Tracing The Footprints of Islamic Values Education: Bibliometric Expedition for Future Pathways

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Abstract

Keywords:
Bibliometric Analysis;
Islamic Education;
Islamic Values;
Globalization Era; Muslim Student.

The purpose of this study is to outline the trajectory and future directions of Islamic values education research as it appears in articles that the Scopus database has indexed. This study used bibliometric analysis techniques to identify all publications registered in the Scopus database on Islamic values education from 1980 to 2023. The data obtained were then analyzed using Excel and either R or R-Studio. Meanwhile, to perform visual analysis related to keywords and citations simultaneously, researchers used VOSviewer. This research shows that the function, subject, and specified criteria were met by 257 papers that the author located on Scopus. In this research, the related topic has an annual growth rate of 3.56%, with the majority of articles coming out in 2020. The nation that has generated the greatest publications on the subject of teaching Islamic values is Indonesia, with Malaysia coming in second. Universiti Kebangsaan Malaysia and Universiti Malaya Malaysia are the Malaysian universities with the two highest connections, respectively. Meanwhile, the writer who is most active in researching the field of Islamic values education is Nuryana, Z. The bibliometric analysis in this study was specifically taken from Scopus. This research provides a brief description of the literature that can be accessed by researchers in the field of Islamic values education and can be used as a reference for relevant research in the future.

Abstrak:

Kata Kunci:
Analisis Bibliometrik;
Pendidikan Islam;
Nilai-nilai Islam; Era
Globalisasi; Siswa
Muslim.

Tujuan dari penelitian ini adalah untuk menguraikan lintasan dan arah masa depan penelitian pendidikan nilai-nilai Islam seperti yang tampak pada artikel-artikel yang terindeks database Scopus. Penelitian ini menggunakan teknik analisis bibliometrik untuk mengidentifikasi seluruh publikasi yang terdaftar di database Scopus tentang pendidikan nilai-nilai Islam dari tahun 1980 hingga 2023. Data yang diperoleh kemudian dianalisis menggunakan Excel dan R atau R-Studio. Sedangkan untuk melakukan analisis visual terkait kata kunci dan kutipan secara bersamaan, peneliti menggunakan VOSviewer.

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Penelitian ini menunjukkan bahwa fungsi, subjek, dan kriteria yang ditentukan dipenuhi oleh 257 makalah yang penulis temukan di Scopus. Dalam penelitian ini, topik terkait memiliki tingkat pertumbuhan tahunan sebesar 3,56%, dengan sebagian besar artikel terbit pada tahun 2020. Negara yang menghasilkan publikasi terbesar mengenai pengajaran nilai-nilai Islam adalah Indonesia, dan Malaysia berada di urutan kedua. Universiti Kebangsaan Malaysia dan Universiti Malaya Malaysia masing-masing merupakan universitas di Malaysia dengan koneksi tertinggi. Sedangkan penulis yang paling aktif meneliti bidang pendidikan nilai-nilai Islam adalah Nuryana, Z. Analisis bibliometrik pada penelitian ini khusus diambil dari Scopus. Penelitian ini memberikan gambaran singkat mengenai literatur yang dapat diakses oleh para peneliti di bidang pendidikan nilai-nilai Islam dan dapat dijadikan referensi untuk penelitian yang relevan di masa yang akan datang.

1. Introduction

The world is entering an era of globalization, where the boundaries between countries have faded.[1] As a result, this phenomenon leads to a decline in human value when people interact with the other. Therefore, globalization brings challenges to human life.[2] Besides, globalization has also affected all aspects of human life, including aspects of spirituality.[3]

Every Muslim has to use Islam as their way of life[4] which guides the adherents[5] from personal, social, political, economic, moral, and spiritual, both for individuals and society.[6] The values in Islam are derived from the Qur'an and Hadith.[7] Actually, Islam has three teaching cores that become the basis for regulating their adherents' lives. Those are creed, sharia, and morals.[8] Those teachings cores cannot be separated from each other.[9]

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[1] F Kıvılcım, 'Is It Possible to Define Globalization in One Definition?', in *Contributions to Management Science* (Beykoz University, Istanbul, Turkey: Springer, 2018), pp. 75–97 <https://doi.org/10.1007/978-3-319-77622-4_4>.

[2] L Tomašević, 'Globalization: A definition attempt and ethical issues and challenges ', *Socijalna Ekologija*, 11.1–2 (2002), 81–96.

[3] S H Kale, 'Spirituality, Religion, and Globalization', *Journal of Macromarketing*, 24.2 (2004), 92–107 <https://doi.org/10.1177/0276146704269296>.

[4] H McLaren, M Jones, and E Patmisari, 'Multicultural Quality of Life: Experiences of a South Australian Muslim Community amid the COVID-19 Pandemic', *Indonesian Journal of Islam and Muslim Societies*, 13.1 (2023), 57–84 <https://doi.org/10.18326/ijims.v13i1.57-84>.

[5] M W Mahmud, S N Bux, and S J Bux, 'Advantages (Maslahah) and Disadvantages (Mafsadah) of Facebook on the Family Institution: An Analysis from Maqāsid Perspective, in *Islamic Quarterly* (International Islamic University Malaysia, Malaysia: Islamic Cultural Centre, 2018), LXII, 103–24 <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85056866562&partnerID=40&md5=6eb8a7fea7ce1c5c1c7e48a404a2b85d>.

[6] D S Khalid, 'End of Life Care: The Islamic Perspective', *Journal of Cognitive Psychotherapy*, 33.4 (2019), 254–59 <https://doi.org/10.20467/1091-5710.23.3.254>.

[7] Septi Aji Fitra Jaya, 'Al-Qur'an Dan Hadis Sebagai Sumber Hukum Islam', *Jurnal Indo-Islamika*, 9.2 (2020), 204–16 <https://doi.org/10.15408/idi.v9i2.17542>.

[8] A Gharamah and others, 'Knowing What You Know about Your Faith an Interactive Application for Measuring Your Faith in Islam', in *Proceedings - International*

To overcome the negative effects of globalization, especially for Muslims, it is important to reinvigorate Islamic values.[10] The integration of Islamic religious values into every individual Muslim is a necessity that must be pursued through educational experience.[11] The most basic essence of education is to humanize humans, so education must provide space for the humanization process.[12]

Islam pays great attention to the field of education, even obliging every one of its people to study.[13] Islamic education is a continuous and holistic process because it is not only concerned with intellectual intelligence but also pays attention to emotional intelligence, especially spiritual intelligence.[14] Islamic education emphasizes forming noble morals, instilling Islamic creeds steadily, instilling adherence to religious rules, and fostering love for the Qur'an.[15]

In the one side, globalization provides open opportunities for the advancement of Islamic education. On the other hand, Islamic education also confronts numerous difficulties that undermine the principles of Islam, which have been diligently upheld.[16] The era of globalization requires various sectors to make changes[17], no exception in the field of education.[18] We must accept the risk of falling behind if Islamic education refuses to change.[19] The modifications discussed here must unquestionably not be at odds with the Hadith and the Qur'an.

Conference on Information and Communication Technology for the Muslim World 2018, ICT4M 2018 (Department of Information Systems, Kulliyyah of Information Communication and Technology (KICT), International Islamic University Malaysia, Gombak, Kuala Lumpur, Malaysia: Institute of Electrical and Electronics Engineers Inc., 2018), pp. 7–11 <https://doi.org/10.1109/ICT4M.2018.00011>.

[9] Marzuki Marzuki, 'Pembinaan Akhlak Mulia dalam Berhubungan Antar Sesama Manusia dalam Perspektif Islam', *Humanika*, 9.1 (2009), 25–38 <https://doi.org/10.21831/hum.v9i1.3781>.

[10] Ana Khoirunisa and others, 'Islam in the Midst of AI (Artificial Intelligence) Struggles: Between Opportunities and Threats', *SUHUF*, 35.1 (2023), 45–52 <https://doi.org/10.23917/suhuf.v35i1.22365>.

[11] Z A Melati and others, 'Strategi Guru Menghadapi Problematika Pembelajaran Aqidah', *Iseedu*, 07.01 (2023), 1–12.

