Quality Of Education in Islamic Schools: A Bibliometric Review Study

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ABSTRACT

For decades, the state of education in Muslim-majority countries has garnered worldwide attention. This literature study was conducted using a bibliometric analysis method adapted from the VOSviewer software to examine the literature on the quality of Islamic education. Data from 500 studies related to this topic were sourced from the Web of Science, spanning the years from 2000 to 2018. The results of the analysis were presented and discussed using various approaches, including authors, keywords, references (cited research articles), types of research work, countries of origin, and research institutions. The research findings indicate that bibliometric analysis proves to be an effective means of elucidating the theoretical foundations within the literature and constructing a comprehensive theoretical framework regarding the quality of Islamic education. Consequently, this study offers valuable recommendations based on the literature review.

Keywords: Bibliometric Analysis, Density, Network, Quality of Islamic Education VOS viewer

A. INTRODUCTION

The diversity of knowledge fields within administrative sciences and Islamic schools has led to a variety of research topics and methods. Doing research in this field is not straightforward and can be time- consuming because there are many different frameworks involved. There is a lot of research that has been done, and almost all of it is repetitive. This makes it difficult for researchers to define concepts and choose the right research direction, which can lead to a lack of awareness of important studies and influential researchers. Dealing with such a large volume of research can be a challenging task. Some databases like Science Web, ISI, Scopus, and Google Scholar help organise and manage this research. The diversity in management sciences and research output means we need to find effective ways to handle this large amount of research. Computer programs are used to manage and organize large volumes of data in scientific research. Software such as Citespace and VOSviewer assist in identifying the most influential researchers worldwide. Consequently, in this field, attention should be directed towards references, keywords, research case studies, and relevant organizations.

This study aims to analyze the significance of bibliometric analysis in comparison to previous research methods, such as meta-analysis and systematic reviews, particularly in the context of the quality of education in Islamic institutions. The research conducts an analysis of scholarly output in the field of higher education as indexed in Web of Science (WOS) and Scopus from 2000 to 2022. The motivation for this research is directly linked to its objectives. Therefore, the study seeks to identify the scope of research and prevalent trends in this domain. It is anticipated that this will enhance the broader understanding of the subject and enrich the knowledge within the scholarly community concerning the development of the quality of Islamic education worldwide.

The justification and significance of this research analysis are rooted in seven research questions guiding the study. The primary motivation is to comprehend the trends in Islamic education management within the scholarly literature and identify the source titles, organizations, authors, and countries making the most significant contributions in the field of quality management in Islamic education. In accordance with the study by Mulet-Forteza (Mulet-Forteza et al., 2019) the research questions underlying this study are as follows:

RQ. What is the contribution of bibliometric analysis to the review and development of the theoretical literature on the quality of Islamic education?

The subsidiary questions are:

RQ 1. What is the importance of bibliometric analysis in shaping the theoretical

frameworks for the quality of Islamic education?

RQ 2. What structures are formed by publications and citations in the field of quality management in Islamic education?

RQ 3. Which keywords are most frequently used by authors researching the quality of Islamic education?

RQ 4. Who are the most cited authors in research on the quality of Islamic education?

RQ 5. Which research documents are most frequently cited by authors in the field of quality management in Islamic education?

RQ 6. What are the most significant research institutions in the production of research papers on the quality management of Islamic education?

RQ 7. Which countries play the most significant role in the production of research papers on the quality of Islamic education?

Bibliographic studies have introduced a novel approach to reviewing theoretical literature across various domains, including management science, associated theories, and bibliometric analysis. Quality and education constitute integral facets of society. Acquiring a superior education stands as a foundational pillar when contemplating a nation's future, as it mirrors the ongoing educational development (de Matos Pedro et al., 2020). Consequently, ensuring the quality of higher education holds paramount significance for societal progress (Salas-Zapata et al., 2018). This concept pertains to service quality, primarily from the perspective of research within the higher education sector (Bogue, 1993).

Early research in the education sector reveals that the concept of quality in Islam education has grown ambiguous, and it agrees that quality is measured by comparing service expectations with opinions on actual service obtained (Bogue, 1993). Cameron and his colleagues' study stated that the main focus ought to be on integrating effective engagement methods into the teaching process, encouraging learners to acquire knowledge, establishing an educational community, looking toward the social future, knowledge, skills, attitudes, and core values.

Carvalho and de Oliveira Mota (2010) examined the dynamics of educational paradigms that consider students as service recipients rather than mere objects. Subsequently, in their research, DiDomenico and Bonnici (1996) scrutinized the quality of services required by students to excel in a competitive environment and explored the quality of educational services that offer a level of quality assurance. Investing in education will yield long-term benefits, particularly for future generations (DiDomenico & Bonnici, 1996). Research studies reveal the global perspective that education regards students as service recipients rather than mere

objects. Subsequently,the quality of services required by students to succeed in a competitive environment and the quality of educational services that provide quality assurance (DiDomenico & Bonnici, 1996). Investing in education will yield long-term benefits, particularly for future generations.

