Islamic Education in Forming an Education System: Bibliometric Inquiry

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Informasi Artikel	Abstract
	This study aims to reflect on the improvement and course of research on the Islamic religious education system in publications indexed by the Scopus database. This study uses bibliometric analysis techniques to examine all Islamic education and learning publications indexed in the Scopus database from 1972 to 2023. The obtained data were analysed using Microsoft Excel and R/R Studio. Visually analyse keyword occurrence and document citation using VOSviewer. The author found 695 matching publications with specified features, topics, and criteria. The most relevant authors are those whose work is successfully published and indexed by Scopus. The author with the highest influence is indicated by the author with the highest bar, namely Majdzadeh, R., and the author with the least influence is indicated by the author with the lowest bar, such as Chamsine, C., Larijani, B., Lubis, M.A, etc. The limitation of this study is that only data sets or metadata are extracted from Scopus-indexed publications. Other national and international databases were not included in this study. This study provides an overview of the literature available to educational researchers and provides recommendations for future research. Penelitian ini bertujuan untuk merefleksikan penyempurnaan dan jalannya penelitian sistem pendidikan agama Islam pada publikasi yang terindeks database Scopus. Penelitian ini menggunakan teknik analisis bibliometrik untuk meneliti seluruh publikasi

pendidikan dan pembelajaran Islam yang terindeks di database Scopus pada tahun 1972 hingga 2023. Data yang diperoleh dianalisis menggunakan Microsoft Excel dan R/R Studio. Analisis secara visual kemunculan kata kunci dan kutipan dokumen menggunakan VOSviewer. Penulis menemukan 695 publikasi yang cocok dengan fitur, topik, dan kriteria tertentu. Penulis yang paling relevan adalah mereka yang karyanya berhasil dipublikasikan dan terindeks Scopus. Penulis dengan pengaruh tertinggi ditunjukkan oleh penulis dengan bar tertinggi yaitu Majdzadeh, R., dan penulis dengan pengaruh paling kecil ditunjukkan oleh penulis dengan bar terendah seperti Chamsine, C., Larijani, B., Lubis, M.A, dll. Keterbatasan penelitian ini adalah hanya kumpulan data atau metadata yang diekstraksi dari publikasi yang terindeks Scopus. Database nasional dan internasional lainnya tidak dimasukkan dalam penelitian ini. Penelitian ini memberikan gambaran literatur yang tersedia bagi peneliti pendidikan dan memberikan rekomendasi untuk penelitian masa depan.

I. INTRODUCTION

Islamic religious education as a process of *ikhtiyariyah* has unique characteristics and characters, namely the planting, developing, and strengthening of faith values that become the spiritual foundation of humans, according to which human attitudes and behaviours are formed according to the rules of the religion they follow. A person's beliefs and values are holistic to the person, expressed in physical and mental behaviour, and are the fundamental driving force for a person's behaviour. Islamic education also trains students' sensitivity so that deep feelings toward Islamic ethical and spiritual values guide their attitudes and actions. They believe that seeking knowledge satisfies intellectual curiosity and develops a rational soul that ensures their physical and spiritual well-being. This view comes from a deep faith in God (Sa'diyah, 2022);(Tan & Ibrahim, 2017);(Roy et al., 2020);(Mohed & Ismail, 2015);(Ahmad, 2015);(Anam et al., 2019).

According to the Law on the National Education System No. 20 of 2003 on the National Education System, education is the provision of a learning environment and learning process that enables learners to actively develop their religious, spiritual, and personal potential and deliberate efforts To create trust,

control, ethics, intelligence, noble morals and abilities needed by oneself, society, and the country. To instil religious behaviour among students, each educational institution is expected to influence the formation of religious ethos among students. However, the degree of influence depends on several factors that motivate children to understand religious values because religious education is fundamentally valuable. Therefore, religious education focuses on the formation of customs that are in line with spiritual teachings (Petersen, 2014);(Arifin, 2016);(Tuntivivat, 2016);(Pettalongi, 2019);(Batubara et al., 2021).

