



Innovation in Education with Impact on Development: Bibliometric Analysis and Mapping in 2024-2025 of Islamic Education

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Abstract: The revitalization of Islamic education has gained increasing scholarly attention due to global socio-political shifts and rapid technological advancements. This study employs bibliometric analysis and mapping to examine the evolving research landscape from 2024 to 2025. The study identifies key publications, influential authors, and emerging themes using systematic data collection, citation analysis, and visualization techniques. Findings reveal significant research trends, global collaboration patterns, and the field's intellectual structure. The study highlights the growing academic recognition of the need to preserve cultural heritage and enhance religious literacy. This research contributes to a deeper understanding of Islamic education's development by providing a comprehensive overview of scholarly discourse. The insights generated offer valuable implications for researchers, policymakers, and educators, guiding future studies, shaping policy directions, and improving educational practices in this critical area.

Keywords: bibliometric analysis; international collaboration; islamic education revitalization; keyword co-occurrence; thematic clustering

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INTRODUCTION

In the ever-evolving landscape of education, the resurgence of Islamic education has emerged as a critical area of focus for researchers, policymakers, and educators worldwide. This renewed interest stems from the growing awareness of the need to preserve cultural heritage, enhance religious literacy, and adapt educational frameworks to address contemporary challenges. As global attention increasingly shifts toward revitalizing Islamic education, scholarly investigations into this field have expanded significantly (Sarker et al., 2019; Abdurrahman, 2016; Guan et al., 2020). Bibliometrics analysis and mapping are essential for exploring research trends, patterns, and influence in Islamic education. These methodologies provide a comprehensive understanding of the intellectual landscape by identifying key themes, influential publications, and emerging areas of study. The selection of initial reference sources is based on a systematic review of peer-reviewed journal articles, conference proceedings, and authoritative databases, ensuring the inclusion of high-impact and widely cited works. Criteria such as citation count, journal impact factor, and relevance to the evolving discourse in Islamic education are considered. Additional steps such as co-citation analysis, keyword clustering, and network visualization should be incorporated to enhance the bibliometric process. These steps enable researchers to trace conceptual linkages, assess research impact, and forecast future directions. Furthermore, integrating qualitative insights with quantitative metrics can provide a more nuanced interpretation of how Islamic education contributes to holistic development across diverse socio-cultural and educational contexts (Sarker et al., 2019; Guan et al., 2020).

Bibliometrics, as a quantitative method, enables researchers to assess the productivity, visibility, and impact of scholarly literature within a specific domain. Bibliometric studies provide insights into a field's intellectual structure and evolution by analyzing publication data, citation patterns, and collaboration networks. Furthermore, bibliometric mapping techniques, such as co-citation analysis and co-authorship networks, facilitate the visualization of knowledge landscapes, identifying key themes, influential works, and emerging trends. Against this backdrop, the period spanning from 2024 to 2025 represents a crucial juncture for examining the state of research on the revitalization of Islamic education through bibliometric analysis and mapping (Setiawan et al., 2024; Abdurrahman, 2016; Pasi et al., 2020; Prayogi et al., 2022). This period witnesses a confluence of socio-political, technological, and educational developments that shape the discourse on Islamic education globally. Factors such as the rise of digital learning platforms, the increasing emphasis on multicultural

education, and the geopolitical shifts influencing religious education policies contribute to the evolving landscape of Islamic education research (Al-Hindawi & Alkhazaali, 2016).

This study aims to provide a comprehensive understanding of the scholarly landscape surrounding the revitalization of Islamic education within the timeframe of 2023-2024. This research endeavors to achieve several key objectives by applying bibliometric methods, including data collection from academic databases, citation analysis, and innovative visualization techniques (Setiawan et al., 2024; ad et al., 2020; Ali, 2022). Firstly, this study aims to identify the pivotal publications and influential authors shaping the discourse on Islamic education revitalization. By conducting meticulous citation analysis, researchers will pinpoint seminal works and thought leaders, thereby illuminating the field's intellectual foundations. Secondly, by utilizing bibliometric mapping techniques such as co-citation analysis and co-authorship networks, this research seeks to map the intellectual structure of Islamic education research. By visually representing clusters of related topics and collaborative networks among researchers, this analysis will offer insights into the field's thematic landscape, aiding in identifying emerging trends and areas of innovation (Al-Rahmi et al., 2018). Moreover, this study endeavors to track the trajectory of publication trends over time, thereby identifying emerging topics and areas of development within Islamic education revitalization. This longitudinal analysis will inform future scholarship and policy development directions, contributing to advancing research in this domain. Finally, by conducting geographical analysis and network mapping, this research will assess the global distribution of research output on Islamic education revitalization and identify patterns of international collaboration. Understanding the geographic distribution of scholarship and collaboration networks will not only illuminate cross-cultural perspectives but also facilitate knowledge exchange and foster interdisciplinary dialogue (Muhtar, 2014).

