
Islamic Educational Leadership Trends: Interlinking Leadership, Human Development, and Sustainability

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Received June 10, 2025; Revised August 29, 2025; Accepted September 02, 2025

Abstract

Objective: This research aims to explore emerging trends and key themes in the Islamic Educational Leadership literature, with a focus on their relationship to human development and sustainability. The study also seeks to identify influential topics and emerging keywords, thereby filling the gap in data-driven integrated analysis in these areas. **Theoretical framework:** Combines Islamic Educational Leadership Theory, Organizational Change Theory, and Sustainable Development principles, with the support of transformational, distributed leadership theory, and Human Capital Theory to link educational practices, individual development, and socio-economic-environmental well-being. **Literature review:** Transformational and distributed leadership play a role in curriculum innovation, HR quality improvement, and sustainable practices. Comprehensive bibliometric studies that map keywords, authors, and clusters are still rarely conducted. **Method:** This study uses a quantitative approach through bibliometric analysis and network analysis of 596 academic documents obtained from the Scopus database (period 2020–2025). Bibliometric analysis is used to evaluate publication patterns, citation rates, and influential authors, while network analysis maps the relationships between keywords, author collaboration, and the formation of research clusters. **Results:** The results of the analysis show the existence of a collaborative and cross-disciplinary research environment, with three main thematic clusters: (1) curriculum design and innovation, (2) leadership and human development, and (3) sustainability in higher education. In addition, new keywords were found that represented emerging research trends. **Implications:** Provide strategic guidance for practitioners and policymakers in professional development, the application of sustainable practices, and future research directions. **Novelty:** A recent analysis (2020–2025) that integrates education leadership, human development, and sustainability uncovers new trends and linkages that have not been documented.

Keywords: islamic education, leadership, human development, sustainability, bibliometric analysis.

INTRODUCTION

The field of education, particularly Islamic Educational Leadership, has seen significant growth in recent years, driven by the increasing need for innovative teaching strategies, leadership development, and sustainable practices in educational institutions. However, despite the substantial body of research, there remains a gap in understanding the evolving trends and key themes that shape education and leadership, especially in the context of human

development and sustainability. This research aims to explore these emerging trends, focusing on leadership development, curriculum design, and the integration of sustainable practices in higher education [1]–[6].

Specifically, the study investigates the relationship between Islamic Educational Leadership and human development while identifying the most influential topics and emerging keywords within the academic literature. The hypothesis is that Islamic Educational Leadership is increasingly tied to sustainability and human development, with these themes gaining prominence in recent years. This research is important as it provides valuable insights into how education leadership can be shaped to meet modern challenges, particularly those related to sustainability and human-centered approaches [7]–[15].

A comprehensive literature review reveals that while the academic focus on leadership and sustainability has expanded, there is a lack of consolidated studies examining their intersections. Utilizing bibliometric and network analysis methods, this research will explore trends, citation patterns, and keyword clusters to uncover the key research areas within the field. The scope of this study is global, encompassing a variety of educational sectors and leadership contexts from 2020 to 2025, with a focus on academic articles from journals in education, management, and sustainability [16]–[19].

Implications and Novelty. The findings of this study carry significant implications for both theory and practice in the field of Islamic Educational Leadership. First, the identification of three dominant thematic clusters—curriculum innovation, leadership and human development, and sustainability in higher education—provides strategic insights for policymakers and practitioners. These themes suggest that Islamic educational institutions must increasingly align leadership practices with human-centered development goals and global sustainability agendas. Such alignment will enable educational leaders to design responsive curricula, foster inclusive environments, and cultivate graduates equipped with global competencies [16]–[19].

Second, the study's bibliometric mapping underscores the importance of interdisciplinary collaboration. With over 21% of publications involving international co-authorship, the research highlights the global and collective effort required to address educational challenges. This signals to educational policymakers the necessity of building cross-border partnerships, investing in faculty development, and encouraging collaborative research projects that integrate education, management, health, and environmental studies. The results also emphasize the need for evidence-based decision-making in professional development programs, encouraging a shift from traditional leadership models toward more transformational and distributed approaches that respond to contemporary social and environmental demands [16]–[19].

Third, the moderate but consistent citation rates indicate that while the field is still consolidating, it has established an influential base of scholarship. Practitioners and policymakers should leverage this growing body of literature to inform reforms in governance, capacity building, and sustainability-driven initiatives within Islamic higher education. Moreover, the decline in publication growth observed in 2025 presents an opportunity for future researchers to investigate underlying factors, whether they relate to shifts in research funding, emerging global crises, or academic priorities [16]–[19].