Islamic religious education is one of the educational classes that teach Islamic values to become a "way of life" (one's outlook and attitude to life). So, Islam Religious Education can be concluded as (1) all activities performed by a person to assist students in instilling the Islamic teachings and values to be used as a view of life that is manifested in attitudes and developed in daily life skills; (2) A process to teach the teachings of Islam and its values (Riaz et al., 2017);(Syafrin et al., 2023);(Asyafah, 2019).

Islamic religious education is tied to how the education system is. The word system in the extensive dictionary of Indonesian means elements that are interrelated with each other to form an orderly arrangement of views, theories, principles, and so on. Islamic education is an instruction given by people to a person so that they understand the teachings of Islam to the maximum (Rohmad et al., 2020). The Islamic education system is a unit of words that contain the unity of meaning or meaning between the system and Islamic education itself. From the understanding of the term above, the Islamic education system, when combined, can be concluded as follows is a whole of parts that cooperate or elements that are arranged regularly and interrelated with each other to form a human being who has a complete personality and based on the values of Islamic teachings (Hasan, 2020);(Nor et al., 2012);(Habibi et al., 2018);(Dzulkifli et al., 2020).

According to experts, the Islamic education system is part of education oriented to Islamic teachings, which are interconnected so that unity is formed to achieve specific goals. The Islamic education system is also defined as a step

241   JIE *(Journal of Islamic Education)*
   e-ISSN: 2528-0465 (online) | Volume 8, Issue 2 | November 2023
   p-ISSN: 2503-5363 (print)

based on Islamic teaching sources in carrying out education to achieve the goals of Islamic education (Huda et al., 2020). For Islamic education to be completed effectively and efficiently, every Muslim must follow the educational process to understand the behaviour of individuals of other groups (Mustaqim et al., 2014);(Widiani & Istiqomah, 2021).

The Islamic education system is neatly arranged way and system based on the sources of Islamic religious teachings in carrying out educational efforts regularly and adequately to achieve the goals of Islamic education. From the explanation above, further studies need to be carried out on research on the development of the Islamic education system. Research that can develop the Islamic education system solves today's problems. Research on the Islamic education system from 1972-2023 has also undergone significant development (Siregar, 2023);(Baidhawy, 2012);(Herdianto et al., 2021).

The previous research on Islamic education related to the Islamic religious education system entitled muslim diversity, religious education, and Islamic religious education. Everyday practical insights on religious education concepts for Austrian Muslim parents with the focus of research conducted by (Kolb, 2023) by producing research results using methodological approaches used in Islamic religious education as the structural framework was compiled through a top-down approach, which does not hypothesise-based on practice or consider Muslim perspectives, and opens new ground by systematically being taken into account in the didactic religious pedagogy approach (Ikhwan, 2021).

Research on Islamic education to form identity and spirituality with research conducted by (Othman & Ghani, 2022) with the title aqidah and its influence on the development of education system, produced research results that Islamic teachings have been able to be disseminated and provide many benefits to the community with the education system has progressed a lot with the establishment of several important government bodies to manage Islamic affairs and education system.

In addition, the study of the education system was conducted with two critical findings. The research based on the modernization of education

governance on the acceleration paradigm in islamic boarding schools, was conducted by (Thoha & Hannan, 2022) and collected primary data through interviews and observations. The accelerated learning paradigm uses a mixed method to obtain secondary data from relevant literature sources. The study uncovers essential insights into the governance of the education system. It is characterised by the emergence of a learning accelerator system and the implementation of learning accelerator programs through modernising educational administration with curriculum and learning hours. From previous research on Islamic education and system education, bibliometric analysis methods have yet to be used to map scientific publications in various fields.

It is imperative to conduct a critical analysis of existing research findings to pave the way for future research and provide projections for policymakers about areas of research that need to gain a more significant share of development speed. This evaluation procedure is highly dependent on the availability of credible data. Bibliometric research is one tool that plays a role in mapping data on published studies. The Scopus database was used in this study because it has a very high readability.

