Charting the Course of Islamic Education Management Research: A Comprehensive Bibliometric Analysis for Future Inquiry

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ABSTRACT. This study aims to describe the development map and research direction of Islamic education management in Scopus database-indexed publications. This study used bibliometric analysis techniques to explore all publications indexed in the Scopus database on Islamic education management from 1983 to 2023. The data obtained were analyzed using Microsoft Excel and R/R-Studio. VOSviewer is used to visually analyze keyword occurrence and document citation stimulants. The author found 379 publications that fit the function, subject, and criteria set. The results of this study show that research with the theme of Islamic education management was mostly carried out in 2020. Indonesia is the country that contributes the most publications and is followed by Iran in second place. The highest affiliation is occupied by an Iranian university, Tehran University of Medical Sciences. The most relevant author is Majdzadeh, R. The source that has published the most writing on the theme of Islamic education management is the Eastern Mediterranean Health Journal. The limitation of this study is only taking metadata on publications indexed by Scopus. This study presents a brief overview of the literature accessible to researchers in Islamic education management and provides recommendations for future research.

Keywords: *Management, Islamic Education, Bibliometric.*

INTRODUCTION

Management in Indonesian has the meaning of management (Janan Asifudin, 2017). Management has an understanding, namely an effort to manage all aspects of education to achieve the success of the educational process carried out (Nouri et al., 2010). Education is an effort to foster, form, educate, and direct students both formally, informally, and non-formally (Nurhayati & Imron Rosadi, 2022). In Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, it is stated that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and State (Awwaliyah & Baharun, 2018). Islamic education according to Omar Muhammad al-Toumi al-Syaibani is a process of changing the behavior of an individual, in the life of society, individuals, and the environment, by conducting teaching as an activity and profession among basic professions in society (Isnaniah & Mustofa, 2020). Islamic education emphasizes more on changing behavior from bad to good through the teaching process (Wijaya & Saputra, 2021). Islamic education management according

to Mujamil Qomar is the process of Islamic management of Islamic educational institutions by getting around learning resources and other related matters to achieve Islamic education's goals efficiently and effectively (Choir, 2016).

In Indonesia, Islamic educational institutions are famous as the oldest educational institutions, in terms of quality and managerial aspects, they are still relatively secondary (Aslamiyah, 2013). Education management is something that must be prioritized in the continuity of education in order to produce the expected output (Patimah, 2018). However, in the phenomenon that occurs today, there are many educational institutions that do not have good management in managing their education. The management applied is still conventional, so it does not answer the challenges of the times and has the impression of being left behind from modernity (Ritonga, 2023; Thoif & Sudjanto, 2020). Currently, Islamic education management has become one of the challenges for teachers and school management leaders (Siahaan et al., 2023). The current era of globalization is also a phenomenon that affects Islamic education, especially with regard to education budgets, human resources, curriculum, information, and technology (Dacholfany, 2015).

From the explanation above, it is necessary to conduct further studies on research on the development of Islamic education management. Research that is able to develop Islamic education management is a solution to problems that exist today. Research on Islamic education management from 1983-2023 has also undergone significant developments. In the field of Islamic education management, research conducted by Siahana, A. shows that in order to avoid various cultural biases, teachers are required to have a multicultural personality. The results showed that multicultural attitudes have an impact on multicultural attitudes towards multicultural teacher culture with a moderate impact on multicultural school leadership that is significant (Siahaan et al., 2023).

Research on human resource management in Islamic educational institutions in increasing competitiveness in the era of society 5.0 conducted by Ritonga, M. using qualitative methods shows that each educational institution has a different response in supporting the era of society 5.0, namely traditional educational institutions carry out existing management with an istiqamah attitude, modern educational institutions prepare human resources through the application of TQM, Integrated Islamic educational institutions always rely on the cultivation of student morals in accommodating change (Ritonga, 2023). Furthermore, research on the management of Islamic education through the culture of quality student character conducted by Sulhan and Hakim through interview, observation, and documentation methods shows that the Islamic education model is carried out by minimizing the cultural quality of student character in schools and is based on a systematic-integrative model (Sulhan & Hakim, 2023). From previous research on Islamic education management, bibliometric analysis research methods have not been used as a mapping effort for scientific publications in various fields.

