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Islamic Education in Schools and *Madrasas*: Research Trend and Issues Based on Bibliometric Evidence

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ABSTRACT

Islamic education studies are currently undergoing significant advancements in global publications. This study explores the progress in Islamic education publications across schools and madrasas through a bibliometric analysis. A keyword search in the Scopus database yielded 403 relevant publications from 2004 to 2023. Using the Bibliometrix R package, Biblioshiny, VOSviewer, and Microsoft Excel, we observed significant growth in this field. The journal "Religion" emerged as the most prominent source, while the most cited document was authored by Denessen et al. The leading contributor is Tamuri, A.H., and the University Kebangsaan Malaysia stands out as the most productive institution. Notably, Indonesia is recognized as the top publishing country, reflecting a high level of international collaboration. Current trending topics include tolerance, social media, religious moderation, leadership, and Islamic education management. These findings underscore the increasing significance of Islamic education research, particularly highlighting the contributions of Indonesian scholars and institutions and emphasizing the importance of regional perspectives and international cooperation. However, this study is constrained by its reliance on the Scopus database and English-language publications. Overall, this bibliometric analysis presents a systematic overview of trends and developments in Islamic education research, offering valuable insights for scholars and policymakers.

KEYWORDS

Bibliometric Analysis, Islamic Education, Islamic Educational Institutions

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Introduction

Islamic education is frequently juxtaposed with general education and viewed as less worthy (Hayati et al., 2020). From a broader perspective, general education is often prioritized for the transfer of knowledge. It differs from Islamic education, which emphasizes the harmony and integration of knowledge and love. This notion of love represents knowledge expressed through acquired skills and exhibited behavior (Idris et al., 2018). In its development, integrated science has become a concept that bridges the problem of knowledge dualism. The concept of integration does not emerge abruptly; instead, it undergoes a lengthy process and frequently encounters a preexisting, well-established concept: the Islamization of knowledge. Recent studies have made integration in Islamic education more prominent, reflecting the growing influence of ideas and movements in integrating science and religion (Islam). In other words, the study of Islamic education has an integrative academic framework (Sahin, 2018). It demonstrates that Islamic education's progress aligns with Muslim scholars' intellectual contributions and efforts (Machali & Suhendro, 2022), enabling future Muslim generations to adjust and confront the diverse difficulties of their day effectively.

Another Muslim scholar's contribution to the development of contemporary Islamic education studies has faced various challenges. Apart from the challenges that have been overcome, there are other challenges, such as strengthening transnational Islamic educational institutions that aim to Islamize Indonesia (Suharto, 2018). Hence, they are not in line with Indonesian nationalism and Islamic ideology (Isbah, 2020). It impacts the learning content of Islamic education, which needs to strengthen the perspective of tolerance and moderate religious views. It refers to the experience of Islamic education in an international context, where the issue that has become the focus of most attention is the strengthening of learning about intolerance in Islamic education (Aderibigbe et al., 2023; Alabdulhadi, 2019; Alhashmi et al., 2020; Hanif et al., 2020; Lysenko et al., 2020; Salmon-Letelier & Russell, 2022). Some of these issues appear to have contributed to the increasing flow of scientific publications on Islamic education at the international level. Apart from being a counter-discourse, strengthening the study of Islamic education at the international level also contributes to understanding the true face of Islam, *rahmatan lil 'alamin.*

The proliferating number of articles published on Islamic education, particularly at the international level, indicates a growing interest and intellectual contribution, showing that studies in Islamic education are a promising field for research. Another

indicator is the emergence of bibliometric studies to map study trends in contemporary Islamic education. A bibliometric analysis of contemporary Islamic education studies has been conducted in several related fields. It includes limited scientific collaboration between 'Islamic' universities (Darmadji et al., 2018), growth in international publication in the last five years (Ni'mah et al., 2023; Widyaningrum et al., 2023), particularly in 2016 (Machali & Suhendro, 2022), and 2022 (Gazali & Budiana, 2023), integrating religious moderation values in curriculum and learning (Hasan & Juhannis, 2024), multiple intelligences in learning (Kadis et al., 2023), digital transformation (Zekrist et al., 2022), character education studies in *pesantren* as Islamic education institutions (Dewi et al., 2023; Kistoro et al., 2023; Puspitarini et al., 2023), *pesantren's* digitalization (Mustofa et al., 2022), cultural values (Latuconsina et al., 2023), teacher competence (Triansyah et al., 2023), developing students' critical thinking (Aulia et al., 2024), innovation in Islamic education through preserving cultural heritage (Elihami et al., 2025), and global contribution of Islamic education to educational philosophy discourse (Sumadisastro et al., 2025).

Some of the results of these studies reveal various aspects of contemporary Islamic education research, including the state of scientific publications and dynamic aspects related to curriculum development and learning. However, only one type of Islamic education institution has been studied, besides Islamic universities, in terms of its contribution to scientific collaboration and international publication: *pesantren*. Therefore, this study aims to complement previous studies by utilizing bibliometric analysis, with a focus on schools and madrasas. The purpose of this study was to provide context and literature on numerous studies on Islamic education in schools and madrasas through a comprehensive bibliometric analysis, including performance analysis and science mapping (Donthu et al., 2021; Lim & Kumar, 2024; Mukherjee et al., 2022).

Method

This study used bibliometric analysis. Bibliometrics focus on publication patterns, citation networks, and co-authorship patterns (Dong & Dong, 2024). The process comprises five distinct phases (Fahimnia et al., 2015; Garza-Reyes, 2015; Muhammad et al., 2022; Napitupulu, 2021). The first step is to define the appropriate search terms or keywords. The keywords "Islamic education," school, and *madrasa* were used to search scientific literature on the Scopus database. The format searches within the article title, abstract, and keywords to obtain comprehensive literature. The decision to utilize the Scopus database is based on the

fact that it is one of the most extensive databases, containing a wide range of reputable literature that has undergone rigorous peer review. The second is classifying the initial search results. The initial search results with the keywords yielded 540 Scopus documents published between 1981 and 2024. The document types include article, book chapter, conference paper, review, book, editorial, erratum, and data paper. These documents were exported from the Scopus database using RIS and CSV formats, providing complete information on documents, including citation and bibliographical details, abstracts, keywords, conference information, and references (other relevant information).

Third, refining the search results. After the initial search result, we screened all documents based on the specific inclusion criteria focused on this study. First, the document was published from 2004 to 2023. Second, the document was finally published as an article, conference paper, and review. Third, the documents were published in English during the final publication stage. The total number of documents obtained in this step was 403, comprising 355 articles, 31 conference papers, and 17 reviews. Fourth, compile statistics on the initial data. The refinement results were exported in RIS and CSV formats. It has complete information on documents, including figure(other information). The RIS format was imported into the Mendeley software. Mendeley was used to complete the metadata for the documents and to check for duplicate documents. The document selection process is presented in Diagram 1 using the PRISMA Flow Diagram (Page et al., 2021). Fifth is data analysis. The CSV format was used to analyze documents by year, source, author, affiliation, country, type, and subject area from the Scopus dataset. It is also used to analyze bibliometric maps using the bibliometrix R package, as well as *Biblioshiny* (Aria & Cuccurullo, 2017), *VOSviewer* (Donthu et al., 2021; van Eck & Waltman, 2010), and Microsoft Excel. The results are displayed based on two bibliometric analysis categories: performance analysis/descriptive statistics analysis, as well as science mapping or cluster analysis (Donthu et al., 2021; Lim & Kumar, 2024; Mukherjee et al., 2022).

