

# Islamic Education Research, 2000–2025: Publication Dynamics, Core Topics, and Global Collaboration Patterns

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## ABSTRACT

This paper analyzes the evolution of literature in the area of Islamic Education from 2000 to 2025 using bibliometric methods. Analyzing data from Scopus and applying the VOSviewer software program, publication trends, intellectual structure, and international cooperation in this sphere have been identified. The results show an impressive growth of publications and dominance of Southeast Asian countries (Indonesia and Malaysia). As for the collaboration pattern, the research found the presence of moderately well-connected networks limited by geographical proximity. Analysis of citations proves the interdisciplinary character of important papers, as they relate to both education and such fields as social science, psychology, and culture. Finally, keyword co-citation and keyword overlay analysis prove that a transition from purely religious concepts to more practical ones takes place: there is a growing interest in issues related to curricula, e-learning, and religious moderation.

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## 1. INTRODUCTION

In the last twenty years, the study of Islamic education has witnessed remarkable development due to the rising international curiosity about the influence of Islam on education and the need to study the connection between Islam and education. The expansion of Islamic education can be attributed to changes within education itself, such as globalization, digitization, and the need for value-based education [1], [2]. Islamic education, as an academic discipline and a form of education, has transcended its initial religious framework to incorporate multidisciplinary aspects like pedagogy, sociology, and technology. It has been found from bibliometric analysis that there has been

a gradual rise in scholarly works on Islamic education since the early 2000s [3].

Publication productivity experienced a marked increase after the year 2010 due to the rapid growth of academic databases and greater involvement of researchers from Islamic nations [4]. Nations like Indonesia, Malaysia, and Saudi Arabia now represent major producers of research in Islamic education. This is due to increased attention to institutionalization as well as Islamic education within their national policies. There are several examples of bibliometric studies indicating an unprecedented increase in the number and impact of publications since the turn of the century. It is worth noting that this trend also indicates the successful

incorporation of issues of local educational concern into international discourse [5].

Apart from publication expansion, there has also been a considerable evolution in terms of the thematic areas that have been explored by researchers within the context of Islamic education. Specifically, most of the early research on Islamic education had a predominantly normative and doctrinal nature, which was characterized by discussions related to theological perspectives and classical literature. Yet, modern research increasingly involves the examination of practical problems associated with Islamic education, including curricula development, moral formation, technology, and innovation. The major themes explored in recent studies on Islamic education include religious moderation, moral development, and incorporation of Islamic values in contemporary educational approaches.

Another crucial aspect of studies about Islamic education is the way collaboration takes place between scholars around the world. From an analysis of bibliometric maps, collaboration has been found to be much more complicated than in the past, taking place through transnational links and even multidisciplinary efforts. Even though the center of gravity continues to remain Southeast Asia, other countries in the West and institutions have also started contributing more towards this process. This helps improve the quality of research as more and more points of view are brought to bear on the subject matter.

Although significant progress has been made, however, several limitations still exist in the body of literature. There are many publications on Islamic education that concentrate on certain sub-topics such as innovation, policy, and character education, but do not provide a detailed account of the discipline throughout its timeline. Furthermore, most bibliometric analyses tend to concentrate on a short timeframe and methodology, which might not reflect the full history of research in the field of Islamic education. It would be valuable to undertake a study that would cover all aspects of

research including publication trends, themes, and international cooperation over a more extensive period of time.

Despite rapid growth of the literature on Islamic education from 2000 to 2025, it remains to be noted that there is still no comprehensive study which will provide insight into its publication dynamics, main research topics, and international cooperation in one analysis. In addition to a narrow approach of investigation, most of the research works analyze a small data sample and a brief period of time, thus leading to insufficient data on changes experienced by the discipline during its development process.

The purpose of this research is to conduct a bibliometric review of Islamic education literature between 2000 and 2025 by considering three major dimensions: (1) publication trends, which can be used to determine the trends of growth and productivity of scholars; (2) central themes, through which it is possible to determine the focus areas of the studies; and (3) collaboration patterns, which can be used to understand the network of authors, institutions, and countries.

