

Trends and Gaps in Islamic Education Research in Indonesia: A Bibliometric Approach

Azma¹, Wiwin Mistiani², Salahuddin³, Rustina⁴

^{1,2,3&4} Universitas Islam Negeri Datokarama Palu, Sulawesi Tengah, Indonesia.

* Correspondence to: azmamajun@gmail.com

Abstract: This study aims to identify publication trends, key actors, thematic focuses, and research gaps in Islamic Education in Indonesia for the 2014–2025 period through a bibliometric approach. Using the PRISMA protocol, data were retrieved from Scopus using relevant keywords and analyzed with VOSviewer. Of the 884 initial documents, 380 documents were filtered that met the analysis criteria. The results show a sharp increase in publications since 2019, in line with the internationalization policy of higher Education and the accelerated adoption of digital learning technologies. The most influential authors are Zalik Nuryana and Suyadi, while the Journal of Islamic Education and Cogent Education are the publication channels with the highest impact. International collaborations are dominated by partnerships between Indonesia and Malaysia, with involvement from Australia, Brunei Darussalam, and China. Keyword analysis shows the dominance of the themes of Islamic Education, Religious Moderation, and Islamic Boarding Schools, with the emergence of new themes such as digital learning, gender equality, and multicultural Education. The mapping also identified seven key gaps, including weak pedagogical innovation, a descriptive approach to religious moderation, unsustainable digitalization, marginalization of gender issues, limited research on child protection and the welfare of Islamic boarding school students (santri), poor integration with the Sustainable Development Goals (SDGs), and limited research on interdisciplinarity. This study recommends strengthening the integration of digital pedagogy, developing a moderation model based on evaluative instruments, mainstreaming gender, and expanding global collaboration. The research's novelty lies in the full integration of the PRISMA and VOSviewer methods to produce a comprehensive, evidence-based thematic mapping, thus providing a methodological and strategic foundation for developing a more innovative and internationally competitive research agenda in Indonesian Islamic Education.

Keywords: Islamic education; bibliometrics; scientific publications; research trends.

How To Cite: Azma, A., Salahuddin, S., Mistiani, W., & Rustina, R. (2025). Trends and Gaps in Islamic Education Research in Indonesia: A Bibliometric Approach. *Al-Ta lim Journal*, 32(3). doi:<https://doi.org/10.15548/jt.v32i3.1052>

Article info: Submitted: 13th June 2024 | Revised: 30th September 2025 | Accepted: 27th November 2025

INTRODUCTION

Islamic Education plays a strategic role in character development, fostering spiritual values, and shaping the cultural identity of Indonesian society. As part of the national educational system, Islamic Education serves as a vehicle for transmitting religious values contextualized with national character. Research has shown that Islamic Religious Education (PAI) significantly contributes to the formation of student character, including integrity, responsibility, and tolerance (Maha, 2023). In Indonesia's pluralistic and democratic socio-political context, Islamic Education plays a crucial role in shaping a moderate and inclusive religious ethos (Lestari & Wahyudi, 2025). Islamic Education has been used as an instrument of religious moderation, instilling values of balance (wasathiyah), dialogue, and mutual respect among the younger generation (Ikhwan et al., 2023).

Islamic Education has also transformed into a medium for developing multidimensional spiritual, intellectual, emotional, and social intelligence, which is essential for holistic human development. Islamic social Education integrates Islamic values with social cohesion through an integrated approach, bridging modernity and tradition (Pangeran et al., 2025).

Epistemologically, Islamic Education enriches national educational thought by developing a values- and civilization-based paradigm. The contribution of Islamic Education to national character and morals is further enhanced by integrating Pancasila and moderate Islamic values into the curriculum (Haryanti & Slam, 2024). This change reflects the orientation of Islamic Education, which has shifted from mere textual doctrine to a transformative, contextual approach, opening up dialogue with science, culture, and humanity.

Over the past two decades, the world of Education has experienced significant disruption due to the widespread adoption of digital technology, the increasing demands of globalization, and the paradigm shift of 21st-century competencies. (Machali & Suhendro, 2022) This transformation is not only technical-instrumental but also touches the ontological and epistemological dimensions of educational practice itself (Wardhani et al., 2023). Islamic Education is needed not only to maintain its traditional legitimacy but also to respond critically to contemporary realities, such as the digitalization of learning, project-based learning, and the integration of multiculturalism and values of tolerance in the educational process (Juli et al., 2024)

These changes also impact curriculum design, pedagogical strategies, and the professional competencies of Islamic educators, who are now required to master digital literacy, differentiated pedagogy, and metacognitive skills (Adima et al., 2024; Wahyudi, 2023). Within this framework, discourses on moderate Islam, Islam rahmatan lil 'alamin, and Islam based on universal humanity have begun to emerge in Islamic education discourse (Asari et al., 2024). Along with the growing need for adaptive and transformative Education, themes such as strengthening the integration between religion and general knowledge, developing an integrative curriculum, and responding to the challenges of pluralism and extremism have become increasingly relevant for in-depth study (Zubaidah, 2023).

Along with increasing academic demands and the relevance of Islamic Education in the social and global spheres, there has been a significant surge in scientific publications on Islamic Education, both in national and international journals (Machali & Suhendro, 2022). However, this development does not fully reflect the conceptual and methodological maturity of the resulting research. The quality of scientific publications still faces significant challenges, including weak integration between theory and empirical context, limited interdisciplinary perspectives, and low levels of collaboration between institutions and countries (Adima et al., 2024). In the context of Islamic Education, many articles are descriptive, lacking a strong methodological foundation or adequate critical analysis. Furthermore, reliance on local reference sources and limited access to highly reputable journals remain prevalent, hindering scientific publications in this field from competing in the global academic discourse (Asari et al., 2024). Therefore, it is crucial to conduct a systematic evaluation of academic contributions in the field of Islamic Education to ensure that the growth in publications is not only quantitative but also substantively meaningful for the development of educational knowledge and practices with a meaningful impact.

One objective approach to assessing scientific dynamics in a field is bibliometrics. Bibliometric studies enable the exploration of publication trends, the identification of collaborations among authors and institutions, and the mapping of dominant and underexplored topics (Donthu et al., 2021; van Eck & Waltman, 2010). In the context of Islamic Education, this approach is particularly urgent given the lack of systematic mapping of Indonesian academic contributions to the global scientific landscape. By utilizing leading databases such as Scopus, bibliometric studies can reveal the quality, frequency, and relevance of Islamic education research themes produced by Indonesian researchers.

