

Dynamics of Thought and Paradigm in Islamic Education Research with Bibliometric Analysis

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ABSTRACT

This research conducts a comprehensive examination of the dynamics of thought and paradigm in Islamic education research through a mixed-methods approach, combining bibliometric analysis with qualitative content analysis. The study investigates the landscape, trends, and impact of scholarly discourse within the domain of Islamic education, aiming to elucidate patterns of publication, thematic orientations, and intellectual influences. Through bibliometric analysis, key citation metrics are presented, showcasing the significant scholarly impact and productivity within the field. Furthermore, the identification of top cited research papers provides insights into seminal contributions that have shaped the discourse on Islamic education. Visualizations such as network, overlay, and density maps offer nuanced understandings of research themes, temporal trends, and potential areas for future inquiry. This research contributes to a deeper understanding of Islamic education scholarship, offering valuable insights for scholars, policymakers, and practitioners seeking to navigate the complexities of the field and foster positive change in educational practice and policy.

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1. INTRODUCTION

The field of Islamic education research stands at the intersection of tradition and modernity, embodying a rich tapestry of historical legacies, cultural nuances, and contemporary educational paradigms [1]–[3]. Over centuries, Islamic education has been a cornerstone of Muslim societies, fostering not only religious knowledge but also imparting diverse forms of pedagogical wisdom and intellectual inquiry [1], [4]. As globalization accelerates and educational landscapes

evolve, there arises a pressing need to examine the dynamics of thought and paradigm within Islamic education research [5]–[7]. This exploration delves into the shifting contours of knowledge production, epistemological frameworks, and methodological approaches that underpin scholarly endeavors in this domain.

Within the realm of Islamic education research, a multitude of factors shape the trajectory of inquiry, including socio-cultural contexts, ideological perspectives, and

educational policies [8]. Understanding these intricate dynamics is crucial for navigating the complexities inherent in the field [9]. Moreover, the emergence of new technologies and interdisciplinary perspectives adds layers of complexity, influencing both the substance and methodology of research endeavors [10]. Consequently, scholars are tasked with reconciling traditional modes of learning with contemporary methodologies, fostering a dialogue that bridges the past with the present while charting a course for the future of Islamic education research [11]–[13].

Despite the proliferation of scholarly works in Islamic education, there exists a dearth of comprehensive analyses that scrutinize the underlying paradigms and trends [14]–[16]. This gap in understanding inhibits the field's ability to assess its own progress, identify areas of strength, and address lacunae in knowledge production effectively. Therefore, this research endeavors to elucidate the dynamics of thought and paradigm in Islamic education research through a bibliometric analysis. By employing quantitative and qualitative methods, this study aims to uncover patterns of publication, thematic trends, and intellectual influences, thus shedding light on the evolving landscape of Islamic education scholarship.

The pivotal question driving this research is: What are the prevailing dynamics of thought and paradigm within Islamic education research, and how have they evolved over time? Delving into this inquiry necessitates a nuanced examination of the epistemological foundations, methodological approaches, and thematic orientations that characterize scholarly discourse in Islamic education. By interrogating these aspects, this research seeks to uncover the underlying currents that shape knowledge production in this field and address lacunae in existing understandings.

The primary objective of this research is to conduct a comprehensive analysis of the dynamics of thought and paradigm in Islamic education research through a bibliometric lens. Specifically, this entails identifying patterns of publication, analyzing thematic

trends, and tracing the intellectual influences that permeate scholarly discourse. By achieving this objective, the research aims to contribute to a deeper understanding of the evolving landscape of Islamic education research, thus providing insights that inform future scholarship and practice in this domain.

This research holds significant implications for academia, policymaking, and educational practice within the context of Islamic education. By illuminating the underlying dynamics of thought and paradigm, this study empowers scholars to critically evaluate existing frameworks, identify areas for innovation, and engage in informed dialogue. Furthermore, insights gleaned from this research can inform policymakers and educational practitioners about emerging trends, thereby facilitating evidence-based decision-making and enhancing the quality of educational initiatives within Islamic contexts. Ultimately, the significance of this research lies in its potential to foster intellectual growth, stimulate dialogue, and catalyze positive change within the field of Islamic education.