## 2. METHODS

This study uses a quantitative bibliometric method to explore the trends of Islamic education research from 2000 until 2025. Bibliometrics is one of the common methods employed in the evaluation of the processes of scholarly communication, production of scientific knowledge, and structure of knowledge in a particular discipline. The information required in this research was obtained from reputable databases like Scopus and Web of Science, which offer a comprehensive database of scientific literature. Search queries that include terms like "Islamic education," "Islamic pedagogy," and "madrasah education" among others were used to find appropriate sources. Only scholarly articles, conference papers, and review articles were considered as sources in this study within the designated period of time. Duplicate

references were then excluded during the preliminary screening process.

The analysis of the dataset collected was undertaken with the aid of bibliometric methods and software VOS viewer to study the trends in publications, themes, and collaboration among scholars. Co-occurrence of keyword terms was used to identify the key issues and new themes being researched. The network analysis approach involved visualizing the connections between different keyword terms, researchers, and institutions to help identify scholarly networks. These analytical approaches allow for efficient interpretation of voluminous bibliographic information and identification of trends that may otherwise be difficult to notice using conventional literature reviews.

For examining global collaboration trends, co-authorship analysis was carried out at the author level, institutional level, and national level. This technique allows the detection of significant contributors and the degree of international collaboration for research purposes. Measures like publication frequency, citation number, and link weight were employed in order to gauge the impact and connectivity of the respective entities in the network. Moreover, temporal analysis was also conducted in order to determine changes in collaboration patterns and topics over time.

### 3. RESULTS AND DISCUSSION

#### 3.1 Co-Authorship Analysis

A study of co-authorship is undertaken to investigate the nature of cooperation among researchers, institutions, and countries engaged in Islamic Education research. It is used to map out the nature of the academic network by finding out important players, main clusters of research topics, and level of international cooperation. Mapping of the co-authors using information derived from Scopus databases and visualization via VOSviewer is used to achieve this objective in this part.

#### 4. Author-level Visualization

The co-authorship network diagram visualized in Figure 1 demonstrates the collaboration network among scholars involved in Islamic Education studies. The network diagram is constructed on the basis of bibliometric analysis data obtained from the Scopus database, with the help of VOSviewer software. In this network diagram, each circle denotes an author, and the connecting lines show connections between authors as co-authors in publications.

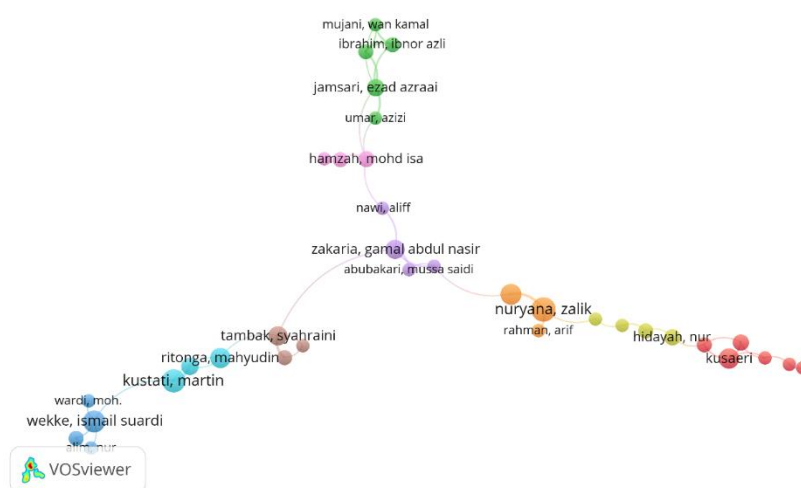


Figure 1. Author-level Visualization

Source: Data Analysis

From the above network visualization, one can see that there is indeed a network structure, which can be described by clusters within the network where each cluster shows researchers who often publish their work with other researchers within the same cluster. In other words, there are several clusters within the entire network, which have been identified using colors, showing sub-network structures in the overall network. This means, for example, that there is one cluster for Zakaria, Nawi, and Abubakari, who may actually connect different clusters. This indicates that some researchers act as bridging agents for disseminating knowledge among other clusters. On the other hand, the network seems to be partially fragmented in terms of clusters and linear chains of collaborations that stretch out from each cluster. The Kusairi, Hidayah, and Rahman clusters, for instance, seem to form tightly knit clusters but are isolated in the sense that they are only involved in collaborative activities within the cluster and do not collaborate outside their clusters.

