

RESEARCH ARTICLE

Bibliometric trends in CLIL for BIPA learning mapping publication, collaboration, and citation trends

Khansa Wynonna Wijayakusumah^{1*} , Rully Khairul Anwar² , Yunus Winoto³ ¹²³ Universitas Padjadjaran, Sumedang Regency, Indonesia

*Corresponding Author

khansa23004@mail.unpad.ac.id**ABSTRACT**

Increased global interest in BIPA (Indonesian for Foreign Speakers) has promoted the Content and Language Integrated Learning (CLIL) approach, yet research at this intersection remains fragmented. This study maps publication trends, collaboration patterns, and citation impacts using bibliometric analysis via R Studio Biblioshiny. 97 peer-reviewed articles from the Dimensions database (2016–2025) were analyzed following a PRISMA screening protocol. Findings reveal three critical points: first, a publication peak in 2021 (19 articles) triggered by pandemic-driven pedagogical adaptations and the MBKM policy, confirming a situational growth; second, while Indonesia dominates as the primary knowledge hub with 92 citations, international collaboration is remarkably low (1.031%), far below the CLIL-Europe (35–45%) and EFL-Asia benchmark (18–25%); third, publications are concentrated in specialized journals such as the LACLIL, with a notable absence of BIPA-specific articles among the most-cited works. The analysis suggests that CLIL-BIPA research is currently driven by individual curiosity rather than structured policy. Limitations include the use of a single database (Dimensions), restricting to DOAJ-indexed journals—which may exclude CLIL publications in Scopus or Web of Science—and incomplete metadata that constrained keyword co-occurrence and co-citation analyses. To enhance BIPA's global standing, this study recommends transforming individual initiatives into a strategic national research agenda, prioritizing international research collaboration as a vital instrument for language diplomacy.

Keywords: bibliometrics; content and language integrated learning; Indonesian as a foreign language.

ARTICLE HISTORY

Received: December 4, 2025

Accepted: May 4, 2026

Published: July 21, 2026

LICENSE

Copyright © 2026 The Author(s). This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY 4.0) License.

<https://creativecommons.org/licenses/by/4.0/>.

How to Cite This Article

Wijayakusumah, K.W., Anwar, R.K. & Winoto, Y. (2026). Bibliometric trends in CLIL for BIPA learning mapping publication, collaboration, and citation trends. *Ghancaran: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 8(1), 205-225. <https://doi.org/10.19105/ghancaran.v8i1.22798>

INTRODUCTION

Globalization has fundamentally transformed the landscape of foreign language learning, creating a demand for pedagogical approaches that integrate content and language instruction (Busse, 2011). In this context, Content and Language Integrated Learning (CLIL) has emerged as a dominant approach in Europe and Asia for foreign language education (Dalton-Puffer, 2011; Pérez-Cañado, 2012). The intensification of globalization, as a process of economic, political, and cultural integration, has opened new avenues for intercultural interaction and language learning across diverse societal contexts (Khiltukhina, 2021). In Indonesia, this phenomenon has stimulated growing global interest in Bahasa Indonesia bagi Penutur Asing (BIPA), particularly as Indonesia consolidates its position as the largest economy in Southeast Asia and a G20 member (Susanto et al., 2024).

BIPA learning has undergone significant transformation, shifting from conventional communicative approaches toward content-specific language learning (Basturkmen, 2025). BIPA is an educational program designed to develop foreign speakers' language skills, integrating listening, speaking, reading, and writing competencies in a holistic framework (Nirmalasari, 2022; Sutrisno et al., 2021). Contemporary BIPA learners require not only general communicative competence but also language proficiency for specific academic and professional purposes, commonly referred to as Indonesian for Specific Purposes (ISP) (Hamdiah, 2023; Rumindah et al., 2025). This need aligns with the well-established global trajectory of English for Specific Purposes (ESP) (Basturkmen, 2025), yet its implementation within the BIPA context remains limited.

CLIL offers a pedagogical solution to this challenge by simultaneously integrating language learning and subject-matter content (Busse, 2011; Marsh, 2002). CLIL is an educational approach with a dual focus, in which subject content is taught and learned concurrently with a foreign language (Goris et al., 2019; Kampen et al., 2018). This approach has demonstrated effectiveness in simultaneously enhancing both linguistic competence and content knowledge within European language learning contexts (Dalton-Puffer, 2011; Pérez-Cañado, 2012). For instance, a study involving accounting students found that CLIL implementation led to measurable vocabulary gains within that learner group (Nugroho, 2020).

Although CLIL has become a well-established paradigm in foreign language education across Europe and EFL contexts (Hu et al., 2023; Villabona & Cenoz, 2022), its application in BIPA learning remains at an early exploratory stage. CLIL is no longer a novel approach, it has been extensively researched and has attracted considerable global attention,

particularly in English as a Foreign Language (EFL) and European language contexts. Comprehensive bibliometric studies on CLIL have been conducted for EFL (Graham et al., 2018; Pérez-Cañado, 2012) and European language contexts (Busse, 2011) however, no comparable study has specifically mapped the CLIL research landscape within BIPA learning.

Three research gaps have been identified: (1) the absence of a systematic mapping of CLIL-BIPA publications that identifies trends, collaboration patterns, and citation impacts; (2) limited understanding of how BIPA researchers adopt and adapt CLIL frameworks originally developed in EFL contexts; and (3) the uncharted position of Indonesia within the global CLIL knowledge network. This study addresses these gaps by providing the first comprehensive bibliometric analysis explicitly focused on CLIL in BIPA learning, positioning itself as a baseline study for future research.

Bibliometric analysis was selected for its capacity to map the intellectual structure of a field through quantitative analysis of scientific publications (Donthu et al., 2021). Bibliometric analysis is a statistical method used to analyze literature in order to describe trends and developments in knowledge, as well as related information such as citations, authors, and keywords (Maula et al., 2018). This method has proven effective in identifying: (1) the temporal evolution of research; (2) collaboration structures among researchers and institutions; (3) citation patterns and scientific impact; and (4) unexplored research frontiers (Donthu et al., 2021). In the CLIL-BIPA context, bibliometric analysis can reveal whether research is sporadic or systematic, domestic or international, and theoretical or applied in orientation.

This study contributes at three levels: (1) theoretically, by providing a comprehensive knowledge map of CLIL adoption in non-European and non-EFL contexts; (2) methodologically, by demonstrating the application of bibliometric analysis in the field of foreign language learning; and (3) practically, by offering strategic recommendations for BIPA policymakers and researchers to develop an international collaborative research agenda. The novelty of this study lies in its bibliometric approach specifically applied to the intersection of CLIL and BIPA, a combination that has not been systematically examined before. Accordingly, this study not only maps "what has been researched" but also identifies "what remains to be researched" within the global CLIL-BIPA ecosystem.