2. LITERATURE REVIEW

Islamic education aims to cultivate individuals in accordance with Islamic teachings, emphasizing the development of a perfect human character and the integration of religious knowledge with general education. It is considered a fundamental aspect of the national education system in countries like Indonesia, where it plays a crucial role in instilling Islamic values. Islamic education models, such as those based on the Qur'an and Sunnah, focus on creating well-rounded individuals with a broad knowledge base beyond religious studies. Methods in Islamic education have evolved to adapt to contemporary challenges, emphasizing the importance of teachers in guiding students towards happiness and competence in the modern world. The essence of Islamic education lies in humanizing individuals, promoting sacred values, and fulfilling societal obligations [17]–[20].

The dynamics of thought and paradigm in Islamic education research encompass various dimensions. Islamic education paradigms are crucial in shaping educational systems, such as military education, teacher education, and the Hadhari paradigm in Indonesia [21], [22]. These paradigms serve as models for viewing and explaining phenomena, guiding educational practices towards liberation, creativity, and independence [9], [23], [24]. The Covid-19 pandemic has further emphasized the need for new paradigms, like parental participation in student assessment, to adapt to changing educational landscapes. Islamic education, rooted in Quranic principles, aims to liberate individuals from societal issues and enhance spiritual intelligence through a holistic approach. Overall, these dynamics and paradigms in Islamic education research reflect a continuous evolution towards more inclusive, innovative, and effective educational practices.

3. METHODS

This research employs a mixed-methods approach, combining bibliometric analysis with qualitative content analysis to comprehensively examine the dynamics of thought and paradigm in Islamic education research. The bibliometric analysis involves the systematic collection and quantitative analysis of scholarly publications related to Islamic education, encompassing journals, conference proceedings, books, and dissertations. Utilizing bibliometric software, such as VOSviewer, we conduct keyword co-occurrence analysis to identify patterns of publication, thematic trends, and intellectual influences within the field. Additionally, qualitative content analysis is employed to delve deeper into selected publications, examining the epistemological foundations, methodological approaches, and thematic orientations that underpin scholarly discourse in Islamic education. By triangulating findings from both quantitative and qualitative analyses, this research aims to provide a comprehensive understanding of

the dynamics shaping knowledge production in Islamic education research.

4. RESULTS AND DISCUSSION

4.1 Research Data Metrics

Table 1. Data Citation Metrics

Publication years	1969-2024
Citation years	55 (1969-2024)
Paper	980
Citations	47000
Cites/year	854.55
Cites/paper	47.96
Cites/author	34182.20
Papers/author	645.05
Author/paper	2.04
h-index	97
g-index	158
hI,norm	84
hI,annual	1.53
hA-index	36
Papers with ACC	: 1,2,5,10,20:936,836,539,275,101

Source: Publish or Perish Output, 2024

Table 1 presents the citation metrics derived from data spanning the publication years 1969 to 2024 within the field of Islamic education research. The dataset comprises 980 papers with a total of 47,000 citations, resulting in an average of 47.96 citations per paper and an impressive average of 854.55 citations per year. Notably, the high citations per author ratio of 34,182.20 underscores the significant impact of individual scholars within the field. The data further reveals a moderate authorship productivity, with an average of 2.04 authors per paper and 645.05 papers per author. The h-index, a widely used measure of scholarly impact, stands at 97, indicating that 97 papers within the dataset have garnered at least 97 citations each. The g-index, another measure of impact, is reported as 158. Additionally, the table provides insights into the distribution of papers based on different levels of accumulated citations, with the majority falling within the range of 1 to 20 citations. Overall, these metrics provide valuable insights into the citation patterns and scholarly impact within the domain of Islamic

education research, reflecting the significance and productivity of scholars in this field over the past five decades.

Table 2. Top Cited Research

Citations	Authors and year	Title
874	[25]	The transmission of knowledge in medieval Cairo: A social history of Islamic education
791	[26]	Aims and objectives of Islamic education
684	[27]	Islam in America
627	[28]	An Islamic concept of education
527	[29]	Islamic thought: An introduction
523	[30]	Financing and Management of Islamic (Madrasah) Education in Indonesia
485	[31]	The Walking Qur'an: Islamic education, embodied knowledge, and history in West Africa
483	[32]	Schooling Islam: The culture and politics of modern Muslim education
473	[33]	The art of memory: Islamic education and its social reproduction
414	[34]	Pendidikan anak dalam keluarga perspektif Islam

Source: Publish or Perish Output, 2024

Table 2 presents a list of the top cited research papers within the field of Islamic education, along with the number of citations each has garnered. These seminal works represent influential contributions to the discourse on Islamic education, spanning diverse topics such as the historical transmission of knowledge, the aims and objectives of Islamic education, Islam in America, Islamic concepts of education, Islamic thought, financing and management of Islamic education, embodied knowledge in West Africa, modern Muslim education, and the social reproduction of Islamic education within various contexts.