According to Lotka, Bradford, Zipf, and Pritchard, bibliometric analysis encompasses a number of definitions, which includes methods for measuring researchers' productivity, laws for analyzing scientific knowledge, a framework for word distribution and frequency in texts, and quantitative and statistical methods for measuring scientific output and dissemination of scientific knowledge.(Lotka, 1926)(Brookes, 1985)(Zipf, 1949)(Pritchard, 1969). Other definitions of bibliometric analysis include the testing and measurement of texts and information, as well as the use of quantitative methods for analyzing various aspects of articles and scholarly publications.(Raghuram et al., 2010) In other words, bibliometric analysis encompasses a variety of methodologies for quantifying and interpreting research papers and scientific knowledge.

Tsay argues that bibliometric analysis techniques employ references from research works to generate statistical models that show the scientific linkages between them. (Raghuram et al., 2010) Citations, for example, can be used to demonstrate the relationships between files, publications, or other resources. As a result, bibliometric analysis, also known as reference citation, is a quantitative examination of published scientific works such as books, papers, and research articles. A network connects these works and give information about their titles, authors, research institutes, nations, and keywords. This network is built using elements such as reference citations, bibliographic linkages, and author collaborations. As a result, it assists readers in comprehending the most influential research and research institutions in the subject.

Zupic and Cater (2015) conducted a study that emphasized the importance of this type of analysis compared to the classical approach to reviewing theoretical literature. They highlighted the significance of bibliometric analysis compared to the classical approach. The volume of research work has increased dramatically in recent years, making it challenging for researchers to track relevant literature in their field of work. This has led them to utilize quantitative bibliometric analysis methods to address the challenges posed by this wealth of data (Zupic & Čater, 2015). Additionally, these methods help filter research findings by estimating their impact and identifying the foundational principles used.

Meta-analysis and systematic literature review are traditional methods for reviewing and evaluating theoretical literature. Meta-analysis aims to gather empirical evidence from quantitative (Aguinis et al., 2011). Through this process, researchers collect findings from

various relationships to produce comprehensive conclusions. They then select subjects based on these relationships (Raghuram et al., 2019). While highly effective, this method has limitations in the types of studies that can be evaluated. The diversity of tasks and methodological approaches can be addressed through a comprehensive literature review, allowing for an in-depth examination of the literature and the conceptual context However, because this process is time-consuming, the number of analyzed works is limited, and it is susceptible to research bias, which may result in the exclusion of essential studies.

This scientific mapping study utilizes bibliometric methods to evaluate research in the domain of Islamic education quality. Research reviews following bibliometric practices do not delve into the substantive findings of these studies. Instead, their value lies in their ability to depict and integrate common trends that explain the structure of knowledge, its composition, and the intellectual framework within that knowledge base. Therefore, scientific mapping provides insights into patterns of knowledge accumulation that may be challenging to identify using conventional research reviews (Zupic & Čater, 2015). Meta-analysis and systematic evidence from quantitative studies are the most widely utilized methods for analyzing and evaluating theoretical literature (Aguinis et al., 2011). The researcher chooses lessons based on the accurate correlations they wish to explore and then gathers multiple outcomes from these relationships until they arrive at holistic conclusions. While this is an efficient approach, it has limitations in terms of the kinds and scope of studies that may be analyzed (Raghuram et al., 2019). A systematic review may involve a wide range of tasks and methods. This strategy can provide an in-depth review of the literature as well as an awareness of the conceptual context. (Raghuram et al., 2010). However, since the number of works analyzed is inadequate and vulnerable to study bias, there is a genuine chance of disregarding crucial studies.

Using bibliometric approaches to generate a scientific map provides a unique perspective when compared to standard methods. It allows researchers to understand how current studies are linked (Mulet-Forteza et al., 2019). Bibliometric approaches aid researchers in a variety of activities while avoiding considerable bias in study selection. Furthermore, in administrative sciences, bibliometric tools do not replace traditional literature reviews. Instead, they assist researchers in identifying important research, influential researchers, substantial contributions to the subject, and even key research institutes and countries. There are three key principles in bibliometric analysis: Lotka's law of researcher productivity, Bradford's law of scientific production distribution, and Zipf's law of frequently occurring words in text. More information on these laws can be found in Table 1 (Brika et al., 2021).

Table 1. Bibliometric analysis' basic law

Laws and guidelines	Focus of study	Major Application
Bradford Law	Journals	Determine the reliability of journals.
Lotka's law	Researchers	Estimating the level competence of researchers
Zipf's law	Word	Indexing of scientific and technological objects automatically
Hoffman'sLaw	Word	Automatic indexing of scientific and technological articles
Unknown universities	Citation	Identifying the greatest researchers
Immediate factor or effect	Citation	Analyzing the level of scientific journals, particularly in the field of knowledge numerous scholars who quote one another
Base 20/80	Information	Form, expand, and degrade research groups
Bibliographic correlation	Citation	Determine the degree of correlation between two or more articles.
Share a citation	Citation	Calculate the degree of similarity between two or more articles.
Literature	Citation	Estimate the decline in research in a certain field of expertise.
Half-life	Citation	A half-life estimates for a theoretical research unit in a specific cognitive topic.

