

Mapping the Landscape of Islamic Education Scholarship: A Bibliometric Study

Estefanio Jr. B. Baguio¹, Tessie Hyacinth C. Baguio²,
Najeeb Razul A. Sali³

^{1,2,3}College of Islamic and Arabic Studies, Mindanao State University – Tawi-Tawi College of Technology and Oceanography

Abstract

This study employs a bibliometric analysis to investigate the scholarly landscape of Islamic education research as indexed in the Scopus database from 1970 to 2024. Using the Bibliometrix package in R, the research systematically examines a dataset of 1449 publications to identify key trends, influential authors, and dominant thematic areas. The analysis reveals a field experiencing substantial growth, particularly since the mid-2000s, with a 10.62% annual increase in publication output. While a diverse range of 2853 authors contributes to the field, international collaboration remains relatively limited, suggesting a predominantly national or regional focus. The study identifies core sources and prolific authors who have significantly shaped the direction of Islamic education research. A thematic analysis highlights a shift from earlier geographical and foundational concerns towards contemporary issues such as technology integration ("e-learning," "computer-aided instruction"), pedagogical approaches ("teaching and learning"), and global challenges like "sustainable development." Keywords such as "students," "teaching," and "Indonesia" frequently appear, indicating their central importance within the field. Furthermore, the analysis maps the evolution of research themes over time, revealing both enduring areas of inquiry (e.g., "islamism") and emerging trends. A co-occurrence network of keywords illustrates the interconnectedness of various concepts and the formation of distinct thematic clusters. In conclusion, this bibliometric study provides a comprehensive overview of the intellectual structure and development of Islamic education research. The findings underscore the field's increasing global relevance and its evolution towards addressing contemporary educational challenges and societal needs. This analysis offers valuable insights for researchers, policymakers, and practitioners seeking to understand the current state and future directions of Islamic education scholarship.

Keywords: Islamic Education, technology integration, pedagogical approaches, global challenges

INTRODUCTION

The enduring power of Islamic education to shape individual identities, societal values, and the trajectory of nations demands rigorous scholarly investigation into its evolving intellectual landscape. As the world confronts the complexities of globalization, technological disruption, and ideological contestation, understanding the dynamics of research dedicated to Islamic education becomes not merely an academic pursuit, but a crucial endeavor with profound implications. This study rises to that challenge by employing a comprehensive bibliometric analysis of publications indexed in the Scopus

database from 1970 to 2024. Moving beyond the limitations of individual case studies, this research systematically maps the field's expansion, identifies its core intellectual constituencies, delineates dominant and emergent thematic clusters, and unveils the intricate networks of scholarly collaboration that have propelled its development. In doing so, it provides a crucial macro-level perspective on a field of inquiry that holds immense significance for diverse communities globally, including those in transition and development, such as the Bangsamoro Autonomous Region in Muslim Mindanao, Philippines. This study's findings offer critical insights for researchers, policymakers, and educational practitioners navigating the complex terrain of Islamic education, fostering informed dialogue, and ultimately contributing to the advancement of knowledge and practice in this vital domain.

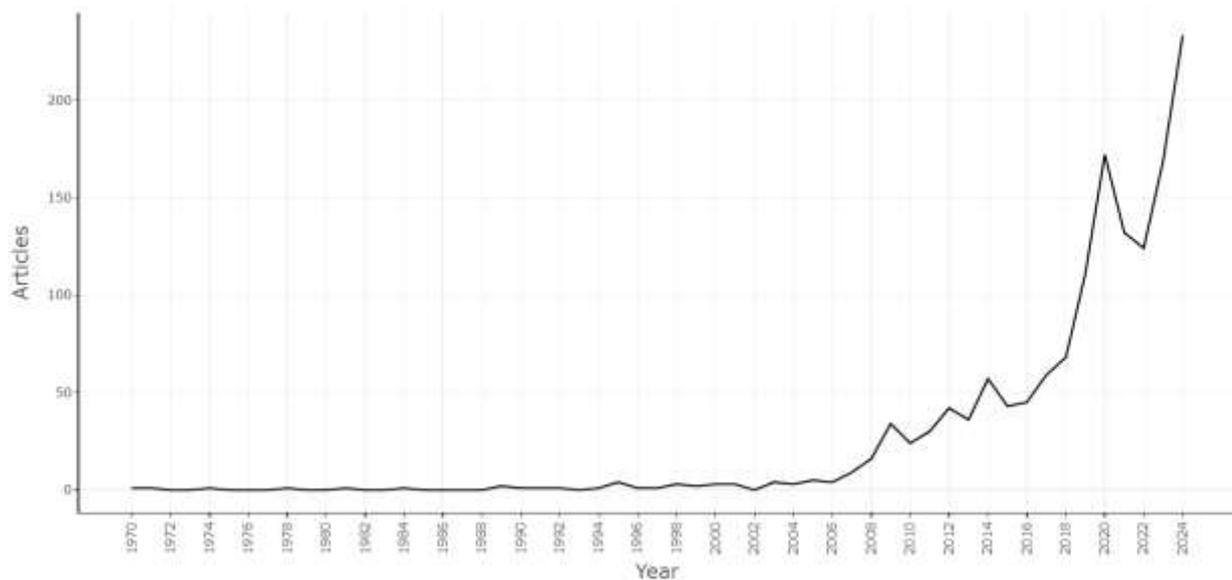
Methods

This study uses a bibliometric approach to analyze publications on Islamic education within the Scopus database. Data was collected using the keyword string (“Islamic education”) for publications from 1970 to 2024. The search results, including details like author names, publication years, and cited references, were exported and then analyzed using the Bibliometrix package in R. This involved calculating descriptive statistics, examining annual publication trends, applying Bradford’s Law to understand source distribution, identifying key authors and countries, and conducting keyword analysis to explore trending topics, thematic maps, thematic evolution, keyword clustering, and co-occurrence. A historiography was also created to trace the intellectual history of the field. The results of these analyses were then visualized using graphs and charts generated by the Bibliometrix package.

The data from Scopus on research related to "Islamic Education" between 1970 and 2024 shows that this has been an area of study for over five decades. During this time, 582 different publications, such as journals and books, have included research on this topic, resulting in a total of 1449 published documents. Interestingly, the amount of research being done in Islamic Education has been increasing over time, with an average annual growth rate of 10.62%.