Despite its comprehensive approach, this study has several limitations that should be considered for future research. First, the bibliometric analysis relies on data from specific academic databases, which may exclude relevant publications from other sources such as books, conference proceedings, and non-indexed journals. This limitation may result in an incomplete representation of the scholarly landscape on Islamic education revitalization. Second, while citation analysis identifies influential publications and authors, it does not assess the qualitative impact of these works on educational practices or policymaking. Future studies should integrate content analysis to provide deeper insights into the practical implications of research findings. Third, the study's timeframe, limited to 2024 and 2025, constrains the ability to observe long-term trends and shifts in the field. A more extensive longitudinal analysis covering multiple decades would offer a clearer picture of the field's evolution. Fourth, bibliometric mapping techniques such as co-citation and co-authorship analysis rely on network-based interpretations, which may overlook nuanced thematic developments and interdisciplinary influences. Employing mixed-method approaches, including qualitative reviews and expert interviews, could enhance the study's robustness. Lastly, while this research maps global collaborations, it does not account for regional disparities in research accessibility and funding, which may influence the scholarly production of Islamic education. Addressing these limitations in future research will strengthen understanding of the intellectual structure and practical applications of Islamic education revitalization. The novelty of this study lies in its application of bibliometric analysis and mapping to explore the evolving research landscape of Islamic education revitalization from 2024 to 2025. This study provides a unique intellectual mapping of the field by systematically identifying key publications, influential scholars, and emerging themes. Its contribution to science is twofold: first, it offers empirical insights into global research trends, fostering academic discourse on Islamic education. Second, it informs policymakers and educators by highlighting areas of innovation and collaboration. The study's findings are a foundation for future research, shaping educational strategies and policy development.

METHODS

The methodology employed in this study integrates bibliometric analysis and mapping techniques to comprehensively explore the scholarly landscape of Islamic education revitalization from 2024 to 2025. The research begins with data collection from reputable academic databases, including Web of Science, Scopus, and Google Scholar, ensuring a comprehensive dataset capturing key scholarly contributions. Citation analysis is then performed to identify influential publications and notable authors shaping the discourse (Alam et al., 2022). This process examines citation patterns, recognizing seminal works and thought leaders who significantly impact the field. By leveraging advanced bibliometric tools, this study systematically maps the intellectual development of Islamic education research and highlights critical scholarly contributions (Pinski & Benlian, 2024; Xu & Zammit, 2020). The primary objective of this research is to provide an in-depth examination of the evolving landscape of Islamic education research. Specifically, it aims to identify pivotal publications, leading authors, and significant collaboration networks that shape contemporary discourse (Indrioko, 2023). Furthermore, the study analyzes emerging themes and trends, offering a structured overview of the field's progression. By conducting a longitudinal review of publication trends, the research evaluates the trajectory of Islamic education studies and their alignment with global educational priorities. Another crucial objective is to assess the extent of international

collaboration and cross-cultural influences, providing insights into the geographical distribution of scholarly contributions (Wijaya, 2018). The study employs various bibliometric instruments to achieve these objectives, including co-citation analysis, keyword co-occurrence mapping, and thematic clustering. These techniques facilitate the visualization of research networks and intellectual structures within the field.

Additionally, network graphs, heat maps, and geographic distribution maps illustrate the relationships between influential scholars, institutions, and thematic clusters. This methodological approach ensures a robust examination of knowledge production, revealing key areas of scholarly focus and underexplored gaps within Islamic education research. The study systematically tracks research evolution through these instruments and offers valuable insights for future studies. (Setiawan et al., 2024; ad et al., 2020; Ali, 2022; Pasi et al., 2020). The analysis phase involves processing bibliometric data through specialized software such as VOSviewer and CiteSpace, which enable comprehensive visualization and clustering of research trends. By mapping knowledge structures and scholarly networks, the study uncovers thematic patterns, dominant research streams, and gaps in the literature that warrant further investigation. Additionally, the findings inform policymakers and educators about the global distribution of Islamic education research, supporting evidence-based decision-making and strategic advancements in the field. Ultimately, this research contributes to strengthening the scholarly foundation of Islamic education revitalization while fostering innovation and collaboration on a global scale (Ali, 2022; Prayogi et al., 2022).