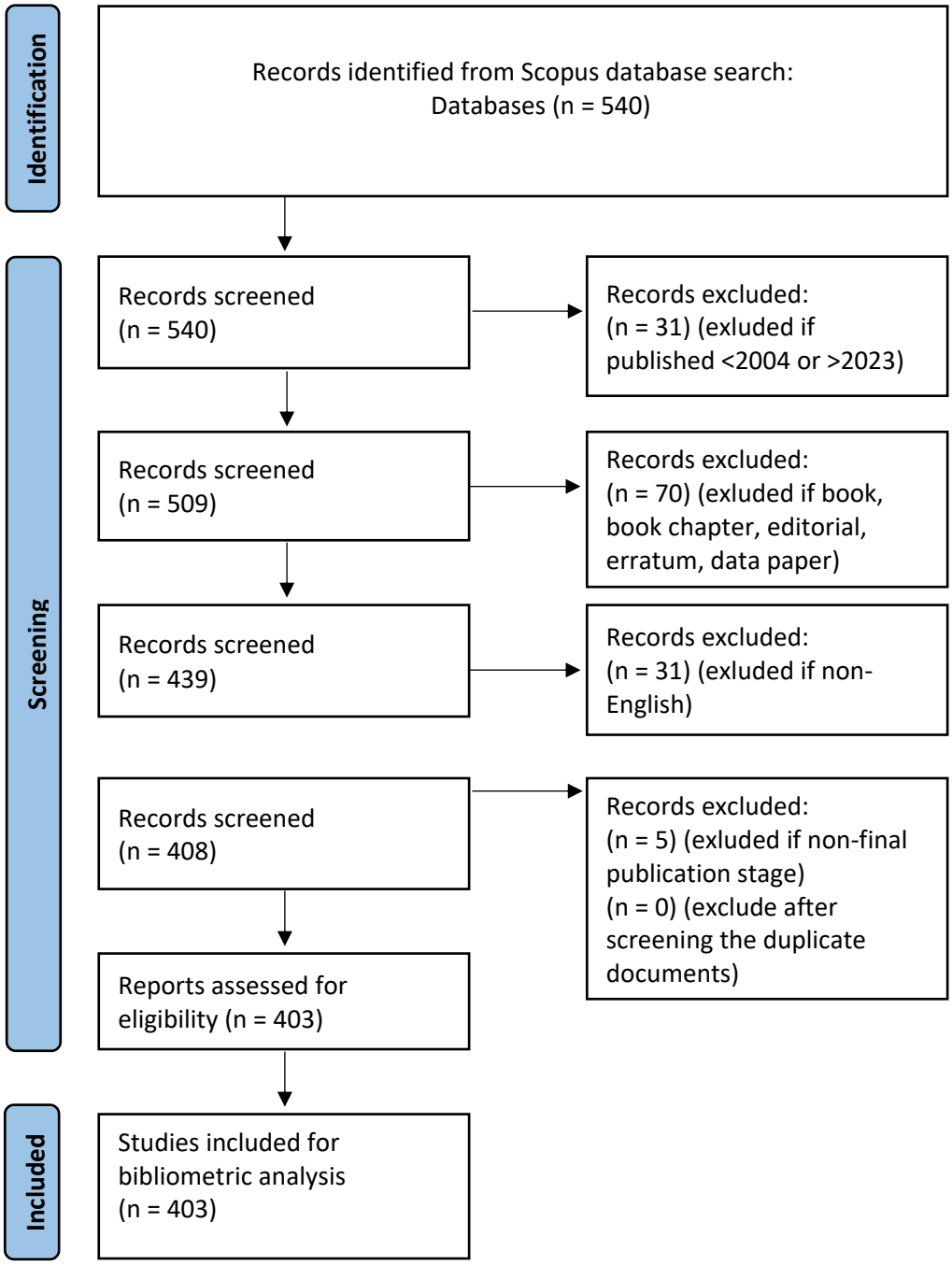

Diagram 1. The Selection Process of Documents

Results

Performance Analysis

The description of the dataset collection is the first analysis provided by the *bibliometrix R package* (Table 1). It gives five description types, including main information about the data, document content, authors, authors' collaboration, and document types. The analysis's key findings present the data from the Scopus dataset collection on Islamic education in *madrasas* and schools from 2004 to 2023. It showed that 948 authors had written 403 papers in three document types (355 journal articles, 31 conference papers, and 17 review papers), 134 by a single author, published in 226 sources (journals, conference papers, and reviews), and the percentage of international co-authorships was 8.933%.

Table 1 Descriptive analysis of the collection

Description		**Results**
Main Information about the Data	Timespan	2004:2023
	Sources (Journals, Books, etc.)	226
	Documents	403
	Annual Growth Rate %	23,6
	Document Average Age	5,83
	Average citations per doc	5,079
	References	15473
Document Contents	Keywords Plus (ID)	401
	Author's Keywords (DE)	1150
Authors	Authors	948
	Authors of single-authored docs	134
Authors Collaboration	Single-authored docs	147
	Co-Authors per Doc	2,64
	International co-authorships %	8,933
Document Types	article	355
	conference paper	31
	Review	17

Table 1 shows the publication and citation trend related to Islamic education in schools and *madrasas* worldwide from 2004 to 2023. The choice of these two decades refers to the consideration that in the previous few years (1981-2003), the production of scientific work on this study topic appeared stagnant and less developing; six articles

were published in 1981 (Nielsen, 1981), 1998 (Kucukcan, 1998), 2000 (Burhanudin, 2000; Driessen & Valkenberg, 2000), 2001 (Lukens-Bull, 2001), 2003 (Gandolfi & Stefania, 2003) Meanwhile, from 2004 onwards, it has looked stable and is growing (403 documents consisting of 355 articles, 31 conference papers, and 17 reviews). The 403 documents have been distributed from 2004 to 2023. The analysis reveals that 2047 citations demonstrate the impact of Islamic education studies in schools and madrasas on 403 documents from the Scopus database. These two indicators demonstrate the leading aspects of performance analysis, where total publications (T.P.) indicate productivity. In contrast, the total citation (T.C.) count quantifies influence and impact (Donthu et al., 2021).