It is very important to conduct a critical analysis of existing research findings to pave the way for future researchers and provide projections as proposals for policymakers about areas of research that need to get a greater portion of accelerated development. This evaluation procedure is highly dependent on the availability of credible data. Bibliometric research is one of the tools that play a role in breaking data on published studies (Abd. Wahab et al., 2023; Djeki et al., 2022). The Scopus database was used in this study because it has a very high readability (Soraya & Muhammad, 2023).

Bibliometric indicators are a tool that has a role to evaluate the results of scientific research, examining the interaction between science and technology, producing a mapping of fields of science, tracking the development of new science in certain fields, and are indicators in the future in making strategic plans (Busro et al., 2021; Nofmiyati et al., 2023). This study will be a guideline for future researchers who collaborate with authors from various institutions and

countries in order to continue to develop their knowledge about Islamic education management. This study aims to describe the development map and research direction of Islamic education management in Scopus database-indexed publications from 1983-2023.

METHOD

Bibliometric analysis methods were used in this study thoroughly in the form of document analysis and network analysis. The data was obtained by using a Boolean search engine to comb through the Scopus database between 1983-2023, the search was conducted on August 15, 2023. Researchers used R and Rstudio, VosViewer, and Microsoft Excell tools to analyze documents and networks. VosViewer is used to explore, create and visualize metadata network maps (Budianto, 2022). The stages taken by researchers are in the form of steps as follows:

In the first stage, researchers conduct a literature review on relevant topics to ensure that the research is relevant to bibliometric topics. In addition, a literature review can help identify appropriate keywords and indicate the scope of the study.

In the second stage, researchers used the Boolean operator TITLE-ABS-KEY (Islamic AND education) to search Scopus to produce 5690. Furthermore, filtration was carried out with Boolean operators (TITLE-ABS-KEY (Islamic AND education) AND TITLE-ABS-KEY (management) AND (LIMIT-TO (DOCTYPE, "ar") AND (LIMIT-TO (SRCTYPE, "j") AND (LIMIT-TO (LANGUAGE, "English") operators to limit only English documents and articles as document types resulting in 379 final documents.

The third stage, analysis is carried out on the final document search using Scopus analyzer and R and Rstudio to find out the number of documents per year, documents by journal, author, affiliation, country, and subject/field. Furthermore, analysis of the document network level was carried out with visualization through VOSviewer and Microsoft Excel data processing. The detailed research procedure can be seen in the following figure.
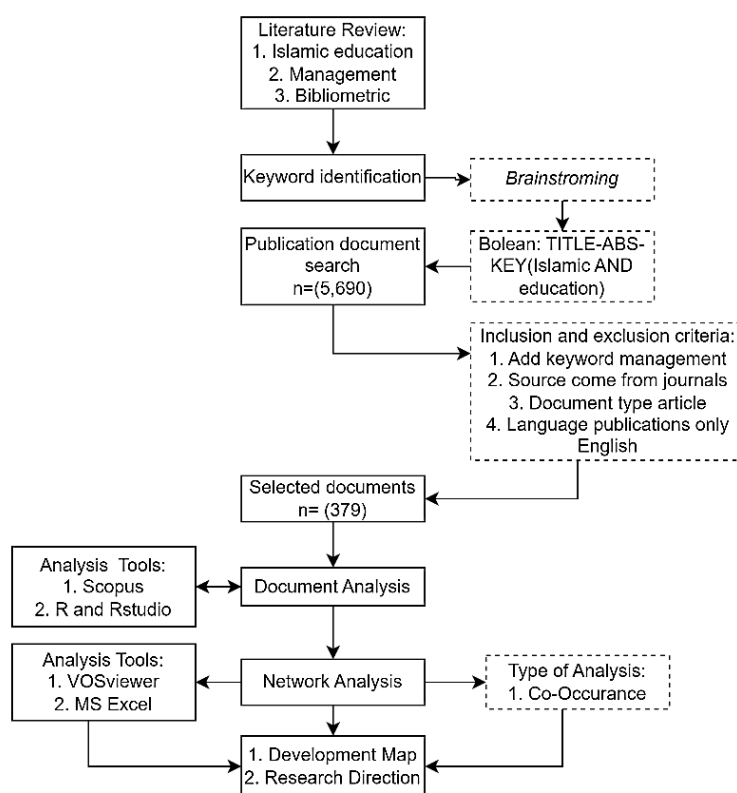

