REVIEW

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Mapping the Modernization of Islamic Education: A Bibliometrics Analysis of Research Trends from 1965 to 2022

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Abstract: In recent years, calls for modernization have increased, with subjects being introduced from basic and secondary education levels to Islamic university institutions. This is particularly relevant for studies on Islamic education through Bibliometrics analysis. This current study aims to create a Bibliometrics research trend mapping with respect to the modernization of Islamic education. The study is empirical in the sense that it seeks to rely on the use of data in a bid to establish the number of articles on modernizing Islamic education that have been published in some countries around the world. In the study dataset, data analysis was done with the help of R-Tool Bibliometrics and displayed with Vosviewer. The relevant articles to the research of modernized Islamic education have contributed to Bibliometrics mapping with 197 relevant articles from 160 different journals in the period from 1965 to 2022 using Biblioshiny and VOSviewer. The leading authors who have written on this topic include Mukhibat, Hidayatulla Azra, and La Hadisi. The VOSviewer shows that most of the research trends were on the subject of Islamic education. The words "Indonesia," "Turkey," and "Egypt" in this illustration lead to the impression that most of the work in relation to modernization of Islamic education is done from these three countries. These findings highlight the key contributors and regional focus of research on modernizing Islamic education, providing insights for policymakers and educators working to align traditional Islamic values with contemporary educational frameworks. The study provides a foundation for future research exploring successful strategies to synthesize religious principles with modern pedagogical practices in diverse contexts.

Keywords: Bibliometrics, globalization, Islamic education, modernization

1. Introduction

Education cannot be relativized through globalization, as it has a very close relationship with the concepts of knowledge and information [1]. In the present age of globalization, it is mandatory for every country to implement an education system that is comprehensive and adaptable, that is very feasible to contribute to a democratic society of the world in a perfect way toward graduates [2].

Therefore, education must structure the entire potential of development in an entirely natural and creative way within an environment laden with freedom, unity, and responsibility for students to realize [3]. Education should also end with the ability of students to understand the community in its entirety: all its aspects that can lead to successful issues and all the hurdles that cause failures in community life [4]. There may be a possible solution that can be implemented in the development of education from a global perspective [5, 6].

This flow has been an unstoppable event for this flow; it occurs with a fast current. The diversity of information flow will be unstoppable. This flow will have an impact on the knowledge and values provided that Islamic education students receive. Lifestyle, for example, has habits such as fashion costumes, eating habits, and activities in free time that become more and more homogeneous and harmonized, especially among youth, when globalization expands its influence. In this context, great effects have been on society, the economy, and religion. However, moral and ethical standards are losing favor as people give up on them because they are seen as outdated. Contemporary and smart are the terms given to those who follow the trend, but while doing so, many moral and ethical standards are left behind [2].

Due to globalization, it is necessary to train for the global battle of life [7]. Therefore, it becomes very important to save young generations of the nation's successors from falling into a long gap and ready to tackle global competition. This is because young people are the future of the nation. Lately, Islamic education, in general, is one of the initiatives that is part of the effort to counter the impacts of globalization [8, 9]. Further research findings show that modernization of the higher level of Islamic education

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through increased research and publications will be necessary while upholding institutional capacity, improving human resources, broadening student activities, and more research and publications, but mostly in applied science [10].

The significance of this study will be that it may actually provide insight into the current state of knowledge and the trends of modernization in Islamic education. The present study aims to provide a review, through a comprehensive analysis of the literature with Bibliometrics parameters, of the key themes, authors, publications, and geographic regions that have structured the present discourse on this topic. This is an important insight that gives a clue toward how far progress has been made, gaps and challenges still in existence, and how those can be mitigated to further the research and innovations.

More importantly, this timely and called-for research follows the increasing demands for reform within the education systems of Muslim-majority countries and across Muslim communities throughout the world. Future generations that Islamic education prepares have come under scrutiny: The issues of economic development, social cohesion, and cultural identity hang in the balance, dependent on modern and rapidly changing societies. It will systematically summarize the research conducted and serve as a reference point for the information and guide efforts of educators, policymakers, and other stakeholders working to strengthen and modernize Islamic education systems.

