

Islamic Education Models: A Bibliometric Analysis of Challenges and Prospects

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Abstract

Objective: This research aims to explore the dynamics of Islamic education through a bibliometric analysis, focusing on its challenges and prospects in the modern context. The study utilizes the VOSviewer software to systematically analyze 1,377 publications on Islamic education from 2015 to 2024, retrieved from the Scopus database. **Theoretical framework:** The theoretical framework is grounded in the interplay between traditional Islamic principles and modern educational paradigms, emphasizing the need for a balanced approach to preserving Islamic traditions while adapting to contemporary demands. **Literature Review:** The literature review identifies key themes in Islamic education research, such as traditional teaching methods, curriculum development, and the integration of technology. Additionally, emerging topics like inclusive education, the use of digital tools, and sustainability are highlighted as critical areas of focus for future development. **Methods:** The research employs a bibliometric analysis method, mapping co-authorship, co-citation, and keyword networks to identify dominant research trends, influential authors, and geographical patterns in the field. This approach enables a comprehensive understanding of the research landscape and its evolution over time. **Results:** The findings reveal that Islamic education faces a dual challenge: maintaining its spiritual and cultural essence while embracing innovation and globalization. Key insights include the increasing importance of digital tools in enhancing access and inclusivity, the need for curriculum reforms that incorporate skill-based learning, and the growing attention to sustainability in Islamic education. Despite progress, significant gaps remain in teacher training, policy implementation, and resource allocation, which require immediate attention. **Implications:** The implications of this study are multifaceted. For researchers, it offers a roadmap for addressing underexplored areas, such as the intersection of Islamic education and sustainable development. For practitioners, it provides actionable insights into improving educational practices and policies. Policymakers can leverage the findings to design initiatives that align Islamic education with the demands of the modern world while preserving its foundational values. **Novelty:** The novelty of this research lies in its comprehensive bibliometric approach, which systematically identifies gaps and opportunities in Islamic education, offering a forward-looking perspective that bridges tradition and modernity.

Keywords: islamic education, bibliometric analysis, scopus database, publication trends, social impact.

INTRODUCTION

Islamic education is a fundamental pillar in shaping the identity of the Islamic nation and preserving its cultural and intellectual heritage. Over the ages, Islamic education models have evolved to meet the needs of Muslim communities, whether in terms of curricula, teaching methods, or the application of Islamic values in educational environments. However, in modern times, Islamic education faces complex challenges, including social and technological transformations and the need to balance traditional education with contemporary demands [1]. The rapid changes in the global landscape present significant challenges for educational systems, making it essential to explore and understand the effectiveness of current educational models [2]. This research aims to conduct a thorough investigation into Islamic education models through a bibliometric approach, offering insights into how these models have evolved and adapted to contemporary challenges [3]. By analyzing research trends and scientific outputs, this study uncovers the strengths and weaknesses of existing frameworks, which can aid in formulating more efficient and comprehensive educational strategies [4].

The need for this study is particularly urgent in light of the growing global challenges, such as the impact of globalization on Islamic identity, the integration of modern technology into religious education, and the demand to equip students with skills that align with the labor market [5]. This study not only focuses on the Islamic community but also contributes to the broader global discourse on the role of religious education in shaping individuals and societies [6]. By addressing these challenges, the research aims to identify ways to adapt current educational practices to meet the evolving needs of students in a rapidly changing world [7]. One of the primary goals of this research is to offer practical, evidence-based insights to help address key issues in Islamic education, such as adapting to digital learning technologies, improving inclusivity, and enhancing the quality of religious education [8]. The study will also provide recommendations to policymakers and educational practitioners, enabling them to refine and strengthen educational policies [9]. Through an in-depth analysis of research trends, the study will highlight critical areas where Islamic education can evolve, focusing on the integration of technology while staying true to Islamic values and principles [10].

In examining these trends, the study emphasizes the need for Islamic education to adapt to modern technological advancements, creating learning environments that foster critical thinking, collaboration, and leadership skills [11]. This approach ensures that students are not only prepared academically but also equipped with the skills necessary for success in the contemporary world [12]. The analysis of Islamic education models reveals how these models can be enhanced to improve student outcomes, making the curriculum more relevant to today's educational demands [13]. As the field of Islamic education faces numerous challenges, this research highlights the significance of enhancing dialogue around its evolving role [14]. By providing a comprehensive examination of the challenges and opportunities that shape Islamic education, the study offers valuable insights for researchers and practitioners who aim to align Islamic educational practices with modern demands while maintaining a strong foundation in Islamic values [15]. The findings of this study will contribute to the development of more robust, forward-thinking educational models that meet the needs of today's learners and society at large [16].

For this purpose, the objectives of this study are to analyze Islamic education models, challenges, and prospects in Scopus using bibliometric and visualization analysis. Moreover, in the current study, all data have been collected from Scopus, the world's leading abstract and citation database of peer-reviewed research. Therefore, this research data included many leading journals in Islamic education. This analysis allowed us to observe how the research interests in Islamic education have evolved. Additionally, this research visualized and investigated the scientific collaborations among top contributors in Islamic education, which were previously unavailable in earlier studies. Exclusively, we aim to answer the following research questions [17].

