

Islamic Education in Modern Society: A Bibliometric Review of Literature

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ABSTRACT

This study offers a thorough bibliometric analysis of Islamic education in contemporary culture, examining 324 papers indexed in Scopus and Web of Science from 2019 to 2024. The research employs VOSviewer and Biblioshiny to map keyword co-occurrence, author collaboration, and country networks, therefore elucidating the intellectual and geographical framework of the topic. The findings reveal five predominant themes: pedagogical modernization, multicultural education, gender discourse, digital integration, and Islamic ethics. The United States, United Kingdom, Malaysia, and Indonesia are identified as the primary donors and centers of collaboration. The findings indicate a distinct shift from theology-focused studies to interdisciplinary methodologies that incorporate technology, social inclusion, and educational reform. This study enhances understanding by illustrating worldwide research patterns and pinpointing new chances for collaboration and theoretical advancement.

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1. INTRODUCTION

Over the past five years, Islamic education has been transformed by swift social, technological, and demographic changes that reflect wider developments in contemporary society. The disruptions of the pandemic expedited a transition to mobile and online education, compelling schools, pesantren, madrasah, and universities to integrate established educational traditions with digital platforms. This shift towards mediated learning raised pressing inquiries around access, quality, equity, and the maintenance of unique Islamic educational objectives within new delivery frameworks (Salsabilah, Maisah & Roudoh, 2025).

In addition to emergency remote teaching, a second overarching trend is the integration of educational technology (EdTech) into Islamic education institutions. Recent systematic evaluations and field studies indicate a growing utilization of learning management systems, video conferencing, AI-assisted tools, and data dashboards in Islamic educational institutions and higher education during the past five years [1]. These works underscore that technology can enhance, but not supplant, values-driven objectives like character development, faith formation, adab, and comprehensive tarbiyah. They advocate for capacity-building for educators, legislative support, and context-sensitive integration solutions to uphold pedagogical integrity.



while enhancing efficiency and learning results. Simultaneously, research on Islamic education has increased in both quantity and thematic diversity. Recent bibliometric analyses indicate a significant increase in publications concerning curriculum, leadership and management, character education, and technology integration, frequently highlighting Indonesia, Turkey, Egypt, and Malaysia as key geographic nodes [2]. These studies utilize tools like VOSviewer and Biblioshiny to map co-authorship networks, keyword clusters, and citation trends, providing an overarching perspective on the evolution of concepts and partnerships within the discipline.

At the sub-field level, focused evaluations indicate ongoing priorities and emerging trends. Bibliometric evaluations of curriculum studies in Islamic education (2019–2024) indicate consistent growth, fluctuations according to policy or societal inflection points, and a significant interest in harmonizing curricula with 21st-century competencies while maintaining normative commitments. Simultaneously, character education in Islamic schools emphasizes that moral and spiritual development is fundamental despite the modernization of instructional methods [3]. Collectively, these evidences indicate a domain balancing tradition and innovation, with research priorities increasingly responsive to modernization imperatives such as Society 5.0, digital citizenship, and the ethics of online conduct.

Over the past five years, there has been considerable advancement in the application of bibliometric methodologies in education research, offering enhanced tools for monitoring influence, identifying new themes, and analyzing collaborative patterns. Research illustrating the application of VOSviewer and similar tools in contemporary educational studies emphasizes their capacity to uncover latent structures within extensive datasets (including thematic evolution, intellectual foundations, and research frontiers) [4]. Implementing these strategies in Islamic education offers a data-driven

overview of existing research, detailing the researchers, locations, methodologies, and findings—thus directing future inquiries into neglected areas and unifying disparate sub-disciplines. Notwithstanding this momentum, the information base on Islamic education is fragmented among several outlets, languages, and sub-disciplines, complicating the ability to comprehend the field's current landscape and research deficiencies at a glance. Current reviews frequently focus on a singular theme (e.g., curriculum, management, or online learning) or a specific time frame, resulting in restricted synthesis across themes, regions, and methodologies. Furthermore, although numerous contemporary bibliometric studies are available, they differ in scope, data sources, analytical rigor, and are predominantly region-specific, resulting in disparate representations of trends, influential figures, and future objectives in Islamic education research [3]. A thorough and current bibliometric review that encompasses the past five years of literature and contextualizes Islamic education within contemporary social and technological changes is thus required.

