

A Bibliometric Analysis of Qur'anic Learning Research in Scopus (1994–2024): Trends, Thematic Shifts, and Institutional Disparities

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Abstract: This study presents a bibliometric analysis of Qur'anic learning research, including teaching, learning, and memorization, indexed in Scopus from 1994 to 2024. A total of 120 journal articles and conference papers were examined using descriptive statistics and bibliometric mapping to identify publication trends, influential works, and thematic shifts within the field. The results indicate a steady growth in Qur'anic learning research over the past three decades, with a significant increase after 2009 and a peak in 2021. Indonesia and Malaysia emerge as the most prominent contributors, reflecting strong institutional engagement in Qur'anic education research. The thematic analysis reveals a gradual shift from traditional pedagogical approaches toward more innovative and technology-assisted learning models, including multimedia applications and mobile-based memorization tools. While this study offers a systematic overview of internationally visible research outputs, it also acknowledges a methodological limitation, as reliance on Scopus-indexed publications may overlook a substantial body of unpublished or locally indexed research, particularly within Islamic higher education institutions (PTKI). A notable finding is the disparity in research intensity between general universities (PTU) and PTKI, indicating the influence of structural and policy-related factors on the development of Qur'anic learning research. Overall, this study provides insights for strengthening future research directions and institutional policies related to Qur'anic education.

Keywords: Bibliometric analysis; Qur'anic learning; research trend; thematic shift.

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INTRODUCTION

Qur'anic education has developed significantly in recent decades, supported by numerous studies exploring historical and contemporary aspects of Qur'anic learning (Aziz et al., 2019; Boyle, 2019). Qur'anic schools, which facilitate Qur'anic memorization, have existed in the Middle East and Africa since the seventh century AD and continue to play an essential role in Islamic education today (Boyle, 2004; Ngom, 2018). Studies also show that these schools maintain the tradition of Qur'anic memorization while adapting to social and technological change. For example, in Nigeria, Quranic students in Kano confront educational inequality and social rejection in innovative ways, demonstrating the flexibility and resilience of the Quranic education system in a modern context (Hoechner, 2011; Yahaya, 2021).

In addition, new techniques and approaches to Qur'anic memorization are constantly evolving. Research in Malaysia found that methods such as *Sabak*, *Para Sabak*, *Ammokhtar*, and *Halaqah Dauri* can effectively improve students' ability to memorize the Qur'an in a relatively short period (Ariffin et al., 2013; Hamid et al., 2024). The use of technology in Qur'anic learning is also becoming more widespread, with the development of a Quran learning app for Android devices that helps non-Arabic speakers learn to read the Qur'an (Elobaid et al., 2014; Khadijah et al., 2020). Research has also shown that electronic learning systems (E-BBQ) effectively improve Qur'an reading skills and are well-received by students and instructors (Hanafi et al., 2019). These findings suggest that integrating traditional methods and modern technology can yield significant results in Qur'anic education.

Despite the wealth of research on Qur'anic education, there remains a gap in understanding the research landscape in this area. Previous research has focused primarily on thematic analyses, without providing a comprehensive overview of research trends and shifts in Qur'anic education. Therefore, this study aims to investigate scholarly publications on Qur'anic learning – particularly teaching, learning, and memorization – indexed in Scopus from 1994 to 2024 using bibliometric analysis.

This research uses innovative bibliometric methods to analyze a collection of scientific publications, such as journals and conference papers (Donthu et al., 2021). Through bibliometric network analysis, this research can identify collaborations between authors or institutions, relationships between research topics, and find bridges between issues (Ellegaard & Wallin, 2015). Thus, this study contributes to the understanding of the structure of Qur'anic education research and helps to formulate more effective future educational policies and practices.

This study had three main objectives: (1) to conduct a descriptive statistical analysis of publications in the field of Qur'anic education to understand publishing frequency, geographical distribution, author collaboration, and affiliation; (2) to identify the most frequently cited articles to illustrate essential contributions to the field; and (3) to identify the diversity of research topics to see the shifting trends of research related to Qur'anic learning. The results of this study can inform the development of more effective learning strategies and guide future research toward more inclusive and relevant approaches to Qur'anic education.

