community needs. Trend analysis is conducted by bibliometric analysis to meet this objective. The technique used is bibliometric analysis, which involves four stages: establishing the goal and scope of the study, choosing the appropriate bibliometric analysis tools, gathering data for analysis, and finally conducting the analysis and summarizing the results. The data source comes from the Google Scholar database which is collected through the Publish or Perish application using a combination of the keywords economic education, entrepreneur education, and job prospects. Data are in the form of articles published in journals and proceedings for 2017-2022. A total of 1,458 data were selected to become 1,390 data for analysis. The analysis technique used is a performance analysis and network analysis using the VOS Viewer application. The results of the performance analysis show that many studies on economics education have been published in reputable international journals and have received high citations.
Key words: economic education; bibliometric; family economic education; socio economic education	

INTRODUCTION

The management of economic resources from a small scope (household) to a large level (organization and state) determines the welfare of economic life. The ability to manage economic resources is important in ensuring the optimization of demand fulfillment activities. In response to this condition, economic education is one of the needs that everyone needs to have. In Indonesia, economics education is a separate discipline. Even more specifically, economics education is one of the majors or study programs that specifically prepare graduates to become educators in the field of economics education. This study program has existed for decades as a printer for prospective economic education teachers.

Along with the times, the labor market provides wider opportunities for university graduates. Graduates of economics education are not only likely to get jobs in the education sector but also in other fields. In addition, the digital market transformation which makes it easy to carry out economic activities contributes to entrepreneurial actors. Several studies related to the job prospects of alumni of economic education in Indonesia have been carried out a lot. The results show that there has been a change in the field of work for alumni of economic education. Alumni working in the field of education only reached 61%(Ahmad et al., 2017).

The labor market needs to change from time to time. Some jobs that were previously needed may no longer be needed in the future. Economic education, which previously was only oriented towards becoming a teacher, today also no longer makes teaching the only profession that is the aim of alumni of economic education. International world trends show indications of employment opportunities for graduates of economics education in households. Economic education for families is needed so that family households obtain prosperity. Economic

education in the family can also influence the decision to choose a job for the family, furthermore, it can influence the decision to become an entrepreneur.(Suratno et al., 2021).

Education institutions must see this phenomenon of shifting job prospects as an opportunity to develop a curriculum that fits industry needs. the speed with which the world of education captures all these opportunities determines the sustainability of an educational program. It is necessary to conduct a study to see trends in the development of economic education from time to time and in various parts of the world. Therefore, this study focuses on mapping these trends. This research intends to build a bibliometric network visualization or what is often called research mapping. Bibliometric research will produce a study network structure that refers to questions, forms of topic descriptions in certain fields of knowledge, how are the relationships between topics, and how topics develop from time to time(Waltman et al., 2010).This study aims to identify trends in economic education research as a reaction to the dynamics of changing economic phenomena, which are key topics for economic education discussions.

LITERATURE REVIEW

In this New Economy era dominated by information and communication technology (ICT), broad-based education is becoming increasingly important. Technology and knowledge are constantly changing, and their applications are vast. Whatever one learns will become outdated in no time. A semi-liberal education with the aim of producing adaptable, intelligent and creative graduates is the best preparation for young people to face the challenges of the new economy. Another feature of the new economy is the dominance of global production. International exposure is therefore important(Chen, 2005).

The rationale for the preparation of students for job creation through entrepreneurship education was examined. The problem of unemployment among Nigerian university graduates and the challenges of entrepreneurship in the face of global economic crisis were also highlighted. The persistent problem of unemployment among university graduates and the attendant social problems indicate that urgent emphasis should be placed on well-structured entrepreneurship education as the National Directorate for employment (NDE) and other government intervention agencies cannot handle entrepreneurship training and employment of unemployed youths and university graduates. Upper secondary and higher education curricula should be reviewed to include entrepreneurship education(Onuma, 2016).Challenges faced in the implementation of entrepreneurship education include weak entrepreneurship education, lack of entrepreneurial spirit among young people, curriculum issues, technical proficiency, innovation and creativity.

Job prospects are one of the factors driving students to choose a major. The results of research conducted by Meiriza, (2015) show that: (1) for the view indicator, students' perceptions of the prospects of the Economic Education Study Program are in the high category; (2) for the response indicator, students' perceptions of the prospects of the Economic Education Study Program are also in the high and medium categories for several indicators, and (3) for the feeling indicator, students' perceptions of the prospects of the Economic Education Study Program show high, medium, and low categories for several indicators studied.