Bibliometric indicators are a tool that has a role in evaluating the results of scientific research, studying the interaction between science and technology, producing mapping of fields of science, tracking the development of new science in specific fields, and are indicators in the future in making strategic plans. This research can be used as a guideline for future researchers in contributing with authors from various institutions and countries so that knowledge about the Islamic education system can continue to develop. This study aims to map developments and directions in research which focus on the Islamic religious education system in publications indexed by the scopus database from 1972-2023 (Jahroni, 2013).

II. METHOD

Bibliometric analysis methods were used in this study thoroughly in the form of document analysis and network analysis (Hardani et al., 2020). The data was obtained using a Boolean search engine to comb through the Scopus database

1972-2023; the search was conducted on May 27, 2023. Researchers use R and Rstudi tools, VosViewer and Microsoft Excel to analyse documents and networks. The stages taken by researchers are in the form of steps as follows: *First*, researchers will conduct a literature review on related themes to ensure that relevant research is carried out with bibliometric topics. In addition, the literature review helps determine appropriate keywords and is considered to represent the scope of research that has been carried out.

Second, researchers used the boolean operator TITLE-ABS-KEY (Islamic AND education) to search scopus, yielding 5,707. Furthermore, filtration was carried out with Boolean operators (TITTLE-ABS-KEY (Islamic AND education)) AND TITTLE-ABS-KEY (education AND system)) AND (LIMIT-TO (DOCTYPE, "ar")) AND (LIMIT-TO (S.R.C.T.Y.P.E., "j")) AND (LIMIT TO (LANGUAGE, "english")) operators to limit only English documents and articles as document types resulting in a final document of 695 (Fitri & Haryanti, 2020). *Third*, we will analyse the final document searches using Scopus analyser, R and R-studi to determine the number of documents per year and by journal, author, affiliation, country, and subject. Furthermore, the document network level was analysed with visualisation through VOSviewer and Microsoft Excel data processing. The detailed research procedure can be seen in the following figure.
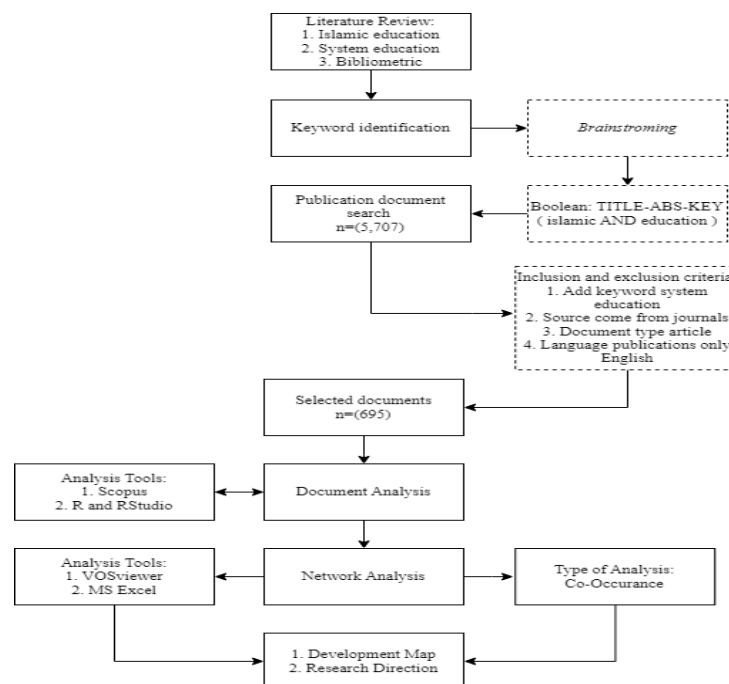

Figure 1. *Research framework*

III.   FINDINGS AND DISCUSSION

Document Analysis

Table 1 provides an overview of 695 documents collected over 51 years. Covering 1786 authors, 246 single authors, 15.54% international authorship collaborations, and 25299 references with an average citation per document of 7,829 citations.