METHOD

This study employed a quantitative descriptive approach with a bibliometric research type, which is appropriate for mapping publication trends and scholarly networks (Mukherjee et al., 2022). The data collection technique used was document analysis through database searches, focusing on metadata from Scopus-indexed articles. The literature search for this study was conducted in May 2024 using the Scopus database, with no restriction on publication year. The keywords used in this search were "Quran learning," "Quran Teaching," "Quranic Education," "Tafsir Learning," "Tafsir Teaching," "Tafsir Education," "Tahfiz Learning," and "Quranic memorization." This search yielded 120 articles, including those from scientific journals, seminar proceedings, and book chapters. These articles were published between 1994 and 2022. All documents found were then

saved in CSV and Research Information Systems (RIS) formats to facilitate further data management and analysis.

The main research instruments were bibliometric software tools and spreadsheets—specifically, Microsoft Excel for data organization and VosViewer for co-word and keyword network visualizations. These tools enabled the extraction of meaningful patterns and trends from the literature on Quranic learning.

Data Analysis and Visualisation

Data analysis in this research was conducted using CSV files downloaded and stored, with Microsoft Excel used for initial processing and analysis. The data visualization process employed several methods to ensure comprehensive and easy-to-understand results. First, infographics of Scopus data were used to provide an overview of the distribution and trends in publications. Next, data processed as CSV files are used to create graphs that illustrate patterns and relationships in greater detail. Finally, the data stored in RIS format was imported into VOSviewer for keyword and co-word network analysis. This application enables effective visualization of the relationships between keywords and key themes in the literature, providing deeper insight into the field's primary focus and developments in Quranic learning, tafsir, and memorization.

RESULT AND DISCUSSION

To achieve the research objectives, the results and discussion section is organized into three major categories. First, the analysis presents statistical trends in publications on Quranic education to illustrate the growth and global distribution of research on Quranic education. Second, it identifies the most-cited articles to highlight influential contributions and recurring scholarly themes. Third, the study explores the shifting research topics, emphasizing how themes in Quranic education have evolved, particularly in response to technological and pedagogical advancements.

Statistical Trends in Quranic Education Publications

This section analyzes publication trends by year, country, author affiliation, and author productivity to highlight the global development of Quranic education research.

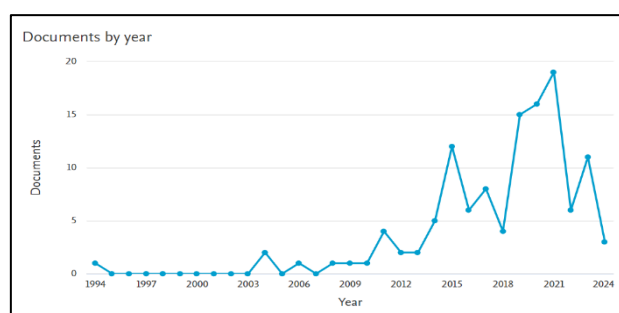


Figure 1. Graph of Article Distribution by Year

The graph in Figure 1, which shows the number of publications per year from 1994 to 2024, illustrates trends in research on Quran learning, tafsir, and Quran memorization. The data presented indicate that publications in this field have increased gradually since 1994, with more pronounced growth beginning in 2009. The peak in publications occurred in 2021, with 19 documents published, indicating increased interest and the potential for

innovations or issues in this field. After peaking, the rate declined in subsequent years, but the publication rate remained relatively high compared with the previous decade.

The increasing number of publications on Qur'anic learning, particularly after 2009, reflects a broader transformation in educational practices shaped by institutional development and digital innovation. This trend can be interpreted through the lens of diffusion-based perspectives on educational change, which emphasize how new pedagogical practices and technologies are gradually adopted within academic systems. Recent studies demonstrate that diffusion-oriented frameworks remain highly relevant for explaining contemporary shifts in education, especially in relation to digital transformation (Wang et al., 2023). In the context of Qur'anic learning, the growing emphasis on technology-assisted instruction – such as multimedia tools and mobile-based memorization – suggests an ongoing transition from traditional transmission models toward more research-driven and digitally mediated learning environments. The publication peak observed in 2021 further corresponds with the COVID-19 pandemic, during which educational institutions worldwide accelerated the adoption of digital learning modalities. Empirical research on teacher education confirms that such periods of disruption often intensify innovation adoption and scholarly output (Landau et al., 2022). Therefore, the observed growth in Qur'anic learning publications should be understood not merely as quantitative expansion but as evidence of more profound pedagogical and epistemological shifts within the field.

