

Global and Local Collaboration in Islamic Education Literacy Research

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ABSTRACT

This study explores the dynamics of global and local collaboration in Islamic education literacy research through a bibliometric analysis of literature sourced exclusively from the Scopus database. The analysis identifies key themes, such as the integration of global pedagogical practices with local Islamic traditions, the role of technology—particularly artificial intelligence and media literacy—in enhancing learning outcomes, and the importance of addressing sociopolitical challenges such as cyberterrorism through education. The findings reveal the centrality of collaboration among scholars and institutions in advancing the field, with networks highlighting influential contributors and interdisciplinary connections. Additionally, the study emphasizes the need for quality assurance frameworks and culturally relevant approaches to ensure the effectiveness of innovations in Islamic education. The results provide valuable insights for educators, policymakers, and researchers, offering a roadmap for enhancing Islamic education's relevance, accessibility, and impact in the digital era.

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1. INTRODUCTION

Islamic education has always been a cornerstone in the cultural and intellectual history of Muslim societies, aiming not only to convey religious knowledge but also to integrate ethical and social dimensions into the educational process. In today's globalized world, the scope of Islamic education has expanded, presenting both challenges and opportunities for educators and scholars around the globe [1]. This expansion is marked by an increased interaction between

global influences and local traditions, which significantly affects the literacy and pedagogical approaches within Islamic education systems [2], [3].

The concept of literacy in Islamic education transcends the traditional boundaries of reading and writing, encompassing a broader understanding that includes religious, cultural, and digital literacies [4]. As the world becomes increasingly digital, the integration of new technologies in Islamic education has become

imperative. This integration facilitates the access to a vast array of resources that can enhance teaching methodologies and learning experiences, catering to the needs of a diverse student body spread across different geographical and cultural landscapes [5].

Moreover, the collaboration between global and local entities in Islamic education has been identified as a crucial factor in the development of a more holistic educational framework [6]. This collaboration can lead to the sharing of best practices, resources, and expertise, which can help in addressing the educational needs of Muslim populations in both predominantly Muslim and non-Muslim countries [7]. However, these collaborations are often hindered by various challenges, including cultural barriers, differing educational goals, and resistance to change from traditional educational institutions.

Despite these challenges, there are notable initiatives and research efforts aimed at integrating global educational standards with local Islamic practices. These efforts are seen in various joint ventures such as international conferences, collaborative research projects, and exchange programs that aim to enhance the literacy levels and educational outcomes in Islamic education [8]. Such initiatives not only promote a better understanding of Islamic pedagogy globally but also contribute to the local contextualization of educational content, making it more relevant and accessible to students in specific regions.

However, the path to effective integration of global and local collaboration in Islamic education literacy remains fraught with complexities. One of the primary issues is the lack of a structured framework to guide such collaborations, which often leads to sporadic and disjointed efforts that do not sufficiently address the educational gaps or meet the literacy needs of the diverse Muslim populace. Additionally, there is a significant disparity in the availability of resources and technological infrastructure between developed and developing regions, which can impede the effectiveness of collaborative initiatives [9]. These issues highlight the need

for a more focused research agenda that can investigate and propose solutions to optimize collaborative efforts in Islamic education literacy.

This study aims to explore the dynamics of global and local collaboration in Islamic education literacy, with a focus on identifying the factors that enhance or impede these collaborative efforts. By examining various case studies and existing literature, the research seeks to develop a comprehensive framework that can guide future collaborations, ensuring that they are effective, sustainable, and culturally responsive. The ultimate goal is to enhance the literacy outcomes in Islamic education globally, leveraging both local expertise and global innovations to create a more inclusive and effective educational landscape.

2. LITERATURE REVIEW

2.1 *Pedagogical Strategies in Islamic Education*

Islamic education traditionally emphasizes the memorization and understanding of the Quran and Hadith, with a strong focus on moral and ethical instruction. [10] defines Islamic education as an integrated process of knowledge acquisition and character building, guided by Islamic principles. This traditional view, however, is increasingly being supplemented by modern pedagogical strategies that include critical thinking, problem-solving, and collaborative learning activities [11]. These strategies aim to make Islamic education more holistic and responsive to the needs of a rapidly changing world.