Table 1. Main Information about the data

Description	Results
Main Information About Data	
Timespan	1972:2023
Sources (Journals, Books, etc)	431
Documents	695
Annual Growth Rate %	7,6
Document Average Age	8,15
Average citations per doc	7,829
References	25299
Document Contents	
Keywords Plus (ID)	1788
Author's Keywords (DE)	2021
Authors	
Authors	1786
Authors of single-authored docs	232
Authors Collaboration	
Single-authored docs	246
Co-Authors per Doc	2,8
International co-authorships %	15,54
Document Types	
Article	695

Documents By Year

Figure 2 shows that research with the theme of Islamic Education and System Education began to be carried out in 1972 and did not increase until 1984, then began to increase in 1988. the most research carried out in 2022 was 70, but research with this theme decreased in 2023 with a temporary number of 40 studies.
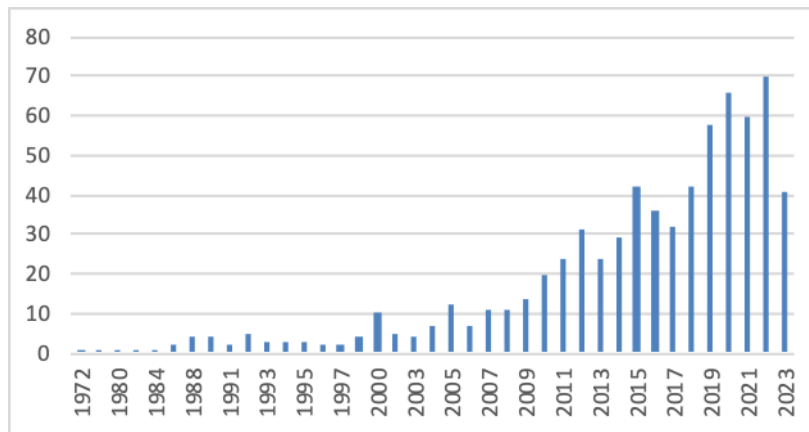
Figure 2. *Document by year*

Most Relevant Authors

Figure 3 shows that the most relevant author analysis can be seen in Figure 2: authors whose writings have been successfully published and indexed by Scopus. The author with the greatest influence is marked by the one with the most continuous bar chart, namely Majdzadeh, R., by showing the number 6 on the diagram. Then, it was followed by other authors with a fairly good impact. At the same time, the authors with the lowest impact are the 6 authors with the lowest bar chart, namely Chamsine, C., Larijani, B., Lubis, M.A., Malekafzali, H.,(Nor et al., 2012), and Umar, A.
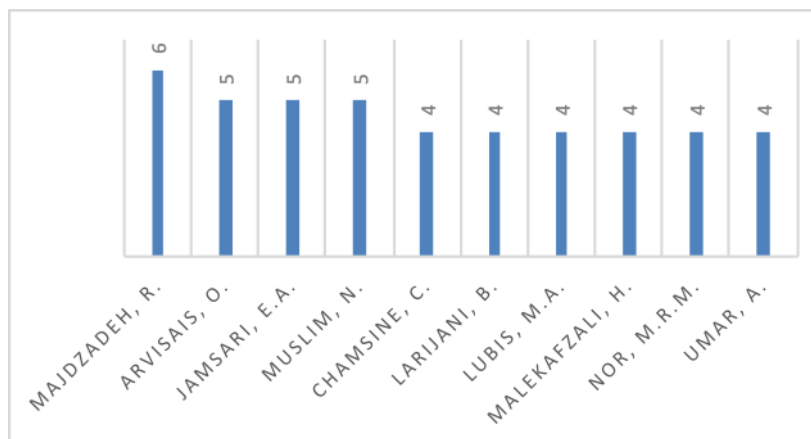

Figure 3. *Most relevant authors*

Affiliation Based Documents

Figure 4 shows that the institution that publishes the most scientific articles about Islamic education and the education system is Universiti Kebangsaan Malaysia, with a total of 29 articles, followed by the International Islamic University Malaysia, with a total of 28 articles. Institutions from the Asian