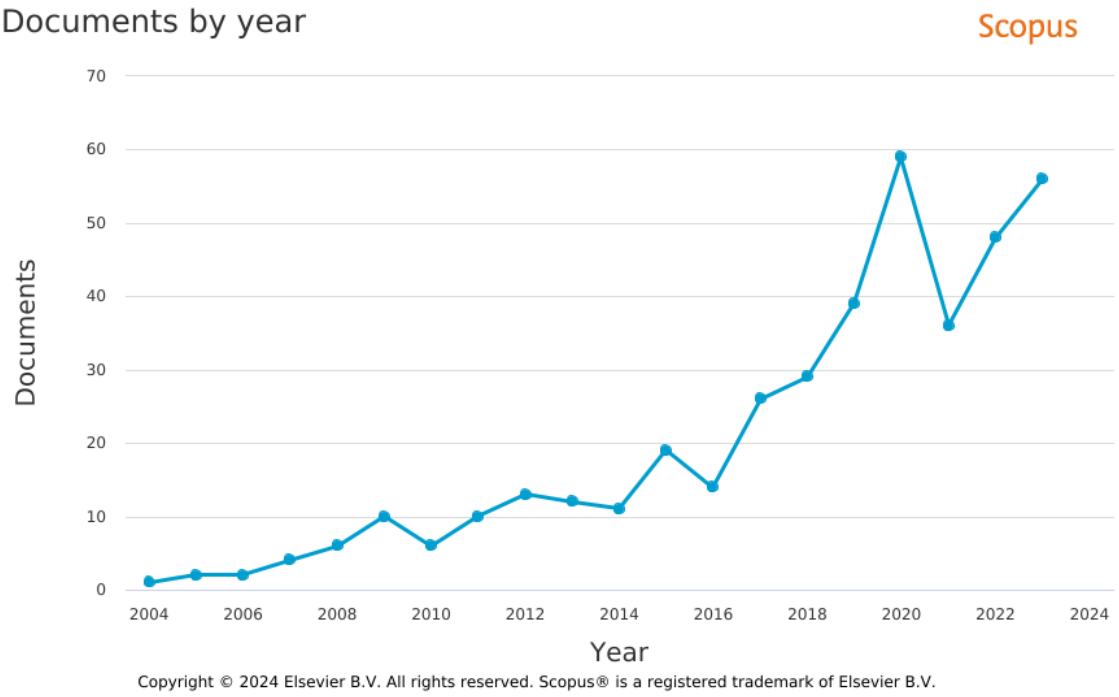

Figure 1 Annual production and total citations per year (2004-2023)

Table 2 Annual production and total citations per year (2004-2023)

Year	Articles	Citations	Mean TC per Art	N	Mean TC per year	Citable Years
2004	1	37	37	1,00	1,76	21
2005	2	112	56	2,00	2,80	20
2006	2	81	40,5	2,00	2,13	19
2007	4	54	13,5	4,00	0,75	18
2008	6	61	10,17	6,00	0,60	17
2009	10	103	10,3	10,00	0,64	16
2010	6	51	8,5	6,00	0,57	15
2011	10	136	13,6	10,00	0,97	14
2012	13	115	8,85	13,00	0,68	13
2013	12	45	3,75	12,00	0,31	12
2014	11	65	5,91	11,00	0,54	11
2015	19	133	7	19,00	0,70	10
2016	14	82	5,86	14,00	0,65	9
2017	26	187	7,19	26,00	0,90	8
2018	29	219	7,55	29,00	1,08	7
2019	39	116	2,97	39,00	0,50	6
2020	59	209	3,54	59,00	0,71	5
2021	36	118	3,28	36,00	0,82	4
2022	48	97	2,02	48,00	0,67	3
2023	56	26	0,46	56,00	0,23	2

Science Mapping

Citation Analysis

The first aspect of science mapping is citation analysis. It is also known as a fundamental technique in science mapping. This section displays the most influential published documents because citations indicate the intellectual connections that occur when two papers cite one another (Donthu et al., 2021). Meanwhile, Lim and Kumar positioned citation analysis as the fifth element within the framework of science mapping and added another aspect, namely pagerank analysis, as a complementary element (Lim & Kumar, 2024). The most important aspects include the sources, documents, authors, institutions, and countries as units of analysis or different research constituents (Cobo et al., 2011; Donthu et al., 2021; Osareh, 1996).

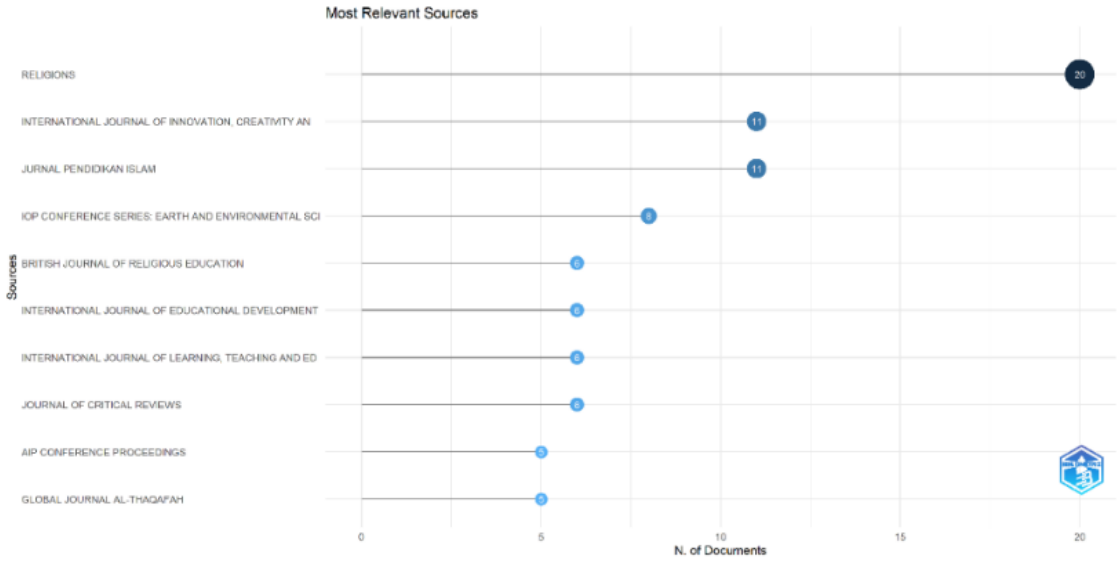

Figure 2 Most Relevant Sources

The top ten sources are categorized in Figure 2. The most relevant sources are from the "Religions" journal published by the "Multidisciplinary Digital Publishing Institute." "Religions" ranked 52nd in the religious studies categories (Q1) and published 20 articles related to Islamic education in schools and *madrasas*. The second source is the "International Journal of Innovation, Creativity, and Change" published by Primrose Hall Publishing Group. The journal published 11 articles related to this study, but coverage was discontinued in Scopus in 2021. The third most relevant source is "Jurnal Pendidikan Islam," published by the Faculty of *Tarbiya* and Teacher Training UIN Sunan Gunung Djati Bandung, Indonesia. "Jurnal Pendidikan Islam" ranked 151st in the religious studies category (Q2), 343rd in the social sciences (miscellaneous) category (Q3), and 1206th in the education category (Q4) and published 11 articles related to this study. The fourth most relevant source is "IOP Conference Series: Earth and Environmental Science," published by IOP Publishing Ltd. The source achieved 150 ranks in general earth and planetary science categories (Q4) and 182nd in general environmental science categories (Q4) and published eight documents related to this study.