In terms of novelty, this research makes three distinct contributions. Unlike previous studies that treated Islamic educational leadership, human development, and sustainability as separate domains, this study integrates them into a unified analytical framework through bibliometric and network analysis. This approach uncovers interconnections and evolving trends that have not been systematically mapped before. Furthermore, the time frame of analysis (2020–2025) ensures the capture of the most recent developments, reflecting post-pandemic transformations in education and leadership practices. Finally, by combining theories of transformational and distributed leadership with sustainability and human capital theories, the study introduces a fresh conceptual synthesis that broadens the academic discourse. Overall, the research advances scholarly understanding of Islamic Educational Leadership while offering actionable

pathways for institutions seeking to embed sustainability and human development into their leadership strategies [20].

LITERATURE REVIEW

Islamic Educational Leadership in a Global Perspective

Islamic Educational Leadership has undergone significant development in line with the demands of globalization, technological developments, and socio-cultural challenges. Effective leadership models in this era require a clear vision, adaptive skills, and an orientation to human values. Previous research has shown that transformational leadership can drive change in various aspects of educational institutions, from curriculum reform to educator capacity building and student welfare [20].

Sustainable Education and Sustainable Development Goals (SDGs)

The principles of the SDGs have become an important reference in the development of higher education policies and practices. The integration of sustainability values in education includes not only environmental issues, but also social equality, economic development, and technological advancement. At the university level, the application of these principles is realized through responsive curriculum design, strengthening international collaboration networks, and ongoing professional development programs for educators [21].

The Relationship of Islamic Educational Leadership, Human Development, and Sustainability

International literature shows that Islamic Educational Leadership plays a strategic role in encouraging human development through improving competence, psychological well-being, and social participation. In the context of sustainability, education leaders are required to integrate these principles into institutional policies, ensuring that graduates have global awareness as well as practical capabilities to face future challenges [22].

Latest Research Trends and Mapping

Bibliometric analysis of international publications identified three main focuses in related research:

1. Sustainable Curriculum Innovation – focusing on learning design that integrates the SDGs.
2. Leadership and Human Development – examines the role of leaders in creating an inclusive and empowering learning environment.
3. Sustainability-Based Higher Education Management – encompasses institutional policies, governance, and strategies for adaptation to global change.

The keyword network shows the close connection between the terms leadership, education, human development, and sustainability, forming a multidisciplinary cluster involving the fields of education, management, health, and environmental studies.

METHODOLOGY

Research Design

With an emphasis on document and network analysis, this study uses a quantitative methodology and thorough bibliometric analysis. A Boolean search of the Scopus database was used to gather data, which included documents released between 2019 and 2025. At 10:33 pm on August 5, 2025, the search produced 24,181 documents at first. The Boolean operator (TITLE-ABS-KEY (leadership) AND TITLE-ABS-KEY (education) AND TITLE-ABS-KEY (development)) was used in the search query. Filtering criteria were employed to concentrate

on papers published in English, in the arts or social sciences, and between 2020 and 2025. Journal articles were the final document type. As a consequence, 596 documents made up the improved dataset [23]–[27].

For document analysis, citation tracking, and network visualization, the analysis made use of R/R-Studio, VOSViewer, and Microsoft Excel. To determine research streams and directions in the fields of leadership education development, VOSViewer was specially utilized to examine the co-occurrence of keywords and citation networks. The annual number of documents based on journals, authors, affiliations, nations, and topics of study was then examined using bibliometric analysis [26]–[28]. To evaluate the impact of the research, the study concentrated on bibliometric variables, including citation counts, H-index, and citations per year. The methodology is visually represented in Figure 1 (Research Flow).

