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Exploring the Landscape of Research in Islamic Education: A Bibliometric and Systematic Review

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ABSTRACT

Effective management is a critical component in the success and development of any organization, and educational institutions are no exception. Effective management is particularly essential in the context of Islamic education, where it is crucial for achieving educational objectives and fostering students' moral and ethical values. In recent years, there has been a growing interest in studying management in Islamic education, resulting in numerous studies on the topic. However, despite the increasing attention to management in Islamic education, there is a lack of comprehensive and systematic reviews of the literature. Bibliometric analysis provides an objective and quantitative approach to address this gap by mapping the research trends, themes, and gaps in the literature. This study aims to conduct a systematic review of management in Islamic education using bibliometric analysis. Specifically, it seeks to answer the following research questions (RQ): a) What are the research trends and patterns in the literature on management in Islamic education, b)

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1. INTRODUCTION

In Islamic religious education, there are still some issues as reported in recent studies. The ability to adapt cannot be easily conducted by the institution when changes occur (Hutagaluh et al., 2020). The insufficient role and position of women in Islamic educational organizations are also connected to this issue. A study conducted in September 2021 has explored 23 Perguruan Tinggi Keagamaan Islam Negeri (PTKIN) in Sumatera. By examining gender issues in student organizations, it has been concluded that there is a necessity for further research on the application of gender mainstreaming in the curriculum (Antasari et al., 2022). Challenges in Islamic religious education requires continuous improvement, as it is commonly believed that an incompetent leader will bring *mudharat* and *mafsadat* for the organization

they lead (Rusnadi & Hafidhah, 2019). In other research, the ability to provide high-quality education is crucial and essential for achieving success (Syadzili, 2019).

Previous researchers have made various efforts to solve the problem in Islamic religious education. Some studies have focused on Islamic-based education and the role of Muslim educators who teach with knowledge and principles (Arar et al., 2022). Other studies have investigated the shift in the authority of religious education and the unique management system of Islamic boarding schools, which has produced top religious leaders (Maemonah et al., 2022; Rahtikawatie et al., 2021). Islamic spiritual education also focuses on doing good deeds and considering work as worship (Arar et al., 2022).

The search results do not provide information on whether new research ideas related to Islamic religious education were found using systematic review methods and conducting bibliometric analysis. However, the search results do provide several studies that discuss Islamic-based education, including the roles and styles of Muslim educators, the Islamic model of education, and the interplay between knowledge and education from an Islamic perspective (Arar et al., 2022). The search results provide some studies related to Islamic religious education, but none of them mention being carried out using systematic review methods and conducting bibliometric analysis. One study conducted a qualitative content analysis on online religious teaching to examine the shift in religious education authority due to the COVID-19 pandemic (Maemonah et al., 2022).

Based on the search results, there is still a lack of systematic review research on Islamic education. However, there are some studies related to bibliometric analysis and literature review in Islamic education. Therefore, this research conducted a systematic review of research on education and management in Muslim societies, which included a review of 54 articles and a bibliometric analysis to explore research themes related to education in Islamic contexts.

2.　METHODS

The process of searching for articles on the national reference portal GARUDA https://garuda.kemdikbud.go.id/ was carried out by using the keyword "Islamic education and school", and the filter section was limited to only show results from 2019-2023, for "downloadable PDF only". The search was conducted on May 6th, 2023, have 121 articles, and yielded 64 related articles, but some were duplicates. After removing the duplicates, 54 articles were obtained, three of which did not have a DOI. The data was then processed to complete the metadata, recorded using the Zotero application, and exported into RIS file format, which will be used for the Biblio analysis process. The articles in PDF format were downloaded for review, following the process as shown in Figure 1.
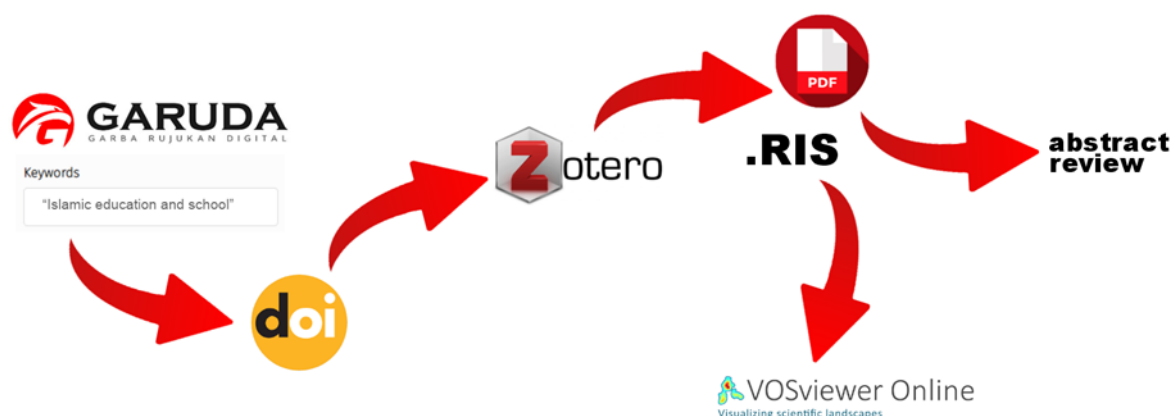
Figure 1. The process of searching in the Garuda portal for review and bibliographic analysis

2.1 Literature review

For literature review, the abstracts of every article will review to gain a broad understanding of the discussed topic, research goals, utilized methods, and the obtained outcomes and conclusions. Summaries are created for each article, as well as an overall summary based on the review of each article.

