



ORIGINAL RESEARCH PAPER

# A Scientometric Analysis on the Ethics Education in the COVID-19 Era for Pure Life (2020-2024)

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ARTICLE INFO		ABSTRACT	
<b>Article History:</b> <i>Received: 28 October 2023</i> <i>Revised: 17 January 2024</i> <i>Accepted: 25 January 2024</i>		<b>SUBJECT &amp; OBJECTIVES:</b> Sometimes, the boundaries of ethics have been broken in online education, and COVID-19 has unconsciously provided the necessary grounds for this tension. The need to know the obstacles and practical solutions to solve this problem is the issue of this research for finding pure life. It is deemed essential to conduct a scientometric analysis in the domain of Ethics Education during the COVID-19 era to identify focal points and examine existing gaps in research.  <b>METHOD &amp; FINDING:</b> The research employs a descriptive-applied methodology, following the filtration process, 1000 articles were selected for analysis using Excel and VOS Viewer software to examine and present the data. The findings reveal a rising trend in the number of articles, with 2023 having the highest count (1,422). Additionally, Social Science & Medicine secured the top position with 228 articles. The position of medical sciences was significant due to the attention to ethics in the process of education and treatment.  <b>CONCLUSION:</b> The COVID-19 pandemic has significantly impacted ethics education, according to some, it was done with a plan and interest. The pandemic has led to increased mental health concerns, anxiety, depression, and changes in teaching strategies. Overlay visualizations show the relationship between the pandemic's stages and the adoption of educational technology in ethical education. Ethics education for pure living emphasizes the integration of ethical ideas into education to promote purity, integrity, and moral well-being. Finally, some parts of Islamic education increased in this era by virtual platforms.	
<b>Key Words:</b> <i>Pure Life</i> <i>Ethics Education</i> <i>Scientometric</i> <i>Bibliometric Analysis</i> <i>COVID-19</i>			
<b>DOI:</b> <a href="https://doi.org/10.22034/imjpl.2024.18284.1146">10.22034/imjpl.2024.18284.1146</a>			
<b>DOR:</b> <a href="https://doi.org/20.1001.1.26767619.2024.11.37.6.7">20.1001.1.26767619.2024.11.37.6.7</a>			
			
<b>* Corresponding Author:</b> <b>Email:</b> <a href="mailto:Amirkarimi1401@ms.tabrizu.ac.ir">Amirkarimi1401@ms.tabrizu.ac.ir</a> <b>ORCID:</b> 0000-0002-0299-1771		<b>Article Address Published on the Journal Site:</b> <a href="http://p-l.journals.miu.ac.ir/article_9290.html">http://p-l.journals.miu.ac.ir/article_9290.html</a>	
NUMBER OF REFERENCES	NUMBER OF AUTHORS	NATIONALITY OF AUTHOR	
33	5	(Iran, Indonesia, Malaysia)	

## **Introduction**

According to the topic of the research, components such as the importance of ethics in society and religions, its education, and the evolution of virtual teaching of ethics are discussed. Achieving Pure Life through education is one of the ideals of pure religions, including Islam. A systematic approach, known as ethics education, aims to convey values, information, and abilities about moral thinking, ethical principles, and responsible behavior. (*Cannaerts et al, 2014*)

It is so important part of Islamic education for reaching pure life. It seeks to provide people with a solid ethical basis so they may make wise choices in personal, professional, and social situations, among other areas of pure life. (*Andersson et al, 2022*)

So, moral education is significant in this field.

Teaching moral values such as honesty, integrity, respect for others, and social

responsibility, as well as fostering moral reasoning, decision-making, social and cultural awareness, professional ethics counseling, character development, legal and regulatory compliance, critical evaluation of information, social justice and equity are all important aspects of ethics education. (*Hunkenschroer & Luetge, 2022*)

A vital role is played by ethics education, (*Karimi et al, 2022*) which is applied at all educational levels, from higher education and professional development programs to elementary and secondary schools.

It has a vital function in molding people into well-informed experts in their domains with strong moral principles such as pure life who advance society. However, there are some issues in teaching ethics in virtual worlds.

There are many strategies for the development of Pure

Life in the world of virtual education. Creating interesting information, enabling conversations, and encouraging moral decision-making in a virtual learning environment (*Piragauta & Minelli de Oliveira, 2023*) are all part of teaching ethics through online education. Personalized feedback and virtual office hours, case studies and scenarios, ethical reflection and journals, webinars and guest speakers, online assessments with integrity, ethics in technology use, interactive content delivery, virtual discussions and collaboration, online office hours, and professional ethics resources are some of the key strategies.

With the spread of the COVID-19 virus, ethics education was also forced to appear in the virtual space with explained platforms, and as a result, a new and at the same time ambiguous field occurred in this field.