Figure 1 Research steps

RESULT AND DISCUSSION

A. Document Analysis
Main Information

Table 1 Main information about data

No	Description	Results
	Main Information About Data	
1.	Timespan	1983:2023
2.	Sources (Journals, Books, Etc)	256
3.	Documents	379
4.	Annual Growth Rate %	6,52
5.	Document Average Age	7,74
6.	Average Citations Per Doc	8,615
7.	References	13098
	Document Contents	
8.	Keywords Plus (Id)	1521
9.	Author's Keywords (De)	1180
	Authors	
10.	Authors	1100
11.	Authors Of Single-Authored Docs	89
	Authors Collaboration	
12.	Single-Authored Docs	91
13.	Co-Authors Per Doc	3,09
14.	International Co-Authorships %	13,98
	Document Types	
15.	Article	379

Table 1 provides an overview of the 379 documents collected over 40 years. Covering 1100 authors, 91 single authors, 13.98% international authorship collaborations, 13098 references with an average citation per document of 8,615 citations.
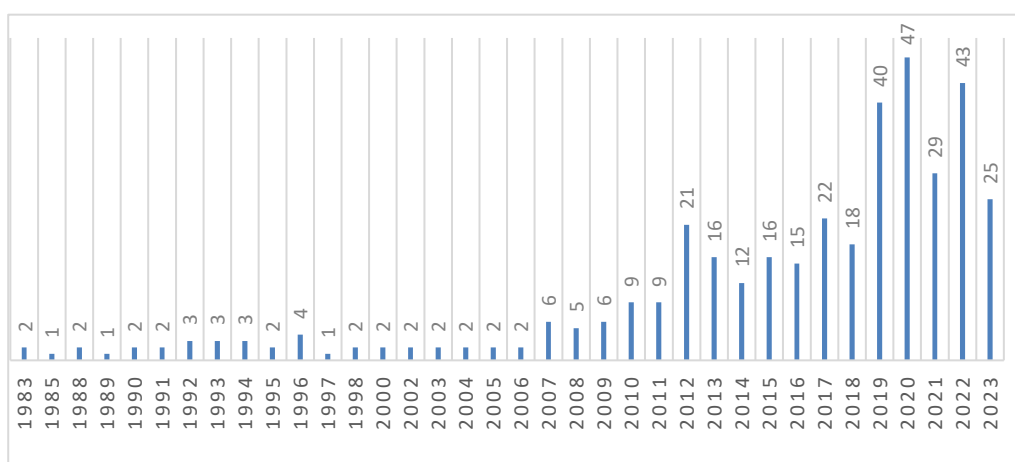
Documents by Year

Figure 2 Document by year

Figure 2 shows that research with the theme of Islamic education management was first conducted in 1983 with 2 documents, then in the following year experienced a decrease and increase in the number of documents. In 1992-1994 it had the same number of documents which

was 3 documents. In 1998-2006 also had the same number of documents, namely 2 documents. Research with the theme of Islamic education management was most researched in 2020 with a total of 47 documents and decreased in 2021, which amounted to only 29 documents. Meanwhile, in 2023, publications related to Islamic Education management will only number 25 documents.

Most Relevant Authors
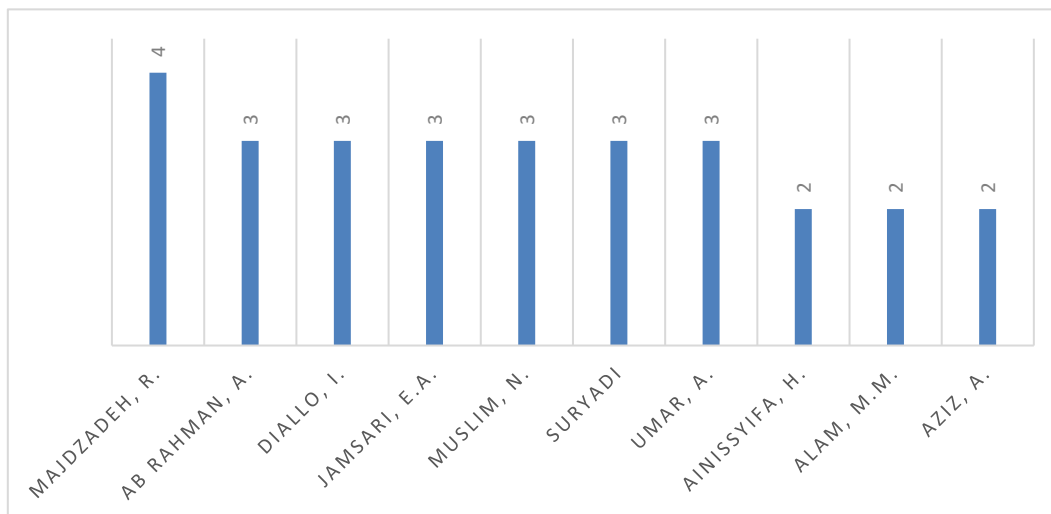
Figure 3 Most relevant authors