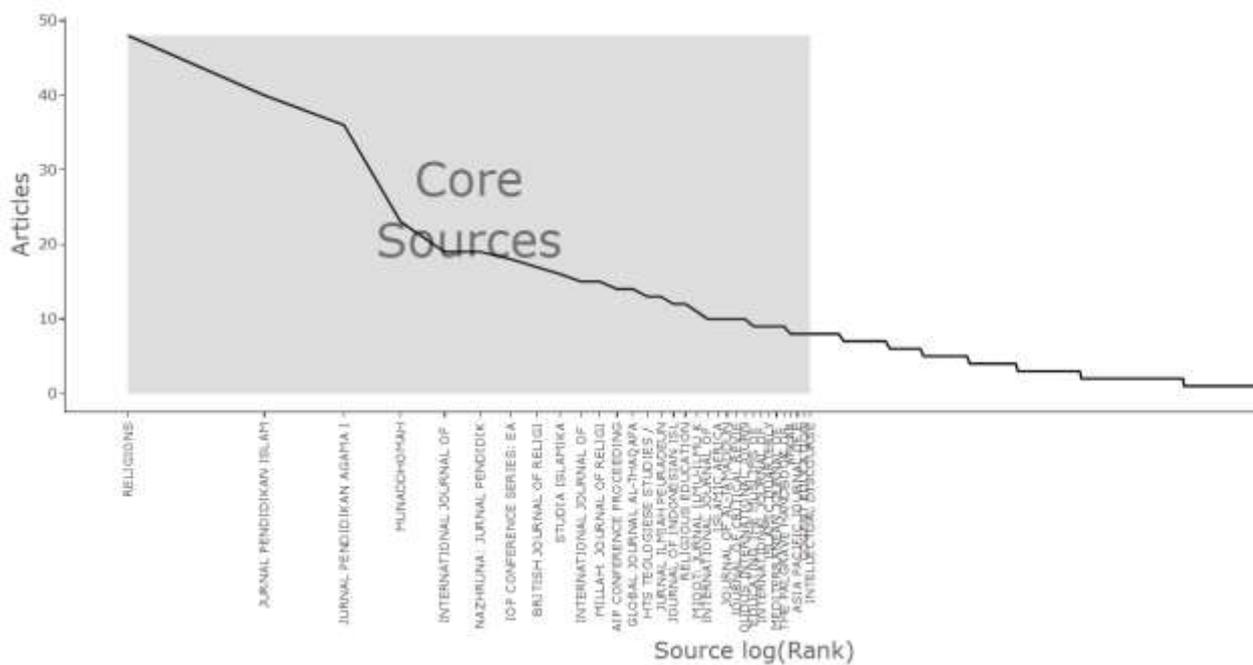
A large number of Individuals, 2853 In total, have contributed as authors to this body of work, and a notable portion of the research, 503 documents, was written by a single author. When researchers do collaborate, it tends to be in small groups, with an average of 2.47 co-authors per document. However, formal collaboration across international borders appears to be less common, with only 9.8% of the publications involving authors from different countries.

The authors themselves have used a wide variety of terms to describe their work, with 3468 different keywords identified. This research draws upon a substantial amount of previous scholarship, as indicated by the 57130 references cited in these documents. The literature that is typically referenced tends to be relatively recent, with an average age of 6.5 years. On average, each published document in this area has been cited 5.481 times, suggesting that the research is being acknowledged and used by other scholars. Overall, this data indicates a growing field of study with a significant number of researchers building upon recent work, although international collaboration could potentially be expanded.

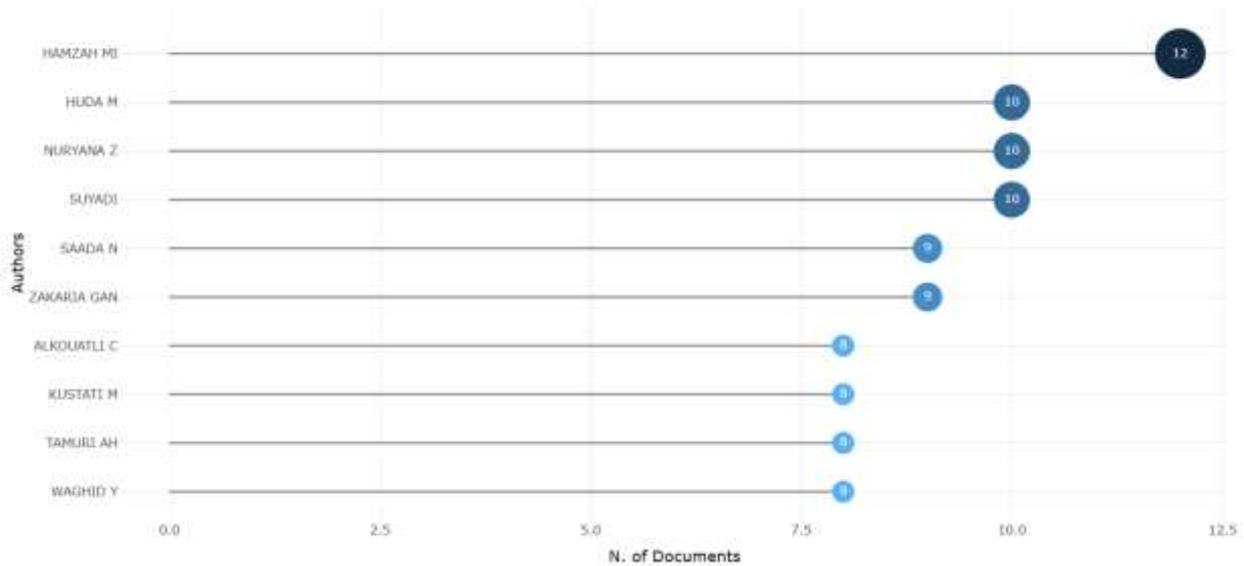


The increasing number of research publications on Islamic Education, as shown in the graph, suggests that this field is gaining more and more attention from scholars worldwide. This growing interest could mean that researchers are starting to explore new aspects of Islamic Education and using different ways to study it. It might also indicate that there are more diverse topics being looked into, such as how to design curriculums, teach effectively, train teachers, use technology in learning, compare Islamic education with other systems, and understand how social and political situations affect it. This rise in research could lead to more discussions and potential collaborations among researchers, both within countries and internationally, as there are now more people and institutions involved in this area. As the field develops with more research, it can help establish a stronger base of knowledge and identify important issues. The findings from this growing body of work could also provide valuable information for people making decisions about Islamic schools and teacher training, as well as for educators working in different settings. Additionally, the increased research activity might attract more funding to support studies in Islamic Education. This research can also play a key role in tackling current challenges faced by Muslim communities and the world, such as questions of identity, integration, and promoting peace through education. The integration of traditional Islamic teachings with modern subjects has shown improved student engagement and academic performance (Moslimany et al., 2024). However, the gradual Islamisation of teacher education presents both opportunities and challenges for inclusive education globally (Utari et al., 2024).

Considering that we are in Bongao, Bangsamoro Autonomous Region in Muslim Mindanao, Philippines, this global increase in Islamic Education research could have specific local effects. It might encourage local academics and educators at MSU-TCTO and in the broader Bangsamoro region to conduct more research on Islamic Education that is relevant to their own unique circumstances. The growing amount of research from around the world could also offer valuable ideas and methods that can be adapted to improve Islamic Education here. Furthermore, the increased global interest might create opportunities for researchers in Tawi-Tawi to work with scholars from other parts of the Philippines and the world. Ultimately, the findings from this research could help inform and enhance the Islamic educational institutions and the curriculum within the Bangsamoro Autonomous Region.



The Bradford's Law analysis of sources publishing research on "Islamic Education" reveals that a small number of highly productive sources are responsible for a significant portion of the total published literature. This graph displays the sources ordered by their output, with the most productive ones appearing on the left. The shaded area highlights these core sources, where we see a rapid decrease in the number of articles as we move away from the very top journals. For the field of Islamic Education, publications like "RELIGIONS," "JURNAL PENDIDIKAN ISLAM," "JURNAL PENDIDIKAN AGAMAI," "MUNADDHOMAH," and various "INTERNATIONAL JOURNAL OF..." titles appear to be central outlets for scholarly work. Beyond this core, the graph shows a long tail of many other sources that publish fewer articles on the topic. This indicates that while there are key journals specifically focused on Islamic Education or related areas, research is also disseminated across a broader range of publications with potentially wider or more interdisciplinary scopes. For researchers in Bongao and elsewhere, identifying these core sources is important for staying informed about the leading research and for considering where to submit their own work to maximize visibility within the field. This distribution also has implications for library collections, suggesting a prioritization of these core journals to ensure access to the most relevant scholarship.