The review aims to answer the following questions:

1) What are the main research themes and trends in the study of Islamic education modernization from 1965 to 2022?
2) Who are the most influential authors and publications shaping the discourse on this topic?
3) Which geographic regions have contributed significantly to the research on modernizing Islamic education?
4) What are the implications of these findings for understanding the challenges and opportunities of aligning Islamic educational values with contemporary pedagogical practices?

The purpose of the following research study is to develop a map of the Bibliometrics research trends concerning the modernization process of Islamic education. It was a data-based investigation that evaluated the number of articles on modernizing Islamic education published in countries around the world. The data set in the study at hand was used through the Dimensions database before being processed with Bibliometrics and shown with Vosviewer [11–13].

It clearly indicates that such a research work would definitely contribute to the broader debates and discussions relating to the intersecting point of religion, education, and modernity in the current world. Insofar as Islamic education tries to adapt and respond to the changes and challenges presented by the context of the 21st century, it may offer a useful source of reflection and a case study for other faith-based and traditional systems of education in the world as they, too, grapple with a paradigm change. This paper attempts to place the modernization of Islamic education within the broader context of global educational trends and educational innovations in an attempt to contribute to dialogue, collaboration, and mutual learning across different cultural and religious contexts.

2. Methods

The study adapts an overall comprehensive Bibliometrics approach to mapping the research landscape on the modernization of Islamic education. The methodology[1], as illustrated in Figure 1,

utilizes the Bibliometrics R package and VOSviewer software, following a systematic process of data collection, analysis, and visualization of findings.

This was an analysis using a dataset taken from the Dimensions database, where the coverage was reported to be 30% more comprehensive compared to other databases [14]. Dimensions were launched in 2018 by Digital Science and combine more than 106 million published works, more than 3.7 million sponsored papers, more than 34 million patents, and more than 9 million citation links of scientific literature[2] [14, 15].

The search results from the Dimensions database were processed using Bibliometrics software. Bibliometrics is an open-source tool for conducting comprehensive science mapping analysis, allowing researchers to explore trends and gaps in research on any subject [16, 17]. In this study, we used Bibliometrics to analyze the data collected from the Dimensions database, enabling us to map the scientific landscape and identify key trends and gaps in research related to the modernization of Islamic education.

In Figure 1, the scientific mapping on the Bibliometrics uses a dataset that was originally derived from the Dimensions dataset[1]. This was translated from the data set. In the future, such an analysis will be customized to the R programming language so that the same can be customized and serve various kinds of statistical and graphic applications. This study was able to carry out the mapping process effectively and efficiently using the available analysis tool in Biblioshiny [18–21].

The first step in our Bibliometrics analysis was the retrieval of relevant publication data from the Dimensions database, which contains more than 106 million scholarly publications in various disciplines. To ensure the inclusion of relevant articles, we used the search query "Modernization AND Islam AND Education," with the Boolean operator "AND" to combine the key terms. The search was limited to literature published between 1965 and 2022 to capture both historical and contemporary trends in the field.

A document-by-attribute matrix is formed to capture the relationships among publications and some of their associated metadata, such as author, keywords, and citations. These analyses, then followed by the identification of the leading publications in this field, are all grounded in this very matrix.

The results of the Bibliometrics analysis were then visualized using VOSviewer [22], a popular software tool for constructing and exploring Bibliometrics maps. VOSviewer enables the creation of interactive visualizations that represent the relationships and patterns within the data, such as co-authorship networks, keyword co-occurrence maps, and citation networks. These visualizations provide an intuitive and informative way to communicate the findings of the Bibliometrics analysis [23].

Based on the output of this Bibliometrics mapping, topic areas and recent trends in scientific research will be derived from the available literature [11, 24, 25]. In the course of carrying out this research, Bibliometrics visualization was performed using VOSviewer. This is in a bid to decide the trend the present research will take; the analysis is on co-occurrence according to the keywords and co-occurrence according to the author on the topic [22, 26, 27].