continent still dominate the affiliation of authors of Islamic education scientific papers.
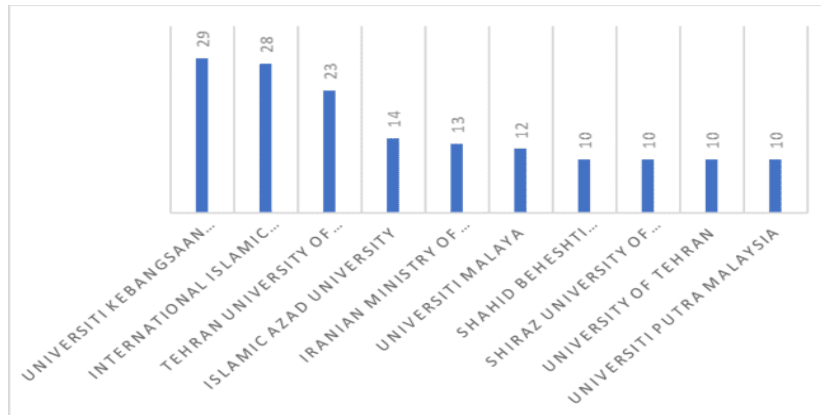

Figure 4. *Affiliation based documents*

Documents by Country

Figure 5 shows that Indonesia is the country that produces the most scientific publications on the theme of Islamic education and system education, with a total of 138 documents, followed by Iran, with a total of 120 documents. Based on the picture below, research with the theme of Islamic education and system education is still dominated by many Asian countries.
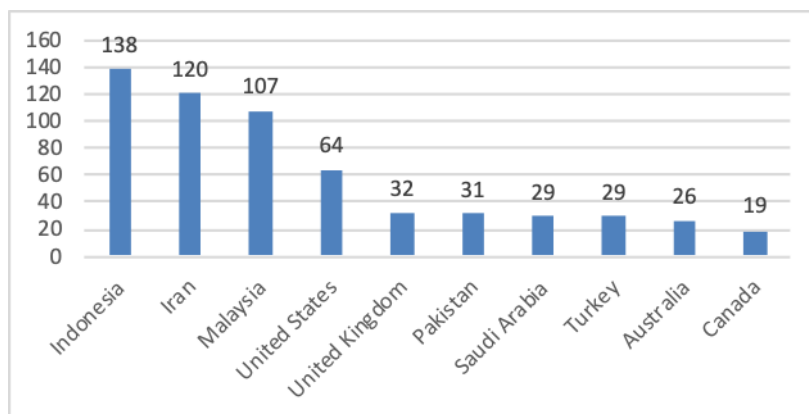

Figure 5. *Document by country*

Documents By Source

Figure 6 shows that the most published source on the theme of Islamic education and system education is Eastern Mediterranean Health, with a total of 28 documents. Then next is the Global Journal Al Thaqafah, with a total of 8 documents.
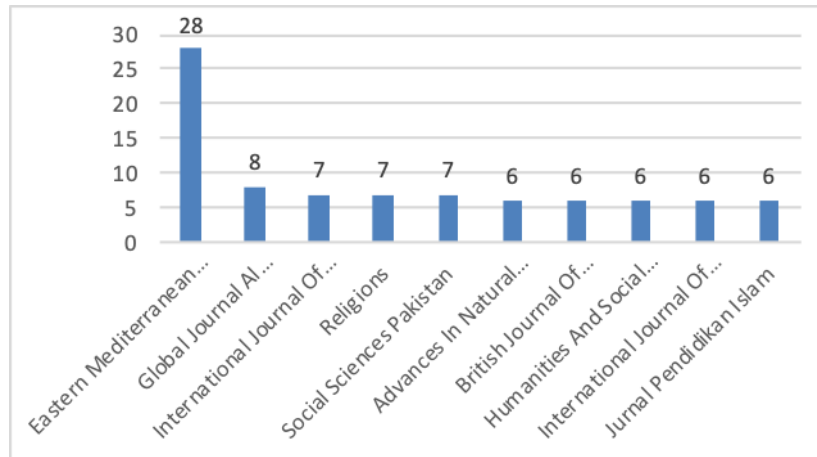
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   e-ISSN: 2528-0465 (online) | Volume 8, Issue 2 | November 2023
   p-ISSN: 2503-5363 (print)

