

A Bibliometric Analysis of Quality Research Papers in Islamic Education: Evidence from Scopus

Imam Machali^{1✉}, Eko Suhendro¹

¹Universitas Islam Negeri Sunan Kalijaga Yogyakarta, Indonesia

Corresponding author: imam.machali@uin-suka.ac.id

ABSTRACT

Purpose – This study aims to reveal bibliometric data related to the study of Islamic education.

Design/methods/approach – This study uses a bibliometric analysis method to examine publishing trends and emerging themes surrounding the study of Islamic education. The study is limited to the types of documents, articles, proceedings, reviews, and book chapters. This study uses the Scopus database, and the data was collected on July 1, 2021. The targeted data was retrieved by applying the search keywords: “Islamic Education” OR “Madrasah” OR “Islamic School.”

Findings – The results of this study reveal that there has been an increase in the study of Islamic Education in Scopus-indexed journals over the last five years, with most of them written by Indonesian scientists. However, most articles published in the two journals are not specific to the study of Islamic education or religious studies.

Research implications/limitations – This study is limited to Islamic education research in the Scopus database. This study only looks at bibliometric data analysis. Further studies based on the systematic literature review method can investigate the findings. Islamic education researchers can use the results of this study to develop future research topics.

Practical implications – This study sheds light on the evolution of Islamic education research. The results of this study have implications for a more focused direction of Islamic education research through information science tools.

ARTICLE HISTORY

Received December 7, 2021

Revised February 26, 2022

Accepted June 30, 2022

KEYWORD:

Islamic education, Bibliometric analysis, Scopus



Jurnal Pendidikan Islam

1. Introduction

Various studies worldwide have reviewed Islamic education (Ghani & Sahrin, 2019; Masuwai et al., 2022; Mubarok et al., 2020; Sa'adi, 2011; Sarkawi et al., 2016). Many studies on Islamic education have been conducted from both a qualitative and quantitative standpoint. Masuwai et al.'s (2022) study, for example, discovered that many studies discussed Islamic religious education teachers' teaching behavior and self-assessment. Ghani & Sahrin (2019) reviewed the al-muaddib capacity of the teacher. Teachers are widely highlighted for their roles as converts, mudarris, murabbi, muaddib, and mursyid. The concept of ta'dib in education is very much in line with the role of the Islamic Education teachers as al-muaddib in ensuring students' character through the attitude and example of the teachers themselves. The rapid study of Islamic education allegedly responds to the 9/11 tragedy in America (Chaney & Church, 2017).

Islamic education is a critical component of the Islamic religious growth movement in several Muslim-majority countries (Rashid & Muhammad, 1992; Yahyani et al., 2020). There is an assumption that the face of Islam is shifting from the Middle East to Southeast Asia (Jalil et al., 2019; Veselič, 2018;



This is an open access article under the CC BY-NC license

How to Cite: Machali, I., Suhendro, E. (2022) A Bibliometric Analysis of Quality Research Papers in Islamic Education: Evidence from Scopus. *Jurnal Pendidikan Islam*, 11(1), 13-27. <https://doi.org/10.14421/jpi.2022.111.11-25>

Yuda, 2020). Most of the Islamic education research is conducted in Southeast Asian countries where most of the population is Malay, such as Indonesia and Malaysia (Huda, 2017; Latif & Abdullah, 2008; Zakaria, 2012). The National Bureau of Asian Research (NBR) funds research into the political culture of Islamic schools in Southeast Asia. In order to prove the results of their research, Hefner and his colleagues took the following steps: the first is to describe the pattern of diversity in Islamic schools in Southeast Asia, and the second is to strengthen the assumption that the Middle East has a relationship and influence on the historical development of Islamic education in Southeast Asia. The second step is to examine the role of Muslims in the evolution of state-society relations since colonial times. The third is to examine the dynamics of the role of education in the effort to Islamize, which results in various forms of community patterns that persist to this day. The fourth is to examine the typology of contemporary Islamic education in various Southeast Asian regions, as well as Muslims' efforts to deal with the issue of terrorism while maintaining and teaching religious teachings in the face of modernity (Hefner, 2008).

The role of Islamic thinkers in providing new ideas about Islam cannot be separated from the development of Islamic education. The study by Sa'adi focuses on the epistemological development of Islamic higher education institutions in Indonesia. His review study focuses on the growth of higher education institutions that are heavily influenced by progressive Islamic thought (Sa'adi, 2011). These thinkers advocate for the advancement of Islamic studies in order to be more productive in the face of future challenges.