This study seeks to provide a comprehensive bibliometric review of the literature on Islamic education in contemporary society. Specifically, it will: (1) delineate publication trends, prominent authors, journals, and countries over the past five years; (2) identify significant thematic clusters (e.g., curriculum reform, character education, technology integration, leadership/management) and their progression; (3) analyze collaboration networks to comprehend the co-production of knowledge within and across regions; and (4) underscore substantial research gaps and methodological prospects for future endeavors. This review utilizes established bibliometric tools and recent syntheses of digital learning, EdTech integration, and curriculum/character education to offer an evidence-based framework for scholars, policymakers, and practitioners aiming to

enhance Islamic education in contemporary society [2], [4].

2. METHODS

This study employs a bibliometric research design to comprehensively assess and depict the landscape of academic publications about Islamic education in contemporary culture. The bibliometric method is esteemed for its capacity to delineate intellectual frameworks, theme trajectories, and nascent research domains inside a specified corpus of literature [5], [6]. Bibliometric analysis integrates quantitative publication metrics with network mapping approaches, allowing researchers to elucidate linkages across authors, keywords, institutions, and nations, so offering a comprehensive view of the field's evolution and knowledge domains. This method provides a data-driven approach to synthesizing fragmented literature and monitoring scholarly influence across many areas and disciplines, in light of the tremendous growth of research on Islamic education, technological integration, and contemporary pedagogy in the last five years.

The data collecting approach entailed extracting bibliographic information from two principal scientific databases—Scopus and Web of Science (WoS)—regarded as the most extensive repositories for peer-reviewed literature [7]. The search string was designed to encompass a broad range of pertinent publications:

TITLE-ABSTRACT-KEYWORDS
("Islamic education" OR "Islamic pedagogy"
OR "madrasah" OR "pesantren") AND
("contemporary society" OR "digital
education" OR "curriculum" OR "character
development" OR "technology")

incorporation"). The search was confined to journal articles, conference papers, and book chapters published from 2019 to 2024, authored in English, to correspond with the study's contemporary emphasis. Duplicates were eliminated, and the residual dataset was evaluated by title and abstract to confirm conceptual significance. Only documents that directly address Islamic education in the context of modernization, digitization, or societal transition were included. A total of 324 documents were retained for study after applying these criteria. Metadata including authors, publication year, source title, keywords, affiliations, and citation counts were exported in CSV and BibTeX formats for subsequent analysis.

The data analysis integrated descriptive bibliometrics with science mapping methodologies. Descriptive statistics were employed to ascertain the most prolific authors, institutions, journals, and nations, with annual publishing trends and citation patterns [5]. VOSviewer (version 1.6.20) and Biblioshiny (an R-based adaptation of the Bibliometrix software) were utilized to depict thematic and collaborative structures [6]. Co-occurrence analysis of author keywords identified principal research themes and clusters, whereas co-citation and bibliographic coupling analyses uncovered intellectual connections and nascent frontiers. Temporal overlay graphics delineated the historical progression of predominant subjects, whereas density maps emphasized areas of study saturation. The analytical procedure adhered to the PRISMA framework for bibliometric reviews [8], guaranteeing methodological transparency, replicability, and analytical rigor.