2.2 *Global-Local Collaboration in Islamic Education*

Collaboration between global and local entities in Islamic education has been a focal point of recent academic discussions. According to [12], such collaborations can bridge cultural gaps and promote a more inclusive approach by integrating universal educational practices with local Islamic traditions. This blend helps in fostering a more adaptive learning environment that respects cultural idiosyncrasies while promoting globally competitive standards. [13] highlight several successful examples of such collaborations where international Islamic universities partner with local schools to provide educational resources and training programs. These partnerships often focus on teacher training and curriculum development, areas identified as crucial for the enhancement of literacy in Islamic education.

2.3 Technological Integration in Islamic Education

The advent of digital technology has opened new vistas for Islamic education, which is now embracing e-learning platforms, digital libraries, and online courses that make learning more accessible and engaging [14]. The literature suggests that technology not only enhances access but also improves the quality of education by providing diverse learning tools that cater to different learning styles [15]. Digital tools can also facilitate the global-local collaboration by easing communication barriers and sharing educational resources across borders. However, [12] caution against

the uncritical adoption of technology, suggesting that it needs to be aligned with pedagogical goals and local cultural contexts to be truly effective in Islamic education settings.

2.4 Challenges in Global-Local Collaboration

While the benefits of global-local collaboration are well documented, several challenges persist. Resource disparity is a significant issue, as noted by [15], who point out that many Islamic educational institutions in less developed countries lack the infrastructure to effectively implement and sustain technological innovations. Furthermore, cultural resistance to change can also impede the adoption of new educational practices. This resistance often stems from a deeply ingrained reverence for traditional methods deemed as more authentic or spiritually enriching [16]. Overcoming these challenges requires thoughtful strategies that respect local traditions while progressively integrating global educational standards.

2.5 Bridging the Gap: Towards a Synthesis

The synthesis of global educational practices with local Islamic pedagogies requires a nuanced understanding of both the global educational landscape and the local Islamic contexts. [17] argue for a "contextualized modernity," where Islamic education can maintain its identity while evolving to meet global standards. This involves not only adopting new technologies and pedagogies but also ensuring that these tools

enhance the spiritual and moral framework central to Islamic education. Moreover, policy frameworks play a crucial role in facilitating effective collaborations. Government and institutional policies need to support the seamless integration of innovative practices within Islamic schools, including investments in technology, professional development of teachers, and curriculum reforms that reflect both global competencies and Islamic values [17].

3. METHODS

This study utilizes a bibliometric analysis solely focusing on literature sourced from the Scopus database to investigate global and local collaboration in Islamic education literacy. The Scopus database was selected

due to its comprehensive coverage of peer-reviewed journals, ensuring a wide-ranging review of the literature pertinent to this field. The analysis began by extracting data from articles published between 2000 and 2025, using targeted search terms such as "Islamic education," "literacy," and "collaboration." This approach was intended to capture publications that discuss the integration of traditional Islamic educational frameworks with modern pedagogical techniques and global collaborative efforts. Each retrieved article was assessed for relevance based on its title, abstract, and keywords. Only those studies explicitly addressing the themes of global and local interactions within Islamic educational contexts were included in the analysis. The selected articles underwent a thorough bibliometric analysis using the tool VOSviewer, which facilitated the examination of citation networks, co-authorship patterns, and keyword frequencies.