Figure 1
Utilizing bibliometrics for the scientific mapping procedure
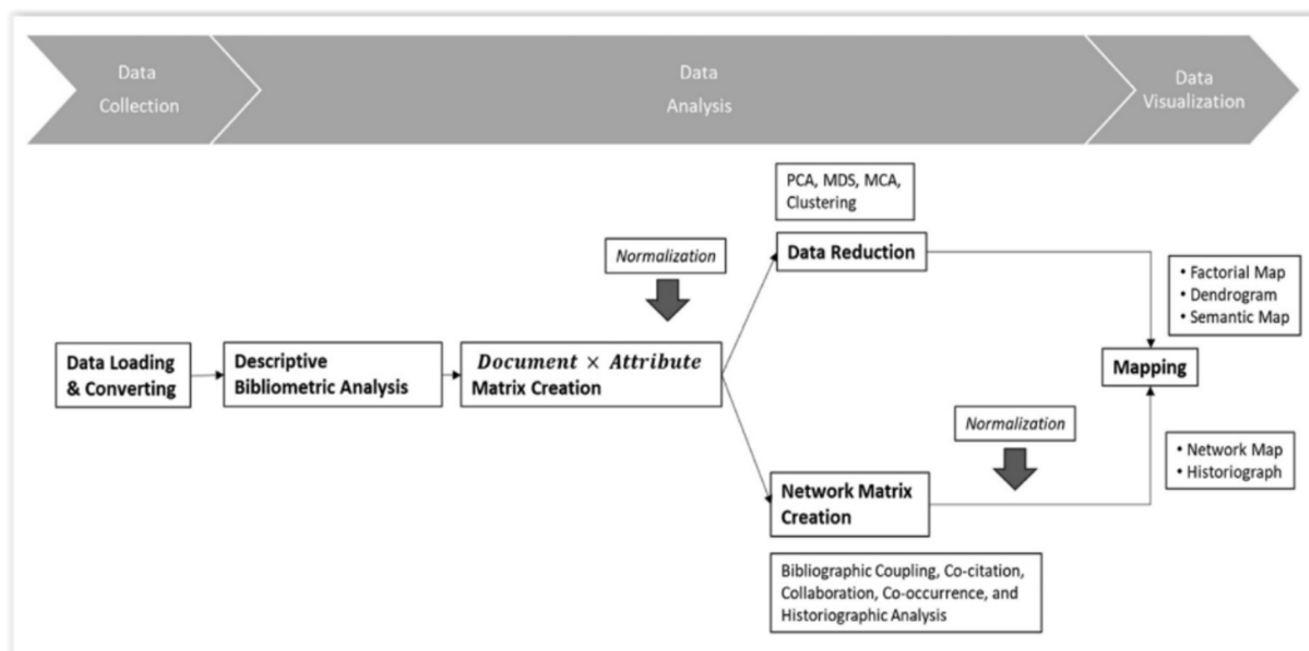
3. Result

The search terms were formulated with Modernization AND Islam AND Education, all connected with the Boolean operator "AND" against the date range from 1965 to 2022, and searched the database Dimensions to get the dataset from the search. The details of the parameters of this dataset and most of the relevant details of these data are summarized in Table 1.

Table 1 presents basic facts and essential information regarding the Bibliometrics analysis on the modernization of Islamic education research. It is a reference point to understand the scope, scale, and key features of the study. First of all, an interesting dimension in the table is that the period in question is 1965 to 2022. The time period will allow good scrutiny of historical development and changes that have characterized research on the modernization of Islamic education over the period of six decades. It captures the

Table 1
Fundamental facts and essential information

Description	Information
Period of time	1965–2022
Sources (Journal)	160
Documents	197
Average years from publication	6.52
Average citations per document	2.188
Average citations per year per doc	0.208
Authors	263
Authors of single-authored documents	129
Authors of multi-authored documents	134
Single-authored documents	141
Authors per document	1.34
Co-Authors per documents	1.41
Collaboration index	2.44

basic foundational works to the latest contributions made in the field with such a huge scope of time in mind.