3. RESULTS AND DISCUSSION

3.1 Network Visualization

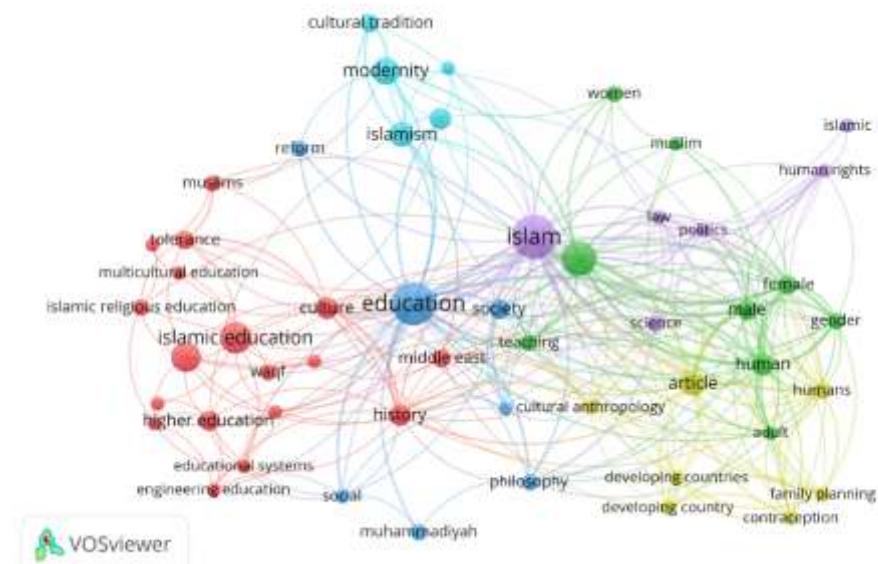


Figure 1. Network Visualization

Source: Data Analysis Result, 2025

The VOSviewer visualization illustrates the intellectual framework of research on Islamic education in contemporary culture, depicted as interrelated term clusters. Each color represents a theme cluster of studies, while node size reflects keyword frequency and link thickness denotes co-occurrence intensity. The network indicates that Islamic education, education, and Islam serve as pivotal connecting terms linking many topic domains that embody historical, sociocultural, gender, and modernization viewpoints in the literature.

The red cluster focuses on "Islamic education," which is intricately associated with "higher education," "multicultural education," "tolerance," and "Islamic religious education." This cluster represents the conventional and institutional aspects of Islamic education, namely discussions around pedagogy, pluralism, and moral instruction in madrasah, pesantren, and Islamic universities. The connection between "tolerance" and "multicultural education" indicates an increasing academic focus on inclusive curriculum and the modification of

Islamic education for diverse contemporary communities.

The blue cluster, centered on "education," "history," "culture," and "modernity," illustrates the historical and cultural progression of Islamic education. Terms such as "Middle East," "philosophy," "reform," and "Muhammadiyah" illustrate the influence of reformist movements and historical figures on educational discourse. This theme illustrates the intersection of modernization and cultural traditions in reconciling faith-based education with global knowledge systems. It embodies academic inquiry that contextualizes Islamic education within wider sociological and philosophical frameworks of transformation.

The green cluster, characterized by terms such as "Islam," "human," "male," "female," and "gender," underscores social and gender studies in Islamic contexts. This corpus of literature examines the intersection of Islamic teachings with human rights, women's empowerment, and legal frameworks, suggesting that gender discourse has become a fundamental aspect of Islamic educational reform and interpretation. The interrelations among

“law,” “politics,” and “science” indicate a multidisciplinary integration of education with ethics, jurisprudence, and contemporary civic existence.

Finally, the yellow and purple clusters encompass subjects including "developing country," "family planning," "human rights," and "cultural anthropology," reflecting developmental and humanistic viewpoints. These clusters broaden Islamic education study to encompass societal welfare, demography policy, and ethics in developing situations. The inclusion of "article," "developing countries," and "human rights" signifies that Islamic education scholarship is progressively influencing

worldwide discussions on sustainability, equity, and cultural adaptation. The image illustrates a dynamic and diversified study domain in which Islamic education serves as an epistemic conduit connecting religion, modernization, and social progress. The clustering pattern indicates that scholars are transitioning from theology-focused analysis to multidisciplinary integration, connecting pedagogy with culture, gender, and technology. This resonates with current views that regard Islamic education as a transforming influence on character development and societal progress in the present era.