The need to develop students' logical and creative thinking; important values in the modern world are the ideas of multiculturalism and tolerance, which should become an integral part of the worldview of economists; an important element of economic education is the development of teamwork skills using the methods of round tables, brainstorming, role-playing and seminars; strengthening the study of financial literacy among school students; the application of tools and methods of economic education(Shakharova et al., 2022).

The provision of economics education in tertiary institutions faces new challenges. Universities must see what kind of economic education is needed by students. To find out these needs is through an economic literacy test (Happ et al., 2018). Possession of financial literacy is one of the successful missions of economic education. Financial literacy will influence the decision to use financial resources (Kurniadi et al., 2019). For family households to have good financial literacy, the role of economic education is needed for the family. Several studies show

that economic education has a relationship and influences the financial literacy and behavior of households and families (Rahmawati et al., 2019). Even further, economic education plays an important role in shaping family business planning and determining the smooth running of the business (Wahjono&Nirbito, 2014).

Economic education in the context of sustainable economic development is an important issue in the industrial era 4.0. the study of environmentally friendly economic development forms the basis for the importance of environmentally friendly economic education. This issue was responded to as something positive, it's just that it needs to improve the practice of economics learning (Wahjoedi et al., 2020).

METHODS

This study uses the method of bibliometrics analysis to find trends in economic education research. Bibliometric analysis is carried out by exploring and analyzing data in large numbers of scientific articles using popular and rigorous methods.(Donthu et al., 2020; Donthu, Kumar, Pandey, et al., 2021; Khan et al., 2021).

The stages of this study used 4 stages including (1) determining the objectives and scope of the study, (2) determining bibliometric analysis techniques, (3) collecting data for analysis, and (4) conducting analysis and reporting findings (Donthu, Kumar, Mukherjee, et al., 2021). In the first stage related to setting objectives and the scope of the study, it was determined that the purpose of this study was to look at research trends related to economic education trends. The second stage is to determine the analysis technique. In this study, the data obtained will be analyzed bibliometric using the VOS Viewer application. The technique used is to identify the relationship between keywords based on co-word analysis.

Next is to collect data for analysis. The data to be analyzed was collected through published or perish (POP) applications using the article database on Google Scholar. The keywords used to search are 'economic education', 'entrepreneur education', and 'job prospects' which are combined using the Boolean operators "AND" and "OR". Based on the search results through POP, 1,458 data were obtained. After obtaining the data, the data is selected by considering the provisions in the form of (a) the data collected is in the form of articles in scientific journals and proceedings, (b) the year of publication in the 2017-2022 range, (c) selection of repetition data. After the selection, 1,390 data were obtained which were ready to be analyzed.

The data that has been collected and selected is then analyzed. The analysis is divided into two stages (a) performance analysis, and (b) science mapping. Performance analysis is carried out by identifying the review profile and quality of publications. While science mapping is carried out by analyzing data using the VOS Viewer application to view the mapping of studies that have been carried out.

RESULTS

Performance Analysis

Performance analysis provides an overview of the extent of the study on a predetermined topic in terms of data on authors, publishers, and the number of publications over a specified period. Citations on economic education studies obtain high citations. The top 10 studies that obtained citations are presented in Table 1.

Table 1. List of the Top 10 Studies with the Most Citations

Publication	Number of Quotations
G Nabi, F Liñán, A Fayolle, N Krueger. 2017. The impact of entrepreneurship education in higher education: A systematic review and research agenda	1175
E Liguori, C Winkler. 2020. From offline to online: Challenges and opportunities for entrepreneurship education following the COVID-19 pandemic	642
V Barba-Sánchez, C Atienza-Sahuquillo. 2018. Entrepreneurial intention among engineering students: The role of entrepreneurship education	562
W Nowiński, MY Haddoud, D Lančarić. 2019. The impact of entrepreneurship education, entrepreneurial self-efficacy and gender on entrepreneurial intentions of university students in the Visegrad countries	413
S Krishnamurthy. 2020. The future of business education: A commentary in the shadow of the Covid-19 pandemic	396
HM Neck, AC Corbett. 2018. The scholarship of teaching and learning entrepreneurship	388
G Nabi, A Walmsley, F Liñán, I Akhtar. 2018. Does entrepreneurship education in the first year of higher education develop entrepreneurial intentions? The role of learning and inspiration	381
RK Jenna. 2020. Measuring the impact of business management Student's attitude towards entrepreneurship education on entrepreneurial intention: A case study	275
G Boldureanu, AM Ionescu, AM Bercu. 2020. Entrepreneurship education through successful entrepreneurial models in higher education institutions	254
KV Pincus, DE Stout, JE Sorensen, KD Stocks. 2017. Forces for change in higher education and implications for the accounting academy	222