Figure 6. *Document by source*
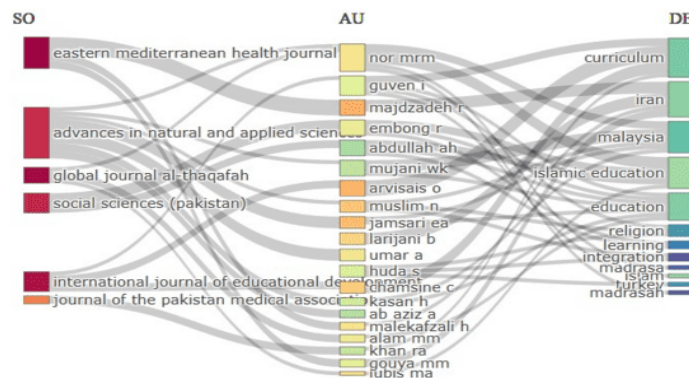
Three Field Plot

Figure 7. *Three field plot*

The picture above contains 3 elements observed: the name of the journal, the name of the author and the theme/topic used. The three elements are then connected by gray plot lines that are linked to each other. Based on the journal's name, each journal indicates which authors or authors often contribute to their publications, especially those with the theme of Islamic education and system education.

The size of the plot shows how much of the publication relates to the theme. Based on the picture above, there are 6 journals. The journal that most publishes research with the theme of Islamic education, SO is Advances in Natural and Applied Science, which is displayed in red and connected with several authors such as Nor, Mujani WK, Muslim N, Jamsari EA and Umar A.

Based on the figure above, the bar chart shows how many publications of research results from each author. Among the 20 authors who wrote the most articles about Islamic education are (Nor et al., 2012) and Embong R. In the third element, each research topic is connected to the author who published the research results on that theme. From the analysis results, there are 3 keywords, including Islamic education, curriculum, and education. This shows that these keywords are closely related to research topics in the field of Islamic education.
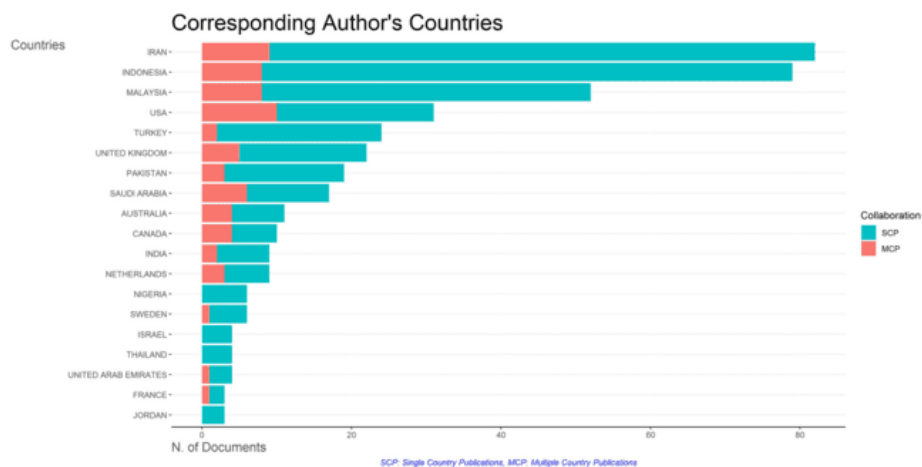
Corresponding Author's Countries

Figure 8. *Corresponding author's countries*

The country that has the largest S.C.P. is Iran, then followed by Indonesia, then Malaysia. In contrast, the country with the largest M.C.P. is the U.S.A., followed by Iran, Indonesia, and Malaysia. Iran is the country that has the largest percentage in terms of S.C.P., and the U.S.A. is the country that has the largest percentage in terms of M.C.P.

Most Global Cited Documents

Table 2. Most global cited documents

Paper	Total Citations	Per Year
Gakidou E, 2011, Bull Who	109	8,38
Denessen E, 2005, J Educ Policy	97	5,11
Arat Y, 2010, Third World Q	95	6,79
Nasr Svr, 2000, Mod Asian Stud	94	3,92
Odeh Yosef Ar, 2008, J Transcult Nurs	90	5,63
Al-Gahtani Ym, 1995, Epidemiol Infect	81	2,79
Ahmed S, 2000, Prenat Diagn	81	3,38
Hooghe M, 2010, J Homosex	77	5,50
Metcalfe Bd, 2011, Hum Resour Dev Int	77	5,92
Zubaida S, 2002, Int J Middle East Stud	73	3,32

(Gakidou, 2011) bull Who is the paper that has the largest total citations of 109. The papers that have the largest T.C. per Year include Gakidou E, 2011, Bull Who with T.C. per Year 8.38, Denessen E, 2005, J Educ Policy with T.C. per Year 5.11, then Arat Y, 2010, third world Q with T.C. per Year 6.79. Based on the table figure, total citation has little effect on T.C. per Year. The year published also does not affect the total citation.