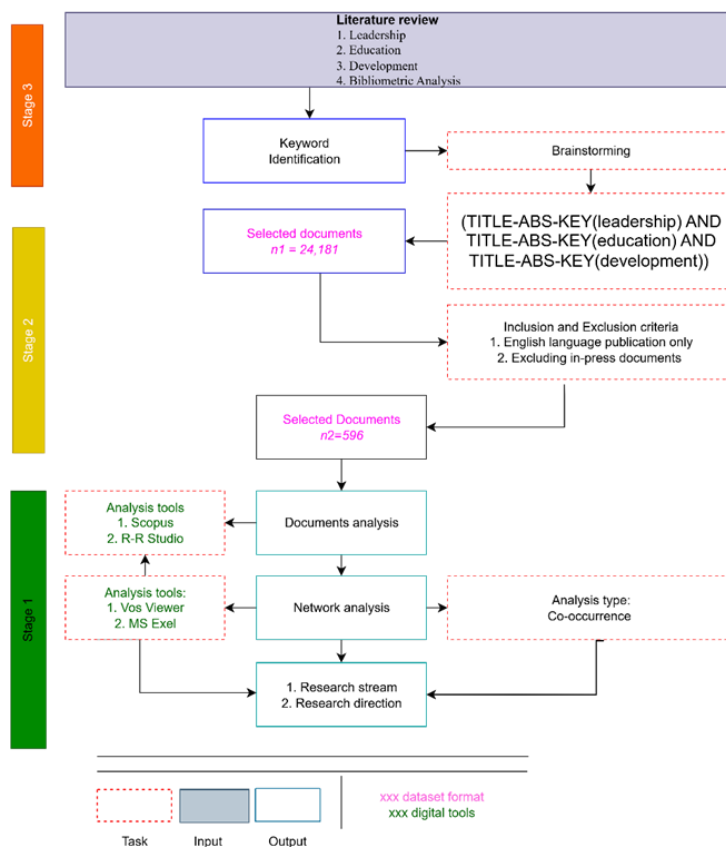


Figure 1. Research Flow

RESULTS AND DISCUSSION

Document Analysis

Table 1. Main Information

Description	Results
Main Information About Data	
Timespan	2020:2025
Sources (Journals, Books, etc.)	236
Documents	596
Annual Growth Rate %	-9.16
Document Average Age	2.6

Average citations per doc	8.005
References	28718
DOCUMENT CONTENTS	
Keywords Plus (ID)	1502
Author's Keywords (DE)	1939
AUTHORS	
Authors	2414
Authors of single-authored docs	51
AUTHORS COLLABORATION	
Single-authored docs	53
Co-Authors per Doc	4.29
International co-authorships %	21.48
DOCUMENT TYPES	
article	596

The data from Table 1 reveals several key aspects of the research trends within the period from 2020 to 2025. The dataset includes 596 documents sourced from 236 journals and books, but it reflects a decline in publication growth, with an annual growth rate of -9.16%. Despite this, the documents are relatively recent, with an average age of 2.6 years. Each document has an average of 8 citations, indicating moderate academic impact. The dataset is rich in references, totaling 28,718, reflecting the extensive foundation of cited works in the field. In terms of content, the dataset includes 1,502 "Keywords Plus" and 1,939 author-defined keywords, which suggest the central research themes. The research is highly collaborative, with 2,414 authors contributing to the articles, of which 53 are single-authored. On average, each document has 4.29 co-authors, and 21.48% of the documents feature international co-authorships. This highlights the global nature of the research. All the documents in the dataset are articles, reflecting a focus on journal publications. Overall, the analysis reveals a field of study characterized by recent, collaborative research with moderate citations and a significant international presence.

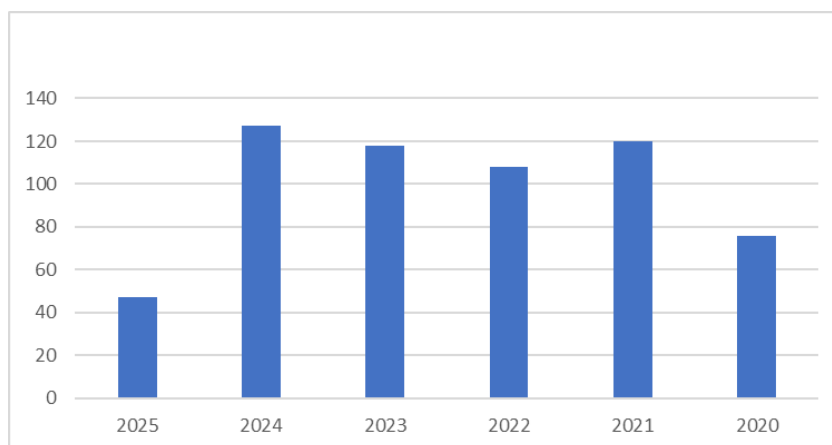


Figure 2. Documents By Years

Figure 2 presents a bar chart titled "Documents by Year," depicting the annual distribution of documents from 2020 to 2025. The chart shows that 2020 had the lowest number of publications, potentially reflecting delays or disruptions, such as those caused by the COVID-19 pandemic. From 2021 to 2024, the number of publications steadily increased, with 2024

seeing the highest peak, suggesting a period of significant research activity and growth. However, in 2025, the number of documents published dropped back to a lower level, similar to 2020, possibly indicating a decline in research output, a shift in focus, or publication delays. Overall, the chart reflects fluctuating trends in publication volume, with an upward trajectory until 2024, followed by a notable decline in 2025.