The studies that received the highest citations mostly discussed entrepreneurship education. The study with the most 10 citations try to discuss the challenges and opportunities faced in implementing entrepreneurship education. Entrepreneurial interest is a topic that is most related to entrepreneurship education, starting from the technique of using models to increase entrepreneurial interest, interest in entrepreneurship for engineering students, and student business attitudes. Business education is also emerging as a widely cited study.

Table 2. The Top 10 Most Publishers Publish Intellectual Property Commercialization Studies

Publishers	Number of Issues
emerald	126
journals.sagepub.com	74
Springer	68
Taylor & Francis	57
Elsevier	54
nigjbed.com.ng	46
search.proquest.com	46
mdpi.com	42
ResearchGate. net	36
ERIC	33

Many economic education studies have been published in reputable international journals. Publishers that publish a lot of economic education studies are indexed in a database of reputable international journals. This indicates that economic education has an important place as a topic of study.

Network Analysis

Study mapping is carried out to determine the relationship between topics in various studies. The formation of the study topic network shows how often a keyword is discussed in various research articles, how the relationships between nodes are, and how far the nodes are interconnected. Network mapping is carried out using the VOS Viewer application by analyzing each keyword that appears in the title or abstract of a scientific article. VOSviewer can be used to build a network of scientific publications, scientific journals, researchers, research organizations, countries, keywords, or terms. Items in this network can be linked by co-authorship, co-occurrence, citation, bibliographic coupling, or co-citation links. This mapping can be used to view the bibliometric network from the study (van Eck & Waltman, 2020)

The bibliometric analysis stage is carried out by making network, overlay, and density visualizations using the VOSviewer application to find out the bibliometric network from metadata derived from articles. The bibliometric network consists of nodes and edges. Nodes described as circles can be in the form of publications, journals, researchers, or keywords. In addition, the edge does not only indicate the existence of an indication of relationship between nodes. The strength of the connection between nodes is indicated by the distance between nodes. The closer the distance between nodes indicates the stronger the relationship (Aribowo, 2019). The results of the network analysis of research trend studies related to economic education are presented in Figure 1.

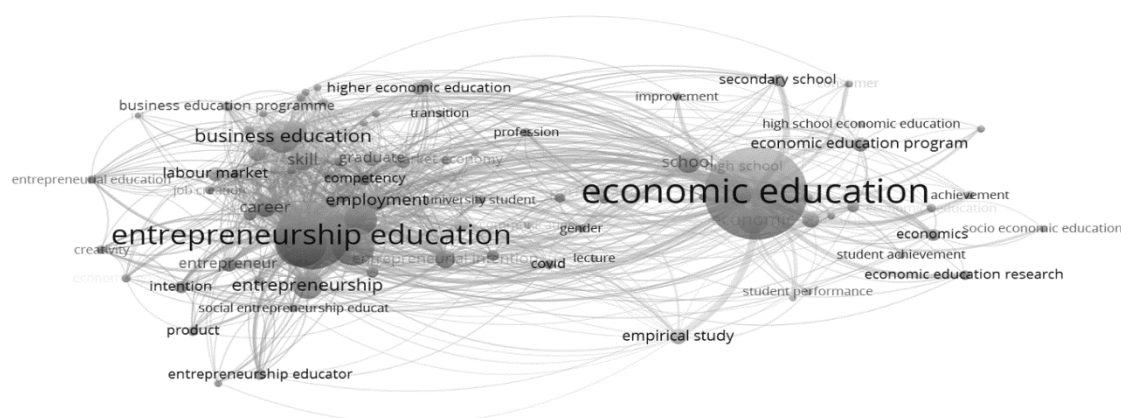


Figure 1. Network Analysis Results

The topic of economic education and entrepreneurship education is the most discussed topic as evidenced by the largest visual nodes. Each color in the network analysis shows the representation of each cluster. Economic education research trends based on network analysis consist of 6 clusters consisting of 89 keywords. Keyword clustering is presented in Table 3.