1. What is the distribution of Islamic education publications by year for the last decade?
2. What are the most relevant journals and authors in Islamic education research?
3. What are the most productive countries in the Islamic education research area?
4. What are the significant educational institutions in Islamic education Models?
5. What are the primary research keywords for the last decade in Islamic education?

The findings of this study carry significant implications for academics, practitioners, and policymakers engaged in the field of Islamic education. From an academic standpoint, the bibliometric mapping reveals a concentration of research on classical pedagogical models, curriculum studies, and the integration of religious values with general education. However, there remains a marked underrepresentation in areas such as sustainability, inclusive education, teacher capacity-building, and policy-driven implementation frameworks. This identification of research gaps provides future scholars with a roadmap to explore these emerging intersections more rigorously and develop interdisciplinary approaches that respond to contemporary educational challenges within Islamic contexts. For practitioners, the study underscores the growing relevance of digital transformation in Islamic education. The increasing presence of research on e-learning tools, online madrasah models, and blended pedagogical approaches suggests a shift toward greater accessibility and flexibility in delivering religious education. Educators can utilize these insights to innovate teaching methods, enhance student engagement, and align Islamic instruction with the digital habits of today's learners while preserving its spiritual integrity [18].

At the policy level, this research encourages governments, Islamic institutions, and educational organizations to reassess their strategies. The emphasis on the need for curricular reforms, teacher professional development, and investment in infrastructure signals critical areas for intervention. Policies that support the integration of values-based education with 21st-century skills—such as critical thinking, sustainability awareness, and digital literacy—can significantly elevate the societal impact of Islamic education. The novelty of this study lies in its comprehensive bibliometric approach, covering nearly a decade of scholarship across 1,377 Scopus-indexed publications. Unlike prior studies that focus narrowly on content analysis or pedagogy, this research provides a holistic, data-driven overview of global trends, research networks, and thematic gaps. It is among the first to position Islamic education within a dynamic framework that critically evaluates its prospects amid globalization, thereby offering a strategic vision that bridges classical tradition and modern educational imperatives [19].

LITERATURE REVIEW

Islamic Education Models in the Contemporary Era: A Bibliometric Insight. This study explores Islamic education models using bibliometric analysis to understand their challenges and prospects in modern times. Globalization and digital technology have significantly influenced Islamic teaching methods. Numerous studies highlight the necessity of integrating traditional curricula with modern approaches. Effective Islamic education models incorporate spiritual values, ethical frameworks, and technological innovations. Key challenges include a lack of trained educators, resistance to change, and limited resources in various regions. However, significant potential exists in developing holistic curricula that merge Islamic principles with contemporary demands. Bibliometric analysis reveals a growing focus on curriculum innovation and technology integration in Islamic education, particularly in Southeast Asia and the Middle East [19].

Challenges in Implementing Islamic Education Models: A Bibliometric Perspective. Islamic education models face numerous challenges, including the imbalance between traditional and modern approaches. Bibliometric analysis reveals that the literature often addresses curriculum issues overly focused on classical texts without contemporary relevance. Additional challenges include insufficient governmental support in some Muslim-

majority countries and the digital divide affecting traditional institutions like pesantren and madrasahs. Proposed solutions in the literature include teacher training in modern pedagogical approaches and improved technological access in Islamic education institutions. This review highlights the need for further research to address these challenges through global collaboration [19].

Prospects of Islamic Education Models in a Globalized World. In an increasingly interconnected world, Islamic education holds substantial potential for bridging local and global values. Bibliometric trends show a rising interest in value-based learning within Islamic institutions. Digital literacy and global awareness are key components that need integration into Islamic curricula. Several studies emphasize the importance of fostering Islamic character development through educational technologies such as interactive learning apps and online courses. However, successful implementation of these models requires culturally sensitive approaches and support from local communities [20].

Integrating Technology in Islamic Education Models: Challenges and Opportunities. The integration of technology into Islamic education offers tremendous opportunities but also presents significant challenges. Bibliometric analysis reveals numerous studies on how technology can expand access to Islamic education, including e-learning platforms. However, barriers include inadequate technological infrastructure, low digital literacy, and resistance to adopting technology in traditional educational settings. This review highlights the importance of educational policies that encourage technology integration while preserving the core values of Islamic education. The findings underscore the need for a balanced approach to modernizing education [20].

Islamic Education Models and Sustainable Development Goals (SDGs): A Bibliometric Review. Islamic education models play a pivotal role in supporting Sustainable Development Goals (SDGs), particularly in quality education (Goal 4) and gender equality (Goal 5). The literature indicates that Islamic education can contribute to societal development through value-based curricula and inclusivity. Bibliometric analysis reveals an increasing trend in research connecting Islamic education with sustainable development, including enhancing female literacy and promoting inclusive education. However, challenges such as gender stereotypes and inadequate teacher capacity building remain significant obstacles. This review highlights the need to align Islamic education models with SDG frameworks to foster broader societal benefits [20].

METHODOLOGY

The bibliometric analysis and meta-analysis method was used in conducting this study's systematic literature review. The research process and procedure followed in this study are based on the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) statement template [20]. Based on comprehensive reporting through the PRISMA template, readers can assess the applicability of the methodologies and consequently the accuracy of the study's conclusions [21]. The three processes involved in using the PRISMA template are identification, screening, and ultimately determining which studies were included in the review [22].

