

Bibliometric Study on Islamic Education: Review and Research Trends

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ABSTRACT

Islamic education has garnered significant attention from academics and researchers in recent years. This study aims to conduct a comprehensive bibliometric analysis to explore and map research trends in Islamic education. The analysis covers research topics, productivity, inter-researcher collaboration, and distribution of publications in scientific journals. Using bibliometric analysis methods, data was collected from various scientific publication databases, primarily Scopus, for 2019-2024. The findings reveal that the most researched topics in Islamic education during this period include curriculum issues, learning methodologies, management of Islamic educational institutions, and teacher competency development. Research productivity is reflected in the increasing number of publications each year. Additionally, patterns of inter-researcher collaboration show improvement, with many publications involving international cooperation. The distribution of publications is also identified in prestigious journals in Islamic Education and Islamic Studies. This bibliometric study provides a comprehensive overview of research trends in Islamic Education from 2019 to 2024. The findings are expected to serve as a reference for academics, researchers, and other stakeholders in guiding research development and policy in the field of Islamic Education in the future.

Keywords: Islamic Education, Bibliometric Analysis, Research Trends, Scopus, Publication Patterns

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1. INTRODUCTION

Islamic education has become one of the rapidly developing fields of study in recent decades. Along with the increasing interest and attention to Islamic education, the number of research and scientific publications in this field continues to grow. To understand the development and research trends in the field of Islamic education, bibliometric studies have become a valuable tool (Sarton, 2018).

Bibliometric studies are quantitative methods used to analyze publication patterns, citations, and the development of a field of knowledge. This method allows researchers to identify trends, main themes, and important contributions in a discipline (Pritchard, 1969). In the context of Islamic education, bibliometric studies can provide a comprehensive picture of research directions, emerging topics, and gaps that still need to be filled.

The development of information technology and electronic databases has facilitated the implementation of bibliometric studies on a larger and more accurate scale. Various databases such as Scopus, Web of Science, and Google Scholar provide

access to thousands of scientific publications on Islamic education from around the world (Falagas et al., 2008). This allows for a deeper and more comprehensive analysis of research developments in this field.

Bibliometric studies on Islamic education can reveal various important aspects, such as the most productive countries in producing research, leading institutions, main journals, and the most influential researchers in this field. In addition, co-citation and co-word analysis can identify relationships between concepts and main themes that are the focus of research (Small, 1973).

One important aspect that can be revealed through bibliometric studies is the evolution of research themes in Islamic education over time. This can help researchers and practitioners understand how the research focus has shifted and developed, as well as identify areas that still require further attention (Zupic & Čater, 2015).

Bibliometric studies can also reveal patterns of international collaboration in Islamic education research. Co-authorship analysis can show the extent to which researchers from various countries and institutions collaborate in producing scientific publications. This is important for understanding global dynamics in the development of knowledge about Islamic education (Glänzel & Schubert, 2004).

Although bibliometric studies have many benefits, it is important to remember that this method also has limitations. For example, quantitative analysis alone may not capture the nuances and complexities of qualitative research that are often important in Islamic education studies. Therefore, interpretation of bibliometric study results should be done carefully and combined with qualitative approaches to gain a more comprehensive understanding (Hicks et al., 2015).

Considering the importance of bibliometric studies in understanding the development and research trends in Islamic education, this study aims to provide a comprehensive review of the existing literature. Through systematic bibliometric analysis, this research is expected to provide valuable insights for researchers, practitioners, and policymakers in the field of Islamic education, as well as identify directions for future research.

2. METHODS

1. Research Approach

This study employs a quantitative approach using the bibliometric method. The bibliometric method was chosen as it enables systematic analysis of scientific literature using statistical techniques to identify patterns, trends, and relationships in academic publications (Pritchard, 1969). This approach is suitable for examining the development and research trends in the field of Islamic education

2. Research Subjects

This research focuses on analyzing scientific articles that discuss the theme of Islamic education. The main data sources are publications in reputable journals, both at international and national levels. In the article selection process, several inclusion criteria were applied to ensure data relevance and quality. First, the selected articles must be written in English or Indonesian. Second, the publication timeframe is limited to between 2019 and 2024, to ensure the currency of information. Third, the articles must be indexed in the Scopus database, known as one of the quality standards for scientific publications. Lastly, the main focus of the articles must be closely related to the field of Islamic education. By applying these criteria, the research aims to collect and analyze comprehensive and up-to-date data on developments in the field of Islamic education.