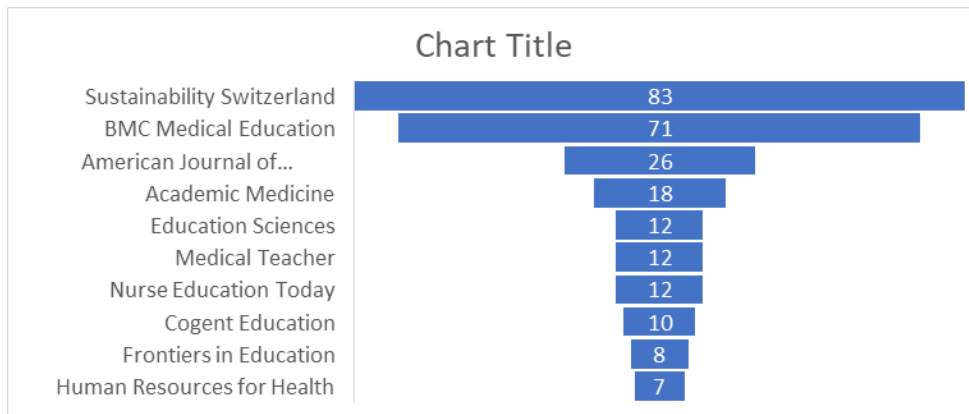


Figure 3. Documents By Source

Figure 3 displays a horizontal bar chart titled "Documents by Source," showcasing the number of documents published in various journals. The chart indicates that Sustainability Switzerland is the most prolific source, contributing 83 documents, significantly outpacing other sources. BMC Medical Education follows with 71 documents, showing a notable level of publication activity, while American Journal of Pharmaceutical Education ranks third with 26 documents. Other sources, such as Academic Medicine and Education Sciences, contribute 18 and 12 documents, respectively [29]–[33]. A few journals, including Medical Teacher, Nurse Education Today, and Cogent Education, each account for 12 documents. The remaining sources, Frontiers in Education and Human Resources for Health, have much lower contributions, with only 10 and 7 documents, respectively. This chart highlights the dominance of Sustainability Switzerland in terms of publication volume, with a clear tapering down in document contributions from the other journals [34]–[39].

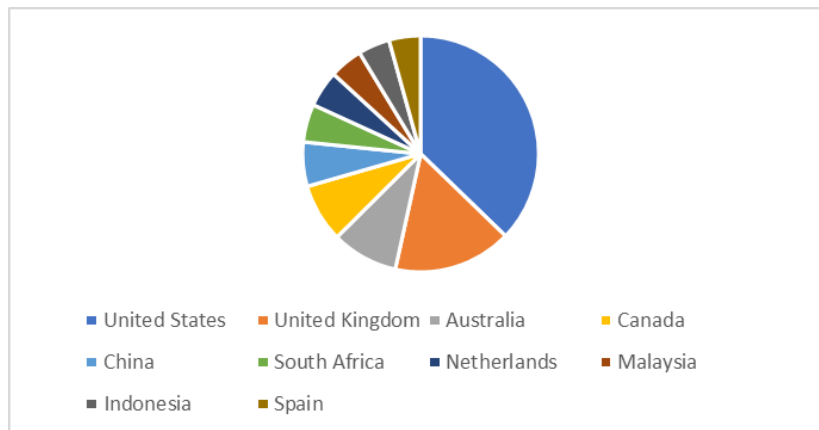


Figure 4. Documents by Country

Figure 4 presents a pie chart titled "Documents by Country," which shows the distribution of documents based on the country of origin. The chart reveals that the United States contributes the largest share, represented by the dominant blue segment, indicating a significant presence in the research publications. The United Kingdom follows as the second-largest contributor, with the orange segment, while China (green segment) ranks third in terms of the number of documents published. Australia, Canada, and the Netherlands are also notable contributors, each represented by smaller colored segments. South Africa and Spain contribute

a relatively smaller portion of documents, with their segments appearing smaller compared to the others. Indonesia and Malaysia have the least representation, as indicated by their minimal segments in the chart. Overall, the United States, the United Kingdom, and China are the leading countries in this research field, with the rest of the countries showing much smaller shares [40]–[49].

