Bibliometric Analysis of Islamic Education Management Research Trends in Indonesia (2015-2025): Identifying Gaps and Strategies for Development

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Abstract:

This study aims to analyze trends and developments in Islamic education management research in Indonesia from 2015 to 2025. The method employed is bibliometric analysis, utilizing a quantitative approach. This study includes 107 documents published by 371 authors, with an average document age of 3.02 years. This bibliometric analysis uses VOSviewer and Biblioshiny software. This study found a significant surge in Islamic Education Management publications in Indonesia, with an annual growth rate of 21.48%, particularly in 2022 and 2023, and a notable contribution from religious universities, such as UIN Sunan Kalijaga. The change in topics indicates a shift from a normative approach towards digitalization, interdisciplinarity, and technology-based institutional strategies, including responses to crises such as the pandemic. However, a significant gap remains in integrative studies that combine applied science with cutting-edge research technology, presenting strategic opportunities for the future development of Islamic Education Management research. This research provides a data-driven reference for developing a national research strategy in Islamic Education Management and a roadmap for scientific collaboration. Further research can focus on strengthening interdisciplinary research, integrating digital technologies, and collaborative networks across countries and institutions.

Keywords: *Bibliometric Analysis, Research Trends, Educational Digitalization, Technology Integration*

Abstrak:

Penelitian ini bertujuan untuk menganalisis tren dan perkembangan dalam penelitian manajemen pendidikan Islam di Indonesia selama periode 2015 hingga 2025. Metode yang digunakan adalah analisis bibliometrik dengan pendekatan kuantitatif. Penelitian ini mencakup 107 dokumen yang diterbitkan oleh 371 penulis, dengan rata-rata usia dokumen 3,02 tahun. Analisis bibliometrik ini menggunakan perangkat lunak VOSviewer dan Biblioshiny. Penelitian ini menemukan lonjakan signifikan dalam publikasi Manajemen Pendidikan Islam di Indonesia, dengan laju pertumbuhan tahunan mencapai 21,48%, terutama pada tahun 2022 dan 2023, serta dominasi kontribusi dari perguruan tinggi keagamaan seperti UIN Sunan Kalijaga. Perubahan topik menunjukkan pergeseran dari pendekatan normatif ke arah digitalisasi, interdisipliner, dan strategi institusional berbasis teknologi, termasuk respons terhadap krisis seperti pandemi. Meski begitu, masih terdapat gap besar dalam kajian integratif dengan sains terapan dan pemanfaatan teknologi riset mutakhir, yang membuka peluang strategis bagi pengembangan riset Manajemen Pendidikan Islam di masa depan. Riset ini memberikan

acuan berbasis data untuk pengembangan strategi riset nasional di bidang Manajemen Pendidikan Islam dan peta jalan kolaborasi ilmiah. Penelitian lanjutan dapat difokuskan pada penguatan riset interdisipliner, integrasi teknologi digital, serta jejaring kolaboratif lintas negara dan institusi.

Kata Kunci: *Analisis Bibliometrik, Tren Penelitian, Digitalisasi Pendidikan, Integrasi Teknologi*

INTRODUCTION

The study of Islamic education management today is still fragmented on micro issues, such as changes in education policies that affect the strategy of each school (Tintingon et al., 2023), strategic Islamic education planning which is very important for developing effective and efficient education (Putra, 2023), and teacher professionalism in improving the quality of education (Prayoga et al., 2024). This condition indicates that academic attention tends to be directed at empirical findings that are casuistic in nature and have not adopted many systematic approaches, such as bibliometrics, to map the scientific landscape as a whole. Bibliometric analysis has proven to be an effective quantitative method for evaluating scientific literature, identifying publication patterns, topic trends, and relationships between researchers.