2.2 Biblio Analysis

The Zotero application's library export results are saved as RIS files, with the options "export notes", "export files", and "include annotations" selected. In the VOSviewer application, select "create" and choose "biblio analysis co-occurrence" as the data type. Select the RIS file format and choose "title and abstract fields" in the "choose fields" option. Choose "full counting" in the "choose counting method" option. Follow the steps outlined in Figure 2 to create the visualization. Select "network", "overlay", and "density" for the visualization and save it as an image file.
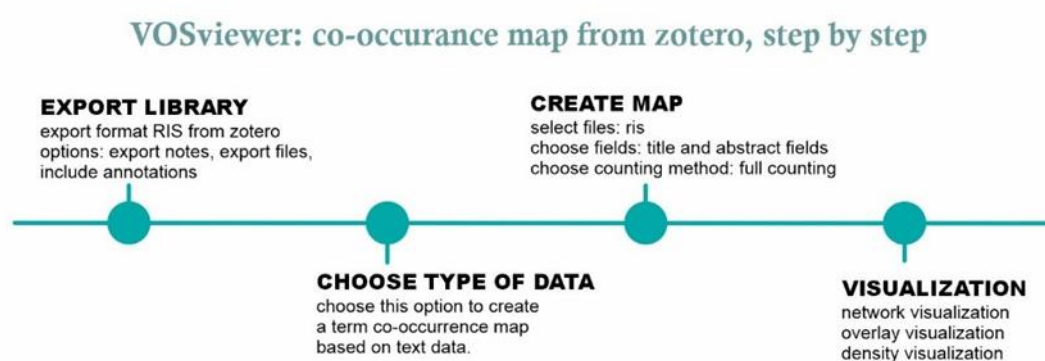
Figure 2. Step by step, create a map and visualize.

In the process of creating the map, 65 items were obtained and divided into 5 clusters as shown in Table 1. Cluster 1 contained 17 items, cluster 2 had 14 items, cluster 3 had 13 items, cluster 4 had 13 items, and cluster 5 had 11 items.

3. FINDINGS AND DISCUSSION

3.1 Literature review

The results were obtained by reviewing each prepared article. The PDF file format obtained from 54 articles was reviewed one by one to obtain summaries of each article, which were displayed in the Summary column of Table 2. Meanwhile, the method column was filled with the results of reviewing each article.

Table 2. List of article titles and summaries

No	Article Title	Summary
1.	Analysis of Situational Model in Maintaining Tradition of Salafiah Education and Science at The Sabilul Hasanah Islamic Boarding School Banyuasin South Sumatra	The Sabilul Hasanah Islamic boarding school is ready to face the changes and developments of the times by remaining accommodating to these changes. (Sudrajat et al., 2021)
2.	Basic Values and the Morality of Islamic Education Leadership	The basic leadership applied by the principal take the benefits of the four characteristics of the Prophet Muhammad. (Rohmad, 2020)
3.	Building a Spiritual Leadership	Leadership is the most important fact to change the cycle