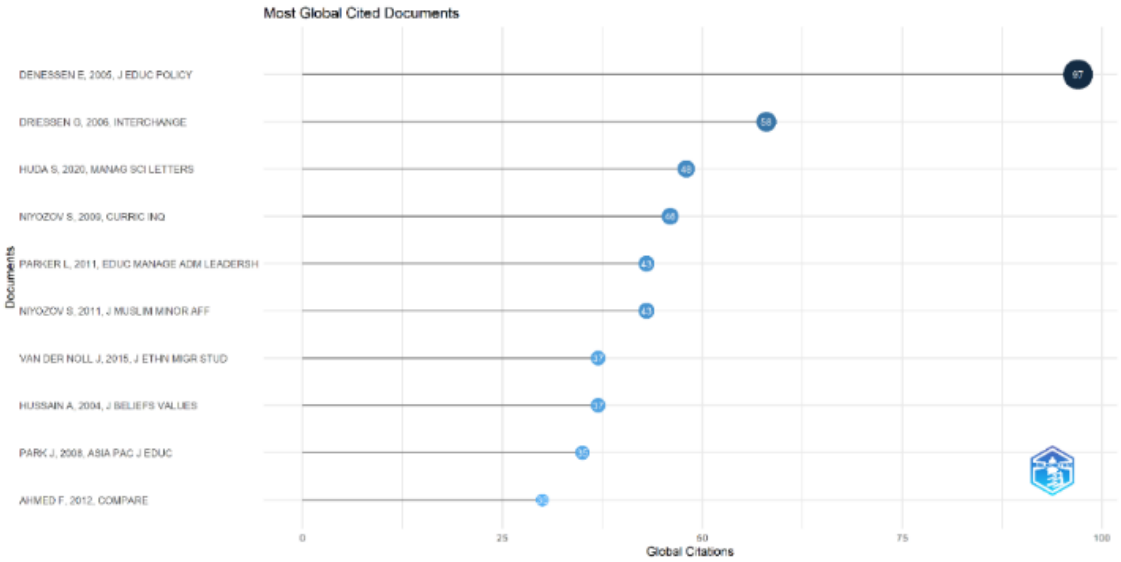

Figure 3 Most Global Cited Documents

Nevertheless, the ranking of the source does not align with its citation (Figure 3). "Global Citation" refers to the paper's overall Scopus citation (Fahimnia et al., 2015). The most globally cited document (cited by 97 documents) is the article written by Denessen, E., Driessen, G., and Sleegers, P., published in the "Journal of Education Policy" in 2005, which received 7 citations (Denessen et al., 2005). The second most globally cited document (cited by 58 documents) is the article written by Driessen, G., and Merry, MS, published by the "Interchange" journal in 2006 (Driessen & Merry, 2006). The third most globally cited document (cited by 48 documents) is the retracted article written by Huda et al., published by the "Management Science Letters" journal in 2020. The fourth most globally cited document (cited by 46 documents) is the article written by Niyozov, S., and Pluim, G., published by the "Curriculum Inquiry" journal in 2009 (Niyozov & Pluim, 2009)

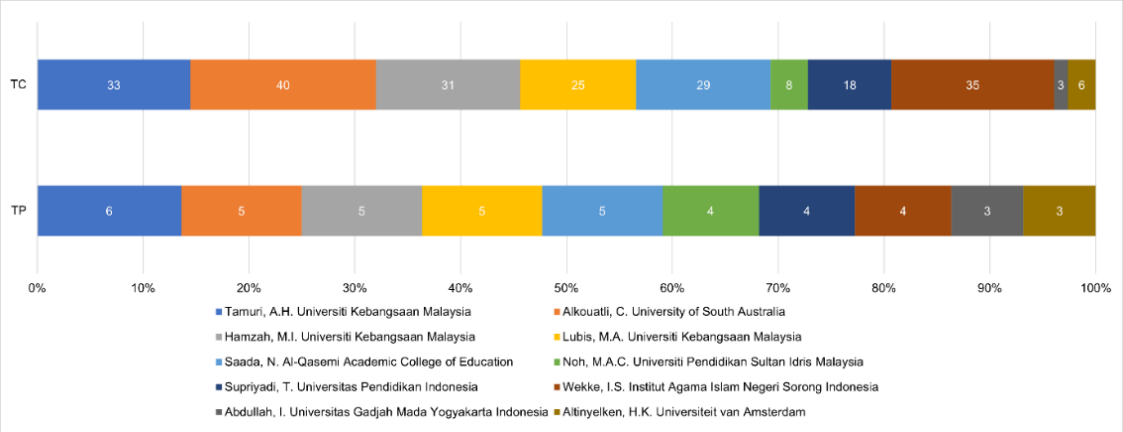

Figure 4 Figure 5 Most Productive Authors

The authors are the next aspect after the sources and documents (Figure 4). There are ten most relevant authors. Figure 4 shows that Tamuri, A.H., was the most productive author, with six publications and 33 citations. Followed by the top four authors, each released five publications: Alkouatly, C., 40 citations (University of South Australia); Hamzah, M.I., 31 citations (Universiti Kebangsaan Malaysia); Lubis, M.A., 25 citations (Universiti Kebangsaan Malaysia); Saada, N., 29 citations (Al-Qasemi Academic College of Education). At the same time, ranks six to eight each released four documents, while the last two each released three papers: Noh, M.A.C., eight citations (Universiti Pendidikan Sultan Idris Malaysia); Supriyadi, T., 18 citations (Universitas Pendidikan Indonesia); Wekke, I.S., 35 citations (Institut Agama Islam Negeri Sorong); Abdullah, I., three citations (Universitas Gadjah Mada); and Altinyelken, H.K., six citations (Universiteit van Amsterdam).

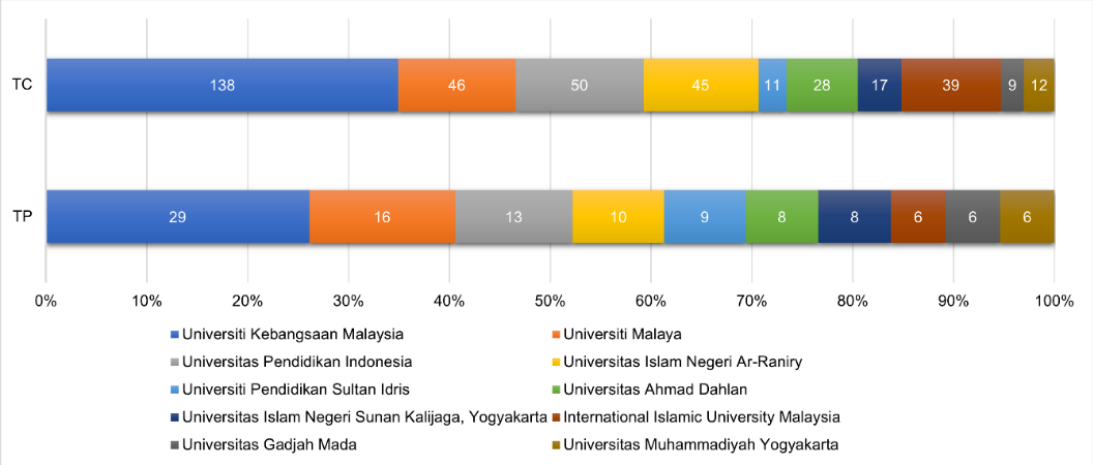

Figure 5 Most Productive Institutions

Universiti Kebangsaan Malaysia is the most productive institution, publishing 29 documents with 138 citations. Followed by University Malaya (16 documents, 46 citations), Universitas Pendidikan Indonesia (13 documents, 50 citations), UIN Ar-Raniry (10 documents, 45 citations), Universiti Pendidikan Sultan Idris (9 documents, 11 citations), Universitas Ahmad Dahlan (8 documents, 28 citations), UIN Sunan Kalijaga (8 documents, 17 citations), International Islamic University Malaysia (6 documents, 39 citations), Universitas Gadjah Mada (6 documents, 9 citations), and Universitas Muhammadiyah Yogyakarta (6 documents, 12 citations). Six of the ten institutions are based in Indonesia, and four are located in Malaysia. The most productive institutions are shown in Figure 5.