4. RESULTS AND DISCUSSION

4.1 Keyword Co-Occurrence Network

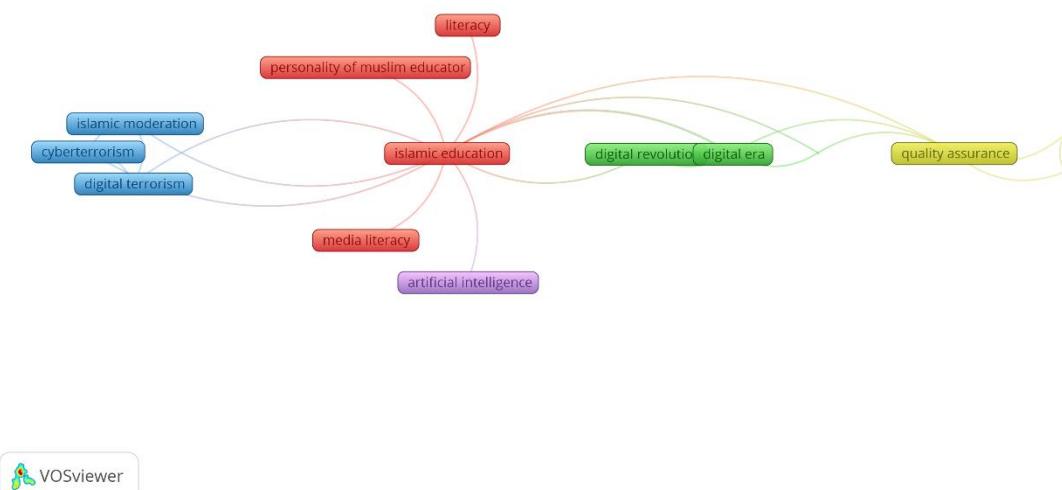


Figure 1. Network Visualization
Source: *Data Analysis Result, 2025*

The visualized bibliometric network map highlights the interconnected themes in Islamic education research. At the core is "Islamic education," surrounded by various related nodes that represent key topics. These include "literacy," "media literacy," "artificial intelligence," "digital revolution," and "Islamic moderation." The map demonstrates that Islamic education serves as the focal point of an interdisciplinary approach, integrating traditional educational frameworks with modern advancements and societal needs. One prominent cluster revolves around the "digital era" and "digital revolution," reflecting the increasing focus on integrating technology into Islamic education. This cluster connects to themes like "media literacy" and "artificial intelligence," indicating a growing emphasis on leveraging digital tools to enhance teaching and learning processes. The relationship between these topics underscores the importance of equipping educators and learners with digital competencies in an era defined by technological innovation.

Another notable theme is the connection between "Islamic moderation," "cyberterrorism," and "digital terrorism." This suggests that research in Islamic education not only focuses on pedagogical and

technological advancements but also addresses contemporary social and security challenges. It highlights the role of Islamic education in promoting values like moderation and countering extremist narratives, especially in the digital sphere where misinformation and radical ideologies can proliferate. The "quality assurance" node indicates an ongoing effort to ensure that Islamic education maintains high standards in a rapidly evolving global educational landscape. This connection to the digital revolution implies that integrating modern tools and approaches must also consider frameworks for evaluating effectiveness, relevance, and adherence to Islamic principles. The "personality of Muslim educators" cluster emphasizes the human element of Islamic education. This area highlights the importance of teacher training, character development, and the role of educators in shaping the next generation. The intersection of this theme with others, such as literacy and digital tools, reflects a balanced approach that values both the traditional foundations and modern innovations in Islamic education. This network map showcases the dynamic and multifaceted nature of research in this field, addressing diverse challenges and opportunities.