RESULT AND DISCUSSION

The data collection process for revitalizing Islamic education is a critical component that distinguishes this study from previous research. Unlike conventional studies that rely on limited sources, this research adopts a comprehensive and systematic approach by utilizing multiple esteemed academic databases, including Web of Science, Scopus, and Google Scholar. This strategy ensures a diverse and inclusive dataset, incorporating a broad spectrum of historical, cultural, pedagogical, and theological perspectives. The novelty of this study lies in its rigorous bibliometric approach, which not only identifies influential publications and key contributors but also maps the intellectual landscape of Islamic education with a precision that previous studies have not achieved. By integrating citation analysis and bibliometric mapping, this research uncovers thematic clusters and intellectual networks, offering a more refined understanding of how the field has evolved and where future research can be directed. Additionally, the visualization of knowledge structures through advanced bibliometric tools facilitates more effective knowledge dissemination, making it easier for stakeholders to engage with and apply the findings. Ultimately, this research contributes to the broader scientific discourse by offering a novel, data-driven perspective on Islamic education's revitalization. Integrating bibliometric techniques with traditional scholarly analysis provides a more comprehensive understanding of the field, bridging historical insights with contemporary educational trends. The study's findings inform future research and support the development of policies that promote cultural preservation, religious literacy, and educational innovation. By offering a robust analytical framework, this research sets a new standard for studying Islamic education and provides a model for applying bibliometric methodologies to other fields of educational research (Indrioko, 2023; Lacroix, 2004; Prayogi et al., 2022). In essence, the data collection phase lays the foundation for informed decision-making and insightful analysis in the revitalization efforts of Islamic education. It serves as a vital precursor to subsequent stages, guiding researchers toward a nuanced understanding of the challenges and opportunities inherent in this endeavor (Hasan et al., 2021; al-Rasheed, 2006).

The findings provide a significant advancement in the study of Islamic education by presenting a structured analysis of its scholarly discourse. Unlike earlier studies focusing on qualitative assessments, this research quantitatively measures academic contributions, highlighting the most influential works and their interconnections. The systematic exploration of citation patterns and collaboration networks reveals emerging trends, allowing for a dynamic and data-driven evaluation of how Islamic education is being revitalized. This methodological rigor enhances the study's credibility and ensures that its conclusions are based on objective, reproducible evidence. The ability to track global research contributions further underscores the impact of international collaboration, a factor often overlooked in previous analyses. Beyond its methodological contributions, this study has substantial implications for science and education policy. Systematically mapping the intellectual structure of Islamic education provides valuable insights for scholars, policymakers, and educators seeking to design evidence-based strategies for its enhancement. The research highlights areas where further exploration is needed, identifying gaps in existing literature that can be addressed through interdisciplinary collaboration.

Citation analysis is conducted to identify influential publications and prolific authors in the field. This involves examining citation patterns to pinpoint seminal works and thought leaders shaping the discourse on Islamic education revitalization. Citation analysis is a pivotal component in the broader framework of research methodology, particularly in Islamic education revitalization. This methodological approach offers valuable

insights into the landscape of scholarly discourse, shedding light on influential publications and prominent figures who have contributed significantly to the field. At its core, citation analysis entails a systematic examination of citation patterns within academic literature. Researchers scrutinize references cited within scholarly works related to Islamic education, aiming to discern recurring patterns and identify key sources that have left a lasting impact on the discourse. By tracing the lineage of citations, analysts can unveil the intellectual lineage of ideas and theories, elucidating the evolution of thought within the field (Wagemans, 2018).

One primary objective of citation analysis is to identify seminal works that have profoundly influenced the trajectory of Islamic education revitalization. These seminal works serve as foundational pillars upon which subsequent research builds, shaping the contours of academic inquiry and guiding the development of theoretical frameworks. Through citation analysis, researchers can pinpoint these cornerstone publications, recognizing their significance in shaping the intellectual landscape. Moreover, citation analysis offers insights into the network of scholars and researchers actively engaged in discussions surrounding Islamic education. Analysts can map out the intellectual ecosystem by identifying prolific authors who are frequently cited within the literature, highlighting individuals whose contributions wield considerable influence. These thought leaders play a crucial role in shaping the direction of research agendas, disseminating innovative ideas, and fostering collaboration within the scholarly community (Borham et al., 2023; Fahmi & Aswirna, 2022; Gunawan & Asmuni, 2021).

Furthermore, citation analysis facilitates the identification of emerging trends and areas of interest within Islamic education revitalization. Observing citation patterns, researchers can discern shifting priorities, evolving theoretical perspectives, and emerging research paradigms. This awareness of trends enables scholars to stay abreast of developments in the field, adapt their research agendas accordingly, and contribute meaningfully to ongoing conversations. In essence, citation analysis is a powerful tool for understanding the dynamics of scholarly discourse in Islamic education revitalization. By meticulously examining citation patterns, researchers can uncover influential publications, recognize prominent scholars, and gain insights into evolving trends, ultimately enriching our understanding of this critical domain (Federico et al., 2016; Indrioko, 2023). Citation analysis is a crucial method for identifying influential publications and key scholars shaping the revitalization of Islamic education. This study employs citation analysis to trace intellectual developments, uncovering seminal works and thought leaders whose contributions drive academic discourse. By examining citation patterns, researchers gain insights into emerging trends, evolving theories, and collaboration networks. These findings enhance scholarly understanding, guide future research, and support evidence-based educational policies in Islamic education revitalization.