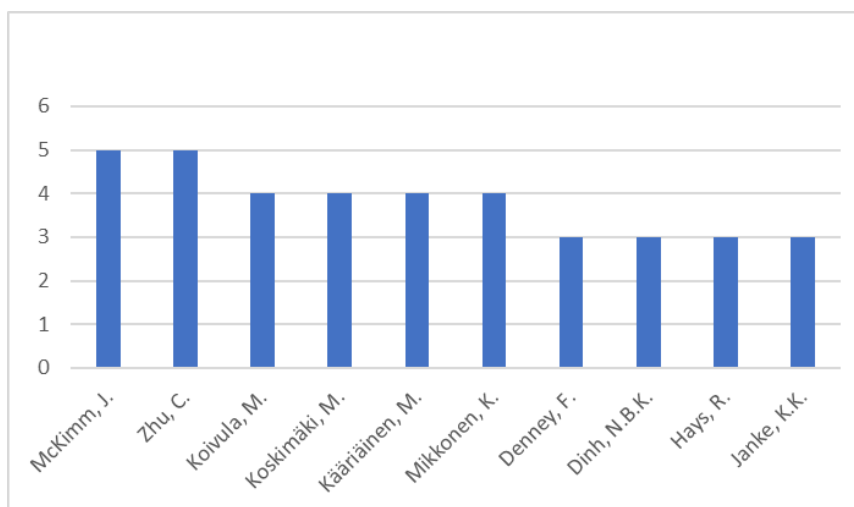


Figure 5. Documents by Author

Figure 5 presents a bar chart titled "Documents by Author," illustrating the number of documents authored by different individuals. The chart shows that McKimm, J., has the highest number of publications, with 5 documents, followed closely by Zhu, C., Koivula, M., Koskimäki, M., Kääriäinen, M., and Mikkonen, K., all of whom have 4 publications each. The authors Denney, F., Dinh, N.B.K., Hays, R., and Janke, K.K. each have 3 publications, as indicated by the shorter bars. This chart highlights the top contributors in terms of publications within the dataset, with McKimm, J. standing out as the most prolific author. However, the other authors are relatively close in their output, suggesting a moderately competitive or collaborative research environment [50]–[58].

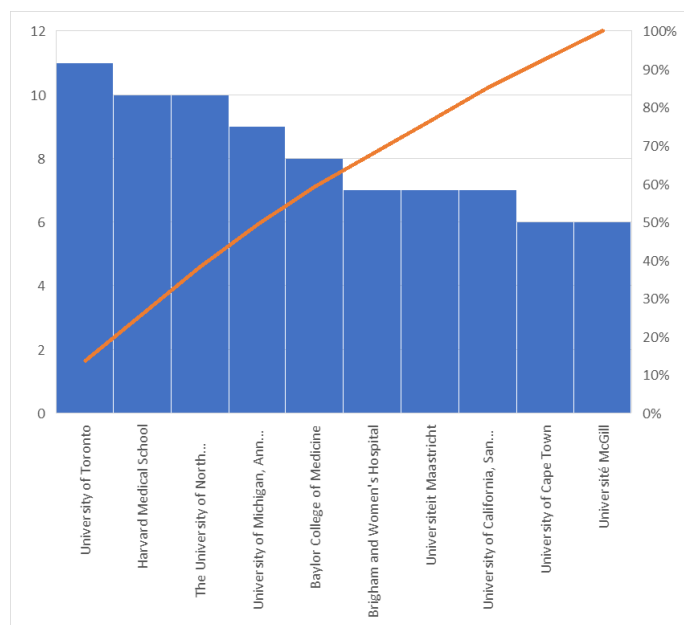


Figure 6. Documents by Affiliation

Figure 6 presents a combination chart titled "Documents by Affiliation," which illustrates the number of documents published by various universities and research institutions. The chart

reveals that the University of Toronto leads with the highest number of publications, followed by Harvard University and the University of North Carolina at Chapel Hill, each contributing a significant share of the total publications. Institutions like Baylor College, Brigham and Women's Hospital, and several University of Michigan Ann Arbor affiliates also contribute moderately, with between 7 to 8 documents each. The orange line represents the cumulative percentage of total documents from the listed institutions, which steadily increases, approaching 100% by the time it reaches the University of Cape Town. This indicates that a small number of leading institutions dominate the research output, with a concentrated share of publications coming from just a few universities and research centers [59]–[65].