According to Table 1, bibliometric analysis comprises axes considered as empirical predictors (Waltman, L., and Noyons, 2018) Furthermore, the goals of bibliometric analysis include quantifiable scientific results, scientific factors, and scientific collaboration.

These goals are based on measures such as citations, bibliographic links, reference citations, and the involvement of researchers in authorship, among other things (Azra, 2023). This bibliometric review analyzed 268 studies published in the WOS from 2010 to 2018 related to the quality of Islamic education. The review was adapted using VOSviewer and covers the following approaches: authors, keywords, references (research papers), research works, countries, and institutions.

Here, it is important to distinguish between indicators relevant to the analysis method and indicators relevant to the units of analysis. On one hand, indicators corresponding to the analysis method include authors, citations, bibliographic relationships, reference citations, and levels of appearance (Azra, 2023). The units of analysis are authors, keywords, research papers, journals or resources, research institutions, and countries. For reference purposes, these indicators provide quantitative measurements for research units, and it is recognized that there are many different bibliometric analysis method

B. METHOD

This Bibliometric methods used for mapping research specialties. These approaches bring a degree of independence to the evaluation of scientific literature and have the potential to increase rigors and mitigate bias in the review of scientific literature by combining the

opinions of several researchers in the field. According to Zupic and Atherater, bibliometric analysis methods have several advantages and disadvantages that are summarized in the Table 2 below.

Table 2. Bibliometric analysis approach

Procedure	Description	Analysis element	Performance	Findings
Citation	Calculate the effect size of files, authors, or journals by considering the citation rate.	The profile of journal author	One can readily locate the most significant research publications in the field with ease.	New research work has less time to quote, and there is a bias relative to old research work
Co-citation	Link files, authors, or journals depending on their appearance in the bibliography Reorganize the links among files, authors, or journals based on their presence in the bibliography.	The profile of journal author	This method is widely regarded as the most commonly used and reliable approach for establishing connections between sources, authors, or journals through the use of a more dependable system of reference citations. These citations serve as a metric for evaluating the significance of the most important research contributions.	Since citations take time to compile, new publications cannot be connected directly but only through clusters of obscure rules. Because numerous citations are necessary to map the articles, it can be challenging to find articles that are rarely cited. Only the first author information is available when operating an SSCI (WOS) researcher citation reference.
Bib. Coupling	Connections between documents, authors, or journals by considering the quantity of shared references.	The profile of journal author	Immediately available: no citation accumulation is required. It can be used for new publications that have not been cited yet, trending research fields, and narrower subdomains.	It can only be used for a limited time (up to 5 years) because the most important research methodology is not shared with the public, and it is difficult to determine if a specific article is important or not.
Co-author	connections between the authors participating in the authorship.	Author	Within the cognitive realm, the author can present proof of cooperation and build the social structure.	Collaboration is not always acknowledged through co-authorship.
Co-word	Connect keywords that are present in the same title, abstract, or keyword list.		The actual content of the documents analyzed (other approaches rely just on bibliographic metadata)	Words can have multiple forms and have various meanings.

As previously stated, the method emphasized a variety of indicators used for interconnecting research units within the framework of bibliometric analysis in the form of a cartographic representation or an informational network. It is clear that the integrity of the data and the software tools used in the research have significant consequences.

Bibliographic analysis necessitates the utilization of reputable data sources. The WOS, developed by Clarivate Analytics, and Scopus, developed by Elsevier, are the most commonly utilized (subscription required) (Aria & Cuccurullo, 2017). Google Scholar, on the other hand,

is recognized as an open-source tool but contains data quality issues. Furthermore, Google Scholar makes references to Google Scholar, which is free but has data quality issues. Databases can also be specialized in particular cognitive fields, such as INSPIRE (for high-energy physics), MathSciNet (for mathematics), PsycINFO (for psychology), and PubMed (for biomedical research). Researchers pursuing bibliometric research on a specific geographic region may use data sources focused on that region, such as the Russian citation database or the Chinese citation database (Waltman, L., and Noyons, 2018).

With a wide variety of approaches to this type of research, the software used in bibliometric analysis became more extensive and diversifie, basic software is widely used internationally in this field, some examples of software for conducting bibliometric analysis like, VOSviewer, CitNetExplorer, CiteSpace, Gephi, HistCite, Pajek, Sci2, KnowledgeMatrix Plus, and many others are available (van Eck & Waltman, 2014). The practical steps for conducting bibliometric analysis are study design, data gathering, analysis, findings presenting, and interpretation. The VOSviewer utilized in the study is frequently used in international bibliometric research publication of scholarly articles (Zupic & Čater, 2015)

Data in bibliometric analysis is critical for generating reliable results using an effective approach and carefully chosen methodologies. Indicators are used to connect research units in the form of a map or information network in this approach. Each method has pros and cons. The analysis's results are also affected by the quality of the data and the application or tools utilized. 268 studies on the quality of Islamic education published between 2000 and 2023 were chosen for this study. Articles, conference proceedings, book reviews, revisions, editorial materials, letters, meeting abstracts, news items, and reviews are examples of these studies. In terms of relevance and significance, this study falls under the Q3 (third quartile) and R2 (second rank) categories.