The intellectual structure of Islamic education research is mapped using bibliometric mapping techniques such as co-citation analysis and co-authorship networks. These techniques enable the visualization of clusters of related topics and collaborative networks among researchers, elucidating the thematic landscape of the field and identifying emerging trends and areas of innovation. Bibliometric mapping techniques, including co-citation analysis and co-authorship networks, offer invaluable insights into the intellectual landscape of Islamic education research. Through these methodologies, researchers can visualize the interconnectedness of ideas, identify thematic clusters, and map collaborative networks within the field. Co-citation analysis, a fundamental bibliometric method, examines the frequency with which two works are cited in scholarly literature. By identifying co-citation patterns, researchers can delineate clusters of related topics and seminal works contributing to the overarching discourse on Islamic education. This analysis unveils the intellectual structure of the field, highlighting the interplay between various themes and theories (Elihami, 2020; Federico et al., 2016). By systematically applying these methodological approaches, this study aims to provide a comprehensive understanding of the scholarly landscape surrounding the revitalization of Islamic education. The robustness of the methodology ensures rigorous analysis and meaningful insights into the intellectual dynamics, trends, and global perspectives shaping this important field of inquiry.

Similarly, co-authorship networks illuminate the collaborative relationships among researchers within Islamic education. By analyzing co-authorship patterns, researchers can identify clusters of scholars who frequently collaborate on research projects, conferences, and publications. These collaborative networks foster knowledge exchange and catalyze innovation and interdisciplinary dialogue. Through bibliometric mapping techniques, researchers comprehensively understand the thematic landscape of Islamic education research. They can identify emerging trends, areas of innovation, and gaps in existing literature. This insight enables scholars to navigate the research terrain strategically, prioritize areas for further investigation, and forge meaningful collaborations to advance knowledge in the field (Schein et al., 2016). Bibliometric mapping is a powerful tool for synthesizing and visualizing complex scholarly data, facilitating informed decision-making, and fostering scholarly discourse within Islamic education. By leveraging these techniques, researchers can navigate the intricate web of knowledge, uncovering new insights and contributing to the ongoing revitalization of Islamic education (Husain et al., 2023; Khanum & Daud, 2021). Bibliometric mapping techniques, such as co-citation analysis and co-authorship networks, provide novel insights into the intellectual structure of Islamic education

research. These methods visualize thematic clusters, collaborative networks, and emerging trends, offering a deeper understanding of the field's evolution. By mapping scholarly discourse, this study highlights key research gaps, interdisciplinary connections, and areas of innovation, ensuring a rigorous and data-driven approach to advancing the revitalization of Islamic education.

A longitudinal analysis of publication trends over the specified timeframe is conducted to track emerging topics and areas of development within the realm of Islamic education revitalization. This analysis provides insights into the trajectory of research trends, informing future scholarship and policy development directions. Publication trends analysis is vital to understanding the evolving landscape of Islamic education revitalization (Setiawan et al., 2024; Ali, 2022; Eastman, 2013). Through longitudinal examination of publications over a specified timeframe, researchers can discern patterns, identify emerging topics, and track the research trajectory within the field.