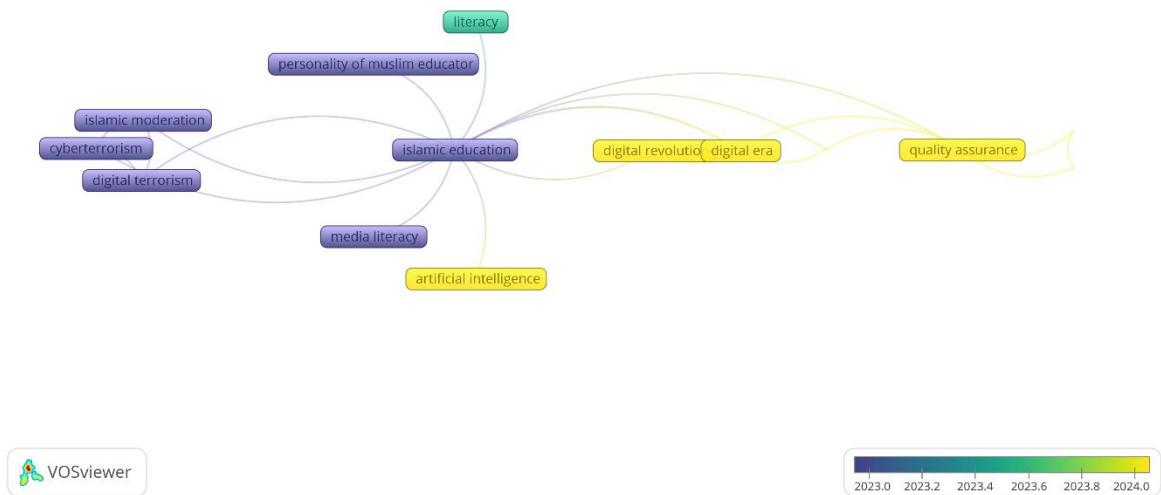


Figure 2. Overlay Visualization

Source: Data Analysis Result, 2025

The bibliometric map visualizes the interconnected themes in Islamic education research, highlighting its dynamic and evolving nature from 2023 to early 2024. At the center is "Islamic education," which serves as the core concept connecting various themes like "literacy," "media literacy," "digital revolution," "artificial intelligence," and "quality assurance." The central placement of Islamic education underscores its role as a multidisciplinary domain that integrates traditional values with modern advancements, responding to contemporary global challenges. The cluster involving "digital revolution," "digital era," and "quality assurance" illustrates the growing emphasis on modernizing Islamic education through technological integration. These themes highlight the need to adapt educational practices to the digital age while maintaining standards of quality and relevance. The

timeline at the bottom of the visualization suggests an increasing focus on these areas, reflecting how recent advancements in technology are reshaping the pedagogical strategies and administrative frameworks of Islamic education. Another significant cluster involves "Islamic moderation," "cyberterrorism," and "digital terrorism," indicating the sector's engagement with pressing societal issues. This linkage highlights the role of Islamic education in promoting moderation and countering harmful narratives in the digital realm. Similarly, "media literacy" and "artificial intelligence" indicate a broader interest in equipping educators and students with the skills to navigate the complexities of the digital landscape. Together, these themes represent a comprehensive effort to balance traditional educational goals with the demands of a rapidly changing world.