The chosen topics for this were Islamic Education Models: Challenges and Prospects. The Scopus database was utilized to source studies for review. As shown in Table 1, the process involved using the PRISMA statement template for data selection. The first step in the identification phase using the PRISMA statement template was to identify records in the database using keywords such as "Islamic Education." The total number of documents found based on this search was 1377. These results then underwent a screening process, which left 948 documents remaining. The screening process excluded studies published and some subject areas that were irrelevant to this study, such as management or politics. Conference papers, reviews, and editorial documents were also excluded from the analysis. The process continued with eligibility screening, which reduced the number of documents after removing

full articles that were not in English [23]. A software tool called VOSviewer was used to conduct data analysis and visualization. VOSviewer can effectively analyze and visualize bibliometric data analysis.

Table 1. Prisma Framework for This Review

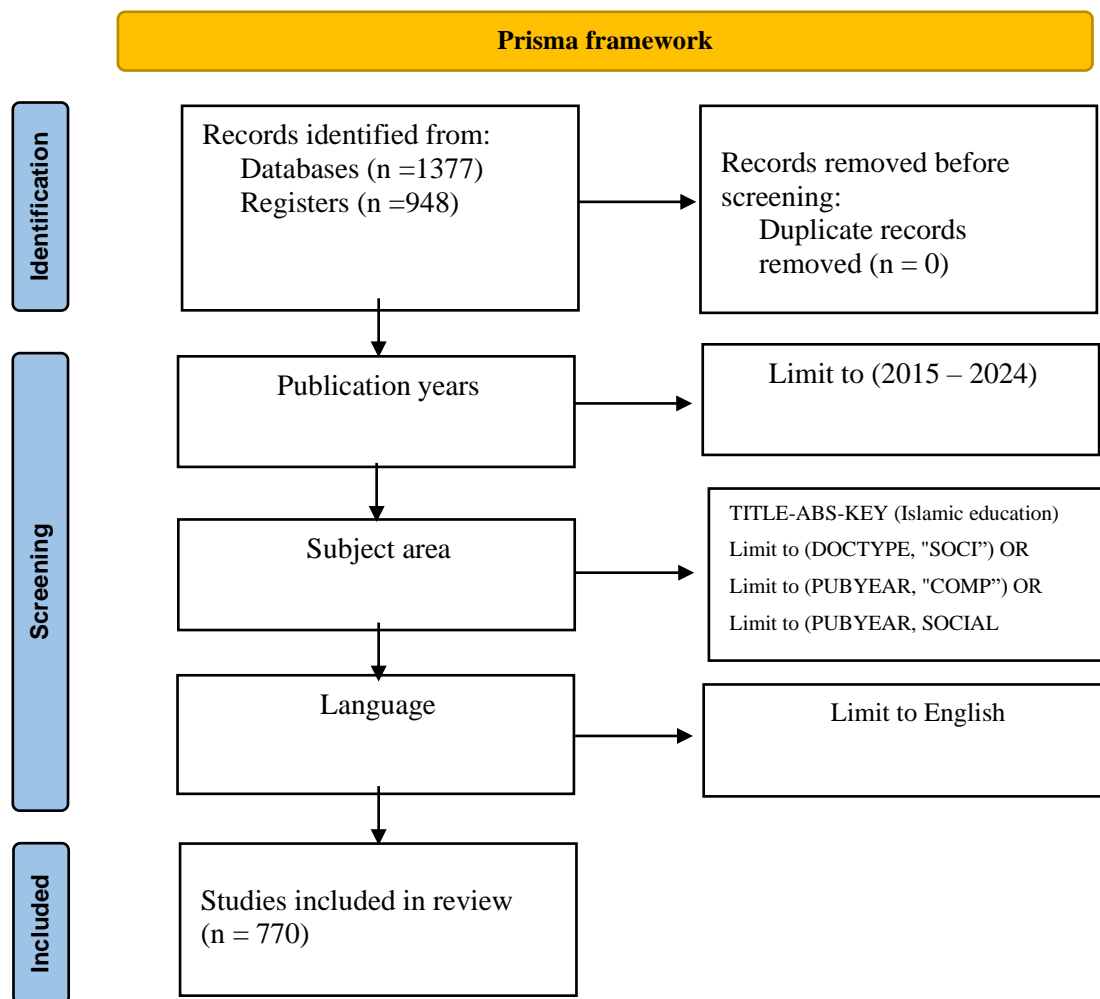


Table 2. Inclusion and exclusion criteria

Inclusion Criteria	Keywords + any related keywords + social sciences + business + psychology + economics + multidisciplinary + undefined
Exclusion Criteria	Medical fields Engineering fields Conference papers Nonindexed papers Computer science

As outlined in Table 1,2, the inclusion and exclusion criteria are detailed in Table 2. Data from publication databases are loaded into Excel to analyze publication output and track the timeline of the topic's development. The primary objective of this study is to examine the collection of research on the role of diversity in management and associated attitudes over the past decade. The findings will be analyzed and discussed in alignment with the research questions [24].