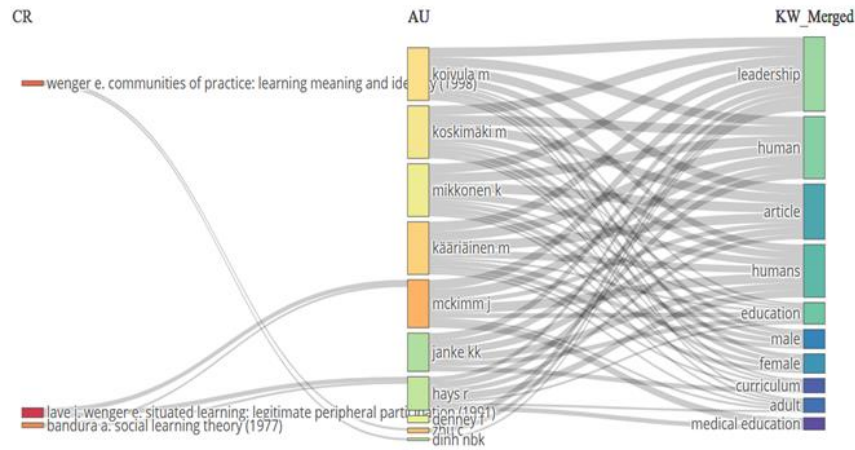


Figure 7. Documents by Corresponding Author

Figure 7 presents a Sankey diagram showing the connections between corresponding authors, key references, and merged keywords in the dataset. It highlights that Wenger E.'s work on "Communities of Practice" is closely linked to authors like Koivula M. and Koskimäki M., with keywords such as leadership and education. Authors like McKimm J. are associated with curriculum and articles, while others like Dinh NBK and Hays R. connect to keywords like medical education and adult. The diagram reveals the interrelationships between authors, references, and research themes, showcasing the dominant trends in the field [66]–[69].

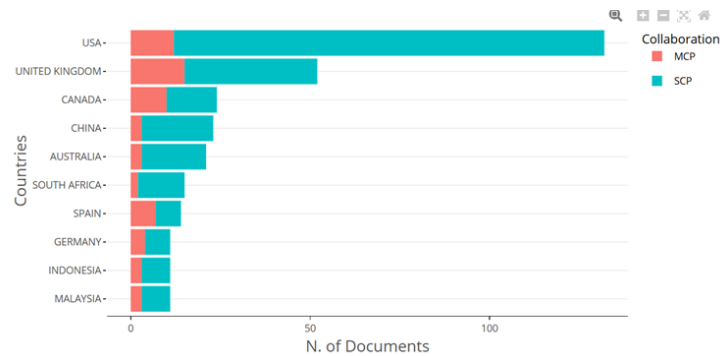


Figure 8. Documents by Corresponding Author

Figure 8 presents a bar chart showing the number of documents published by corresponding authors from different countries, categorized by collaboration type (MCP for multiple corresponding authors and SCP for single corresponding authors). The USA leads with the highest number of publications, with a predominant share in the SCP category, suggesting more single-author documents [67]–[75]. The United Kingdom follows, contributing a significant number of documents in both the MCP and SCP categories, indicating strong international collaboration. Canada and China also show a higher number of MCP documents, reflecting multi-author collaborations. Other countries like Australia, South Africa, Spain, and Germany contribute fewer documents, with varying distributions between MCP and SCP. Indonesia and Malaysia have the smallest share, with a greater focus on MCP collaborations.

Overall, the chart highlights the USA's dominance in research output and emphasizes the role of international collaborations in document production [76]–[78].

Table 2. Globally Cited Documents

Paper	Total Citations	TC per Year	Normalized TC
Filho Wl, 2020, Sustainability	158	26.33	8.56
Sá Mj, 2020, Sustainability	138	23.00	7.48
Zajac S, 2021, Front Commun	128	25.60	9.55
Carden J, 2022, J Manage Educ	99	24.75	12.82
Woitowich Nc, 2021, Acad Med	94	18.80	7.01
Rodríguez-Abitia G, 2020, Sustainability	90	15.00	4.88
Rutledge Cm, 2021, Nurse Educ	82	16.40	6.12
Meadows Me, 2020, Geo Sustain	69	11.50	3.74
Auerbach, Am, 2021, World Dev	60	12.00	4.47
Bynum We, 2021, Med Educ	57	11.40	4.25

Table 2 presents an analysis of globally cited documents, showing their total citations, citations per year (TC per Year), and normalized citations (Normalized TC). FILHO WL, 2020, SUSTAINABILITY leads with the highest total citations of 158, a citation rate of 26.33 per year, and a normalized citation score of 8.56, reflecting its strong and sustained academic impact. SÁ MJ, 2020, SUSTAINABILITY follows with 138 citations and a normalized score of 7.48, indicating consistent visibility. ZAJAC S, 2021, FRONT COMMUN stands out with the highest normalized citation rate of 9.55, despite having 128 total citations, suggesting rapid academic influence relative to its age [79]–[82].