### 5. Institution-level Visualization

The diagram shows the network of institutional collaboration in the area of Islamic education. This diagram indicates how various organizations collaborate in the process of their scholarly work. The network has been generated based on bibliometric information collected in Scopus and visualized in VOSviewer. In this regard, each node corresponds to an institution, and the lines that connect nodes represent research collaboration among those institutions.

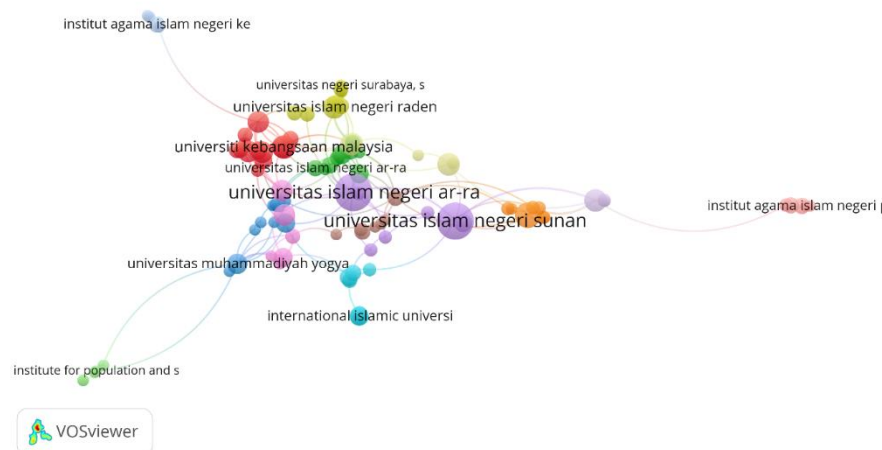


Figure 2. Institution-level Visualization

Source: Data Analysis

In this case, the network has a high density in the middle that includes some of the most prestigious institutions, like various UINs, Universiti Kebangsaan Malaysia, and Universitas Negeri Surabaya. They look like the centers of the network due to the fact that they have large node sizes as well as several connecting lines with other institutions. The location of these universities in the center shows their influence on the research output and cooperation in the sphere of Islamic education. In addition, it is evident that there is much regional cooperation among the South East Asian countries. On the contrary, a

few peripheral nodes and smaller clusters denote organizations that have lesser collaboration tendencies. For instance, organizations such as Institut Agama Islam Negeri, among others, can be found on the periphery of the network, implying lower collaboration links with major research organizations. Furthermore, loose node connections, like international Islamic universities, depict the development of global linkages.

6. Country-level Visualization

This diagram portrays the co-authorship network of countries for the subject area of Islamic Education that demonstrates international collaboration between countries that have contributed to the body of literature in the study field. Using

bibliometric analysis and VOSviewer, a visualization tool, the network shows the collaborative relationships among different countries in the form of connected nodes. Nodes indicate countries whereas their size indicates the number of papers published.