Figure 3 shows that the most relevant author analysis can be seen in figure 3, namely authors whose work was successfully published and indexed by Scopus. The most influential author is marked by the one with the highest bar chart, namely Majdzadeh, R. by showing the number 6 on the chart. Then followed by other authors with a fairly good impact with a bar chart showing the number 3, namely Ab Rahman, A., Diallo, I., Jamsari, E.A., Muslim, N., Suryadi, Umar. A.

Documents by Affiliation
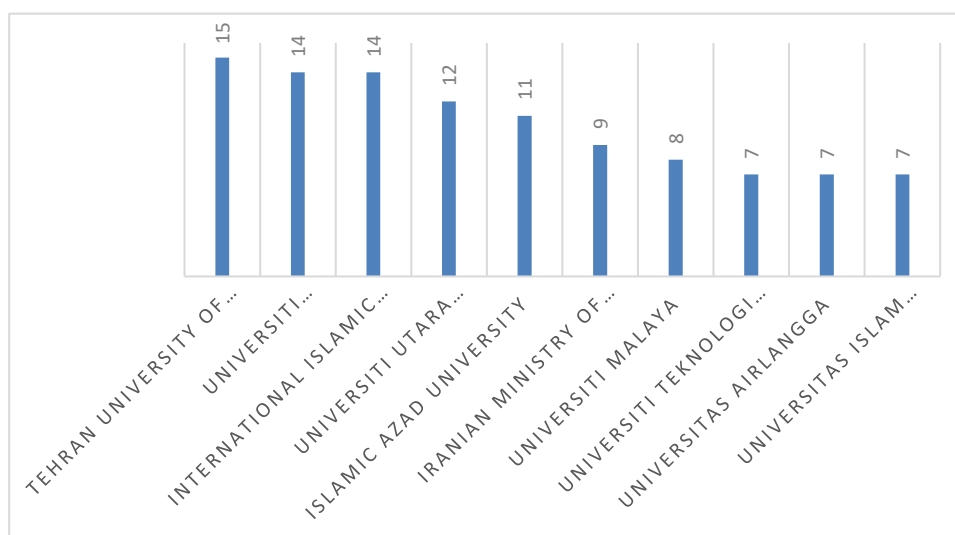
Figure 4 Documents by affiliation

Figure 4 shows that the institution that publishes the most scientific articles on the theme of Islamic education management is Tehran University of Medical Sciences with a total of 15 articles. It was followed by Universiti Kebangsaan Malaysia and International Islamic University Malaysia with a total of 14 articles. Institutions originating from the Asian continent still dominate many affiliations in writing scientific papers on Islamic education management.

Documents by Country
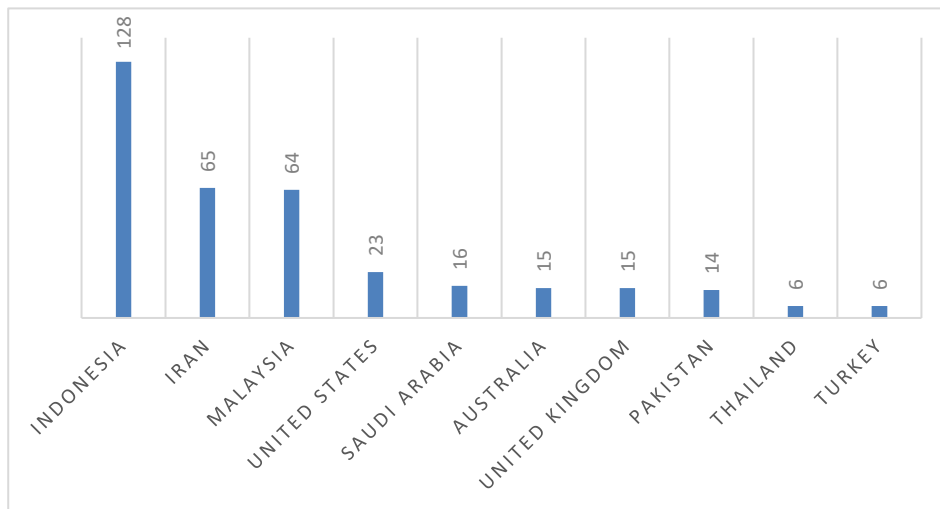
Figure 5 Documents by country