Following that, a co-citation analysis was performed to identify documents that were important in the creation of this literature. The focus of bibliometric analysis is on analytical approaches that use indicators like citations, reference citations, bibliographic linkages, co-authorship, and terminology sharing. The analysis focuses on analysis units such keywords (co-occurrence of all keywords), authors (co-citation authors), sources (co-citation sources), organizations (Citation organizations), and countries (Citation countries) (Q3; R2).

Based on the research objectives, the study centered on analysis units to determine what is essential in the context of the quality of Islamic education for these units: defining keywords, identifying the most influential authors, and recognizing the most important sources, countries, and reference research institutions. To ascertain the density and networks of these units, the

data was filtered as follows: 26 keywords were selected based on the Co-occurrence of all keywords, 23 authors were chosen based on Co-citation, 12 sources were identified through Co-citation, 8 organizations were selected based on citations, and 9 countries were chosen based on citations (Q5; R2).

Using the VOSviewer software, this bibliometric study was conducted through several research stages, including data collection, analysis, presentation, and interpretation. Various software tools were utilized in the preparation of international articles for this research. The results of the bibliometric analysis are then presented in the form of concise maps and networks, particularly related to the quality of Islamic education.

C. RESULTS AND DISCUSSION

Using WOS data on the quality of Islamic education and VOSviewer, we've presented and discussed various bibliometric analysis units in a series of results.

The Most Commonly Used Keywords

Figure 1 illustrates the network and the extent to which words or keywords are present in the database or sources related to the quality of Islamic education in the Web of Science (WOS). Several keywords are of paramount importance for research on the quality of Islamic education. The first keyword is "education," which appears 26 times in the dataset. The second is "Islamic education" (22 times), the third is "Islam" (16 times), the fourth is "Higher Education" (14 times), and the fifth is "Curriculum," which appears 12 times. These five keywords should form the primary focus of the research as they constitute the foundation of the topic of quality in Islamic education. There are also other keywords that warrant attention, such as "Management," "Quality Control," "Madrasa," "Development," "Human," and "Education Policy."
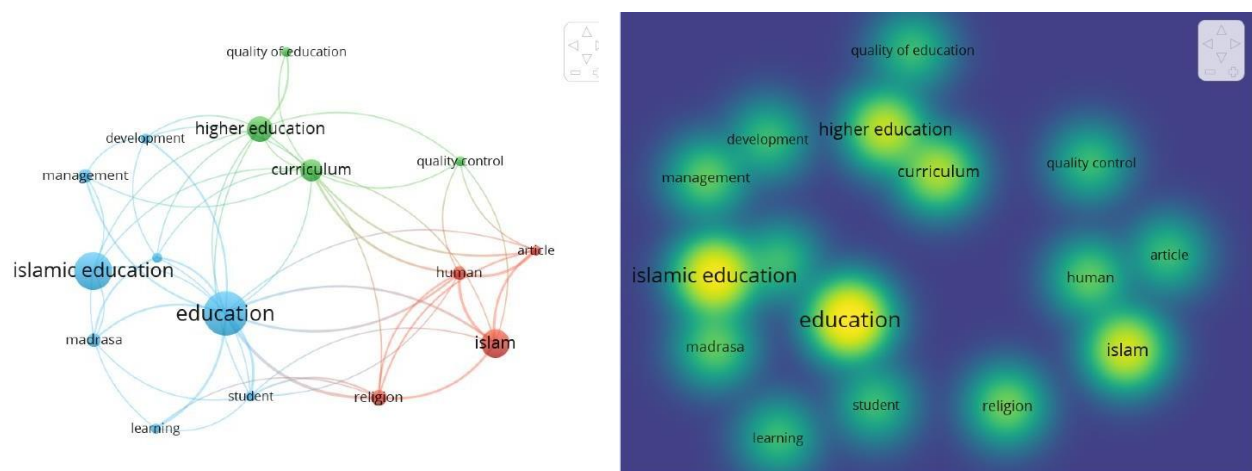

Figure 1. Network and Density of the appearance of keywords in the Islamic

Education Quality field

Furthermore, there are research clusters related to various aspects of the quality of Islamic education. For instance, when discussing "education policy" in the context of research on the quality of Islamic education, specific research clusters are being addressed. There are also other keyword clusters like "madrasa," "development," "management," and others that are relevant to this research. This aids researchers in concentrating on specific areas within the study of the quality of Islamic education and understanding how keywords and related concepts are interconnected in the network.

The lines connecting the keywords represent their appearance in the same research study. For example, the phrase "blue-colored Islamic education" is a combination of the phrases madrasa, higher education, Islam, development, and curriculum; the thickness of the line connecting these words to a basket is related to each other through research. They also serve as another criterion in the researcher's decision about research topics.

The Highly Cited Researchers in Islamic Education Quality

It is intriguing to comprehend the knowledge of the most esteemed researchers in this field through the analysis of prior studies, and this is precisely what VOSviewer offers, as depicted in Figure 2, where researchers can gain this insight through co-citation. Author's co-citation analysis has been employed to unveil the intellectual structure of the knowledge base inthe realm of Islamic education quality. This was achievedusing VOSviewer, which generated an author's co- citation map illustrating the similarities among scholars frequently cited in this literature.