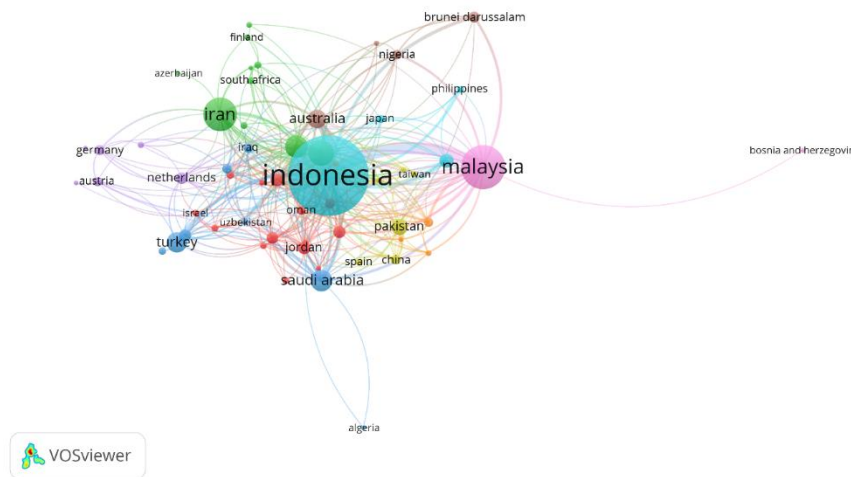


Figure 3. Country-level Visualization

Source: Data Analysis

The network displays an extremely centralized network, where Indonesia becomes the major contributor in the study, represented through the biggest nodes with many other nations. The central placement implies that Indonesia holds great influence in global research on Islamic education. The second prominent player is Malaysia, which has been seen to establish close relations with Indonesia, creating an axis of collaboration between the two nations within the region of Southeast Asia. Prominent nations such as Iran, Saudi Arabia, Pakistan, and Australia are seen to be playing significant roles in the network, thereby reflecting their contributions in the field of Islamic education studies. Furthermore, the network displays signs of regional clustering as well as

peripheral involvement. Nations like the Netherlands, Germany, and Austria cluster around the main cluster network, which shows that there is average level collaboration in the field of Islamic educational research. In addition, other nations like Bosnia-Herzegovina and Algeria are at the peripheral point, implying that there is some collaboration between nations. The involvement of various nations from Asia, the Middle East, Europe, and Africa shows the international scope of the field.

3.2 Citation Analysis

Citation analysis is conducted to evaluate the intellectual influence and impact of publications and authors within the Islamic education research landscape.

Table 1. The Most Impactful Literatures

Citations	Authors and year	Title
312	[6]	Islamic work ethic: A moderator between organizational commitment and job satisfaction in a cross-cultural context

Citations	Authors and year	Title
282	[7]	No wilderness for immigrants: Cultural differences in images of nature and landscape preferences
178	[8]	Determinants of intra-household food allocation between adults in South Asia - A systematic review
178	[9]	Muslim youth in Canadian schools: Education and the politics of religious identity
168	[10]	Islamic marketing – a challenger to the classical marketing canon?
166	[11]	Factors affecting attitudes toward seeking and using formal mental health and psychological services among Arab Muslim populations
159	[12]	Javanese women and the veil in post-soeharto Indonesia
149	[13]	Navigating the Uncharted: The Shaping of FinTech Ecosystems in Emerging Markets
147	[14]	Mental health survey of the Iranian adult population in 2015
144	[15]	Critical issues in Islamic education studies: Rethinking Islamic and Western liberal secular values of education

Source: Scopus, 2026

As shown by Table 1, which summarizes the cited literature, it can be seen that the most significant pieces of research that have made an impact in the Islamic Education domain belong to an interdisciplinary approach. In other words, literature not related solely to education has been considered in this case, including areas of organizational behavior, culture, mental health, and marketing, among others. Examples of influential literature on this topic include [6] concerning Islamic work ethics and [9] regarding the Muslim youth's identity at school, thus representing the seminal contribution of Islam to society. On the other hand, research such as [10] illustrate how the Islamic perspective is expanding its reach into new academic domains, like marketing. Additionally, recent literature such as [13] demonstrates the increasing importance of the convergence of Islamic teachings with new fields, including fintech.

### 3.3 Keyword Co-Occurrence Analysis

Co-occurrence analysis of keywords can be used to determine the structure and development of themes in Islamic education

research. Keyword co-occurrence is the technique by which the frequency of occurrence and association between keywords in articles is analyzed. This technique highlights important research themes, trends, and connections among different ideas in the field of Islamic education research through visualization with the use of VOSviewer software based on Scopus databases.

#### 1. Network Visualization

Figure 4 shows the network analysis of co-occurring keywords in the domain of Islamic Education, providing an insight into the conceptual framework and connections between popular keywords found in academic literature. Using bibliometric information extracted from the Scopus database and plotted with the help of the VOSviewer tool, the nodes represent keywords, and their interconnectedness denotes the degree of co-occurrences of these keywords in the same publications. Different groups of keywords are distinguished by color codes representing separate research domains.