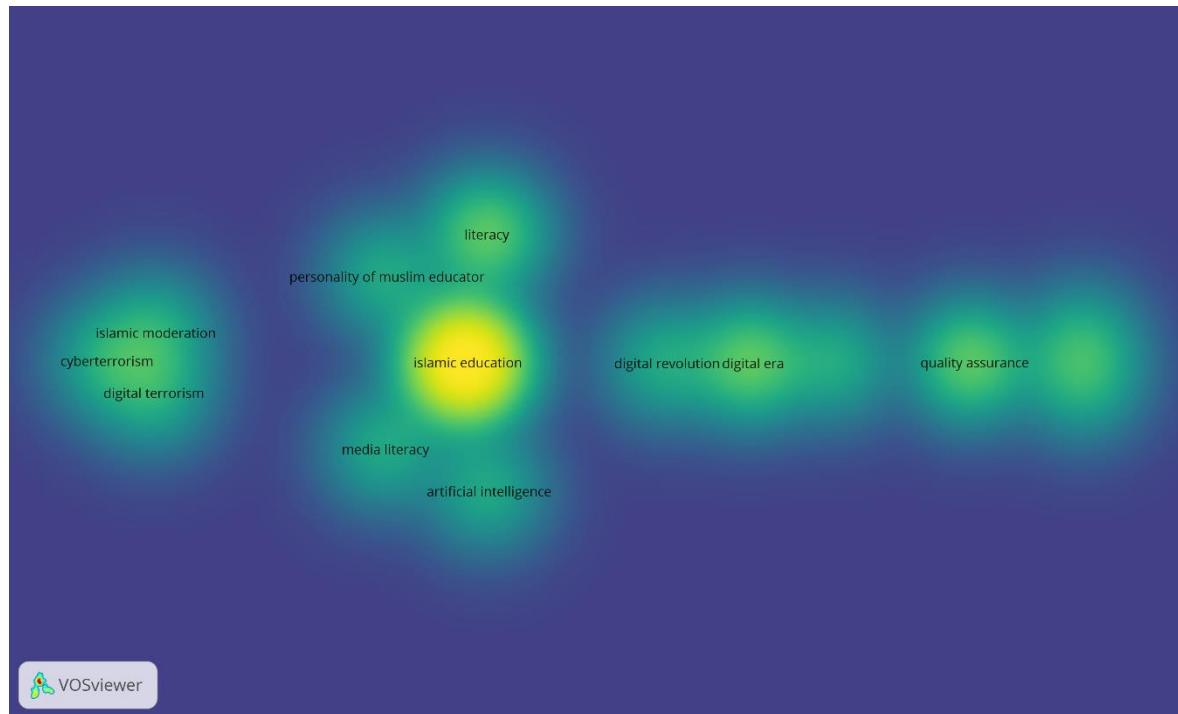


Figure 3. Density Visualization

Source: *Data Analysis, 2025*

The heatmap visualization highlights the intensity and concentration of research focus within the field of Islamic education. At the core of the map, "Islamic education" emerges as the most prominent and interconnected theme, signifying its central role in bridging various subtopics. Surrounding this central node are key areas of interest, such as "literacy," "media literacy," "artificial intelligence," and the "personality of Muslim educators." These clusters suggest a strong emphasis on combining traditional educational goals with modern skills and technologies, reflecting the dynamic

evolution of Islamic education in response to global challenges. The distribution of other significant nodes, such as "digital revolution," "digital era," and "quality assurance," demonstrates the growing importance of technological integration and the need for maintaining high standards in Islamic education. Additionally, the cluster comprising "Islamic moderation," "cyberterrorism," and "digital terrorism" indicates an active focus on addressing sociopolitical issues within the educational framework, particularly in fostering moderation and countering extremism.

4.2 Co-Authorship Network

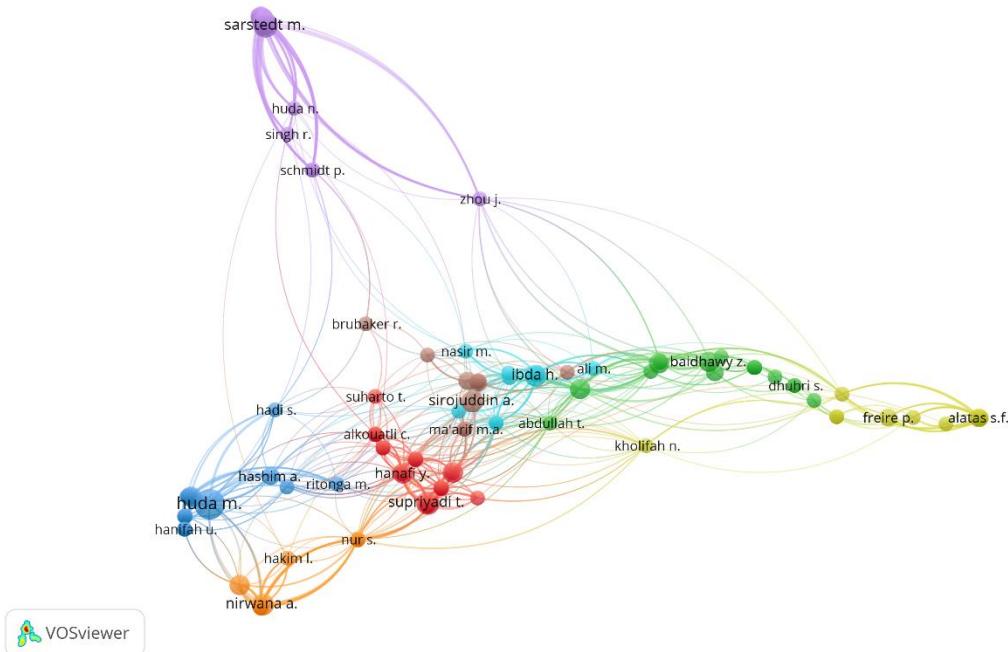


Figure 4. Author Collaboration Visualization

Source: Data Analysis, 2025

The co-authorship network visualization highlights key researchers and collaborative groups within the field of Islamic education research. Distinct clusters, represented by various colors, indicate closely-knit groups of authors who frequently collaborate. For instance, the cluster around "Sarstedt M." and "Huda R." demonstrates strong co-authorship links, suggesting influential contributions and frequent