No	Article Title	Summary
	Epistemology to Strengthen Islamic Education: A Discurrent Examination	for the better. (Mushowwifin, 2020).
4.	Correlation Between Leadership Competencies of Islamic Religious Education Teachers and Students' Religiosity at SMK Muhammadiyah Prambanan Yogyakarta	The leadership competence of PAI teachers at SMK Muhammadiyah Prambanan Yogyakarta is in the medium category. (Munajat, 2021).
5.	Cyberloafing, Work Environment, and Leadership on Performance and Job Satisfaction of Education Personnel at Sultan Syarif Kasim State Islamic University Riau	Cyberloafing, work environment, and leadership on performance and job satisfaction of education personnel at Sultan Syarif Kasim State Islamic University Riau. (Prasetya et al., 2023)
6.	Democratic and Decisions Making on Education in Islamic Perspective	The school principal always decides through a deliberative forum together with the teachers openly, responsively, responsibly, and trustfully. (Syam et al., 2020).
7.	Efforts to Build a Culture of Transformational Leadership in Islamic Education Institutions	A culture of transformational leadership in Islamic education institutions is being built. (Arifin & Maunah, 2020).
8.	Implementation of Islamic Universal Values-based Leadership Power at State Islamic Higher Education	The most common IUVLP dimension practiced in Islamic leadership is community leadership. (Irawan et al., 2022).
9.	Implementation Of Leadership Competency of Islamic Religious Education Teachers in Developing Islamic Culture in SMP Muhammadiyah 1 Klaten	Islamic Religious Education teachers with their leadership competencies play an important role in the formation and development of Islamic culture in schools. (Widyaningrum & Istanto, 2019).
10.	Islamic Boarding School Education Leadership in Supporting Face to Face Learning During the Pandemic Period in Indonesia	Online learning requires solid educational leadership, which can empower all potential and influence. (Trinova et al., 2022).
11.	Islamic Boarding School Education Model (IB-SEM) to Create Leadership Integrity: Using NVivo 12 Analysis	The coaching carried out at this Islamic boarding school must be a model for fostering Islamic students or students in Indonesia, especially students in Islamic boarding schools. (Nurdin & Rasyid, 2022).
12.	Islamic Education Leadership Gender Perspective	The position of leadership in Islam is very important to be considered and carried out with the best possible way. (Isti & Sasono, 2021).
13.	Islamic Education Leadership in Building Tolerance of Religious Life in Balun Village, Turi Sub-District, Lamongan District	Islamic education leadership in building tolerance of religious life in Balun village, Tuuri sub-district, Lamongan district. (Ghozali, 2021).
14.	Islamic Education Learning Improvement Through Learning Leadership	Principals bring coaching through supervision activities to improve the professionalism of education personnel in decision-making institutions. (Sarwan & Rosady, 2022).
15.	Leader and Its Position in Islamic Education	An effective leader in an educational institution can motivate his staff to excel and work with high spirits. (E. Yusuf et al., 2021).
16.	Leadership Character Employed in Islamic Education Perspective Based on Al-Qur'an Surah Yusuf	The criteria of leadership in Islamic education QS Yusuf are jujur, sabar, cinta tanah air, adil, amanah, berilmu. (Pulungan et al., 2022).
17.	Leadership Education with Structured Assignments for Student Class Five KMI In Darussalam Gontor Islamic Boarding School	Leadership education is a very important thing in educational institutions. (Darda & Al Ahyar, 2020).
18.	Policy in Developing of Islamic School Education Curriculum at Darularafah	Published biannually, January-June and July-December editions, containing scientific articles of tarbiyah, Islamic

No	Article Title	Summary
	Boarding School in Deli Serdang Regency	education, conceptual, research results, study of books and biographies of figures Chancellor. (Hamzah et al., 2019).
19.	Leadership Style, Work Discipline of Lecturers in Islamic Higher Education	The lack of leadership competence in leading universities is the main problem faced by universities. (Kurniawan, 2022).
20.	Manifestation Of Prophetic Leader Values in Islamic Education	Prophetic Islamic education is also an effort to prevent moral degradation because it returns the function of education to a divine basis, and always has high faith so that it can create a generation of Rahmat an lil-"alamin. (Aprilia & Munifah, 2022).
21.	Principal Leadership in Developing the Competence of Islamic Religious Education Teachers	The implementation of Tahfeez learning in local content should be performed every morning for all students with a predetermined schedule. (Illah et al., 2022).
22.	Proposing Feminist Interpretation of The Qur'an and Affirmative Policy to Support Women Leadership in Indonesian State Islamic Higher Education	The implementation of Tahfeez learning in local content should be performed every morning for all students with a predetermined schedule. (Nurmila, 2020).
23.	Public Relations and Leadership in Islamic Education Institutions	The absence of a leader role in the success of the organization is reflected in the leadership style that is applied to influence his followers. (Kurma, 2022)
24.	Religious Culture Leadership of Islamic Boarding School in Improving the Quality of Education in Wahidiyah Islamic Boarding School Kedunglo Bandar Lor and Wali Barokah LDII Burengan in Kediri City	The process of improving the quality of pesantren education is part of the development of national education, which is part of an effort to improve the quality of full human education. (Khoiruddin & Zuhdi, 2019).
25.	School Leadership in Improving the Quality of Education at Integrated Islamic SMP Nurul Fadillah Deli Serdang	The principal's leadership in improving the quality of schools at SMP IT Nurul Fadhillah are the lack of educational facilities and infrastructure. (Damainik & Muntazah, 2021).
26.	Situational Leadership on Islamic Education	The Islamic educational institution a leader leads will not be able to compete with the general and Islamic educational institutions that have modernized using the curriculum desired by the government and outside community. (Hutagaluh et al., 2020).
27.	Spiritual Leadership in Islamic Education (Analytical Study of The Book of Chemical of Happiness Al-Ghazali)	A leader who has a spiritual must have metacognition, meta-affection, and meta psychomotor to truly become a caliph on the face of this earth. (Siswadi & Jamil, 2023).
28.	Synergistic Transformational Leadership and Academic Culture on The Organizational Performance of Islamic Higher Education in LLDIKTI Region IV West Java	Synergistic transformational leadership has a positive influence on academic culture on organizational performance. (Kartika et al., 2022).
29.	The Case Study of Islamic-Education Leadership Model: What We Can Learn from the Dynamics of Principals' Leadership in Indonesian Excellence Islamic Boarding-Schools	The principal's leadership pattern implemented Islamic religious values and the context of the society. (Muslimah & Hayati, 2023).
30.	The Characteristics of Transformative Leadership in Islamic Education Institutions	Transformative leadership in Islamic education reflects charismatic leaders such as Idealized Influence. (Rohmawati, 2019).
31.	The development of leadership through Islamic education: An empirical inquiry into religiosity and the styles of educational leadership experienced	The styles of educational leadership experienced by religious students differed by religious school. (Suddahazai, 2021).