The increasing clarity of global life encourages the development of studies capable of providing a more comprehensive picture of the field of Islamic education. Academics have developed bibliometric analytical research methods to address these challenges. The bibliometric analysis method is derived from the fields of information and library science (Kumar et al., 2020). Pitchard developed this method in 1969 to quantitatively study bibliographic data (Pritchard, 1969). This method primarily investigates the significant trends, research findings, and impacts in the research area (Cobo et al., 2011; Henderson et al., 2009; Pritchard, 1969). Thus, bibliometrics provides a quantitative analysis of existing literature and has a wide range of applications in many fields (Ellegaard & Wallin, 2015). Because of its quantitative component, this method is beneficial for reviewing and consolidating large data sets without researcher bias (Ramos-Rodríguez & Ruíz-Navarro, 2004). Because they allow for a review of the scientific literature, bibliometric studies are thought to be robust and appropriate. Bibliometric Studies also publish critical and objective summaries of selected scientific papers. Bibliometric studies analyze data that may be more relevant than subjective analysis (Andres, 2009).

Existing review studies have viewed Islamic education through a fragmented discourse lens. There is a need for research examining educational studies' evolution in a broader and more integrated context. Bibliometric analysis solves the knowledge gap (Miles, 2017). As a result, this research aims to provide quantitative data on the growth of Islamic education literature. This study focuses on publishing trends, countries producing Islamic education research, principal authors, major contributing organizations, authorship patterns, keywords, and articles with the highest citations.

2. Methods

Bibliometric analysis is a well-established quantitative method for investigating scholarly work publishing patterns. It is commonly used in library and information science research to investigate publishing trends and patterns of topics under investigation (Ball, 2017). Therefore, in Islamic Education, this study employs bibliometric analysis. The data for this study were retrieved from the Scopus database on July 1, 2021. Scopus is one of the most comprehensive peer-reviewed and authentic scientific literature indexing and abstraction databases. The research is restricted to the types of documents it examines, which include only articles, proceedings, reviews, and book chapters. The

targeted data is retrieved by entering the following search query in the main Scopus search box: “Islamic Education” OR “Madrasah” OR “Islamic School.” The total number of documents in the search results ranges from 1962 to 2021. All metadata is double-checked to ensure data relevance. Repeating this process ensures the accuracy of the results. For data analysis, the researchers used Microsoft Excel and VOSviewer software.

3. Results

3.1. Publishing Trends in the Field of Islamic Education

The first article in the field of Islamic education was published in 1962, according to the distribution of publications on the number of documents. The number of articles published ranged from one to two. However, publication numbers peaked in 2019-2020, with 229 publications. According to the citation trend, articles published before the 2000s had a low citation trend, except articles published in 1978, which had a citation trend of 153. However, citations increased significantly from 2003 to 2005, ranging from 200 to 400 per year.