Table 1 shows that the sources (160 journals) and documents (197) used demonstrate the breadth and depth of the research landscape. Evidently, there is a great deal of scholarly focus on the topic, as shown from various publications. However, all these sources underline the great diversity to which modernization in Islamic education has reached; therefore, it is no wonder that the given problem is currently of multifaceted character and attracts interest from researchers from various disciplines and geographic areas.

Among the insights selected in Table 1 is the average number of years since publication of the analyzed works (6.52). These relatively low averages tend to make most of the research on the topic date from recent years, reflecting the increasing relevance and urgency of dealing with challenges and opportunities linked to modernizing Islamic education in the contemporary context.

The citation metrics in the table provide valuable information on the impact and visibility of this research area. The average citations per document (2.188) and the average citations per year per document (0.208) are placed at a moderate level, showing scholarly involvement in the published work. These figures suggest that while some attention is paid to research on modernization of Islamic education from the academic community, it has the potential for further dissemination and recognition of contributions made by scholars in this area.

The same table provides insight into the same area with regard to patterns of authorship. Since the total number of authors is 263, and the number of single-authored documents is 129, this points to almost an equal distribution between research papers written alone and those written with co-authors (134). The observed average number of authors per document (1.34) and co-authors per document (1.41) further evidence that the research output in this field is by an individual scholar or by a very small team.

Finally, the index shown in Table 1 (2.44) represents the degree of collaboration between all authors in this study. Its value represents

Table 2
Top five authors

No.	Name	Affiliations	Papers	Citations	Citations mean
1	Mukhibat	Institut Agama Islam Negeri Ponorogo, Indonesia	3	0	–
2	Hidayatulla Azra	Syarif Hidayatullah State Islamic University Jakarta, Indonesia	2	3	1.50
3	La Hadisi	Institut Agama Islam Negeri Kendari, Indonesia	2	0	–
4	Muhammad Fahim Tharaba	Universitas Islam Negeri Maulana Malik Ibrahim, Indonesia	2	0	–
5	Rasimin	Jambi University, Indonesia	2	1	–

the existence of collaboration, but the value does not reach a very high level, and, therefore, there are opportunities through which increased teamwork and exchange of knowledge can be developed between researchers working in this area of Islamic education modernization.

3.1. Analysis of the author

The larger work of scientific work is the authoring of scientific papers. The number of quantitative research data shows that in every published work, one can find an average of 1.34 authors. This is applicable in line with this study, which applies Price's law to determine the extent of the unevenness of output efficiency distribution by professionals in this field [28].

Table 2 represents the five leading authors on this issue. With this list, one may try to extract more information on those academics who dealt with the issue during this period from high contributors to the scientific community. Most of the authors in this table have written only one paper, and the prolific is Mukhibat from the State Islamic Institute of Ponorogo, Indonesia, with three papers. Following on their heels were Hidayatulla Azra from Syarif Hidayatullah State Islamic University, Jakarta, Indonesia, with two papers, and La Hadisi from the Kendari State Islamic Institute, Indonesia, also with two papers.

Thus, since the keywords apply and are thus available, the number of citations to apply to the articles is easy to decide. From the Bibliometrics analysis performed, the top five cited publications are presented in Table 3 below. It is across boards.

Social interaction of a scientific cooperative type is a meeting between two or more scientists in the process of social cooperation with the point of exchanging meanings in the course of interaction, while meeting tasks in accordance with the achievement of a goal, shareable by all participants. This not only strongly links the possibility of new discoveries, the growing specialization in research, and the complexity of the required infrastructure with the need to draw on many disparate knowledge and competencies to effectively address complex health problems but also speaks to a lack of recognition of supporting roles in fostering advances in determinants of health.

Fonseca et al. [34] further elaborated that the authors argue for collaborative science by the research community that would allow access to multidisciplinary studies, which in their turn are most helpful for the extension of research efforts and the promotion of creativity.