No	Article Title	Summary
32.	The Effect of Headmasters' Leadership Style, Supervision Ability and Work Climate on The Performance of Islamic Religious Education Teachers in Prabumulih City	Principals at SMPN Prabumulih sometimes rely too much on their subordinates. (Lutfi et al., 2021).
33.	The Effect of Human Resource Management and Principal Leadership on Improving the Quality of Education: (Study at Modern Islamic High School in Eastern Serang Regency)	The influence of human resource management and the leadership of the school principal on the quality of education is 61.9%. (Arromy et al., 2023).
34.	The Effect of Leadership Style, Organizational Culture and Motivation on Teacher Performance (Case Study at the Tanwirul Qulub Islamic Education Foundation)	The effect of leadership style on teacher performance at YPI TQ was significant. (Galih & Nugraha, 2022).
35.	The Effect of Prophetic Leadership on Employee Work Motivation at The Islamic Higher Education	Prophetic leadership has a significant effect on work motivation. (M. Yusuf, 2022).
36.	The Implementation of Autocratic and Charismatic Leadership Model at Islamic Higher Education in An Islamic Boarding School Environment (Study at Stai Ddi Mangkoso)	The autocratic leadership model sees the organization as a mechanical tool and all decisions are in the hands of the leader. (Arif et al., 2021).
37.	The Importance of The Effectiveness Leadership Concept in Building Islamic Education	The effectiveness leadership concept in building Islamic education is important. (Rifa'i, 2019).
38.	The Influence of Leadership Capability, Lecturer Competency, and Lecturer Commitment on The Accountability of Quality Assurance Institutions and Their Impact on Islamic Higher Education Performance	Leadership capability of superiors at UIN Maulana Malik Ibrahim Malang has a significant impact on institutional performance both directly and indirectly through lecturer competence, lecturer commitment, and institutional accountability. (Qurtubi, 2022).
39.	The Influence of Leadership Style and Organizational Culture by Mediating Job Satisfaction on Organizational Commitment Case Study in Employees of Islamic Education Institution	Job satisfaction can only mediate the relationship between organizational culture and organizational commitment. (Bagis et al., 2020).
40.	The Influence of School Leadership and Committee Performance on Improving the Quality of Learning Islamic Education	The higher the influence of the school committee's performance, the higher the increase in the quality of learning. (Nur'aini et al., 2020).
41.	The Influence of Women Leadership and Learning Facilities on the Performance of Islamic Religious Education Teachers at State Madrasah Ibtidaiyah in Bandar Lampung City	The performance of Islamic religious teachers at the State Madrasah Ibtidayah in Bandar Lampung City is influenced by educational facilities and the Madrasah principal's leadership style frequently impact teachers' performance. (Akmansyah et al., 2022).
42.	The Leadership Effectiveness of Behavioral Cognitive Therapy on Academic Anxiety in Children / Efektivitas Terapi Kognitif Perilaku terhadap Kecemasan Akademik Anakf Parent and Teacher in Islamic Education	Cognitive behavioral therapy was proven to reduce the level of academic anxiety in children. (Abida & Salamah, 2021).
43.	The Leadership Management of School Principles in Improving the Competence of Islamic Religious Education Teachers	The school leadership plan to improve PAI teacher competence includes: (1) planning based on vision, mission, school goals, and needs (needs assessment); (2) involving all school academic components; (3) recruiting

No	Article Title	Summary
		new GTT teachers and analyzing job duties; and (4) done in a short time. (Nurjanah et al., 2021).
44.	The Leadership of Personnel Management in Islamic Education: Emerging Insights from an Indonesian University	Leadership in personnel management in Islamic higher education institutions needs a good leadership system based on the principles of siddiq, amanah, tabligh, and fatonah. (Mansir, 2020).
45.	The leadership of the Kiai in Facing the Globalization of Education in Islamic Boarding School	The leadership of the Kiai is very important in the management of Islamic boarding schools. (Taufiq, 2021).
46.	The Mediating Role of Innovation between Transglobal Leadership and Organizational Performance in Islamic Higher Education	Transglobal leadership significantly affects innovation and organizational performance. (El Junusi & Mubarok, 2021).
47.	The Role of Kiai Leadership and Character Education: A Pattern of Santri Character Formation at Asy-Syifa Al-Qur'an Islamic Boarding School	The pattern of Santri character formation at Asy-Syifa Al-Qur'an Islamic boarding school is a pattern of Santri character formation at Asy-Syifa Al-Qur'an Islamic boarding school. (Hafidh et al., 2019).
48.	The Role of Leadership in Forming Organizational Culture in Islamic Education Institutions	The leader factor has an important role in the process of forming organizational culture. (Suwandi & Umam, 2021).
49.	The Role of Principal Leadership in Improving Ethical Techers Works of Islamic Education	The principal's strategy in improving the teacher's work ethic is to provide appropriate salaries, provide comfortable, clean, and disciplined facilities in the school environment. (Hernawan et al., 2022).
50.	The Role of Principal Leadership in Improving the Work Ethic of Islamic Religious Education Teachers (Pai) at SD Muhammadiyah 2 Sidoarjo	Principals must have the right strategy to improve the work ethic of teachers and professional educators. (Gafur, 2021).
51.	Transculturation Of Transformative Leadership Values in The Management of Islamic Education	Transformative leadership is based on the values of stability and kenabian as the dominant power in the management of Islamic education and legitimizing cultural power in the management of the organization's goals. (Fauzi, 2020).
52.	Transformational Leadership Model in Islamic Education	Transformational leadership leaders are those visionary and able to identify changes and transformation into organizations. (Anshari & Tihalimah, 2019).
53.	Transformational Leadership, Organizational Culture, Quality Assurance, And Organizational Performance: Case Study in Islamic Higher Education Institutions (Iheis)	The relationship between transformational leadership and organizational performance both directly and indirectly through quality assurance was not significant. (Hambali & Idris, 2020).
54.	Transformative Leadership in Improving Quality in Islamic Education Institutions	The principal is obliged to make continuous quality improvements and use creativity so that he can carry out all educational activities even though they are still within limitations. (Amir & Hendri, 2022).