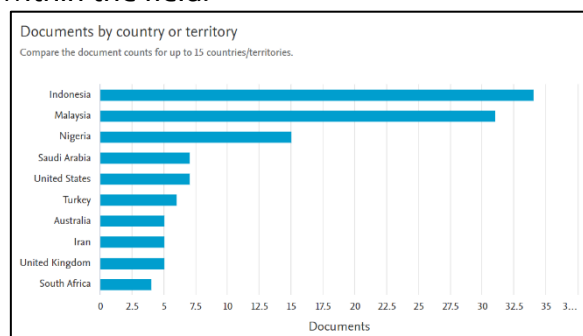


Figure 2. Graph of Article Distribution by Country

The graph in Figure 2, which shows the distribution of documents by country, indicates that Indonesia and Malaysia are the primary contributors to publications on Quran learning, tafsir, and Quran memorization. These two countries, with large Muslim communities, have demonstrated a strong commitment to developing and disseminating knowledge in these areas, as reflected in the significant number of publications: Indonesia with 34 articles and Malaysia with 31. Nigeria is also a substantial contributor, with 15 articles indicating a strong research interest in Islamic education in West Africa. Countries such as Saudi Arabia and Turkey also made essential contributions, albeit smaller than the significant contributors on this list. At the same time, the majority of non-Muslim countries, such as the United States, Australia, and the United Kingdom, are represented in the graph. It indicates academic interest and extensive research activities in universities in these countries regarding Islamic studies and religious education. The presence of these countries shows that Quranic learning, tafsir, and tahfiz are subjects of global relevance, attracting interest from across the geographical and cultural spectrum.

National and institutional research dynamics can better explain the dominance of Indonesia and Malaysia in Scopus-indexed research on Qur'anic learning. Both countries possess extensive Islamic higher education systems that have increasingly integrated

research productivity and indexed publication outputs into academic evaluation and promotion mechanisms. Comparative studies on academic research productivity demonstrate that national research policies, institutional governance, and incentive structures play a decisive role in shaping international publication patterns, particularly in developing and middle-income countries (Heng et al., 2020; Uwizeye et al., 2025). In the specific context of Islamic education, bibliometric analyses confirm that Southeast Asian countries – predominantly Indonesia and Malaysia – consistently emerge as leading contributors to internationally indexed research, reflecting a relatively strong alignment between religious education scholarship and global academic publishing standards (Lubis & Arsyad, 2024). This pattern is further reinforced by policy-level development in Indonesia, where higher education reforms and research funding schemes have gradually encouraged universities, including Islamic institutions, to increase research output and international visibility (Bank, 2021). Therefore, the observed country distribution in this study should be interpreted as the outcome of structural advantages and policy alignment in Indonesia and Malaysia, rather than as a mere artifact of database coverage.