In Figure 2, the most actively cited authors in the field of Islamic education quality are depicted, with 144 authors noted for being cited at least 5 times in this domain. Among them, 127 authors are interconnected and reciprocally cite each other, forming 21 clusters. However, only these 127 authors, interconnected and presented in this journal, are highlighted. Dr. Mohammad Iranmanesh, a senior lecturer at the Faculty of Business and Law at Edith Cowan University, Australia, Prof. Suhaiza Zailani, a Professor of Supply Chain at the Faculty of Business and Economics, University of Malaya, and Gerard Driessen, a senior researcher at VrijeUniversiteit Amsterdam, emerge as the most cited authors. Notably, Dr. Iranmanesh and Prof. Zailani primarily focus on management in general.
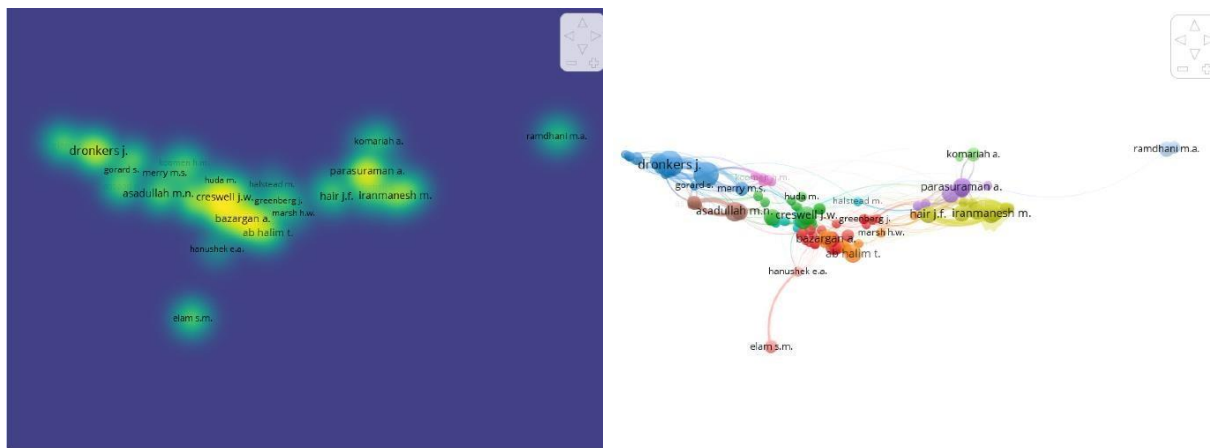
Figure 2. Network and Density of the most cited authors in the Islamic Education Quality field

Yet, scholars actively engaged in the study of Islamic education and its quality are exemplified by Azyumardi Azra, a Professor of History at UIN Jakarta, Jenny Berglund, a Professor of Religious Education at Stockholm University, Sweden, and M. Niaz Asadullah, a Professor of Development Economics with a concentration in the economics of education at Monash University Malaysia. While Dr. Azra specializes in research on the quality of Islamic education, the history of Islamic education, and religious moderation education, Dr. Berglund and her colleagues are deeply involved in an international Knowledge Transfer in Religious Education project, emphasizing the importance of global cooperation and knowledge exchange in religious education.

Dr. Asadullah, a senior researcher from Bangladesh at the University of Malaya, brings a multidisciplinary approach to his studies, encompassing Economics of Education, Human Development, Happiness, Gender, and Poverty. His research in Southeast Asian Islamic schools investigates the correlation between social and economic factors influencing parents' decisions to choose between public and Islamic schools, correlating with the quality of output from Islamic schools.

Other researchers situated in the yellow sea, such as Ab Halim T, Abdullah Z, and Ramdhani M.A, are also valuable contributors to research in the field of Islamic education quality. Therefore, the co-author clusters are treated in the co-citation author map, showcasing the significance of authors in the literature. The node size and link density among other authors indicate the importance of each author in the academic discourse. Citations shared among specific authors are known as "links between authors." The cross-citation map between schools and groups within the higher education knowledge base is revealed, providing a

comprehensive overview of the interconnected knowledge landscape.