3. Research Procedure Implementation

The bibliometric analysis process begins with a literature search in predetermined databases, using keywords such as "Islamic education". Subsequently, the search results are filtered based on the established inclusion criteria. The metadata of articles meeting these criteria are then downloaded for further analysis. The collected data is then cleaned and standardized to ensure consistency and accuracy. Next, bibliometric analysis is conducted using VOSviewer software, which allows for comprehensive visualization of the analysis results. This process concludes with the interpretation of results and drawing conclusions based on the visualizations and analyses performed, providing deep insights into the developments and trends in the field of Islamic education.

4. Use of Materials and Instruments

In this study, we utilize several key materials and instruments to collect and analyze data. The Scopus database is used as the primary source for accessing relevant scientific literature. For bibliometric analysis, we rely on VOSviewer software developed by van Eck and Waltman in 2010. This software allows us to visualize and map relationships between publications, authors, and keywords. Additionally, Microsoft Excel is used as data processing software to organize, clean, and perform initial analysis of the obtained data. The combination of these tools enables us to conduct a comprehensive and in-depth analysis of our research topic.

5. Data Collection

Data for this research is collected through a systematic search process conducted on previously determined databases. In this collection process, several important metadata elements from each downloaded article are recorded. This metadata includes key information such as article titles, author names and their affiliations, publication years of the articles, and the names of journals where the articles were published. Additionally, keywords used in the articles, abstracts providing brief overviews of the research content, and citation counts indicating how many times the

articles have been referenced by other research are also included in the collected metadata. This comprehensive metadata collection aims to provide a clear and detailed picture of each article relevant to the research topic

6. Analysis Techniques

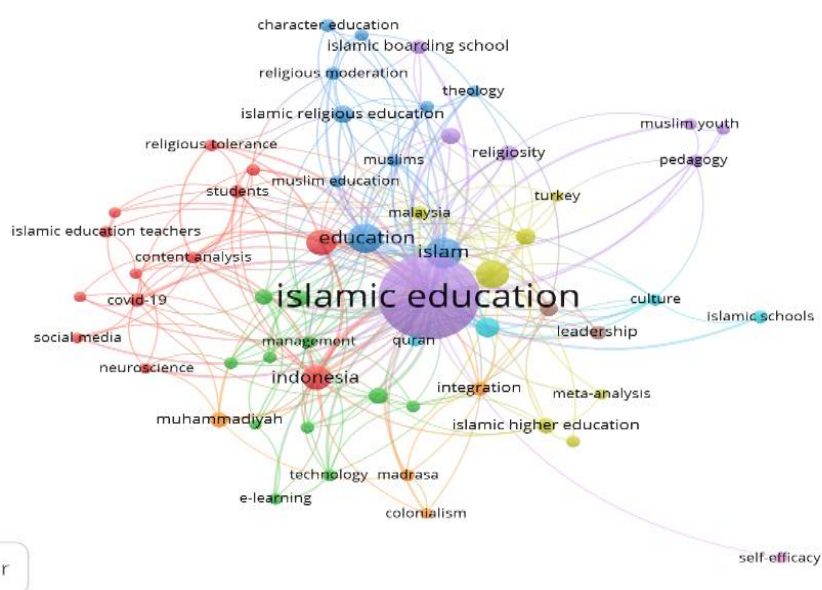
The bibliometric analysis conducted focuses primarily on productivity analysis in various aspects. First, this analysis examines annual publication trends to understand developments and dynamics in the specific research field over time. Next, it identifies the most productive authors, providing an overview of the main contributors in the field. Another aspect studied is the journals that publish the most related scientific works, which can indicate the main platforms for knowledge dissemination in this field. The analysis also includes the most productive institutions, revealing research centers or educational institutions that have made significant contributions. Lastly, this analysis maps the most productive countries, providing insights into the geographical distribution of research activities and publications in the studied field.