RESULTS AND DISCUSSION

Research Question 1

What is the distribution of Islamic education publications by year for the last decade? To address the finding, an analysis of article publication years from 2015 to 2024 was performed. The chart illustrates Fig. 1 the number of documents related to Islamic education over the years from 2015 to 2024. A significant increase in the number of documents can be observed over time, with 2024 recording the highest count (111 documents), reflecting growing interest in this field in recent years. Although the numbers fluctuated between 2015 and 2020, there is an overall upward trend, with the number of documents rising gradually from 18 in 2015 to its peak in 2024. This trend indicates continuous growth and increasing interest in research and publication in the field of Islamic education, highlighting its significance to researchers and policymakers in the modern era [25].

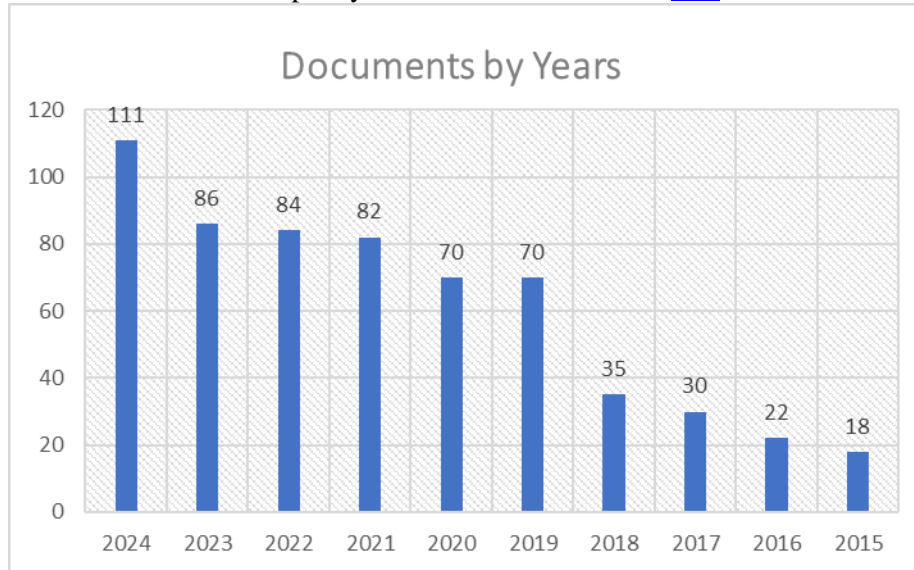


Figure 1. Number of Studies by Years

Research Question 2

What are the most relevant journals and authors in Islamic education research? In the analysis of the most cited journals, the criteria selected included "total publications," "total citations," "journal citation score," "most cited article," "number of citations," and "publisher" for the period.

Table 3. Top 10 Sources journals in Islamic Education

Journal	TP	TC	Cite Score	The Most Cited Article	Times Cited	Publisher
Religions	44	5679	1.3	Critical issues in Islamic education studies: Rethinking Islamic and Western liberal secular values of education [26].	88	Multidisciplinary Digital Publishing Institute (MDPI)
Jurnal Pendidikan Islam	30	86	1.2	Creating religious tolerance through a Qur'an-based learning model for religious education [27].	6	Faculty of Tarbiya and Teacher Training UIN Sunan Gunung
Jurnal	26	69	0.9	Juvenile Delinquency	7	Yogyakarta: Jurusan

Pendidikan Agama Islam				and Its Coping Strategy: An Islamic Education Perspective		Pendidikan Agama Islam Fakultas Ilmu Tarbiyah dan Keguruan UIN Sunan Kalijaga
Nazhruna Jurnal Pendidikan Islam	17	89	1.6	The Importance of Islamic Education for The Mental Health of Youth in Using Social Media [28].	4	Institut Pesantren KH Abdul Chalim
International Journal of Innovation Creativity And Change	15	811	0.5	A collaborative action in the implementation of moderate Islamic education to counter radicalism	11	Primrose Hall Publishing Group
International Journal of Learning Teaching And Educational Research	15	2247	2.1	Trends of Educational Technology (EdTech): Students' Perceptions of Technology to Improve the Quality of Islamic Higher Education in Indonesia [29].	9	Society for Research and Knowledge Management
Jurnal Ilmiah Peuradeun	13	192	1.0	The integration of kkn, snpt, and the integration-interconnection paradigm in curriculum development at ptki	8	SCAD Independent
British Journal of Religious Education	12	402	2.6	A model for Islamic education from Turkey: the Imam-Hatip schools [30].	25	Taylor & Francis
International Journal of Evaluation And Research In Education	12	2161	2.7	Successful online learning factors in the COVID-19 era: Study of Islamic higher education in West Papua, Indonesia	36	Institute of Advanced Engineering and Science
Hts Teologiese Studies Theological Studies	11	1327	1.2	The theology of Islamic moderation education in Singkawang, Indonesia: The city of tolerance [31].	10	OpenJournals Publishing AOSIS (Pty) Ltd

TP= Total publications, TC= total citations

TABLE 3. The table highlights the top journals in the field of Islamic education, showcasing the diversity of scholarly contributions and citations in this area. The journal Religions leads in terms of impact and citation count, while other journals like the British Journal of Religious Education and the International Journal of Evaluation and Research in Education stand out for their high citation scores and influential research. The articles address key topics such as religious tolerance, moderate education, and the impact of Islamic education on mental health. Notable publishers include MDPI, Taylor & Francis, and various

international academic institutions. Additionally, Figure 2 shows the most relevant journals in Islamic Education and learning analytics research in terms of total publications [32].