Most Local Cite Documents

Table 3. Most local cited documents

Paper	Total Citations	Global Citations	Ratio (%)
Zuhdi M, 2006, Int J Inclusive Educ	1	22	4,55
Magan Im, 2022, Child Adolesc Soc Work J	0	1	0,00
Nahardani Sz, 2022, Med J Islam Repub Iran	0	1	0,00
Khan Ra, 2023, Int J Technol Learn	0	0	
Kosim. M, 2023, cogent educ	0	1	0,00
Bridi Rm, 2022, Eurasian J Educ Res	0	1	0,00
Millie J, 2023, Bijdr Taal- Land- Volkenkd	0	0	
Pallathadka H, 2023, Hts Teol Stud	0	4	0,00
Hashemi Sz, 2023, J Crit Educ Policy Stud	0	0	
Mawardi Mm, 2022, J Pendidik Islam	0	0	

Based on the table above, the papers with the largest local citations in 2006 were Zuhdi, M, 2006, Int J Inclusive Educ with a total of 1 citation and 22 global citations. The paper that has the largest ratio is Zuhdi, M, 2006, Int J Inclusive Educ. According to the table above, the published year does not affect local citations.

Network Analysis

Figure 9. *Network visualisation*
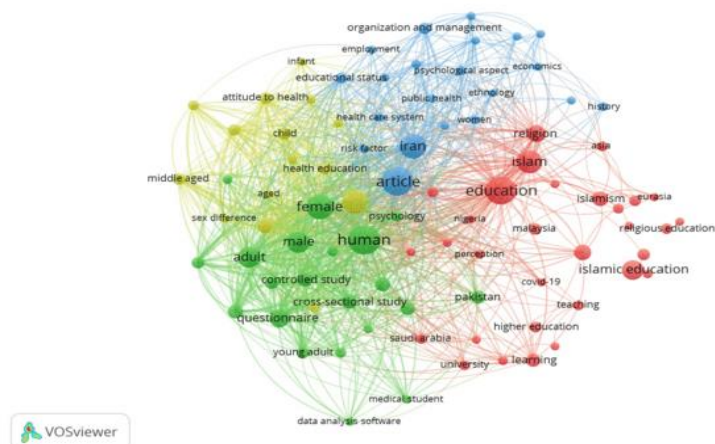
The picture above is a co-occurrence network visualisation analysis of research with the Islamic Education and System Education Theme. There are 4 clusters formed from the picture above. Each cluster has multiple items: cluster 1 has 31 items, cluster 2 has 21 items, cluster 3 has 21 items, and cluster 4 has 15 items. As for the keywords that dominate in each cluster, for cluster 1, the dominating keyword is the word Islamic education; in cluster 2, the keyword is the word article; while in cluster 3, the word dominate is human; and in cluster 4, the dominating keyword is the word health education.
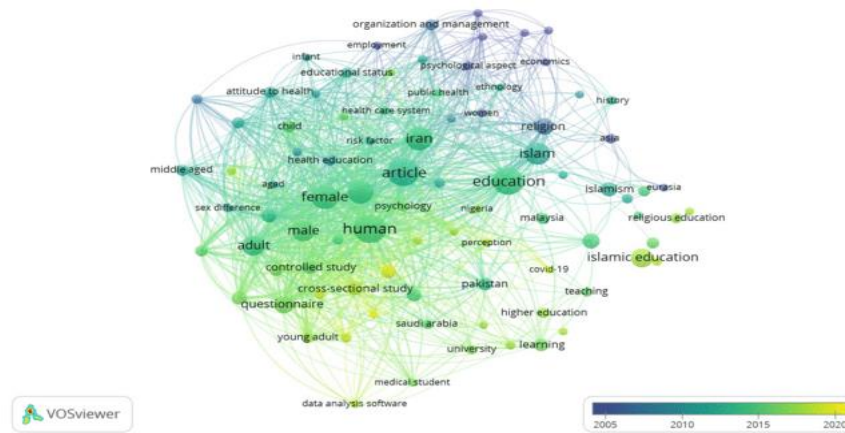