3. FINDINGS AND DISCUSSION

1. Main Information

The results of the analysis using bibliographic analysis show that the focus of this research lies on the theme of "Islamic education". The data collected is derived from Scopus for the period 2019-2024. There are 813 data points gathered during this time range. Aspects, concepts, and themes that appear to be interconnected with Islamic education are presented in a complex and interrelated visual form.

"Islamic education" functions as the main concept, surrounded by other large nodes such as "Islam", "education", and "Quran". This indicates that Islamic education has a close relationship with the religion of Islam itself, the concept of education in general, as well as the Quran as the primary source of Islamic teachings.



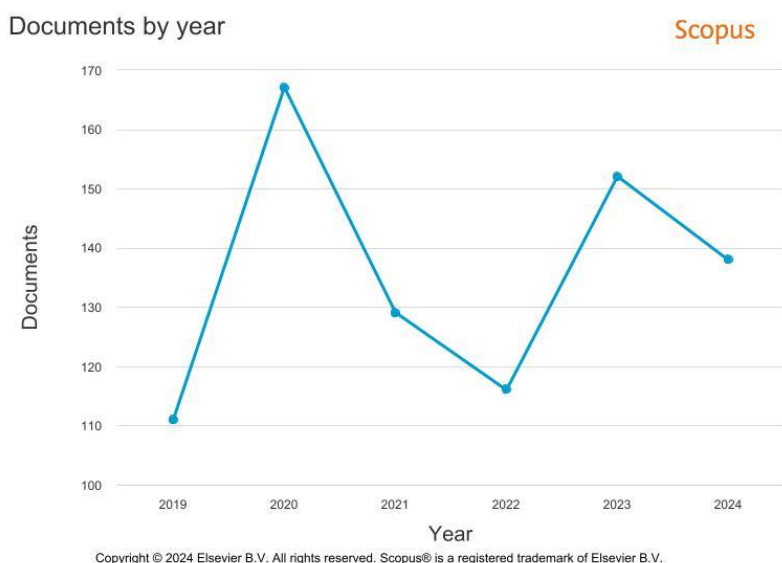
2. Development of Publication of Islamic Education Scientific Articles by Year

Based on data from Scopus, the number of documents published per year from 2019 to 2024 is shown. The publication trend demonstrates significant fluctuations during this period.

In 2019, the number of documents started at around 111. There was a dramatic increase in 2020, reaching the highest peak of about 168 documents. However, 2021 experienced a sharp decline to approximately 129 documents.

The decline continued in 2022, reaching the lowest point in this period with about 117 documents. The year 2023 marked a strong resurgence, with the number of documents surging back to around 152. Finally, the projection for 2024 shows a slight decrease, with an estimate of about 138 documents.

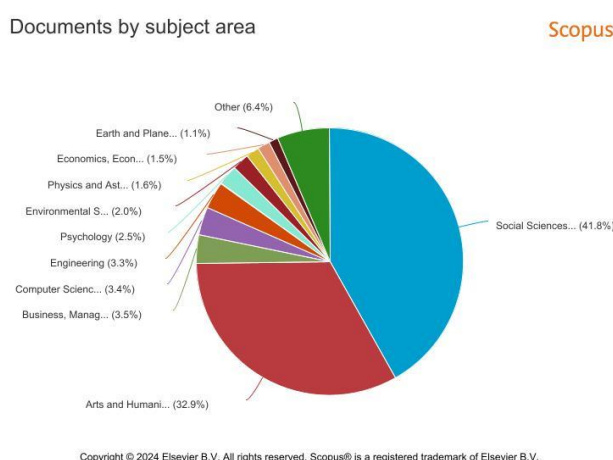
Overall, the graph reveals volatility in the annual number of publications, with significant spikes and declines. Although long-term trends are difficult to predict, the data indicates that the number of publications tends to vary substantially from year to year.