3.2 Overlay Visualization

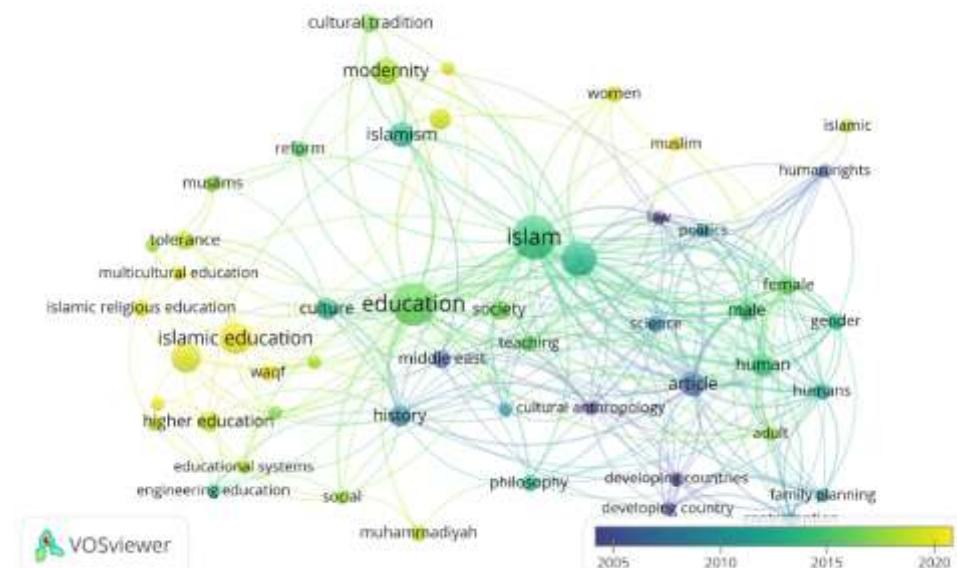


Figure 2. Overlay Visualization

Source: Data Analysis Result, 2025

The overlay visualization from VOSviewer depicts the temporal progression of research themes in Islamic education in contemporary culture, with colors denoting the average publication year of keywords. Yellow nodes signify recent and emerging subjects, whereas blue nodes denote already established areas of academic interest. The map illustrates a temporal transition from fundamental discourses on Islam, education, and history (represented in deeper hues) to contemporary subjects such as multicultural education, tolerance, modernity, and gender

(depicted in lighter hues). This path illustrates the evolution of Islamic education research from conventional theological issues to modern sociological and technological aspects.

In the initial phase (pre-2010), research predominantly focused on the historical and philosophical foundations of Islamic education, frequently situated within contexts like the Middle East, Muhammadiyah, and cultural anthropology. These seminal texts positioned Islam as the epistemic nucleus of educational discourse,

emphasizing themes of reform, cultural heritage, and identity construction. From 2010 to 2015, the discipline broadened to encompass evaluations of law, politics, human rights, and science, illustrating the increasing impact of multidisciplinary viewpoints. At this time, Islamic education grew more associated with social sciences and global policy debates, incorporating concepts of governance, contemporary knowledge systems, and Islam's role in societal development.

Following 2015, the visualization indicates a significant shift towards contemporary, inclusive, and gender-sensitive topics. Keywords including intercultural education, tolerance, female, gender, human, and modernism are highlighted in bright yellow, signifying their significance in the latest research. These phrases signify contemporary academic focus on inclusivity, digitization, and the difficulties of reconciling Islamic teaching with international educational benchmarks. The simultaneous presence of higher education and engineering education indicates the increasing convergence of Islamic studies and STEM disciplines. The overlay map indicates

that Islamic education research is experiencing a paradigmatic transition from static doctrinal analyses to dynamic investigations of modernity, diversity, and social transformation within global Muslim communities.