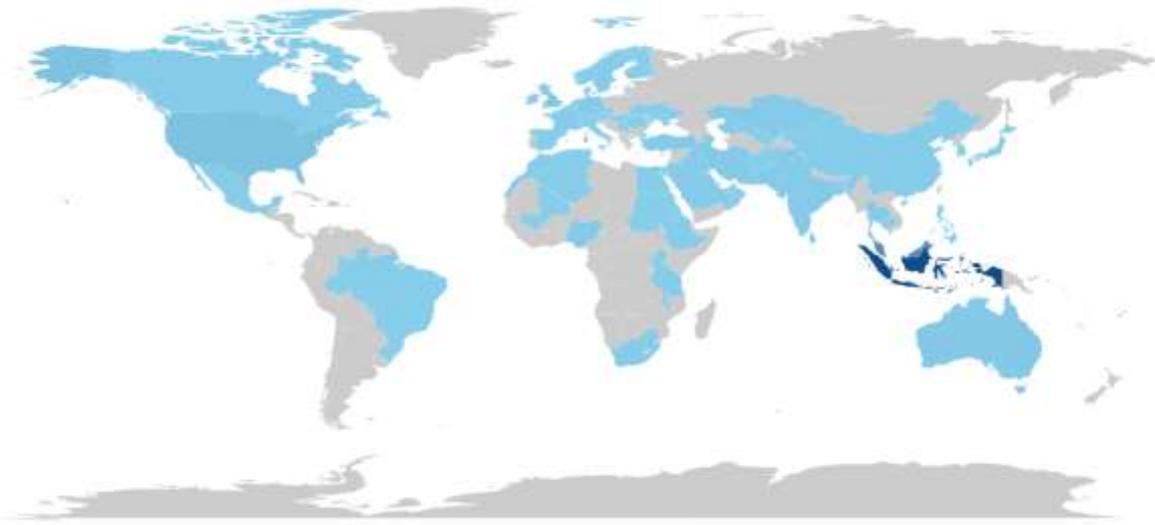


This bubble chart identifies the most relevant authors who have published research on "Islamic Education" within the Scopus database. The y-axis lists the authors, while the x-axis represents the number of documents they have published on this topic. Each author is represented by a bubble, and the size of the bubble corresponds to the number of documents they have authored or co-authored.

The chart clearly indicates that HAMZAH MI is the most prolific author in this dataset, having published 12 documents on Islamic Education. Following closely are HUDA M, NURYANA Z, and SUYADI, each with 10 published documents. SAADA N and ZAKARIA GAN have each contributed 9 documents. A group of authors, including ALKOUATLI C, KUSTATI M, TAMURI AH, and WAGHID Y, have each published 8 documents.

The fact that a few authors have significantly higher publication counts suggests that there might be key individuals or research groups who are particularly active and influential in the field of Islamic Education research. These authors could be leading experts whose work shapes the direction of inquiry and contributes substantially to the existing knowledge base.

For researchers in Bongao and elsewhere interested in Islamic Education, identifying these most relevant authors has several potential implications. Their publications likely represent significant contributions to the field, and their work could provide valuable insights, methodologies, and theoretical frameworks for ongoing research. Following the work of these authors can help researchers stay informed about the key themes, debates, and advancements within Islamic Education. Furthermore, these individuals could be potential collaborators or mentors for those entering or developing their research in this area. Understanding who the most active scholars are can also help in identifying influential research networks and institutions that are significantly contributing to the field of Islamic Education globally.

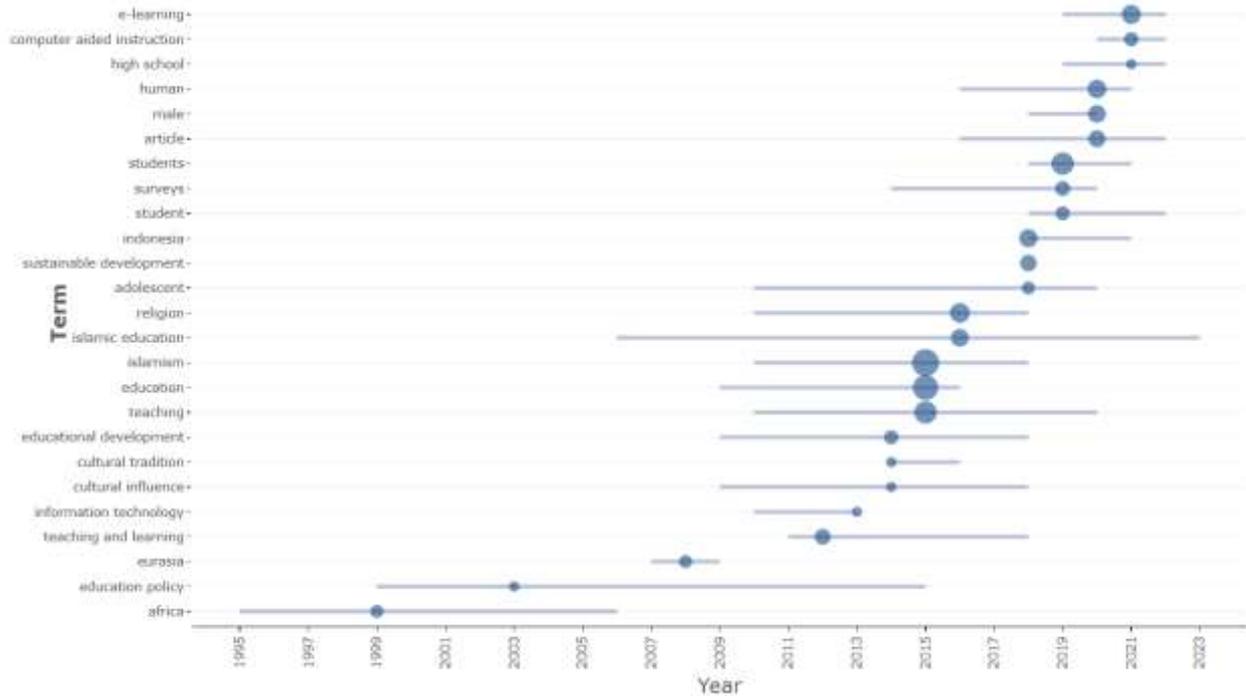


This world map visually represents the countries that have contributed to the scientific production of research on "Islamic Education" indexed in the Scopus database. Countries shaded in blue indicate the presence of at least one publication on this topic originating from researchers within that country. The intensity of the blue shading is not specified in this image, so we can only determine which countries have contributed, not the volume of their contribution relative to others.

The map shows a geographically diverse range of countries involved in Islamic Education research. Notable contributors appear to be located in North America (Canada and the United States), South America (Brazil), Europe (with many countries shaded), the Middle East and North Africa (a significant number of countries), South Asia (including India and Pakistan), Southeast Asia (with a particularly strong presence indicated in Indonesia and Malaysia), and Oceania (Australia). The presence of research from such a wide array of countries underscores the global interest in the field of Islamic Education.