CARDEN J, 2022, J MANAGE EDUC has 99 total citations and the highest normalized citation score of 12.82, indicating a growing influence in the field. Other notable papers, like WOITOWICH NC, 2021, ACAD MED, and RODRÍGUEZ-ABITIA G, 2020, SUSTAINABILITY, maintain steady citation rates, with the latter having a lower normalized score of 4.88. RUTLEDGE CM, 2021, NURSE EDUC and MEADOWS ME, 2020, GEO SUSTAIN show moderate citation impacts [83], [84]. Finally, AUERBACH AM, 2021, WORLD DEV and BYNUM WE, 2021, MED EDUC have the lowest citation rates and normalized citation scores, reflecting more gradual or limited influence in comparison. Overall, the table highlights that papers from 2020 and 2021 are the most cited, with some recent publications, like CARDEN J, 2022, showing a particularly high rate of citation growth [82]–[88].

Network Analysis

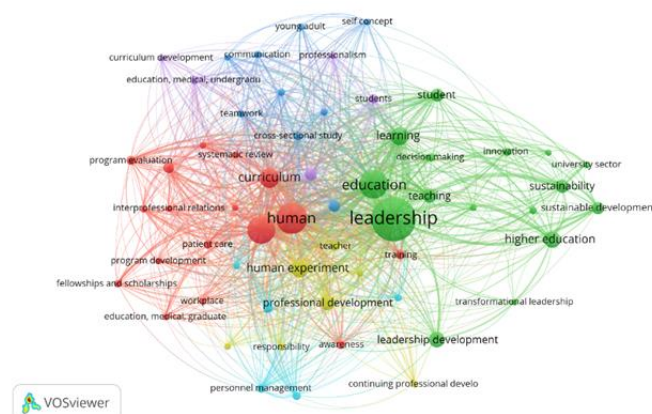


Figure 9. Network Visualization

Figure 9 presents a network visualization that maps the relationships between key terms in the field of education and leadership. The visualization reveals several interconnected clusters, each representing distinct themes. The red cluster, centered around curriculum, includes related terms such as evaluation, program development, and interprofessional relations, reflecting a focus on educational program design and assessment. The blue cluster, emphasizing human-related concepts like human experiment and patient care, points to the intersection of education with human development, particularly in healthcare settings. The largest cluster, in green, highlights terms like education, leadership, learning, teaching, and sustainability, underlining the importance of leadership in educational settings and sustainable learning practices. The purple cluster includes terms like students, decision making, and teamwork, emphasizing student-centered learning and collaborative approaches. Smaller clusters also appear, such as those focused on professional development, transformational leadership, and higher education, further reflecting the multidisciplinary nature of Islamic Educational Leadership. Overall, the visualization underscores the strong connections between leadership, education, and human development, with a clear emphasis on sustainable practices and professional growth in the field [89]–[91].

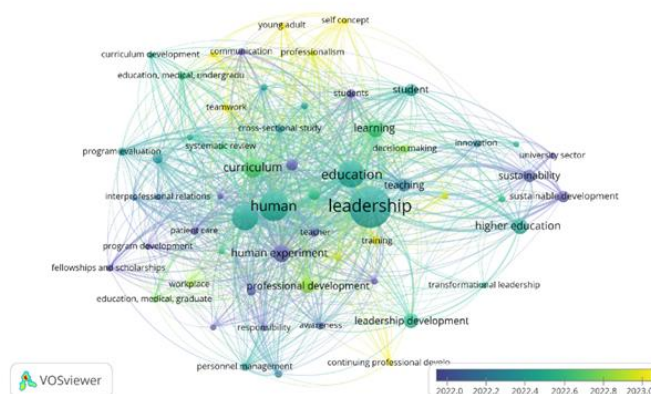


Figure 10. Overlay Visualization

Figure 10 shows an overlay visualization tracking keyword evolution in education and leadership from 2022 to 2023. The blue to yellow-green color gradient indicates a shift from earlier to more recent terms. Key themes like education, leadership, and curriculum remain central, with a growing emphasis on sustainability, innovation, and higher education in 2023. The visualization highlights the increasing focus on contemporary issues such as leadership development and professional development, reflecting a shift towards future-oriented educational practices.