3. Document by Subject Area

The subject area is dominated by two major fields: Social Sciences, which accounts for the largest share at 41.8%, and Arts and Humanities, representing 32.9% of the documents. Together, these two areas comprise nearly three-quarters of all documents represented. The remaining quarter is distributed among several other fields, with Computer Science (3.4%), Business and Management (3.5%), and Engineering (3.3%)

being the next most significant contributors. Smaller but still notable shares are allocated to Psychology (2.5%), Environmental Science (2.0%), Physics and Astronomy (1.6%), Economics and Econometrics (1.5%), and Earth and Planetary Sciences (1.1%). An "Other" category, accounting for 6.4% of documents, likely encompasses various smaller or specialized disciplines not individually listed. This distribution suggests a strong emphasis on humanities and social sciences in the dataset, which could reflect the focus of a particular academic institution or the nature of the Scopus database itself. The chart effectively visualizes the relative proportions of each subject area, providing a clear overview of the academic landscape represented by these documents.



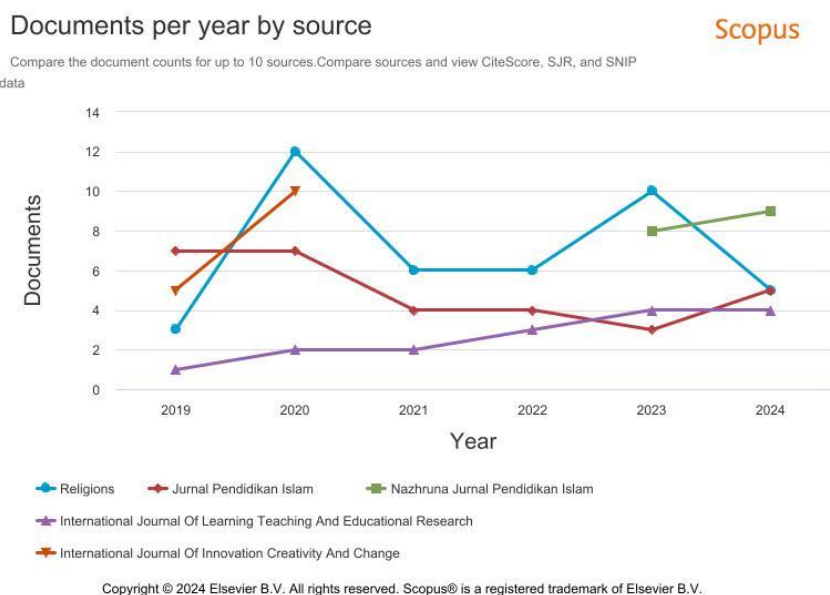
4. Source Title

Religions has the most volatile trend. It started from around 3 documents in 2019, jumped sharply to a peak of around 12 documents in 2020, then declined significantly until 2022. There was an increase again in 2023 before dropping again in 2024.

The Journal of Islamic Education shows a different pattern. It started from around 7 documents in 2019, increased in 2020, then decreased until 2022. There was a slight increase in 2023 and 2024. Nazhruna Journal of Islamic Education showed a consistent upward trend from 2019 to 2024, becoming the source with the highest number of documents at the end of the period.

International Journal of Learning Teaching and Educational Research had steady, albeit slow, growth from 2019 to 2024. International Journal of Innovation Creativity and Change only has data for 2019 and 2020, showing a significant increase between those two years.

Overall, this graph illustrates the diverse publication dynamics among the five sources, with some showing steady growth, while others experienced significant fluctuations from year to year.