Co-authorship is not only the examination of the papers that have the highest degree of mutual publishing but also those that have done a great deal in efficiently assembling other related documents. It will show the link between academics, research institutions, and country relations in a co-authorship analysis. Co-authorship analysis examines more than just papers with frequent collaborations between authors. It also considers works that effectively compile and integrate various related documents. This analysis reveals the interconnections among individual academics, research institutions, and even countries. By looking at how often these different entities publish papers together, co-authorship analysis illustrates the complex web of relationships in the academic world. It demonstrates how researchers, institutions, and nations are linked through their collaborative publishing efforts, providing insight into the broader landscape of academic cooperation and knowledge sharing [35].

The co-authorship Bibliometrics map, performed using VOSviewer, was drawn with regard to the authors' names, which pointed to the two definitely appearing clusters on the map as in Figure 2. A cluster is a group of nodes that are somehow connected to each other. Each node in the network is characteristic of one of the two clusters. There is one of the two characteristic parameters of resolving, and it refers to the

Table 3
Articles with the most citations

No.	Citation	Authors	Title	Journal
1	63	Somer [29]	"Moderate Islam and secularist opposition in Turkey: implications for the world, Muslims and secular democracy"	Third World Quarterly
2	63	Yavuz [30]	"Five stages of the construction of Kurdish nationalism in Turkey"	Nationalism and Ethnic Politics
3	48	Sfeir [31]	"The Status of Muslim Women in Sport: Conflict between Cultural Tradition and Modernization"	International Review for the Sociology of Sport
4	42	Azadarmaki and Bahar [32]	"Families in Iran: Changes, Challenges and Future"	Journal Of Comparative Family Studies
5	26	Gharaibeh and Mater [33]	"Young Syrian adults' knowledge, perceptions and attitudes to premarital testing"	International Nursing Review

Figure 2
Co-authorship analysis
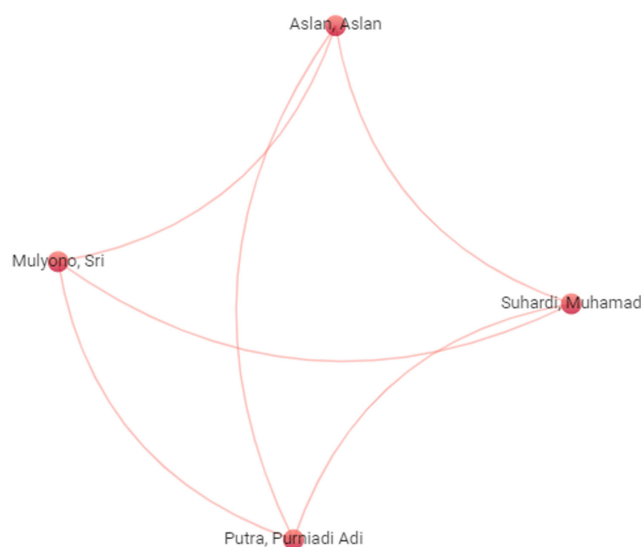
overall number of clusters. A probable reading of Figure 1 shows that there were only four co-authors scattered over any group given.

Figure 2 presents a visualization of the co-authorship network in the field of research on modernization of Islamic education. The following map compares the collaboration pattern and the links between the authors who have contributed to this area of research. The authors' co-authorship analysis has been shown in the network of the two-colored clusters. Each individual author node with the links of another node will represent the existence and strength of co-authorship in the individual authors' case.

The size of each node is proportional to the number of publications authored by the corresponding researcher. In closer introspection, the co-authorship network in this field is found to be rather sparse and can only lead to the collaborative connections of four authors. Therefore, this implies that research on the modernization of Islamic education is done mainly by individual scholars or else by very small isolated teams, but not through extensive collaborative work.

The reason for this is ascribed to a number of factors: the geographical dispersion of researchers, language barriers, or the specialized character of the research topic, in order to try to give some explanation for the sparsity of co-authorship links observed in the figure. Furthermore, the current weak density of co-authorship could indicate that some collaboration opportunities and even intellectual exchange were missed among researchers working in similar thematic areas.