1. **The Transmission of Knowledge in Medieval Cairo: A Social History of Islamic Education** by [25]- This work delves into the social history of Islamic education in medieval Cairo, offering insights into the mechanisms and dynamics of knowledge transmission within the context of Islamic civilization. Berkey's meticulous examination sheds light on the intricate networks of learning, highlighting the role of

institutions, teachers, and students in the cultivation and dissemination of knowledge.

2. **Aims and Objectives of Islamic Education** by [26] - Attas and Ashraf articulate the aims and objectives of Islamic education, elucidating its philosophical underpinnings and pedagogical imperatives. This seminal work explores the holistic nature of Islamic education, emphasizing the integration of spiritual, intellectual, and moral dimensions in nurturing individuals within the Islamic ethos.
3. **Islam in America** by [27] - Smith's comprehensive study examines the multifaceted dynamics of Islam in America, including its historical roots, cultural expressions, and educational implications. By contextualizing Islam within the American landscape, Smith offers valuable insights into the challenges and opportunities faced by Muslim communities in navigating their

- religious identity within a pluralistic society.
4. **An Islamic Concept of Education** by [28] - Halstead explores the Islamic concept of education, drawing from classical Islamic sources and contemporary educational theory. This seminal work elucidates the holistic approach to education in Islam, emphasizing the cultivation of moral character, intellectual inquiry, and social responsibility within the framework of Islamic teachings.
 5. **Islamic Thought: An Introduction** by [29] - Saeed provides a comprehensive overview of Islamic thought, tracing its intellectual development from classical to contemporary times. This foundational work serves as an entry point for understanding the diverse philosophical, theological, and jurisprudential dimensions of Islamic thought, thereby enriching the discourse on Islamic education.
 6. **Financing and Management of Islamic (Madrasah) Education in Indonesia** by [30] - Shaturaev's research investigates the financing and management of Islamic education, focusing on the context of Indonesia. By analyzing policies, practices, and challenges, this study contributes to understanding the institutional dynamics and socio-economic factors shaping Islamic education in a diverse and dynamic educational landscape.
 7. **The Walking Qur'an: Islamic Education, Embodied Knowledge, and History in West Africa** by [31] - Ware explores the embodied knowledge embedded in Islamic education in West Africa, particularly focusing on the transmission of religious teachings through oral tradition, ritual practices, and embodied experiences. This innovative study challenges conventional understandings of Islamic education and highlights the significance of lived religion in shaping religious identities.
 8. **Schooling Islam: The Culture and Politics of Modern Muslim Education** by [32]- Hefner and Zaman critically examine the culture and politics of modern Muslim education, interrogating the intersections of religion, state, and society in shaping educational policies and practices. This seminal work offers nuanced insights into the complexities of Islamic education in the contemporary world, addressing issues of identity, diversity, and globalization.
 9. **The Art of Memory: Islamic Education and its Social Reproduction** by [33]- Eickelman's seminal work explores the role of Islamic education in social reproduction, focusing on the transmission of cultural values, norms, and identities through educational institutions. This study provides a sociological analysis of Islamic education, elucidating its function in perpetuating social cohesion and continuity within Muslim societies.
 10. **Pendidikan Anak Dalam Keluarga Perspektif Islam** by [34] - Taubah's research investigates the role of family in Islamic education, examining the Islamic perspective on child-rearing and parental responsibilities. This study underscores the significance of the family unit as a primary site of moral and religious instruction, contributing to discussions on the