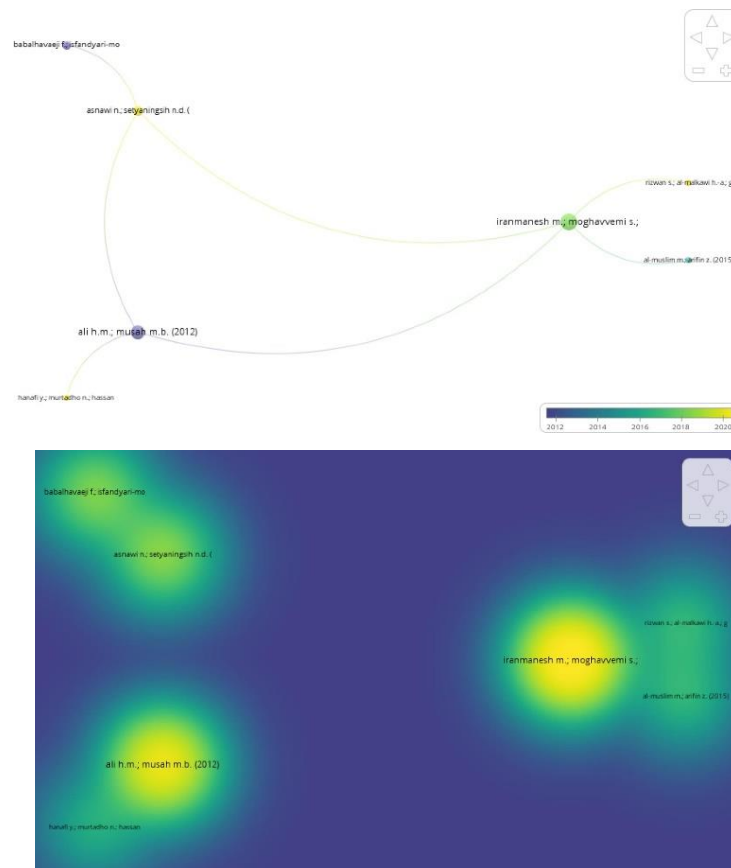**The Most Commonly Used References in Islamic Education Quality**

Figure 3. The network and density of the most cited research publications in the subject of Islamic education Quality

Scholars' presentations and analyses of study findings offer insights into the most significant researchers in the field of higher education quality. Their contributions, however, are various. Which of them, as well as which studies and works, are the most prominent and trustworthy in this field? This is known as research work analysis, as shown in Figure 3. There are references to the most often referenced and referred-to research works in Islamic Education Quality that have increased the influence of researchers in this subject, such as Iranmanesh, Moghavvemi, Ali H.M., Musah M.B., and others. Iranmanesh M. and Moghavvemi S.'s works establish the relationship between religious conviction and a Muslim's lifestyle, influencing many elements of decision-making in their lives.

This includes choosing educational pathways, medical procedures, and even tourist places. Educational service providers must recognize and satisfy the demands of Muslim families in terms of vision, mission, and curriculum that accord with Islamic values while also adapting to contemporary trends. This study reveals that Islamic-based rules for educational

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workers and the presence of religious leaders help to build trust(Iranmanesh et al., 2018) . Iranmanesh is cited by Al Muslim M and Arifin Z, who specialize on study in the subject of Arabic Language Education assessment in Malaysia. Iranmanesh's research provides the SEEQ model, which is made up of eight major constructs: learning value, instructor enthusiasm, organization, group interaction, individual rapport, breadth of covering, evaluation, and assignments. This study is in its early stages, and more research is expected to improve the quality of Arabic language learning in Malaysia (Al- Muslim & Arifin, 2015). The research of Hairuddin Mohd Ali and Mohammed Borhandden Musah focuses on the quality of Islamic higher education in Malaysia.

They find a link between quality culture (QC) and workforce performance (WFP). Academic staff satisfaction and job performance are enhanced by a quality culture. These findings back up and complement prior studies, with practical implications for the advancement of quality in the higher education sector (Ali & Musah, 2012).

The Most Cited Sources in Islamic Education Quality

According to Figure 4, the researcher's resources should include the quality of Islamic education, and a thorough evaluation of their content aids in the construction of the researcher's vision. References are used when needed, primarily referencing or depending on researchers and specialists in this discipline. Figure 4, shows that the Population Council, with 184 citations, is the leading reference or key resource in the quality of education and perspectives with gender equity. Springer Netherlands with 62 citations, focusing on educational assessment, evaluation, and accountability, followed by other journals such as SAGE Publication, Institute of Advanced Engineering and Science, Emerald Group, Eskisehir Osmangazi University, Gate Association for Teaching and Education and Radcliffe Publishing.