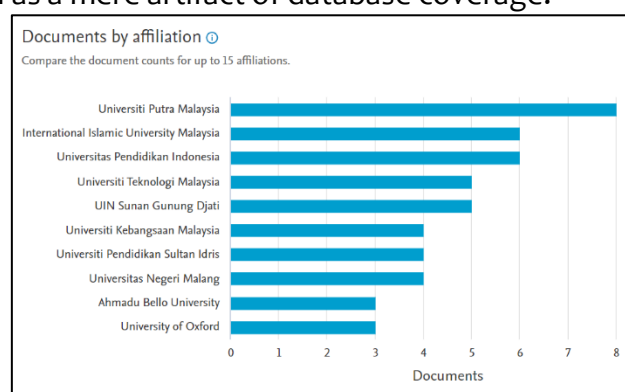


Figure 3. Graph of Article Distribution Based on Affiliation

The graph in Figure 3, which displays documentation by author and affiliated institutions, reveals significant trends and patterns in research collaboration on Quran learning, tafsir, and Quran memorization. Universiti Putra Malaysia and International Islamic University Malaysia are the most active institutions in this field, demonstrating a strong commitment to Islamic education research. The presence of Universitas Pendidikan Indonesia and Universiti Teknologi Malaysia in the next rank also signifies the importance of contributions from educational institutions in Indonesia and Malaysia in this research. On the other hand, the involvement of the University of Oxford indicates international interest and recognition of these studies, proving that research on Islamic education is attracting global attention.

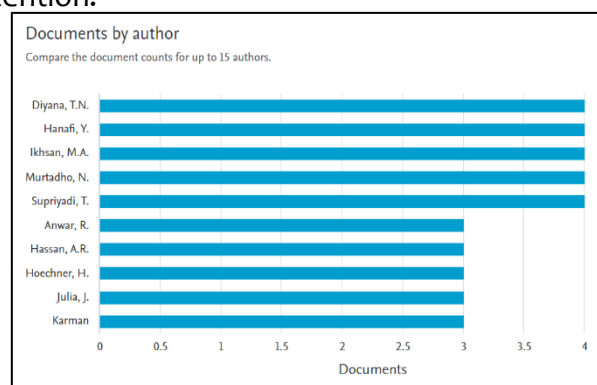


Figure 4. Graph of Article Distribution by Author

Figure 4 shows a graph of the 15 authors who conducted the most research. At the individual level, researchers such as T.N. Diyana and Y. Hanafi (Hanafi et al., 2021) from Malaysia demonstrate high productivity, reflecting Leadership and dedication to Quran-related studies within their academic environment. The graph indicates the presence of researchers from different countries and extensive research networks and inter-institutional collaborations that enhance the quality and scope of research in the field of Quranic education. It shows that while countries with majority Muslim populations, such as Malaysia and Indonesia, are at the forefront, this research also receives attention from institutions and researchers in non-Muslim countries, signalling the importance and universality of Quranic studies.

The Affiliation patterns identified in this study reveal a clear dominance of authors from general universities (PTU) compared to Islamic higher education institutions (PTKI), despite PTKI's central role in Qur'anic education. This disparity is best understood through institutional and governance-related perspectives: PTUs have historically benefited from nationally coordinated research policies, competitive funding schemes, and clearer performance incentives that emphasize indexed publication, which have strengthened their research culture and international visibility. (Bank, 2021). In contrast, PTKI – governed under the Ministry of Religious Affairs – has traditionally emphasized teaching, religious service, and community engagement; much of PTKI scholarship has circulated in locally indexed outlets or institutional repositories rather than in internationally indexed journals (Abdullah, 2017; Kholis et al., 2021). Empirical case studies of reform in Indonesian Islamic higher education further show that while PTKI are undergoing academic reform to increase research capacity, structural constraints such as limited research support, heavier teaching loads, and transitional governance slow their representation in global databases (Khatimah et al., 2022; Nuryana, 2022). These developments indicate that recent efforts to strengthen research capacity within PTKI are underway. However, the affiliation gap served in this study reflects a historically accumulated disparity in institutional research orientation and policy support rather than a lack of scholarly potential within Islamic higher education.

Taken together, these patterns point to broader institutional and policy-related dynamics shaping research productivity in Qur'anic learning. The relative dominance of PTU reflects the long-standing integration of research performance indicators, competitive funding schemes, and indexed publication targets within nationally coordinated higher education policies. Conversely, PTKI under the Ministry of Religious Affairs (Kemenag) has historically prioritized teaching, religious services, and community engagement, thereby limiting institutional emphasis on internationally visible research output. This pattern suggests that the observed gap is rooted in differentiated policy frameworks rather than in disparities of scholarly capacity. Strengthening Qur'anic learning research within PTKI, therefore, requires targeted policy adjustments – particularly in research funding, academic workload allocation, and systematic support for international publication – to enhance research visibility while maintaining PTKI's distinctive educational mission.