holistic upbringing of children within an Islamic framework

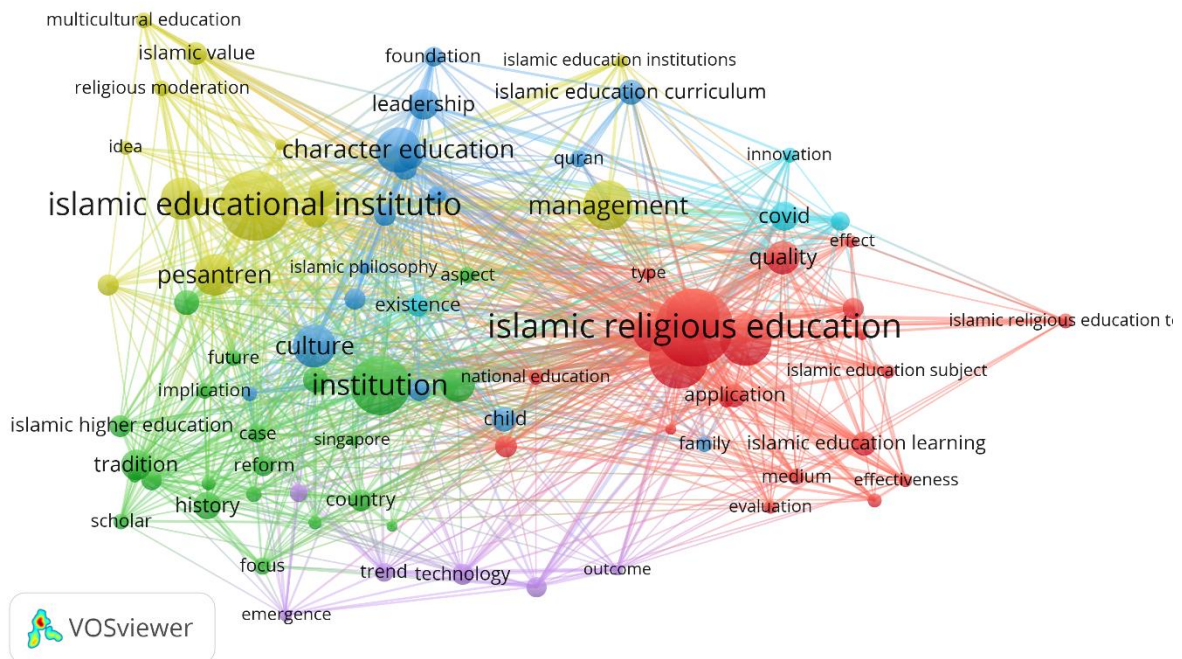


Figure 1. Network Visualization
 Source: Data Analysis Result, 2024

In such visualizations, nodes (or circles) represent key terms or subjects, and the lines between them show the strength of the relationship or the number of connections they have in common. The size of the nodes often correlates to the frequency of the term's appearance in the dataset (such as academic papers, reports, etc.), and the colors indicate different thematic clusters. From the image, we can discern several prominent clusters and themes:

1. Islamic Religious Education (Red Cluster): This is the most dominant theme, focusing on the core aspects of education within the Islamic context. Keywords like "Islamic religious education teaching," "Islamic education learning," and "effectiveness" suggest a

discussion on teaching methods, educational outcomes, and the effectiveness of Islamic education.

2. Institutional Aspects of Islamic Education (Green Cluster): This cluster includes terms like "Islamic educational institution," "culture," "institution," and "reform," indicating a focus on the structure, culture, and potential changes within Islamic educational organizations.
3. Management and Quality of Islamic Education (Blue Cluster): This area connects "management," "quality," "covid," and "effect" and might relate to the

administrative aspects of Islamic education, including the impact of the COVID-19 pandemic on education quality and management.

4. Historical and Philosophical Dimensions (Yellow Cluster): Terms like "Islamic philosophy aspect," "tradition," and "history" point towards discussions on the historical background and philosophical foundations of Islamic education.
5. Societal and Multicultural Implications (Purple Cluster):

This smaller cluster includes terms like "multicultural education," "country," "trend," and "technology," indicating a discussion on the societal role of Islamic education and its interaction with multicultural environments and modern trends.

The lines between clusters show the interrelatedness of themes. For instance, the line between "institution" in the green cluster and "management" in the blue cluster shows that institutional structure is closely related to management issues.