Through visualization using tools such as VOSviewer or Biblioshiny, inter-topic relationships, scholarly networks, and dominant and neglected thematic clusters can be analyzed (Aria et al., 2021). Although several studies have attempted to apply bibliometric approaches to Islamic Education, their scope and depth remain very limited. Furthermore, many studies still rely on data sources from Google Scholar or DOAJ, which do not always reflect the same level of credibility and academic quality as Scopus-indexed journals (Shin et al., 2020). This highlights methodological and substantive gaps in the existing literature, underscoring the need for more comprehensive research based on international bibliometric standards.

This research can fill this gap by offering a more systematic approach based on Scopus data from 2014 to 2025. The broad temporal scope allows for a longitudinal analysis of the dynamics of Islamic education research. The geographic focus on the contributions of Indonesian researchers also provides a relevant nationalistic dimension for scientific policy development. In particular, previous research has not addressed several important issues: (1) there has been no comprehensive study that maps Indonesian Islamic education publications based on Scopus over a long and standardized timeframe; (2) most previous studies are only descriptive and do not utilize advanced bibliometric tools to visually identify networks of authors, institutions, and thematic clusters; (3) there has been no research that explicitly compares the position and contribution of Indonesian academics in the global landscape of Islamic Education; and (4) there is a lack of analysis of underexplored topics that have the potential to become new research agendas. Through the use of modern bibliometric tools such as VOSviewer and international standards-based analysis, this study makes a novel contribution by presenting a comprehensive mapping of scientific production patterns, collaboration structures, thematic evolution, and research areas that remain open to further development. Thus, this study not only enriches the academic literature but also offers practical implications for curriculum development, institutional policies, and the strengthening of research capacity in Islamic Education in Indonesia. To understand the development and contribution of scientific publications in the field of Islamic Education in Indonesia. The objectives of this study are as follows: 1) Analyzing the growth trends of publications and citations related to Islamic Education in Indonesia during the period 2014–2025; 2) Identifying authors, institutions, and journals with the highest levels of productivity and scientific influence in Islamic education publications in Indonesia; 3) Evaluating the contribution of international collaboration in strengthening Indonesia's position in the global landscape of Islamic education publications; 4) Mapping the main themes, keywords, and thematic clusters that have dominated Islamic education publications in Indonesia over the past five years; 5) Identifying research gaps through bibliometric analysis and formulating research strategies to enhance the global contribution of Islamic Education.

METHOD

This study uses a bibliometric approach, adhering to PRISMA guidelines developed by Moher et al. (2009). The selection of this method is based on its ability to present a systematic, transparent, and replicable literature review, making it relevant to identifying trends, patterns, and research gaps in the field of Islamic Education in Indonesia.

Data were collected from the Scopus database due to its broad coverage and reputation as a leading source in international bibliometric research. A literature search was conducted on November 20, 2025, using a combination of keywords (Islam AND Education AND research AND in AND Indonesia) for the publication period from 2014 to 2025. From the initial search, 884 documents were obtained. In the next stage, the Social Sciences field was selected. 568 remaining publications. Selection: This enhances the validity of the thematic analysis and ensures the focus remains on Education, culture, religion, and society.

Next, documents were screened using the following inclusion criteria: scientific journal articles written in English, final, and available in open access. Exclusion criteria included review articles, conference proceedings, non-English language publications, articles that were not finalized, and documents that were not freely available. Review articles and conference proceedings were excluded because this study focused on primary empirical articles that had undergone a rigorous peer review process. Non-English publications were excluded to ensure uniformity of analysis and avoid interpretation bias. Articles that were not finalized were excluded because the validity and reliability of the findings were not guaranteed, while documents not available through open access were excluded to ensure transparency, traceability, and replicability of the research results. After screening and selection, 380 articles met the criteria for further analysis. This step is visualized in Figure 1.

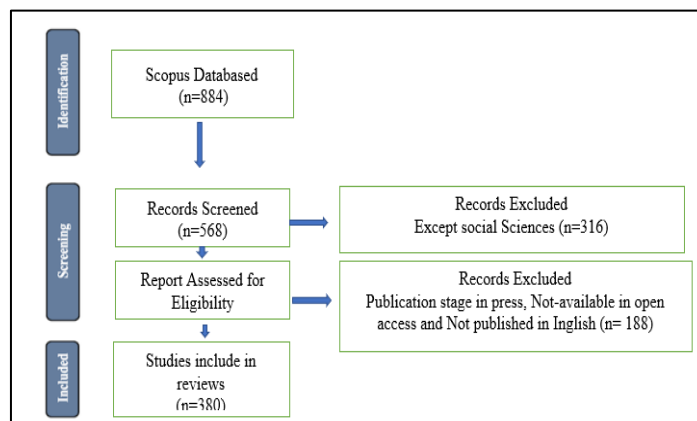


Figure 1. The PRISMA Flow Chart

The data were analyzed using VOSviewer Version 1.6.20 (Aria & Cuccurullo, 2017), which allows the visualization of bibliometric networks, including keyword relationships, author collaborations, and citation patterns. This analysis resulted in a thematic mapping and the identification of dominant research clusters that illustrate the development of academic discourse in Islamic Education in Indonesia. The leading indicators used in the analysis include *Total Publications* (TP) to measure publication productivity, *Total Citations* (TC) to assess scholarly impact, and the *h-index* (Hirsch, 2005) as an indicator of author and institutional influence. All metrics are derived from Scopus data and may differ from those obtained from other platforms due to differences in indexing coverage. Through this

approach, this study provides a comprehensive overview of the dynamics, thematic trends, and gaps in Islamic education research in Indonesia over the past decade.

RESULT AND DISCUSSION

Trends in Scientific Publications on Islamic Education in Indonesia (2020–2024)

A bibliometric review of research on Islamic Education in Indonesia from 2014 to 2025 shows steady annual growth. The number of documents and citations is shown in Table 1 and Figure 2.