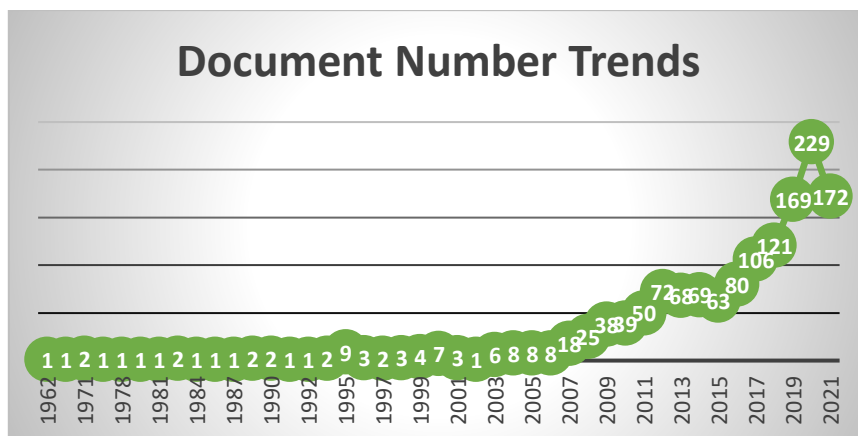


Figure 1. Document Number Trends

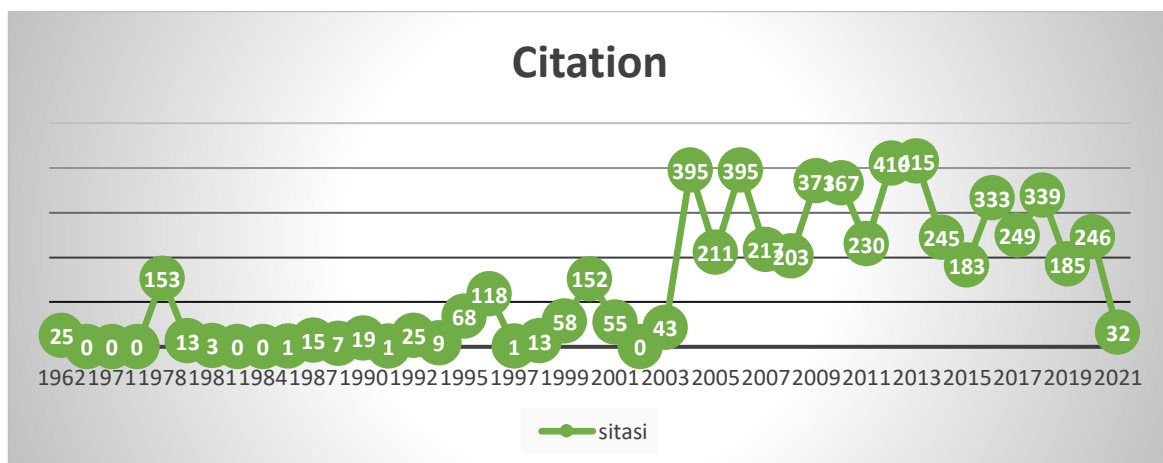


Figure 2. Citation Trends

3.2. Country and Citation

The following table compares each country's publications in the field of Islamic education, with only three countries having publications totaling more than 100. There are 411 publications in Indonesia, 200 in Malaysia, and 134 in the United States. Uganda is a country that has only published one article and has never been cited. When looking at the citation trend, the highest number is in works from the United States, with as many as 1243 citations. Then, there were 707 works from the United Kingdom.

Table 1. Distribution of Countries and Citation

Countries	Publication	Citation
Indonesia	411	610
Malaysia	200	569
United States	134	1243
United Kingdom	68	707
Australia	57	290
Turkey	43	193
Netherlands	30	327
Russian Federation	29	70
Canada	26	346
Singapore	26	87
South Africa	20	75
Iran	18	33
Nigeria	15	73
Pakistan	15	39
Germany	14	64
Jordan	14	12
Brunei Darussalam	11	49
Sweden	11	85
United Arab Emirates	11	28
India	10	9

3.3. Highest Author and Citation

The nine authors with the most citations are listed in the table below. These nine authors have received more than 100 citations in Islamic education studies. It demonstrates that the work of these nine authors had a significant academic impact.

Table 2. Distribution of Authors and Citation

Authors	University, Country	Publications	Citations
Driessen, G.	Radboud University, Nijmegen, Netherlands	8	208
Zine, J.	Department of Sociology, Wilfrid Laurier University, Canada	4	201
Fetzer, J.S.	Pepperdine University, United States	2	197
Merry, M.S.	Beloit College, United States, Department of Education and Youth Studies, Beloit College, 700 College Street, Beloit, WI 53511, United States	7	171
Eickelman, D.F.	New York University, United States	1	153
Christopher Soper, J.	Social Science Division, Pepperdine University, United States	1	151
Halstead, J.M.	University of Plymouth, United Kingdom	1	145
Hefner, R.W.	Institute on Culture, Religion, and World Affairs, Boston University, United States	3	119
Boyle, H.N.	Center for International Basic Education, Education Development Center, Inc United States, International development education, Egypt, International development education, Yemen, International development education, Nigeria	2	115

3.4. Most Productive Writer in Islamic Education

The Table 3 depicts the data of the most prolific writers in the field of Islamic education. The most prolific writers are Asadullah, MN, and Waghid, Y., who each write up to 9 articles. Then came G. Driessen, who wrote eight articles on Islamic education.

Table 3. Author Productivity

Authors	University, Country	Publications	Citations
Asadullah, MN.	University of Oxford, United Kingdom; University of Malaya, Malaysia, IZA, Germany; University of Reading, United Kingdom	9	66
Waghid, Y.	Department of Education Policy Studies, Stellenbosch University, Stellenbosch, Cape Town, 7602, South Africa	9	33
Driessen, G.	Radboud University, Nijmegen, Netherlands	8	208
Merry, M.S.	Beloit College, United States, Department of Education and Youth Studies, Beloit College, 700 College	7	171

	Street, Beloit, WI 53511, United States		
Huda, M.	Universiti Teknologi Malaysia, Johor Bahru, Malaysia	7	73
Hardaker, G.	University of Huddersfield, Huddersfield, United Kingdom	7	65
Tan, C.	National Institute of Education, Nanyang Technological University, 1 Nanyang Walk 637616, Singapore	7	43
Brooks, M.C.	Monash University, Australia	7	30
Nor, MRM.	Department of Islamic History and Civilization, Academy of Islamic Studies, University of Malaya, Kuala Lumpur, Malaysia	7	23
Lubis, M.A.	Islamic Education Department, Faculty of Education, Universiti Kebangsaan Malaysia UKM, Bangi, Selangor, 43600, Malaysia	7	21
Hamzah, MI.	Faculty of Education, Universiti Kebangsaan Malaysia, UKM Bangi, Selangor, 43600, Malaysia	6	35
Nawi, A.	Sultan Hassanal Bolkiah Institute of Education, Universiti Brunei Darussalam, Tunku Link Road BE1410, Brunei Darussalam	6	29
Memon, N.A.	Razi Education ON, Canada	6	18
Zakaria, G.A.N.	Pendidikan Sultan Hassanal Bolkiah, Universiti Brunei Darussalam, Brunei Darussalam	6	13
Noh, M.A.C.	Department of Education and Community Wellbeing, National University of Malaysia, Malaysia	6	6
Niyozov, S.	Ontario Institute for Studies in Education, University of Toronto, Toronto, ON, Canada	5	98
Huda, S.	Institut Agama Islam Negeri Kediri, Indonesia	5	49
Jamsari, E.A.	Department of Arabic Studies and Islamic Civilization, Faculty of Islamic Studies, Universiti Kebangsaan Malaysia, 43600 UKM Bangi, Selangor, Malaysia, Institute of West Asian Studies, Universiti Kebangsaan Malaysia, 43600 UKM Bangi, Selangor, Malaysia	5	34