Figure 5 shows that the country that publishes the most scientific publications with the theme of Islamic education management is Indonesia with a total of 128 documents. It was followed by Iran with a total of 65 documents. Based on figure 5, research with the theme of Islamic education management is still dominated by countries from Asia such as Indonesia, Iran, Malaysia, Saudi Arabia, Pakistan, Thailand, and Turkey.

Documents by Source

Figure 6 Documents by source

Figure 6 shows that the most published source of writing on the theme of Islamic education management is the Eastern Mediterranean Health Journal with a total of 21 publications, followed by the International Journal of Pedagogies and Learning with 6 publications. Then there are 7 sources that have the same number of publications, namely as many as 5 publications, including Eurasian Journal of Educational Research, International Journal of Ethics and Systems, International Journal of Islamic and Middle Eastern Finance And Management, International Journal of Scientific And Technology Research, Journal of Islamic Marketing, Journal of Social Studies Education Research, Universal Journal of Educational Research.

Three Field Plot
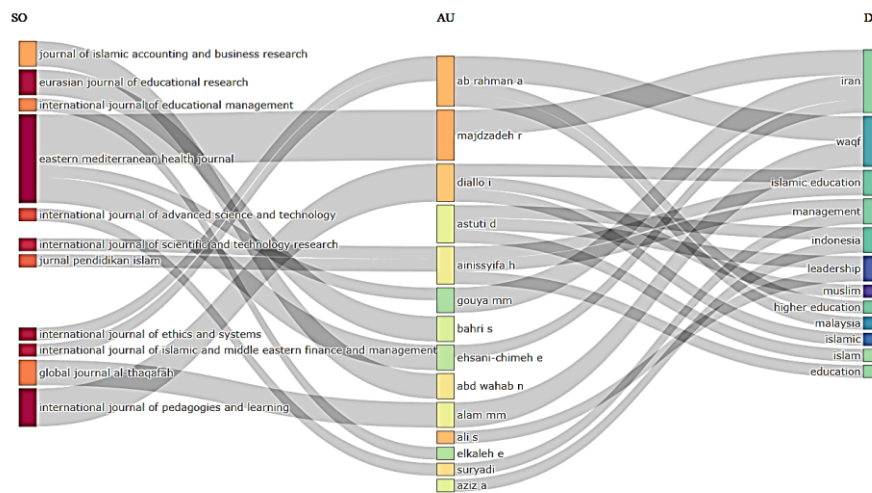
Figure 7 Three field plot

Figure 7 contains 3 observed elements, namely 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 name of the journal, each journal shows which authors or authors often contribute to their publications, especially those with the theme of Islamic education management.

The size of the plot shows how much of the publication relates to the theme. Based on the picture above, there are 11 journals. The journal that publishes the most research with the theme of Islamic education management is the Eastern Mediterranean Health Journal which is displayed in dark red and connected to the author, namely Majdzadeh, R., Gouya, M.M., Ehsani Chimeh. Based on figure 7, there are 14 authors. The size of the bar chart shows how many research results each author has published. Among the 14 authors who wrote the most articles on the theme of Islamic education management were Ab Rahman, A., then in second place was Majdzadeh, R.

In the third element, each research topic is connected to the author who published the results of the research on that theme. From the results of the analysis, there are several keywords including Iran, Waqf, Islamic education, management, Indonesia, leadership, Muslim, higher education, Malaysia, Islamic, Islam, education. This shows that these keywords are closely related to research topics in the field of Islamic education management.