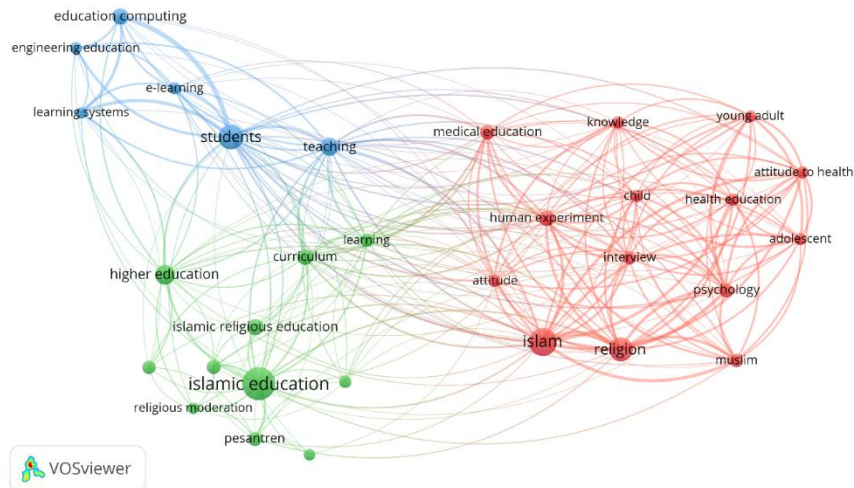


Figure 4. Network Visualization

Source: Data Analysis

The network illustrates three main thematic groups that represent the field of Islamic education research. In particular, the red thematic group represents the most prevalent group, which mainly includes key terms such as "Islam," "religion," and "Muslim." It is evident that such key terms have a strong relationship with disciplines such as psychology, health education, and human behavior. Thus, it can be argued that many scholars incorporate Islam in their studies on various social and behavioral science topics. Such topics include health attitudes, youth development, and psychology. The green cluster indicates the main educational cluster and consists of the keywords "Islamic education," "higher education," "curriculum," and "pesantren." The green cluster is thus an indication that the researches conducted were mostly in relation to issues related to educational institutions, curricula, teaching, and other areas associated with Islamic education. The use of terms such as "religious moderation" suggests a trend among scholars researching the topic of Islam in Indonesia in solving current social problems through education.

On the other hand, the blue cluster focuses on technology, as well as modern ways of teaching, using terms like "students," "e-learning," "education computing," and "teaching." It can be concluded that there is a growing trend toward digital revolution in

Islamic education, which embraces online learning platforms and modern ways of teaching. Links between this blue cluster and the green educational cluster reveal that there is a growing trend to incorporate technology in the process of curricular implementation among Islamic institutions of learning. It can be observed from the connections that exist among the clusters that there exists a multidimensional framework for researching Islamic education, where the traditional approach to religion-based teaching, the modern approach to educational methods, and social science-based theories coexist. The close relationships among the clusters signify that Islamic education research is becoming increasingly more holistic, encompassing both the classic elements as well as contemporary topics such as e-learning and human development.

## 2. Overlay Visualization

This diagram demonstrates the keyword co-occurrence map in the area of Islamic Education. Not only does it illustrate the connections between the main subjects of research, but it also shows how these connections change throughout time. The map is made based on bibliometric data from Scopus and analyzed with VOSviewer. Here, the color palette shows the average year when this or that keyword appeared in publications