Many of the morals that existed in monotheistic religions had to be transmitted through mobile phones and cyberspace, while previously it was achieved through face-to-face training or mentoring. A comprehensive analysis of this situation is needed to provide an overview of this issue in the global community.

If monotheistic religions, including Islam, ignore the developments of the Covid-19 period and its effects on moral education, much damage can occur in this area.

The purpose of the study is to conduct a comprehensive and systematic examination of the scientific landscape surrounding ethics education within the context of the COVID-19 pandemic. The term scientometric analysis refers to the quantitative and qualitative assessment of scientific publications, aiming to identify patterns, trends,

and key themes within a specific field.

So, the main question of this research is: What are the trends and gaps in ethics education during the COVID-19 era?

### **Theoretical Foundations and Research Background**

Ethics education is essential for promoting a purified life in the COVID-19 age. Virtue ethics, principle-based ethics, care ethics, religious and spiritual ethics, environmental ethics, critical ethics education, and technological ethics are some of the important ideas and methods.

Principle-based ethics education offers a sound theoretical basis for moral judgments in healthcare, public health, and individual behavior, whereas virtue ethics emphasizes the development of moral character and virtuous attributes. While religious and spiritual ethics offer a moral compass, ethics of care emphasizes relationships, empathy, and compassion.

Aiding an all-encompassing strategy, people may live moral lives in the contemporary world that are driven by compassion, integrity, social responsibility, and ethical behavior.

In this article, keywords stand on the following:

- The concept of Pure Life in Islam and divine religions is closely related to the concept of righteous and virtuous life following the teachings of the Qur'an and the Sunnah of the Prophet of Islam (PBUH). (*Bighash, 2022*) This requires adherence to Islamic principles, doing good deeds, and striving for spiritual refinement and moral excellence.

- Ethics Education, encompasses a comprehensive framework that guides Muslims and all religious people in leading a virtuous life, maintaining good character, and fulfilling their moral obligations towards God, themselves, and others.

- Scientometric, is the field of study that focuses on the quantitative analysis of scientific research and its communication.

(*Goerlandt et al, 2020*)

- Bibliometric analysis, is a method used to analyze scientific literature and research output and involves the quantitative examination of bibliographic data. (*Moral-Muñoz et al, 2020*)

Accordingly, this scientometric analysis examines the volume of ethics education articles published between 2020 and 2024, particularly during the COVID-19 era. It identifies influential works, themes, and response strategies.

The study also examines the geographic distribution of ethics education research, regional variations, and institutional involvement. It also explores collaborative networks and emerging ethical frameworks.

- COVID-19, as a virus, has had a profound impact on global health, economies, societies, and daily life since it was first identified in late 2019. (*Mofijur et al, 2021*)

As the research background, the study emphasizes the importance of professional ethics education in vocational education. (*Julia et al, 2020*)

Additionally, it analyzes moral education papers published between 2010 and 2019 and finds a rising trend in publishing. (*Poje & Groff, 2021*)

Furthermore, the study analyzes ethics education in accounting research using three bibliometric methodologies. It highlights the increasing emphasis on ethics in academia and the evolution of elements influencing moral judgment. (*Roy et al, 2023*)

In addition, it examines the development of medical ethics teaching and highlights its importance in the medical

field, (*Hidayat et al, 2023*) and uses bibliographical analysis with the VOS viewer tool to locate and compile articles on ethical behavior in educational institutions.

The study concludes that research on moral behavior is essential for society, business, education, and human welfare.

As it is clear from the background of the research, no article similar to the topic and methodology of the present article has been published, which shows the innovation and creativity of the authors.

Also, a large number of relevant and valid articles published in this field have been referenced in the introduction, which will be useful for readers.

As a result, the objective of this article is to examine the scientometrics of the papers published in “*Ethics Education in the COVID-19 Era*” and does so by addressing the following points:

- Item 1. The number of articles published
- Item 2. Scientific journals with the largest number of articles
- Item 3. Keywords with the most repetition and co-occurrence
- Item 4. Network visualization of keywords
- Item 5. Overlay visualization of keywords
- Item 6. authors with the most co-occurrence
- Item 7. Overlay visualization of the authors

### **Research Methodology**

This descriptive-applied article falls within the field of scientometrics and revolves around the illustration of co-occurrence networks. It specializes in generating, visualizing, and analyzing bibliographies based on document networks within numerous scientific publications.

The dataset was sourced from the comprehensive and

multidisciplinary Science Direct scientific database, serving as a citation profile. The network visualization tool employed for this study was VOS viewer software.

The research encompassed all articles published in this scientific database from 2020 to 2024, totaling 19,126 initially identified articles using the keywords Ethics Education and COVID-19.

Subsequent refinements, including limiting and filtering articles, resulted in a final set of 1,000 articles. This refined dataset underwent manual curation, merging similar words, removing articles unrelated to the chosen topics, and expert selection.