Table 1. Scientific Publication Trends

Year	Document	Citation
2014	2	10
2015	4	36
2016	2	73
2017	4	25
2018	5	37
2019	29	284
2020	22	263
2021	32	273
2022	43	358
2023	57	351
2024	89	341
2025	91	53
Amount	380	2104

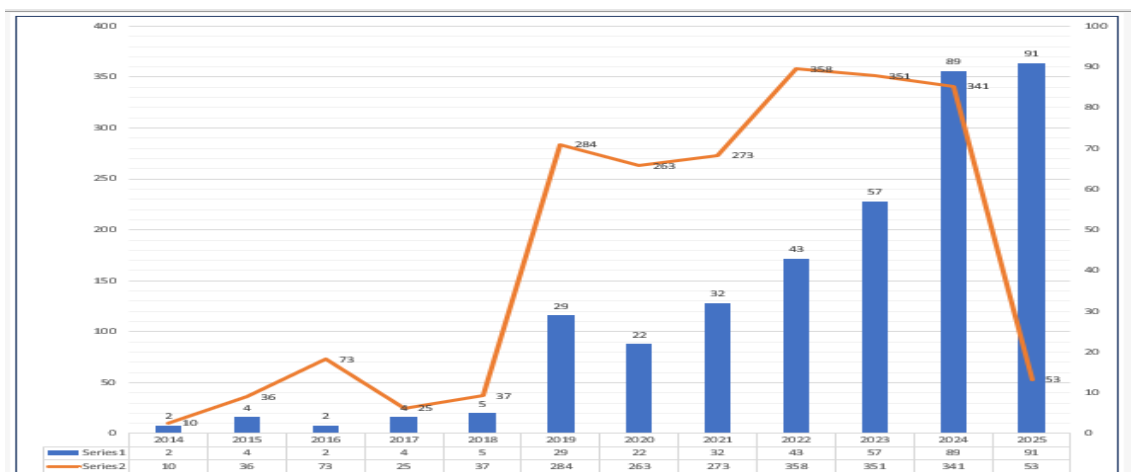


Figure 2. Trends in Scientific Publications on Islamic Education

The data shows a significant increase in publications in Islamic Education between 2014 and 2025. In the early phase (2014–2018), productivity was low, reflecting the limited integration of Islamic Education research into international publications (Azra, 2012; Lukens-Bull, 2013). However, since 2019, the number of publications has risen sharply from 29 documents in 2019 to 91 in 2025 indicating stronger academic engagement and a structural transformation in the research ecosystem (Sugimoto & Larivière, 2018). Citation trends peaked in 2022 (358 citations) and remained high in 2023 (351), then declined in 2024–2025. This decline reflects the *citation window* effect the time needed for new

publications to gain recognition and citations rather than a drop in research quality (Bornmann & Daniel, 2008; Wang, 2013).

The increase in publications over the past decade is not isolated but is closely related to changes in academic policy and culture across universities. The requirement for international publications for lecturers seeking promotion (Kemenristekdikti, 2017), publication incentives introduced by higher education institutions, and increased access to digital scientific resources have created a conducive environment for increased research productivity (Suyono & Hariyanto, 2020). Furthermore, the use of bibliometric tools such as Scopus and VOSviewer encourages researchers to map research trends more systematically, thereby increasing the likelihood of identifying research gaps and strengthening academic contributions (van Eck & Waltman, 2014).

Changes in thematic preferences also play a role in this dynamic. There has been a shift in research focus toward contemporary issues such as the digitalization of learning, the development of 21st-century competencies, religious moderation, and the integration of technology in Islamic Education. This shift aligns with the global trend in Islamic Education toward modern pedagogy and interdisciplinary approaches (Hefner, 2016; Halstead, 2004). These themes are globally relevant, thus offering a greater opportunity for citation. The COVID-19 pandemic has further accelerated this transformation, driving increased research on educational technology, digital-based pedagogy, and learning innovation in the context of Islamic Education, as evidenced by the increase in e-learning-related publications worldwide (Dhawan, 2020; Ali, 2020).

Overall, the pattern of increasing document volume and citation dynamics reflects the development of the Islamic education research ecosystem in Indonesia. This growth not only reflects an increase in publication volume but also indicates greater research capacity, a shift in thematic orientation toward greater adaptability, and increased collaboration and academic engagement both nationally and internationally. These findings confirm that Islamic education research continues to expand and is increasingly gaining a place in global scientific discourse (Azra, 2021; Hefner & Zaman, 2021).

The most influential authors, institutions, journals, and countries in the publication of Islamic education studies

On the publication map of Islamic education studies, several authors and institutions stand out as key contributors, exerting significant influence based on the number of papers they have published and the citations they have received. This is evident in Table 2 and Figure 3.

Table 2. 10 Influential Authors and Institutions in Islamic Education Studies Publications

Author	Documents	Citations	TLS	Institution
Nuryana, Z	7	115	19	Department of Islamic Education, Ahmad Dahlan University
Juhaidi, A	6	28	23	Antasari State Islamic University, Banjarmasin
Kustati, M	5	22	19	Imam Bonjol State Islamic University, Padang
Rahmat, M	5	23	12	Indonesian Education University
Supriyadi, T	5	51	15	Indonesian Education University
Suyadi	5	128	11	Ahmad Dahlan University Yogyakarta
Mahfud, C	4	42	17	Sepuluh Nopember Institute of Technology (ITS) Surabaya

Author	Documents	Citations	TLS	Institution
Munadi, M.	4	27	0	Raden Mas Said State Islamic University of Surakarta
Setyosari, P	4	10	11	Malang State University
Supriadi, U	4	20	12	Indonesian Education University