METHOD

This study employs a quantitative approach through bibliometric analysis to examine the literature on the implementation of Content and Language Integrated Learning (CLIL) in

BIPA learning. Bibliometric analysis was selected for its capacity to use statistical and mathematical techniques to objectively reveal patterns of publication, citation, and collaboration within scientific discourse (Donthu et al., 2021; Zupic & Čater, 2015). The primary analytical focus was on identifying contemporary trends, researcher collaboration networks, and the scientific impact of the defined topic.

The Dimensions database was selected as the primary data source based on three strategic considerations: its extensive coverage of approximately 130 million publications (Herzog et al., 2020), its comprehensive indexing of Indonesian national journals, and its accessibility to support research replicability. The search strategy was developed iteratively using the following query: ("Content and Language Integrated Learning" OR "Content-Based Instruction" OR "Content-Based Language Teaching") AND ("BIPA" OR "Indonesian as a Foreign Language" OR "Bahasa Indonesia bagi Penutur Asing").

Strict inclusion criteria were applied: (1) publication year between 2016 and 2025, capturing one decade of contemporary dynamics; (2) publication type restricted to peer-reviewed journal articles; (3) subject areas relevant to Language Studies and Education; and (4) indexing in the Directory of Open Access Journals (DOAJ) to ensure a minimum quality standard and mitigate the risk of predatory journals (Bankar et al., 2022).

Exclusion criteria included: (1) publications with incomplete metadata (missing author, year, title, or source information); (2) articles that mentioned the research variables only tangentially without substantive engagement; (3) conference papers, book chapters, dissertations, and non-journal documents; and (4) duplicate records identified during the data cleaning process.

The screening process followed the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) protocol to ensure transparency and replicability. The process proceeded through four explicit stages:

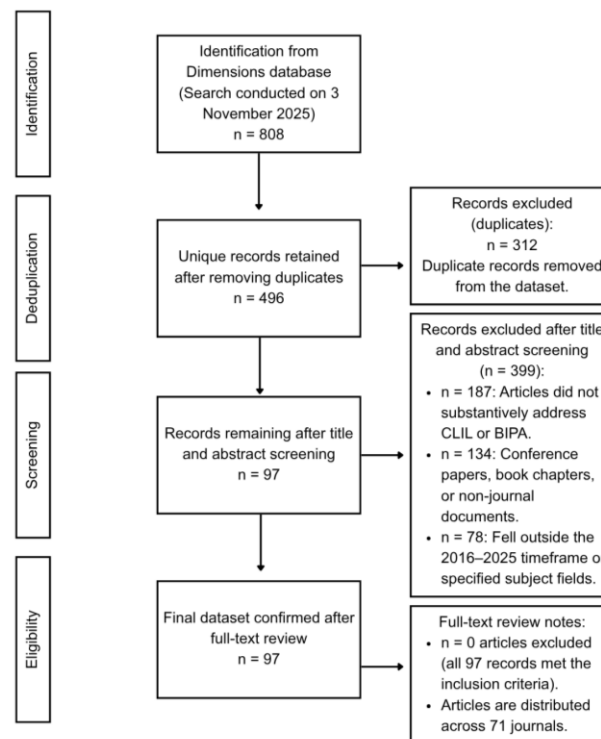


Figure 1. The four-stage PRISMA screening process

This four-stage process is summarized numerically as: 808 → 496 (after deduplication) → 97 (after screening and eligibility assessment).

The restriction to DOAJ-indexed journals was adopted to ensure open accessibility and to minimize inclusion of predatory publications (Bankar et al., 2022). However, this decision carries a significant and explicitly acknowledged trade-off: numerous influential CLIL publications are indexed in Scopus or Web of Science (WoS) but not in DOAJ. Consequently, the present dataset may underrepresent high-impact theoretical contributions from those databases, potentially affecting the completeness of the bibliometric landscape. DOAJ inclusion alone does not guarantee bibliometric comprehensiveness; it reflects a deliberate methodological choice prioritizing open-access quality assurance rather than a claim of exhaustive coverage. Future studies are strongly encouraged to replicate this analysis using Scopus or WoS to validate and extend the current findings.

Analysis was conducted across five main dimensions based on the framework of Donthu et al. (2021): (1) performance analysis to measure annual productivity and identify the most influential articles; (2) science mapping through co-authorship and international collaboration analysis; (3) source analysis using Bradford's Law to map core journals; (4) author and affiliation analysis to identify the most productive institutions and researchers; and (5) citation analysis to measure scientific impact by country. All data were processed using R Studio Biblioshiny (Aria & Cuccurullo, 2017), enabling visualization of thematic maps and complex graphs.

This study acknowledges four inherent limitations. First, the use of a single database (Dimensions) introduces potential selection bias, as publications indexed exclusively in Scopus, WoS, or other databases are not captured. Second, the DOAJ restriction may exclude influential CLIL publications, limiting bibliometric completeness as discussed above. Third, incomplete metadata in a substantial portion of the dataset, particularly the absence of author keywords and reference lists, prevented keyword co-occurrence and co-citation analyses, which are core components of science mapping; this gap means the thematic clustering and intellectual structure of CLIL-BIPA research could not be fully mapped. Fourth, the quantitative nature of bibliometric analysis may not capture the qualitative depth of theoretical contributions (Kurdi & Kurdi, 2021). These limitations provide a foundation for future research to adopt more integrative methodological approaches combining multiple databases and mixed-methods designs.

RESULTS AND DISCUSSION

Keyword Development and Search Strategy

The researchers conducted a systematic search of the Dimensions database to collect publications on the implementation of CLIL in BIPA learning. Keyword selection was a critical step, as the precision of keywords determines the validity and reliability of a bibliometric dataset (Aria & Cuccurullo, 2017). The primary challenge arose because CLIL is a specific approach with limited synonyms, while BIPA-related keywords often yield restricted results when combined rigidly.

To address this, Boolean operators OR and AND were applied to broaden coverage and integrate core concepts (Atkinson & Cipriani, 2018; MacDonald et al., 2024). An initial broad query including terms such as "Language Immersion" and "Indonesian as a Second Language" produced results with excessive thematic bias. The query was subsequently refined to: ("Content and Language Integrated Learning" OR "Content-Based Instruction" OR "Content-Based Language Teaching") AND ("BIPA" OR "Indonesian as a Foreign Language").