The final curated dataset was then transformed into 10 RIS files and imported into VOS viewer software. Renowned for its user-friendly interpretation, VOS viewer software has gained popularity in bibliographic research.

In VOS Viewer software, each keyword is related to other words, which is called a link. Now, the words that have the highest number of

links with other items are the key and important words in the analysis, which are more visible in Overlay visualization.

Also, in the next tables in the findings, there is no specific relationship between the references and keywords in quantity.

In overlay visualization, each item has links with others that make the basic relationship. In this system which item gets the most links, it will appear that item is central and important to understand the map; But co-occurrence refers to the statistical analysis of the frequency with which two or more items appear together. Finally, both are in an agreement trend.

**Table 1: Keywords Searching**

Retrieval Date	11/03/2024 (The Analysed Values Are Collected In A Specific Table)
Search Field	Title, Abstract, Keywords
Database	Science Direct: 1000
Keywords	
Inclusion Criteria	Ethics Education & COVID-19 The analysis of relevant keywords as well as the investigation of the mutual effects of ethics education and COVID-19 will be further explained.
Exclusion Criteria	1. Identification Of 19,126 Articles Through Keyword Search 2. Identification Of 16,501 Articles Through Document Type Limitations (Re And JA) 3. Identification Of 16,491 Articles Through Language Limitations (EN) 4. Identification Of 3,731 Articles Through Subject Area Filters (Social Sciences) 5. Eextracting Of 1,000 Most Pertinent Articles Through Language Limitations (EN)

## Results and Discussion

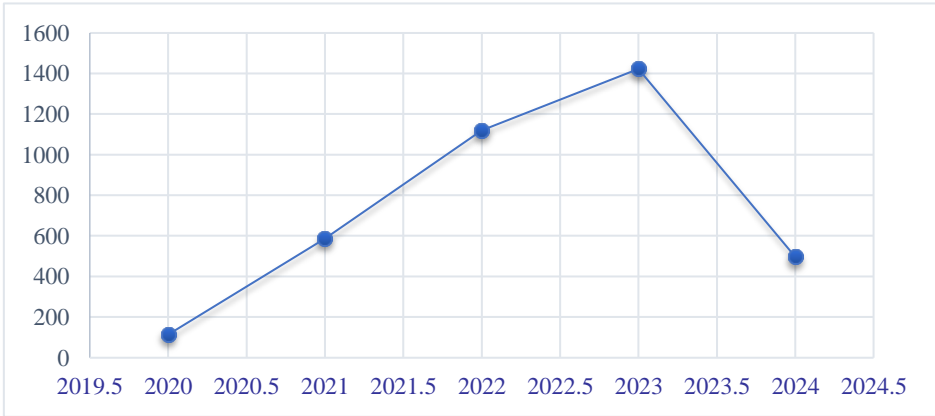
Scientific output on the topic of ethics education in the COVID-19 era increased significantly between 2020 and 2024, suggesting a rise in interest in and attention to ethical issues in education. The research covers the years 2020–2024, with 1,422 recordings in 2023 being the greatest amount.

The information utilized for the analysis is credible and dependable since it comes from the Science Direct citation profile, a respected scientific database. The data indicates a steadily rising trend in the number of scholarly works about ethics education, pointing to a potential rise in interest in and emphasis on ethical issues in education.



Because the data came from a reputable and trustworthy scientific database,

it is clear that the information used for the analysis.

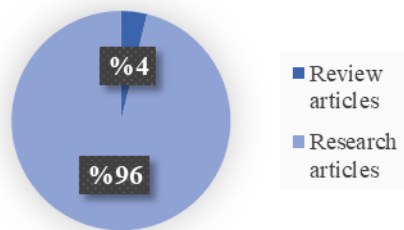


**Diagram 1. The Number of Articles Published in the Period Under Review**

The statement gives details on how different article kinds are distributed in the subject of ethical education. Articles are divided into research articles, review articles and additional categories that are not stated. With 3,588 articles, research papers are the most frequent type of

writing, followed by review pieces with 143 articles.

To sum up, research papers are more common than review articles in the ethics education dataset. They appear more frequently. This data highlights innovative research contributions and offers insights into the nature of scholarly activity.



**Diagram 2. The Type of Research Considered by Researchers**

The list of scientific journals with the largest number of articles is provided, along with their titles and the number of articles published.