The implications of this global distribution are significant. It suggests that Islamic Education is a topic of scholarly inquiry across diverse cultural, political, and socio-economic contexts. The research being conducted in these various countries is likely shaped by local needs, challenges, and perspectives, leading to a rich and multifaceted understanding of the field. For researchers in Bongao, Philippines, this map highlights the international nature of Islamic Education research and suggests potential opportunities for collaboration and knowledge exchange with scholars in these contributing countries. It also indicates that the issues and questions surrounding Islamic Education are not confined to specific regions but are of global relevance and concern. Understanding which countries are active in this field can help researchers identify potential partners, learn about different approaches to research, and contextualize their own work within a broader international landscape.

visual summary of the dominant themes and keywords shaping the discourse in Islamic Education research (Nawi et al., 2012).



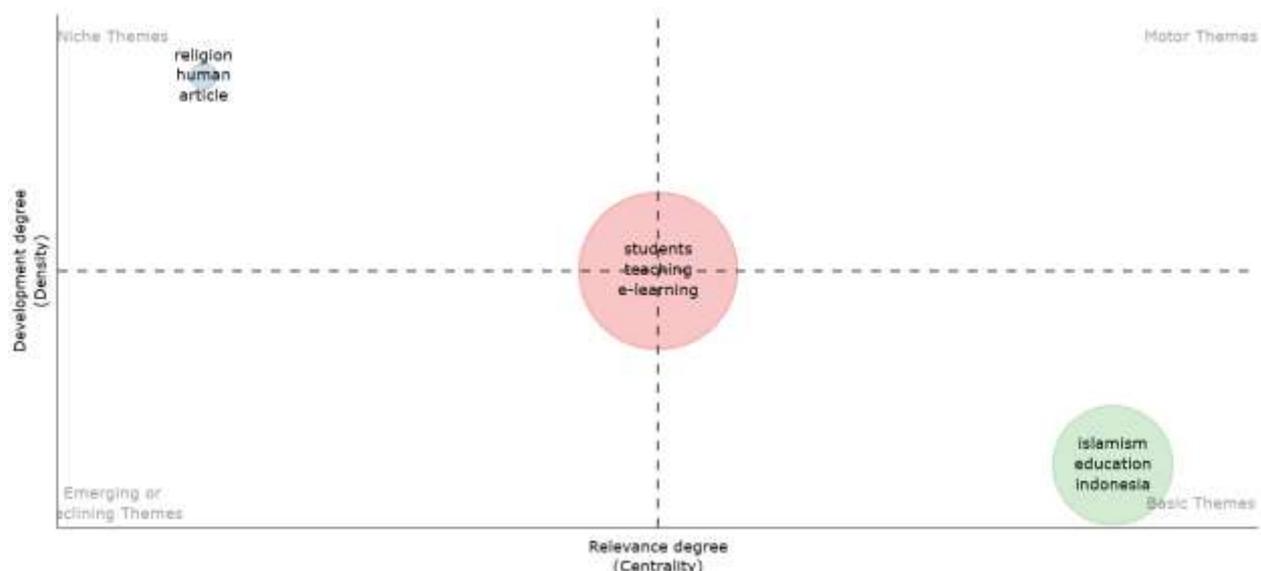
This timeline graph displays the trending topics within the research on "Islamic Education" indexed in Scopus, spanning from 1995 to 2023. The y-axis lists various keywords or terms identified in the publications, while the x-axis represents the year of publication. For each term, a horizontal bar indicates the period during which it appeared in the research, and the size of the circle along the bar often suggests the relative frequency or burst of that term within that timeframe. Recent bibliometric analyses of Islamic education research reveal a growing field with diverse themes and global reach. Studies spanning 1970-2023 identified key topics including foundational concepts, social issues, teaching methods, and education systems (Awaludin, 2024).

The graph reveals how the focus and terminology within Islamic Education research have evolved over nearly three decades. Early terms appearing in the late 1990s and early 2000s include "Africa" and "education policy," suggesting initial research interests in these areas. The term "Eurasia" emerges around the mid-2000s, indicating a focus on this geographical context.

A significant cluster of terms appears and gains prominence from the mid-2010s onwards. These include "teaching and learning," "information technology," "cultural influence," "cultural tradition," "educational development," "education," "teaching," "islamism," "religion," "Islamic education" (as expected, appearing throughout but showing sustained activity), "adolescent," "sustainable development," "Indonesia," "student," "surveys," "students," "article," "male," "human," "high school," "computer aided instruction," and "e-learning." The concentration of these terms in the later period suggests a shift towards more contemporary themes and methodologies in Islamic Education research. There's a clear emphasis on pedagogical approaches ("teaching and learning," "computer aided instruction"), the integration of technology ("information technology," "e-learning"), the influence of culture ("cultural influence," "cultural tradition"), and a focus on specific demographics and contexts like "adolescent,"

"Indonesia," and "high school." The presence of terms like "sustainable development" also indicates an increasing awareness of broader societal issues within the field.

The implications of these trending topics are manifold. For researchers, this graph highlights the current and emerging areas of interest within Islamic Education. Focusing on these themes could increase the relevance and potential impact of their work. The shift towards technology and contemporary issues suggests a need for researchers to engage with these advancements and their implications for Islamic educational practices. For educators and policymakers in Bongao and the wider Philippines, understanding these global trends can inform curriculum development, teacher training programs, and the integration of relevant themes like sustainable development and technology into Islamic education. The sustained presence of "Indonesia" as a key term, along with the emergence of other regional contexts, might also offer opportunities for comparative studies and knowledge sharing within Southeast Asia. Overall, the evolving trends reflect a dynamic field adapting to new challenges and opportunities in education within an Islamic framework. Islamic education research reveal a dynamic field adapting to modern challenges while maintaining traditional values. Studies show an increasing focus on student-centered learning, technology integration, and contemporary pedagogical approaches from the mid-2010s onwards (Judijanto & Rusdi, 2024)



This thematic map, generated from the research on "Islamic Education," visually represents the key themes and their characteristics based on their relevance (centrality on the x-axis) and development (density on the y-axis). The map is divided into four quadrants, each indicating a different type of theme. The size of the circles representing the themes might also correspond to their prominence or frequency within the literature.

In the "Basic Themes" quadrant (lower right), we see the cluster "islamism, education, Indonesia." These are themes that are central to the field (high relevance) but not yet highly developed (lower density). This suggests that these are foundational topics that are frequently discussed and important for the field but might still be broad or require further in-depth exploration and refinement. The strong presence of "Indonesia" as a basic theme likely reflects the significant body of research on Islamic Education originating from or focused on this country.