collaborations in this area. Other prominent nodes, such as "Ibda H." and "Alim M.," indicate researchers with significant connections across multiple clusters, acting as bridges between distinct research groups. The visualization also reveals a diverse network structure, with some researchers, like "Freire P." and "Alatas S.F.," forming smaller but focused collaborations.

4.3 Citation Analysis

Table 1. Top Cited Research

Citations	Authors and year	Title
128	[18]	Mental health survey of the iranian adult population in 2015
58	[19]	Integrating mobile learning into nomadic education programmes in Nigeria: Issues and perspectives
50	[20]	British values and British identity: Muddles, mixtures, and ways ahead
44	[21]	The politics of Arabic language education: Moroccan immigrant children's language socialization into ethnic and religious identities
41	[22]	The politics of popular religion: Sufis, Salafis, and Muslim Brothers in 20th-century Hamah
38	[23]	Effects of women's autonomy on maternal healthcare utilization in Bangladesh: Evidence from a national survey
37	[24]	Health literacy level and influencing factors in university students

Citations	Authors and year	Title
32	[25]	Health literacy among Iranian adults: Findings from a nationwide population-based survey in 2015 Les connaissances en santé chez les adultes iraniens: Résultats d'une enquête en population nationale menée en 2015
30	[26]	Promoting Islamic financial ecosystem to improve halal industry performance in Indonesia: a demand and supply analysis

Source: Publish or Perish Output, 2025

Discussion

1. Integration of Global and Local Perspectives

One of the most significant findings from this study is the balance between global and local elements in Islamic education research. The core theme of "Islamic education" serves as a nexus connecting various dimensions, such as literacy, digital innovation, and moderation. This reflects an ongoing effort to harmonize global educational trends with local Islamic traditions. Such integration is crucial as it enables the development of a curriculum and pedagogy that is globally competitive while remaining contextually relevant. For instance, the focus on "digital revolution" and "quality assurance" suggests that researchers are keen on leveraging modern educational technologies while ensuring adherence to Islamic values and high educational standards. This balance is particularly critical in addressing the diverse needs of Muslim learners across different geographies. In predominantly Muslim countries, the local context often drives the curriculum, emphasizing traditional Islamic values and practices. Conversely, in minority settings, there is a greater emphasis on integrating global pedagogical practices to address multicultural needs. The research highlights the role of collaboration in bridging these dichotomies, with initiatives fostering mutual learning and the exchange of resources between local and global entities.

2. The Role of Technology in Islamic Education

The prominence of "digital revolution," "media literacy," and "artificial intelligence" in the bibliometric analysis

underscores the transformative potential of technology in Islamic education. The use of digital tools not only enhances accessibility but also enables personalized and engaging learning experiences. For instance, media literacy equips learners to critically evaluate digital content, a skill that is increasingly essential in the age of misinformation. Artificial intelligence (AI), on the other hand, offers opportunities for developing intelligent tutoring systems, adaptive learning platforms, and data-driven insights into student performance. However, the integration of technology into Islamic education is not without challenges. The disparity in technological infrastructure between developed and developing countries poses a significant barrier. Furthermore, there is a need to align technological tools with the spiritual and ethical dimensions of Islamic education. This requires a concerted effort from educators, policymakers, and researchers to develop frameworks that integrate modern tools while preserving the unique character of Islamic education. The discussion highlights that while technology is a powerful enabler, its implementation must be guided by a clear pedagogical vision.