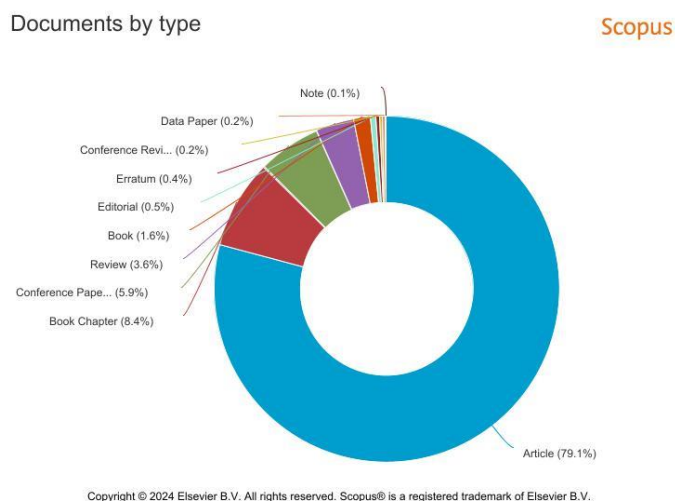


5. Document by Type

Articles dominate with 79.1% of the total documents, indicating that the majority of scientific publications are in the form of research articles. Book chapters occupy the second position with 8.4%, followed by conference papers at 5.9%. Reviews contribute 3.6% of the total documents.

Other document types have smaller percentages: books (1.6%), editorials (0.5%), errata (0.4%), conference reviews and data papers each at 0.2%, and notes contributing only 0.1%.

This distribution reflects the diversity of academic output, with a strong emphasis on peer-reviewed scientific articles. However, it also shows significant contributions from other forms of scientific communication such as book chapters and conference presentations. This diversity may reflect the various ways scientists communicate and disseminate their research across different disciplines.

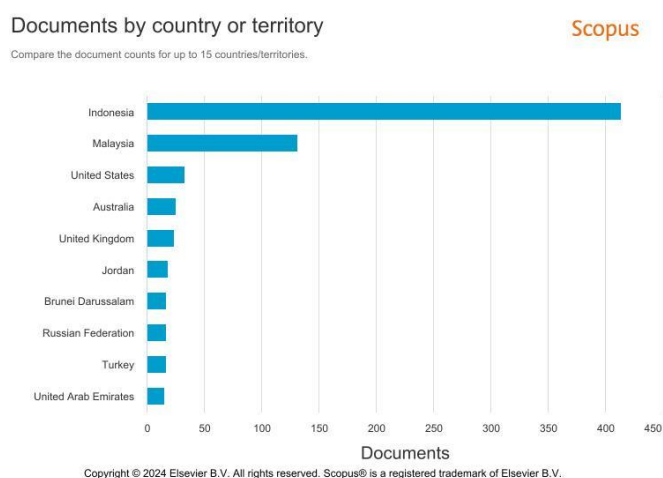


6. Productive Countries

Based on Scopus data, Indonesia dominates with a significantly higher number of documents compared to other countries, reaching approximately 420 documents. Malaysia is in second position with around 140 documents, showing a significant difference from Indonesia but still far above other countries.

The United States occupies the third position, followed by Australia and the United Kingdom, each with far fewer documents compared to the top two countries. Other countries such as Jordan, Brunei Darussalam, Russia, Turkey, and the United Arab Emirates are also listed, but with relatively small contributions compared to the top countries.

This distribution illustrates Indonesia's strong dominance in publications in the specific field or topic analyzed, followed by Malaysia as the second significant contributor. This may reflect a strong research focus in both countries in the relevant field, or may indicate a bias in the database coverage for publications from certain countries. The presence of Western and Middle Eastern countries in this list also shows the level of internationalization in the analyzed research field, albeit with varying levels of participation.