3.2 Review Summary

The articles listed in Table 2 share a common theme of exploring Islamic education. They cover different areas related to Islamic education, including its significance, the role of school principals, teaching styles, and their effects on the performance of the organization and quality of education. Moreover, they delve into the role of teachers, the influence of educational facilities, the significance of job satisfaction, and the impact of school committees. The articles also highlight the importance of developing a culture of transformational leadership and implementing Tahfeez learning in local content. The articles use both qualitative and quantitative methods, such as descriptive qualitative

methods, phenomenological research design, literature study, field research, Design-Based Research (DBR) approach, feminist methodology, case study, and surveys. The data collection techniques include interviews, observation, documentation, questionnaires, and literature search. The data analysis methods include descriptive analysis, statistical analysis, path analysis, content analysis, and Creswell's Spiral Model and Philip Mayring's Content Analysis theory. The studies cover various topics, such as education, public relations, and Islamic institutions.

3.3 Biblio Analysis

The resulting overlay visualization is shown in Figure 3. The colour display ranges from dark to light, indicating the level of novelty of the research theme addressed in the articles. Bright colors indicate that the research theme is still new.
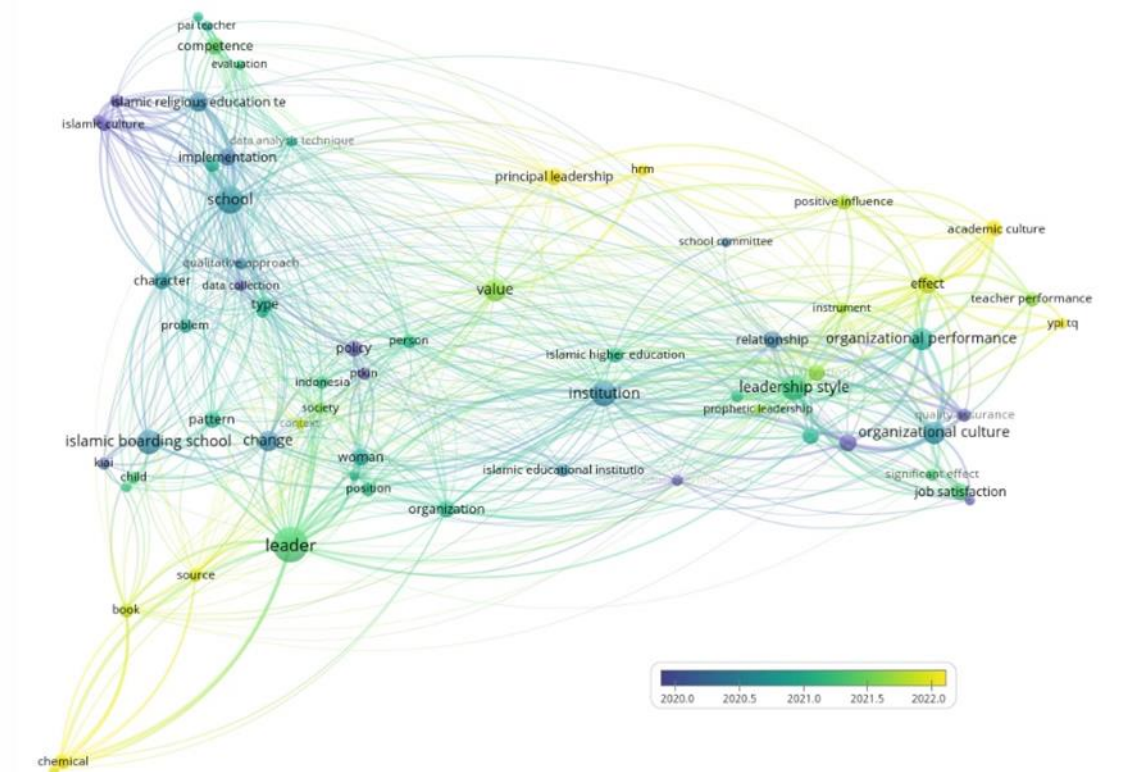
Figure 3. Overlay visualization from 2020 to 2022.