3.3 Citation Analysis

Table 1 delineates the most frequently cited works in Islamic education and modern society, encapsulating the philosophical underpinnings and contemporary trajectories of scholarship from various cultural and disciplinary viewpoints. The list illustrates the intersection of theology, social change, ethics, and education as essential aspects in examining Islam's interaction with modernity. These publications—encompassing subjects such as religious authority, educational reform, social justice, and moral development—constitute the most significant contributions influencing scholarly discourse over the past two decades. Their citation influence illustrates the evolution of Islamic education from doctrinal instruction to critical examination of ethical pluralism, modernization, and human development in Muslim cultures.

Table 1. Top Cited Research

Citations	Authors and year	Title
312	Ramadan, T.	Radical Reform: Islamic Ethics and Liberation
116	Zaman, M.Q.	Modern Islamic thought in a radical age: Religious authority and internal criticism
90	Osella, F., Osella, C.	Islamism and social reform in Kerala, South India
73	Gańczak, M., Barss, P., Alfaresi, F., ... Muraddad, A., Al-Maskari, F.	Break the Silence: HIV/AIDS Knowledge, Attitudes, and Educational Needs among Arab University Students in United Arab Emirates
64	Aucoin, M.W., Wassersug, R.J.	The sexuality and social performance of androgen-deprived (castrated) men throughout history: Implications for modern day cancer patients
50	<u>Hefner, R.W.</u>	Islamic schools, social movements, and democracy in Indonesia
49	Razak, S.H.A.	Zakat and waqf as instrument of Islamic wealth in poverty alleviation and redistribution: Case of Malaysia
48	<u>Hefner, R.W.</u>	Making modern muslims
48	Weismann, I.	

Citations	Authors and year	Title
		The politics of popular religion: Sufis, Salafis, and Muslim Brothers in 20th-century Hamah
45	Scott-Baumann, A., Cheruvallil-Contractor, S.	Islamic Education in Britain: New Pluralist Paradigms

Source: Scopus, 2025

Table 1 highlights the extensive scholarly research connecting Islamic principles, education, and contemporary social transformation. [9] is the most frequently referenced text, presenting a framework for ethical renewal that advocates for emancipation from rigid jurisprudence, significantly influencing current discussions on Islamic education reform. [10] study enhances this conversation by analyzing religious authority and critical self-reflection in contemporary Islamic philosophy. Hefner's multiple contributions (2009, 2013) about Islamic schools and democracy in Indonesia underscore the role of education as a moral and civic institution that cultivates pluralistic citizenship within Muslim countries.

The works of [11], [12] demonstrate significant anthropological and sociopolitical interest in the interplay between Islamism, Sufism, and social reform movements. [13]

examination of zakat and waqf presents an economic-ethical perspective, connecting Islamic educational principles with social welfare and equality. Research by [14], [15] broadens the thematic scope by examining health, gender, and social behavior in Islamic contexts, demonstrating that educational rhetoric increasingly intersects with public health and human development. [16] signifies a pivotal moment in Western study, highlighting pluralistic and inclusive pedagogies that amalgamate Islamic identity with multicultural educational frameworks. These publications collectively illustrate that study on Islamic education is profoundly interdisciplinary, integrating ethical philosophy, social anthropology, economics, and pedagogy to examine how Muslim communities navigate the equilibrium between tradition and modernity in a globalized context.