The top five journals are *Social Science & Medicine* (228), *Nurse Education Today* (212), *Nurse Education in Practice* (139), *International Journal of Drug Policy* (137), *International Journal of Disaster Risk Reduction* (132), *Children and Youth Services*

*Review* (112), *Public Health* (103), *Midwifery* (98), *SSM - Population Health* (98), *SSM - Qualitative Research in Health* (96), *Computers in Human Behavior* (91), *Child Abuse & Neglect* (82), *Social Sciences & Humanities Open* (78), *Teaching and Teacher Education* (76), *International Journal of Management Education* (57), *Journal of Adolescent Health* (55), *Health & Place* (48), *Technology in Society* (47), and *International Journal of Nursing Studies* (46).

These journals contribute significantly to the scientific literature based on the number of articles published in each.

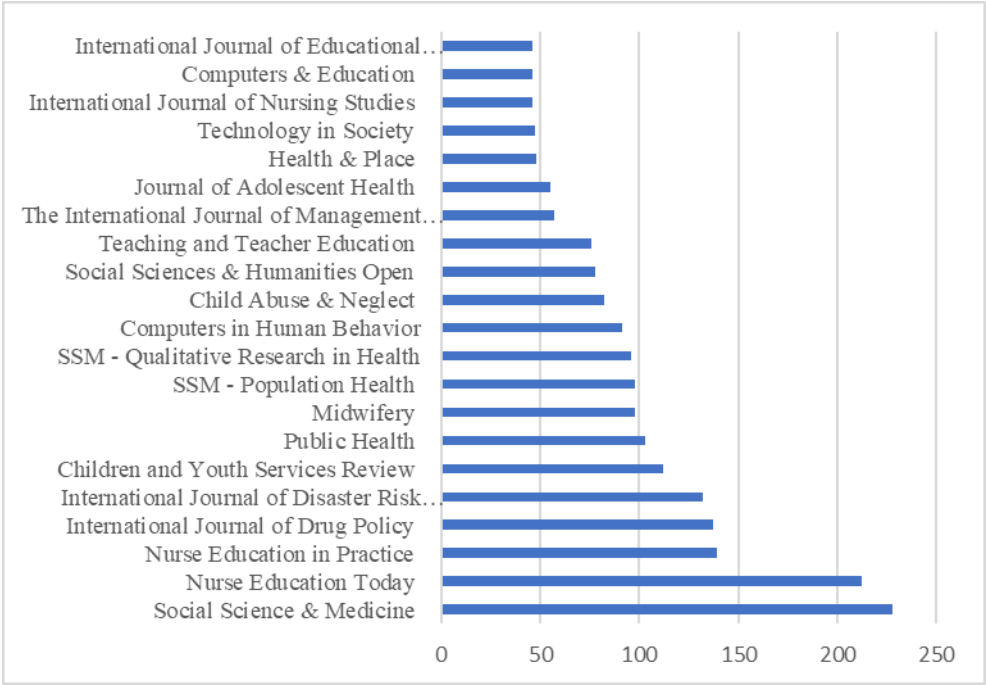


Diagram 3. Scientific Journals with The Largest Number of Articles

Based on Table 2, comes in the following, the COVID-19 epidemic has brought up several difficulties and ramifications for the subject of ethics teaching. The SARS-COV-2 virus is to blame for the epidemic, which has spread over the world and had an impact on many facets of society. Uncertainties and health worries have led to an increase in mental health, anxiety, and depression. Changes

in teaching strategies and ethical issues in education impact higher education institutions.

Another issue has been vaccine hesitancy, which affects public health initiatives by making people reluctant to be vaccinated. During the pandemic, adolescents' education and well-being have been subject to ethical concerns. Nursing students have difficulties and moral dilemmas in light of the epidemic.

In the context of education, ethics refers to moral precepts and considerations that direct behavior and decision-making. Lockdown procedures have affected many facets of society, and ethical considerations have been given to public health initiatives. Through the exploration of subjective experiences, qualitative research has helped to provide a more nuanced understanding of the ethical implications of the epidemic.

Another area of concentration has been vaccination, with campaigns taking ethics into account. Nursing education has been investigated, and children have been impacted. Public opinion and information dissemination have also been influenced by social media.

To sum up, the COVID-19 epidemic has brought up a lot of ethical issues and difficulties for the subject of ethics education.

**Table 2. Keywords With the Most Repetition and Co-Occurrence**

Keyword	Occurrences	Total Link Strength
COVID-19	550	715
Pandemic	74	137
Covid-19 Pandemic	70	68
Mental Health	59	125
Anxiety	35	90
Depression	34	84
Higher Education	30	24
Sars-COV-2	27	61
Coronavirus	24	47
Education	24	36
Vaccine Hesitancy	24	42
Adolescents	22	50
Nursing Students	21	39
Ethics	19	16
Lockdown	17	35
Public Health	17	28
Qualitative Research	17	30
Qualitative	16	36
Vaccination	16	34
Children	15	31
Nursing	15	35
Social Media	15	22
Nursing Education	14	22
Resilience	14	21
Stress	14	39

The software generates analytical outcomes primarily in the form of maps, three of which are specifically highlighted. These maps visually represent interconnections within the field, based on a repetition factor of 5.