Abdalla, M.	University of South Australia, Adelaide, SA, Australia	5	22
Saada, N.	Beit Berl College of Education, Kfar Saba, Israel	5	17

3.5. *Patterns of Authorship in Islamic Education*

According to the authorship pattern data in the article, there are at most 19 authors. Most are written by one, two, or up to three authors. There are 616 publications written by one author, with a total of 3146 citations. There are 270 articles with 1262 citations in publications written by two authors. There are 270 publications with a total of 651 citations written by three authors.

Table 4. Pattern of co-authorship

No. of Author	Publication	Total
Author-1	618	3146
Author-2	270	1262
Author-3	207	651
Author-4	140	237
Author-5	82	213
Author-6	42	61
Author-7	15	116
Author-8	8	7
Author-9	8	60
Author-10	2	10
Author-11	4	0
Author-12	2	14
Author-13	2	27
Author-14	1	0
Author-19	1	1

3.6. *Top 20 Research Producer Institutions in Islamic Education*

Malaysian institutions are among the top three publishing the most Islamic education themes. The National University of Malaysia is the first, with 65 publications. The International Islamic University Malaysia comes in second with 32 publications. The third is the University of Malaya, which has 31 publications. The Indonesia University of Education has the most publications from Indonesian institutions, with 21.

Table 5. Author Institution

Affiliation	Publications
Universiti Kebangsaan Malaysia	65
International Islamic University Malaysia	32
Universiti Malaya	31
Universitas Pendidikan Indonesia	21
Nanyang Technological University	19
Stellenbosch University	16
Universiti Putra Malaysia	16
UNIVERSITI BRUNEI DARUSSALAM	16
Universitas Islam Negeri Syarif Hidayatullah Jakarta	16
National Institute of Education	15
UIN Sunan Gunung Djati	15
Universiti Sains Malaysia	14
Universiti Teknologi Malaysia	14
University of South Australia	14
Universitas Negeri Yogyakarta	14
UIN Sunan Ampel Surabaya	14
Universiteit van Amsterdam	13
University of Oxford	13
Universiti Pendidikan Sultan Idris	13
Universitas Negeri Malang	13

3.7. Research Producer Publisher in Islamic Education

According to the data on the number of publishers who publish works on Islamic education, the Journal of Physics Conference Series has the most. The journal has 64 works published with a total of 62 citations. When looking at the data, it is interesting to note that two of the top three publishers of Islamic education have names that are not closely related to Islamic education.

Table 6. Publisher

Journal	Publications	Citations
Journal of Physics: Conference Series	64	62
Religions	30	92
IOP Conference Series: Earth and Environmental Science	25	39
International Journal of Innovation, Creativity, and Change	23	9
Studia Islamika	19	13
International Journal of Scientific and Technology Research	17	8
British Journal of Religious Education	16	121
Journal of Indonesian Islam	15	42
Universal Journal of Educational Research	15	20
Journal of Critical Reviews	13	9

Meanwhile, based on the total citations of the top three journals, it is a journal called Comparative. Comparative education has the most citations, with 184 from three articles. The second most cited journal was Comparative Education Review, which received 176 citations from three articles, and Comparative Studies in Society and History received 153 citations from one article.

Table 7. Journal

Journal	Publications	Citations
Comparative Education	3	184
Comparative Education Review	3	176
Comparative Studies in Society and History	1	153
Muslims and the States in Britain, France, and Germany	1	151
British Journal of Religious Education	16	121
Equity and Excellence in Education	1	115
Modern Asian Studies	4	112
Journal of Ethnic and Migration Studies	4	108
Journal of Education Policy	2	106
International Journal of Educational Development	11	105

3.8. Researcher Authorship Pattern

According to the authorship distribution, most works (67%) were published as journal articles. Other types of publication patterns are written in the forms of conference papers, which account for 12% of the total, and book chapters, which account for 11% of the total. Others emerge due to the publication of review conferences, editorials, data papers, and erratum.