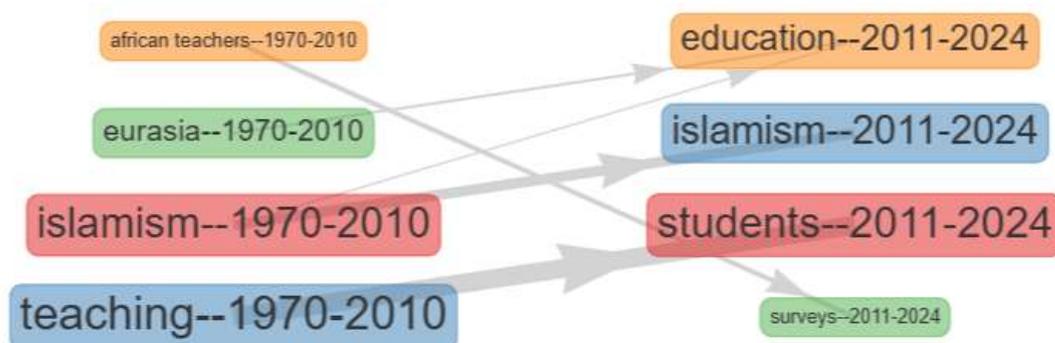
The "Motor Themes" quadrant (upper right) is empty in this map. Motor themes are highly relevant and highly developed, representing driving forces within the research field. The absence of motor themes here might indicate that while certain topics are central, none have yet reached a stage of very high development and consolidation within the analyzed literature.

In the "Niche Themes" quadrant (upper left), we find "religion, human, article." These are themes that are highly developed (high density) but have lower relevance (lower centrality) to the overall field. This suggests that these are specific or specialized areas that have been explored in detail but are not necessarily the core focus of the majority of the research on Islamic Education.

The "Emerging or Declining Themes" quadrant (lower left) is also empty. These themes have low relevance and low development, indicating topics that are either just starting to gain attention or are losing prominence within the field.

The cluster "students, teaching, e-learning" is positioned near the center, exhibiting both moderate relevance and moderate development. This suggests that these are important and actively explored themes within Islamic Education research, occupying a central space without being either foundational or highly specialized.

The implications of this thematic map for researchers in Bongao are several. The "Basic Themes" highlight core areas like "islamism, education, and Indonesia" that are fundamental to the field and could be starting points for research, particularly given the significant Muslim population and educational landscape in the region. The absence of "Motor Themes" indicates potential opportunities to develop highly relevant topics more deeply. The "Niche Themes" might represent specialized areas where in-depth expertise could be built. The central cluster of "students, teaching, e-learning" points to contemporary and actively researched areas that are likely relevant to current educational practices and challenges in the Philippines as well. Understanding this thematic landscape can help researchers identify gaps, build upon foundational knowledge, and align their research with both core and emerging trends in the global study of Islamic Education. While e-learning platforms can enhance student engagement and understanding through interactive multimedia features, challenges persist in implementing student-centered approaches, especially in primary schools (Tengku Kasim et al., 2022). Technical issues like internet access and limited devices, as well as pedagogical challenges such as teacher adaptation, need addressing (Saepudin, 2022). Blended learning methods are being explored to balance traditional values with digital innovation, requiring adaptive teaching approaches and curriculum design (Farrel Feriansyah, 2023).



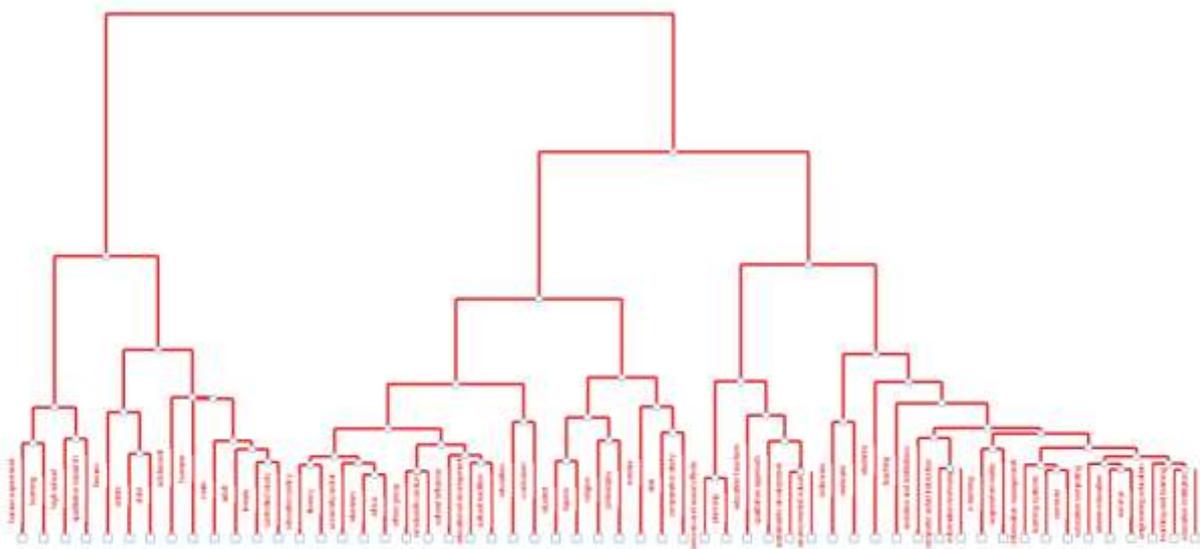
This thematic evolution map illustrates how key themes within the research on "Islamic Education" have shifted or evolved over two distinct time periods: 1970-2010 and 2011-2024. The boxes represent specific themes, with their color potentially indicating a cluster or relatedness. Arrows connecting the themes suggest a transition or relationship between topics across these periods.

In the earlier period (1970-2010), several themes were prominent, including "african teachers," "eurasia," "islamism," and "teaching." The presence of "african teachers" and "eurasia" suggests a geographical focus in some of the earlier research. "Islamism" and "teaching" point towards foundational areas of inquiry within Islamic Education during this time.

Moving to the later period (2011-2024), we see the emergence and continued relevance of themes like "education," "islamism," "students," and "surveys." The arrows indicate potential connections or evolutions. For instance, the arrow from "islamism" (1970-2010) to "islamism" (2011-2024) suggests a continued interest in this topic, although the specific nuances or focus might have shifted. Similarly, the theme of "teaching" from the earlier period appears to have a connection to the broader theme of "education" in the later period, which also sees a focus on "students" and the use of "surveys" as a research method.

The thematic evolution suggests a shift in the field's focus over time. The earlier geographical emphasis on "african teachers" and "eurasia" seems to have broadened or transitioned into more general themes like "education" and a direct focus on "students." The continued relevance of "islamism" indicates its enduring importance within the discourse. The emergence of "surveys" as a key term in the later period might reflect an increased use of quantitative research methodologies to study various aspects of Islamic Education.

For researchers in Bongao, understanding this thematic evolution can provide context for current research trends. The shift towards broader educational themes and a focus on students, along with the use of surveys, might resonate with contemporary educational challenges and research approaches in the Philippines. The continued relevance of "islamism" also highlights a core area of study that remains important. This map can help local researchers identify how their work aligns with these evolving global trends and potentially identify areas where their unique regional perspective can contribute to the ongoing scholarly conversation.