In total, 115 items, each associated with a distinct topic, are delineated as circles, with their sizes indicating the extent of connections to other circles. The lines between circles signify relationships, with thicker lines denoting stronger connections. The research network reveals the formation of 10 clusters and 694 links.

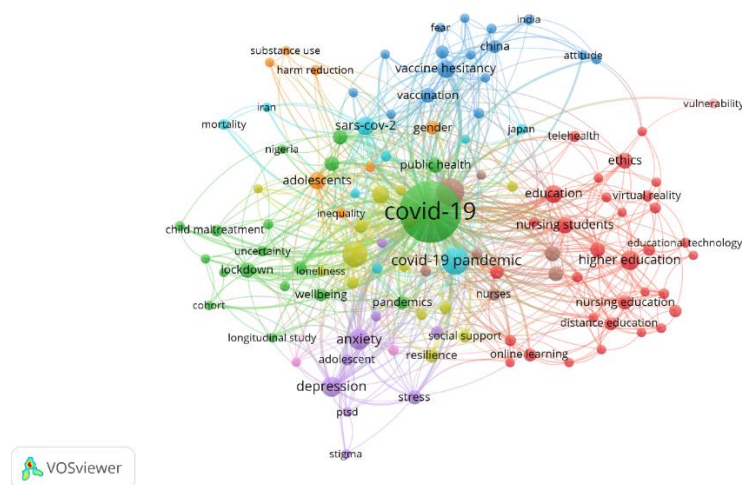
Diagram 4 displays the network visualization, with each cluster uniquely colored. A scrutiny of the ethics education clusters reveals that the largest and most prominent cluster is designated as cluster number one, identified by a red circle.

This cluster encompasses 32 thematic categories and

389 links. Notably, the thematic category education boasts the highest number of links (24 links) within this cluster, resulting in a larger node size compared to others. Cluster number two, depicted in green, follows as the second-largest cluster, comprising 18 members and 210 links.

Notably, within this cluster, the thematic category COVID-19 establishes the most links (104 links) with other members. Subsequent clusters are categorized as follows:

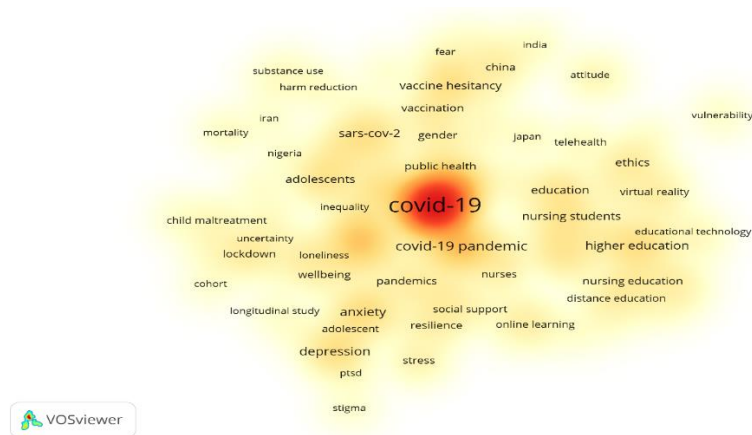
Cluster 3 (16 items) pertains to the pandemic, Cluster 4 (13 items) centers on social behavior, Cluster 5 (9 items) focuses on emotion, Cluster 6 (9 items) addresses morality, Cluster 7 (8 items) explores patience, Cluster 8 (7 items) delves into health communication, Cluster 9 (2 items) discusses depressive symptoms and quarantine, and Cluster 10 (1 item) examines vulnerability.



**Diagram 4. Network Visualization of The Research Community (VOS Viewer)**

Diagram 5, set against a white background, illustrates the density distribution across all eight clusters. This diagram aligns with the preceding one in terms of item coloration and depicts the densities of all eight clusters and their respective subsets.

It specifically underscores the impact of COVID-19 on ethics education, emphasizing its role in shaping the overall density patterns within the clusters.



**Diagram 5. Network Visualization of The Research Community White Background (VOS Viewer)**

A tool for bibliometric analysis and visualization of scientific networks, including co-authorship or co-citation networks, is called VOS viewer.

Depending on the sort of extra information they wish to include, users can select from a variety of overlay options, including color, size, and label overlays. While size overlays modify the size of nodes depending on a certain characteristic, color overlays assign distinct colors to nodes based on the same attribute.

Label overlays give extra context or specifics about each

element by superimposing additional textual information right on nodes. Users can more easily see patterns, trends, or important aspects in the dataset by using the overlay map to highlight particular qualities or traits of network parts.