The 2016–2025 timeframe was selected based on the window of analysis principle, which holds that a ten-year period captures evolutionary trends in a field while maintaining contemporary relevance (Donthu et al., 2021). This period coincides with the global maturation phase of CLIL, during which the approach transitioned from an experimental pedagogy to a mainstream instructional framework (Pérez-Cañado, 2012). Dimensions was selected as the primary data source for its comprehensive coverage of the research cycle and

its broader indexing of Indonesian national journals compared to Scopus (Herzog et al., 2020).

Initial Search and Screening Results

The initial search (3 November 2025) using a broad timeframe of 2001–2025 yielded 808 records. Following the PRISMA protocol detailed in the Method section, the dataset was reduced to a final corpus of 97 articles. It must be noted that the large initial count reflects the broad pre-screening parameters; the subsequent application of strict inclusion criteria, particularly the 2016–2025 restriction, journal articles only, and DOAJ indexing, substantially narrowed the dataset to a focused, quality-controlled corpus. The development of publication trends over the search period is illustrated in Figure 2.

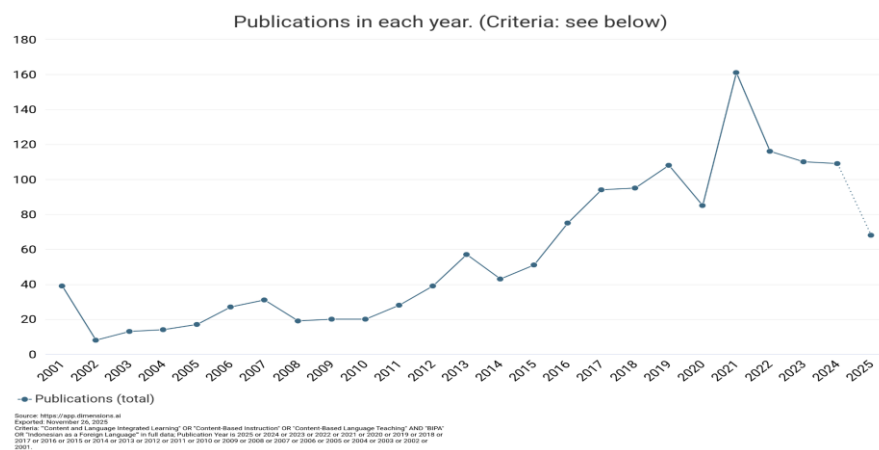


Figure 2. Publication trend of "Content Language Integrated Learning in BIPA Learning" in the Dimensions database

Dataset Overview

Category	Information
Database	Dimensions
Publication Year	2016 - 2025
Keywords	("Content and Language Integrated Learning" OR "Content-Based Instruction" OR "Content-Based Language Teaching") AND ("BIPA" OR "Indonesian as a Foreign Language")
Research Fields	Language Studies; Education; Language, Communication, and Culture
Publication Type	Journal Articles (peer-reviewed)
Journal Indeks	Directory of Open Access Journals (DOAJ)
Data Extraction	Title, abstract, authors, publication year, citations, and related metadata
Final Sample	97 articles

Table 1. Data source and selection criteria (Source: Researcher, 2025)

Description	Information
Timespan	2016 : 2025
Sources	71

Documents	97
Annual Growth Rate	0%
Authors	191
Authors of single-authored docs	42
International co-authorships %	1.031%
Co-Authors per Doc	2.02
Author's Keywords (DE)	Not identified (incomplete metadata)
References	Not identified (incomplete metadata)
Document Average Age	3.96 years
Average citations per doc	7.247

Table 2. Main dataset overview (Source: Researcher, 2025)

Table 2 details a dataset of 97 articles across 71 journals on CLIL in BIPA. The dispersal across 71 sources reflects the interdisciplinary nature of the field, connecting pedagogy, content knowledge, and cognitive development (Busse, 2011). The average co-authorship of 2.02 indicates that research remains exploratory and individually driven, not yet reaching the collaborative big science phase (Wuchty et al., 2007), reflecting the predominance of individual scholarship in Indonesian academic culture (Risdiyany & Herlambang, 2021).

A critical analytical constraint must be explicitly acknowledged here: the absence of author keyword data and reference lists in a substantial portion of the dataset prevented the execution of keyword co-occurrence analysis and co-citation analysis, two core components of science mapping in bibliometric research. Consequently, the thematic clustering and intellectual structure of CLIL-BIPA research could not be fully mapped. The findings presented in this study are therefore best understood as a structural and quantitative characterization of the field, rather than a complete intellectual landscape mapping. Future studies should address this gap by utilizing databases with more complete metadata coverage, such as Scopus or WoS.

Although the average citations per document (7.247) exceeds the domestic social science average, this figure remains below international CLIL benchmarks (Graham et al., 2018). The extremely low international collaboration rate (1.031%) stands in stark contrast to the global norm of 25–40% (Wagner et al., 2015). According to social capital theory, international collaboration is crucial for increasing citation impact through network exposure (Bozeman & Corley, 2004).

Annual Publication Trends

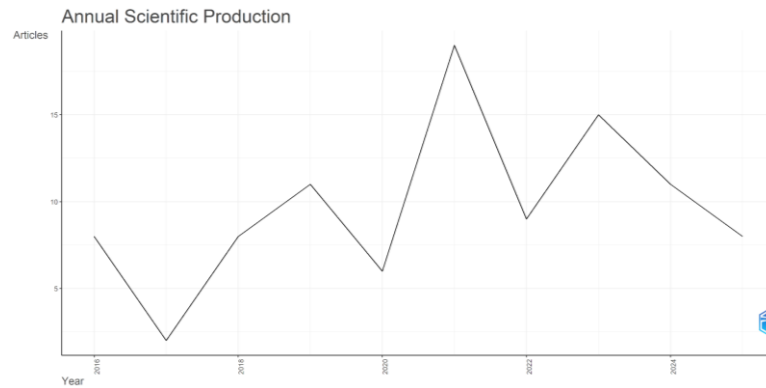


Figure 3. Annual scientific publication output

Figure 3 visualizes the annual production trends from 2016 to 2025. Despite an annual growth rate of 0%, significant fluctuations occurred, with a peak in 2021 (19 articles). This unstable pattern aligns with Rogers' Diffusion of Innovation Theory (2003), suggesting that CLIL adoption in BIPA remains in the early adopters stage, dependent on individual initiative rather than institutional support. Based on Stokes' (1997) Pasteur's Quadrant model, curiosity-driven research without a national policy framework tends to produce sporadic output.