[12] Istanto and In Taslimah, 'Comprehensive Guidance: Internalization of Transformative Islamic Values (Case Study at SMP Muhammadiyah Al-Kautsar Special Program, Gumpang)', *Iseedu*, 1.1 (2017), 174–91.

[13] Wikhdatun Khasanah, 'Kewajiban Menuntut Ilmu Dalam Islam', *Jurnal Riset Agama*, 1.2 (2021), 296–307 <https://doi.org/10.15575/jra.v1i2.14568>.

[14] Djuwarijah Djuwarijah, 'Peningkatan Kualitas Sumber Daya Manusia Melalui Pendidikan Islam', *El-Tarbawi*, 1.1 (2008), 13–26 <https://doi.org/10.20885/tarbawi.vol1.iss1.art2>.

[15] N E Wahyudi and M Ali, 'Tujuan Pendidikan Islam dalam Pandangan Hasan Langgulung', *Suhuf*, 34.2 (2022), 167–79.

[16] M Tolchah and M A Mu'ammar, 'Islamic Education in the Globalization Era; Challenges, Opportunities, and Contribution of Islamic Education in Indonesia', *Humanities and Social Sciences Reviews*, 7.4 (2019), 1031–37 <https://doi.org/10.18510/hssr.2019.74141>.

[17] Ali Mahsun, 'Pendidikan Islam dalam Arus Globalisasi: Sebuah Kajian Deskriptif Analitis', *Epistemé: Jurnal Pengembangan Ilmu Keislaman*, 8.2 (2013) <https://doi.org/10.21274/epis.2013.8.2.259-278>.

[18] N Ahid and N Chamid, 'Implementation of Indonesian National Qualification Framework Based Curriculum in Higher Islamic Education', *Jurnal Pendidikan Islam*, 7.1 (2021), 109–22 <https://doi.org/10.15575/jpi.v7i1.12425>.

[19] Sigit Priatmoko, 'Memperkuat Eksistensi Pendidikan Islam Di Era 4.0', *TA'LIM : Jurnal Studi Pendidikan Islam*, 1.2 (2018), 221–39 <https://doi.org/10.52166/talim.v1i2.948>.

Based on the explanation above, it is very necessary to critically analyze the results of previous research to open opportunities for future research and provide an overview for policymakers, especially in Islamic values education. This evaluation step is highly dependent on the presence and accuracy of the data. Bibliometrics is one of the tools that can be used in mapping data based on published studies[20]. The author uses Scopus data in this study because it has a high level of credibility.

Bibliometrics is also one of the very useful tools in analyzing findings from scientific research; Reviewing the correlation between science and technology, classifying fields of science, tracking the development of new knowledge in a field, and becoming an indicator in making strategic plans for a better future.[21, 22, 23] This study aims to analyze the development map and research direction of Islamic values education in publications registered in the Scopus database from 1980 to 2023. In 1980, the first two publications on Islamic values education were found.

Previous research has shown that Islamic religious education has a strategic role and function in strengthening character education, especially in the era of the Industrial Revolution 4.0. which is part of globalization which is now growing rapidly[24]. Access to information is very open, resulting in people receiving various information from all over the world, which can change their character, way of thinking, and behavior. Thus, Islamic Education has an important role as a facilitator who has a cultural function and an ideal function in regulating values and directing the development of society by Sharia values.

Islam emphasizes not only moral principles but also the economic worth of each Muslim, which is demonstrated via education. In Bayram's Bibliometric research, it was revealed that the role of Islamic-based financial education is needed to meet the needs of human resources.[25] Through Islamic financial education like this, Muslims will be educated to run the economy by Islamic principles, for example not doing usury which is reprehensible behavior. I. Haq and M. Tanveer in their Bibliometric research revealed that member countries of the Organization of Islamic Cooperation (OIC) seek to increase the allocation of

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[20] Muhamad Subhi Apriantoro, Shafy Garneta Maheswari, and Hudaifah Hudaifah, 'Islamic Financial Research Directions During Pandemic: A Bibliometric Analysis', *At-Taradhi: Jurnal Studi Ekonomi*, 13.2 (2022), 75–97; Muhamad Subhi Apriantoro, Adam Endra Dharma Iskandar, and M Muthoifin, 'Analisis Bibliometrik Terhadap Peta Perkembangan Dan Arah Penelitian Wakaf Pada Publikasi Terindeks Scopus Tahun 2020-2022', in *Prosiding University Research Colloquium*, 2023, pp. 154–73.

[21] J L Belmonte and others, 'Machine Learning and Big Data in the Impact Literature. A Bibliometric Review with Scientific Mapping in Web of Science', *Symmetry*, 12.4 (2020) <https://doi.org/10.3390/SYM12040495>.

[22] L Boquera and others, 'Research Progress and Trends on the Use of Concrete as Thermal Energy Storage Material through Bibliometric Analysis', *Journal of Energy Storage*, 38 (2021) <https://doi.org/10.1016/j.est.2021.102562>.

[23] L Zheng, K Chen, and W Lu, 'Bibliometric Analysis of Construction Education Research from 1982 to 2017', *Journal of Professional Issues in Engineering Education and Practice*, 145.3 (2019) <https://doi.org/10.1061/(ASCE)EI.1943-5541.0000412>.

[24] M Taufik, 'Strategic Role of Islamic Religious Education in Strengthening Character Education in The Era of Industrial Revolution 4.0', *Jurnal Ilmiah Islam Futura*, 20.1 (2020), 86–104 <https://doi.org/10.22373/jiif.v20i1.5797>.

[25] K Bayram, 'Islamic Finance Education: Theoretical Developments and Practical Challenges', *Journal of King Abdulaziz University, Islamic Economics*, 33.2 (2020), 145–55 <https://doi.org/10.4197/Islec.33-2.11>.

research and increase collaborative research activities both within and outside OIC countries[26].

Bibliometric research by Dwi Puspitarini et al. revealed that the study of value education, especially Islamic religious values has always been an important and necessary discussion at any time[27]. In Indonesia, character education has been pursued for a decade and discussions related to *akhlaq*, morals, and ethics remain an important discussion, especially in the world of education. The cultivation of morals and ethics becomes the first step to forming a generation with character. Seeing how important the value of education is, this must be emphasized through the educational process.

In this era of globalization, Islamic education is also facing considerable challenges, namely challenges in the fields of culture, social, structural, and human resources. Even so, the existence of Islamic education in the era of globalization must continue to be maintained because it contributes greatly, especially to Indonesia which has the largest Muslim population in the world[28]. The contribution in question is to build good character, spiritual character, and militant character.

From the presentation of the results of previous research above, it can be seen that only a few research methods utilize bibliometric analysis as an effort to map scientific publications in the field of Islamic values education. This study has a difference that lies in the use of PRISMA in more depth, where the document inclusion criteria include articles as document types and only specialize research in English.

2. Methods

This study used bibliometric analysis methods as a whole which included document analysis and networking.[29] The data was obtained by utilizing the Boolean search engine to search for Scopus-based data between 1980 and 2023. This search will take place on May 27, 2023. To analyze documents and networks, researchers utilize R and Rstudio tools, VOSviewer, and Microsoft Excel. In this research, researchers also do content analysis at the same time. The steps taken by researchers in this study will be described as follows:

In the first stage, researchers conduct a literature review related to relevant themes to ensure that the research carried out is feasible to run with bibliometric analysis methods. In addition, a literature review will assist the author in establishing appropriate keywords and can represent the entire scope of the research.

In the second stage, researchers used boolean operators (TITLE (education) AND TITLE-ABS-KEY (Islamic AND value)) to search Scopus-based

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[26] I U Haq and M Tanveer, 'Status of Research Productivity and Higher Education in the Members of the Organization of Islamic Cooperation (OIC)', *Library Philosophy and Practice*, 1.1 (2020), 1–11.

[27] Dwi Puspitarini and others, 'Humanistic Pesantren: Systematic Literature Review and Bibliometric Visualization Analysis on Character, Moral, and Ethical Values', *Pertanika Journal of Social Sciences and Humanities*, 31.2 (2023), 465–90 <https://doi.org/10.47836/PJSSH.31.2.01>.