Table 3. Frequently Appearing Keyword Classification

Clusters	Keyword
1	Business education, business education program, business education student, business education teacher, business educator, business school, career development, competence, employer, graduate, higher economic education, ICT, international business education, job market, labor market, management, prospects, skills, soft skills, strategy, sustainable development, teaching entrepreneurship, transition
2	Career, career prospects, college student, competency, creativity, educator, employment market, entrepreneur, entrepreneurial education, entrepreneurial intention, entrepreneurial skills, entrepreneurship education, intention, job creation, market demand, perspective, self-employment, teaching practice
3	Achievement, consumer, economic education, economic education curriculum, economic education program, economic literacy, economics, economics education, family, improvement, parent, school, secondary school, socio economic education, student achievement
4	Covid, economic education research, financial literacy, gender, motivation, profession, university students, women
5	Communication, economics, economic knowledge, empirical studies, high school economic education
6	Arts entrepreneurship education, economic growth, entrepreneurship, entrepreneurship educator, job, lecturer, product, social entrepreneurship

In cluster 1, the keywords related to business education are related to information and communication technology topics, soft skill ownership, and sustainable development. Cluster 2 is related to the ownership of entrepreneurial interests and abilities through entrepreneurship education which can later provide additional competencies to increase attractiveness in the labor market or furthermore can create jobs for oneself. Cluster 3 topics of economic education are related to economic literacy, economic learning curriculum, family and parent economics education, and socio-economic education. Cluster 4 is related to financial literacy which is closely related to gender and women, covid, and profession.

Network analysis using the VOS Viewer can also show trends in study topics from year to year. The articles that were used as the object of study were published in the 2017-2022 range. Figure 2 presents the color of each topic of study at a certain time. The lighter color of the keyword node indicates that this keyword appears a lot closer to 2022 while the darker color indicates that the keyword appears more frequently discussed in the period closer to 2017.

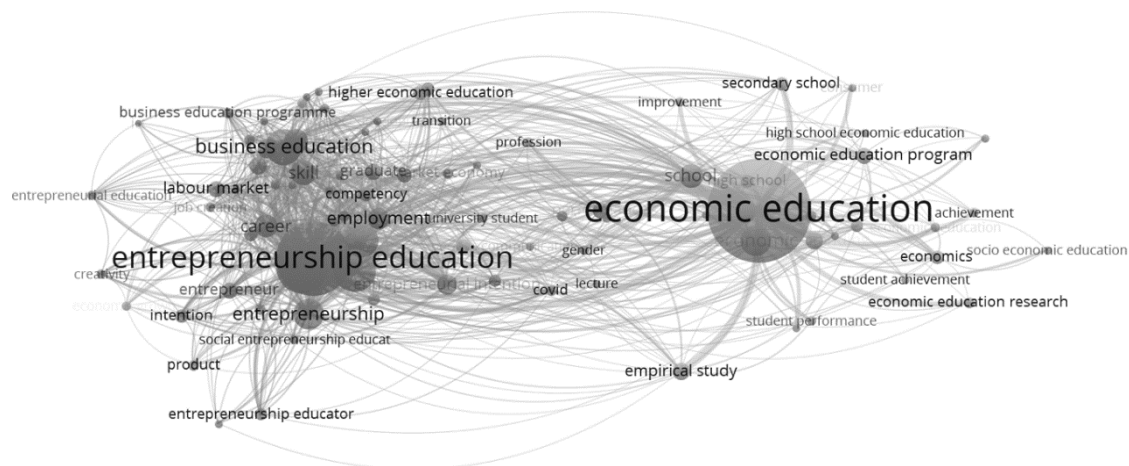


Figure 2. Overlay Visualization

The topic of economic education was widely discussed in 2017, while in 2022 entrepreneurship education dominated the topic of study. The unique thing that is visualized is the emergence of the topic of socio-economic education with a bright color trend but has a relatively distant relationship. The topic of socio-economic education is present as a topic that has the potential to be studied further. Based on the overlay analysis, this topic is still relatively new and rarely discussed. The density visualization in Figure 3 displays the most discussed topics indicated by the brightest colors, namely the topics of economics education and entrepreneurship education.