Most Cited Articles in Quran Education: Contributions and Influences

The graph in Figure 5 shows that the article "Quranic Schools: Preservation" by Boyle (2004), with 59 citations, ranks first. This article provides an in-depth analysis of the historical and contemporary roles of Quranic schools in the Middle East and Africa. The article's main contribution is to outline how these schools adapted to and interacted with

local institutions, thereby laying the foundation for an authentic, non-Westernised Islamic education system. The article "Islamic View: Cloning & Stem Cells" (Larijani & Zahedi, 2004), which has 41 citations, reviews the Islamic perspective on reproductive and therapeutic cloning and stem cell research. This article is highly relevant to contemporary bioethics, bridging scientific discourse with ethical and Qur'anic perspectives.

The article "The Muslim Jesus: Dead or Alive?" (Reynolds, 2009), with 33 citations, analyzes the Quranic teaching on the death of Jesus and how this teaching is interpreted in the Muslim tradition. Hoechner (2011), in the article "Quranic Students in Kano" (24 citations), explores how Quranic students in Kano, Nigeria, overcome educational inequality and social rejection. The article "Techniques of Quran Memorisation" by Ariffin et al. (2013), with 20 citations, investigates effective Quran memorization techniques in Malaysia's *Tahfiz* institutions.

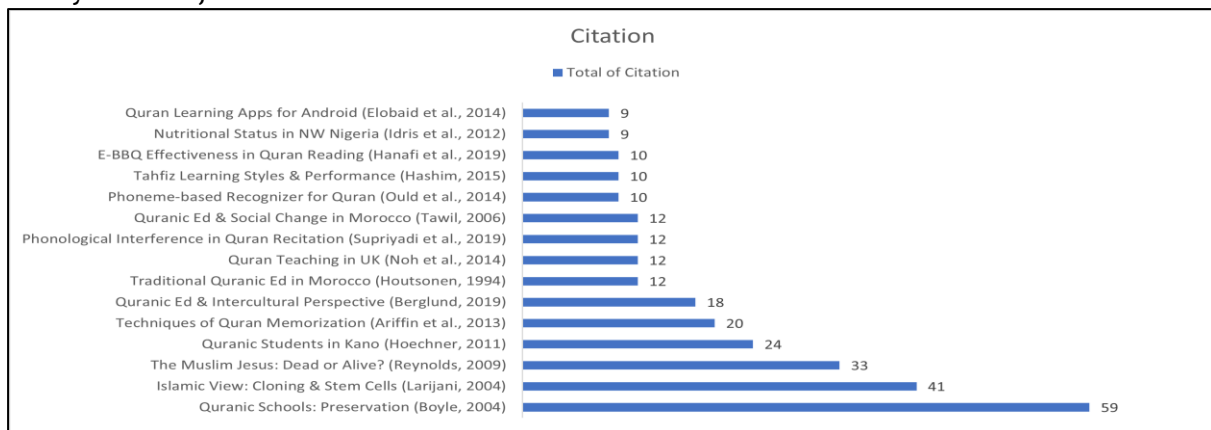


Figure 5. Distribution Chart of the Most Cited Articles

Berglund and Gent (2019) In the article "Quranic Ed & Intercultural Perspective," which cites 18 works, the authors examined the experiences of Muslim students navigating between Quranic supplementary education and mainstream schooling. Other articles, such as "Traditional Quranic Ed in Morocco" by Houtsonen (1994) with 12 citations, "Quran Teaching in the UK" by Noh et al., (2014) with 12 citations, and "Phonological Interference in Quran Recitation" by Supriyadi et al., (2019) with 12 citations, each makes essential contributions to understanding traditional Quranic education practices, Quran teaching and learning methods in the UK, and phonological challenges in reciting the Quran among students with Javanese cultural backgrounds.