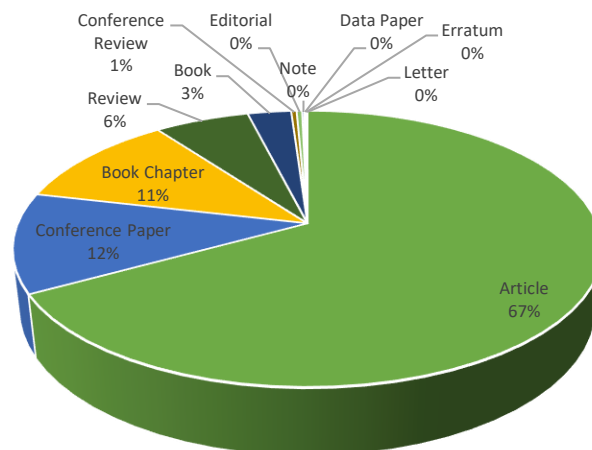


Figure 3. Document Type

3.9. Keywords

According to the keyword trend, the most popular keywords for Islamic education are 282. The number of keywords containing the word education is 111. Then there are 83 keywords containing the words Islam and Student. According to the data, keywords in Islamic education are overly broad. Therefore, it is hoped that keywords will be more specific in the future.

Table 8. Keywords

KEYWORD	
Islamic Education	282
Education	111
Islam	83
Students	83
Indonesia	64
Islamism	61
Madrasah	60
Islamic Schools	46
Religion	45
School Buildings	41
Religious Education	40
Human	36
Teaching	34
Article	31
Learning	26

VOSviewer is used for additional analysis to see how the keyword network is distributed. According to VOSviewer analysis, four major clusters of keywords are frequently used in articles on Islamic education. The four clusters represent keywords related to “Islamic School,” “Indonesia,” “Teacher,” and “Student.” The color differences in Figure 4 indicate the presence of clusters. Each keyword is categorized based on its proximity to the theme. Several keywords, such as “Development” and “School,” have a high co-occurrence and serve as a link between the four clusters.

VOSviewer can also be used to examine the distribution of keywords based on the year the document was published. This method can determine the trend of topics that have been widely discussed in the past and are currently in the news. According to Figure 5, studies on the context of Islamic identity in Islamic education were conducted by scholars more than ten years ago. The purple color in Figure 5 illustrates this. The research then discusses aspects of the teacher and Indonesia as a place where Islamic education has grown significantly. Recent research has emphasized Students as the most observed variable.