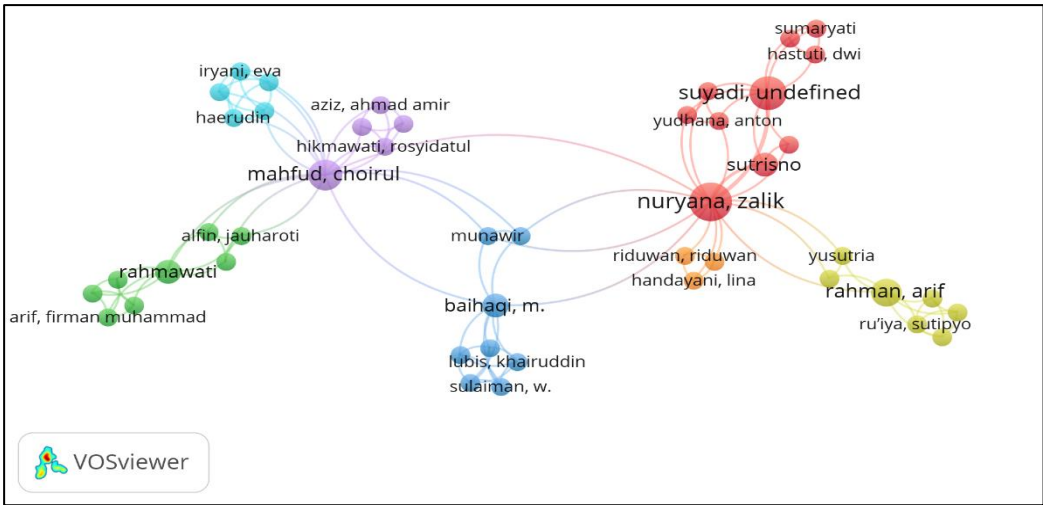


Figure 3. Author of Islamic education studies

The VOSviewer map shows that Islamic Education research in Indonesia is dominated by a few central authors. Zalik Nuryana and Suyadi are the most influential, combining high productivity, strong citation impact, and central network positions. Juhaidi plays a strategic bridging role, as indicated by the highest Total Link Strength, despite lower citation counts. Several authors occupy intermediate positions with consistent but moderate collaboration, while others, such as Munadi, remain peripheral with minimal network connections. Overall, the network reflects an uneven collaboration structure, where influence and connectivity are concentrated among a limited number of scholars. This data strengthens the view that academic development studies of Islamic Education are heavily influenced by scientific collaboration and growth network research.

This aligns with bibliometric findings showing a pattern of collaboration between researchers and institutions in Islamic Education (Lubis & Arsyad, 2024; Jannah, 2022). In addition, the interdisciplinary and collaborative approach between Muslim scholars and intellectuals is increasingly attracting attention as a strength for enriching the study of contemporary Islamic Education (Jasmadi & Zulkifli, 2024). In the realm of Education, high Islam, collaboration, and international institutional participation have become important factors in strengthening the global relevance of Islamic Education research (Ruslin et al., 2023). Thus, research on Islamic Education in Indonesia is shaped by productivity, citation quality, and collaboration. Authors who excel in all three occupy central positions, while cross-institutional and international collaboration expands global scholarly impact.

This phenomenon is also reflected in the most influential journals that publish studies on Islamic Education, as shown in Table 3.

Table 3. The 10 most influential journals in Islamic Education Studies publications

Journal	Letter	Quote	H-Index	Country
Journal of Islamic Education	31	116	8	Indonesia
Munaddhomah	15	26	8	Indonesia
International Journal Of Learning, Teaching, And Educational Research	13	71	23	Mauritius

Journal	Letter	Quote	H-Index	Country
Cogent Education	12	88	43	United Kingdom
Nazhruna: Journal of Islamic Education	12	69	8	Indonesia
Ulumuna	11	40	7	Indonesia
Humanities And Social Sciences Reviews	10	98	18	India
Universal Journal Of Educational Research	9	53	28	United States
International Journal Of Evaluation And Research In Education	8	19	28	Indonesia
Indonesian Journal Of Islam And Muslim Societies	7	97	15	Indonesia

Table 3 shows that the Journal of Islamic Education dominates in terms of national productivity and citations, reflecting its strong domestic influence. However, international journals such as Cogent Education have higher H-Index values, indicating greater impact per article and stronger global visibility. National journals such as Nazhruna and Ulumuna maintain stable influence, signaling a shift from quantity to quality. Overall, the combination of Indonesian and international journals underscores the growing global relevance and interdisciplinary engagement in Islamic Education research.

Recent bibliometric studies indicate a significant increase in the productivity and global visibility of Indonesian Islamic journals (Lubis & Arsyad, 2024). Jannah et al. (2022) emphasize that research in education and social studies grounded in Islamic values is increasingly integrated into international publication networks. In line with this, Azra (2017) and Zuhdi (2020) highlight that national journals function as the primary platforms for disseminating Islamic Education knowledge, while international journals extend the scope of inquiry into interdisciplinary and global domains. Overall, the combination of productive national journals and the high citation impact of international journals reflect a maturing publication ecosystem, in which a balance between quantity, quality, and scholarly collaboration is essential for strengthening Indonesia's position in global Islamic Education research.

The role of international collaboration in the publication of Islamic education studies

International contributions play a strategic role in strengthening Indonesia's Islamic education publication ecosystem. Cross-border collaboration not only broadens the scope and competitiveness of studies but also enhances the methodological quality and global relevance of research findings. This aligns with global scientific trends, which encourage synergy between countries as key to advancing educational science. In this context, it is important to highlight the countries that contribute most to publications in Islamic education studies. The following data illustrate the distribution of contributed documents and citations, indicating the intensity of collaboration between countries in the Islamic education research ecosystem. This is shown in Table 4 and Figure 4.

Table 4. 10 Countries that are influential in the publication of Islamic Education Studies

Country	Document	Quote
Indonesia	371	2014
Malaysia	38	257
Australia	9	65
Thailand	8	15