The following articles, which have been cited 9-10 times, make significant contributions to the field of Quran education through technological approaches and learning strategies. The article "Phoneme-based Recognizer for Quran" by Ould et al. (2014) presents a phoneme recognition system to support recitation of the Quran with correct tajweed. "Tahfiz Learning Styles & Performance" by Hashim (2015) examined the relationship between Tahfiz learning strategies and students' performance in Quranic memorization, finding that effective learning strategies improve memorization outcomes. "E-BBQ Effectiveness in Quran Reading" by (2019) assessed the effectiveness of electronic learning systems (E-BBQ) and found significant improvements in students' Quran reading ability. "Nutritional Status in NW Nigeria" by (2012) identified and classified the pronunciation of Quranic letters by gender using an effective acoustic classification method. "Quran Learning Apps for Android" by Elobaid et al., (2014) developed a Quran

learning app for Android devices, expanding the accessibility and use of modern technology in Quran learning.

Overall, the most-cited articles significantly broadened our understanding of Quranic education through diverse perspectives, ranging from the history and adaptation of Quranic educational institutions to the application of modern technology. The most influential contribution is how these studies combine traditional and innovative approaches to improve the quality of Quranic education. Boyle's (2004) article on Quranic schools demonstrates that these institutions underpin authentic and sustainable Islamic education. On the other hand, research on the use of technology, such as phoneme recognition systems (Supriyadi, et al., 2019) and Quran learning applications for Android devices (Hanafi et al., 2019) shows how innovation can expand access and improve the effectiveness of Quranic learning. These studies provide theoretical insights and practical solutions to address challenges in Quran education, making them an essential reference for academics, educators, and policymakers in religious education.

Diversity of Topics and Shifting Trends in Quranic Learning Research

Analysis of Research Topics in Quran Learning

Figure 6 below illustrates the theme network. The main topic in this study is Quranic education, which includes sub-topics such as 'almajirai,' 'decision-making,' and 'religious education.' The topic of Quranic education is closely related to Quranic teaching and learning, indicating a significant emphasis on pedagogical methods and strategies.

The topic of Quran teaching includes sub-topics such as 'khatmil Quran' and 'religious education.' Quranic teaching is closely linked to Quranic education, indicating that teaching is integral to the overall educational process. Meanwhile, Quran learning includes sub-topics such as 'learning styles,' 'action research,' and 'multimedia application.' Quranic learning uses technology and research methods to enhance students' learning experience. It shows increasing attention to how technology can facilitate more effective Quranic learning.

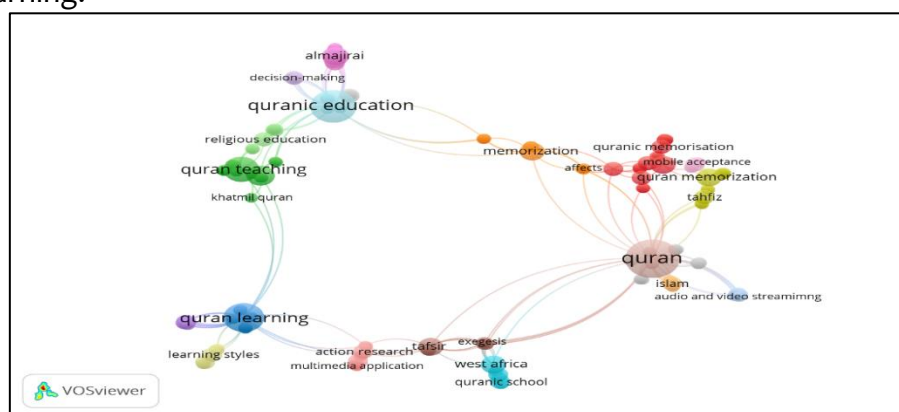


Figure 6. Network Visualization VosViewers

The topic of Quran memorization includes sub-topics such as 'tahfiz,' 'Quran memorization,' and 'mobile acceptance.' Quran memorization is strongly associated with mobile technology adoption, indicating a trend toward the use of modern technology in memorization practices. It suggests that traditional methods of Quran memorization are now being combined with new technologies to increase effectiveness and accessibility.