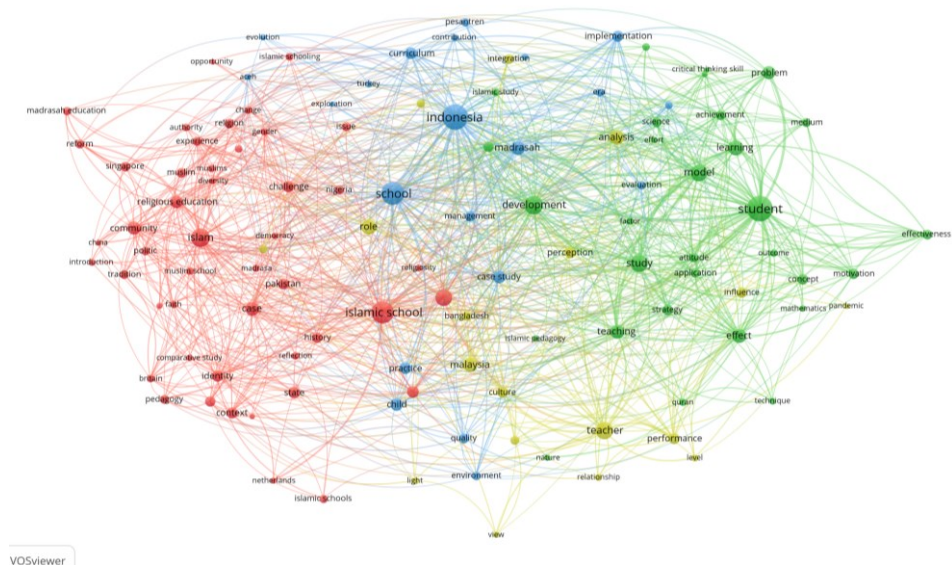


Figure 4. Cluster-Based Keyword Distribution

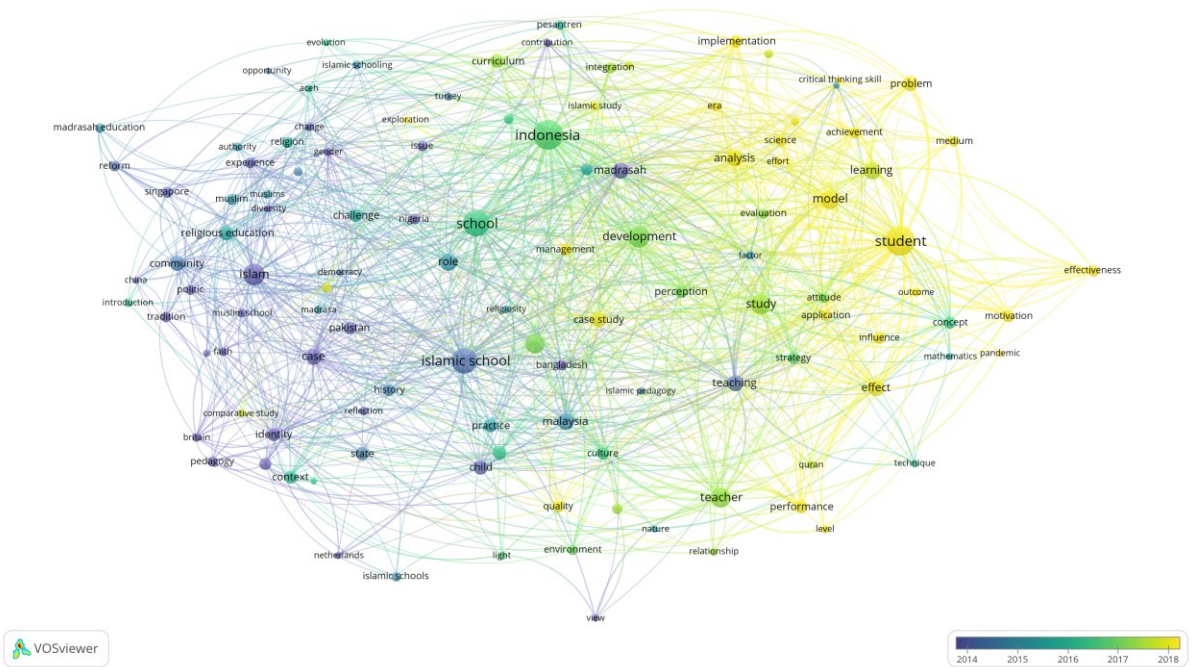


Figure 5. Distribution of keywords based on the year of publication

4. Discussion

This paper attempts to provide a bibliometric analysis of the evolution of Islamic education literature in Scopus-indexed journals from 1962 to 2021, 59 years. First, there has been a significant increase in educational publications over the last 20 years covered by this study. Studies on Islamic education have grown in popularity, particularly since 2001. It is allegedly in response to the 9/11 terrorist attacks in the United States (Chaney & Church, 2017). Scientists have conducted extensive research on Islamic studies, particularly Islamic education. Scientists want to know how Islam's

characteristics are taught. Since 2016, there has been a significant increase. The improved literacy of international journals contributed to the increase.

Second, the increase in publications was driven by writers from Western countries (America and Europe). Individually, western writers (from America and Europe) have produced significant work. This finding supports the brisk study of Islamic education, as many Western scientists have become interested in Islam after 9/11. However, from a collective standpoint, Indonesia produces the most publications, followed by Malaysia. Few Middle Eastern countries have published numerous works on Islamic education that Scopus index. This discovery points to a shift in the face of Islamic scholarship away from the Middle East and toward Southeast Asia (Jalil et al., 2019; Veselič, 2018; Yuda, 2020). Islamic education studies are primarily conducted in Southeast Asian countries such as Indonesia and Malaysia, predominantly Malay (Huda, 2017; Latif & Abdullah, 2008; Zakaria, 2012). The intersection of Malay and Islam is a long history that cannot be ruled out. The long history of the entry of Islam to the east (Southeast Asia) is reinforced by this finding.

Third, even though most of the writers are from Southeast Asian countries, the number of citations is still dominated by Western writers. It reinforces the need to improve the quality of Southeast Asian writers' writing, particularly in Indonesia and Malaysia. On the other hand, the surprising finding states that the names of the two journal institutions that publish the most works on Islamic education are not closely related to Islamic education. Literacy in relevant journals must be improved so that authors can select the most appropriate journal for their needs. Increasing research funding from a variety of sources, including both government and private institutions, can be an alternative solution for improving research quality (Gunn & Mintrom, 2016).

Fourth, the authors have conducted numerous studies on Islamic education. It is hoped that future collaboration among Islamic education researchers will provide a more focused perspective. Collaboration between Islamic education researchers and researchers from other fields is also critical to improving the quality of Islamic education research.

Fifth, based on the distribution of keywords frequently used by writers, Islamic education is taught from a moderate rather than a violent perspective (Andriasanti, 2016; Irawan, 2017; Pribadi, 2019; Sofyan et al., 2015). This finding lends credence to the claim made by many scientists that the spread of Islam to the East (Southeast Asia) occurred without violence (Abdullah, 2017; Fauzi & Abdul Hamid, 2009; Hefner, 2008; Nathan & Hashim Kamali, 2005). On the other hand, Islamic education learning has undergone numerous changes. Originally taught through classical learning in mosques, Islamic education has evolved into a more modern form (*Handbook of Islamic Education*, 2018; Jima'ain et al., 2019; Talbani, 1996). Islamic Education Learning is heavily intertwined with contemporary educational theory. Islamic education was taught initially through the rote method but later linked to other, more interactive learning methods.