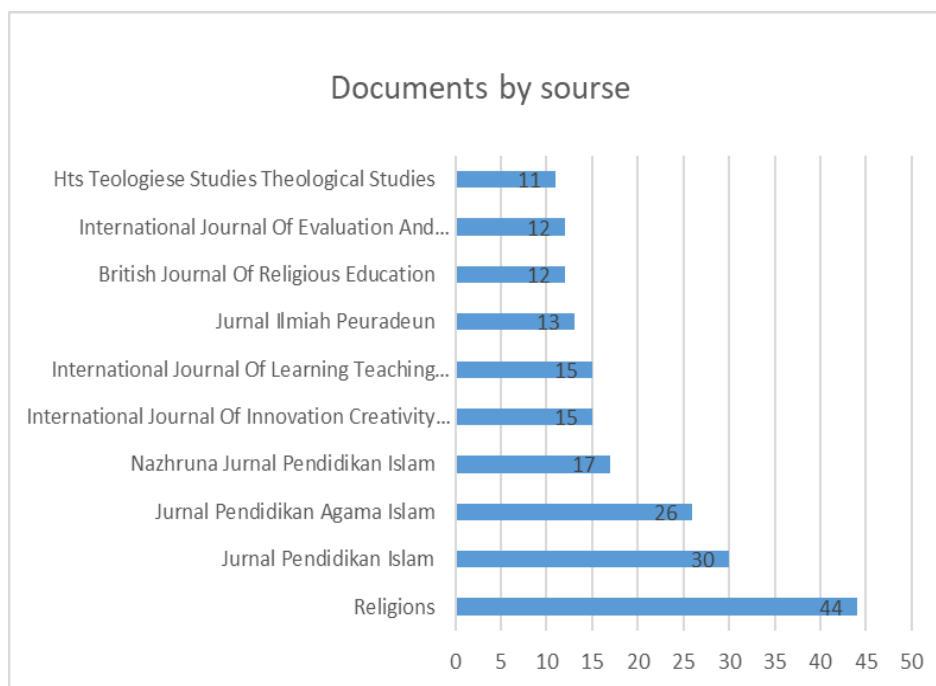


Figure 2. The Top 10 Journals According to Scopus Ranking

Figure 3. The bar chart illustrates the variations in the number of documents published by different authors, highlighting notable differences in their academic contributions. Some authors stand out as highly productive, demonstrating significant involvement in their fields, while others have more moderate levels of publication. A few authors exhibit lower output, suggesting varying degrees of focus or specialization in their research areas. This disparity reflects diverse academic priorities and participation levels among the authors [33].

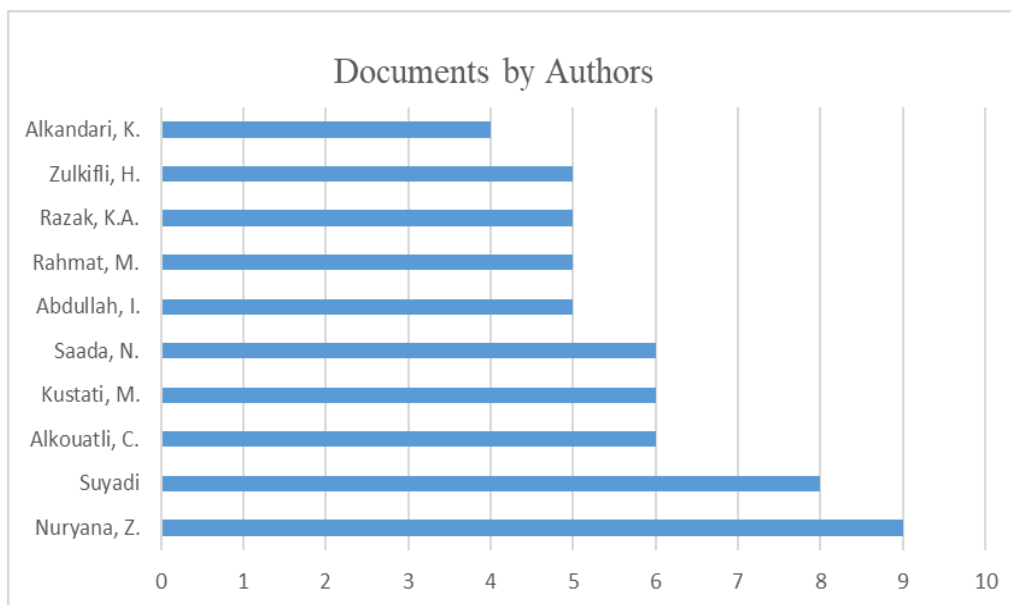


Figure 3. The Bar Graph Shows Most Productive Authors in Islamic Education

Table 4. The top 5 Authors in the field of Islamic Education

No	Authors	TP	TC	H-index	The Most Cited Publication
1.	Nuryana, Zalik	52	253	9	The fiqh of disaster: The mitigation of COVID-19 in the perspective of Islamic education-neuroscience
2.	Suyadi, undefined	16	150	7	The fiqh of disaster: The mitigation of COVID-19 in the perspective of Islamic education-neuroscience
3.	Alkouatli, Claire	12	53	3	Pedagogies in becoming Muslim: Contemporary insights from Islamic traditions on teaching, learning, and developing
4.	Kustati, Martin	37	105	6	Duolingo: An Arabic Speaking Skills' Learning Platform for Andragogy Education
5.	Saada, Najwan L.	16	118	7	Islamic education and the challenge of democratic citizenship: a critical perspective