[28] R Mutiarni and others, 'The Role of Islamic Intellectual Capital on Islamic Cooperative Performance in Indonesia', *Review of Integrative Business and Economics Research*, 12.1 (2023), 148–65.

[29] Muhamad Subhi Apriantoro, Muthoifin Muthoifin, and Fauzul Hanif Noor Athief, 'Advancing Social Impact through Islamic Social Finance: A Comprehensive Bibliometric Analysis', *International Journal of Advanced and Applied Sciences*, 10.11 (2023), 81–89 <https://doi.org/https://doi.org/10.21833/ijaas.2023.11.011>.

data. As a result, 358 documents were found. Then the data is filtered with boolean operators (LIMIT-TO (DOCTYPE, "ar")) AND (LIMIT-TO (LANGUAGE, "English")) to further specialize English documents with article document types. This step leads to the final document which consists of 257 titles.

In the third stage, researchers analyze the final document based on search results using Scopus analyzer, R, and Rstudio to find out the number of documents per year, author, affiliation, country, and journal. After that, researchers analyze the network level of the document with visualization using VOSviewer, then the data is processed using Microsoft Excel.

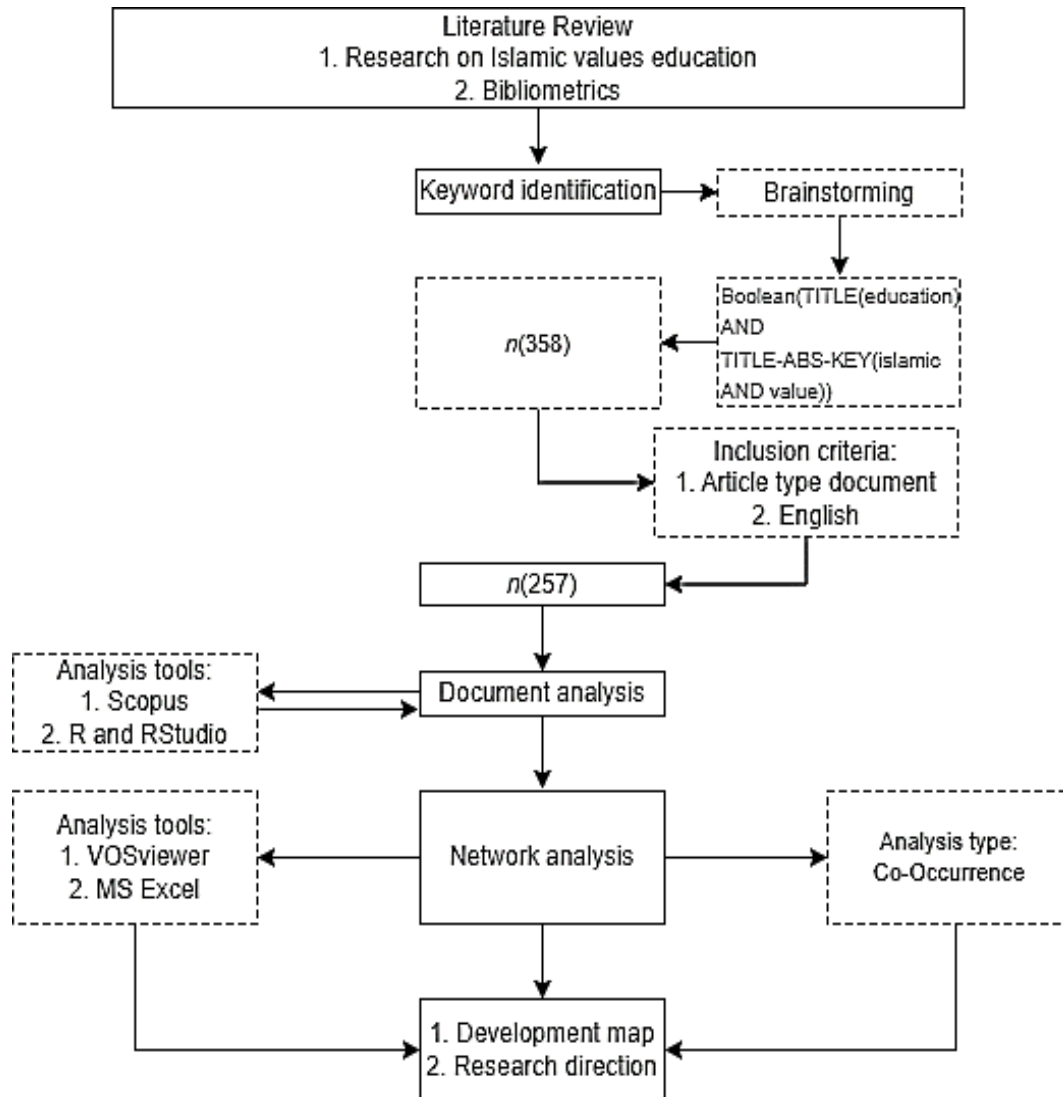The stages of research in detail can be observed in Figure 1 below:

Figure 1. Research Phase

3. Result and Discussion
3.1 Main Information about Data

Table 1 contains the main information about data showing that there were 257 documents produced within 43 years, including 651 authors, 95 single authors, 13.23% international co-authorship collaboration, and 10,249 references with an average citation per document of 5,416 citations. Meanwhile, the main data which had been processed can be seen in Table 1.

Table 1. Main Information about Data

MAIN INFORMATION ABOUT DATA	
Timespan	1980:2023
Sources (Journals, Books, etc)	162
Documents	257
Annual Growth Rate %	3,56
Document Average Age	6,7
Average citations per doc	5,416
References	10249
DOCUMENT CONTENTS	
Keywords Plus (ID)	292
Author's Keywords (DE)	779
AUTHORS	
Authors	651
Authors of single-authored docs	95
AUTHORS COLLABORATION	
Single-authored docs	96
Co-Authors per Doc	2,64
International co-authorships %	13,23
DOCUMENT TYPES	
article	257

It can be seen from Table 1 that the dataset covers the time period from 1980 to 2023 and consists of 257 documents collected from 162 varied sources, such as journals and books. The average yearly growth rate of 3.56% indicates a steady and continuous contribution to research throughout the years. The materials possess an average age of around 6.7 years, potentially suggesting a shift or advancement in scientific understanding from older to more contemporary information. These documents demonstrate a significant amount of research, with a total of 10,249 references. In addition, the substantial number of author keywords (779) and supplementary keywords (292) suggests the intricate nature of the subjects addressed in these publications. The author's collaboration is significant, with more than 13% of collaborations being international, which highlights the global nature of the conducted research. The documents primarily consist of articles, but they also include instances of both single and collaborative writers. Additionally, the average citation rate per document is rather high at 5.416, indicating a diverse group of contributors and a strong interest in the study conclusions.

The data spanning from 1980 to 2023 reveals several intriguing trends. Firstly, the annual growth rate of 3.56% suggests a steady but moderate increase in research output, indicative of a consistently evolving field, albeit not one

experiencing rapid expansion. This is further underscored by the relatively young average age of the documents at 6.7 years, pointing to ongoing, current research activities. The impact of this research is notable, with an average of 5,416 citations per document, highlighting the significant influence and relevance of these studies within the academic community.

The diversity and breadth of the field are evident in the vast array of keywords used: 292 'Keywords Plus' and 779 'Author's Keywords'. This suggests a wide range of research focuses and methodologies, which is vital for the comprehensive development of any scientific area. Collaboration patterns emerge as a key feature, with a predominance of multi-authored papers (only 95 out of 651 authors have written single-authored documents) and an average of 2.64 co-authors per document. This trend towards collaboration is further enhanced by the presence of international co-authorships, accounting for 13.23% of the total. Such collaboration, both national and international, is crucial for the cross-pollination of ideas and global perspectives in research.

Last but not least, of the documents discovered, 257 had articles that stressed a dedication to formal, peer-reviewed study findings. In the field of Islamic values education, which emphasizes thorough empirical research and theoretical investigation, this is normal and significant. A solid and dynamic image of the field is provided by this extensive data set. It is distinguished by influential research, ongoing revitalization, and an international collaborative attitude.