Overlay maps have a special place in bibliometric analysis when it comes to visualizing the distribution of variables like as citation counts, patterns of cooperation, or thematic content across various nodes.

In this map, the popularity of keywords among researchers



can be measured based on the colors determined by the software. For each word, a time interval is determined that determines whether it is old or new, which will be presented in the form of diagrams.

With this map, the impact of Corona on ethics education can be measured and hot topics can be identified after 2019 so that researchers will not have any problem identifying trends.

Based on Diagram 6, it is possible to investigate how the COVID-19 epidemic has affected ethics teaching by using overlay visualizations. These graphics demonstrate the relationship between the pandemic's stages and the uptake of educational technology in ethical education.

They also demonstrate the relationships and cooperative efforts across organizations, instructors, and scholars in the field of public health ethics education. The graphic

also illustrates how COVID-19 and ethics education frequently come up in conversations on social media. It also emphasizes how the coronavirus affects moral judgment.

Additionally, it draws attention to the relationship between pandemic-related social media communication and ethics education. Lastly, it illustrates the methods used in technology-enhanced ethical education to improve resilience during the epidemic.

**Table 3. Examples Of Previous Topics in Overlay Visualization About Ethics Education in the COVID-19 Era**

Subject	Avg. Pub. Year	Examples
Pandemic	2021	<i>(Litewka &amp; Heitman, 2020; Turale et al, 2020)</i>
Public Health	2021	<i>(Seo &amp; Kim, 2022; Wald &amp; Monteverde, 2021)</i>
Social Media	2021	<i>(Bhargava &amp; Velasquez, 2021; Garrett et al, 2020)</i>
Educational Technology	2021	<i>(Marshall et al, 2022; Parsons, 2021)</i>
Corona Virus	2021	<i>(Al-Lily et al, 2020; Farkas &amp; Romaniuk, 2020)</i>

The table lists new themes with their average publication years for overlay visualization in Ethics Education during the COVID-19 Era. These subjects include vaccination hesitancy, AI, trust, vulnerability, and student involvement. Nodes that reflect elements like online chats, collaborative projects, and virtual involvement can be used to investigate student engagement.

Ethical considerations in susceptible environments, solutions to alleviate vulnerability, and nodes representing vulnerable groups may all be used to examine vulnerability.

Nodes that indicate trust-building strategies, dependability in online learning settings, and pandemic-related difficulties

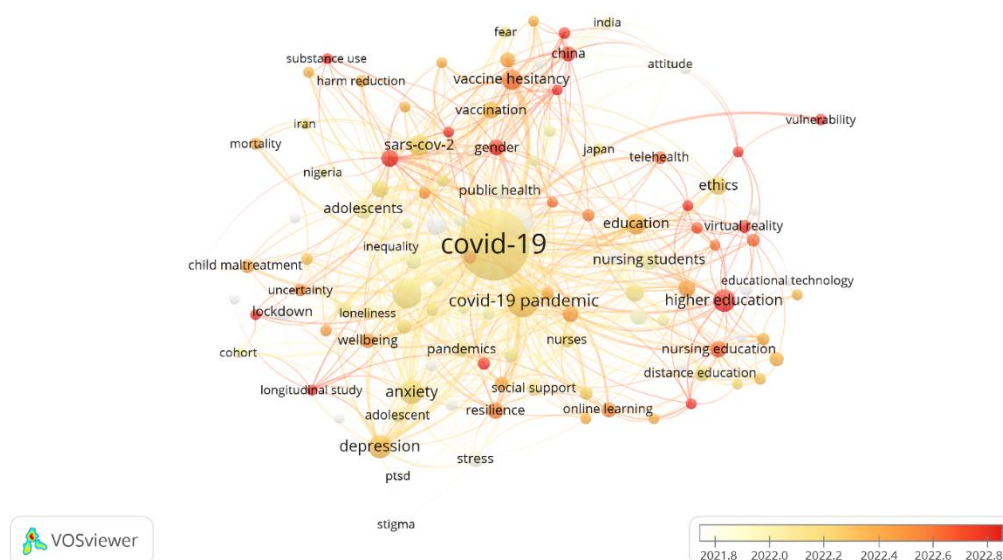
may all be used to investigate trust. The integration of AI in educational technology, ethical concerns in AI-driven educational approaches, and nodes symbolizing AI ethics are some ways to investigate AI in ethics education.

Ultimately, ethical arguments around vaccines, reluctance in educational settings, and ethical issues in public health communication may all be used to investigate vaccine hesitancy.

In educational environments impacted by the epidemic, overlay visualization facilitates a thorough grasp of ethical dimensions by providing insights into the linkages, patterns, and trends within these themes.