3.4 Density Visualization

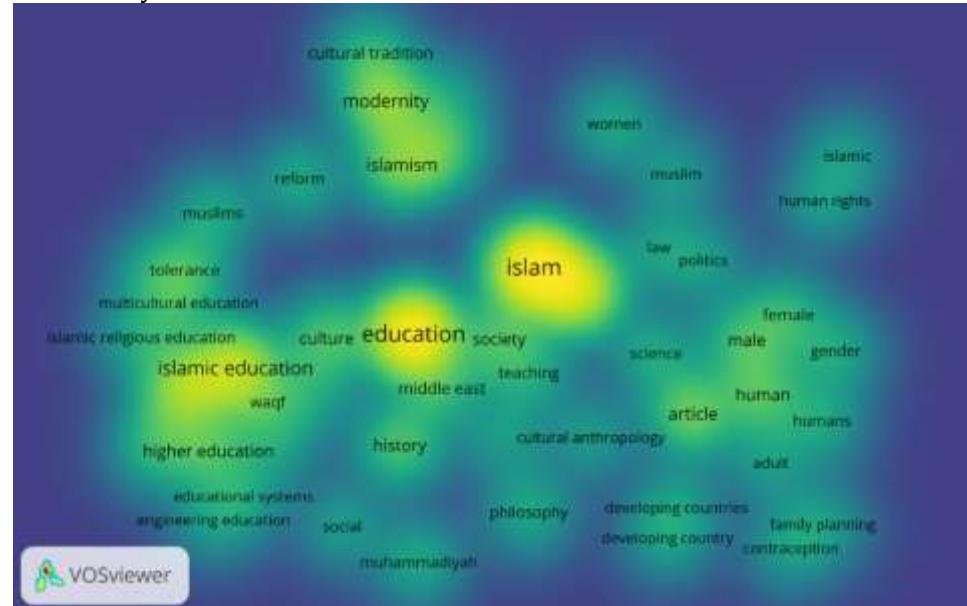


Figure 3. Density Visualization

Source: Data Analysis Result, 2025

The density visualization depicts the concentration of research within the domain of Islamic education in contemporary culture, as denoted by color gradients—yellow areas imply high-frequency keywords, whereas green and blue sections signify moderate to low research density. The primary focal points center on the notions of Islam, education, and Islamic education, indicating that these ideas constitute the intellectual foundation of the field. This focus indicates that the majority of research continues to center on fundamental inquiries regarding pedagogy, religious identity, and the interplay between Islamic principles and contemporary educational frameworks. The prominent focus on Islam and education underscores the prevalence of research examining the influence of Islamic principles on curricula, pedagogical approaches, and educational outcomes in both traditional and contemporary settings.

3.5 Co-Authorship Network

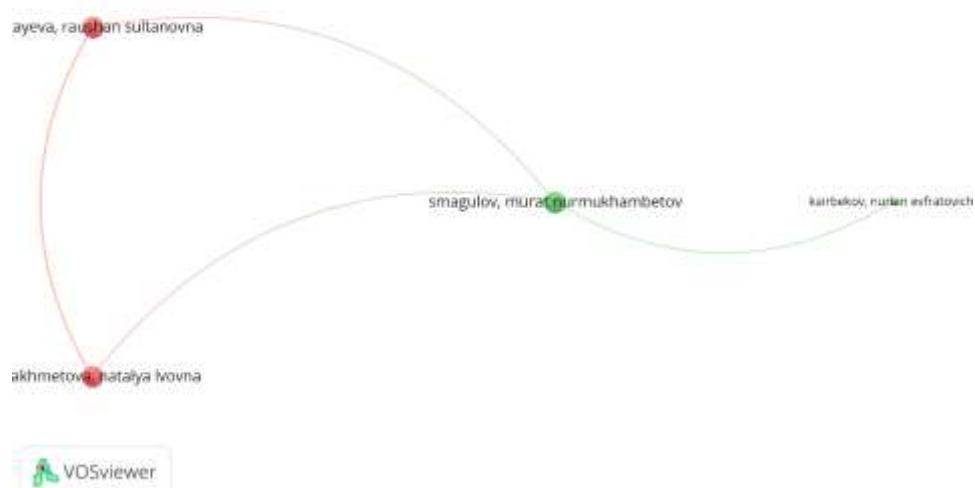


Figure 4. Author Visualization

Source: Data Analysis Result, 2025

The author cooperation visualization produced by VOSviewer illustrates a compact yet cohesive research network focused on Smagulov and Murat Nurmukhambetov. The map illustrates three separate yet interconnected clusters, each depicted by nodes of differing color intensity that reflect

adjacent to these central issues are somewhat dense areas of modernity, gender, law, human rights, and multicultural education, illustrating the increasing interdisciplinarity of the field. The occurrence of terms such as tolerance, higher education, and cultural tradition in lighter hues signifies burgeoning research interests in the democratization of Islamic education and its contribution to fostering pluralism and social cohesion. Concurrently, less populated domains like engineering education, philosophy, and emerging nations present prospective avenues where Islamic education converges with science, technology, and socio-economic advancement. This map illustrates an evolving academic landscape that retains its theological foundation while progressively addressing current issues such as modernization, gender equality, and global educational reform.