Figure 3. Density Visualization

DISCUSSION

Economic Education for Households

The need for economic education is not only limited to educators in the economic field. The household as the smallest unit of economic activity actors requires economic education to ensure the optimization of the economic resources they have. Economic education for households, of course, cannot be fully carried out through formal channels, even more using informal and non-formal approaches.

Non-formal economic education is needed for housewives in solving financial problems. In a study, housewives found obstacles in settling debts. The decision to take unproductive debt is a problem for housewives to settle debts (Prastyaningtyas et al., 2022). Therefore, economic education in non-formal forms for housewives is needed.

Economic education for families is needed so that family households obtain prosperity. Ownership of economic education in the family can also influence the decision to choose a job for the family, furthermore, it can influence the decision to become an entrepreneur. In a study, it was found that family economic education has a positive and strong correlation with interest in entrepreneurship (Hahn et al., 2020; Osorio et al., 2017; Sugianingrat et al., 2020; Suratno et al., 2021).

Economic education in the non-formal sphere is also related to the values shared by society. One of the results of research related to the internalization of economic education in society shows the cultural values of society which consist of religious values, happiness values, togetherness values, family values, and thrift values which underlie economic behavior of rationality, morality, and altruism. The form of internalizing economic education for farmers is learning economic education through (1) exemplary parents to their children in production, consumption, and distribution activities, (2) verbal explanations from parents to their children regarding economic activities, managing finances, economic management strategies, economic theme, (3) Discussion of relevant cases regarding expressing opinions and making decisions (Kertiasih et al., 2021).

The provision of economics education in tertiary institutions faces new challenges. Universities must see what kind of economic education is needed by students. To find out these needs is through an economic literacy test (Happ et al., 2018). Possession of financial literacy is one of the successful missions of economic education. Financial literacy will influence the

decision to use financial resources (Kurniadi et al., 2019). For family households to have good financial literacy, the role of economic education is needed for the family. Several studies show that economic education has a relationship and influences the financial literacy and behavior of households and families (Rahmawati et al., 2019). Even further, economic education plays an important role in shaping family business planning and determining the smooth running of the business (Wahjono&Nirbito, 2014).

The need for economic education for families has an impact on the emergence of opportunities to fulfill these needs. Students who graduate from economics education can fill this opportunity as household financial consultants. Universities respond to this by adjusting the courses offered. The courses are designed in such a way as to produce graduates who can fill the void in economic education needs for families.

Socio-Economic Education

Economic education in its development needs to adapt to various things. Starting from changes in technology, social climate, and rapidly growing economic symptoms. However, what needs to be the basis for learning economics is to instill thinking and reasoning skills (Datar et al., 2011). The existence of economic education is in fact inseparable from economic and social life. The human ability to carry out economic activities is often only associated with meeting needs and accumulating personal wealth. Economic education has a role to connect the economic dimensions of life with the social, political, and ethical dimensions (Tafner, 2019). Like mainstream neo-classical economics, the mono-paradigmatic stream of economic education ignores cultural, historical, political, ethical, social, and psychological factors. This happens even though the relevance of these aspects is clear from a didactic (subject) perspective, topically revealing, and convincing from an educational psychology perspective. Much economic 'semi-fiction' such as 'economic man' persists, especially in teaching contexts, despite widespread discussion of the importance of multi-, inter-, and transdisciplinary approaches. This problem is very urgent in the teaching of school economics, which must be oriented to the situation and world of student life rather than following the structure and model of academic discipline. Current contributions identify epistemological, (Engartner, 2019).

Following the financial crisis in 2008, economic and social sciences, as well as a business practice, have increasingly focused on the ethical questions of economic activity (Datar et al., 2011). It also includes an emphasis on the fact that economic issues are inevitably embedded in social, political, and cultural contexts. Therefore, an understanding of economic activity requires including the context in which the activity occurs. One of these contexts consists of the values and norms that underlie the economic actions of politicians, corporations, and private individuals.

Economic education for Medium, Small, and Micro Enterprises is needed to maintain business continuity. Knowledge of capital, financing, production, and marketing needs to be owned to minimize mistakes and optimize the benefits of every business activity decision. In a study, it was found that there is a need for economic education for MSME actors to ensure business sustainability in the long term (del Pilar López-Peña, 2020).