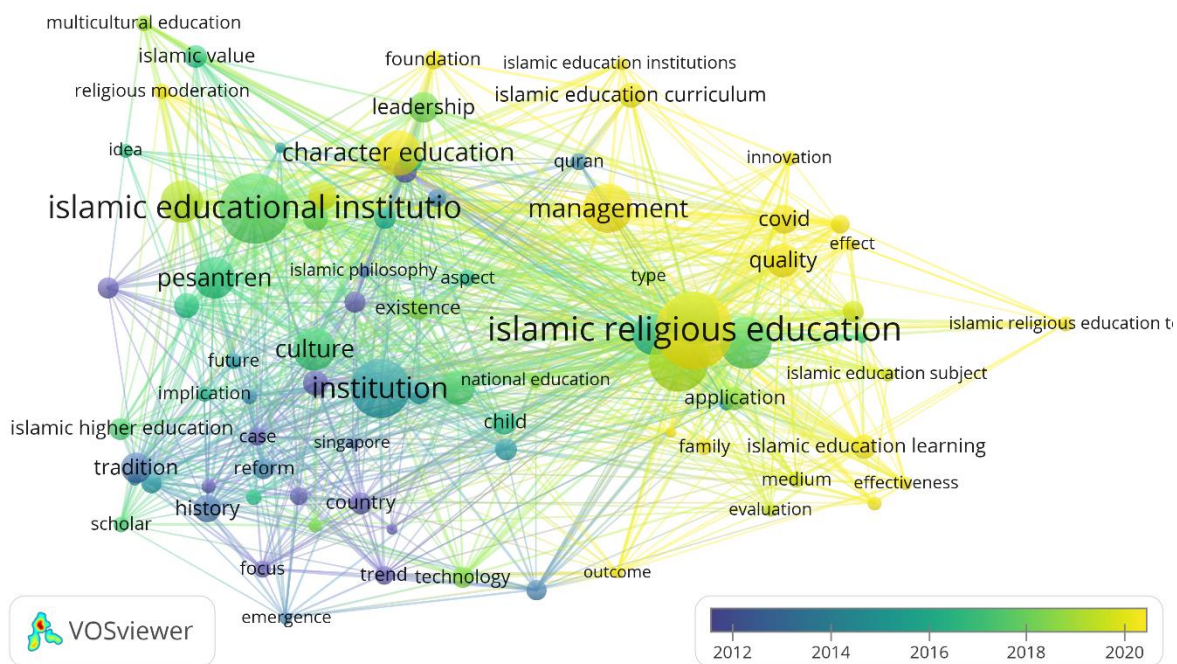


Figure 2. Overlay Visualization
 Source: Data Analysis Result, 2024

The image is a temporal visualization of bibliometric data related to Islamic education, as depicted by a tool such as VOSviewer. The overlay of colors on the network graph indicates the timeline of research focus from 2012 to 2020. From 2012 to around 2014, the focus appears to be on foundational aspects of Islamic education, as

indicated by terms like "Islamic educational institution" and "Islamic philosophy aspect," which are colored towards the blue end of the spectrum. This suggests that during this period, the emphasis was on establishing the core principles and historical underpinnings of Islamic educational philosophy. Moving towards the middle of the spectrum, from

around 2014 to 2016, there is a shift to practical applications and implications of Islamic education in contemporary settings, signaled by terms such as "national education," "child," and "family." These terms, appearing in shades of green, suggest a broader integration of Islamic education into everyday life and educational systems. In the latter part of the spectrum, approximately from 2016 to 2020, the focus seems to be increasingly on the outcomes and effectiveness of Islamic education, as denoted by the terms "Islamic religious education," "effectiveness," and "evaluation" being in yellow. During this time, there is also an emergence of terms

related to crisis response and quality control, like "covid" and "quality," which are among the most recent concerns, reflecting the field's adaptation to global challenges and a focus on maintaining educational standards in the face of such challenges. The research trends over these years indicate a progression from foundational and philosophical discussions to practical applications in society and institutions, and finally, towards assessing the outcomes and adapting to contemporary challenges within the sphere of Islamic education.