The 2021 surge resulted from two converging factors. First, the COVID-19 pandemic forced the adoption of innovative pedagogies CLIL emerged as a response to the limitations of conventional grammar-based instruction in online settings, providing meaningful content that enhanced learner motivation (Goris et al., 2019). Second, the 2020 Merdeka Belajar Kampus Merdeka (MBKM) policy created institutional pressure for curriculum innovation (DiMaggio & Powell, 1983), enabling flexible cross-program learning that aligned with CLIL's student-centered principles (Bhakti et al., 2022; Fullan, 2016).

However, the post-2021 decline confirms that this growth was situational rather than structural. Without institutionalization and sustained resource allocation, innovations tend to recede following the initial enthusiasm phase (Fullan, 2016). This contrasts with the consistent 8–12% annual growth of CLIL globally in Europe and Asia (Pérez-Cañado, 2012), indicating that CLIL has yet to become a strategic priority in BIPA development in Indonesia.

Citation Analysis

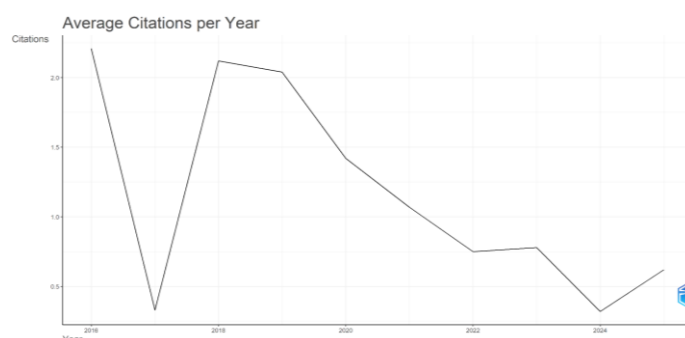


Figure 4. Average citations per year

Figure 4 presents average citations per year (2016–2025), showing a gradual declining trend since 2019. This pattern is primarily explained by citation time lag theory: articles require a "citation window" of 3–5 years to reach peak impact (Liu et al., 2021), and social science articles require 4–6 years to reach 50% of their citation potential (Bornmann & Daniel, 2008). Articles published between 2016 and 2019 have had sufficient time to accumulate citations, whereas publications from 2020 to 2025 have not yet passed this threshold. The declining trend therefore reflects article age rather than a decline in research quality.

The drastic volatility in 2017 indicates that CLIL had not yet become a stable focus for the BIPA research community at that time, consistent with the characteristics of an emerging field lacking a consolidated core literature (Crane & Kaplan, 1973). The relative stability observed in 2019–2021 suggests a consolidation phase, during which CLIL-BIPA research began to gain stronger academic legitimacy (Kuhn, 2002).

An important caveat applies to all citation figures in this dataset: the incomplete reference metadata for a portion of the articles may result in an undercount of actual citations received. The citation figures presented here should therefore be interpreted as conservative estimates rather than definitive measures of scientific impact, and cross-validation with Scopus or WoS citation data is recommended in future studies.

Author Analysis

No.	Author	Title	Citations	Journal
1	Graham KM (2018)	Language and Content Outcomes of CLIL and EMI: A Systematic Review	88	Latin American Journal of Content And Language Integrated Learning
2	Cañado MLP (2016)	From the CLIL Craze To the CLIL Conundrum: Addressing the Current CLIL Controversy	80	Bellaterra Journal of Teaching & Learning Language & Literature
3	Namaziandost E (2019)	Enhancing Oral Proficiency through Cooperative Learning Among Intermediate EFL Learners: English Learning Motivation in Focus	80	Cogent Education
4	Cross R (2016)	Language and Content 'Integration': The Affordances of Additional Languages as a	33	Journal of Curriculum Studies

5	Gabillon Z (2020)	Revisiting CLIL: Background, Pedagogy, and Theoretical Underpinnings	31	Contextes et Didactiques
---	-------------------	--	----	--------------------------

Table 3. Top 5 most-cited articles (Source: Researcher, 2025)

Table 3 presents the five most-cited articles, revealing that CLIL-BIPA research remains heavily dependent on theoretical frameworks developed by global scholars in EFL and European contexts. The dominance of these articles reflects the center-periphery dynamic in knowledge production (Shils, 1958), whereby researchers in Indonesia (periphery) adopt conceptual frameworks from established research centers to gain academic legitimacy.

The top-ranked article, a systematic review by Graham et al. (2018), confirms the citation advantage of review articles as consolidators of knowledge (Blümel & Schniedermann, 2020; Garfield, 2006). The complete absence of any BIPA-specific article among the top five most-cited works is a significant finding in itself: it confirms that CLIL-BIPA research remains in a theoretical borrowing phase and has not yet produced an indigenous theoretical framework capable of standing independently as a global reference (Alatas, 2003). According to Altbach (2004), research maturity requires landmark studies that become international reference points; CLIL-BIPA research has not yet achieved the critical mass needed to constitute an autonomous research community with a distinctive body of knowledge (Crane & Kaplan, 1973).

Institutional Analysis

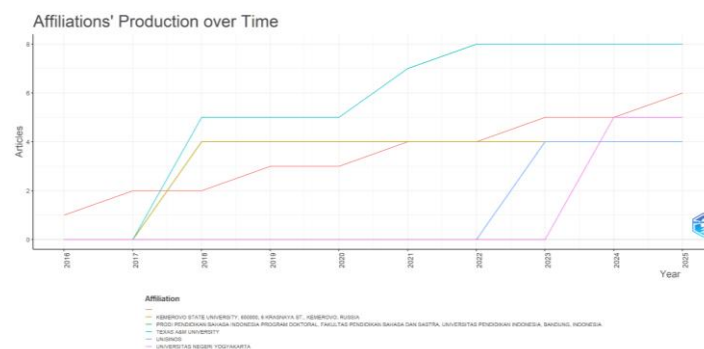


Figure 5. Evolution of publication output by affiliation

Figure 5 illustrates the evolution of scientific publications by affiliation. Universitas Pendidikan Indonesia (UPI) demonstrates high consistency since 2023, driven by strong research infrastructure including dedicated BIPA centers and specialized faculty expertise (Altbach, 2004). The productivity surge of Universitas Negeri Yogyakarta (UNY) in 2024 (5 articles) reflects a resource-based view, whereby strategic resource allocation creates competitive advantage (Barney, 1991).