3.2 Documents by year

The first publication related to Islamic values education was in 1980 with a total of 2 documents. For detail, information about the number of research can be seen in Figure 2.
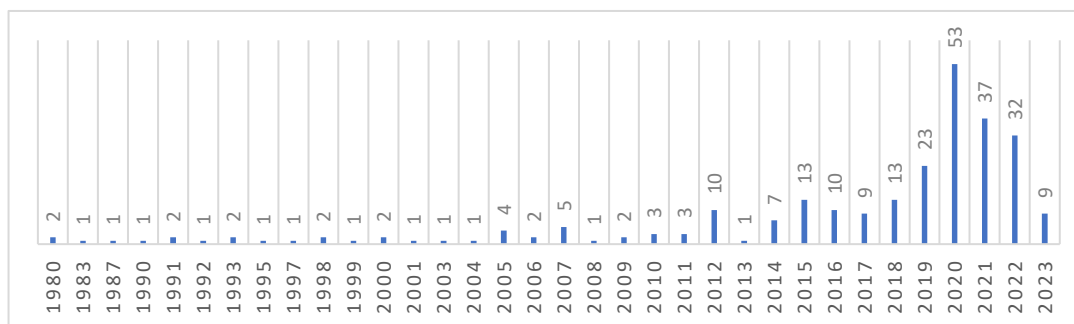

Figure 2. Documents By Year

It can be seen in Figure 2, in 1983, 1987, 1990, 1991, 1992, 1993, 1995, 1997, 1998, 1999, 2000, 2001, 2003, and 2004 publications were stable in numbers 1 to 2 documents. Publications began to increase in 2005, amounting to 4 documents. In 2006 it dropped back to 2 and rose again in 2007 to 5 documents. Publications peaked in 2020 at 53 documents and decreased in 2021, amounting to only 37 documents. Meanwhile, in 2023, publications related to Islamic values education will only number 9 documents.

An initial analysis indicates a steady rise of publications over the decades, starting with a small beginning in the 1980s and 1990s, which reflects the field's early stage of development or restricted scholarly focus. The noticeable increase in production is only observed in the 2010s, indicating a growing interest or substantial developments that motivated research. The years 2018 and 2021 stand out as notable periods of increasing activity, maybe due to a combination of reasons such as significant advancements, greater financial support, or a

collective shift in research priorities. The culmination is anticipated in 2023, with an exceptional surge of publications, reaching a remarkable peak of 53, indicating a strong and unparalleled emphasis on this field of research. The current increase in activity suggests that the field has reached a more advanced stage of development and may now be considered a top priority in the academic and scientific community. In general, the graph clearly shows a consistent increase in the number of publications, indicating the field's growth and rising presence in academia.

3.3 Most Relevant Authors

In this research, the most relevant researchers also can be found. The relevant authors, for details, can be seen in Figure 3. Most publications related to this theme were written by Nuryana who wrote 3 articles. After that, followed by Ab Rahman, Abdullah, Altinyelken, Balakrishnan, Begum, Dakir, Ghorbanzadeh, Habiburrahim, and Han with the same number of publications, namely 2.
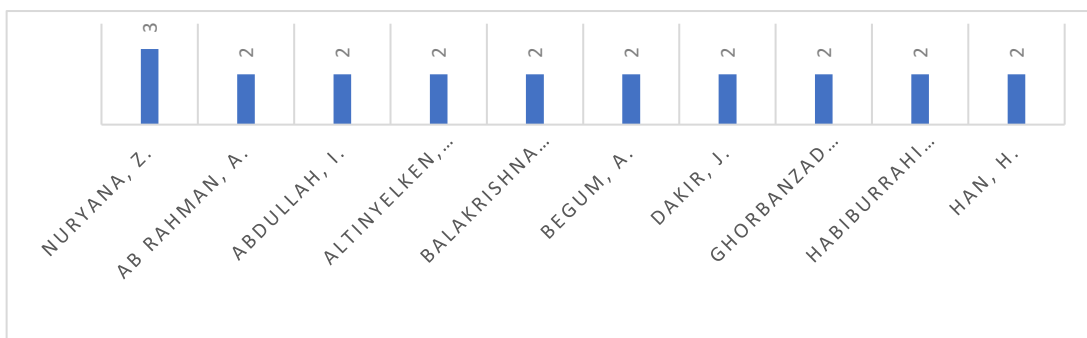

Figure 3. Most Relevant Authors

The data, in Figure 2, illustrates multiple writers and their respective count of local citations, without specifying the context. Nuryana, Z., Ab Rahman, A., Abdullah, I., Altinyelken, H.K., Balakrishnan, V., Begum, A., Dakir, J., Ghorbanzadeh, D., Habiburrahim, H., and Han, H. had local citation counts ranging from 2 to 3. This data offers insights into the number of local citations obtained by each author. However, it lacks further context, such as the study disciplines or specific works referenced. This poses a difficulty in definitively deducing the factors contributing to comparable citation numbers. Possibly, these writers may be engaged in interconnected study domains or possess publications that are equally esteemed in the scientific community. However, additional information is required to conduct a more comprehensive analysis.

The bar chart provides a concise depiction of the publication output among a group of authors, with one individual, "NURYANA, Z.," standing out with a greater count of three publications. This implies a prominent or highly engaged position in the field of research. Other authors, who have each published two papers, demonstrate a commendable degree of regular academic productivity and may suggest the existence of collaborative networks within the scientific community. The proliferation of names suggests a wide range of contributors, maybe indicating the global and multidisciplinary character of the area. The chart reveals a community of researchers who are actively involved, yet there are no significant differences. However, one particular figure stands out as being slightly more productive. To obtain a more detailed and sophisticated understanding, more contextual examination is necessary. This includes evaluating the authors'

individual research contributions, the extent of their collaboration, and the reception of their work within the academic community.

3.4 Documents by Affiliation

Figure 4 shows publication affiliation, where the 2 most publications related to Islamic values education are occupied by universities from Malaysia, namely Universiti Kebangsaan Malaysia with 12 publications, and Universiti Malaya Malaysia with 10 publications. After that, followed by universities from Indonesia, namely Ahmad Dahlan University Yogyakarta, State University of Malang, State Islamic University of Malang, and UIN Ar Raniry Banda Aceh with the same number of publications, namely 6.
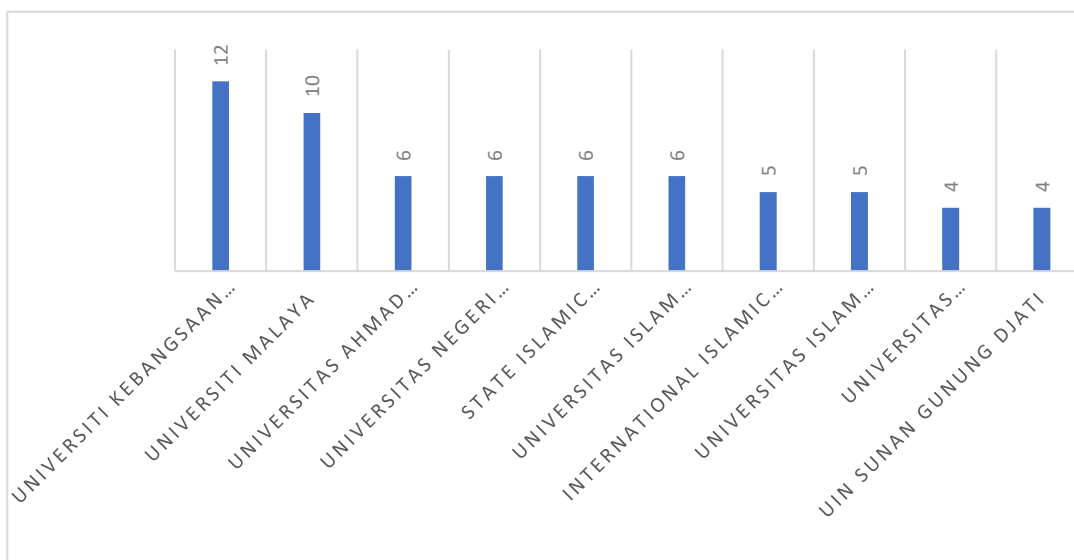

Figure 4. Documents By Affiliation

Figure 4 presents a concise overview of research publication outputs across different universities, with "UNIVERSITI KEBANGSAAN" taking the lead with 12 publications, closely trailed by "UNIVERSITI MALAYA" with 10. The decrease to 6 publications for both "UNIVERSITAS AHMAD DAHLAN" and "UNIVERSITAS NEGERI" indicates a lower level of research productivity. Institutions that have achieved 5 and 4 publications indicate a commendable level of research activity, although it may not be considered highly prolific. The chart identifies these universities as notable contributors to research in the region, likely in Malaysia or Indonesia, indicating a strong academic setting with possible areas of focus for specialized study. Additionally, it suggests a competitive or cooperative academic environment, where "UNIVERSITI KEBANGSAAN" and "UNIVERSITI MALAYA" may serve as indicators of excellence in their respective fields. The data may stimulate additional investigation into the variables that influence these publication statistics, such as academic capacity, research financing, or institutional preferences.