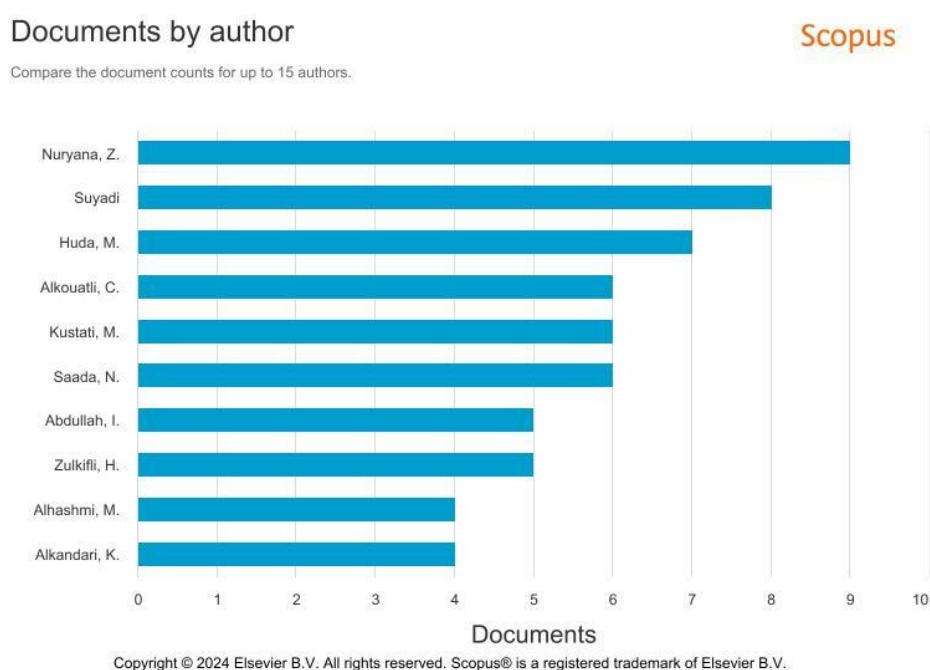
6. Most Relevant Authors

From the available data, the number of documents published by the top 10 authors based on Scopus data is displayed.

Nuryana, Z. occupies the top position with about 9 documents, showing high productivity compared to other authors. Suyadi is in second place with approximately 8 documents, slightly below Nuryana, Z. Huda, M. takes the third position with about 7 documents. The next three authors - Alkoutli, C., Kustiati, M., and Saada, N. - each have around 6 documents, indicating an equivalent level of productivity. Abdullah, I.

and Zulkifli, H. have the same number of publications, about 5 documents each. Meanwhile, Alhashmi, M. and Alkandari, K. are at the lowest position of these 10 authors, each with about 4 documents.

This distribution illustrates the variation in research productivity among the authors, with a significant difference between the top and bottom authors. The graph also shows that some authors have nearly the same level of productivity, especially in the middle of the list. This could reflect close research collaborations or similar focus in certain fields of study.



4. CONCLUSION

Based on bibliometric data analysis, several key findings can serve as a foundation for identifying potentials and challenges in Islamic education research:

a. Fluctuating Growth

There are significant fluctuations in the number of publications from year to year. This indicates the presence of external and internal factors influencing interest and intensity in research in this field. These factors could include changes in research trends and priorities, resource availability, or academic and institutional dynamics. To improve consistency and continuity of research, a more in-depth analysis of the causes of these fluctuations should be conducted, so that more effective strategies can be formulated to encourage more stable growth in the long term.

b. Dominance of Journal Articles

Most publications are in the form of journal articles, which shows that academic research is the main form of scientific communication in this field. This indicates that Islamic education research has become an integral part of academic discourse and has gained significant attention from the scientific community. However, to broaden the impact and reach of research, it is important to consider dissemination efforts through other media such as books, reports, or popular publications, in order to reach a wider audience, including practitioners and policymakers in Islamic education.

c. Focus on Core Themes

Research tends to focus on the theme of "Islamic education" related to concepts such as Islam, education, and the Quran. This shows depth and consistency in research in this field, with key issues continuing to be the main focus. However, to enrich insights and perspectives, it is important to expand the scope of research themes, for example by exploring contemporary issues related to technology applications, pedagogical innovations, or socio-economic impacts of Islamic education.

d. International Collaboration

Contributions from various countries, especially Indonesia and Malaysia, indicate international collaboration in Islamic education research. This reflects global interest in Islamic education issues and the potential to enrich insights and perspectives through the exchange of ideas and best practices between countries. This international collaboration can be strengthened through initiatives such as academic exchange programs, collaborative research projects, or the publication of international journals specific to Islamic education.

Overall, this bibliometric analysis provides a comprehensive picture of trends and characteristics in Islamic education research. These findings can serve as a basis for formulating more effective strategies and policies in promoting development and improving the quality of research in this field, in terms of quantity, thematic focus, and international collaboration.

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