Table 3. The top 3 co-occurrence of classifications

Cluster 1		Cluster 2		Cluster 3	
school	35	institution	29	leader	56
Islamic religious education teacher	17	leadership style	29	Islamic boarding school	26
competence	13	organizational culture	22	change	19
Cluster 4		**Cluster 5**			
organizational performance	23	woman	14		
value	22	policy	12		
effect	17	Islamic higher education	11		

Regarding the co-occurrence values, the top three were selected, as shown in Table 3. The largest result was then chosen to see its network.

Figure 4. Overlay visualization of school theme (cluster 1).

Figure 4 shows that the school theme category in Islamic education has trends and patterns in research with themes of motivation, effect, principal leadership, and their relationship with the school.

Figure 5. Overlay visualization of institution theme (cluster 2)

Figure 5 shows that the institution theme category in Islamic education has trends and patterns in research with themes of principal leadership, effect, and their relationship with the institution.

Figure 6. Overlay visualization of leader theme (cluster 3)

Figure 6 shows that the institution leader category in Islamic education has trends and patterns in research with themes of principal leadership, effect, and their relationship with the leader.

Figure 7. Overlay visualization of organizational performance theme (cluster 4)

Figure 7 shows that the organizational performance theme category in Islamic education has trends and patterns in research with themes of academic culture, effect, and their relationship with the organizational performance.
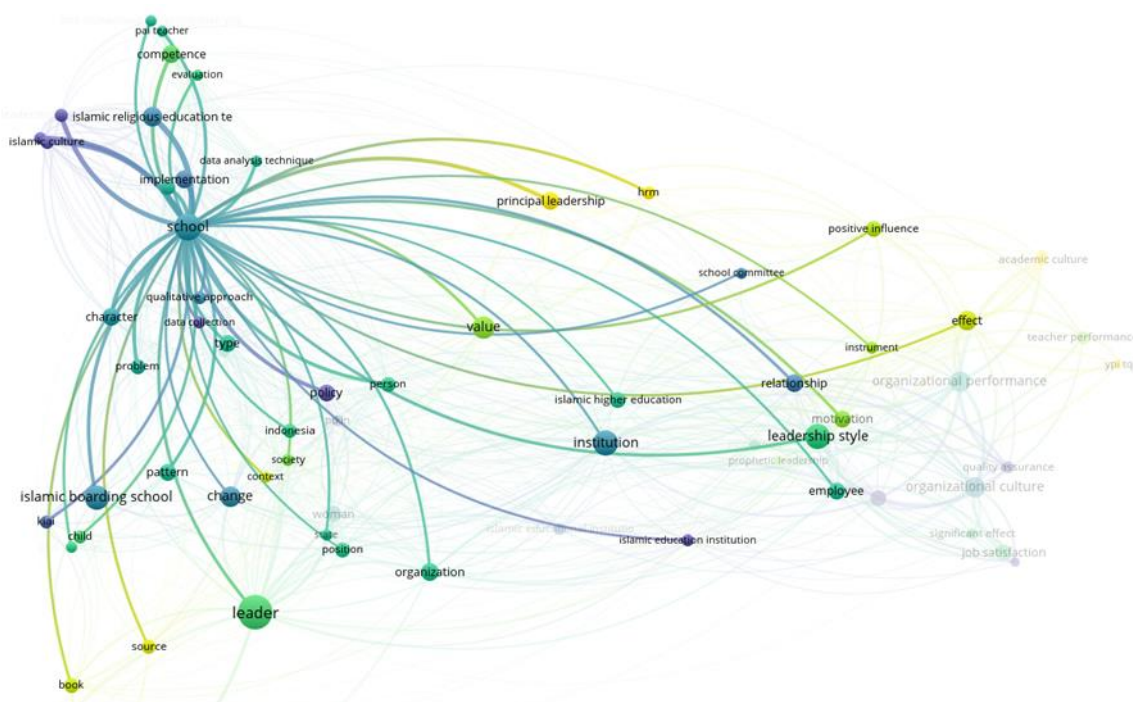