TP=Total published TC= Total citation

Table 4 summarizes a comparison of five authors based on their academic contributions and influence in their fields. It includes metrics such as the total number of publications (TP), total citations (TC), and the H-index, which measures both productivity and the impact of their work. Zalik Nuryana ranks highest in terms of publications, citations, and H-index, indicating substantial academic influence. Suyadi and Najwan L. Saada follow with strong contributions in terms of citations and H-index, reflecting impactful research. Meanwhile, Martin Kustati and Claire Alkouatli have fewer citations and publications but demonstrate noteworthy contributions in their specific areas of focus [34].

Research Question 3

What are the most productive countries in the Islamic education research area? Based on the analysis of Figure 4, the most productive countries in Islamic education research can be identified. Indonesia ranks first with 397 scientific contributions, followed by Malaysia with 142 contributions. The United States comes third with 35 contributions, followed by Pakistan with 28. Australia ranks fifth with 15 contributions, followed by the United Kingdom with 14, and finally Saudi Arabia with 13 contributions. These numbers reflect varying levels of research contributions to Islamic education globally [35].

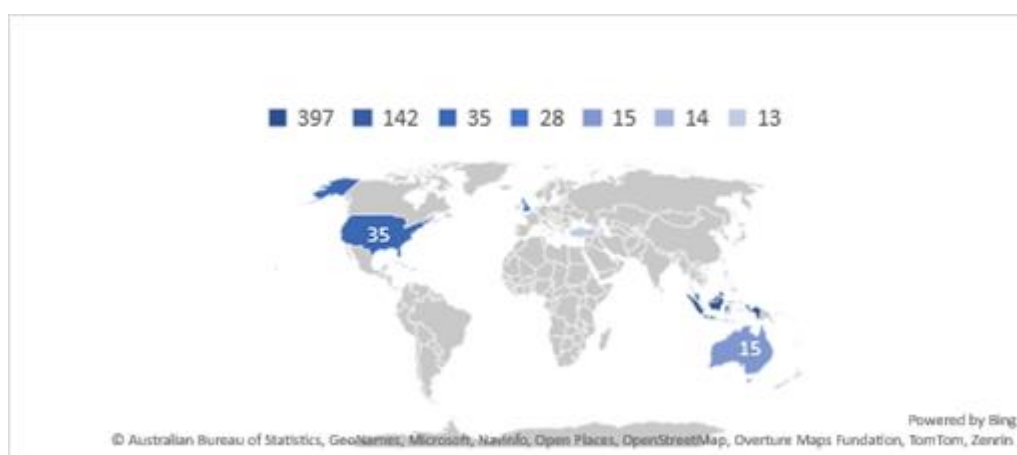


Figure 4. The Most Significant Countries in Islamic Education



Figure 5. A Map Based on The Relationship of Co-Authorship with Countries

The line linking each country represents the relationship between co-authorship with other countries. The size of the circle shows the number of publications. This network map illustrates the relationships between countries based on co-authorship in the field of "Islamic education." Each line connecting the countries represents a collaborative scientific relationship through co-authored research or studies in this domain, with the thickness of the line indicating the strength of collaboration and the number of shared publications. The size of each circle represents the number of publications related to Islamic education produced in that country. The map highlights Indonesia and Malaysia as the central contributors in this field, emphasizing their leading roles in generating and disseminating Islamic education research. Other countries, such as the United States, the United Kingdom, and Saudi Arabia, show strong connections to Indonesia and Malaysia, reflecting international cooperation in advancing this discipline. This map underscores the importance of academic collaboration between nations to enhance Islamic education studies and integrate them into diverse cultural contexts [36].

Research Question 4

The data provided in response to the fourth research question, what are the significant educational institutions in Islamic education Models? highlights several educational institutions, as shown in Figure 6, Table 5.

Table 5. The Most Significant Educational Institutions in Islamic Education Models

	Educational Institutions	TP	The Most Cited Publication	Times Cited
1	Universiti Kebangsaan Malaysia	32	Teachers' acceptance of mobile learning for teaching and learning in Islamic education: A preliminary study	21
2	Universitas Islam Negeri Sunan Kalijaga, Yogyakarta	31	Islamic studies in higher education in Indonesia: Challenges, impact, and prospects for the world community	25
3	Universiti Malaya	25	Cyber-volunteering: Social media affordances in fulfilling NGO social missions	35
4	Universitas Islam Negeri Ar-Raniry	21	Educational practice: Lessons to be learned from madrasah and religious schools in contemporary Southeast Asia	14
5	Universitas Pendidikan Indonesia	20	Higher-Order Thinking Skills in Primary School: Teachers' Perceptions of Islamic Education	16

TP=total publication.