3. Addressing Sociopolitical Challenges

The cluster connecting "Islamic moderation," "cyberterrorism," and "digital terrorism" reflects the critical role of Islamic education in addressing contemporary sociopolitical challenges. These themes emphasize the need for an educational approach that promotes moderation, tolerance, and critical thinking, countering radical ideologies that often exploit digital platforms. Islamic education has historically

played a pivotal role in shaping moral and ethical behavior, and this function is now being extended to address the challenges of the digital age. Collaborative efforts between global and local stakeholders are vital in this regard. For example, partnerships can facilitate the sharing of best practices and resources to develop curricula that address extremism and promote critical media literacy. Moreover, such collaborations can support research into the sociocultural factors influencing the spread of extremist ideologies, enabling more targeted interventions. The findings suggest that Islamic education must evolve to not only equip learners with knowledge but also foster resilience and critical awareness in a complex and interconnected world.

5. The Importance of Collaborative Networks

The co-authorship network analysis reveals a robust collaborative ecosystem in Islamic education research. Prominent researchers such as "Sarstedt M.," "Huda R.," and "Ibda H." emerge as influential contributors, connecting diverse clusters of research. This network demonstrates the interdisciplinary nature of the field, with collaborations spanning education, sociology, technology, and religious studies. Such networks are instrumental in advancing the field by fostering the exchange of ideas, methodologies, and innovations. However, the analysis also highlights gaps in collaboration between certain regions and institutions. For instance, while researchers in developed countries often dominate the global discourse, contributions from developing regions are sometimes underrepresented. Bridging these gaps requires more inclusive research agendas and funding mechanisms that empower scholars from diverse backgrounds. Additionally, building stronger partnerships between academia, governments, and religious institutions can further enhance the impact of collaborative efforts.

6. Implications for Policy and Practice

The findings of this study have important implications for policymakers and practitioners in Islamic education. First, there is a need for policies that support the integration of global best practices with local educational frameworks. This includes investments in teacher training, technological infrastructure, and curriculum development. For example, incorporating media literacy and critical thinking into Islamic education can prepare learners to navigate the complexities of the digital age while upholding their religious and cultural identity. Second, quality assurance must remain a priority as Islamic education evolves. The bibliometric analysis highlights the importance of maintaining high standards in the face of rapid changes. This requires the development of robust evaluation frameworks that assess not only academic outcomes but also the ethical and spiritual dimensions of education. Policymakers must ensure that innovations are implemented responsibly, with a focus on long-term sustainability and cultural relevance. Finally, the study underscores the importance of fostering dialogue and collaboration between global and local stakeholders. This includes academic partnerships, international conferences, and joint research initiatives that facilitate the exchange of ideas and resources. Such efforts can help bridge gaps, address shared challenges, and promote a more holistic approach to Islamic education.

7. Future Research Directions

While this study provides valuable insights into the current state of research in Islamic education literacy, it also highlights areas for future exploration. For instance, more research is needed to understand the impact of emerging technologies such as AI and virtual reality on Islamic education. Additionally, longitudinal studies can provide a deeper understanding of how global-local collaborations evolve over time and their impact on educational outcomes. Another area for future research is the role of

Islamic education in promoting social cohesion and countering polarization. As the bibliometric analysis reveals, themes such as "Islamic moderation" and "cyberterrorism" are critical but underexplored. Investigating how educational initiatives can address these issues can contribute to a more peaceful and inclusive society.

5. CONCLUSION

This study highlights the evolving landscape of Islamic education literacy research, shaped by the integration of global and local perspectives, technological advancements, and a focus on addressing contemporary sociopolitical challenges. The bibliometric analysis underscores the central

role of collaboration among scholars, institutions, and regions in fostering innovation and inclusivity in Islamic education. Themes such as digital literacy, artificial intelligence, and quality assurance reflect the growing importance of aligning traditional Islamic values with modern educational practices. Furthermore, the role of Islamic education in promoting moderation and countering extremism highlights its broader societal impact. By emphasizing collaboration, technological integration, and cultural relevance, this study provides a foundation for enhancing the quality and accessibility of Islamic education worldwide while addressing the diverse needs of Muslim learners in an interconnected global context.

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