In various disciplines such as business strategy (Kumar et al., 2021), e-commerce (Kumar et al., 2021), finance (Durisin & Puzone, 2009), human resources (Andersen, 2021), management (Ellegaard & Wallin, 2015), marketing (Backhaus et al., 2011), technology (Putri et al., 2022), social sciences (Tupan, 2023), and economics (Judijanto et al., 2024), this method has been widely used to understand the direction and development of research. However, in the field of Islamic education management, the application of bibliometrics is still minimal. Globally, bibliometric methods have evolved into a strategic tool for examining author collaboration, citation networks, and the geographic distribution of publications. Unfortunately, this potential has not been optimally utilized in Islamic Education Management. This can be seen from the lack of systematic studies that describe the main actors, leading journals, and dominant areas in Islamic education management. The lack of bibliometric-based research has resulted in a shortage of strategic data necessary to support relevant and adaptive Islamic education policies.

Based on data from Scopus, there are 4,389 articles, 2,143 reviews, and 468 conferences related to bibliometric analysis published in the last decade (2013–2023). In Indonesia, 178 bibliometric articles have been published in various fields, including social sciences, engineering, and the environment. However, only 35 discuss Islamic education management specifically, reflecting a gap in the literature. Islamic Education Management in Indonesia, as an education system rooted in rich Islamic values, necessitates in-depth research to examine how managerial policies and practices evolve in response to social, technological, and educational policy changes.

The lack of systematic literature on Islamic education management creates an excellent opportunity for bibliometric-based research. This study aims to map

the trends in Islamic education research, policies, and managerial practices, to make a significant contribution to the development of more relevant, adaptive, and data-driven Islamic education policies.

Previous studies have discussed various dimensions in Islamic Education management, such as education policy and planning (Li et al., 2021), teacher professionalism in improving the quality of education (Syahril, 2019), Education policy (Rozak & Az-Ziyadah, 2021), leadership in Education (Hayani et al., 2024), and Resource Management (Aminudin et al., 2024). However, the bibliometric analysis approach in understanding the development of research in this field is still not widely used. For example, Siwiyanti & Senen (2023), Literature Dynamics Leadership Development, Thahir (2023) analyzed the management of education quality with bibliometrics, Judijanto & Yulianti (2024) used bibliometrics in developing competency-based curriculum, Izzati (2024) applied bibliometric analysis in School-Based Management, but these studies do not cover the entire spectrum of Islamic education managerialism. Although Thahir (2023) and Siwiyanti (2023) have conducted research, both are limited to specific dimensions and do not present a comprehensive map. In the international context, bibliometric analysis has been used to map global trends in education, such as research collaboration, geographic distribution, and citation influence, but this study is rarely applied to Islamic-based education (Zupic & Čater, 2015)

On the other hand, global trends indicate that bibliometrics are widely used to map research collaborations, geographic distributions, and citation influences across various scientific fields. However, the application of this method in the context of Islamic-based education remains minimal (Zupic & Čater, 2015). As a result, the understanding of research dynamics in this field is less comprehensive and has the potential to hinder interdisciplinary collaboration, which is necessary for scientific progress.

In addition, the urgency to present more strategic and policy-oriented MPI research is also increasing amid the current dynamics. The world of education faces the challenges of the era of disruption, digitalization, and rapid social and religious change. Without the support of bibliometric data as a basis for decision-making, the development of Islamic education management is at risk of being non-adaptive, stagnant, and even reactive.

The lack of a bibliometric approach in the study of Islamic education management also results in a low connection between theory and practice, even though the integration of insights from various disciplines, such as educational psychology, can strengthen understanding of important aspects of education management, such as teacher professionalism and student engagement (Sahabuddin & Syahrani, 2022). Given the ever-changing social dynamics and technological advances, a data-based policy framework is urgently needed to address contemporary challenges (Rozak & Az-Ziyadah, 2021).

This study offers novelty by providing a comprehensive bibliometric mapping of Islamic education management, which has been examined thus far in fragmented and case-specific studies. Unlike previous research, this paper systematically identifies key actors, dominant themes, and collaboration networks within the field. Theoretically, it contributes to strengthening the academic

foundation of Islamic education management through evidence-based insights. At the same time, it provides strategic data to support more adaptive and policy-oriented educational development.

RESEARCH METHOD

This study employs a descriptive bibliometric analysis to map trends, collaboration, and research themes in the field of Islamic education management. Data were retrieved from the Scopus database on April 15, 2025, at 20:00, using the following search query: ("Islamic education" OR "Islamic schools" OR "Madrasa" OR "Faith-based education") AND ("management" OR "administration" OR "leadership" OR "governance") AND ("challenges" OR "development" OR "policy" OR "reform" OR "innovation").