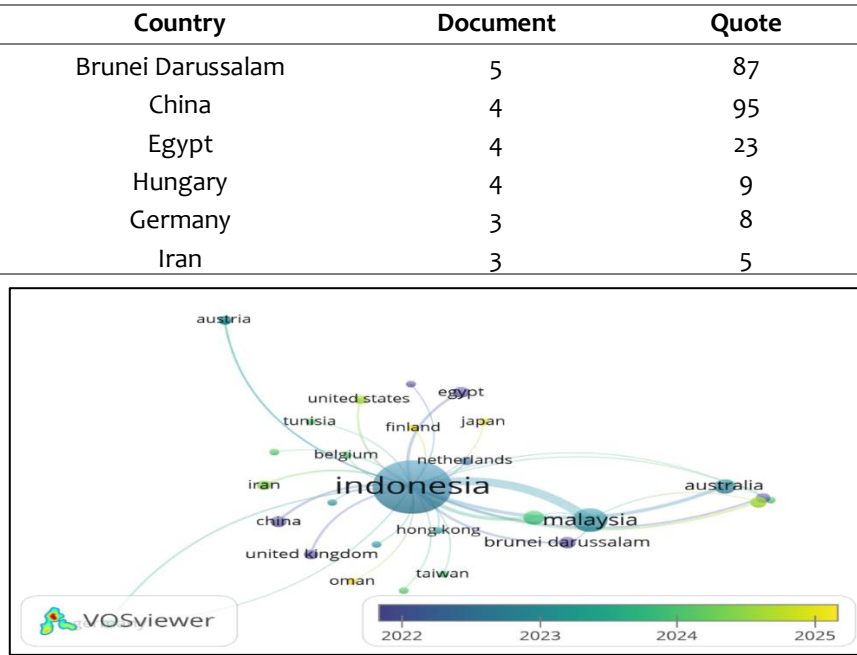


Figure 4. Countries contributing to the publication of Islamic Education

Figure 4 indicates that Indonesia occupies a central position in the Islamic Education research network, with the highest number of publications (371) and citations (2,014), reflecting strong scientific productivity and a large academic community. This finding is consistent with Nuryana & Fauzi (2022), who reported a sharp increase in Indonesia’s Islamic Education publications after 2020 due to accreditation policies and internationalization. The strongest collaboration occurs between Indonesia and Malaysia (38 documents, 257 citations), driven by shared scholarly traditions and linguistic proximity (Abdullah & Wahid, 2023). Significant collaboration is also observed with Australia (9 documents, 65 citations), reflecting the development of Islamic Education studies in multicultural contexts and intensified cooperation in 2023–2025 (Barton, 2021). Although China and Egypt contribute fewer publications (4 documents), their high citation rates particularly China (95 citations) indicate focused, high-impact thematic collaborations (Zhang & Liu, 2022). Collaboration with European countries such as Hungary, Germany, and Belgium remains limited but signals expanding interest in Islamic Education in non-Muslim contexts (Said & Abdullah, 2021). Overall, the network demonstrates that Indonesia’s Islamic Education collaboration is increasingly global while remaining regionally anchored, with recent growth indicating a mature phase of internationalization.

Analysis of Main Keywords in Islamic Education Publications

In a bibliometric study of Islamic education publications, keyword analysis revealed the most frequently used terms and identified strong relationships between topics. These keywords reflect the primary focus of research and the direction of scientific discourse development in the field of Islamic Education. The analysis of key keywords in Islamic education publications is presented in Table 5 and Figure 5.

Table 5. 30 Keywords in Islamic Education Publications

Keywords	Incident	TLS	Keywords	Incident	TLS
Islamic Education	57	89	Online Learning	7	9
Indonesia	31	68	Covid-19	6	10

Keywords	Incident	TLS	Keywords	Incident	TLS
Religious Moderation	22	39	Leadership	6	6
Higher Education	19	38	Gender	5	7
Islamic boarding school	18	24	Islamic Family Law	5	6
Education	13	38	Learning Model	5	9
Islamic Boarding School	12	14	Management	5	14
Islamic Higher Education	11	10	Radicalism	5	7
Character Education	10	13	Religion	5	18
Curriculum	9	24	Students	5	8
Islamic Law	8	6	Tolerance	5	8
Islamic University	8	11	Islamic School	4	11
Multicultural Education	8	17	Islamic Schools	4	7
Islamic Religious Education	7	7	Islamic Studies	4	10
Muhammadiyah	7	6	Islamic Universities	4	5

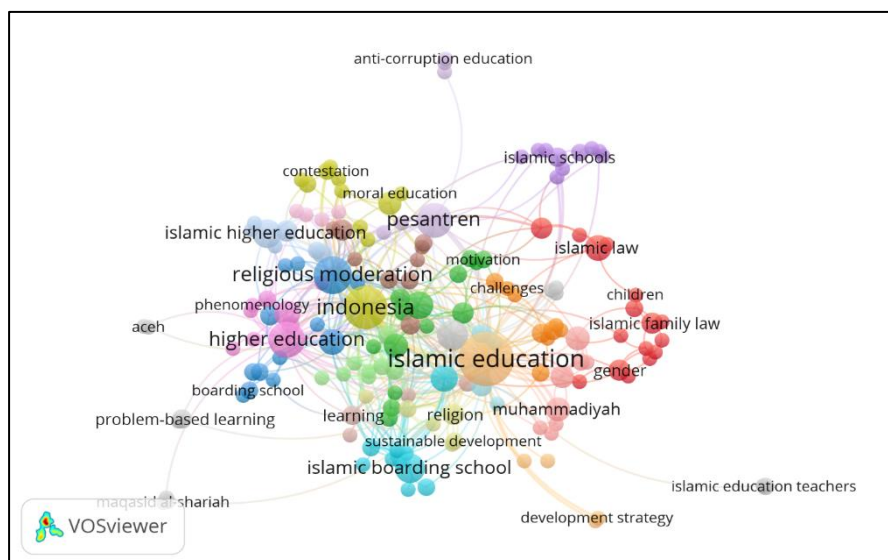


Figure 5. Keywords in Islamic Education Publications

Based on the results of the bibliometric analysis of keywords in the Table and network visualization, certain dominant thematic tendencies are visible. The keywords with the highest frequency and *Total Link Strength* (TLS) are Islamic Education (57 occurrences, TLS = 89), Indonesia (31 occurrences, TLS = 68), and Religious Moderation (22 occurrences, TLS = 39). The dominance of these keywords confirms that the publication's core focus is on the development of Islamic education practices, systems, and reforms in Indonesia. Several studies have shown that Islamic Education has experienced accelerated reform, both institutionally and curricularly, especially since the implementation of religious moderation as a national policy.

In addition to these general themes, several other important themes emerged, including Higher Education (19 incidents, TLS = 38), Islamic Boarding Schools (18 incidents, TLS = 24), and Education (13 incidents, TLS = 38). Research by Dewi et al. (2023) confirms

that Islamic higher education institutions are now facing the demands of globalization that encourage the modernization of learning methodologies, while Islamic boarding schools are undergoing curriculum transformation through the integration of general knowledge, technology, and character values.