Figure 10. *Overlay visualisation*

The image above shows a keyword network analysis based on an overlay. It can be seen that the keywords islamic education, religious education, higher education, covid 19, cross-sectional study, perception, and learning are keywords with usage in 2020. While the keywords religion, organisation and management, economics, psychological aspect, employment, and attitude to health are keywords with relatively long usage around 2005.
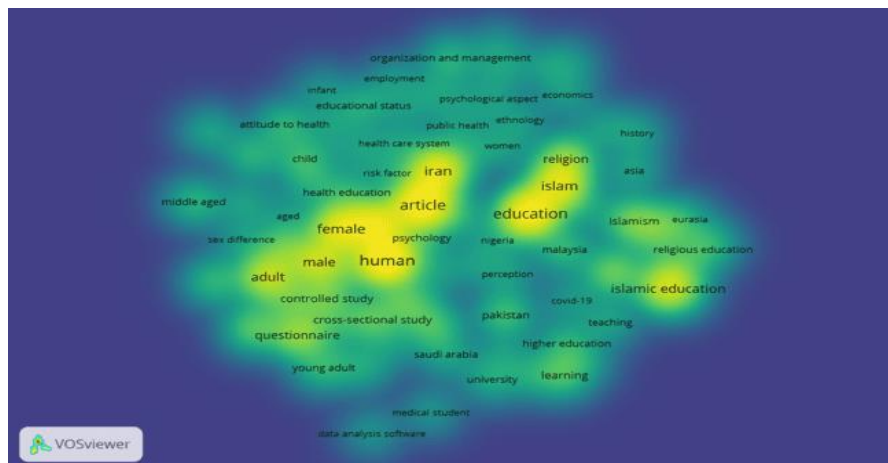

Figure 11. *Density visualisation*

The figure above is an analysis of co-occurrence density visualisation. Based on the picture above, keywords with high density and the brightest are keywords that have been researched a lot, such as education, human, article, Islam, religion, and female. While keywords whose images are unclear and dim are still rarely researched, such as the words teaching, learning, university, perception, employment, infant, and ethnology.

IV.   CONCLUSION

Based on the above analysis, it can be concluded that from the main information data, there are 695 documents collected over 51 years. The most research on the Islamic education and system education theme was carried out in 2022 with 70 documents. The most relevant author successfully published and indexed by Scopus with the greatest influence is Majdzadeh, R. The institution that publishes the most scientific articles on Islamic education and system education is Universiti Kebangsaan Malaysia with 29 articles. The country that produces the most scientific publications on the theme of Islamic education and system education is Indonesia, with a total of 138 documents. The most published source on the theme of Islamic education and system education is the Eastern Mediterranean Health Journal, with a total of 28 documents. Based on the three field plot, the authors who wrote the most articles with the theme of Islamic education and system education are Nor and Embong R. The country with the largest S.C.P. is Iran, while the country with the largest M.C.P. is the U.S.A. The paper with the largest total citations is 109 with the largest T.C. per Year is Gakidou E, 2011, Bull Who and the paper with the largest local citations in 2006 is Zuhdi M, 2006, Int J Inclusive Educ.

Network visualisation shows that in the occurrence of research related to Islamic education and the education system, there are 4 clusters formed. Analysis of keyword networks based on overlays shows that the keywords islamic education, religious education, higher education, covid 19, cross sectional study, perception, and learning are keywords with usage in the current year, namely 2020 and are marked with the brightest colour. While network analysis based on density visualisation shows keywords that have high density and the brightest are

keywords that have been widely researched, namely education, human, article, Islam, religion, and female.

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