Therefore, the analysis of co-authorship in Figure 2 highlights the need for greater collaboration and networking between researchers with respect to the modernization of Islamic education. Such a community would support the interlinking and collaboration of research ideas and disciplinary affiliation and even help develop collective knowledge on this hot topic within this area. This presents an opportunity for future research to examine the conditions under which collaboration in this sphere is likely to be hampered or, on the contrary, to flourish and what the potential benefits from higher co-authorship rates might be for the quality, impact, and relevance of scholarship on the modernization of Islamic education.

Periodicals are the medium of conveying scientific knowledge and information and are indispensable to the present and completed investigation and exploration. Second is the representation with the highest number of papers, while the other positions are occupied with, respectively, the Journal of Comparative Family Studies and International Handbooks of Religion and Education journals.

The journal *International Handbooks of Religion and Education* had the most articles in the field. When we look further into the citations of works published in journals, we know that quality work has been done in the respective field. Table 4 shows the ranking of the top ten publications in this field, according to the sum of citations each article received. The rating of the journals was determined following the criteria mentioned in the previous sentence. One such source of reference is the "International Handbook of Religion and Education," to which it refers seven times. However, it is highly respected in this study domain as the journal that publishes the highest number of academic articles.

3.2. Research trends

We conduct an exploration using Bibliometrics techniques of the trajectory of scholarly research with respect to modernization of Islamic education, which changes the themes and subject points that form part of this academic discourse. This is the perspective from which a keyword co-occurrence map was created in the VOSviewer software using the database of 197 leading publications as the basis for the analysis dataset. This map was further refined and visualizes key terms occurring two times and more, eventually leading to the 48 key terms that will shape the scholarly landscape of Islamic Education.

Figure 2 shows the reinforcement of thematic relations, indicated by the connection strength of the repeated terms. Therefore, in this graph, the strengthening of scholarly research can easily be seen in an increasingly interdependent set of topics relevant to the domain of Islamic education. In fact, the word "Islam" even dominated with 40 words in sum within the various publications, surely making it the highlighted center in this modernization discourse.

Table 4
Articles with the most citations

Ranking	Journal	Publisher	Publications	Citations
1	International Handbooks of Religion and Education	Springer Nature	7	7
2	Didaktika Religia	STAIN Kediri	4	1
3	Journal of Comparative Family Studies	University Of Toronto	3	58
4	Jurnal Pendidikan Islam	UIN Sunan Gunung Djati	3	3
5	Ta'dibuna: Jurnal Pendidikan Agama Islam	Universitas Islam Sultan Agung	3	5

Almost the same in a more localized view, the geographic impacts on our keyword visualization, exhibit Indonesia, Turkey, and Egypt as nodes of strong academic interest. Thus, the geographical pattern realized here seems to reflect not only the substantial body of research emanating from these regions but probably also suggests that they have pivotal roles in shaping modern paradigms of education within Islamic contexts. These countries now appear to be leading the way in bringing about educational reforms that embrace traditional Islamic teachings and modern teaching frameworks.

This geographical concentration signals a regional implication in responding to the challenges and opportunities brought about by modernization in Islamic education. The incidence of these countries within our Bibliometrics analysis is high and signals a strong regional focus that should guide, with some level of confidence, future scholarly undertakings and policy formulations in the direction of harmonizing traditional Islamic educational values with globally accepted standards of education. The trend represents, at the same time, a dynamic and developing academic field that has been characterized by a focus on core elements of Islam and education, pointing to substantial contributions from leading geographic regions.

4. Discussion

Our Bibliometrics analysis reveals several notable findings that shed light on the research landscape of Islamic education modernization. The dominance of the keyword "Islam" in the literature suggests a strong emphasis on integrating Islamic values and principles into modern educational frameworks [36, 37]. This trend reflects the ongoing efforts to strike a balance between preserving religious identity and adapting to the demands of contemporary society [38].