The theme of Religious Moderation is of great significance and aligns with academic efforts to promote moderate Islam as a response to extremism and intolerance. Research demonstrates that integrating religious moderation into the Islamic education curriculum has a significant impact on shaping students' attitudes of tolerance and reducing the potential for radicalism (Irmawati & Mardiana, 2024) . The emergence of keywords such as Tolerance (5 occurrences, TLS = 8) and Multicultural Education (8 occurrences, TLS = 17) reinforces that the issue of social harmony and diversity is the focus of critical studies in modern Islamic Education.

These bibliometric findings also demonstrate a close relationship with global developments and the pandemic, as evidenced by the emergence of keywords like "Online Learning" (7 occurrences, TLS = 9) and "Covid-19" (6 occurrences, TLS = 10). Several recent studies confirm this. For example, Jailani & Huda (2024) found that Islamic educational institutions accelerated digitalization during the pandemic as a pedagogical adaptation.

Gender issues also emerged as a focus of the research, as indicated by the keyword Gender (5 occurrences, TLS = 7). This study shows that gender equality in Islamic Education is not only about access and participation but also about strengthening women's leadership in Islamic institutions. Study This reinforces that gender issues are experiencing increasing relevance in Muslim countries, particularly regarding educational inclusion and the role of women in higher education administration. (Yuliana & Prasetyo, 2023).

Research Gaps and Research Strategies in Islamic Education in Indonesia (2014–2025)

The period from 2014 to 2025 marked the growth of Islamic education research in Indonesia in terms of quantity, themes, and quality. However, several research gaps remain that hinder further progress. Identifying these gaps is crucial for developing more focused, contextual, and impactful research strategies. The following Table summarizes key research gaps, visual indicators, and suggested research strategies to strengthen the academic contribution of Islamic Education in the future. The following is an analysis of the Research Gaps and Research Strategies for Islamic Education in Indonesia (2014–2025).

Table 6. Research Gaps vs. Research Strategies in Islamic Education in Indonesia (2014–2025)

No	Research Gaps	Short Description	Research Strategy 2025–2030	Examples of Research Topics
1	Dominance of conventional themes; pedagogical innovation is still weak	The major themes are still <i>Islamic Education</i> , <i>Islamic boarding schools</i> , <i>higher Education</i> , with innovative nodes (PBL, digital pedagogy) still small.	Integration of modern pedagogy based on Islamic values	Problem-Based Learning in Islamic Education, Inquiry Model in Islamic Boarding Schools, Islamic Ethnopedagogy
2	Descriptive and minimally evaluated religious moderation	Research is strong in quantity, but poor in intervention models, evaluations, and measurement tools.	Development of moderation modules, models, and instruments	Development of a Religious Moderation Module in Madrasas: Scale of Moderation Effectiveness

No	Research Gaps	Short Description	Research Strategy 2025–2030	Examples of Research Topics
3	Digitalization of Islamic Education is still shallow	<i>Online learning</i> nodes, the pandemic emerged as a pandemic response, not a long-term agenda	Digital Transformation and AI in Islamic Education	Islamic Value-Based LMS, Digital Competence of Islamic Education Teachers, AI for Islamic Education Assessment
4	Gender issues have not been integrated	“Gender” nodes exist but are very remote and have minimal connectivity.	Mainstreaming gender in Islamic Education	Gender Sensitive Curriculum, Women's Leadership in Islamic Boarding Schools
5	Child protection and the welfare of Islamic boarding school students are neglected.	Nodes such as <i>child protection</i> are weak and lack robust research.	Strengthening child safeguarding research	Student Protection Policy, Student Mental Health, Safe Dormitory System
6	Sustainable development is not connected to core research	SDGs nodes emerge but are isolated	Integration of Islamic Education and SDGs	Islamic-Based Environmental Education, Islamic Eco-Pedagogy
7	Minimal interdisciplinarity	Many themes are split: law, psychology, sociology	Developing interdisciplinary research on Islamic Education	Maqasid al-Shariah in Education Policy, Social Psychology in Islamic Boarding Schools

Keyword mapping results using VOSviewer show that research on Islamic Education in Indonesia (2014–2025) continues to focus on broad themes such as Islamic Education, Indonesia, religious moderation, Islamic boarding schools (*pesantren*), and higher Education. These large nodes indicate a strong institutional and normative research tradition, as explained in the Islamic Education Paradigm theory (Halstead, 2004), which positions Islamic Education as both a value system and a social institution. Therefore, it is not surprising that most research focuses on the governance, curriculum, and practices of Islamic-based formal Education.

However, the network pattern also reveals thematic gaps. Several important keywords, such as problem-based learning, child protection, pandemic, digital learning, emotional regulation, and sustainable development, appear as small and isolated nodes. This suggests a lack of innovative research, even though the global literature, such as Transformative Learning Theory (Mezirow, 2000) and Constructivist Pedagogy (Jonassen, 1999), emphasizes the urgency of active, reflective, and digital learning in the 21st-century context.

First, there is a gap in pedagogical innovation. Smaller approaches, such as problem-based learning and learning models, indicate that pedagogical innovation in Islamic Education has not yet become a significant research agenda. Theoretically, approaches like PBL are highly relevant to student-centered learning theory (Hmelo-Silver, 2004), which has been shown to improve critical thinking and problem-solving skills. research in

Education and Information Technologies also confirms that integrating digital pedagogy into Islamic Education can increase engagement and learning outcomes. However, your VOSviewer findings indicate that this type of research remains underexplored in Indonesia.

Second, religious moderation remains descriptive and lacks implementation models. The religious moderation node is large, but its connectivity suggests that the study remains normative-descriptive. This is despite social moderation theories, such as the Wasathiyah Framework (Al-Rasid, 2018), emphasizing the importance of operationalizing the concept of moderation through curricula, competency standards, and evaluation indicators. This is consistent with the findings of Hidayat & Mas'udi (2020) in *Studia Islamika*, which stated that religious moderation policies in Indonesian educational institutions still lack robust implementation mechanisms.