3.5 Documents by Country

Figure 5 shows that the country with the most publications related to the theme of Islamic values education is occupied by Indonesia with a total of 109 publications. In second place is Malaysia with 37 publications. Then followed by

countries in Asia, such as China, Iran, Pakistan, and the United Arab Emirates. There are also countries from continental Europe, such as the United Kingdom.
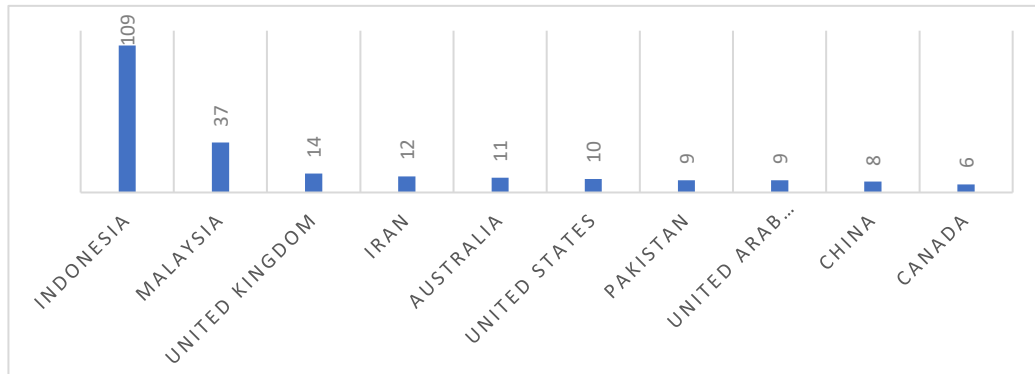

Figure 5. Documents by Country

Figure 5 presents a stark visualization of research output by country, showcasing Indonesia's remarkable lead with 109 publications, a figure that dramatically eclipses other countries. Malaysia also has a strong showing with 37 publications, while the United Kingdom, with 14, along with Iran, Australia, and the United States, which range from 10 to 12 publications, indicate a significant but less dominant presence in the research landscape. The data suggests that Indonesia may serve as a pivotal research hub within this field, possibly due to targeted investment in research and development or a high concentration of expertise. The global distribution of research output, encompassing countries with varying levels of resources and academic infrastructures, such as Pakistan and the United Arab Emirates, points to a widespread international interest in this academic field. Conversely, the lower publication counts from nations typically associated with robust research outputs, like China and Canada, raise questions about their engagement with this specific area of study or perhaps the scope of data collection.

Overall, the chart paints a picture of a diverse international research community with varying levels of contribution, indicative of both established and developing scientific capabilities across the globe.

3.6 Documents by Source

Figure 6 shows that the most publications were published in the International Journal of Innovation and Change, amounting to 11 publications, followed by the Journal of Social Studies Education Research and Religions with 7 publications. Then, there is the International Journal of Advanced Science and Technology and the Journal of Moral Education which totals 6 publications. After that, followed by the British Journal of Religious Education, HTS Teologiese Studies Theological Studies, Indonesian Journal of Islam and Muslim Societies, International Journal of Educational Development, and Journal for Multicultural Education which totaled 4 publications.
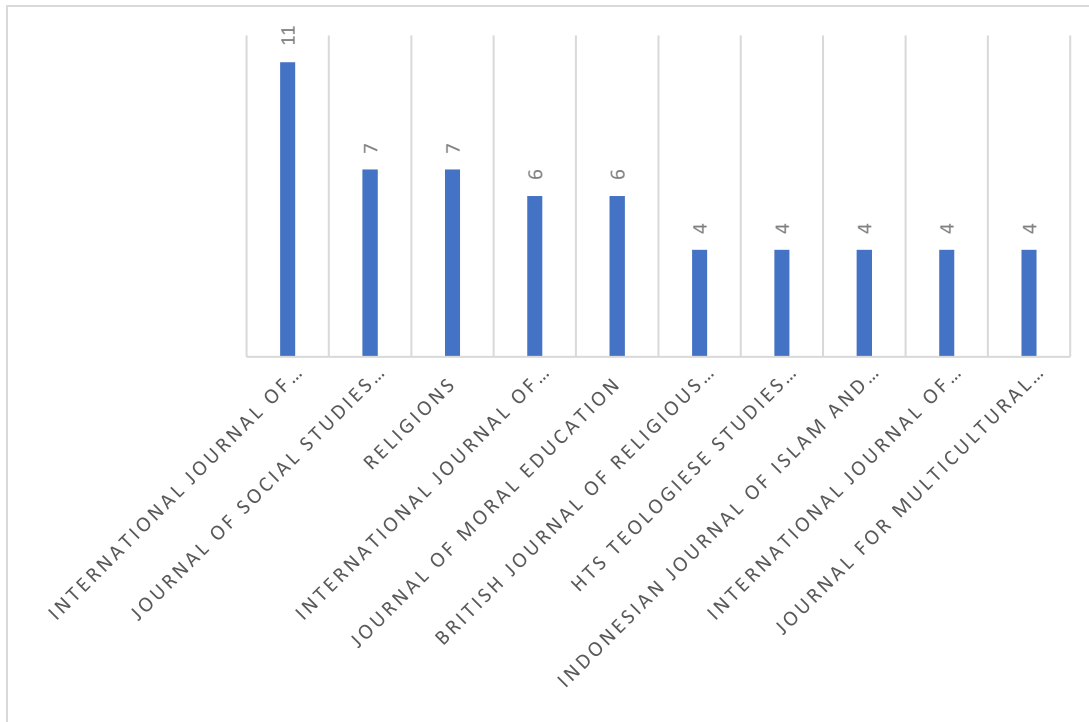
Figure 6. Documents Based on Journals

The "International Journal of Social Studies" stands at the forefront with 11 publications, indicating its popularity and specific focus on the topic covered by this journal. The "Journal of Religions" and "International Journal of Moral Education" both exhibit a noteworthy quantity of publications, specifically 7 each, which signifies their importance in distributing research within their respective fields. Additional academic publications, such as the "British Journal of Religious Studies," "HTS Teologiese Studies," and the "Indonesian Journal of Islam and Muslim Societies," consistently publish 6 articles. This suggests a consistent and concentrated interest in these particular areas of research. In addition, there is a collection of periodicals, such as the "International Journal of Multicultural and Multireligious Understanding," each including 4 articles. This indicates a fundamental level of research effort and output. The graphic illustrates a scholarly ecosystem in which specific journals play a crucial role as primary channels for academic communication. Some of these journals may target specific or specialized audiences, indicating a diverse intellectual environment. The prevalence of journals dedicated to social studies, moral education, and religious studies indicates a scholarly focus on these specific subjects, possibly influenced by ongoing socio-cultural discussions or academic patterns.