Corresponding Author's Countries

Figure 8 Corresponding author's countries

Figure 8 shows that the most Multiple Country Publications come from Indonesia, followed by Iran, Malaysia, the United Kingdom and the USA. While the most Single Country Publications come from Indonesia, then followed b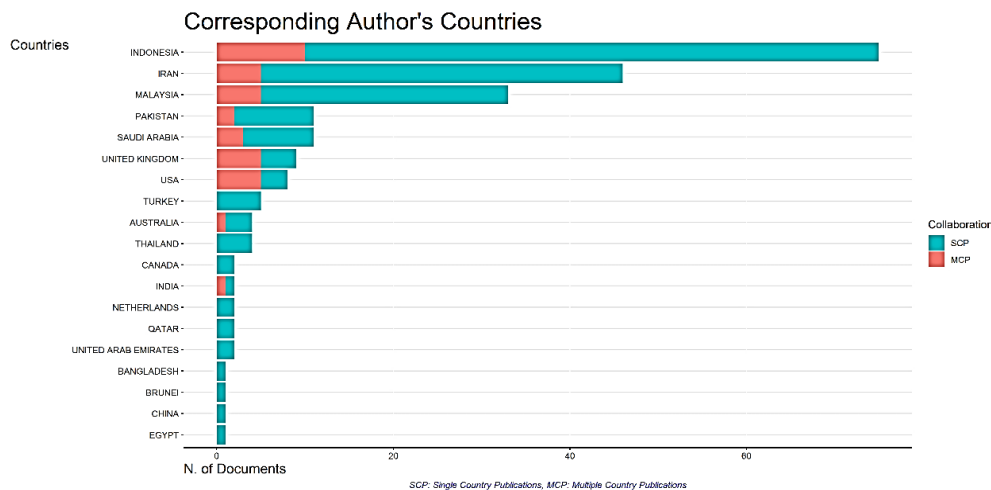y Iran and Malaysia. Corresponding Author's Countries from this study are still dominated by countries from the Asian continent such as Indonesia, Iran, Malaysia, Pakistan, Saudi Arabia, Turkey, Thailand, India, Qatar, United Arab Emirates, Bangladesh, Brunei and China.

Most Global Cited Document

Table 2 Most global cited document

No	Paper	Total Citations	TC Per Year
1.	Rollinson D, 2013, Acta Trop	401	36,45
2.	Buijs Ae, 2009, Landsc Urban Plann	236	15,73
3.	Wall Ll, 1998, Stud Family Plann	180	6,92
4.	Gakidou E, 2011, Bull Who	109	8,38
5.	Odeh Yosef Ar, 2008, J Transcult Nurs	90	5,63
6.	Karam Cm, 2014, Int J Hum Resour Manage	77	7,70
7.	Stephenson Ml, 2010, J Islam Mark	68	4,86
8.	Tieman M, 2015, J Islam Mark	59	6,56
9.	Zahedi F, 2013, Iran J Public Health	53	4,82
10	Paradise Tr, 2005, Environ Hazards	52	2,74

Table 2 shows the paper that has the largest total citation is the paper in 2013 with 401 citations, namely Rollinson D, 2013, Acta Trop. Then followed by the Buijs Ae paper, 2009, Landsc Urban Plann which has the 2nd largest total citation with a total of 236. The papers that have the largest TC per year are Rollinson D, 2013, Acta Trop, which is 36, 45. Based on table 2, it can be seen that the year of publication does not really affect TC, because in the earliest year, namely 1998, citations amounted to 180, while in the most recent year, namely 2015, citations only amounted to 59.

Most Local Cited Document

Table 3 Most local cited document

No	Document	Local Citations	Global Citations	LC/GC Ratio (%)
1.	Kasdi A, 2022, J Islam Thought Civiliz	0	3	0,00
2.	Karim A, 2022, Int J Leadersh Educ	0	4	0,00
3.	Khan Ra, 2023, Int J Technol Learn	0	0	
4.	Alam A, 2022, Public Munic Finance	0	0	
5.	Asni F, 2023, Qual Res Financ Markets	0	0	
6.	Muhammad I, 2021, Samarah	0	0	
7.	Ingsih K, 2021, Acad Strateg Manage J	0	0	
8.	Abolhallaj M, 2021, J Edu Health Promotion	0	1	0,00
9.	Masturin, 2022, Qudus Int J Islam Stud	0	1	0,00

Based on table 3, there is no paper that has the largest local citations, all the same is 0. Paper Kasdi A, 2022, J Islam Thought Civiliz, Karim A, 2022, Int J Leadersh Educ, Abolhallaj M, 2021, J Edu Health Promotion, and Masturin, 2022, Qudus Int J Islam Stud has an LC/GC ratio

of 0.00%. The year published does not affect local citations because there is no change in local citations, everything is the same, which is 0.