Third, digitalization and the impact of the pandemic remain responsive, not long-term agendas. Nodes such as online learning, Covid-19, and the pandemic have emerged in response to the global crisis. However, the Technological Pedagogical Content Knowledge (TPACK) theory (Mishra & Koehler, 2006) emphasizes that digitalization is not merely a technical adaptation, but a continuous integration of curriculum, pedagogy, and technology. Islamic Religious Education teachers need digital competency not only during the pandemic but also as part of a long-term educational transformation. The VOSviewer map shows that digitalization research remains fragmented and not firmly connected to the core themes of Islamic Education.

Fourth, gender issues remain marginal and poorly integrated. The "gender" node is located on the periphery of the network, indicating that this issue has not yet become a central part of Islamic education discourse. From the perspective of Gender Mainstreaming Theory (Moser, 1993), this marginal position indicates the absence of a gender perspective in Islamic education planning, policy, and curriculum.

Fifth, child protection, student welfare, and mental health remain largely under-researched. Nodes such as child protection, children, and emotional regulation appear small and isolated. This is despite the Child Safeguarding theory emphasizing that educational institutions are obliged to provide a comprehensive protection system. In Child Indicators Research indicate that Islamic boarding schools are at high risk of dormitory-based violence if they lack robust protection policies. The small size of this node indicates significant research potential that remains largely unexplored.

CONCLUSION

This study confirms that the Islamic education publication landscape in Indonesia has experienced rapid development over the past decade, marked by increased productivity, thematic diversity, and the emergence of key actors in scientific networks. However, this growth has also been accompanied by several fundamental challenges that hinder the deepening of scientific contributions, such as the dominance of conventional themes, the lack of interventional research on religious moderation, a shallow digitalization agenda, weak integration of gender issues, and limited research on child protection and the welfare of Islamic boarding school students (*santri*). These findings emphasize that Islamic education research still needs strengthening in aspects of pedagogical innovation, interdisciplinary approaches, and a broader global orientation. The implications of this research highlight the need for a new, more visionary research agenda that is responsive to changing times. The development of technology-based pedagogical research, the creation of measurable models of religious moderation, gender

mainstreaming, and the integration of psychological, sociological, and policy science perspectives in Islamic Education are strategic directions for strengthening national academic contributions. Furthermore, expanding international collaborative networks is crucial. Which is currently concentrated in regional countries, will be key to increasing the global visibility and impact of Indonesian Islamic education research in the next five to ten years. Methodologically, this study makes an important contribution by presenting a comprehensive, standardized, and Scopus-based bibliometric mapping over a broad timeframe. This method has never been systematically applied in studies of Islamic Education in Indonesia. This approach not only clarifies the structure of knowledge and the dynamics of collaboration but also opens new opportunities to identify research gaps that can serve as foundations for policy and scientific development. Thus, this study not only enriches the Islamic education literature but also advances bibliometric methodology as a strategic instrument for assessing, formulating, and directing Islamic education research agendas in a more measurable, transformative, and future-oriented manner.

REFERENCES

- Adima, M. F., Baharudin, B., Syafe'i, I., Zulaikha, S., Susilawati, B., & Shabira, Q. (2024). *Digital literacy trends in an Islamic perspective in higher Education: A bibliometric review*. *Jurnal Penelitian Pendidikan IPA*, 10(12), 1012–1026. <https://doi.org/10.29303/jppipa.v10i12.9847>
- Ali, W. (2020). *Online and remote learning in higher education institutes: A necessity in light of the COVID-19 pandemic*. *Higher Education Studies*, 10(3), 16–25. <https://doi.org/10.5539/hes.v10n3p16>
- Aria, M., & Cuccurullo, C. (2017). *Bibliometrix R-tool for comprehensive science mapping analysis*. *Journal of Informetrics*, 17(2), 101364. <https://doi.org/10.1016/j.joi.2023.101364>
- Asari, H., Ritonga, M., Nursalimah, N., Megawati, B., & Ruwaidah, R. (2024). *Modernization of Islamic Education in a Bibliometric Review*. *Ijtimā' iyya Journal of Muslim Society Research*, 9(2), 145–156. <https://doi.org/10.24090/ijtimaiyya.v9i2.8433>
- Azra, A. (2017). *Jaringan global dan lokal Islam Nusantara*. Jakarta: Kencana.
- Bornmann, L., & Daniel, H. D. (2008). *What do citation count measure? A review of studies on citing behavior*. *Journal of Documentation*, 64(1), 45–80. <https://doi.org/10.1108/00220410810844150>
- Dewi, S., Yusri, D., & Ridani, D. (2023). *Peran pondok pesantren dalam memperkuat moderasi beragama melalui pendidikan dan pembelajaran*. *Jurnal Ilmiah Pendidikan Islam dan Keagamaan*, 2(1), 45–58.
- Dhawan, S. (2020). *Online learning: A panacea in the time of the COVID-19 crisis*. *Journal of Educational Technology Systems*, 49(1), 5–22. <https://doi.org/10.1177/0047239520934018>
- Donthu, N., Kumar, S., Mukherjee, D., Pandey, N., & Lim, W. M. (2021). *How to conduct a bibliometric analysis: An overview and guidelines*. *Journal of Business Research*, 133, 285–296. <https://doi.org/10.1016/j.jbusres.2021.04.070>