The table highlights the contributions of key educational institutions in the field of Islamic education, focusing on their research output and the citation impact of their most notable publications. At the top of the list is **Universiti Kebangsaan Malaysia**, which has produced 32 publications [37]. Its most cited work is titled *"Teachers' Acceptance of Mobile Learning for Teaching and Learning in Islamic Education: A Preliminary Study,"* with 21 citations. This study emphasizes the importance of integrating mobile learning technologies into Islamic education, showcasing how modern tools can enhance teaching methodologies and make learning more accessible [38].

Ranked second is **Universitas Islam Negeri Sunan Kalijaga**, located in Yogyakarta, Indonesia, with 31 publications. The institution's most cited work, *"Islamic Studies in Higher Education in Indonesia: Challenges, impact, and prospects for the world community,"* has received 25 citations. This research explores the challenges facing Islamic studies in Indonesia's higher education system, along with their global impact and potential. It reflects Indonesia's pivotal role in advancing Islamic education and contributing to the international academic discourse [39].

In third place, **Universiti Malaya** has produced 25 publications. Its most cited paper, *"Cyber-volunteering: Social media affordances in fulfilling NGO social missions,"* has received 35 citations, making it the most cited work in the table. The study focuses on the role of social media in supporting the missions of NGOs, highlighting its relevance in promoting Islamic values and education through digital platforms [40].

Next is **Universitas Islam Negeri Ar-Raniry**, with 21 publications. Its most cited work, *"Educational Practice: Lessons to be Learned from Madrasah and Religious Schools in Contemporary Southeast Asia,"* received 14 citations. This paper examines best practices in Islamic schools and madrasahs, offering insights into sustainable and effective models for Islamic education in Southeast Asia [40].

Finally, **Universitas Pendidikan Indonesia** ranks fifth with 20 publications. Its leading research, *"Higher-Order Thinking Skills in Primary School: Teachers' Perceptions of Islamic Education,"* has 16 citations. The study highlights the significance of fostering critical thinking skills in students through innovative teaching approaches in Islamic education.

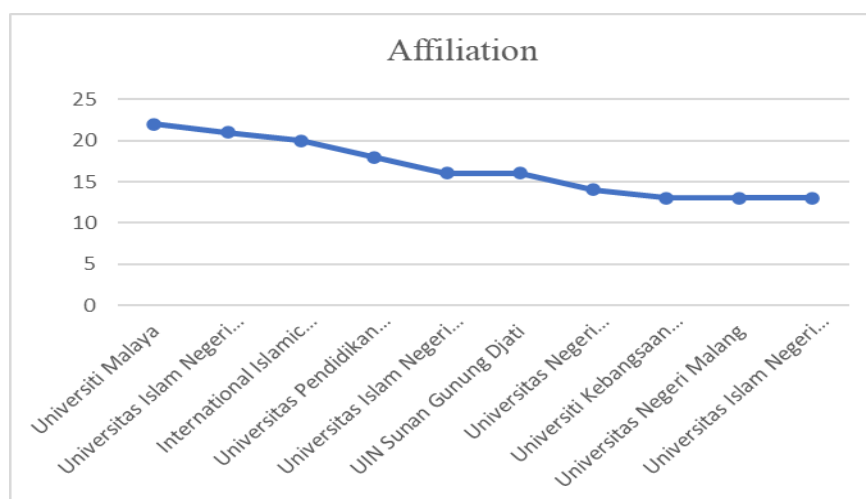


Figure 6. Distribution Based on The Affiliation

Research Question 5

In response to the Fifth question, what are the primary research keywords for the last decade in Islamic education? Show' the most important research terms and the frequency of their occurrence. In a figure,7.

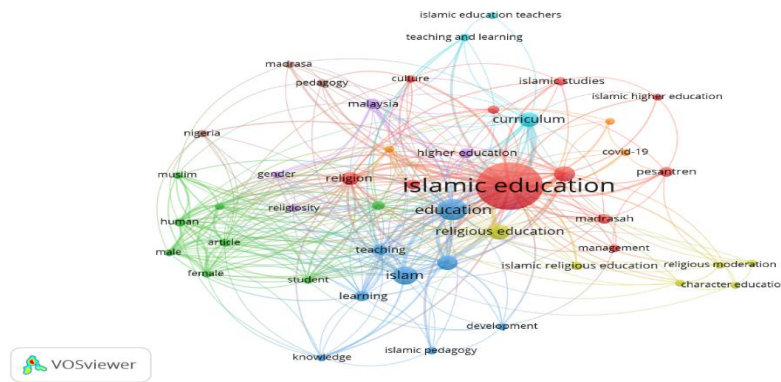


Fig 7. A Map Based on The Relationship of Co-Occurrence with All Keywords

The line linking each keyword represents their co-occurrence with other keywords. The size of the circle shows the number of occurrences. The map in the image illustrates the relationship between keywords in the field of Islamic education, based on their co-occurrence in academic publications [41]. Each line connecting two keywords represents their joint appearance in the same context, such as research articles or studies. The thickness of the lines indicates the strength of the relationship, reflecting how frequently the keywords are used together. The size of each circle represents the frequency of occurrence of that keyword, with larger circles denoting more prominent or frequently discussed topics [42].