5. Conclusion

Research on Islamic education appears to be gaining traction in recent years, particularly in 2016, when there was a significant increase. In the last five years, there appears to have been a significant increase in the study of Islamic education, which Indonesian scientists wrote. It is evidenced by the two journals that publish the most significant number of articles that are not explicitly related to Islamic education or religious studies. This study aims to provide a bibliometric analysis of the growth of Islamic Education studies in Scopus-indexed journals over the last five years. This study contributes to a better understanding of the context of Islamic Education studies in terms of publishing trends, top countries, authors, organizations, journals, and frequently used keywords. Further research can examine the findings and discourses generated by Islamic Education scientists based on a systematic review of the literature.

Declarations

Author contribution statement

Imam Machali conceived the presented idea. Eko Suhendro was data taker. All authors performed data analysis. All authors discussed the results and contributed to the final manuscript.

Funding statement

This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

Data availability statement

The datasets generated during and/or analyzed during the current study are available from the corresponding author upon reasonable request.

Declaration of interests statement

The authors declare that they have no known competing financial interests or personal relationships that could have influenced the work reported in this paper.

Additional information

Correspondence and requests for materials should be addressed to imam.machali@uin-suka.ac.id

ORCID

Imam Machali  <https://orcid.org/0000-0003-1331-3252>

Eko Suhendro  <https://orcid.org/0000-0001-9285-9821>

References

- Abdullah, A. (2017). Islam As A Cultural Capital In Indonesia And The Malay World: A Convergence of Islamic Studies, Social Sciences and Humanities. *JOURNAL OF INDONESIAN ISLAM*, 11(2), 307–328. <https://doi.org/10.15642/JIIS.2017.11.2.307-328>
- Andres, A. (2009). *Measuring Academic Research: How to Undertake a Bibliometric Study* (1st edition). Chandos Publishing.
- Andriasanti, L. (2016). *Kontestasi Identitas Islam Moderat di Asia Tenggara*. 2(1), 22.
- Ball, R. (2017). *An Introduction to Bibliometrics: New Development and Trends* (1st edition). Chandos Publishing.
- Chaney, C., & Church, W. T. (2017). Islam in the 21st century: Can the Islamic belief system and the ethics of social work be reconciled? *Journal of Religion and Spirituality in Social Work*, 36(1–2), 25–47. Scopus. <https://doi.org/10.1080/15426432.2017.1311246>
- Cobo, M. J., López-Herrera, A. G., Herrera-Viedma, E., & Herrera, F. (2011). An approach for detecting, quantifying, and visualizing the evolution of a research field: A practical application to the Fuzzy Sets Theory field. *Journal of Informetrics*, 5(1), 146–166. <https://doi.org/10.1016/j.joi.2010.10.002>
- Ellegaard, O., & Wallin, J. A. (2015). The bibliometric analysis of scholarly production: How great is the impact? *Scientometrics*, 105(3), 1809–1831. <https://doi.org/10.1007/s11192-015-1645-z>
- Fauzi, A., & Abdul Hamid, A. (2009). *Repoliticisation of Islam in Southeast Asia*.
- Ghani, M. Z. A., & Sahrin, S. (2019). The capacity of Islamic education teachers as al-muaddib: A systematic review. *International Journal of Advanced Science and Technology*, 28(16), 401–409. Scopus.
- Gunn, A., & Mintrom, M. (2016). Higher Education Policy Change in Europe: Academic Research Funding and the Impact Agenda. *European Education*, 48(4), 241–257. Scopus. <https://doi.org/10.1080/10564934.2016.1237703>
- Handbook of Islamic Education*. (2018). <https://link.springer.com/book/10.1007/978-3-319-64683-1>