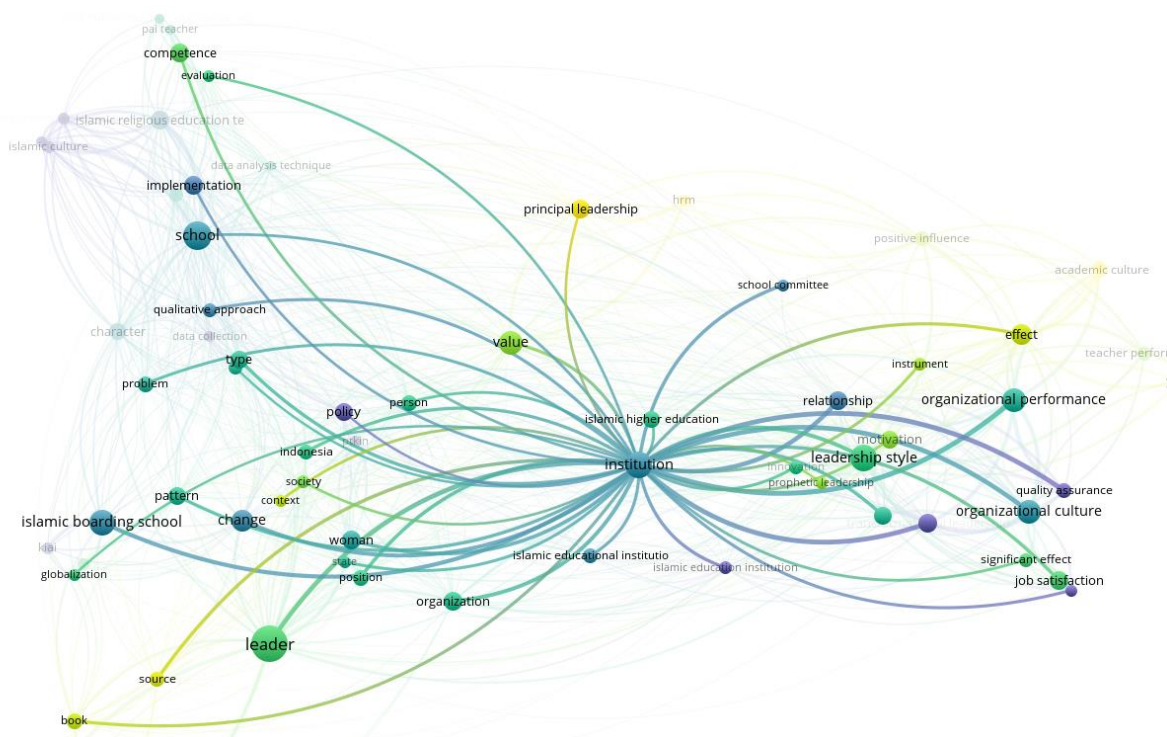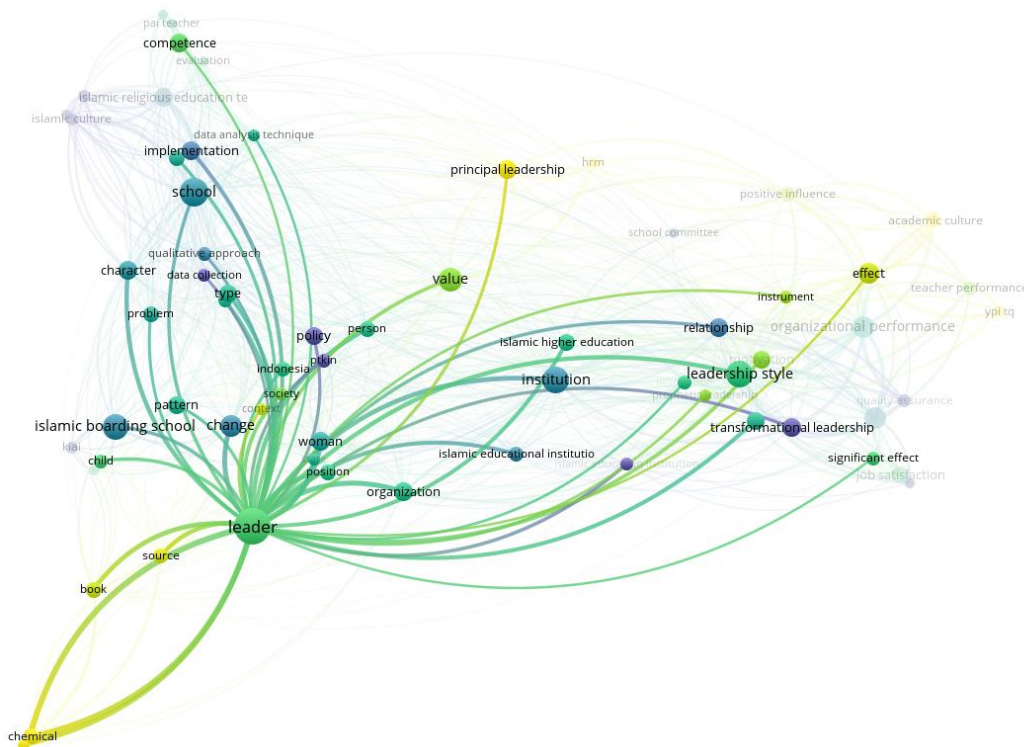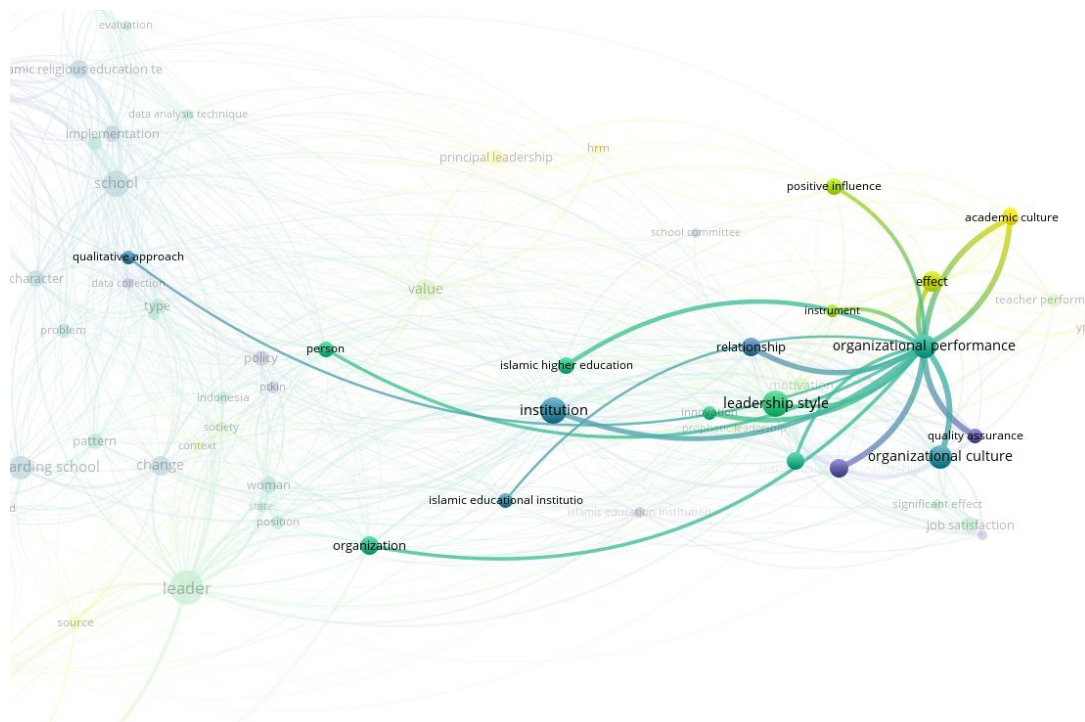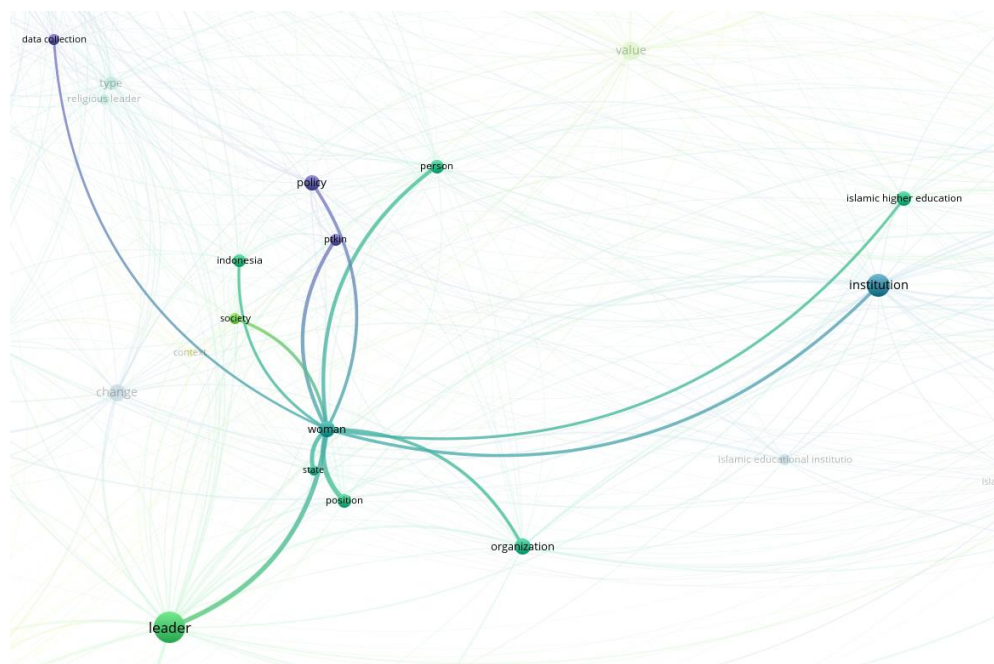**Figure 8**. Overlay visualization of woman theme (cluster 5)