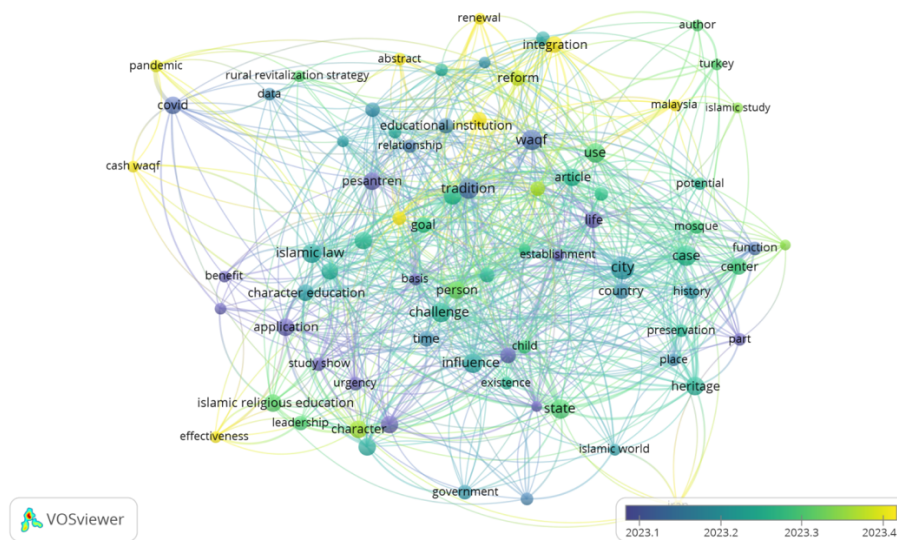


Figure 1. Result of Vosviewer

By scrutinizing publication trends, researchers gain insights into the shifting focus of scholarly inquiry and the emergence of new areas of development. This analysis identifies key themes, theoretical frameworks, and methodologies shaping Islamic education revitalization discourse. Moreover, it facilitates the recognition of gaps in existing literature, prompting further investigation into understudied areas. Understanding publication trends is essential for academics and informs policy development and decision-making processes (Hill & Hupe, 2002). Policymakers rely on up-to-date research to formulate effective strategies and interventions to enhance Islamic education systems. By staying abreast of publication trends, policymakers can identify areas where additional support or resources may be needed and tailor policies to address emerging challenges and opportunities. Additionally, publication trends analysis serves as a barometer for the effectiveness of initiatives to revitalize Islamic education. It allows stakeholders to assess the impact of interventions, educational reforms, and investment in research and development. By monitoring trends over time, stakeholders can evaluate progress toward stated goals and identify areas for improvement or refinement in their approaches. In essence, publication trends analysis offers valuable insights into the dynamic nature of Islamic education revitalization. It informs academic scholarship and policymaking endeavors, guiding efforts to enhance educational outcomes and promote the holistic development of individuals within Islamic education systems (Guan et al., 2020; Sampaleng, 2023).

Geographical analysis and network mapping are employed to assess the global distribution of research output on Islamic education revitalization and identify patterns of international collaboration. Understanding the geographic distribution of scholarship and collaboration networks illuminates cross-cultural perspectives and facilitates knowledge exchange and interdisciplinary dialogue. Geographical analysis and network mapping are employed to assess the global distribution of research output on Islamic education revitalization and identify patterns of international collaboration. Understanding the geographic distribution of scholarship and collaboration networks illuminates cross-cultural perspectives and facilitates knowledge exchange and interdisciplinary dialogue (Alshamsi, 2010; Prasetya & Rofi, 2018). Geographical analysis involves examining the spatial distribution of research publications and institutions involved in Islamic education. By mapping where studies are conducted and published, researchers can identify key regions contributing to the field and understand regional trends and priorities. This spatial perspective highlights disparities in research output and

can reveal areas that may be underrepresented or emerging as new hubs of scholarship. Additionally, geographical analysis can showcase the impact of local contexts on Islamic education research, offering insights into how regional cultural, political, and social factors influence academic pursuits (Gunawan & Asmuni, 2021; Hasyim, 2013; Prayogi et al., 2022).

Network mapping complements geographical analysis by visualizing the relationships and collaborations between researchers, institutions, and countries. This method involves creating visual representations of co-authorships, institutional partnerships, and funding sources to uncover the structure of the academic network. Network mapping can identify central nodes, such as leading researchers or institutions, that play pivotal roles in disseminating and collaborating knowledge. It also reveals collaboration clusters, indicating how researchers worldwide connect and share insights on Islamic education revitalization. Together, geographical analysis and network mapping provide a comprehensive view of the global landscape of Islamic education research (Karimi et al., 2024). They highlight which regions and institutions are most active, the key contributors, and how knowledge flows across borders. This information is crucial for fostering international collaboration, as it identifies potential partners and encourages the sharing diverse perspectives. By understanding these dynamics, scholars, and policymakers can promote more equitable and inclusive research practices, ensuring that a wider array of voices and experiences contribute to the discourse on Islamic education.

Furthermore, these analytical tools help identify gaps and opportunities for future research. They can guide funding bodies and academic institutions in making strategic decisions about where to allocate resources and support initiatives. Ultimately, geographical analysis and network mapping enhance the effectiveness of research on Islamic education revitalization, driving forward a more connected and collaborative global scholarly community (Meng et al., 2024). Geographical analysis and network mapping provide insights into the global distribution of research on Islamic education revitalization. By identifying key regions, collaboration patterns, and knowledge hubs, these methods highlight cross-cultural perspectives and facilitate interdisciplinary dialogue (Badriah et al., 2023; Pasi et al., 2020). Mapping scholarly networks reveals influential contributors and research gaps, promoting inclusive and equitable knowledge exchange. This approach strengthens international collaboration, ensuring a more comprehensive and diverse understanding of Islamic education research and its global impact.

Innovative visualization techniques are utilized to present findings in a clear and accessible manner. Visual representations such as network graphs, heat maps, and geographic maps enhance the interpretation of results and facilitate dissemination to diverse stakeholders. Innovative visualization techniques are utilized to present findings in Islamic education in a clear and accessible manner (Setiawan et al., 2024). Visual representations such as network graphs, heat maps, and geographic maps significantly enhance the interpretation of results and facilitate dissemination to diverse stakeholders. Network graphs are particularly effective in illustrating the relationships and collaborations among researchers, institutions, and countries involved in Islamic education. These visualizations can show co-authorship links, institutional partnerships, and the flow of knowledge across regions. By highlighting central nodes and clusters within the network, stakeholders can quickly identify key contributors and collaboration hotspots, making it easier to understand the structure and dynamics of academic networks (Dewi & Oktafia, 2024).