- Halstead, J. M. (2004). *An Islamic concept of Education*. *Comparative Education*, 40(4), 517–529. <https://doi.org/10.1080/0305006042000284510>
- Haryanti, L., & Slam, Z. (2024). *Peran Pendidikan Islam dan Pendidikan Pancasila dalam pembentukan karakter dan moral bangsa Indonesia*. *Jurnal Ilmiah Mimbar Demokrasi*, 23(2), 361–373. <https://doi.org/10.21009/jimd.v23i2.44768>
- Hefner, R. W. (2016). *Islamic Education and the challenge of modernity*. In R. W. Hefner (Ed.), *Schools and Muslim communities in contemporary societies* (pp. 1–28). Indiana University Press.
- Hidayati, A. (2023). *Moderasi beragama dalam pendidikan Islam: Perspektif dan implementasi*. *Schemata: Jurnal Studi Islam dan Masyarakat*, 12(2), 134–150.
- Hirsch, J. E. (2005). *An index to quantify an individual's scientific research output*. *Proceedings of the National Academy of Sciences of the United States of America*, 102(46), 16569–16572. <https://doi.org/10.1073/pnas.0507655102>
- Hmelo-Silver, C. E. (2004). Problem-based learning: What and how do students learn? *Educational Psychology Review*, 16(3), 235–266. <https://doi.org/10.1023/B:EDPR.0000034022.16470.f3>
- Ikhwan, M., Azhar, D., Wahyudi, D., & Alfiyanto, A. (2023). *Peran Pendidikan Agama Islam dalam memperkuat moderasi beragama di Indonesia*. *Realita: Jurnal Penelitian dan Kebudayaan Islam*, 21(1), 1–15. <https://doi.org/10.30762/realita.v21i1.148>
- Jannah, M., Hakiman, & Syahrul (2022). Bibliometric analysis of Islamic education research development in Scopus international database publications (2018–2022). *SHAHIH: Journal of Islamicate Multidisciplinary Studies*, 7(2). <https://doi.org/10.22515/shahih.v7i2.6006>
- Jasmadi, A. S., & Zulkifli, M. Y. (2024). *Pendekatan interdisipliner dalam studi Islam kontemporer: Pengembangan kolaborasi antara ulama dan intelektual muslim*. *Jurnal Ikhtibar Nusantara*, 3 (1), 139–150. DOI:10.62901/j-ikhshan.v3i1.119.
- Jonassen, D. H. (1999). Designing constructivist learning environments. *Instructional Design Theories and Models*, 2, 215–239.
- Juli Yansyah, M. E., Pahrudin, A., Jatmiko, A., & Koderi, K. (2024). *Transformasi kurikulum berbasis kompetensi dalam pembelajaran Pendidikan Agama Islam*. *Jurnal Pendidikan Dasar*, 15(2), 361–372. <https://doi.org/10.21009/jpd.v15i2.49826>
- Irmawati, I., & Mardiana, D. (2024). Pendidikan Multikultural Paradigma Moderasi Beragama Perspektif Imam Al-Ghazali. *Hikmah*, 21(1), 35–47. <https://doi.org/10.53802/hikmah.v21i1.366>
- Lestari, L., & Wahyudi, Y. (2025). *Peran Pendidikan Agama Islam dalam membentuk karakter moderat di kalangan remaja Muslim Indonesia*. *AD-DA'WAH (Jurnal Pendidikan dan Hukum Islam)*, 2(1), 45–57.

- Lubis, L., & Arsyad, J. (2024). *Bibliometric study on Islamic Education: Review and research trends*. Proceedings of the International Seminar on Contemporary Islamic Studies.
- Machali, I., & Suhendro, E. (2022). *A bibliometric analysis of quality research papers in Islamic Education: Evidence from Scopus*. *Jurnal Pendidikan Islam*, 11(1), 11–25. <https://doi.org/10.14421/jpi.2022.111.11-25>
- Mezirow, J. (2000). *Learning as transformation: Critical perspectives on a theory in progress*. Jossey-Bass.
- Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record*, 108(6), 1017–1054.
- Moher, D., Liberati, A., Tetzlaff, J., Altman, D. G., & The PRISMA Group. (2009). *Preferred reporting items for systematic reviews and meta-analyses: The PRISMA statement*. *PLOS Medicine*, 6(7), e1000097. <https://doi.org/10.1371/journal.pmed.1000097>
- Moser, C. O. N. (1993). *Gender planning and development: Theory, practice and training*. Routledge.
- Mudrik, M. (2023). *Pengaruh pembelajaran Pendidikan Agama Islam dalam pembentukan karakter moderat siswa di sekolah: Sebuah analisis pedagogi sosial*. *JlIP - Jurnal Ilmiah Ilmu Pendidikan*, 6(3), 2011–2017. <https://doi.org/10.54371/jiip.v6i3.1795>
- Musaddad, A. (2023). *Transformation of Islamic boarding schools as Islamic education institutions in Indonesia*. *Journal of Islamic Education Research*, 4(1). <https://doi.org/10.35719/jier.v4i1.319>
- Pangeran, G. B., Zumaro, A., & Khusnadin, M. H. (2025). *Pendidikan sosial berbasis Islam: Pendekatan terpadu dalam membangun karakter dan persatuan masyarakat*. *Journal of Education Research*, 6(1), ... <https://doi.org/10.37985/jer.v6i1.2177>
- Ruslin, M. I., & Masmur. (2023). *Building Collaboration in Islamic Higher Education: Issues and Challenges*. *International Journal of Social Science and Human Research*, 6(10), 5964–5969. DOI:10.47191/ijsshr/v6-i10-24.
- Shin, W. S., Lee, M. J., & Kim, Y. (2020). *Comparison of Scopus and Google Scholar in research quality assessment*. *Journal of Informetrics*, 14(3), 101080. <https://doi.org/10.1016/j.joi.2020.101080>
- Syah Rani, M. (2023). *Peran Pendidikan Agama Islam dalam membentuk karakter siswa*. *Jurnal Penelitian Ilmu Pendidikan Indonesia*, 2(4), 392–400. <https://doi.org/10.31004/jpion.v2i4.176>
- Van Eck, N. J., & Waltman, L. (2010). *Software survey: VOSviewer, a computer program for bibliometric mapping*. *Scientometrics*, 84(2), 523–538. <https://doi.org/10.1007/s11192-009-0146-3>
- Wahyudi, I. (2023). *Digitalisasi kurikulum pendidikan Islam*. *Amaliyatu Tadris*.
- Wang, J. (2013). *Citation time window choice for research impact evaluation*. *Scientometrics*, 94(3), 851–872. <https://doi.org/10.1007/s11192-012-0775-9>

- Wardhani, S. P., Bedi, F., & Fitri, T. A. (2023). *Manajemen pendidikan Islam dalam era digital*. Al-Idarah: Jurnal Kependidikan Islam. <https://doi.org/10.24042/alidarah.v14i2.24561>
- Yuliana, N., & Prasetyo, A. (2023). *Internalisasi nilai moderasi beragama dalam kurikulum PAI berbasis kurikulum merdeka*. Muaddib: Journal of Islamic Education, 5(1), 98–113.
- Zubaidah, S. (2023). *Peningkatan kompetensi guru PAI dalam menghadapi revolusi digital*. Kharismatik, 1(2), 65–77. <https://doi.org/10.70757/kharismatik.v1i2.17>