B. Network Analysis

Co Occurrents Network Visualization

Figure 9 Co occurrents network visualization

Figure 9 is a co occurrents network visualization analysis of research with the theme of Islamic education management. There are 4 clusters formed from figure 9. Each cluster has multiple items, cluster 1 has 36 items, cluster 2 has 27 items, cluster 3 has 24 items, cluster 4 has 20 items. As for the keywords that dominate in each cluster, for cluster 1 the dominating keywords are article, education, and human keywords. The cluster of two keywords that dominate is religion, organization and management. The 3 keyword cluster that dominates is Asia. While the 4-word cluster that dominates is Islam.

Co Occurrents Overlay Visualization

Figure 10 Co occurrents overlay visualization

Figure 10 shows a keyword network analysis based on an overlay. It can be seen that the keywords Islamic education, higher education, e-learning, management are keywords with usage in the latest year, namely 2020 and are marked with the brightest color, yellow. While the keywords Asia, programs, developing countries, organization and administration are keywords with relatively old usage around 1990 which are marked in dark blue.

Co Occurrents Density Visualization

Figure 11 Co occurrents density visualization

Figure 11 is a co occurrents density visualization analysis. Based on the picture above, keywords that have high density and the brightest color are keywords that have been researched a lot, for example, such as the words education, human, humans, Islam, female. While keywords whose images are not clear and dim are keywords that are still rarely researched, for example such as the words knowledge, procedures, educational status.

The Occurrences in Each Cluster

Table 4 The occurrences in each cluster

No	Keyword	Occurrences	Cluster
1.	Adult	29	1
2.	Aged	8	1
3.	Child	8	1
4.	Education	65	1
5.	Female	45	1
6.	Human	84	1
7.	Male	33	1
8.	Middle-aged	12	1
9.	Muslim	7	1
10.	Humans	55	1
11.	Leadership	10	2
12.	programs	11	2
13.	Religion	32	2
14.	Organization and management	48	2
15.	Organization and administration	17	2
16.	Culture	12	2

17.	Communication	12	2
18.	Developing countries	28	2
19.	Developing country	27	2
20.	Family planning	12	2
21.	Organization	8	3
22.	Mortality	7	3
23.	Population	12	3
24.	Population and characteristics	7	3
25.	Asia	15	3
26.	Educational status	7	3
27.	Economics	11	3
28.	Demography	12	3
29.	Social status	7	3
30.	Program evaluation	8	3
31.	Curriculum	17	4
32.	E-learning	7	4
33.	Financial management	12	4
34.	Higher education	13	4
35.	Islam	54	4
36.	Islamic education	12	4
37.	Management	20	4
38.	Student	10	4
39.	Methodology	9	4
40.	Knowledge management	9	4

Table 4 shows occurrences in each cluster representing the main theme of the study. The themes in the first cluster are age and gender. The theme in cluster two is management. The theme in cluster three is population and Asia. The theme in cluster four is education and learning.

DISCUSSION

Based on the results of the research, cluster 1 contains several keywords covering various concepts related to humans, community dynamics, and identity. The keywords "Adult", "Children", "Age", and "Middle-aged" are themes that examine how the hopes, opportunities, and challenges of society in this age group. The terms "Female", "Male" and gender are part of the discussion of identity and social roles. This theme analyzes about how roles affect opportunities for education, career paths, decision-making, and personal aspiration. The keyword "Education" plays an important role in human development. This theme investigates gaps in access to education, particularly among different genders, age groups, and cultural backgrounds. Effective management of Islamic education takes into account the unique needs of different age groups and genders within the Muslim community. Adjustments to educational approaches are made to address diverse characteristics, Islamic education is able to encourage holistic growth, spiritual development, and a strong sense of Muslim identity for various age groups. A well-run Islamic education program plays an important role in nurturing a generation of knowledgeable, morally upright, and engaged Muslims.

In cluster 2, the keywords provided cover broad concepts related to governance, development, cultural dynamics, and social systems. The keywords "leadership," "management," and "administration" center around structures that guide and oversee community operations. This theme explores the importance of effective leadership and administration in driving positive change. The keyword "religion" introduces a complex interplay between religious beliefs and social norms. This theme investigates how religious values influence leadership approaches, program design, and cultural practices. The term "developing country" highlights the challenges and

opportunities associated with socio-economic progress. This theme discusses the importance of family planning programs in this context. It explores how effective leadership and programs can contribute to sustainable development by empowering individuals and families to make informed choices about family size, health, and education. In conclusion, the given keywords offer a multidimensional view of the intricate dynamics shaping societies in developing countries. By analyzing leadership themes, programs, culture, and family planning provide insight into how effective governance, cultural understanding, and strategic initiatives can drive positive change in this complex environment. This underscores the importance of adaptable leadership and a culturally sensitive approach in facing challenges and realizing the potential of developing countries.