The challenge of economic education is facing socio-cultural changes, as well as demands for the development of pedagogic abilities that students must have to make economic education a subject that continues to grow. The development of classes that are still traditional towards internationalism is an essential part of the sustainability of economic education (Lam & Zou, 2018).

Economic activities that are oriented towards protecting and managing the environment in a sustainable manner need to be infiltrated into economic education lessons. The potential for welfare through environmentally friendly economic activities can be used as content in learning economics education (Kurniadi, 2018). This is a challenge as well as an opportunity for educational institutions to present economic education lessons that are sensitive to environmental issues.

Prospects for Economics Education Graduates

The acceptance of university graduates in the labor market is one of the important objectives of implementing higher education. The speed with which alumni obtain jobs, the appropriateness of their knowledge of the field of work, and the feasibility of alumni income for their jobs are indicators of the success of implementing economic education. However, this condition is not easy to realize. Many approaches need to be taken by universities in realizing this desire. One way that can be taken is through cooperation between universities and institutions that will use the expertise of graduates. Studies related to the collaboration of universities and industry in terms of the use of labor have in fact proven that this approach has had a good impact on employment (Lysytsia et al., 2019). The company is involved in the educational process so that alumni have received education according to the company's needs.

Higher education in several countries is going through a difficult period of renewal. In such conditions, graduates of universities and economics faculties often do not find work in accordance with their specialty or are dissatisfied with the jobs that are offered to them in the labor market. The reasons for job dissatisfaction can be varied: low wages, inability to adapt to the professional community, inability to socialize again, lack of necessary communicative competence, insufficient professional knowledge, the reluctance of graduates to learn on the job, and low practical training.

Graduates of economics education in Indonesia will generally focus on becoming educators in formal schools. However, in recent periods, there has been a shift in the fields of work chosen by graduates other than educators. Studies conducted by Cindy et al., (2019) show that 65% of alumni of economic education work outside the education sector. Factors that influence alumni of economics education to choose jobs outside the field of education include financial rewards, professional training, work environment, social values, and the labor market. This condition requires higher education institutions to start improving the content of learning economics education in accordance with the competencies needed by graduates to gain greater opportunities in the labor market.

Job prospects in the field of education in formal schools are somewhat ancient in the world of economic education. Currently, economic education is in fact not only needed in the formal sphere. Informal economic education has begun to develop and is even included in government programs. Informal economic education is considered important with the times. Attitudes in deciding economic behavior at this time are very much influenced by many things so many people cannot make economic decisions in the future rationally. Nurmasari et al., (2016) in her study found that informal economic education is needed to shape the orientation of students in deciding their economic orientation in the future.

Even the most basic household financial management is now experiencing many obstacles so many households need assistance. This opportunity was also seized in the form of the growth of a household financial consulting firm which of course could be filled by graduates of economics education. Educational institutions only need to adjust the curriculum so that later it will produce graduates who can fill these job opportunities.

CONCLUSIONS

Conclusion

Trends in economic education show how extensive studies can be carried out in producing economic education for all people. Educational institutions, especially higher education, must see this condition as an opportunity to continue to make changes to education services according to needs. The issue of economic education for family households should be responded to by conducting a more in-depth study regarding what kind of curriculum needs can be given to students so that they can manage family economic resources while at the same time providing opportunities to be able to fill the void in the needs of economic educators on informal and non-formal channels.

Economic education also can become an entrepreneurship educator by paying attention to the trend of social economic education that is responsive to social problems. This step was taken as a form of response to the importance of producing business actors who are sensitive to

environmental issues in the context of sustainable development. Job prospects are also an important part that educational institutions need to pay attention to. Collaboration between industry and universities in responding to the needs of the labor market absolutely needs to be carried out through a learning curriculum that is integrated with the needs of the labor market. In the end, the results of the study provide an overview of the opportunities that may arise for graduates of economic education. Changes in the needs of society for economic education graduates who do not only need economics teachers in formal education institutions make policy holders of educational institutions, especially in the field of economic education, in order to change the old view of the job prospects of economic education. Economic education must be present to provide solutions to various problems of human welfare. Therefore, it is appropriate for the organizers of educational institutions to pay attention to these changes by transforming the economic education curriculum.

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