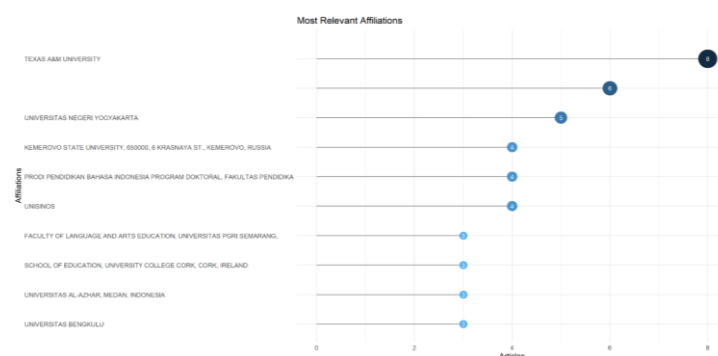


Figure 6. Most relevant affiliations

Figure 6 presents the affiliations with the highest relevance in CLIL-BIPA research. The dominance of teacher education universities (LPTK), specifically UNY and UPI, is shaped by three factors: comparative advantage through direct access to educational subjects (Altbach, 2004), institutional pressure from publication regulations (DiMaggio & Powell, 1983), and the integration of Tri Dharma principles that facilitate classroom-based action research (Boyer, 1991).

The absence of major research universities such as UI, ITB, and UGM indicates that CLIL-BIPA is still perceived as a domain of practical pedagogy rather than a strategic research priority integrated into national scientific agendas (Altbach, 2004). According to Clark (1998), research universities play a crucial role in generating cutting-edge research; their absence therefore represents a missed opportunity for elevating the quality and impact of CLIL-BIPA scholarship.

Internationally, Kemerovo State University (Russia) maintains stable productivity with 4 articles since 2016, validating that CLIL-BIPA has become a strategic research agenda in Russia, a consistent international partner of Indonesia (Umagapi, 2017). The position of Texas A&M University (USA) warrants critical interpretation: this institution likely represents a theoretical CLIL reference hub whose works are widely cited by local researchers as conceptual foundations, rather than reflecting a specific focus on BIPA research (Garfield, 2006). This distinction is important for accurately interpreting the international dimension of the dataset.

Journal Analysis

Analysis of CLIL-BIPA publications reveals a distributional imbalance across journals, which can be explained through Bradford's Law, the bibliometric principle stating that a small number of core journals produce the majority of publications in a given field (Onyancha & Ocholla, 2022).

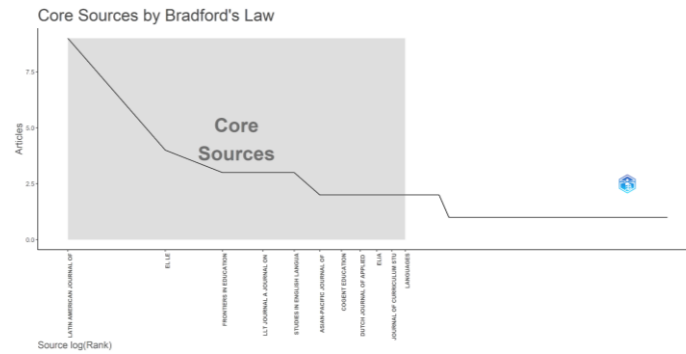


Figure 7. Core journals based on Bradford's Law grouping

Zone	Rank	Number of Journals	Number of Publications
Zona 1	1 - 11	11	34
Zona 2	12 - 39	28	31
Zona 3	40 - 71	32	32

Table 4. Journal grouping based on Bradford's Law (Source: Researcher, 2025)

Figure 7 and Table 4 reveal a high concentration of CLIL-BIPA research in Zone 1. The Latin American Journal of Content and Language Integrated Learning (LACLIL) dominates as the primary core source with 9 articles, indicating that researchers prioritize specialist journals to ensure audience relevance and theoretical legitimacy (Moed, 2005). Zone 1 data also reveals a hybrid publication strategy: researchers utilize both global open-access journals (such as Frontiers in Education) and reputable domestic journals (such as LLT and SiELE), driven by the limited availability of BIPA-specific journals in major global indices (Lillis & Curry, 2011).

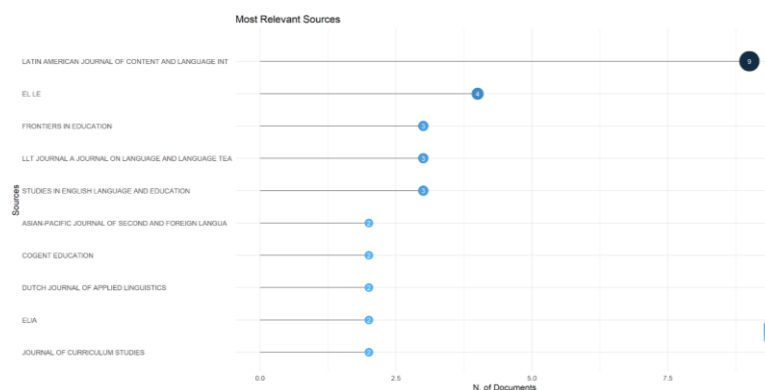


Figure 8. Most relevant journal sources

Zones 2 and 3 are dominated by journals with broad scope, the majority contributing only a single article each. This fragmentation confirms that CLIL-BIPA has not yet established itself as a sub-discipline with dedicated journal outlets, but is instead discussed incidentally across diverse publication venues, a characteristic consistent with an emerging, rapidly developing field. The emergence of prestigious journals such as Frontiers in Education in the dataset signals a gradual quality improvement, suggesting that CLIL-BIPA research is

shifting from local classroom practice toward a broader, internationally recognized discourse in applied linguistics.