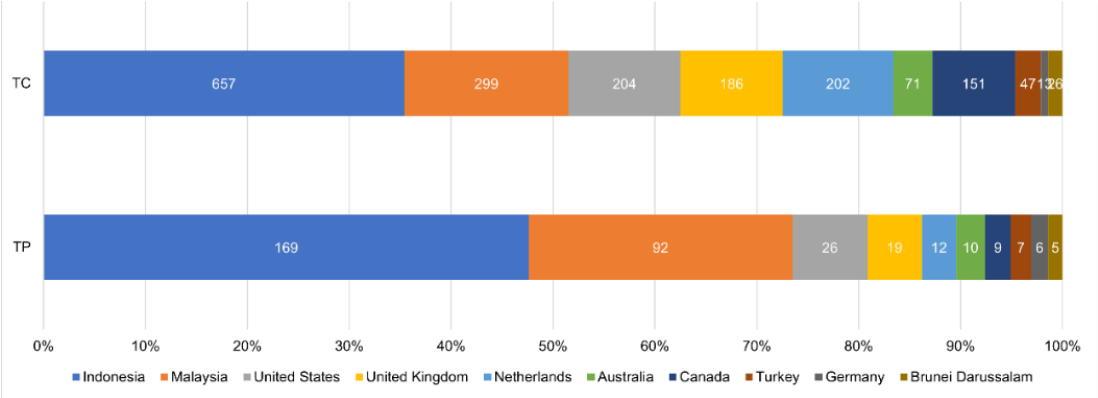

Figure 6 Most Productive Countries

Figure 6 shows the most productive countries. The first is Indonesia, which has 169 documents and 657 total citations. Following are Malaysia with 92 documents and 299 total citations; the United States with 26 documents and 204 total citations; the United Kingdom (19 documents, 186 citations); the Netherlands (12 documents, 202 citations); Australia (10 documents, 71 citations); Canada (9 documents, 151 citations); Turkey (7 documents, 47 citations); Germany (6 documents, 13 citations); and Brunei Darussalam (5 documents, 26 citations). It shows that Indonesia is the country that produces the most scientific works, equivalent to the total citations, or has a high scientific impact. However, the number of scientific productions is not always comparable to the total citations.

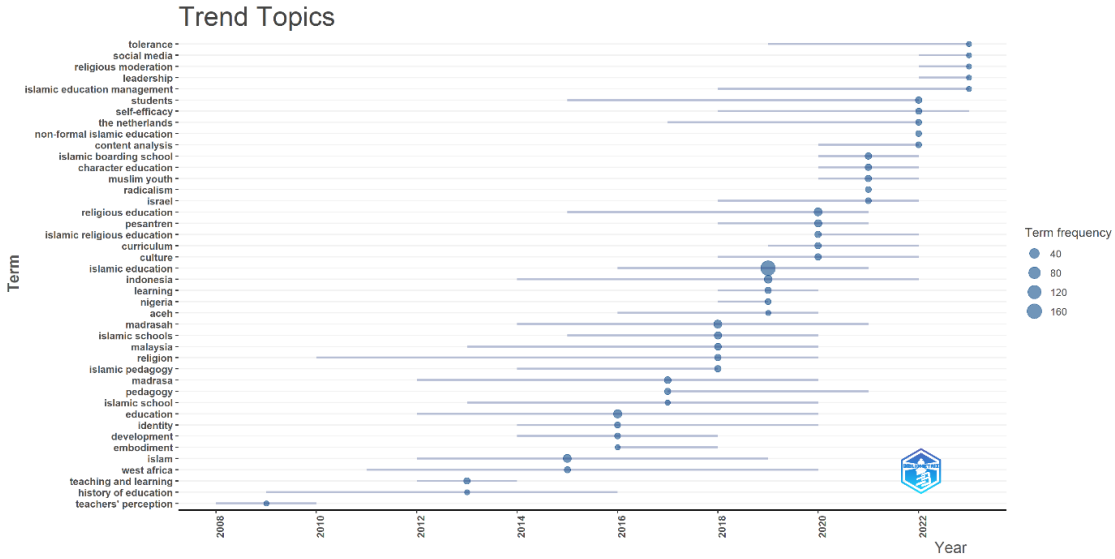

Figure 7 Trend Topics

Figure 7 shows the trend topics. The conditions we established are as follows: the author's keywords, a period spanning from 2004 to 2023, a minimum word frequency of 3, and a limit of 5 words per year. The positions of the circles indicate an average year of publication and its magnitude, as well as the co-occurrence of every keyword. The initial and last publication years are delimited at the beginning and end of each line. Islamic education is a frequently used keyword (165-term frequency), so its circle is more prominent than that of teachers' perception, a less frequently used keyword (3-term frequency). Correspondingly, the upper part of Figure 7 illustrates the current trend in published topics, including tolerance, social media, religious moderation, leadership, and Islamic education management. In comparison, the keywords 'teachers' perception,' 'history of education,' and 'teaching and learning' have an average publication date between 2004 and 2016. It signifies that the most recent studies on Islamic education are related to the terms or keywords in the upper part of Figure 7.

Co-word Analysis

Co-word analysis refers to the frequency and co-occurrence of keywords in document collections (Wider et al., 2023; Xu & Ma, 2021), where a cluster of related terms represents a shared idea (Mukherjee et al., 2022). Co-word analysis simplifies a collection of descriptors (or keywords) into a series of network graphs that depict the most significant connections between descriptors (López-Herrera et al., 2010). It enables the creation of visual representations of the relationships between concepts and thoughts by a limited group of specialists (Dwivedi et al., 2023). Co-word analysis is a method used to identify the relationships between study topics within a scientific field. It can also help identify specific areas, subareas, and popular subjects, as well as predict future trends (Faraji et al., 2022).