- Hefner, R. W. (2008). *Making Modern Muslims: The Politics of Islamic Education in Southeast Asia*. University of Hawaii Press.
- Henderson, M., Shurville, S., & Fernstrom, K. (2009). The quantitative crunch: The impact of bibliometric research quality assessment exercises on academic development at small conferences. *Campus-Wide Information Systems*, 26(3), 149–167. <https://doi.org/10.1108/10650740910967348>
- Huda, K. (2017). Islam Melayu Dalam Pusaran Sejarah Sebuah Transformasi Kebudayaan Melayu Nusantara. *TOLERANSI: Media Ilmiah Komunikasi Umat Beragama*, 8(1), 78–96. <https://doi.org/10.24014/trs.v8i1.2472>
- Irawan, M. D. (2017). Islam Waṣatiyyah: Refleksi Antara Islam Modern Dan Upaya Moderasi Islam. *TAJID: Jurnal Ilmu Ushuluddin*, 16(2), 111–128. <https://doi.org/10.30631/tjd.v16i2.57>
- Jalil, M. N. A., Azam Mohd Amin, W. M., & Alias, M. (2019). Politico-cultural-religious milieu of South East Asia: An examination of pre-Islamic structures of authority and syncretic practices. *Kemanusiaan*, 26, 109–129. Scopus. <https://doi.org/10.21315/kajh2019.26.s1.6>
- Jima'ain, M. T. A. @, Mahpuz, A. N. 'Aqilah, Rahman, S. N. H. A., & Mohamad, A. M. (2019). Industrial Revolution 4.0: Innovation and Challenges of Islamic Education Teachers in Teaching. *BITARA International Journal of Civilizational Studies and Human Sciences (e-ISSN: 2600-9080)*, 2(1), 38–47.
- Kumar, S., Sureka, R., & Pandey, N. (2020). Forty-five years of the International Journal of Social Economics (IJSE): A bibliometric overview. *International Journal of Social Economics*, 47(7), 831–849. <https://doi.org/10.1108/IJSE-08-2019-0492>
- Latif, H. H. M., & Abdullah, C. A. (2008). Islam dalam Perlembagaan Malaysia: Kewajarannya berdasarkan Faktor Kesultanan Melayu. *Journal of Governance and Development*, 4, 1–12.
- Masuwai, A., Zulkifli, H., & Tamuri, A. H. (2022). Systematic literature review on self-assessment inventory for quality teaching among Islamic education teachers. *Sustainability (Switzerland)*, 14(1). Scopus. <https://doi.org/10.3390/su14010203>
- Miles, D. (2017). *Research Methods and Strategies Workshop: A Taxonomy of Research Gaps: Identifying and Defining the Seven Research Gaps*. 1, 1.
- Mubarak, M. K., Sudrajat, A., & Rukiyati. (2020). A review of prophetic education in two Islamic universities in Indonesia. *Journal of Critical Reviews*, 7(3), 361–364. Scopus. <https://doi.org/10.31838/jcr.07.03.69>
- Nathan, K., & Hashim Kamali, M. (Eds.). (2005). *Islam in Southeast Asia: Political, Social and Strategic Challenges for the 21st Century*. ISEAS Publishing. <https://doi.org/10.1355/9789812306241>
- Pribadi, Y. (2019). Islam Moderat dan Isu-isu Kontemporer: Demokrasi, Pluralisme, Kebebasan Beragama, Non-Muslim, Poligami, dan Jihad, by Ayang Utriza Yakin. *Bijdragen Tot de Taal-, Land- En Volkenkunde / Journal of the Humanities and Social Sciences of Southeast Asia*, 175(4), 602–604. <https://doi.org/10.1163/22134379-17504018>
- Pritchard, A. (1969). Statistical Bibliography or Bibliometrics? *Journal of Documentation*, 25, 348–349.
- Ramos-Rodríguez, A.-R., & Ruíz-Navarro, J. (2004). Changes in the intellectual structure of strategic management research: A bibliometric study of the Strategic Management Journal, 1980–2000. *Strategic Management Journal*, 25(10), 981–1004. <https://doi.org/10.1002/smj.397>
- Rashid, H. M., & Muhammad, Z. (1992). The Sister Clara Muhammad Schools: Pioneers in the Development of Islamic Education in America. *The Journal of Negro Education*, 61(2), 178–185. <https://doi.org/10.2307/2295414>
- Sa'adi. (2011). A survey on the development of Islamic higher education in Indonesia: An epistemological review. *Indonesian Journal of Islam and Muslim Societies*, 1(1), 151–169. Scopus. <https://doi.org/10.18326/ijims.v1i1.151-169>

- Sarkawi, A. A., Abdullah, A., & Md Dali, N. (2016). Islamisation of town planning education: A review on the courses offered by the Department of Urban and Regional Planning, International Islamic University Malaysia. *Planning Malaysia*, 4(Special Issue 4), 209–224. Scopus.
- Sofyan, M., Rasyid, A. A., Jamaluddin, J., & Adisaputera, A. (2015). Discern the meaning of ummatan washatan in southeast asia. *IOSR*, 20(5), 11–18.
- Talbani, A. (1996). Pedagogy, Power, and Discourse: Transformation of Islamic Education. *Comparative Education Review*, 40(1), 66–82. <https://doi.org/10.1086/447356>
- Veselič, M. (2018). Guest editor's foreword: Islamic cultures in East and South Asia. *Asian Studies*, 6(1), 5–8. Scopus. <https://doi.org/10.4312/as.2018.6.1.5-8>
- Yahyani, W. A., Kurnianto, R., & Ariyanto, A. (2020). The Role of Integrated Schools in Improving Islamic Education in Muslim Minority Areas of Cambodia. *Al-Hayat: Journal of Islamic Education*, 4(2), 163–169. <https://doi.org/10.35723/ajie.v4i2.123>
- Yuda, T. K. (2020). The development of “Islamic welfare regime” in South East Asia: Drawing experiences from Brunei Darussalam, Malaysia and Indonesia. *International Journal of Sociology and Social Policy*, 40(3–4), 220–235. Scopus. <https://doi.org/10.1108/IJSSP-08-2018-0137>
- Zakaria, I. (2012). Islam Dan Falsafahnya Dalam Kebudayaan Melayu / Idris Zakaria. *Jurnal Hadhari: An International Journal*, 91–108.