**Table 4. Examples Of New Topics in Overlay Visualization About Ethics Education in the COVID-19 Era**

Subject	Avg. Pub. Year	Examples (As it was written in the methodology, the number of repetitions of the links of each keyword shows the strength of the two components. But in this table, only several quality articles published in that field are mentioned)
Student Engagement	2022	<i>(Martin et al, 2021; Rahmawati et al, 2022)</i>
Vulnerability	2022	<i>(Gordon, 2020; Traianou &amp; Hammersley, 2024)</i>
Trust	2022	<i>(Gerardo et al, 2023; Ten Have, 2023)</i>
Ai	2022	<i>(Borenstein &amp; Howard, 2020; Raji et al, 2021)</i>
Vaccine Hesitancy	2022	<i>(Cassam, 2021; Wyman &amp; Heavenrich, 2022)</i>



**Diagram 6. Overlay Visualization of The Research Community (VOS Viewer)**

A dataset examining the authors who appear most frequently and co-occur in a certain context is shown in Table 4. It provides a list of writers along with their institutional affiliations, names, and the number of papers they have published.

It also provides the overall link strength. Within the investigated dataset, the table displays writers who demonstrate both co-occurrence (collaborations) and repetition (many documents).

*Ansie Fouché*, for instance, who is connected to the United Arab Emirates University, has written four documents with a total link strength of 35, which suggests a significant presence and level of cooperation.

*Kathryn Maguire-Jack*, affiliated with the University of Michigan, has a total link strength of 35 across four documents, suggesting a significant collaborative presence.

Several authors from different affiliations also exhibit repetition and co-occurrence with four documents and varying total link strengths.

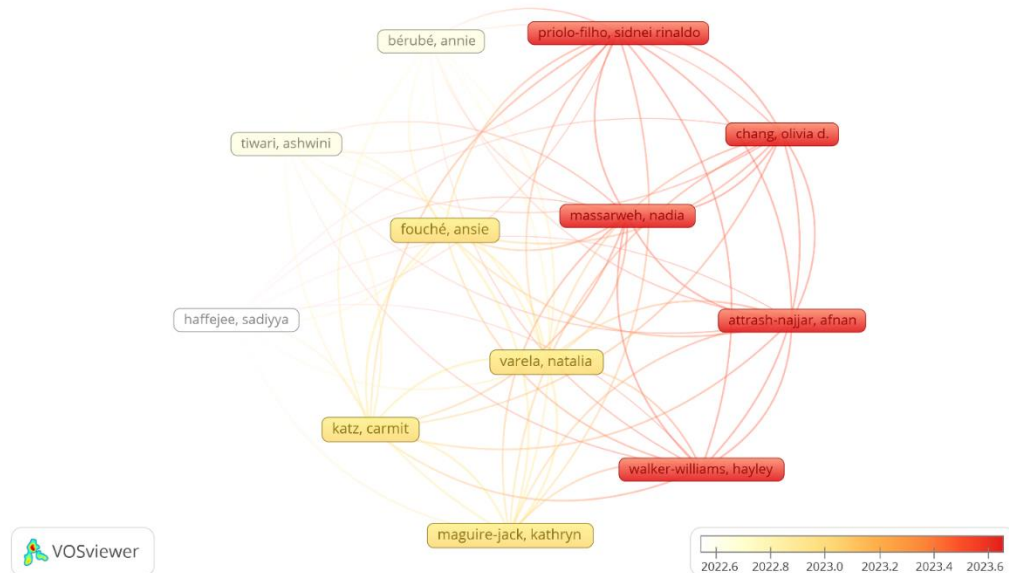
**Table 5. Authors With the Most Repetition and Co-Occurrence**

Author	Affiliation	Documents	Total Link Strength
Fouché, Ansie	United Arab Emirates University	4	35
Katz, Carmit	Tel Aviv University	4	35
Maguire-Jack, Kathryn	University of Michigan	4	35
Varela, Natalia	University of Colombia	4	35
Caputo, E.L.	Federal University of Pelotas	4	30
Cassuriaga, J.	Federal University of Pelotas	4	30
Da Silva, M.C.	Universidade Federal de Itajubá	4	30
Feter, N.	Universidade Federal do Rio Grande do Su	4	30
Leite, J.S.	Universidade Federal do Rio Grande do Sul	4	30
Reichert, F.F.	Federal University of Pelotas	4	30
Rombaldi, A.J.	Federal University of Pelotas	4	30

Diagram 7: The Overlay visualization of the authors presents the center connector authors and how they cooperate. Besides it seems that *Universidade Federal do Rio Grande do Sul* and *Federal University of Pelotas* are so active.

In the meantime, the red color refers to the relationships and writers who have been more

active in recent years, while the yellow writers have a moderate and at the same time central role and the white writers have written previous articles in this field and their activity is mentioned concerning the writers, has decreased.