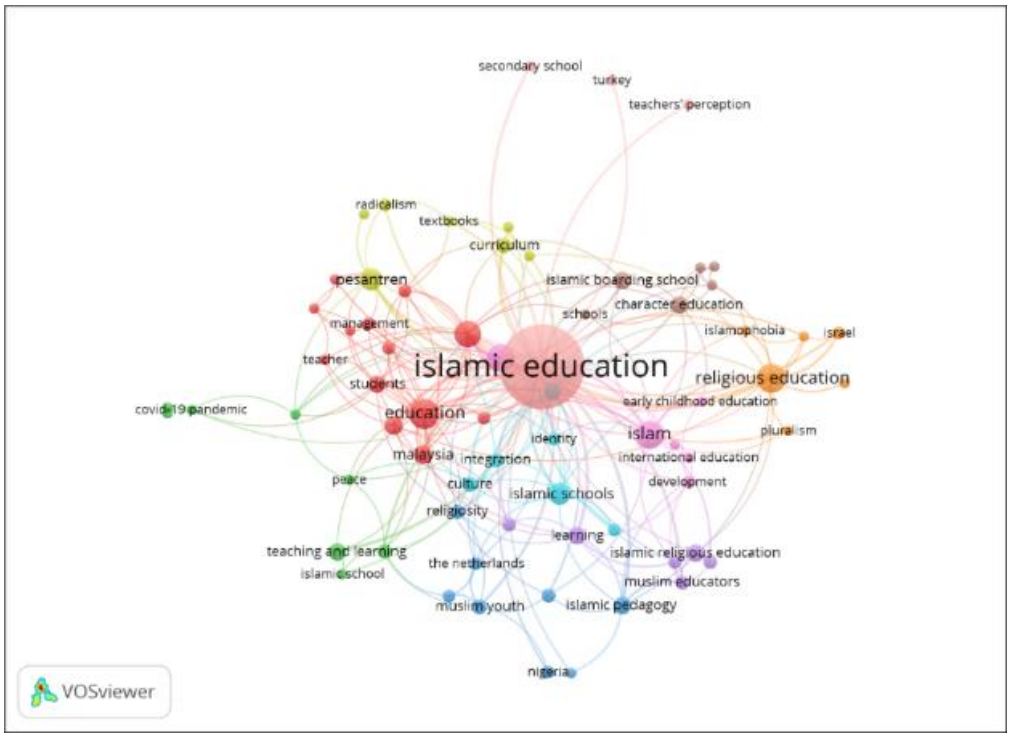

Figure 8 Network and Overlay Visualization of Co-Word Analysis

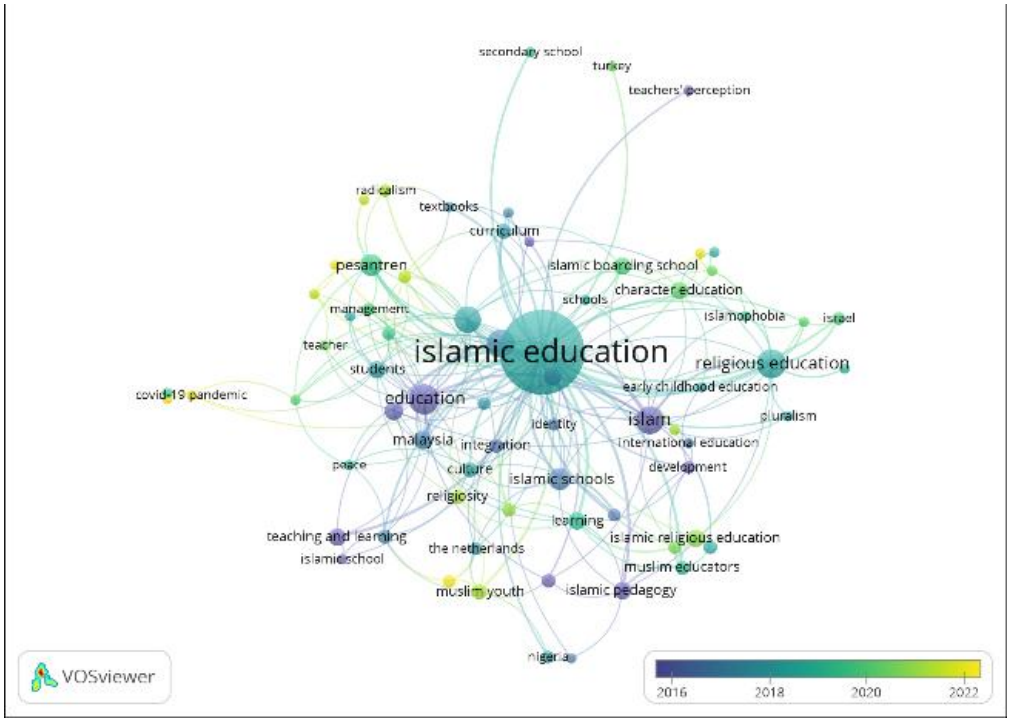

Figure 9 Network and Overlay Visualization of Co-Word Analysis

Table 3 Result of cluster analysis on Islamic education in schools and madrasas

Cluster	Most frequent keywords	Keywords
1st cluster-13 items	Education (22), Indonesia (17),	Malaysia (8), Madrasa (8), Students (7), content analysis (4), character (4), colonialism (4), management (4), COVID-19 (3), social media (3), teacher (3), technology (3)
2nd cluster-8 items	Teaching and learning (7), pedagogy (5),	Moderate Islam (3), Covid-19 pandemic (3), peace (3), Islamic school (3), Islamic education management (3), leadership (3)
3rd cluster-8 items	Islamic pedagogy (7), Muslim youth (6),	Religiosity (5), West Africa (4), The Netherlands (4), non-formal Islamic education (4), Nigeria (4), embodiment (3)
4th cluster-7 items	pesantren (12), curriculum (6),	Radicalism (4), Textbooks (3), History of education (3), Aceh (3), Santri (3)
5th cluster-6 items	Learning (7), Islamic religious education (7)	Muslim educators (5), Muslim education (5), self-efficacy (5), teaching (4)
6th cluster-6 items	Islamic schools (12), religion (7),	Culture (6), Integration (5), Muslim schools (4), identity (4)
7th cluster-6 items	Religious education (20), Israel (4)	Islamophobia (3), Citizenship education (3), pluralism (3), madrasas (3)
8th cluster-6 items	Character education (7), Islamic boarding school (7)	Tolerance (3), religious moderation (3), schools (3), action research (3)
9th cluster-6 items	Islam (19), madrasah (18)	Development (4), early childhood education (3), international education (3), secondary education (3)
10th cluster-4 items	Islamic education (165)	Secondary school (3), teachers' perception (3), Turkey (3)

This study comprises 403 documents with 1,147 author keywords, spanning the years 2004 to 2023. A co-word network was created using VOSviewer version 1.6.20 (van Eck & Waltman, 2010; Van Eck & Waltman, 2019). Figures 8 and 9 show the visualization of the author keywords network, with a minimum of three occurrences of each keyword. Of the 1,150 keywords, 72 meet the threshold, with the most significant connected items comprising 70 items and divided into 10 clusters (Table 3). The bubble size shows the keyword's occurrence frequency, and the line thickness between keywords indicates the frequency of occurrence with another. A co-word analysis revealed that "Islamic education" appeared 165 times (occurrences) with a total link strength of 157, making it the most frequently used keyword. "Education" and "Indonesia" were the second and third most frequent, with 22 and 17 occurrences, respectively.

Co-authorship Analysis

Two distinct approaches to co-authorship exist: author collaboration and social networks among researchers (authors, institutions, and countries), which are the manifestations of intellectual cooperation to achieve the scientific output of increased quality and quantity (Acedo et al., 2006; Donthu et al., 2021; Kumar, 2015; Mukherjee et al., 2022). It refers to research collaboration between two or more researchers (Rodiyana et al., 2024). Therefore, co-authorship can refer to the paper publication with more authors (Acedo et al., 2006). This study features three types of collaboration analysis related to co-authorship: authors' collaboration networks (Figure 10), countries' collaboration networks (Figure 11), and a world map of countries' collaboration (Figure 12).