Figure 8 shows that the woman theme category in Islamic education has trends and patterns in research with themes of leader, society, Indonesia, and their relationship with the woman. Based on the biblio analysis conducted, one possible new research theme is the study of the role of women in the formation of academic culture in Islamic religious education

4. CONCLUSION

The context of Islamic education requires attention to three interconnected themes: motivation, effect, and principal leadership in schools. These themes play a critical role in ensuring the success and progress of educational institutions. Similarly, the institution theme relates to leadership and effect, emphasizing the significance of effective leadership in achieving educational objectives and developing students' moral and ethical values. Likewise, the leader theme is associated with principal leadership and effect, as effective leadership can significantly impact the success of educational institutions in Islamic education. Furthermore, the theme of organizational performance is tied to academic culture and effect, recognizing that an organization's culture can influence its performance and effectiveness. Lastly, the women theme is associated with leadership, society, and Indonesia, highlighting the important issue of women's roles in leadership positions, especially in Indonesian society. Understanding the challenges and opportunities for women in leadership positions is crucial for the development of effective educational institutions in Islamic education. The research trends and main concepts on leadership in Islamic education are closely related to the themes of leader, school, institution, and leadership style. One area for future study is the role of women in the academic culture of Islamic education in Indonesia and its effect on motivation to pursue higher Islamic education.

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