3.7 Three-Field Plot

In this research, authors also found that there are certain tendency about the name of the journal, authors, and the theme of research. For detailed info, the data was performed in Figure 7
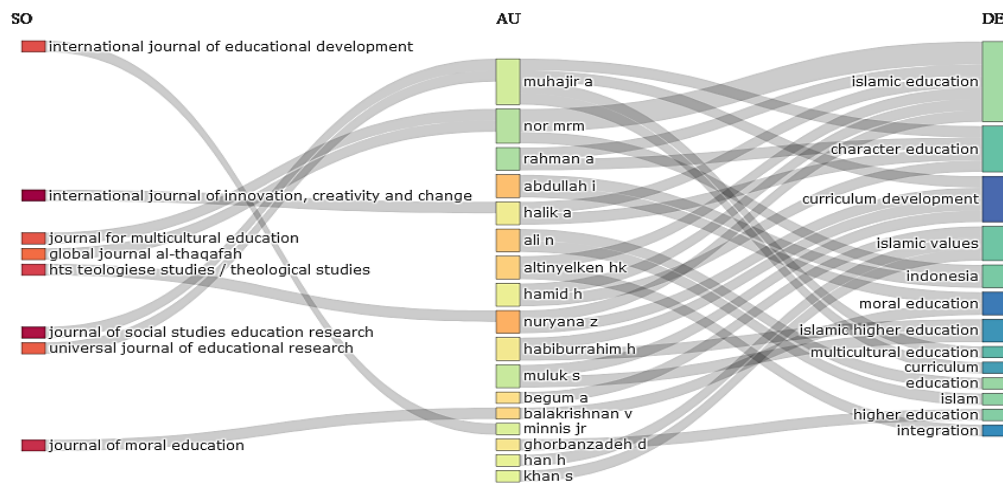
Figure 7. Three-Field Plot

Figure 7 contains 3 parts, namely the name of the journal, the name of the author, and the topic or theme discussed. The three parts are connected by gray plot lines that are intertwined with each other. Based on the name of the journal, each journal shows who are the authors who have contributed a lot, especially those with the theme of Islamic values education.

Based on the size of the plot, it can be known how much publication is related to the plot. The picture above shows that there are 8 journals, where the journal that publishes the most research with the theme of Islamic values education is the International Journal of Innovation, Creativity and Change which is displayed in dark red and connected to the author, namely Halik A.

The second part shows that there are 17 authors. The size of the bar chart indicates the number of publications from each author. The author who writes the most about Islamic values education is Muhajir A. In the third part, each research topic or theme is connected to the author who published research on that theme. There are 13 keywords generated, among others, Islamic education, character education, curriculum development, Islamic values, Indonesia, moral education, Islamic higher education, multicultural education, curriculum, education, Islam, higher education, and integration. These 13 keywords are closely related to research in the field of Islamic values education.

The text emphasizes a focused interest in subjects such as Islamic education, character education, curriculum creation, and intercultural education. Significantly, some authors, including "muhajir a" and "nuryana z," stand out as very productive contributors, with their work covering several subjects, suggesting a significant impact and a wide-ranging study focus. The publications showcased, specifically the "International Journal of Educational Development" and "Journal for Multicultural Education," act as crucial channels for various research topics, highlighting their significance as significant forums for scholarly discussion in the field of education. The diagram indicates a significant involvement in research focused on Indonesia, which may indicate a correlation with the academic interests or educational priorities of the country. The figure illustrates the dynamic relationship between different authors and journals, highlighting their engagement with education-related subjects. This indicates the presence of a lively and interconnected scholarly community that is dedicated to incorporating cultural and religious aspects into educational research and discussions.

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3.8 Corresponding Author's Countries

The most Multiple Country Publications came from Malaysia then Indonesia and followed by Pakistan. Meanwhile, the most Single Country Publications come from Indonesia, then followed by Malaysia, and the United Kingdom. The corresponding Author's Countries from this study are dominated by countries from the Asian continent, which are 8 countries consisting of Indonesia, Malaysia, Iran, United Arab Emirates, Jordan, China, Kazakhstan, and Thailand. The horizontal bar chart classifies the number of papers generated by writers from different nations and distinguishes them based on single-country publishing (SCP) and multiple-country publications (MCP). For detailed information about this, researchers performed the data in Figure 8
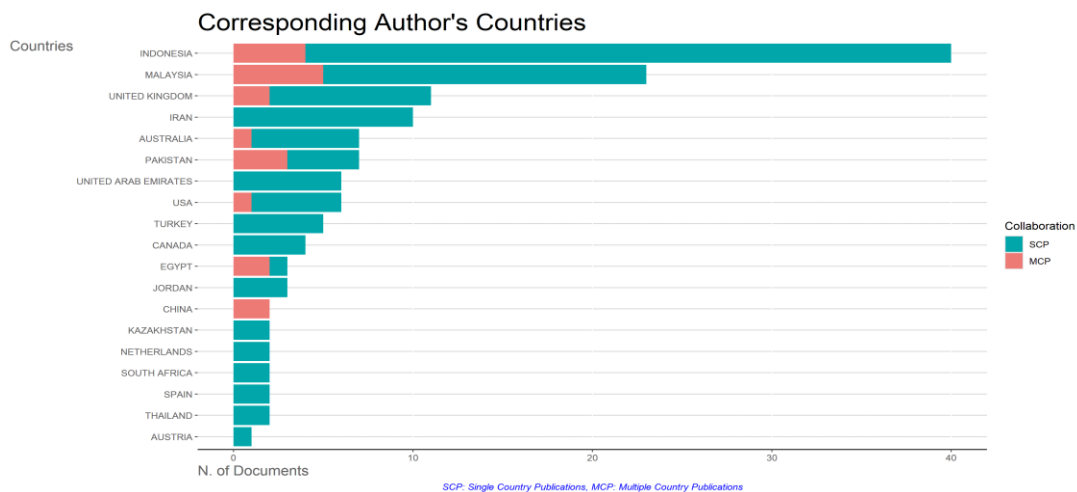

Figure 8. Corresponding Author's Countries

It can be seen from Figure 8 that Indonesia is notable for having the biggest number of documents, primarily consisting of articles focused on the country itself, which demonstrates a robust domestic research output. Malaysia and the United Kingdom both provide significant contributions, particularly the UK, which has a noteworthy presence in international collaborations, as evidenced by the combination of SCP and MCP. This indicates the United Kingdom's robust connections inside global research networks.

The inclusion of countries such as Iran, Australia, and Pakistan, which demonstrate a harmonious combination of SCP (scientific and creative productivity) and MCP (mathematical and computational productivity), signifies a robust involvement in both domestic and global research undertakings. In contrast, countries like the United States and Canada exhibit a lower level of international collaborative publications, which may indicate a greater emphasis on internal research or a distinct approach to collaboration.

The figure depicts a dynamic global research environment, characterized by fluctuating levels of international collaboration, which may be impacted by factors such as the nature of the research, availability of funding, and international alliances. The prevalence of SCP in Indonesia implies a strong internal academic framework that facilitates significant autonomous research. In contrast, the greater percentage of MCP in countries such as the UK highlights the significance attributed to global collaboration and the sharing of knowledge. The data provides insight into the regional distribution of research activity and

collaborative patterns within the academic community, emphasizing regions that have made substantial contributions to the discipline.

3.9   *Most Global Cited Document*

The paper that has the largest total citations is the paper in 2004 with 55 citations. The paper that has the largest TC per Year is Sahin A, 2018, Religions, which is 8.17. Based on the table above, it can be seen that the year of publication does not affect TC, because in the earliest year, namely 1997, citations only amounted to 30, while in the most recent year, namely 2018, citations amounted to 49. For detailed information, the data is performed in Table 2.

Table 2 Most Global Cited Document

Paper	Total Citations	TC per Year
Richardson PM, 2004, Int J Educ Dev	55	2,75
Chowdhury AM, 2000, Anthropol Med	53	2,21
Kagimu M, 1998, Aids Educ Prev	52	2,00
Sahin A, 2018, Religions	49	8,17
Niyozov S, 2009, Curric Inq	39	2,60
Crabtree Sa, 2001, Soc Work Educ	32	1,39
Panjwani F, 2005, Br J Educ Stud	31	1,63
Bennett LR, 2007, Sex Educ	30	1,76
Abu-Ghazzeh TM, 1997, Habitat Int	30	1,11
Tan C, 2007, Educ Citizsh Soc Justice	27	1,59

Table 2 presents a compilation of the most often referenced works worldwide in a specific study domain, arranged according to the total number of citations and the average number of citations received per year. The text written by Richardson PM in 2004 ranks first with a total of 55 citations, averaging 2.75 citations per year. This demonstrates the enduring significance of the work over a period of time. An article authored by Sahin A in 2018, published in the journal 'Religions', has garnered a remarkable average of 8.17 citations per year. This indicates a significant influence within a relatively short timeframe, maybe indicating a pioneering contribution or relevance to contemporary academic or societal concerns.