The prominence of research contributions from Indonesia, Turkey, and Egypt as shown as Table 3, highlights the significant role these countries play in shaping the discourse on Islamic education modernization [39, 40]. The concentration of scholarly work from these regions can be attributed to their rich Islamic heritage, coupled with their active involvement in educational reforms and innovations [40]. These findings underscore the importance of considering cultural and geopolitical contexts when examining the modernization of Islamic education.

The prominence that these countries hold within the literature is thus not merely a show of the leadership of these countries in this academic discourse but also, in a sense, may be heralding a model of modernization that is forward-looking at the same time mindful of Islamic traditions. Besides, the visualization of keyword co-occurrence suggests only that the discourse on Islamic education is not isolated and, in fact, links with the broader educational and social issues. Such links would evidently connote some holistic agenda of education reform in which Islamic values are synthesized with the global trend of educational changes and innovations.

However, it is essential to acknowledge that our study's reliance on the Dimensions database and the selected keywords may have influenced the results. The coverage of the database and potential biases, such as the emphasis on English-language publications, could have limited the representation of research from other regions or languages. Despite these limitations, our findings contribute to the growing body of knowledge on Islamic education modernization by identifying key research themes, influential authors, and geographical trends.

The study highlights the need for further research on the successful integration of Islamic values with modern pedagogical practices, as well as the potential for cross-cultural learning and collaboration [41, 42]. Future studies could benefit from using multiple databases and expanding search terms to capture a more comprehensive picture of the research landscape.

5. Conclusions

This Bibliometrics analysis highlights key trends, influential authors, and the geographical distribution of research on the modernization of Islamic education from 1965 to 2022. The dominance of the keyword "Islam" in the literature, as evidenced by its occurrence in 40 publications, highlights the centrality of Islamic values and principles in the discourse on educational modernization. This finding underscores the ongoing efforts to integrate traditional Islamic teachings with contemporary pedagogical practices.

The study also reveals the significant contributions of researchers from Indonesia, Turkey, and Egypt, as demonstrated by the prominence of these countries in the keyword co-occurrence analysis. This geographical concentration suggests that these regions are at the forefront of shaping the research landscape on Islamic education modernization, likely due to their rich Islamic heritage and active involvement in educational reforms.

However, it is crucial to acknowledge the limitations of this study, particularly the reliance on a single database (Dimensions) and the potential bias towards English-language publications. Future research should consider using multiple databases and expanding search terms to capture a more comprehensive and diverse range of scholarly works on Islamic education modernization. Additionally, qualitative studies exploring the experiences and perspectives of educators, students, and other stakeholders involved in the modernization process would provide valuable information on the challenges and successes of these efforts.

Based on our findings, we recommend that future research focus on comparative studies examining the modernization of Islamic education in different cultural and geographical contexts, to identify best practices and opportunities for cross-cultural collaboration. Furthermore, investigations into the effectiveness of specific pedagogical approaches and technologies in promoting the integration of Islamic values with modern educational practices would contribute to the advancement of this field. Longitudinal studies tracking the impact of Islamic education modernization on student outcomes, such as academic achievement, social participation, and the formation of cultural identities, would also provide valuable information on the long-term effects of these educational reforms.

By addressing these research gaps and building on the insights from this Bibliometrics analysis, scholars, educators, and policymakers can work toward a more comprehensive understanding of the modernization of Islamic education and its implications for the future of Muslim societies in an increasingly globalized world. The findings of this study serve as a foundation for future research and collaborations aimed at enhancing the quality and relevance of Islamic education in the 21st century, while preserving its core values and traditions.

Conflicts of Interest

The authors declare that they have no conflicts of interest to this work.

Data Availability Statement

Data sharing is not applicable to this article, as no new data was created or analyzed in this study.

Author Contribution Statement

Hasan Asari: Conceptualization, Validation. **Maisaroh Ritonga:** Methodology, Data curation. **Nursalimah Nursalimah:** Writing – original draft. **Betti Megawati:** Writing – review & editing. **Ruwaidah Ruwaidah:** Investigation. **Ronal Watrianthos:** Software, Resources, Visualization.

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