These sources or references, which are concentrated in the Yellow Desert area and have big circles in the network, should be carefully studied by researchers in the field of Islamic education quality, particularly in terms of in-depth reading, frequency of reference, and reliance on research. On the other hand, it should be noted that the most influential researchers in this field, their research work, and the most relevant works in the quality of Islamic education are indisputable identified in these essential references, or preferably sources, which researchers are encouraged to obtain.
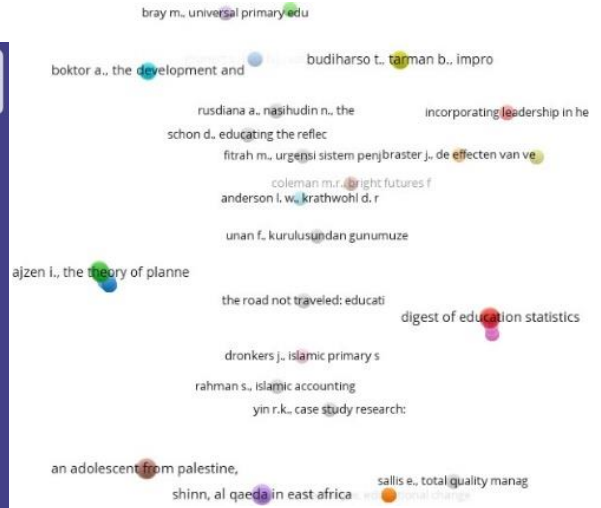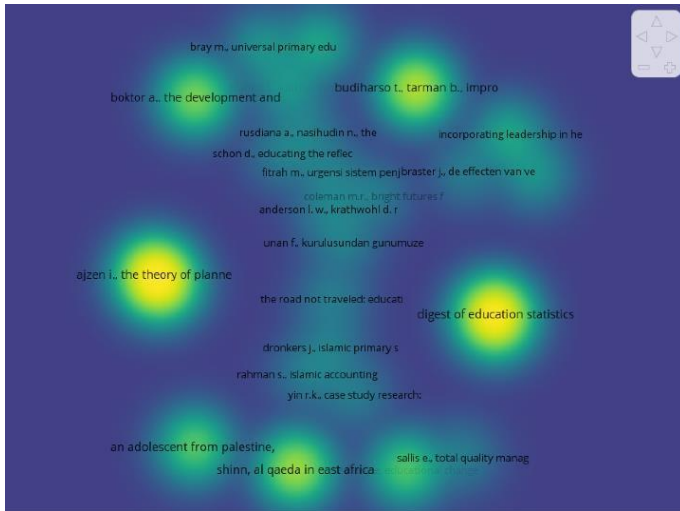
Figure 4. The network and density of the most relevant sources in the field of Islamic education Quality

The Most Cited Institutions in Islamic Education Quality

The institution most frequently mentioned in terms of the quality of Islamic education on a global scale is as follows:

Let us regard a university as a research institution that creates knowledge (research works). According to Figure 5, the University of Islamabad, Pakistan, Islamic Azzad University, Ishfahan, Iran, Taibah University, Saudi Arabia, Ar-Raniry State Islamic University, Indonesia, Indonesia University of Education, and the University of Amsterdam, Netherlands are the leaders in the quality of Islamic education. In terms of citations, citation intensity, and the most relevant research papers in the topic of Islamic education, these institutions rank highest. These findings are consistent with the country-specific results presented and analyzed in Figure 6.
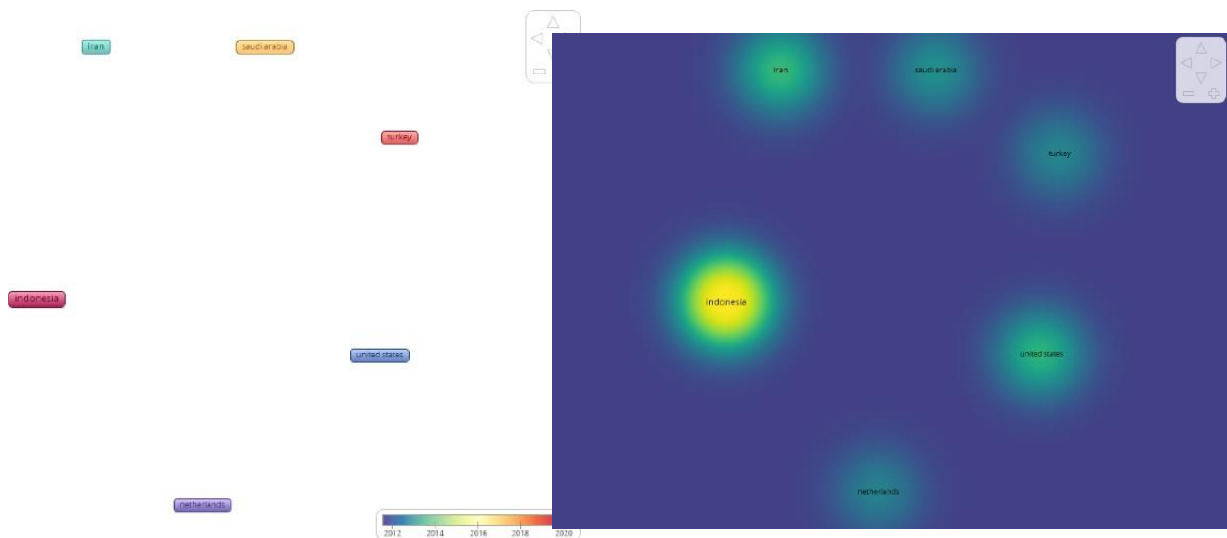