The majority of the referenced works seem to exert a consistent impact, receiving an average of 1 to 3 citations annually. However, Sahin A's paper stands out for its notable citation rate, despite being recently published. This may indicate a developing pattern or a significant change in the scientific field it pertains to. The temporal distribution of citations further indicates the long-lasting influence of these publications, as references to works dating back to 1997 are still being made. This underscores their fundamental or revolutionary significance within the discipline.

The fields of education, health, and religion appear to be extensively studied based on the high citation rates of research publications. This suggests that these themes are continuously significant in academic discussions and are closely linked to global challenges and policy considerations. The table not only demonstrates the intellectual importance of these works, but also illustrates the changing nature of scholarly impact. More recent publications may indicate shifts in research focus and academic interest.

3.10 Most Local Cited Document

During this research, the data also shows that during 2018 t0 2021 the citation was coming from both local and global. The detail data is performed in Table 3.

Table 3. Most Local Cited Document

Document	Year	Local Citations	Global Citations	LC/GC Ratio (%)
Sahin A, 2018, Religions	2018	3	49	6,12
Nor Mrm, 2014, J Multicult Educ	2014	2	14	14,29
Arifin S, 2016, Indonesian J Islam	2016	2	17	11,76
Taufik M, 2020, J Ilm Islam Futura	2020	2	4	50,00
Mohd Nor Mr, 2017, J Multicult Educ	2017	2	5	40,00
Raihani, 2012, Compare	2012	2	19	10,53
Subaidi, 2020, J Soc Stud Educ Res	2020	2	9	22,22
Panjwani F, 2005, Br J Educ Stud	2005	2	31	6,45
Abduh A, 2020, Int J Lang Educ	2020	1	3	33,33
Jamilah S, 2021, J Soc Stud Educ Res	2021	1	12	8,33

Based on Table 3, the paper that has the largest total LC is the paper in 2020, which is 50.00%. The paper that has the largest ratio is J Ilm Islam Futura. According to the table above, the year of publication does not have much effect on LC. Table 3 displays the interplay between local and global citations of different documents. The 2018 paper authored by Sahin A in the journal 'Religions' exhibits a significant disparity between its high global citations (49) and low local citations (3), leading to an LC/GC ratio of 6.12%. This ratio suggests that the text has garnered widespread international recognition and appeal, while its impact at the local level is comparatively limited. On the other hand, Taufik M's 2020 work in 'J Ilm Islam Futura' demonstrates a substantial local influence compared to its global citations, as evidenced by its high LC/GC ratio of 50%. This implies that the document may have a stronger connection with academic interests in the local area or focus on issues that are specifically significant within the local context.

The disparity in LC/GC ratios throughout the table underscores distinct patterns of scholarly impact. For example, the research conducted by Nor Mrm in 2014 and Mohd Nor Mr's in 2017, both published in the journal 'J Multicult Educ', have a reasonably high number of local citations. This suggests that the research on multicultural education has significant local relevance. The documents spanning from 2012 to 2021 demonstrate that local academic communities consistently participate in research activities throughout time, regardless of worldwide citation counts.

These observations indicate that particular subjects may have distinct geographical or cultural importance, which can affect how often they are referenced locally. Furthermore, the existence of several publications from 'J Multicult Educ' and 'J Soc Stud Educ Res' with significant LC/GC ratios indicates the significance of these journals in the local academic conversation. The data

highlights the significance of comprehending the local and global effects of research in order to properly grasp the spread and impact of academic work.

3.11 Occurrence Analysis

The occurrence analysis of research related to Islamic values education with a minimum cluster size of 10 in this research can be seen in Figure 9. Based on Figure 9, there are 4 clusters formed. In Cluster 1 there are 20 items, in Cluster 2 there are 17 items, in Cluster 3 there are 16 items, and in Cluster 4 there are 15 items. The keywords that dominate Cluster 1 are Islamic education, cluster 2 is dominated by the keyword religion, cluster 3 is dominated by the keyword human, and Cluster 4 is dominated by the keyword education.
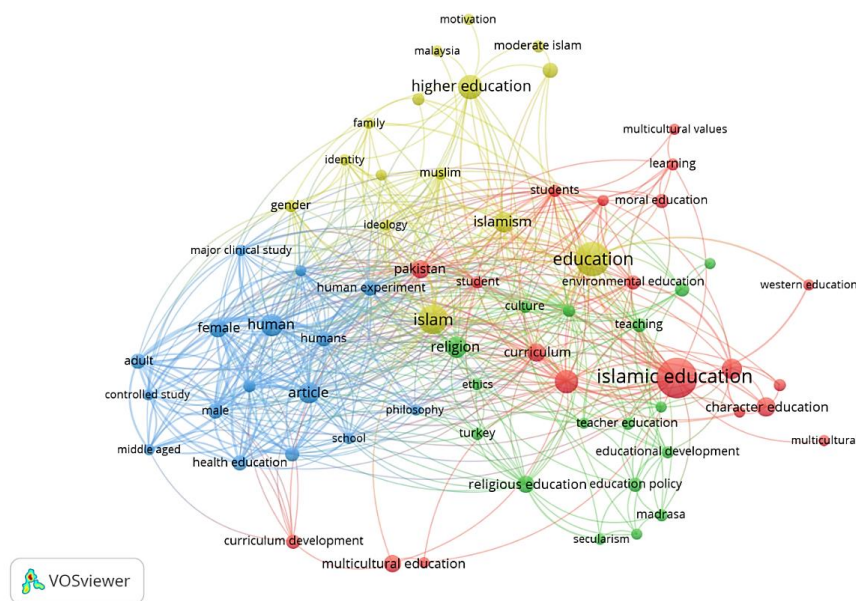

Figure 9. Network Visualization

The dataset provides a wide range of terms in a certain context, giving information about their frequency and overall link strengths. The analysis uncovers a wide range of study focuses or connected topics represented by these keywords. Significantly, there is a clear focus on multicultural education and values, as indicated by the use of phrases such as "multicultural education," "multicultural values," and "multiculturalism."

This demonstrates a strong enthusiasm for building education that recognizes and embraces cultural variety. In research contexts, the inclusion of phrases such as "Islamic education," "Islamic higher education," "Islamism," and "Islamic values" indicates a specific emphasis on studying Islamic education and its connected values. The dataset additionally emphasizes humanitarian factors and ethical issues using keywords such as "ethics," "health education," "human," and "morality," demonstrating a focus on human ethics and health education within educational domains. In addition, the use of phrases such as "higher education," "education policy," and "teacher education" indicates a strong focus on higher education and the development of educational policies. The dataset also explores gender dimensions in education, as indicated by keywords such as "female," "gender," and "male," suggesting research that examines the role of gender in educational settings. Collectively, this dataset offers a comprehensive and diverse exploration of several topics within research or a particular