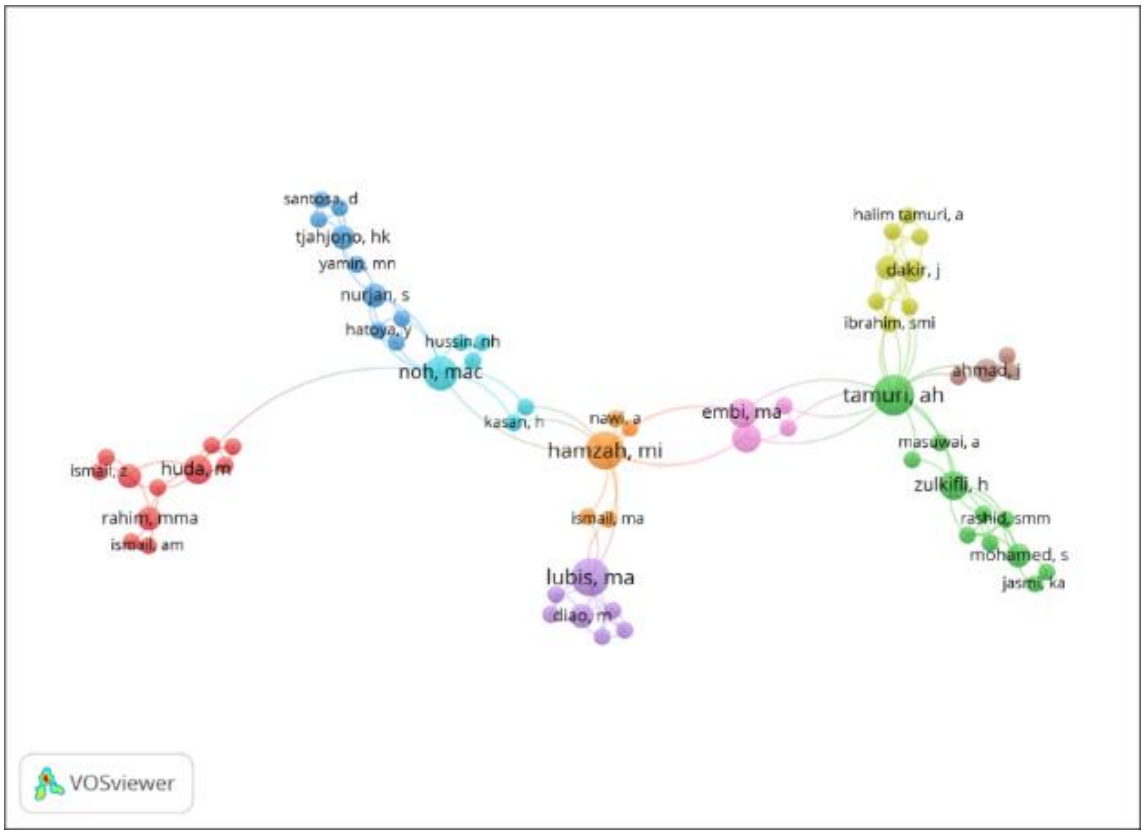

Figure 10 Author's Collaboration Network

Figure (10) illustrates the social structure related to the author's collaboration networks (van Eck & Waltman, 2010). The visualization parameters pertain to the author's minimum threshold of one document and zero citations. The most extensive and interconnected set of objects comprises 65 authors, separated into 9 clusters. The first cluster in red has eleven authors. The second cluster is green and has eleven authors. The third cluster is blue and has nine authors. The fourth cluster is yellow and has eight authors. The fifth cluster is purple and has seven authors. The sixth cluster is light blue and has six authors. The seventh cluster is orange and has five authors. The eighth cluster is brown and has four authors. The ninth cluster is pink and has four authors.

The second kind of co-authorship analysis is countries' collaboration networks (Figure 10), which display seven clusters. It utilized default method parameters (Aria & Cuccurullo, 2017) with modifications in network layout (circle), clustering algorithm (edge betweenness), and a minimum number of edges set to one. This settings adjustment demonstrates the extensive range of display possibilities in the

Bibliometrix software, ensuring the presentation is varied, unique, and distinctive rather than monotonous and repetitive. Therefore, the alteration mainly pertains to selecting how to show the analysis's results without altering the content or essence.

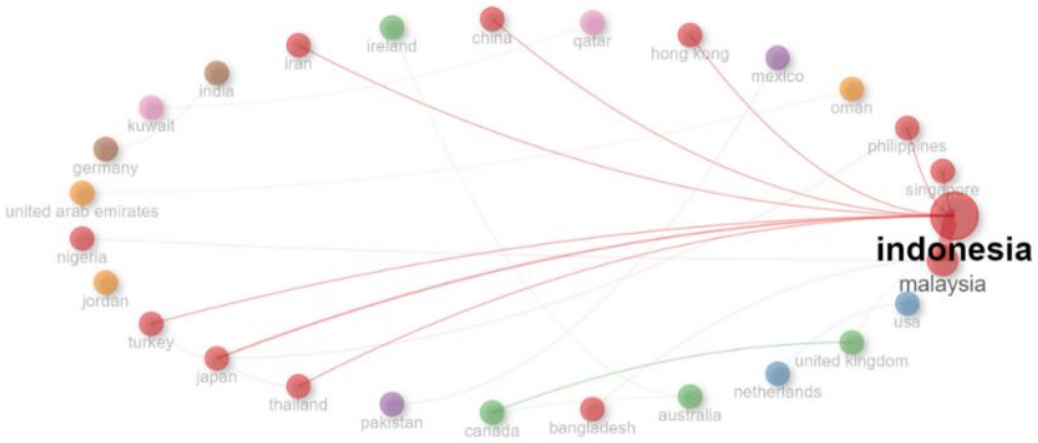

Figure 11 Countries' Collaboration Network

Figure 11 shows that Indonesia has the highest level of collaboration with other countries, including Malaysia, Bangladesh, Thailand, Japan, Turkey, Nigeria, Iran, China, Hong Kong, the Philippines, and Singapore, which are grouped into Cluster 1 (red). Meanwhile, other countries collaborate with one or more of the two to four countries: cluster 2 in blue (USA, Netherlands); cluster 3 in green (UK, Australia, Canada, and Ireland); cluster 4 in purple (Pakistan and Mexico); cluster 5 in orange (Jordan, UAE, Oman); cluster 6 in light brown (Germany, India); cluster 7 in pink (Kuwait, Qatar). The country collaboration map (Figure 11) also strengthens the countries' collaboration network. It shows that Indonesia (cluster 1) has the highest frequency, mainly with Malaysia (15), Japan (4), Thailand (2), China (1), Hong Kong (1), Iran (1), Philippines (1), Singapore (1), and Turkey (1). The second country is Malaysia, which collaborates with Bangladesh (2), Nigeria (1), Singapore (1), and the UK (1).

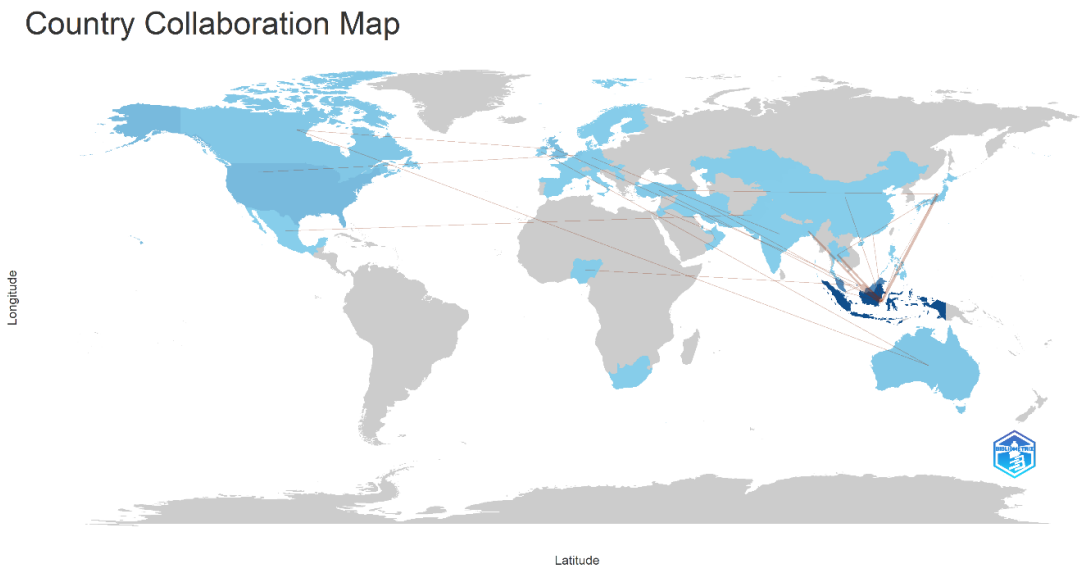

Figure 12 Countries Collaboration Map

Figure 12 presents the countries' collaboration map. Collaboration is shown by a line connecting countries, where the line thickness indicates the strength of collaboration between countries. Additionally, darker blue colors on the map indicate countries that collaborate frequently, where the number of publications serves as an indicator. The darker blue color and thicker lines on this map refer to Indonesia. It proves that Indonesia is the country that produces the most and collaborates with other countries in scientific production about Islamic education in schools and madrasas.