Figure 5. The network and density of countries with the highest regard for Islamic
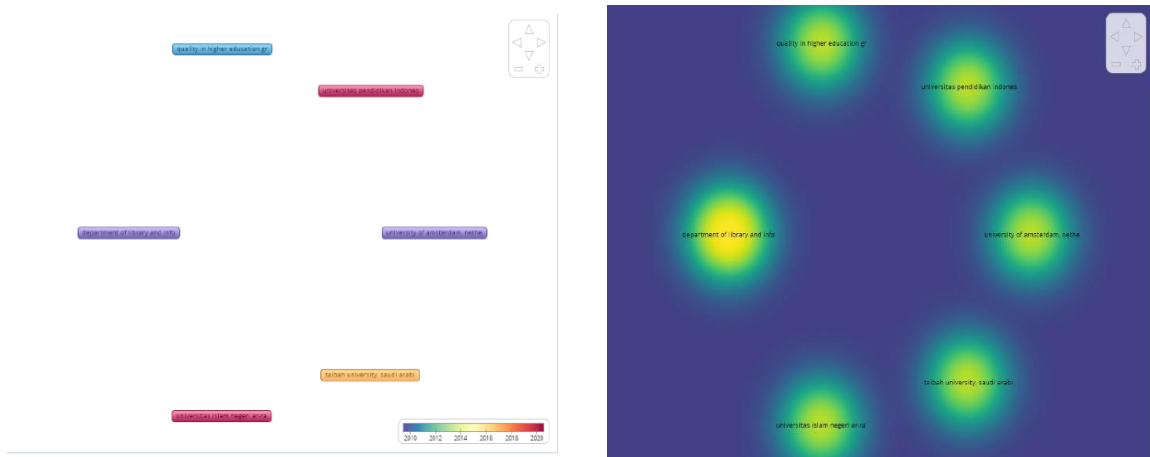
education Quality

Figure 6. The network and density of the most observed research institution in the subject of Islamic Education Quality

As a result, research institutes have a substantial impact on the quality of Islamic education, motivating field authors to widen their conceptual development paths and research areas. A comprehensive summary is provided to describe the collection of bibliometric analysis findings from all of the indicated elements (keywords, researchers, research works, sources, nations, and research institutions).

D. CONCLUSION

This study investigates bibliometric analysis and the notion of analysis in relation to traditional theoretical literature studies in management - rules, foundations, techniques, data, A study of knowledge and research effort is an example of bibliometric analysis on the quality of Islamic education using VOS viewer software(Hallinger & Kovačević, 2019). In addition, the report analyzes the most significant researchers in this discipline, as well as reference materials. Others have also offered a database of allresearch works on this issue published between2000 and 2022, eliminating study bias. The need to refer to some important research works, references,the most influential researchers, and key terms on the quality of Islamic education, countries, and reference research institutions on this subject isstated by bibliometric analysis; these results intersect with the findings of the study by Baporikar(Baporikar, 2021). This helps to define theoretical foundations for the quality of Islamic education. andsoftware.

The bibliometric study process and stagesanalyze the quality of Islamic education in relation to the emergence of keywords, the most influential academics in this subject, critical research works, reference sources, reference nations, and references.The output of VOSviewer network software, density, research results, and suggestions is relied on by research institutions.

Bibliographic study adds to the theoretical framework of Islamic education quality by identifying terminology, the most prominent academics, studies, sources, countries, and reference research organizations, which is critical for future research orientations.

This article looks into the theoretical study of many ideas linked to bibliometric analysis, as well as the presentation and discussion of Islamic education quality. When compared to traditional methods, we achieved outcomes in bibliometric analysis, allowing for a diversity of research (databases) to prevent bias and search selection issues. The researcher's selection supplements but does not replace established techniques of reviewing theoretical material. Bibliographic analysis is also useful for identifying key terms, influential scholars in this subject, research works and reference sources, and countries and reference research institutes (analytical units).

This study identifies a number of markers [keywords, authors, references (research papers), research works, countries, and research organizations] that prove their shared existence. We were able to obtain a precise bibliometric study of the emergence of terms. The fundamental concepts of Islamic education quality are education, Islamic education, Islam, higher education, and curriculum. Azyumardi Azra, Jenny Berglund, and M. Niaz Asadullah are the most influential researchers in the field of the quality of Islamic education, according to bibliometric analysis, and they should be relied on by researchers to build theories in this field and deepen their theories with exceptional research depth. The most renowned researchers in the field return to do study on the quality of Islamic education.The following international journals should be used as reference sources for the quality of Islamic education: Journal of Islamic Education, International Journal of Evaluation and Research in Education, Journal for Multicultural Education, and Journal of Social Studies Education Research. These are references that all researchers in this field should have.

Overall, Indonesia, Iran, Saudi Arabia, Turkey, the United States, and the Netherlands are the most researched countries in terms of Islamic education quality. Internationally recognized Islamic education research institutions include Taibah University in Saudi Arabia, Allama Iqbal University in Islamabad, Pakistan, Ar-Raniry State Islamic University in Aceh, the University of Amsterdam in the Netherlands, the Indonesia University of Education, and Islamic Azzad University in Isfahan, Iran.

This study will help researchers and educational policymakers in Islamic schools understand the state of quality requirements and identify current educational trends. This study also emphasizes the growing understanding of education's importance in society and will enable the realization of trends in the quality of Islamic education, particularly in digital education and

the requirements that go with it. This is also obvious in the trajectory of the literature on the quality of Islamic education, its multidisciplinary nature, the breadth of domains presenting content on the quality of Islamic education, and the caliber of journals and researchers who have contributed to this topic.

The findings of this study can be used to assess the quality of Islamic educational institutions and to implement policies and initiatives to promote future trends in the quality of Islamic education. The findings, in particular, can be used directly by Islamic educational institutions to measure quality as a strategic feature and to influence policymakers' perspectives.

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