**Diagram 7. Overlay Visualization of The Authors' Community (VOS Viewer)**

As mentioned in the introduction, COVID-19 changed the way how ethics are taught; So Overlay visualization indicates that interactive virtual

scenarios of immersive technology can be useful for presenting ethical dilemmas, fostering empathy and critical thinking alongside AI-based

ethical coaches providing guidance and personal feedback on ethical reasoning and decisions.

The trends and gaps identified in this area will be further discussed in the conclusion.

### **Conclusion**

The COVID-19 pandemic has significantly increased the scientific output on ethics education, with 1,422 recordings in 2023 being the largest.

The data is sourced from the Science Direct citation profile, a respected scientific database, and shows a steady rise in the number of scholarly works about ethics education. Research papers are the most common type of writing, with 3,588 articles published in the ethics education dataset.

The COVID-19 epidemic has brought about numerous difficulties and ramifications for the subject of ethics teaching and somehow

disrupted the pure life. Uncertainties and health worries have led to an increase in mental health, anxiety, and depression, as well as changes in teaching strategies and ethical issues in education.

Additionally, vaccine hesitancy has affected public health initiatives by making people reluctant to be vaccinated. The pandemic has also impacted adolescents' education and well-being, nursing students face moral dilemmas, and lockdown procedures have affected many facets of society.

Qualitative research has helped provide a more nuanced understanding of the ethical implications of the epidemic.

The COVID-19 pandemic has significantly impacted ethics teaching, with overlay visualizations demonstrating the relationship between the pandemic's stages and the adoption of educational technology



in ethical education. The graphics also highlight the cooperation and efforts between organizations, instructors, and scholars in public health ethics education.

The pandemic has also influenced moral judgment and social media communication in ethics education. The visualization also highlights the methods used in technology-enhanced ethical education to improve resilience during the pandemic. New themes include vaccination hesitancy, AI, trust, vulnerability, and student involvement.

Nodes resembling online chats, collaborative projects, and virtual involvement can be used to investigate student engagement. Nodes representing vulnerable groups can be used to examine vulnerability.

Trust-building strategies, dependability in online learning settings, and pandemic-related difficulties can be used to investigate trust. The integration of AI in

educational technology, ethical concerns in AI-driven educational approaches, and AI ethics can be investigated in ethics education

Ethics education for pure living is a philosophy that emphasizes the integration of ethical ideas into education to promote purity, integrity, and moral well-being. It seeks to impart responsibility, empathy, and ethical decision-making in individuals, preparing them to face problems and constructively contribute to society.

Moral and ethical foundations, character development, personal integrity, societal responsibility, critical thinking, diversity respect, ethics in professional contexts, environmental and global ethics, digital ethics, and lifetime learning are all important components of pure life ethics education.

This method goes beyond academic comprehension and encourages the implementation of ethical concepts in real life,

nurturing individuals who live ethically sound lives and make significant contributions to society.

According to the findings, The COVID-19 epidemic has had a profound effect on ethics teaching, resulting in both immediate and long-term changes. A focus on social and global ethics, improved technological integration, and the move to online learning have all been impacted.

The formation of ethical leaders, the incorporation of moral issues into academic fields, the promotion of mental health and well-being, community involvement, and service-learning have all received attention. The goal of these adjustments is to make education more moral, robust, and socially aware.

The COVID-19 epidemic has had a major effect on Islamic religious traditions, rituals, and education. Institutions have encountered difficulties in communal worship, shifted

to virtual religious services, and moved their Qur'anic studies instruction to online platforms.

Ramadan and Islamic holidays have changed, with an emphasis on introspection and spiritual development. To guarantee safety and well-being, religious teaching techniques have been modified and mental health and wellbeing have been highlighted.

### **Acknowledgment**

First of all, we are grateful to God Almighty for allowing us to serve humanity through this article, and secondly, to the great Prophet Muhammad (PBUH) who taught us how to do it.

### **Funding**

This research was not funded by any private or governmental organization.

### **Author Contributions**

The introduction was done by the second and third authors, the methodology was done by the corresponding author, and the findings and conclusions were done by the fourth and fifth authors. Therefore, all authors contributed to the writing of the article.

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### **HOW TO CITE THIS ARTICLE**

Karimi, Amir. Fathi, Kourosh. Sharifi, Fatemeh. Maryani, Ika. & Abdullah, Khairul Hafezad. (2024). **A Scientometric Analysis on the Ethics Education in the COVID-19 Era for Pure Life (2020-2024)**. *International Multidisciplinary Journal of PURE LIFE*, 11(37), 145-176.

DOI: <https://doi.org/10.22034/imjpl.2024.18284.1146>

DOR: <https://dorl.net/20.1001.1.26767619.2024.11.37.6.7>

URL: [http://p-l.journals.miu.ac.ir/article\\_9290.html](http://p-l.journals.miu.ac.ir/article_9290.html)