Discussions

This study used two main categories of bibliometric analysis: performance analysis and science mapping (Donthu et al., 2021). This study found that the study of Islamic education in schools and madrasas experienced actual development from 2004 to 2023 (403 documents in journal articles, reviews, and conference papers). Every year, there are international publications. The highest number of publications occurred in 2020, with 59 documents, while the lowest number of publications was in 2004, with 1 document. Meanwhile, there were only six international publications in the previous year (1981-2003). Between 2004 and 2015, the number of publications ranged from 1 to 19 (96 documents), and between 2016 and 2023, it ranged from 14 to 56 (307 documents). This finding is generally in line with several previous studies that have shown a significant increase in Islamic education research since 2016 (Machali & Suhendro, 2022). This development occurred gradually in 2007-2023 (117

documents consisting of articles, books, book chapters, conferences, and review papers) (Ni'mah et al., 2023).

In addition, the study found that the number of citations from 403 documents fluctuated beyond the number of documents, so that the citation impact can be used as a positive indicator of a scientific publication. Fluctuations in the number of citations indicate the dynamics of scientific production and the impact of a scientific publication (Aksnes et al., 2019). It can also refer to an increase in the quantity of scientific publications, which is dynamic. The indicator is the addition of journals indexed by Scopus each year. The dynamics of these developments have other related identification aspects. First, the most relevant sources are journals and conference series/proceedings from Western countries. Of the 10 top-ranked sources, one is from Indonesia, namely, the "Jurnal Pendidikan Islam, published by Faculty of Tarbiya and Teacher Training UIN Sunan Gunung Djati" (ranked 3), and one from Malaysia, namely the "Global Journal Al-Thaqafah, published by Universiti Sultan Azlan Shah" (ranked 10).

Second, the most globally cited documents and dominant articles are written by Western scholars, and the most globally cited document was published in 2005 (Denessen et al., 2005). Third, the most productive author is Tamuri, A.H., from Malaysia. In contrast, the others are diverse, including authors from Australia (1 author), Israel (1 author), Indonesia (3 authors), the Netherlands (1 author), and others from Malaysia (3 authors). Fourth, the most productive institution is Universiti Kebangsaan Malaysia, but of the top ten, Indonesia is more dominant, with six institutions than Malaysia (4 institutions). Fifth, the most productive country is Indonesia, followed by Malaysia, the United States, the United Kingdom, the Netherlands, Australia, Canada, Turkey, Germany, and Brunei Darussalam. Sixth, the current trend topics are tolerance, social media, religious moderation, leadership, and Islamic education management.

The trending topics are strengthened with the co-word analysis, which found that the latest topics in Islamic education studies in schools and madrasas are social media (cluster 1), Islamic education management and leadership (cluster 2), and religious moderation and tolerance (cluster 8). Meanwhile, the keywords that appear most often are Islamic education, education, Indonesia, and religious education. Other aspects include popular countries or areas outside of Indonesia, such as Malaysia (cluster 1), West Africa, the Netherlands, and Nigeria (cluster 3), Aceh (cluster 4), Israel (cluster 7), and Turkey (cluster 10). That is related to the enrichment of the study locus (madrasa, Islamic school/s, Muslim schools, *pesantren*, madrasas, Islamic boarding

school, schools, madrasa, secondary education/school) and the integration of study themes (social media, technology, peace, radicalism, tolerance, Muslim youth, identity, Islamophobia, citizenship education, international education, pluralism, and religious moderation).

The part that is no less important is the social structure is the social structure concerning the author's and countries' collaboration networks. The author's collaboration networks identify three leading collaborative authors. The first author with the most publication collaborations is Tamuri, where 5 of the 6 publication documents recorded in the Scopus database are collaborative works (Dakir et al., 2015; I. Hamzah et al., 2009; Masuwai et al., 2021; Nordin et al., 2014; Zulkifli et al., 2022). It is followed by Hamzah, whose five works result from collaboration with other authors (Aqsha et al., 2009; M. I. Hamzah et al., 2009, 2010; Nawi et al., 2015; Omar et al., 2014). Third is Noh, who has four collaborative articles (Noh et al., 2013, 2020; Noh & Huda, 2020; Omar et al., 2014). Meanwhile, in terms of countries' collaboration networks, Indonesia has the highest level of collaboration with other countries, followed by Malaysia.

Conclusion

The purpose of this study was to provide context and literature on numerous studies of Islamic education in schools and madrasas through a comprehensive bibliometric analysis, including performance analysis and science mapping, of 403 documents (2004-2023) from the Scopus database. The most prominent finding from this study is that contemporary Islamic education studies in schools and madrasas have experienced significant growth over the last two decades, particularly in 2020. Indonesia is one of the most productive countries and has the most extensive international collaboration with other countries. Based on the findings, five new issues have emerged: tolerance, social media, religious moderation, leadership, and Islamic education management.

The findings of this study offer several important implications. First, the increasing number of publications and citation frequency indicate growing academic interest and attention in Islamic education studies, particularly in the context of schools and madrasahs. This trend underscores the importance of ongoing research into Islamic education theory and practice across diverse contexts. Second, the identification of five emerging issue trends (tolerance, social media, religious moderation, leadership, and Islamic education management) indicates that Islamic

education studies require an integrative approach to a deeper understanding of the relationships between issues by leveraging other disciplines. Third, the fact that Indonesia and Malaysia have contributed the most to Islamic education studies demonstrates the consistency of these two countries in developing and promoting Islamic education. Their contributions are extensive, ranging from the most prolific authors and institutions to the most productive countries, and to a high level of international collaboration.

Therefore, the findings of this study can serve as a foundation for policymakers, educational institutions, and researchers to guide study priorities and strategies for developing Islamic education. These emerging issue trends can also be used as a basis for designing curricula, training programs, and international collaborations that are relevant to the needs and demands of the times, such as the internationalization of Islamic education. The government is strengthening support and facilitation of cooperation between countries so that the results and good practices of Islamic education will increasingly impact educational policies and practices at the local and global levels.

Although the findings of this study provide a comprehensive overview of the trends and development directions of contemporary Islamic education studies, it has several limitations. First, the analysis focused on publication and citation data sourced from a single international database (Scopus), which does not fully represent the entire global literature, particularly that published in local or non-indexed journals. Second, the bibliometric approach used tends to be descriptive, hence failing to deeply explore the causal relationships between research trends and social, cultural, or educational policy factors in each country. Third, although contributions from Indonesia and Malaysia are dominant, this study does not detail the dynamics of collaboration and patterns of influence among other countries in the region or the broader Islamic world, and in areas with Muslim majorities and minorities.

Based on these limitations, further research is recommended to expand the scope of data sources by incorporating more international and local databases to obtain a more comprehensive and representative map of the development of contemporary Islamic education studies. Furthermore, further studies could also employ qualitative or mixed-methods approaches to explore contextual factors influencing the emergence of trends such as tolerance, religious moderation, and leadership in Islamic education. Comparative research across countries is also recommended to understand variations in the implementation and contribution of Islamic education in different social, political, and cultural contexts. Thus, the results of

further research are expected not only to enrich the theoretical literature but also to provide practical direction for the development of Islamic education policies and innovations at the global level.

Author Contribution Statement

The first author contributed to preparing the draft article, collecting and processing data, and examining data validity. The second author contributes to the analysis and interprets the data. All authors discussed the results and contributed to the preparation of the final manuscript.

Disclosure Interest

We declare no conflict of interest.

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