environment, ranging from multicultural education to ethical considerations, religious components, and higher education. Potential future research endeavors may center on the incorporation of multicultural values into Islamic education, further exploring the health dimensions of education, and examining educational policy and gender dynamics within educational settings.
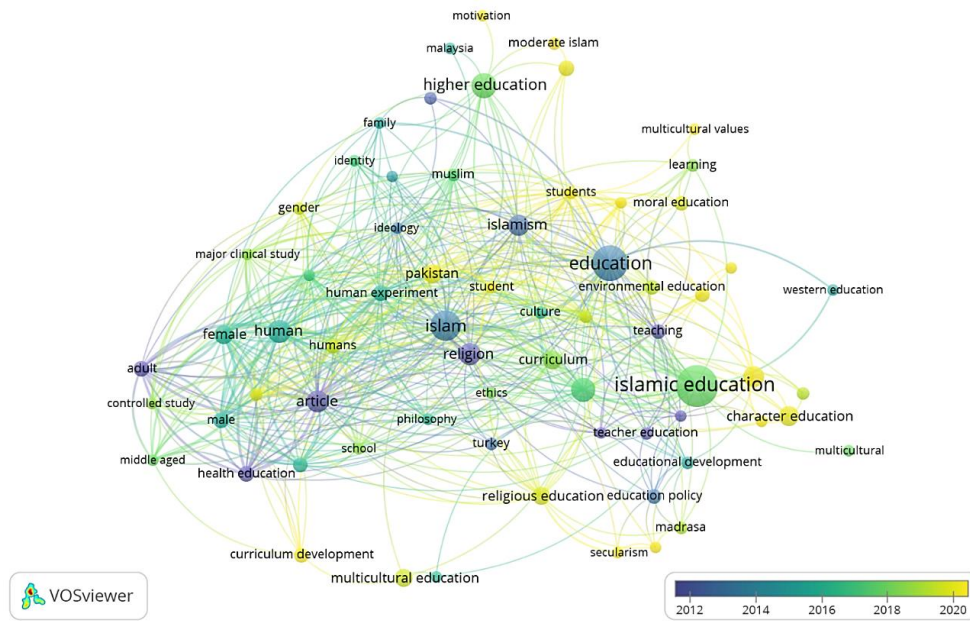

Figure 10. Overlay Visualization

Figure 10 shows a keyword network analysis based on an overlay. It can be seen that the words Islamic values, religious education, integration, and implementation are keywords with usage in the recent year. The newest keywords are displayed in yellow (light color). While the keywords education, Islam, and religion are keywords used in years that have been quite long. Keywords that have appeared for a long time are displayed in blue (a darker color).

From a density standpoint, several keywords emerge with a high total link strength, showing a robust correlation between them in the provided context. Examples such as "Islamic education," "education," "human," and "character education" exhibit a reasonably high total connection strength. This highlights the significance of these keywords in the information network and the potential presence of strong connections between them.

Conversely, there are other keywords that have a low overall link strength, such as "multicultural values" or "family." Within the context of density analysis, this observation suggests a diminished degree of correlation or a narrower emphasis on the given keyword within the broader information network. By utilizing the density approach, we may not only find terms that have significant linkages but also those that may have weaker connections or more restricted ties inside the information network. Hence, the intricate patterns of subject or topic distribution and concentration in the provided data become evident. Meanwhile, the data of occurance of each cluster can be seen in Table 4.

Table 4. Occurrence of Each Cluster

Keyword	Occurrences	Cluster
Islamic education	39	
Indonesia	13	
Character education	9	
Curriculum	8	
Environmental education	5	1
Student	4	
Learning	4	
Multicultural education	7	
Curriculum development	5	
Multicultural values	3	
Religion	11	
Religious education	7	
Madrasa	4	
Secularism	3	
Morality	4	2
Ethics	3	
Turkey	4	
United Arab Emirates	3	
Education policy	5	
Educational development	4	
Human	12	
Article	11	
Female	8	
Male	6	
Adult	6	3
Health education	6	
Human experiment	6	
School	3	
Philosophy	3	
Controlled study	3	
Education	28	
Islam	21	
Islamism	10	
Higher education	15	
Islamic higher education	6	4
Gender	4	
Family	3	
Motivation	3	
Moderate Islam	4	
Ideology	3	

Table 4 shows the occurrence of each cluster and illustrates the main themes in the field of Islamic values education research. The theme in the first cluster is the scope and aspects of education. The theme of cluster 2 is Islamic education. The theme of cluster 3 is age and gender in education. While the theme of cluster 4 is Islamic higher education.

The examination of the theme map reveals a wide range of central points obtained from the provided data. The main topics covered are Islamic education

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and multicultural values, emphasizing Indonesia's crucial contribution in creating a curriculum that includes environmental and character education. This highlights a significant desire to integrate religion elements with character education in the Indonesian educational setting. Furthermore, the focus on educational policies and advancements in Turkey and the United Arab Emirates is evident in the exploration of themes related to religious education, madrasas, secularism, and ethical dilemmas.

Furthermore, there is a notable focus on humanitarian elements, specifically in the areas of health and gender, within the educational framework. This underscores the significance of comprehending the human elements, conducting empirical investigations, and incorporating philosophical inquiries in the field of education. Moreover, the exploration of subjects related to higher education, ideology, and the role of Islam in higher education demonstrates a keen interest in the impact of ideological factors, gender dynamics, and family roles in the realm of higher education, particularly within moderate ideological frameworks.

This research highlights the intricate and varied range of topics addressed within these categories. Possible future research endeavors could involve the incorporation of multicultural principles into Islamic education curricula, doing additional studies on educational policy in Turkey and the United Arab Emirates, and investigating the influences of health, gender, and ideology in Islamic-based higher education settings. These themes offer a comprehensive basis for conducting future research in the field of education, specifically emphasizing the interwoven features of religion, humanitarianism, and ideology.

3.12 Future Direction

Building on the wealth of information gathered from this study, future research on Islamic values education would benefit from focusing on the long-term impacts of this instruction on academic and societal outcomes. Furthermore, it would be beneficial to investigate cross-cultural comparative studies between major contributing nations like Malaysia and Indonesia, as well as author collaboration networks, in order to obtain an understanding of the global transmission of ideas. Additionally, a thorough analysis of emerging themes and keywords as well as the influence of heavily referenced papers may reveal shifting directions for future research. Research that looks at how educational systems affect the teaching of Islamic beliefs in different nations while taking age and gender into account is vital. The difficulties in integrating and putting Islamic values education into practice in a variety of educational settings must also be addressed. Furthermore, examining how technology affects the spread of education about Islamic values and how well it works to address contemporary societal issues would provide educators and policymakers with important information.

In addition, examining global partnerships in the study of Islamic values education may shed light on the transnational exchange of concepts and practices, highlighting trends in global academic partnerships. It would be very beneficial to study the precise impact of Islamic values education on important areas including civic involvement, moral development, and ethical reasoning, particularly in mixed cultures. Additionally, a review of the local and worldwide citations may yield insightful data regarding the regional and global significance of this study. With the rapid advancement of educational technology, it is especially relevant to examine the effectiveness of integrating digital and online platforms into Islamic values education and how they contribute to better learning experiences and outcomes. These guidelines ensure that the significance of

Islamic values education and its influence on the advancement of society are better understood.

4. Conclusion

The main information about data shows 257 documents produced over a period of 43 years, including 651 authors, 95 single authors, 13.23% international co-authorship collaboration, and 10249 references with an average citation per document of 5,416. The development of research related to the theme of Islamic values education towards open access listed in Scopus first appeared in 1980 and reached its peak in 2020. The most relevant author in the field is Nuryana Z. The highest publication affiliation is occupied by Universiti Kebangsaan Malaysia. Meanwhile, the country that contributes the most publications is Indonesia. The journal that has published the most research is the International Journal of Innovation and Change. As for the results of the analysis of the Three field plots, it can be seen that the journals that publish research are the International Journal of Innovation, Creativity, and Change and are connected to the author Halik A. There are 17 authors, of which the most active is Muhajir A and there are 13 keywords formed, namely Islamic education, character education, curriculum development, Islamic values, Indonesia, moral education, Islamic higher education, multicultural education, curriculum, education, Islam, higher education, and integration.

Most Multiple Country Publications come from Malaysia, while most Single Country Publications come from Indonesia. The corresponding Author's Countries are dominated by Asian countries. The paper that has the largest number of citations is the 2004 paper with 55 citations. The paper with the largest TC per Year is Sahin A, 2018, Religions, which is 8.17 and the paper with the largest LC is in 2020. Meanwhile, the paper that has the largest ratio is J Ilm Islam Futura. From the results of visual network analysis, it can be seen that in the occurrence of the study with a minimum cluster size of 10, there are 4 clusters formed. Analysis of keyword networks based on overlays shows that the words Islamic values, religious education, integration, and implementation are keywords with usage in the recent year. Network analysis based on density shows keywords that have high density are Islamic education, education, and Islam.

Acknowledgements

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