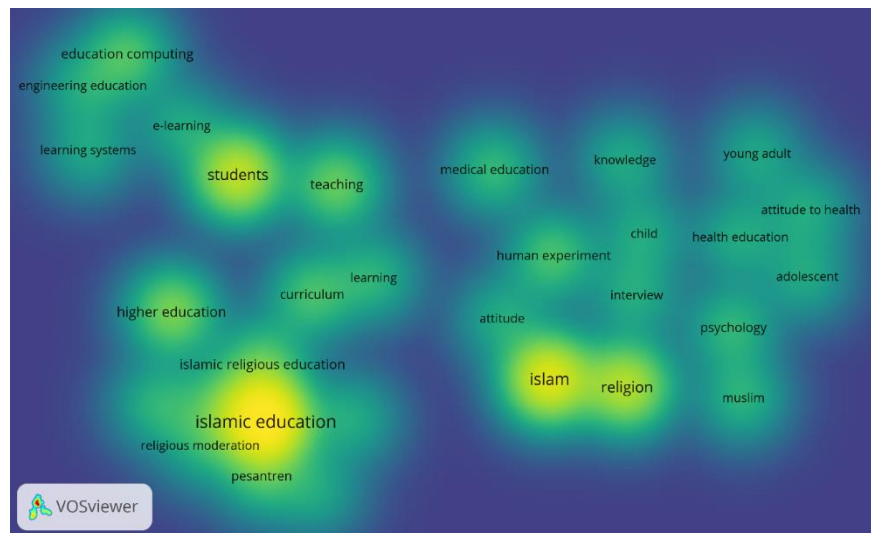


Figure 6. Density Visualization

Source: Data Analysis

The density map shows that there are many areas where high-density themes exist, the most dominant areas being those containing the keywords “Islam,” “religion,” and “Islamic education.” These hot areas have been depicted using yellow-colored zones to show that these are the most dominant areas of study and thus provide a solid foundation to this area of study. The high density of these areas implies that the heart of Islamic education still lies in religion. Furthermore, the surrounding themes like “Muslim,” “psychology,” and “attitude” suggest that a lot of work is being done from the perspective of social sciences as well. Apart from the key hotspots mentioned above, there are some other areas that indicate the growth of the research on educational and technological aspects. For instance, keywords like “students,” “teaching,” “curriculum,” and “higher education” point at the development of educational strategies and models within the Islamic education system. In the same way, the keywords related to e-learning, education computing, and learning systems show the growing role played by the use of technology within the educational process. Even though the areas under discussion are not so dense as the main religious topics, this fact shows their significance and perspective for further study.

### Discussion

The results of this study suggest that there has been considerable development and diversification in research on Islamic Education within the period ranging from 2000 to 2025, indicating significant quantitative and qualitative developments. The rise in the number of publications listed in Scopus reveals that Islamic education is now no more a specialized domain of study, but it is an important part of the global body of knowledge in the academic community. This is mainly due to the contributions made by Southeast Asian countries like Indonesia and Malaysia, who have taken the lead in publication outputs as well as collaborations in research networks.

From the study on authorship, one can identify that while there is significant interconnection in collaborations, these collaborations are nonetheless regionally clustered. Although there are some notable authors who act as knowledge centers that facilitate the exchange of information in each cluster, a number of these collaborations are regionally limited. Thus, from the results, it becomes evident that while there is an existence of international collaboration, this has not been fully tapped for maximum gains. Collaboration among regions such as Southeast Asia, the Middle East, and Western countries would benefit the quality of research on Islamic education.

Intelligence-wise, the citation analysis shows that the most impactful literature in the field is very multidisciplinary. In addition to educational topics, the highly-cited publications have other aspects of discussion, including organizational behavior, cultural identity, psychology, and socio-religion. It implies that Islamic education studies cannot exist in isolation but should be part of general social sciences to tackle practical problems. Besides the classics, the literature includes recent publications in innovative fields such as FinTech and Islamic marketing, which shows that Islamic education knowledge remains dynamic and evolves as modern problems arise.

Keyword co-occurrences and overlays give additional understanding regarding the evolution of the topic. As per the findings, there was an evolution of thematic interests from fundamental topics, which were religion and belief systems, towards more applied themes that included issues like curriculums, engaging students, and e-learning. The most recent trends in Islamic education literature include areas like religious moderation, technology, and multidisciplinary research. It is evident from the findings that the theme of Islamic education evolves due to the need to stay relevant in the dynamically evolving global environment.

From the visualization of density, it can be observed that although key topics such as "Islam," "religion," and "Islamic education"

continue to hold sway, there is an emergence of novel topics which the researchers may have to consider in their future works. There are signs of increased interest in topics like digital education, psychology, and social issues, suggesting that Islamic education research is now venturing towards a holistic and problem-solving approach. Nevertheless, there are certain indications about possible research areas where studies are scant, especially in geographical areas and topics not yet explored extensively.

#### 4. CONCLUSION

It can be said that the field of Islamic Education Research has become vibrant and more global between 2000 and 2025 due to the constant increase in publications, diverse theme, and networking. The prevalence of Indonesia and Malaysia proves the significance of Southeast Asian countries, whereas the collaboration trend reflects both achievements and potential for further international collaboration. It should be emphasized that the knowledge base in this research field has interdisciplinary nature, incorporating not only religious theories but also approaches based on education, psychology, and sociology, together with digital learning and religious moderation. However, there is still a certain lack in global collaboration and thematic balance, which makes the development of this field even more prospective.

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