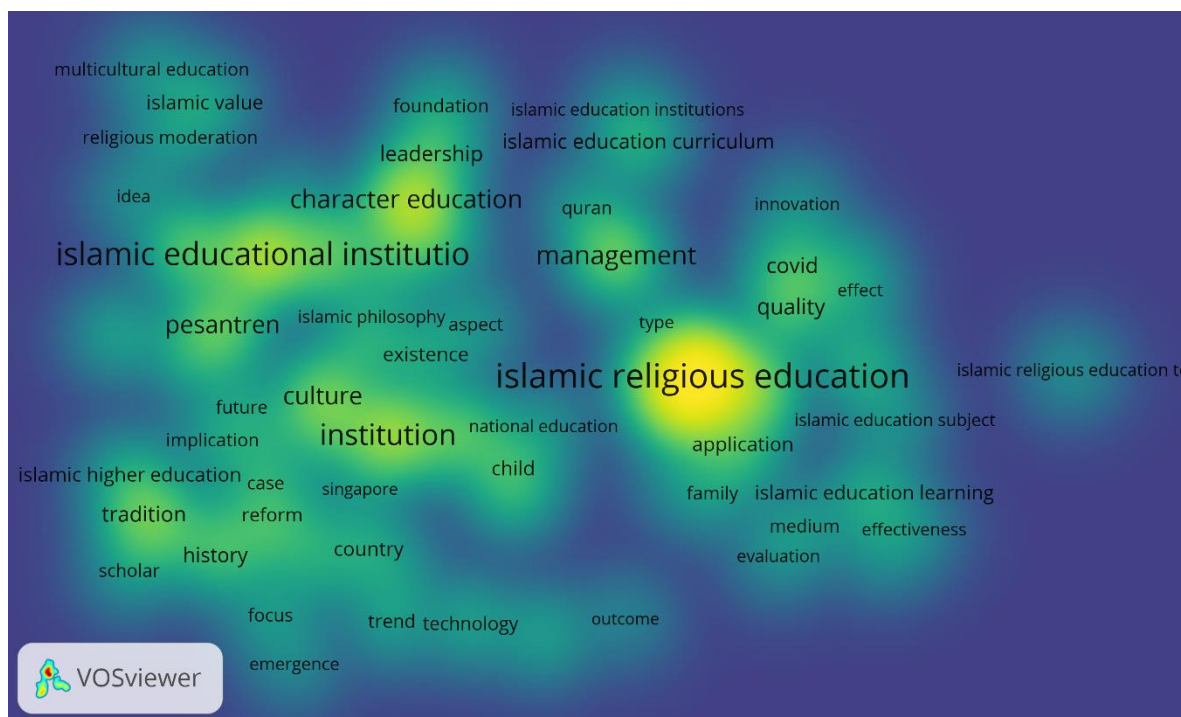


Figure 3. Density Visualization

Source: Data Analysis, 2024

The image shows a bibliometric map with varying intensities of color, which in the context of VOSviewer often indicates the density of research on particular topics—brighter areas typically represent more researched areas, while less bright or darker areas may represent emerging or less-explored topics. Given this, less bright areas in the visualization suggest potential topics for future research within the field of Islamic education. From the image, it seems that

terms like "pesantren," "culture," "institution," "reform," "technology," and "emergence" are in these darker zones.

1. Pesantren: This is a term for Islamic boarding schools in Indonesia. There may be scope for more in-depth research into how these traditional educational institutions are adapting to modern educational standards,

- integrating technology, and their role in broader societal issues.
2. Culture and Institution: The interplay between culture and institutional frameworks in Islamic education could be a rich area for exploration. This might include studies on how Islamic educational institutions cultivate a unique cultural identity and how they influence or are influenced by the culture in which they operate.
 3. Reform: Educational reform in the context of Islamic institutions could address a wide array of topics, such as curricular changes, pedagogical strategies, governance, and responses to societal needs.
 4. Technology: The intersection of technology with Islamic education is less highlighted, indicating potential research into e-learning platforms, digital resources for Islamic education, or the use of technology in religious education.
 5. Emergence: This term could imply a focus on the emergence of new trends, practices, or theories in Islamic education. Research could explore the evolving landscape of Islamic education and anticipate future directions.
 6. Future research in these areas could contribute to a more nuanced understanding of Islamic education and address gaps in current academic discourse,

potentially influencing policy and practice in educational institutions.

5. CONCLUSION

In conclusion, the results and discussions presented in this research provide valuable insights into the dynamics of thought and paradigm within the field of Islamic education research. Through a comprehensive bibliometric analysis, the study has elucidated key trends, thematic clusters, and temporal shifts in scholarly discourse, shedding light on the evolving landscape of knowledge production. The citation metrics reveal a robust scholarly impact and productivity within the field, underscored by the significant number of publications and citations over the past five decades. Moreover, the identification of top cited research papers highlights seminal contributions that have shaped the discourse on Islamic education, ranging from historical analyses to contemporary examinations of educational practices and paradigms. Visualizations such as network, overlay, and density maps further enrich our understanding of research themes, temporal trends, and potential areas for future inquiry. Overall, this research contributes to a deeper understanding of Islamic education scholarship, providing valuable insights for scholars, policymakers, and practitioners seeking to navigate the complexities of the field and drive positive change in educational practice and policy.

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