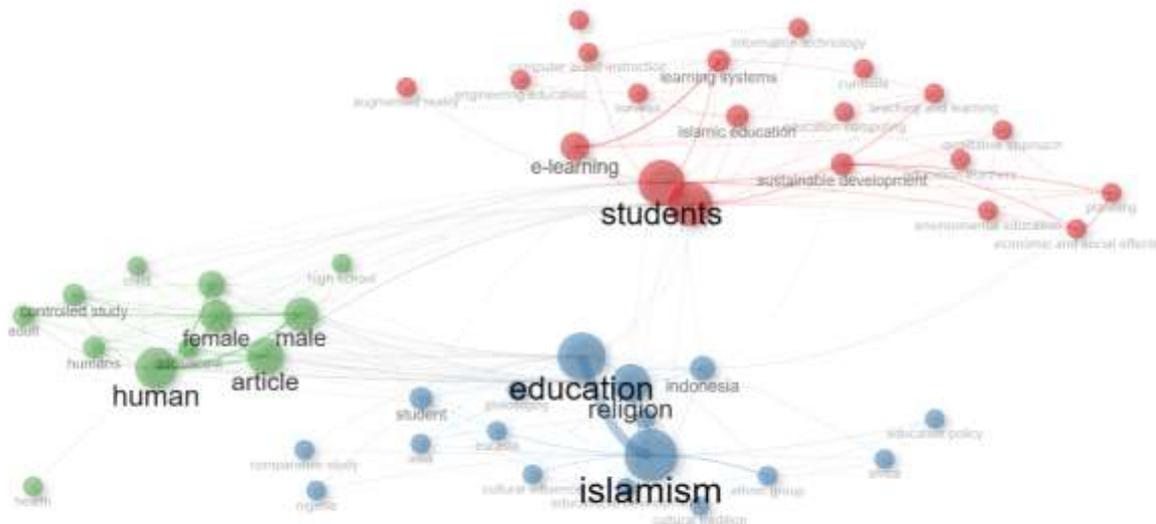


This dendrogram, generated through factorial analysis of the "Islamic Education" research in Scopus, visually represents the clustering of keywords based on their co-occurrence within the publications. Keywords that frequently appear together are grouped closer in the dendrogram, forming hierarchical clusters that suggest underlying thematic relationships within the field. The horizontal axis displays the individual keywords, while the vertical axis represents the level of association or similarity between them; shorter vertical branches indicate stronger co-occurrence.

Observing the main branches and clusters reveals several potential thematic areas within Islamic Education research. One major branch on the left side groups terms like "human experiment," "learning," "high school," "qualitative research," "schools," "child," "adolescent," "male," "female," "narrative," "attitude," "computer assisted instruction," "education policy," "history," "islamism," "teachers," "africa," and "ethnic group." This large cluster suggests a significant body of research focusing on the characteristics and experiences of learners (across different age groups and genders), the role of teachers, the impact of educational policies, the use of specific research methodologies (qualitative research, narrative), and contextual factors such as geographical location (Africa) and social identity (ethnic group).

Another prominent branch on the right side includes terms like "religion," "philosophy," "survey," "eurasia," "case study," "planning," "economic and social effects," "curriculum," "student," "teaching," "teacher education," "educational approach," "Indonesia," "Malaysia," "students," "teaching," "computer assisted instruction," "information technology," "e-learning," "internet," "mobile learning," "augmented reality," "learning management system," "competency," "islamic education," "islamic studies," "higher education," "online survey," and "education completion." This cluster appears to represent research focused on pedagogical strategies (teaching, teacher education, educational approach), the integration of technology in learning (computer assisted instruction, information technology, e-learning, mobile learning, augmented reality, learning management system), specific educational levels (higher education), geographical contexts (Indonesia, Malaysia, Eurasia), and broader themes like curriculum and the impact of education on economic and social factors. The central presence of "islamic education" and "islamic studies" within this cluster reinforces its core relevance.

The implications of this thematic dendrogram are valuable for understanding the intellectual structure of Islamic Education research. It highlights the key areas of focus and the relationships between different concepts being studied. For researchers in Bongao, this provides a map of the field, indicating potential areas of specialization, related topics to explore, and connections to make between different lines of inquiry. For instance, if a researcher is interested in technology in Islamic classrooms in the Philippines, they can see its association with broader themes of teaching, learning, and specific regional contexts like Indonesia and Malaysia. This analysis can also inform curriculum development at MSU-TCTO by identifying key areas of emphasis in the global research landscape. Furthermore, it can help in identifying potential collaborators working on related themes and in understanding how different sub-areas within Islamic Education research are interconnected. Inclusive education in Islamic contexts is influenced by national, religious, societal, and educational factors, emphasizing equitable access for all learners (Nuryana et al., 2024). In Western secular societies, Islamic schools are adapting to address marginalization concerns and demand for quality faith-based education. Muslim learners navigate dual consciousness between secular and faith-based environments, developing cognitive flexibility and transferable skills applicable across different educational settings (Alkoutli et al., 2023).



This co-occurrence network graph, derived from the keywords of research on "Islamic Education" in Scopus, visually represents how frequently different keywords appear together within the same publications. Each node (circle) in the graph represents a keyword, and the size of the node typically indicates the frequency of that keyword's occurrence in the dataset. The lines (edges) connecting the nodes represent co-occurrence, meaning that these keywords appear together in the same articles. The thickness of the lines might indicate the strength or frequency of their co-occurrence, and the colors of the nodes often denote different clusters or communities of related keywords.

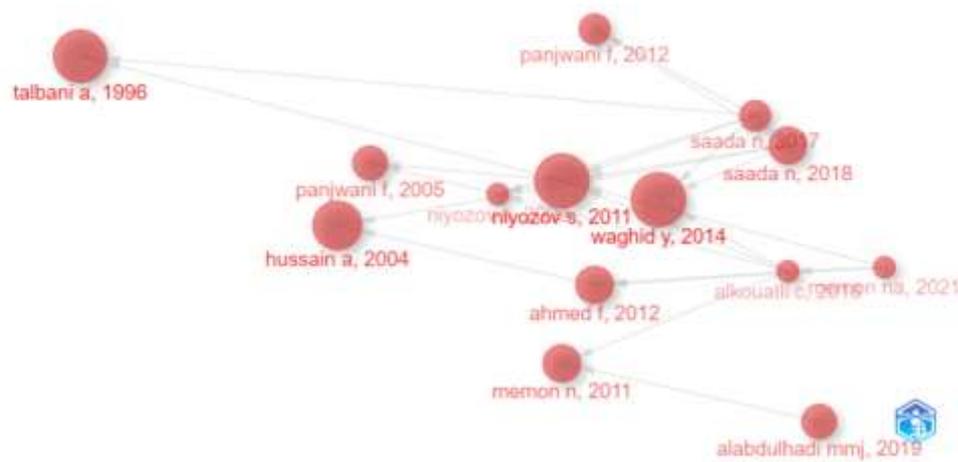
Observing the graph, we can identify several distinct clusters of interconnected keywords, suggesting different thematic areas within Islamic Education research. One prominent cluster (often red in such visualizations) revolves around "students," "e-learning," "teaching," "sustainable development," "computer aided instruction," "information technology," "learning systems," "curricula," and "teaching and learning." This cluster strongly suggests a significant focus on pedagogical approaches, the integration of technology in education, and contemporary themes like sustainable development in the context of Islamic Education.

Another cluster (often green) includes keywords such as "human," "female," "male," "adolescent," "high school," "controlled study," and "qualitative research." This grouping points towards research that examines specific demographics of learners, educational levels, and the use of particular research methodologies, including both quantitative (controlled study) and qualitative approaches.

A third cluster (often blue) features keywords like "education," "religion," "islamism," "Indonesia," "philosophy," "student," "eurasia," "cultural tradition," "education policy," and "africa." This cluster appears to represent broader themes related to the foundations of Islamic Education, its connection to religious and philosophical underpinnings, specific geographical contexts (Indonesia, Eurasia, Africa), and considerations of educational policy and cultural traditions.