various co-authorship ties. Smagulov functions as the pivotal connecting scholar, facilitating cooperation between Kairbekov, Nurlan Evfratovich and Akhmetova, Natalya Ivovna alongside Ayeva, Raushan Sultanovna. This signifies that Smagulov serves a unifying function in linking research

groups that may otherwise stay disconnected, promoting interdisciplinary or cross-institutional collaboration within Islamic education or related fields of study.

The network's structure indicates a restricted collaboration density, characteristic of nascent or specialized research domains where publication outputs are focused among small author teams instead of extensive international networks. The color gradient—from red to green—indicates temporal or thematic variation, with older collaborations

(red cluster) transitioning to more current ones (green cluster). This demonstrates the ongoing intellectual involvement and the progressive development of collaborations throughout time. The graphic indicates that although the co-authorship network in this subject is rather compact, it contains important links that facilitate information exchange and the potential for expanded regional or institutional collaboration in the future.

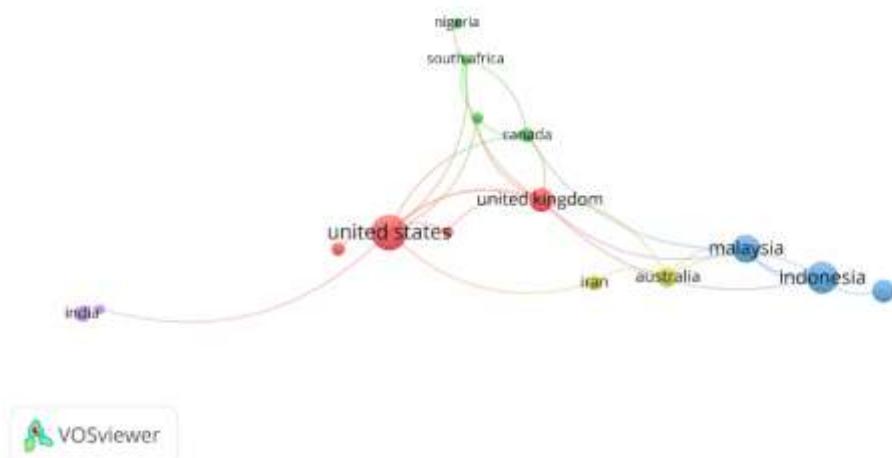


Figure 5. Country Visualization
Source: *Data Analysis Result, 2025*

The visualization of international collaboration illustrates the global research network in Islamic education and contemporary society, with nodes denoting nations and the thickness of links signifying the intensity of co-authorship connections. The map indicates that the United States, United Kingdom, Malaysia, and Indonesia are the principal centers of international cooperation. The United States emerges as the predominant node, indicating its preeminent position in publication volume and international collaborations, particularly with the United Kingdom, Canada, and Australia. This illustrates the proactive involvement of Western academic institutions in the worldwide discourse on Islamic education,

frequently via comparative, policy-focused, and multicultural educational research.

Simultaneously, the Southeast Asian region, exemplified by Malaysia and Indonesia, forms another robust collaborative cluster. The two countries possess profound intellectual connections and have become prominent hubs for research that amalgamates Islamic pedagogy with modernization and digital education. The map additionally illustrates secondary links between Iran, India, and African countries like Nigeria and South Africa, signifying increasing contributions from developing regions that examine Islamic education via socio-political and community development lenses. The visualization illustrates a harmonious East-West academic exchange,



with Western nations offering theoretical frameworks and international prominence, while Muslim-majority countries such as Malaysia and Indonesia supply substantial empirical contexts and reformist perspectives—together enhancing the global scholarship of Islamic education in contemporary society.