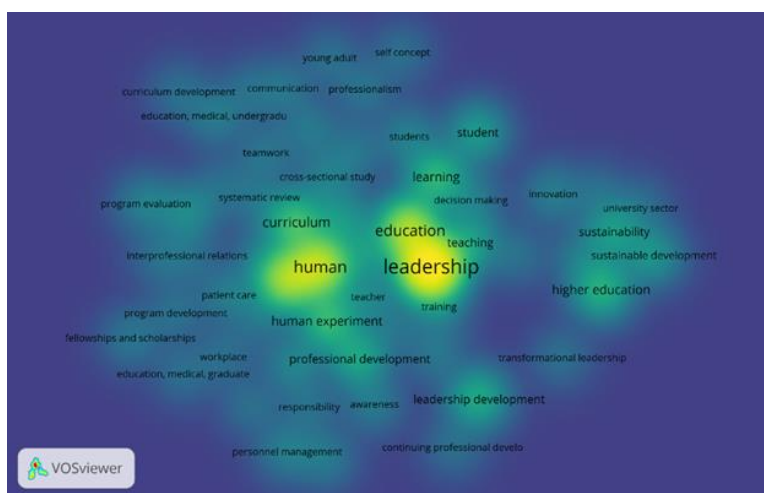


Figure 11. Density Visualization

Figure 11 shows a density visualization highlighting key terms in education and leadership. The central focus is on education, leadership, and human resources, with curriculum and learning closely linked, indicating their prominence in the field. Other important terms like sustainability, higher education, and teaching also cluster around the center, reflecting their growing relevance. The visualization emphasizes the central role of leadership development and professional growth within educational research.

The article offers a rigorous, data-driven panorama of Islamic Educational Leadership by coupling bibliometrics with network analysis across 596 Scopus-indexed articles (2020–2025). Descriptive indicators reveal a relatively young corpus (mean age 2.6 years) with 8.0 citations per document and notable, though not dominant, internationalization (21.48% co-authorships). The negative annual growth rate (-9.16%) flags consolidation after a pandemic-era surge, reframing the field from rapid expansion to selective deepening of influential streams. Methodologically, the study is transparent: a Boolean query on leadership–education–development refined to English, social sciences/arts, and journal articles; analyses executed in R, VOSviewer, and Excel. This triangulation strengthens internal validity—VOSviewer maps cognitive structure while bibliometrics quantify performance and impact—yielding replicable evidence of emerging foci.

Three coherent thematic clusters anchor the intellectual map: (1) curriculum design/innovation, (2) leadership and human development, and (3) sustainability in higher education. Their co-occurrence suggests a shift from leader-centric models toward systems that integrate pedagogy, capacity-building, and ESG-aligned governance. The overlay and density views trace a temporal pivot toward “sustainability,” “innovation,” and “professional development,” marking post-2022 recalibration of priorities. Impact dynamics are uneven but instructive. Substantively, the review integrates Islamic leadership discourse with human development and SDG praxis, widening scope beyond doctrinal or administrative frames. Evidence of cross-sectoral ties (e.g., healthcare, professional development) underscores permeability to adjacent domains, which could catalyze practice innovations like competency-based curricula, distributed leadership training, and institution-wide sustainability strategies.

CONCLUSION

This study explores the evolving landscape of Islamic Educational Leadership, focusing on its connections with human development and sustainability. Using bibliometric and network analysis of academic publications from 2020 to 2025, the research identifies key trends, influential authors, and thematic clusters shaping the field. The findings reveal that Islamic Educational Leadership is increasingly integrated with human-centered development and sustainability, highlighting a global, collaborative research environment. Three key themes emerge: curriculum design and innovation, leadership and human development, and sustainability in higher education. The study emphasizes the importance of collaboration and interdisciplinary research for educational leaders and policymakers. It offers an up-to-date roadmap for designing professional development programs that foster human development and sustainable practices. The study also opens avenues for future research, such as examining the decline in publications in 2025 and exploring how these themes manifest in different regions. Ultimately, the research calls for a shift toward holistic, socially conscious education to address contemporary challenges.

Acknowledgments

The authors sincerely thank the institutions, colleagues, and academic communities that contributed to the successful completion of this research. Special appreciation is extended to Prince of Songkla University, Thailand and Shanto-Mariam University of Creative Technology, Dhaka, Bangladesh, for providing access, resources, and guidance. Their support and collaboration significantly enhanced the depth, quality, and scholarly impact of this study.

Author Contribution

Both authors contributed equally to conceptualization, design, data collection, and analysis. Abdulrohim E-sor primarily developed the theoretical framework and research design, while Md. Ishaque managed the bibliometric analysis and interpretation. Jointly, the authors drafted, revised, and finalized the manuscript, ensuring clarity and coherence. All authors approved the final version and take responsibility for its content.

Conflicts of Interest

All authors declare no conflict of interest. This research was conducted independently, without financial, institutional, or personal influences that might compromise its integrity or objectivity. The findings, interpretations, and conclusions presented are solely those of the authors and do not necessarily reflect the views of any affiliated organizations or funding bodies associated with this study.

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