Country Analysis

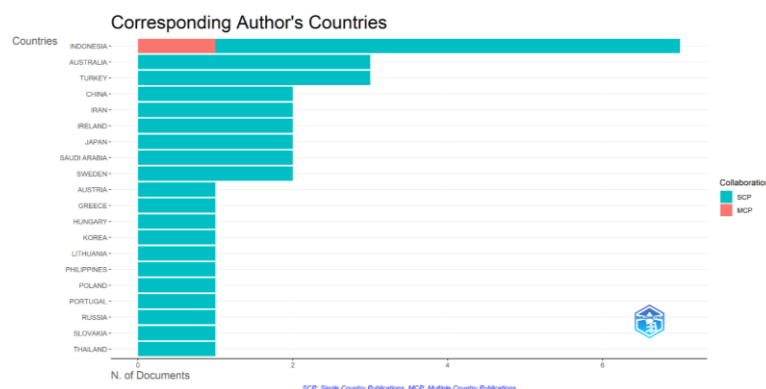
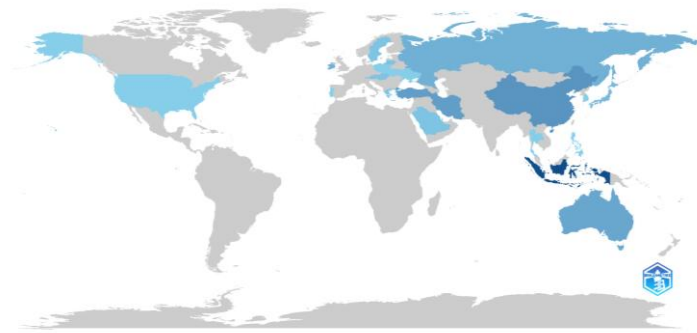


Figure 9. Corresponding author country mapping

Figure 9 presents the mapping of corresponding author countries in CLIL-BIPA research, confirming Indonesia's position as the primary contributor. This dominance aligns with linguistic ownership theory, whereby the country of the target language holds a comparative advantage through direct access to native speakers, cultural contexts, and institutional infrastructure (Phillipson, 1992). Beyond Indonesia, Asia-Pacific countries including Australia, China, and Japan also contribute, reflecting regional demand driven by geographic proximity and economic integration (Umagapi, 2017).

The most critical finding is the extreme dominance of Single Country Publications (SCP) at 98.969%, with only 1.031% Multiple Country Publications (MCP). This disparity stands in stark contrast to international collaboration standards in foreign language research, CLIL in Europe (35–45%) and EFL in Asia (18–25%) (Hu et al., 2023; Pérez-Cañado, 2012). The minimal international collaboration is driven by limited social capital in networking, language barriers, and the absence of specific funding schemes that incentivize cross-national partnerships (Bozeman & Corley, 2004; Wagner et al., 2015). This situation creates a fundamental irony: research on teaching Indonesian to foreign speakers rarely involves substantive collaboration with researchers from the learners' home countries, undermining the cross-cultural validity of findings (Brislin, 1970).

Country Scientific Production


Figure 10. Scientific article production by country

No.	Country	Article	Year Range	Total Citation
1	Indonesia	15	2016 – 2025	92
2	China	7	2016 – 2025	35
3	Iran	6	2016 – 2025	14
4	Turkey	6	2016 – 2025	17
5	Australia	5	2016 – 2025	54

Table 5. Top 5 countries by article production (Source: Researcher, 2025)

Figure 10 and Table 5 present article production and citation impact by country. Indonesia's dominance (92 total citations) confirms that domestic researchers play a central role in shaping the pedagogical discourse of CLIL for BIPA. Although Australia produced only 5 articles, it demonstrates a "quality over quantity" strategy with a citation ratio of 10.80 per article—substantially higher than Indonesia's 6.13. According to Moed (2005), a high citation ratio indicates strong theoretical contribution, methodological rigor, and broad readership. The gap between Indonesia's citation quantity (92) and citation quality (6.13 per article) highlights a structural challenge: volume of output does not automatically translate into theoretical influence.

The global map reveals significant geographic gaps: South America, Africa, and the Middle East remain largely absent, indicating that BIPA has not yet become a strategically prioritized foreign language beyond the Asia-Pacific region—contrasting with the global expansion of Mandarin or Japanese through dedicated cultural institutions (Bianco, 2007). Contributions from Iran and Turkey show low citation ratios (2.33 and 2.83 respectively), suggesting exploratory or replication-based research published in journals with limited regional reach (Garfield, 2006).

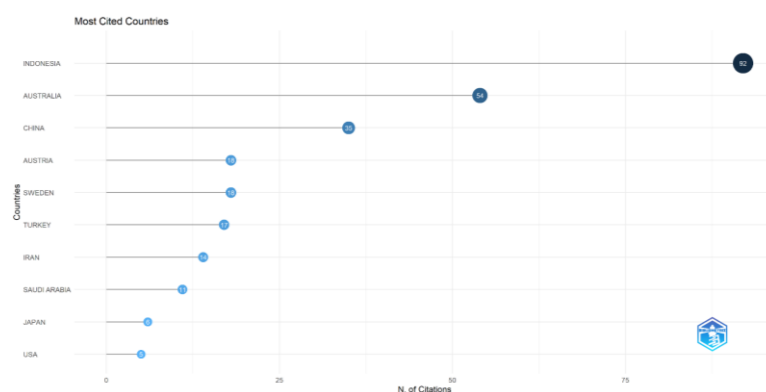


Figure 11. Most cited countries

Figure 11 confirms Indonesia at the top (92 citations), followed by Australia (54) and China (35) in the Asia-Pacific region. A notable paradox exists for the United States, which has relatively high publication volume but low citation counts (5 citations) within this specific dataset. This confirms that US publications focus primarily on global theoretical CLIL rather than empirical BIPA applications, and are therefore cited only as conceptual references (Shils, 1958), further reinforcing the theoretical borrowing syndrome identified throughout this analysis.

CONCLUSION

This bibliometric study identifies three primary scientific contributions and structural challenges within the Content and Language Integrated Learning in Indonesian for Foreign Speakers (CLIL-BIPA) research landscape. First, the field exhibits a stagnant 0% annual growth rate in contrast to the 8–12% global CLIL trend, indicating that research remains individually motivated rather than driven by a systematic national agenda. Second, a severe international collaboration deficit exists, with only 1.031% of publications involving foreign co-authorship; this creates a fundamental irony where research on teaching Indonesian to foreigners rarely involves scholars from the speakers' countries of origin, undermining its global relevance. Third, a theoretical borrowing syndrome persists, as the field has yet to generate an indigenous framework capable of independently contributing to global discourse. Concrete findings show that while Indonesia leads in total citations, it trails Australia in citation quality. Furthermore, the 2021 publication peak was merely a situational byproduct of the COVID-19 pandemic and the Merdeka Belajar Kampus Merdeka (MBKM) policy, while the dominance of teacher-training institutions reflects that CLIL-BIPA is still perceived as applied pedagogy rather than a strategic research priority.