Discussions

Practical Implications

This bibliometric study's findings offer significant insights for educators, politicians, and Islamic education organizations aiming to embrace modernization while preserving core principles. The analysis of worldwide research patterns underscores the necessity of enhancing cross-national collaborations, particularly between Western countries and Muslim-majority nations like Malaysia and Indonesia, where empirical progress in Islamic pedagogy is most evident. Educational officials can utilize this knowledge to develop context-specific curricula that incorporate technological advancement, gender inclusion, and multicultural awareness. The study emphasizes the essential investment in digital learning platforms and pedagogical training for practitioners, ensuring alignment with Islamic ethical values and the requirements of 21st-century learners. Furthermore, it provides direction for research funders and universities to concentrate on nascent yet underexamined domains—such as the amalgamation of Islamic education with STEM, sustainability, and digital ethics—thereby enhancing global significance and influence.

Theoretical Contributions

This study conceptually enhances the epistemological framework of Islamic education in relation to contemporary social theory and knowledge systems. It positions Islamic education as a dynamic domain that connects classical theology, critical pedagogy, and social transformation. The study used bibliometric mapping to elucidate the

intersections of predominant intellectual clusters—namely modernity, multiculturalism, and gender—with traditional Islamic ideas of adab, tarbiyah, and akhlaq. This synthesis enhances theoretical discourse by illustrating that Islamic education is not a fixed religious sphere but a dynamic intellectual ecosystem that interacts with worldwide discussions on ethics, democracy, and human growth. The depiction of co-occurrence and collaboration networks enhances knowledge system theory, illustrating how Islamic education research establishes transnational and multidisciplinary connections that bolster the heterogeneity of Islamic study in contemporary times.

Limitations

This study, despite its extensive bibliometric approach, encounters specific limitations related to data breadth and technique. The dataset was limited to papers indexed in Scopus and Web of Science, potentially omitting pertinent studies published in local or non-English journals, particularly from locations like the Middle East and Africa. This linguistic and indexing bias may inadequately portray grassroots or region-specific viewpoints. The analysis depended on keyword co-occurrence and citation data, which reflect the structural framework of research but fail to convey the qualitative richness of conceptual argumentation. As a result, hermeneutic subtleties, theological discussions, and educational advancements may not be entirely captured in the quantitative representation. Ultimately, although VOSviewer and Biblioshiny offer comprehensive analytical capabilities, they are susceptible to discrepancies in author name variants and database metadata, thus compromising accuracy in cooperation mapping. Subsequent research may enhance this bibliometric analysis through systematic literature reviews or qualitative meta-syntheses to deepen comprehension of the theoretical and contextual aspects in Islamic education studies.



4. CONCLUSION

This bibliometric research indicates that the domain of Islamic education in contemporary culture is marked by swift intellectual diversification and heightened global collaboration. The co-occurrence and overlay visualizations demonstrate that conventional subjects—such as Islamic pedagogy, theology, and ethics—are being recontextualized within contemporary frameworks that prioritize digital learning, gender equality, multiculturalism, and educational reform. Southeast Asian nations, notably Malaysia and Indonesia, have become crucial centers of innovation, but Western countries like the United States and the United Kingdom provide theoretical and multidisciplinary depth. This evidence

together indicates a shift from traditional religious education to integrative and contextually adaptive educational paradigms that correspond with global modernization trends. The study indicates that contemporary Islamic education serves as a conduit between faith-based principles and the exigencies of modern society. The progression of study themes demonstrates an ongoing effort to harmonize spirituality, ethics, and scientific logic, guaranteeing that Islamic education retains its authenticity while being responsive to modern circumstances. This transition highlights the significance of international cooperation, technological integration, and diverse discourse in influencing the future of Islamic educational studies.

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