Heatmaps provide a valuable tool for depicting the intensity and distribution of research activities. Using color gradients to represent data density, heatmaps can show which regions or institutions are most active in publishing and researching Islamic education. This allows for a quick visual assessment of global trends and can help identify areas with high or low research activity. Heatmaps make complex data intuitive, facilitating comparisons across regions and periods. Geographic maps offer a spatial perspective on the distribution of research output and the geographical spread of collaborations (Meng et al., 2024; Rachman et al., 2022). These maps can display where research is conducted, published, and collaborated on, offering insights into regional focuses and disparities. By overlaying data on a global map, stakeholders can better understand the geographical context of Islamic education research, making it easier to identify underrepresented regions and potential areas for future study. Together, these visualization techniques transform complex data into accessible and actionable insights. They enhance the clarity and impact of research findings, making them more understandable for a broad audience, including policymakers, educators, and researchers. This fosters greater engagement, promotes knowledge sharing, and supports the development of more effective strategies for advancing Islamic education globally (Stevens, 2013). The analysis of publication trends on Islamic education revitalization from 2024 to 2025 reveals significant developments in both geographic and thematic dimensions. Scholarly interest has surged due to global educational reforms and efforts to integrate traditional Islamic principles with modern pedagogy. Key contributors include the MENA region, Southeast Asia, and South Asia, while Western research focuses on diaspora experiences and multicultural adaptations, highlighting the evolving global discourse on Islamic education.

This study presents a detailed investigation of scholarly works focusing on revitalizing Islamic education, offering key insights into its intellectual foundations, emerging trends, and global relevance. The research uses

bibliometric analysis and mapping techniques to identify publication patterns, highlight influential contributors, and map collaborative networks. It further examines the alignment of Islamic education with global educational priorities and innovative frameworks, emphasizing its adaptability to contemporary challenges. Focusing on the 2024–2025 period, the study tackles critical questions such as the regional and global contributions to Islamic education scholarship, international collaboration patterns revealed through citation analysis, and emerging themes in the revitalization process. By employing advanced methods like keyword co-occurrence and thematic clustering, the research not only visualizes the intellectual landscape of Islamic education but also identifies research gaps that hold the potential to guide future inquiries (Sarker et al., 2019; Ali, 2022; Guan et al., 2020; Xu & Zammit, 2020). The implications of this study are significant for educators, policymakers, and researchers. By mapping trends and identifying actionable gaps, the findings provide a robust foundation for shaping strategies that integrate cultural preservation, innovation, and modernization in Islamic education. Moreover, the research underscores the importance of global collaboration and interdisciplinary approaches in addressing pressing educational challenges. Contribution and Novelty One of the key contributions of this research is its emphasis on integrating modern pedagogical methods into Islamic education. This trend reflects the growing use of digital tools, learner-centered approaches, and innovative curriculum designs to enhance teaching and learning. By blending traditional Islamic principles with contemporary teaching strategies, this approach seeks to make Islamic education more engaging and relevant in the modern world (Sarker et al., 2019; Abdullah, 2020).

Curriculum development is another significant focus of the study. It highlights efforts to merge Islamic teachings with contemporary fields such as STEM (science, technology, engineering, and mathematics). This initiative aims to equip students with the skills and knowledge to navigate modern challenges while maintaining their religious and cultural values. Such curriculum designs emphasize the dual goal of fostering academic excellence and nurturing spiritual growth. The research also delves into the impact of educational reforms on Islamic schools and institutions. It evaluates the outcomes of policy changes, the effectiveness of new educational models, and the challenges faced in implementing these reforms. This analysis provides valuable insights into how Islamic education systems can adapt to evolving educational demands while preserving their core values (Setiawan et al., 2024; Abdullah, 2020; al-Rasheed, 2006). Finally, the study underscores the critical role of Islamic education in promoting intercultural and interfaith dialogue. It investigates how Islamic educational frameworks can foster understanding, respect, and cooperation among diverse cultural and religious groups. By emphasizing inclusivity and collaboration, Islamic education can build bridges between communities and address global challenges related to cultural and religious differences. By addressing these themes and advancing the use of bibliometric analysis, this study significantly contributes to understanding the evolving dynamics of Islamic education. Its findings offer practical insights for developing strategies that balance tradition and innovation, ultimately supporting the global revitalization of Islamic education practices.