The implications of this co-occurrence network are significant for understanding the intellectual landscape of Islamic Education research. The identified clusters highlight the major thematic areas that are being actively investigated and the relationships between different concepts. For researchers in Bongao, this graph can help identify key areas of strength and potential gaps in the existing literature. For instance, if there is a strong local interest in integrating technology into Islamic education, the

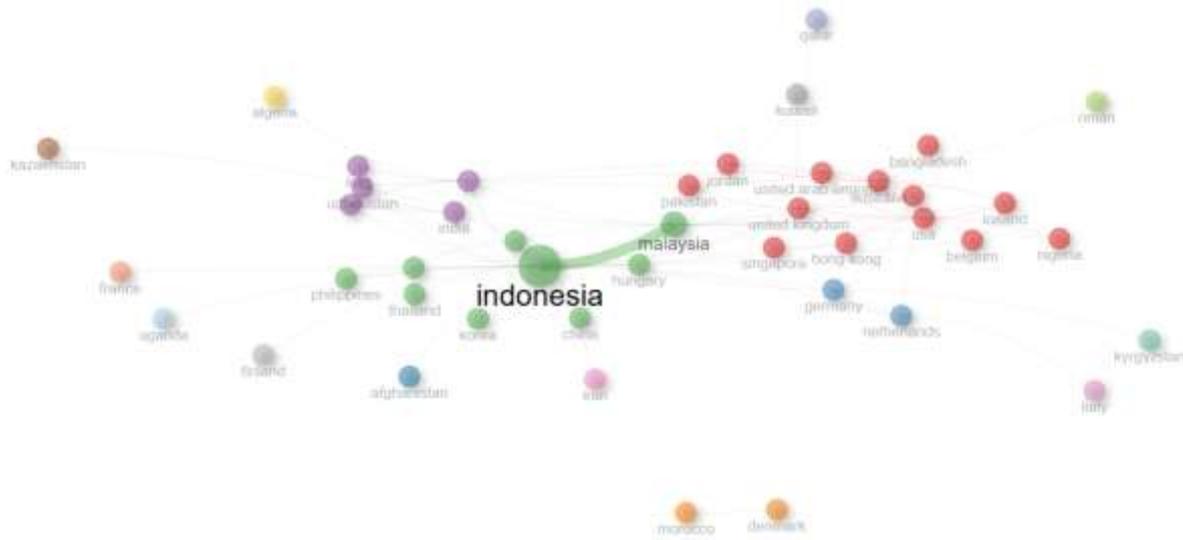
cluster around "e-learning" and "information technology" would be particularly relevant. Similarly, understanding the connections between "islamism," "education," and regional contexts like "Indonesia" might inform research focused on the specificities of Islamic Education in the Bangsamoro region. This network also helps in identifying potential collaborators who are working on related themes and in understanding how different aspects of Islamic Education research are interconnected. Implementation of learning technology in Indonesian Islamic educational institutions has been surveyed, revealing widespread adoption of technology designed to enhance students' cognitive, affective, and psychomotor abilities, as well as 21st-century skills (Ritonga et al., 2023).



This historiograph visually represents the evolution of research on "Islamic Education" by mapping key authors and the chronological relationships between their publications. Each node in the graph represents an author and a specific publication year. The size of the node might indicate the number of citations received by that publication or the author's overall influence. Lines connecting the nodes suggest citation relationships, indicating that a more recent work has cited an earlier publication. The position of the nodes on the graph generally reflects the publication year, with earlier works appearing towards one side and more recent works towards the other.

Observing the graph, we can see a cluster of earlier publications, such as those by Talbani (1996) and Hussain (2004), potentially representing foundational works in the field. As we move towards more recent years, we see a growth in the number of publications and connections, indicating the development and building upon earlier scholarship. Authors like Panjwani (with publications in 2005 and 2012), Niyozo Niyozov's (2011), Ahmed (2012), Memon (2011), Waghid (2014), and Saada N (with publications in 2017 and 2018) appear to be central figures with works that have been cited by more recent publications, suggesting their influence on the field's trajectory. More recent contributions from authors like Alkouatli C (2021) and Alabdulhadi MMJ (2019) build upon this existing body of literature. The implications of this historiograph are significant for understanding the intellectual history and the development of ideas within Islamic Education research. It helps identify seminal works and influential scholars whose contributions have shaped the field. For researchers in Bongao, this map can provide a historical context for their work, allowing them to trace the evolution of key concepts and debates. By understanding which authors and publications have been most influential, local researchers can engage

with the foundational literature and position their own research within this historical framework. Furthermore, identifying key scholars can also point towards potential mentors or collaborators who have a long-standing engagement with the field. The historiograph highlights how knowledge in Islamic Education has been built over time, with more recent research often drawing upon and responding to earlier findings and perspectives.



This country collaboration network graph illustrates the collaborative relationships between different countries in publishing research on "Islamic Education" within the Scopus database. Each node (circle) represents a country, and the size of the node often corresponds to the number of publications originating from that country. Lines (edges) connecting the nodes indicate instances of co-authorship between researchers from those countries. The thickness of the lines might suggest the strength or frequency of collaboration. The colors of the nodes could represent different clusters of collaborating nations.

Observing the graph, Indonesia stands out as a central and highly productive country in this network, indicated by its large node size and numerous connections. Malaysia appears to be another significant hub with strong collaborative ties to Indonesia and other nations. Several other countries also show collaborative links, forming clusters that suggest regional or thematic partnerships. For example, there seems to be a cluster involving countries in the Middle East (like Qatar, Kuwait, Jordan, Oman, United Arab Emirates) and South Asia (like Pakistan, Bangladesh), with connections extending to Southeast Asia (Malaysia, Singapore). There's also a visible connection between Indonesia and countries like Australia. The Philippines, your current location, appears in the vicinity of Indonesia and Thailand, suggesting potential regional collaborations within Southeast Asia. Some European countries like the United Kingdom, Germany, and the Netherlands also show connections, indicating international collaborations extending beyond specific regions.

The implications of this collaboration network are significant for understanding the global landscape of Islamic Education research. The strong central role of Indonesia and Malaysia highlights their prominent contributions and potential leadership in this field. The identified clusters suggest that collaborations often occur within geographical regions or among countries with shared cultural or religious contexts. For researchers in Bongao, this map provides valuable insights into potential partners for future research projects. The proximity of the Philippines to Indonesia and Malaysia suggests natural opportunities for

collaboration within Southeast Asia. Identifying established international collaborations can also help researchers understand successful models for partnership and explore opportunities to connect with scholars in other active regions. Strengthening collaborations, both regionally and internationally, can lead to richer research outcomes, the sharing of diverse perspectives, and increased impact of the research on Islamic Education from the Philippines.

Summary

The bibliometric analysis of "Islamic Education" research indexed in Scopus (1970-2024) reveals a field experiencing significant growth, particularly since the mid-2000s, with an annual growth rate of 10.62%. This expansion is reflected in the increasing number of publications (1449 across 582 sources) and a diverse authorship of 2853 individuals, although a notable portion (503 documents) remains single-authored. International collaboration, as indicated by co-authorship (9.8%), appears relatively limited, suggesting a more national or regional focus in research endeavors, typically involving small teams (2.47 co-authors per document).