The Quran is this network's core topic, connecting all other issues. Sub-topics related to the Quran include 'Islam,' 'audio and video streaming,' and 'effects.' It

demonstrates that studying the Quran is central to this research, which examines various approaches to teaching, learning, and understanding this sacred text. Additional subtopics, such as the Quranic school link to 'West Africa,' indicate a geographical focus on Quranic education in West Africa. The topics of exegesis and tafsir concern the interpretation and explanation of the Quran, highlighting its theological dimensions and offering an in-depth study of the sacred text.

Overall, this visualization identifies several critical topics in Quranic learning, including education, teaching, learning, and memorization. Technologies such as multimedia applications and audiovisual streaming have also emerged as essential trends for improving teaching and learning. The linkages between the various topics show that research in this area is interdisciplinary, with each topic contributing to a more holistic understanding of how the Quran is taught and learned.

The thematic diversity observed in the network visualization indicates that Qur'anic learning research is no longer confined to a single pedagogical or theological domain. Instead, the close interconnection between education, teaching, learning, memorization, and technology-related topics reflects an emerging interdisciplinary orientation in the field. This pattern suggests an epistemological shift in which Qur'anic learning is increasingly approached as an object of educational inquiry rather than solely as a normative religious practice. The integration of concepts such as action research, learning styles, and multimedia applications demonstrates that scholars are adopting methodological frameworks commonly used in contemporary educational research, thereby positioning Qur'anic learning studies within broader global academic discourses. Such diversification not only expands the methodological repertoire of Qur'anic studies but also enhances its relevance to modern educational challenges, particularly in contexts where religious education intersects with formal schooling systems.

Analyzing the Research Shift in Quranic Learning

Figure 7 presents a network visualization of research topics related to Quranic learning from 2014 to 2022 and beyond. This visualization provides insight into the shifting focus of research over time, revealing the evolution of trends and priorities in Quranic education. At the beginning of the period indicated in purple-blue-green, research focused primarily on Quranic education and Quranic instruction. This focus reflects efforts to understand how religious education is organized across communities and how students learn and interact within the context of Quranic education. Research in this period tends to explore the traditional and structural aspects of Quranic education, including classical teaching methods and the role of educational institutions (Boyle, 2004; Houtsonen, 1994)

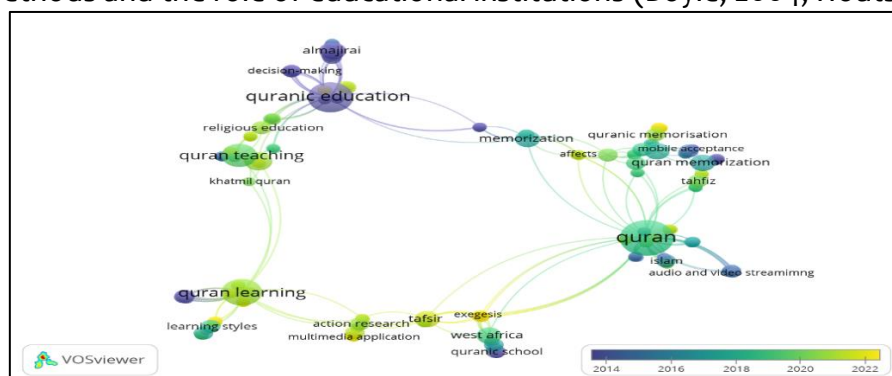


Figure 7. Overlay Visualization VosViewers

The core Quranic topics in blue-green, including sub-topics such as 'Islam,' 'audio and video streaming,' and 'affect,' indicate new ways of understanding and teaching Quranic texts through digital media. Audio and video streaming became essential for distributing educational content to a broader audience (Menacer et al., 2015). Over time, the research focus shifted to Quran learning, with subtopics such as 'learning styles,' 'action research,' and 'multimedia application' highlighted in greenish yellow. This shift indicates an increased interest in understanding how learning methods and the use of technology can improve the effectiveness of Quran education (Abdelhamid et al., 2015; Elobaid et al., 2014; Shamsuddin et al., 2016; Turel et al., 2015). Technology is increasingly playing a significant role, with research examining how multimedia applications and educational software can enhance learning engagement and effectiveness. Action research is also becoming more prominent, reflecting a practical approach to addressing educational challenges (Supriyadi et al., 2019).