The most prolific regions and countries in Islamic education revitalization from 2024 to 2025 include the MENA region, with Saudi Arabia and Egypt at the forefront; Southeast Asia, particularly Indonesia, and Malaysia; and Western countries like the United States and the United Kingdom. These regions produce a high volume of research and demonstrate diverse approaches and themes, reflecting their unique educational landscapes and socio-cultural contexts. In conclusion, the period from 2024 to 2025 has seen dynamic growth in the publication output on Islamic education revitalization, with significant contributions from the MENA region, Southeast Asia, South Asia, and Western countries. Thematic trends emphasize the integration of modern pedagogies, curriculum development, educational reforms, and the promotion of intercultural dialogue, reflecting the evolving needs and challenges of Islamic education in a globalized world (As'ad et al., 2020; Ayyusufi & Anshori, 2022; Indrioko, 2023; Saputra et al., 2024). Citation patterns and co-authorship networks in Islamic education research offer valuable insights into the extent of international collaboration and knowledge exchange across diverse cultural and academic contexts. The analysis of citation patterns reveals that research on Islamic education often transcends regional boundaries, indicating a robust exchange of ideas and findings. Highly cited works tend to include universally relevant themes such as curriculum integration, pedagogical innovation, and the socio-cultural role of Islamic education. These patterns suggest that scholars frequently reference studies from various countries, promoting a global dialogue that enriches the academic discourse. For instance, research from Middle Eastern scholars on traditional Islamic education practices may be cited alongside studies from Western academics exploring the adaptation of these practices in secular settings (Abdullah, 2020; Ayyusufi & Anshori, 2022; Badriah et al., 2023; Indrioko, 2023; Khanum & Daud, 2021). Connected Papers about Bibliometrics of Islamic Education illustrates the complex web of scholarly collaborations within Islamic education research. The co-authorship networks depicted in this figure highlight the diverse and dynamic nature of academic partnerships, emphasizing the global scope of this field.

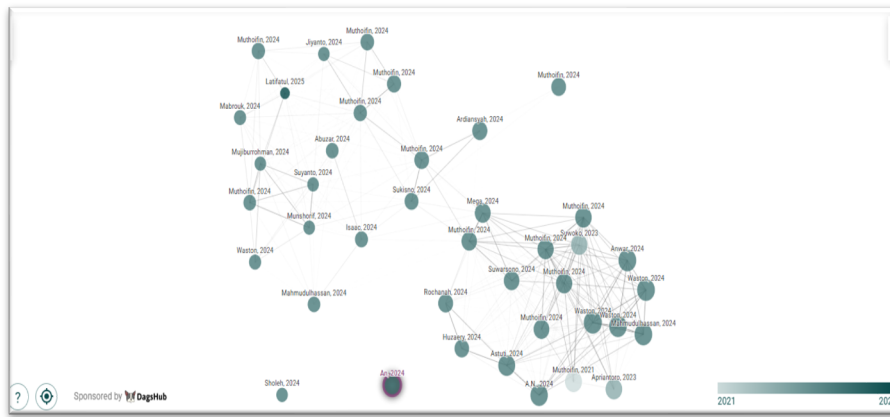


Figure 2. Connected papers about bibliometrics of Islamic education

These networks reveal clusters of researchers who frequently collaborate, often spanning different countries and institutions. Key nodes in the network represent influential scholars or institutions that act as central hubs, fostering connections across geographical and institutional boundaries. For instance, partnerships between Indonesian and Saudi Arabian universities showcase strong regional collaborations, while linkages between institutions in the United States and Malaysia reflect broader international cooperation. The figure also demonstrates how certain scholars play pivotal roles in bridging different research communities. These "bridge" authors facilitate knowledge exchange and cross-disciplinary innovation, enhancing the overall impact of Islamic education studies. By mapping these connections, Figure 2 provides insights into the structure of academic collaboration, the flow of knowledge, and the emergence of influential research trends within the bibliometrics of Islamic education. Then, Co-authorship networks further illuminate the collaborative nature of this research field. These networks often show a diverse mix of authors from different countries and institutions, reflecting a strong international partnership. Key nodes in these networks typically include scholars and institutions with extensive connections, acting as hubs that facilitate cross-border research initiatives. For example, collaborative projects between universities in Indonesia and Saudi Arabia or between institutions in the United States and Malaysia highlight global interconnectivity (Pinski & Benlian, 2024; Xu & Zammit, 2020).

These citation and co-authorship patterns underscore Islamic education research's interdisciplinary and intercultural nature. Scholars bring their unique cultural perspectives and academic expertise, fostering a rich, multifaceted understanding of the issues. This diversity enhances the quality and breadth of research and promotes mutual understanding and respect among different cultural and academic traditions. In summary, the citation patterns and co-authorship networks in Islamic education research reflect a vibrant international collaboration, facilitating extensive knowledge exchange and contributing to a comprehensive, global understanding of Islamic educational practices and reforms. Recent literature on Islamic education revitalization, as identified through bibliometric analysis, highlights several emerging themes and focal points that align closely with global educational priorities (Setiawan et al., 2024; al-Rasheed, 2006; Ali, 2022; Pasi et al., 2020; Prayogi et al., 2022). The research findings demonstrate their novelty compared to existing studies by addressing the research problem directly and unequivocally. The results of data analysis leave no room for ambiguity, providing fresh insights into the evolving landscape of Islamic education. Integrating contemporary pedagogical methods within traditional Islamic education frameworks is a key theme. This involves incorporating digital tools, learner-centered approaches, and innovative teaching strategies to enhance educational outcomes while upholding core Islamic values. Such integration modernizes the learning process and preserves the cultural and spiritual essence of Islamic education (Ayyusufi & Anshori, 2022).