In cluster 3, the terms "Organization" and "Characteristics" in Islamic educational institutions in Asia vary in their organizational structure, starting from traditional madrassas, schools, and modern universities. Such institutions often emphasize religious teachings in addition to secular education. Asia is home to a diverse population with a wide variety of demographic trends. Islamic educational institutions have an important role in meeting the educational needs of Muslim populations across the continent. The status of Islamic education in Asia is influenced by economic factors, including access to resources, funding, and infrastructure. Socioeconomic disparities can have an impact on the quality of education offered in Islamic institutions. While some institutions are well funded and offer modern facilities. Evaluation of Islamic education programs is very important to maintain and improve their quality. Effective program evaluations help institutions assess the relevance of their curriculum, teaching methodologies, and learning outcomes. The management of Islamic education in Asia is a multifaceted domain that includes organizational structure, demographic considerations, economic influences, and social dynamics. Understanding the characteristics and challenges of Islamic educational institutions in Asia requires a comprehensive analysis of how these factors interact and shape the educational landscape. By addressing issues related to organization, demography, economy, social status, and program evaluation, stakeholders can work to improve the quality and accessibility of Islamic education in the region.

In cluster 4, it can be analyzed that curriculum development is important because it emphasizes the need to integrate Islamic values and teachings into a modern framework. The curriculum was created by upholding the principles of Islamic education. The e-learning platform has facilitated the delivery of Islamic education by accommodating modern pedagogical methods. Financial management must be done efficiently to ensure the sustainability and growth of educational institutions. Integrating the principles of financial ethics from Islam, can provide a unique perspective on responsible financial practices. The word "Methodology" can be analyzed as a methodology used in the teaching of Islamic education and modern management. The merging of traditional and innovative methodologies is discussed to emphasize the need to adapt approaches to fit the digital age. Higher education institutions play an important role in shaping the intellectual growth and character development of students. This analysis examines how the integration of Islamic education and modern management principles can enhance student engagement and foster a well-rounded educational experience. In conclusion, the analysis of this theme highlights the potential of integrating Islamic education and modern management in higher education through e-learning and curriculum development. It underscores the importance of maintaining a balance between academic pursuits and spiritual growth while employing innovative approaches that resonate with the digital age. Ultimately, such integration promises to produce educated individuals equipped to navigate the complexities of the modern world while remaining rooted in their faith.

CONCLUSION

Based on the analysis above, it can be concluded that from the main information data there are 379 documents collected for 40 years. The most research with the theme of Islamic education management was carried out in 2020 with a total of 47 documents. The most relevant author is Majdzadeh, R. The institution that publishes the most scientific articles is Tehran University of Medical Sciences with a total of 15 articles. The country that produces the most scientific publications is Indonesia with a total of 128 documents. The most published source on the theme is the Eastern Mediterranean Health Journal with a total of 21 publications. Based on three field plots, the author who writes the most articles with the theme of Islamic education management is Ab Rahman, A. The country that has the largest SCP and MCP is Indonesia. The paper that has the largest total citation is Rollinson D, 2013, Acta Trop. Network visualization shows that the occurrence of research related to Islamic education management is that 4 clusters are formed. Analysis of the keyword network based on overlays shows that the keywords Islamic education, higher education, e-learning, management are keywords with usage in the current year, namely 2020 and are marked with the brightest color. While network analysis based on density shows keywords that have high density, namely education, human, Islam, female.

This research contributes to research on mapping Islamic education management by sharing four main themes in each cluster, namely cluster 1 with the theme Age and gender, cluster 2 with the theme of management, cluster 3 with the theme of population and Asia, cluster 4 with the theme of educational and learning.

The limitation of this study is only taking metadata on publications indexed by Scopus. This research is limited to only English documents and articles as document types so as to produce a final document of 379, so further research is needed not only limited to Scopus. Researchers can take metadata derived from WoS (Web of Science) and expand the scope of the search by not limiting only English documents and articles as document types for a deeper and comprehensive understanding of Islamic education management.

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