Methodologically, this baseline study is constrained by selection bias from its reliance on a single database (Dimensions) and DOAJ-indexed journals, alongside incomplete

metadata that prevented comprehensive keyword co-occurrence and co-citation analyses. To overcome these limitations and transform the discipline, clear policy implications demand the transition from individual initiatives to a strategic national agenda. This requires establishing a BIPA Research Roadmap 2026–2035 with explicit international targets, cross-national collaborative grant schemes, and a dedicated BIPA Research Network to serve as an instrument of language diplomacy. Moving forward, realistic future research directions must prioritize empirical mixed-methods investigations and longitudinal studies to validate CLIL effectiveness in Indonesian language acquisition. Additionally, future scholars should pursue multi-database bibliometric replications incorporating Scopus and Web of Science to capture a more exhaustive account of the literature, combined with qualitative analyses to critically assess the degree and appropriateness of theoretical frameworks adapted from EFL and European CLIL traditions.

DECLARATIONS

Ethical considerations

Not applicable.

Use of artificial intelligence (AI)

The authors declare that the generative artificial intelligence (AI) tool Gemini was used exclusively for language editing and/or grammatical improvement. The use of AI did not influence the scientific content, study design, data analysis, data interpretation, results, or conclusions of the manuscript. Full responsibility for the content remains with the authors.

Conflict of Interest

The authors declare no conflicts of interest.

Funding

This research did not receive any financial support.

REFERENCE

- Alatas, S. F. (2003). Academic dependency and the global division of labour in the social sciences. *Current Sociology*, 51(6), 599–613.
<https://doi.org/10.1177/00113921030516003>

- Altbach, P. G. (2004). Globalisation and the university: Myths and realities in an unequal world. *Tertiary Education and Management*, 10(1), 3–25. <https://doi.org/10.1080/13583883.2004.9967114>
- Aria, M., & Cuccurullo, C. (2017). Bibliometrix: An R-tool for comprehensive science mapping analysis. *Journal of Informetrics*, 11(4), 959–975. <https://doi.org/10.1016/J.JOI.2017.08.007>
- Atkinson, L. Z., & Cipriani, A. (2018). How to carry out a literature search for a systematic review: A practical guide. *BJPsych Advances*, 24(2), 74–82. <https://doi.org/10.1192/bja.2017.3>
- Bankar, R., Lihitkar, S. R., & Rohila, N. S. (2022). Directory of Open Access Journals (DOAJ) and its application in academic libraries. *Pearl: A Journal of Library and Information Science*, 16(1), 47–56. <https://doi.org/10.5958/0975-6922.2022.00006.7>
- Barney, J. (1991). Firm resources and sustained competitive advantage. *Journal of Management*, 17(1), 99–120. <https://doi.org/10.1177/014920639101700108>
- Basturkmen, H. (2025). Learning a specialized register: An English for specific purposes research agenda. *Language Teaching*, 58(1), 57–68. <https://doi.org/10.1017/S0261444823000472>
- Bhakti, Y. B., Simorangkir, M. R. R., Tjalla, A., & Sutisna, A. (2022). Kendala implementasi kebijakan Merdeka Belajar Kampus Merdeka (MBKM) di perguruan tinggi. *Research and Development Journal of Education*, 8(2), 783–790. <https://doi.org/10.30998/rdje.v8i2.12865>
- Bianco, J. Lo. (2007). Emergent china and chinese: Language planning categories. *Language Policy*, 6(1), 3–26. <https://doi.org/10.1007/s10993-006-9042-3>
- Blümel, C., & Schniedermann, A. (2020). Studying review articles in scientometrics and beyond: A research agenda. *Scientometrics*, 124(1), 711–728. <https://doi.org/10.1007/s11192-020-03431-7>
- Bornmann, L., & Daniel, H. (2008). What do citation counts measure? A review of studies on citing behavior. *Journal of Documentation*, 64(1), 45–80. <https://doi.org/10.1108/00220410810844150>
- Boyer, E. L. (1991). The scholarship of teaching from: Scholarship reconsidered: Priorities of the professoriate. *College Teaching*, 39(1), 11–13. <https://doi.org/10.1080/87567555.1991.10532213>
- Bozeman, B., & Corley, E. (2004). Scientists' collaboration strategies: Implications for scientific and technical human capital. *Research Policy*, 33(4), 599–616. <https://doi.org/10.1016/j.respol.2004.01.008>
- Brislin, R. W. (1970). Back-translation for cross-cultural research. *Journal of Cross-Cultural Psychology*, 1(3), 185–216. <https://doi.org/10.1177/135910457000100301>
- Busse, V. (2011). CLIL: Content and language integrated learning. *System*, 39(1), 123–125. <https://doi.org/10.1016/j.system.2011.01.001>
- Crane, D., & Kaplan, N. (1973). Invisible colleges: Diffusion of knowledge in scientific communities. *Physics Today*, 26(1), 72–73. <https://doi.org/10.1063/1.3127901>
- Dalton-Puffer, C. (2011). Content-and-language integrated learning: From practice to principles? *Annual Review of Applied Linguistics*, 31, 182–204. <https://doi.org/10.1017/S0267190511000092>
- DiMaggio, P. J., & Powell, W. W. (1983). The iron cage revisited: Institutional isomorphism