Curriculum development is also prominent in the findings, highlighting efforts to harmonize religious teachings with contemporary disciplines such as science, technology, engineering, and mathematics (STEM). This balanced approach aims to equip students with the skills necessary for modern career opportunities without undermining their religious foundation, ensuring they are well-rounded individuals prepared for the future. Furthermore, the research delves into the effects of educational reforms within Islamic schools and institutions. It examines policy changes, new educational models, and the complexities of implementing reforms that meet academic standards and religious principles. These reforms are crucial for adapting to the dynamic educational landscape while maintaining the integrity of Islamic teachings. Another significant finding is the role of Islamic education in promoting intercultural and interfaith dialogue. The studies explore how Islamic educational institutions can foster mutual understanding and collaboration among diverse cultural and religious communities (Saputra et al., 2024). This role is increasingly important in a globalized world where cross-cultural interactions are commonplace.

The emerging themes from the research align with global educational priorities. The focus on integrating modern pedagogies and developing balanced curricula underscores a commitment to providing inclusive, equitable, and high-quality education in line with Quality Education (UN Sustainable Development Goal 4). The emphasis on digital tools and innovative teaching methodologies reflects the global push for Innovation in Education, meeting the demands of the 21st century. Additionally, fostering intercultural and interfaith dialogue supports international efforts to promote peace, tolerance, and mutual understanding, key components of Global Citizenship Education (Aini & Budiarto, 2020; Al-Asmar, 2023; Guan et al., 2020). The research findings highlight the revitalization of Islamic education, emphasizing quality, innovation, and intercultural understanding. These themes contribute significantly to broader educational and societal objectives and reflect a strong alignment with global educational priorities, paving the way for a more inclusive and forward-thinking educational landscape.

The findings from bibliometric mapping techniques have significant implications for future research development in Islamic education. By identifying under-researched areas, scholars and policymakers can prioritize topics that require deeper exploration, ensuring a more comprehensive and balanced academic discourse. One key implication is the need to bridge the technological gap in Islamic education. The observed lack of research integrating Islamic educational principles with advanced technological tools and pedagogies highlights the necessity for innovation in curriculum development. Future studies should explore how digital learning platforms, artificial intelligence, and virtual classrooms can effectively align with Islamic educational values to enhance learning outcomes. Another important aspect is expanding socio-economic perspectives within Islamic education research. The limited focus on the impact of Islamic education on social and economic development, particularly in non-Muslim-majority contexts, presents an opportunity for cross-cultural studies. Investigating how Islamic education fosters economic empowerment, social mobility, and interfaith dialogue can provide valuable insights into its broader societal contributions. Moreover, guiding policy and curriculum development is crucial in addressing thematic gaps. Thematic clustering highlights areas that policymakers can use to design more inclusive curricula. Overlooked themes—such as the intersection of Islamic education with sustainability, entrepreneurship, and global citizenship—should be incorporated to ensure greater relevance in contemporary educational systems. Lastly, the identification of research gaps calls for enhancing interdisciplinary collaboration. Integrating insights from fields such as psychology, technology, and social sciences can enrich the study of Islamic education, making it more adaptable to modern educational needs. This interdisciplinary approach can help develop more comprehensive educational frameworks that reflect the evolving learning landscape and knowledge dissemination. By leveraging these insights, researchers can chart a more holistic and forward-thinking approach to Islamic education, ensuring its continued relevance and impact in diverse global settings (Ahmed & Gibreel, 2021; Ahmed, 2020; Al-Asfour et al., 2017; Anif et al., 2020). Opportunities for future research include exploring the intersection of Islamic education with modern digital platforms, addressing socio-economic impacts, and enhancing intercultural and interfaith educational frameworks. These identified gaps and opportunities guide scholars and policymakers in prioritizing areas that need further investigation and development.

CONCLUSION

The revitalization of Islamic education remains a crucial endeavor in response to global socio-political changes and technological progress. This study highlights the need to preserve cultural heritage while enhancing religious literacy as a fundamental driver of innovation in Islamic education. By employing bibliometric analysis and mapping techniques, the research comprehensively examines the scholarly landscape from 2024 to 2025, identifying influential publications, thought leaders, and emerging trends. The study's findings reveal a growing global interest in Islamic education, demonstrated through extensive scholarly contributions and international collaborations. Citation analysis uncovered the intellectual foundations shaping the field, while bibliometric mapping visually represented thematic clusters and evolving research trajectories. Applying these methodologies enhances our understanding of the academic discourse on Islamic education and informs future research directions, policy development, and educational strategies. The insights generated by this study serve as a valuable resource for policymakers, educators, and researchers, offering a foundation for evidence-based decision-making that fosters intercultural understanding and supports the sustainable advancement of Islamic education in a rapidly changing world.

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