In addition, during the same period, there has been a significant increase in research related to Quran memorization. Sub-topics such as 'tahfiz,' 'Quran memorization,' and 'mobile acceptance' also reflect the trend towards adopting mobile technology to support memorization, a critical element of Quran education. The use of mobile applications for Quran memorization shows that modern technology can be integrated with traditional educational practices, enabling more flexible and accessible memorization methods for students in different locations (Aziz et al., 2019; Gent & Muhammad, 2019; Khadijah et al., 2020). Overall, the visualization shows that research in Quranic learning has evolved from a traditional focus on education and teaching toward the integration of modern technologies and a deeper understanding of learning methods. This trend reflects adaptation and innovation in Quranic education to address the challenges and opportunities of the digital age.

The shift in research focus from traditional methods toward the integration of modern technology indicates that Quranic education continues to adapt to changing times. With advances in technology, Quranic education is no longer limited to conventional memorization methods; it also uses mobile and multimedia applications to enhance learning effectiveness and accessibility. Recent research highlights the importance of technology adoption in supporting Quranic education, offering innovative solutions that can overcome geographical challenges and access limitations. This research provides clear evidence that an approach that combines tradition and innovation is required to improve the quality of Quranic education in the digital age. With a better understanding of the trends and shifts identified in this study, educators and policymakers can develop more effective and inclusive strategies, ensuring that Quranic education remains relevant and accessible to all segments of society. This analysis also emphasizes the importance of exploring innovative approaches to delivering essential religious education to continue meeting the needs of future generations.

The temporal shift from traditional themes toward technology-assisted Qur'anic learning reflects more than a methodological change; it signals a broader transformation in how Qur'anic education responds to contemporary social and technological conditions. The increasing prominence of digital media, mobile applications, and learner-centered approaches suggests that Qur'anic learning research is adapting to processes of digitalization and changing learner expectations within educational systems. This trend indicates a negotiated balance between preserving traditional religious practices and embracing pedagogical innovation, particularly in Muslim-majority contexts such as

Indonesia and Malaysia (Aziz et al., 2019b; Wang et al., 2023). Consequently, the observed shift highlights the strategic role of technology as a mediating tool that enables continuity of tradition while facilitating wider access and pedagogical effectiveness in Qur'anic education.

Limitations of Data Sources and Indicators

This study relies exclusively on Scopus-indexed publications to map trends in Qur'anic learning research, providing an internationally comparable dataset but also entailing certain limitations. Scopus does not fully capture locally published research, institutional repositories, theses, or non-indexed journals that are common within Islamic higher education institutions, particularly PTKI. Consequently, the trends identified in this study should be interpreted as representing the internationally visible segment of Qur'anic learning scholarship rather than the total body of research activity. Future studies may benefit from integrating additional data sources, such as national indexing systems and institutional repositories, to achieve a more comprehensive understanding of Qur'anic learning research across different academic contexts.

CONCLUSION

This bibliometric study reveals a substantial growth in Qur'anic learning research from 1994 to 2024, accompanied by a gradual shift from traditional emphases on teaching and memorization toward more interdisciplinary and technology-assisted approaches. Indonesia and Malaysia emerge as leading contributors, reflecting the strong institutional presence of Qur'anic education research in Southeast Asia and the increasing engagement of scholars with globally visible academic platforms. At the same time, the findings highlight structural disparities in internationally indexed research output between general universities and Islamic higher education institutions, which are better understood as the result of differentiated institutional orientations and policy frameworks rather than differences in scholarly capacity. These findings should therefore be interpreted as representing the internationally indexed segment of Qur'anic learning scholarship, while acknowledging the existence of a broader body of locally disseminated research that remains beyond the scope of Scopus-based analysis. To support the continued development of the field, future research would benefit from incorporating more comprehensive data sources, and institutional policies should strengthen research capacity and support international publication, particularly within Islamic higher education institutions. By aligning scholarly innovation with appropriate institutional and policy frameworks, Qur'anic learning research can continue to evolve in ways that preserve its foundational religious values while responding effectively to the pedagogical and technological demands of the digital age.

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