- and collective rationality in organizational fields. *American Sociological Review*, 48(2), 147–160. <https://doi.org/10.2307/2095101>
- Donthu, N., Kumar, S., Mukherjee, D., Pandey, N., & Lim, W. M. (2021). How to conduct a bibliometric analysis: An overview and guidelines. *Journal of Business Research*, 133, 285–296. <https://doi.org/10.1016/j.jbusres.2021.04.070>
- Fullan, M. (2016). *The new meaning of educational change*. Teachers college press.
- Garfield, E. (2006). The history and meaning of the journal impact factor. *JAMA*, 295(1), 90–93. <https://doi.org/10.1001/jama.295.1.90>
- Goris, J., Denessen, E., & Verhoeven, L. (2019). Effects of content and language integrated learning in Europe A systematic review of longitudinal experimental studies. *European Educational Research Journal*, 18(6), 675–698. <https://doi.org/10.1177/1474904119872426>
- Graham, K. M., Choi, Y., Davoodi, A., Razmeh, S., & Dixon, L. Q. (2018). Language and content outcomes of CLIL and EMI: A systematic review. *Latin American Journal of Content & Language Integrated Learning*, 11(1), 19–38. <https://doi.org/10.5294/laclil.2018.11.1.2>
- Hamdiah, M. (2023). Komunikasi lintas budaya antara pengajar BIPA dan pemelajar Madagaskar. *Jurnal Ilmiah Bina Bahasa*, 16(1), 63–73. <https://doi.org/10.33557/binabahasa.v16i1.2412>
- Herzog, C., Hook, D., & Konkiel, S. (2020). Dimensions: Bringing down barriers between scientometricians and data. *Quantitative Science Studies*, 1(1), 387–395. <https://doi.org/10.1162/QSS.A.00020>
- Hu, H., Said, N. E. M., & Hashim, H. (2023). Sustaining Content and Language Integrated Learning in China: A systematic review. *Sustainability*, 15(5), 3894. <https://doi.org/10.3390/su15053894>
- Kampen, E. van, Admiraal, W., & Berry, A. (2018). Content and language integrated learning in the Netherlands: teachers' self-reported pedagogical practices. *International Journal of Bilingual Education and Bilingualism*, 21(2), 222–236. <https://doi.org/10.1080/13670050.2016.1154004>
- Khiltukhina, E. (2021). Globalisation impact on the western and eastern cultures. *International Journal of Criminology and Sociology*, 9, 3002–3006. <https://doi.org/10.6000/1929-4409.2020.09.365>
- Kuhn, T. S. (2002). *The structure of scientific revolutions*. University of Chicago Press.
- Kurdi, M. S., & Kurdi, M. S. (2021). Analisis bibliometrik dalam penelitian bidang pendidikan: Teori dan implementasi. *Journal on Education*, 3(4), 518–537. <https://doi.org/10.31004/joe.v3i4.2858>
- Lillis, T. M., & Curry, M. J. (2011). *Academic writing in a global context: The politics and practices of publishing in English*. Routledge.
- Liu, N., Shapira, P., & Yue, X. (2021). Tracking developments in artificial intelligence research: Constructing and applying a new search strategy. *Scientometrics*, 126(4), 3153–3192. <https://doi.org/10.1007/s11192-021-03868-4>
- MacDonald, H., Comer, C., Foster, M., Labelle, P. R., Marsalis, S., Nyhan, K., Premji, Z., Rogers, M., Splenda, R., Stansfield, C., & Young, S. (2024). Searching for studies: A guide to information retrieval for Campbell systematic reviews. *Campbell Systematic Reviews*,

- 20(3). <https://doi.org/10.1002/cl2.1433>
- Marsh, D. (2002). *CLIL/EMILE-The European dimension: Actions, trends and foresight potential*. European Commission.
- Maula, A. W., Fuad, A., & Utarini, A. (2018). Ten-years trend of dengue research in Indonesia and South-east Asian countries: A bibliometric analysis. *Global Health Action*, 11(1). <https://doi.org/10.1080/16549716.2018.1504398>
- Moed, H. F. (2005). *Citation analysis in research evaluation*. Springer Science & Business Media. <https://doi.org/10.1007/1-4020-3714-7>
- Nirmalasari, Y. (2022). Pengembangan bahan ajar menyimak berbasis kopi bagi pemelajar BIPA tingkat pemula. *KLAUSA (Kajian Linguistik, Pembelajaran Bahasa, Dan Sastra)*, 6(1), 61–72. <https://doi.org/10.33479/klausav6i1.564>
- Nugroho, A. (2020). Content and Language Integrated Learning practice in English for accounting course. *IJET (Indonesian Journal of English Teaching)*, 9(2), 172–181. <https://doi.org/10.15642/ijet2.2020.9.2.172-181>
- Onyancha, O. B., & Ocholla, D. N. (2022). Dispersion of ICT-related subject terms in information and knowledge management publications: A Bradford analysis. *Humanities and Social Sciences Communications*, 9(1). <https://doi.org/10.1057/s41599-022-01189-2>
- Pérez-Cañado, M. L. (2012). CLIL research in Europe: Past, present, and future. *International Journal of Bilingual Education and Bilingualism*, 15(3), 315–341. <https://doi.org/10.1080/13670050.2011.630064>
- Phillipson, R. (1992). *Linguistic imperialism*. Oxford University Press.
- Risdiany, H., & Herlambang, Y. T. (2021). Pengembangan profesionalisme guru dalam mewujudkan kualitas pendidikan di Indonesia. *EDUKATIF: Jurnal Ilmu Pendidikan*, 3(3), 817–823. <https://doi.org/10.31004/edukatif.v3i3.434>
- Rumindah, R., Nasution, J., Budianti, D., Siswati, E., & Pujiyanti, P. (2025). Contextual approach in Indonesian Language Learning Model for Foreign Speakers (BIPA) to improve language competence skills. *English Education Journal*, 16(1), 14–23. <https://doi.org/10.24815/eej.v16i1.43359>
- Shils, E. (1958). The intellectuals and the powers: Some perspectives for comparative analysis. *Comparative Studies in Society and History*, 1(1), 5–22. <https://doi.org/10.1017/S0010417500000049>
- Susanto, G., Pickus, D., Espree-Conaway, D., Suparmi, Rusiandi, A., & Noviyya, H. (2024). Indonesian language policy and perspectives on its implementation in promoting Bahasa Indonesia as an international language. *Cogent Arts & Humanities*, 11(1). <https://doi.org/10.1080/23311983.2024.2364511>
- Sutrisno, B., Sulaeman, A., Fasikh, M., & Yundayani, A. (2021). Kiat menjadi pegiat dan pengajar Bahasa Indonesia bagi penutur asing: Membidik potensi dan peluang. *Jurnal Abdimas Prakasa Dakara*, 1(2), 89–95. <https://doi.org/10.37640/japd.v1i2.1031>
- Umagapi, J. L. (2017). Russia-ASEAN summit 2016: Improvement for the better strategic partnership. *Jurnal Ilmiah Hubungan Internasional*, 13(2), 135–144. <https://doi.org/10.26593/jihi.v13i2.2328.135-144>
- Villabona, N., & Cenoz, J. (2022). The integration of content and language in CLIL: A challenge for content-driven and language-driven teachers. *Language, Culture and Curriculum*, 35(1), 36–50. <https://doi.org/10.1080/07908318.2021.1910703>

- Wagner, C. S., Park, H. W., & Leydesdorff, L. (2015). The continuing growth of global cooperation networks in research: A conundrum for national governments. *PLoS ONE*, 10(7). <https://doi.org/10.1371/JOURNAL.PONE.0131816>
- Wuchty, S., Jones, B. F., & Uzzi, B. (2007). The increasing dominance of teams in production of knowledge. *Science*, 316(5827), 1036–1039. <https://doi.org/10.1126/SCIENCE.1136099>
- Zupic, I., & Čater, T. (2015). Bibliometric methods in management and organization. *Organizational Research Methods*, 18(3), 429–472. <https://doi.org/10.1177/1094428114562629>