The intellectual landscape of the field, as evidenced by author-generated keywords (3468 unique terms), is diverse, with research building upon a substantial body of prior work (57130 references) that tends to be relatively recent (average age of 6.5 years). The average citation per document (5.481) provides a preliminary indication of impact. Bradford's Law analysis identifies a core set of highly productive sources, such as "RELIGIONS" and "JURNAL PENDIDIKAN ISLAM," alongside a larger scatter of less frequent contributors, highlighting key dissemination outlets.

Analysis of the most relevant authors identifies HAMZAH MI as the most prolific, followed by other active contributors, suggesting influential scholars and research groups shaping the field. Geographically, a wide range of countries contribute to the literature, with Indonesia emerging as a particularly central and productive nation in the country collaboration network, indicating its significant role and collaborative ties, especially within Southeast Asia.

Thematic evolution analysis reveals a shift from earlier geographical foci (Africa, Eurasia) and foundational topics (Islamism, teaching) towards more contemporary themes from 2011-2024, including "education," "students," "e-learning," and "sustainable development," alongside increased use of survey methodologies. The thematic map further delineates basic themes like "Islamism, education, Indonesia," a central cluster of "students, teaching, e-learning," and niche areas such as "religion, human, article." The co-occurrence network of keywords reinforces these thematic areas, highlighting strong interconnections between pedagogy, technology integration, learner demographics, and the foundational principles of Islamic Education within various geographical contexts. The historiograph traces the intellectual lineage, identifying influential authors and publications that have shaped the field's development.

In summary, the bibliometric analysis portrays a dynamic and expanding field of Islamic Education research, increasingly focused on contemporary pedagogical approaches, technology, and issues of sustainability, with significant contributions and collaborations emanating from Southeast Asia, particularly Indonesia. While international co-authorship remains modest, the growing body of literature and evolving thematic landscape indicate a maturing discipline with increasing global relevance. For researchers in Bongao, this analysis underscores the importance of engaging with these global trends, identifying potential collaborators, and understanding the key themes and influential works within the field to inform their own research endeavors.

Recommendation

In conclusion, the bibliometric analysis of Scopus-indexed research on Islamic Education (1970-2024) reveals a field undergoing substantial growth and thematic evolution. Initially a relatively niche area, the field has experienced a significant surge in scholarly output since the mid-2000s, indicating increasing global academic interest. While individual and national contributions are prominent, particularly from Indonesia, international collaborative research remains a potential area for expansion. The intellectual focus has broadened from foundational religious and geographically specific inquiries to encompass contemporary pedagogical approaches, the integration of technology, and pressing global issues such as sustainable development. Key themes revolve around students, teaching methodologies, and the evolving landscape of Islamic education within diverse contexts. The identification of core sources and influential authors provides a valuable roadmap for navigating the literature, while the thematic mapping and evolution highlight both enduring and emerging areas of inquiry. This analysis underscores the dynamic and increasingly relevant nature of Islamic Education research as it responds to evolving educational needs and global challenges, offering a foundation for future research directions, including those originating from and relevant to the unique context of the Bangsamoro Autonomous Region in Muslim Mindanao.

REFERENCES

1. Alkoutli, C., Memon, N., Chown, D., & Sai, Y. (2023). Something more beautiful: educational and epistemic integrations beyond inequities in Muslim-minority contexts. *Journal for Multicultural Education*, 17(4), 406–418. <https://doi.org/10.1108/JME-05-2022-0062>
2. Farrel Feriansyah. (2023). ANALYSIS OF BLENDED LEARNING TEACHING METHODS ISLAMIC EDUCATION IN DIGITAL ERA. *Geneologi PAI: Jurnal Pendidikan Agama Islam*, 10(2), 163–170. <https://doi.org/10.32678/geneologipai.v10i2.9460>
3. Judijanto, L., & Rusdi, M. (2024). Bibliometric Study of Multicultural-based Islamic Education Learning Models in Public Schools. *West Science Interdisciplinary Studies*, 2(11), 2261–2270. <https://doi.org/10.58812/wsis.v2i11.1468>
4. Nawi, M. A. M., Jamsari, E. A., Hamzah, M. I., Sulaiman, A., & Umar, A. (2012). The impact of globalization on current islamic education. *Australian Journal of Basic and Applied Sciences*, 6(8), 74–78.
5. Nuryana, Z., Wijayati, R. D., Sa'ari, C. Z., Ead, H. A., & Malik, S. (2024). Mapping the Landscape of Inclusive Education in Islamic Educational Contexts. *Al-Misbah (Jurnal Islamic Studies)*, 12(1), 1–17. <https://doi.org/10.26555/almisbah.v12i1.7988>
6. Panjwani, F. (2005). AGREED SYLLABI AND UN-AGREED VALUES: RELIGIOUS EDUCATION AND MISSED OPPORTUNITIES FOR FOSTERING SOCIAL COHESION. *British Journal of Educational Studies*, 53(3), 375–393. <https://doi.org/10.1111/j.1467-8527.2005.00301.x>
7. Panjwani, F., & Revell, L. (2018). Religious education and hermeneutics: the case of teaching about Islam. *British Journal of Religious Education*, 40(3), 268–276. <https://doi.org/10.1080/01416200.2018.1493269>
8. Putra, R. (2023). ANALYSIS OF EDUCATIONAL POLICY AND ITS IMPLEMENTATION ON THE AUTONOMOUS TERRITORY OF THE MORO NATION: CHALLENGES AND TRANSFORMATION. *Edusoshum : Journal of Islamic Education and Social Humanities*, 3(2), 67–74. <https://doi.org/10.52366/EDUSOSHUM.V3I2.69>

9. Ritonga, M., Hasibuan, K., Ritonga, S., & . J. (2023). Learning Technology in Teaching: A Research on Implementation of Technology at Islamic Educational Institutions in Indonesia. *International Journal of Membrane Science and Technology*, 10(1), 686–694. <https://doi.org/10.15379/ijmst.v10i1.2631>
10. Saada, N. L. (2017). Schooling, othering, and the cultivation of Muslim students religious and civic identities. *Journal of Religious Education*, 64(3), 179–195. <https://doi.org/10.1007/s40839-017-0042-8>
11. Saepudin, A. (2022). INTEGRATING TECHNOLOGY IN ISLAMIC RELIGIOUS EDUCATION: EVALUATING THE EFFECTIVENESS OF E-LEARNING PLATFORMS IN ENHANCING STUDENT ENGAGEMENT AND UNDERSTANDING. *AKSELERASI: Jurnal Ilmiah Nasional*, 4(2), 146–157. <https://doi.org/10.54783/jin.v4i2.1034>
12. Setyowati, R. D., Ningsih, D., & Pahrudin, A. (2024). Opportunities and Challenges of Islamic Education Management in Facing the Global Era. *JMKSP (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan)*, 9(1), 167–180. <https://doi.org/10.31851/JMKSP.V9I1.14227>
13. Tengku Kasim, T. S. A., Mohd Noor, N. E., & Md Yusoff, Y. (2022). Challenges in Applying a Student-Centred Approach to E-Learning for Islamic Education in Primary Schools during the Pandemic Covid-19: Preliminary Data Analysis. *Jurnal Akidah & Pemikiran Islam*, 29–60. <https://doi.org/10.22452/afkar.sp2022no1.2>
14. Waghid, Y. (2024). Teaching for Global Citizenship Education Online: An African Philosophical Approach. *Journal of Creative Communications*, 19(1), 32–42. <https://doi.org/10.1177/09732586231189837>