At the center of the map, "Islamic education" is the largest and most connected keyword, underscoring its centrality in academic discourse. Related keywords such as "religious education," "curriculum," and "teaching" are closely linked, indicating their significant overlap and relevance to the broader discussions in the field. Other prominent themes include "higher education," "Islam," "madrasah," and "religious moderation," reflecting the diversity of topics explored in this area. Key themes such as "gender," "pedagogy," and "knowledge" indicate a focus on the methodologies, inclusivity, and conceptual frameworks within Islamic education. Furthermore, contemporary concerns such as "COVID-19" and its impact on education are also represented, showcasing the responsiveness of research to current global challenges [43].

The map highlights the interconnectedness of traditional concepts, such as "madrasah" and "religiosity," with modern educational practices, such as "character education" and "Islamic pedagogy." This blend demonstrates the evolving nature of Islamic education, where classical foundations are integrated with innovative approaches to address contemporary needs. Overall, the map emphasizes the collaborative and multi-dimensional nature of research in Islamic education, reflecting a rich interplay of cultural, spiritual, and pedagogical elements. This visualization is a tool for understanding trends and identifying key areas for further exploration in the discipline [44].

In addition, this keyword co-occurrence map functions as a strategic lens for identifying emerging research areas and underrepresented topics within Islamic education. Scholars can utilize this visual data to pursue more balanced, inclusive, and forward-looking studies that integrate traditional Islamic knowledge with contemporary educational needs. The map encourages interdisciplinary dialogue by revealing connections between pedagogy, technology, cultural values, and policy frameworks. It also highlights the evolving priorities of the academic community in response to global challenges. Overall, this bibliometric visualization promotes a more dynamic, contextualized, and future-oriented approach to advancing the field of Islamic education [45].

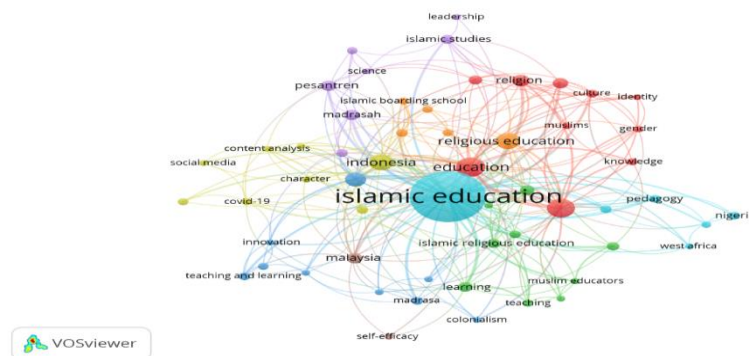


Figure 8. A Map Based on The Relationship of Co-Occurrence with Author Keywords

The line linking each keyword represents the relationship between their co-occurrence with other author keywords. The size of the circle shows the number of occurrences. The map illustrates the co-occurrence relationships between author keywords in the field of Islamic education. Each line connecting two keywords represents their co-occurrence in academic publications, indicating a conceptual or thematic link. The size of each circle reflects the frequency of occurrence of the respective keyword, with larger circles signifying more frequently used terms [46].

At the center of the map, "Islamic education" stands out as the most prominent and interconnected keyword, highlighting its pivotal role in this academic field. Closely associated terms such as "religious education," "education," "pedagogy," and "learning" demonstrate the core themes within Islamic education research. Other notable keywords like "Indonesia," "Malaysia," "madrasah," and "pesantren" underscore the geographic and institutional focus of related studies. Additionally, modern and emerging topics such as "COVID-19," "innovation," "social media," and "character education" reflect the evolving priorities and challenges faced by Islamic education in contemporary contexts. Keywords like "gender," "identity," and "colonialism" further indicate a focus on cultural and historical dimensions [47].

CONCLUSION

The bibliometric analysis of Islamic Education Models research provides valuable insights into the field's development, scope, and interconnected themes. Through the visualizations of co-occurrence maps and keyword relationships, it becomes evident that Islamic education is a dynamic and multi-faceted area of study, encompassing diverse topics such as pedagogy, religious practices, curriculum development, and modern challenges like COVID-19 and social media integration. The prominence of specific regions, institutions, and concepts, such as Indonesia, Malaysia, madrasahs, and pesantren, highlights the geographical and cultural richness of this research domain. Moreover, the emergence of contemporary issues, including gender, identity, and innovation, demonstrates the field's responsiveness to global educational trends and societal needs. Bibliometric tools like these not only enable researchers to identify key areas of interest and gaps in knowledge but also foster collaborations and guide future studies. By employing such analytical methods, Islamic education research continues to evolve, bridging traditional values with modern methodologies to address the changing demands of education in a globalized world. This approach ensures that the field remains relevant and impactful, contributing to both academic advancements and practical applications in fostering knowledge and ethical development within diverse communities.

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Author Contribution

All authors contribute equally to the publication of this paper, all authors read and agree to this paper, and all authors declare no conflict of interest.

Conflicts of Interest

The authors declared no potential conflicts of interest concerning the research, authorship, and/or publication of this article.

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