From the initial 218 documents, this study applied the following inclusion criteria: publications indexed in Scopus, within the period 2015–2025, classified as final articles or conference proceedings, written in English or Indonesian, and affiliated with institutions in Indonesia. The exclusion criteria consisted of publications outside the specified period, non-academic works (such as editorials, book reviews, or short notes), duplicates, documents without abstracts or complete bibliographic information, and studies focusing on other national contexts (e.g., Malaysia, Pakistan, or countries with strong madrasa traditions).

The restriction to the Indonesian context was not intended to narrow the scope but rather to provide a more in-depth analysis of the unique dynamics of Islamic education management in Indonesia. Academically, this justification rests on three primary considerations: (1) Indonesia has the largest Muslim population in the world with a complex Islamic education system (madrasas, pesantren, and modern Islamic schools) that warrants specific study; (2) differences in regulations, educational policies, and institutional cultures between Indonesia and other countries make cross-national data less appropriate to merge into a single analysis; and (3) previous bibliometric studies have primarily focused on the global level or other countries, while research specifically addressing Indonesia remains limited. Thus, this study contributes to filling the gap by providing a contextual and policy-relevant bibliometric mapping.

After filtering, a total of 107 documents were retained and analyzed using bibliometric tools to map publication patterns, author collaboration, and dominant themes in Islamic education management in Indonesia. Data visualization in this study uses VOSviewer and Biblioshiny software (Singh et al., 2025). By utilizing these tools, the relationship between research papers, authors, and keywords is displayed graphically. Emerging research trends in a field can be identified more easily, influential authors and publications can be identified, and related research groups can be distinguished. The program's interactive options and functions make it easy to access and explore its bibliometric data network, including the number of citations and the co-occurrence relationships between key terms and concepts (Liu & Huang, 2022).

RESULT AND DISCUSSION
Result
Main Information

Based on the data obtained, this discussion will present the results of a more detailed analysis of publication trends and patterns in the field of Islamic Educational Management. This discussion will cover author contributions, types of published documents, and the level of collaboration between authors, both domestically and internationally. Furthermore, developments in research topics will be reviewed, particularly those related to the shift in approach from normative to digitalization and technology integration in Islamic educational management.

Table 1. Main Information

Description	Results
MAIN INFORMATION ABOUT DATA	
Timespan	2015:2025
Sources (Journals, Books, etc)	60
Documents	107
Annual Growth Rate %	21,48
Document Average Age	3,02
Average citations per doc	3,944
References	4677
DOCUMENT CONTENTS	
Keywords Plus (ID)	136
Author's Keywords (DE)	332
AUTHORS	
Authors	371
Authors of single-authored docs	22
AUTHORS COLLABORATION	
Single-authored docs	22
Co-Authors per Doc	3,65
International co-authorships %	16,82
DOCUMENT TYPES	
Article	91
conference paper	16

Figure 1. Main Information

Based on the data, the main information regarding the publication of scientific research in the field of Islamic Education Management has been analyzed. The research or data collection period spans from 2015 to 2025, indicating that this data combines historical records with projections or planning for future years. However, it should be noted that 2025 has not passed, so the data is still incomplete.

A total of 60 sources and 107 documents are the basis for the analysis. These sources come from scientific journals. The annual growth rate of documents, at 21.48%, indicates a significant increase in the production or accumulation of documents each year. This figure may reflect the dynamics of an active research field or an increase in the availability of supporting resources.

Looking at the contributors, there are 371 authors involved in writing the documents. However, only 22 authors (around 5.93% of the total) produce work independently, while most documents are written through collaboration. This is reinforced by an average of 3.65 authors per document, which confirms the dominance of teamwork in research. International collaboration is also evident in the 16.82% of documents involving authors from various countries. Although this number is not yet dominant, cross-geographic collaboration remains an important aspect in improving research perspectives.

The categorization of research topics was carried out using 332 words, indicating the diversity of themes discussed. Meanwhile, a total of 4,677 references used in all documents indicate the depth of analysis, with an average of around 43.7 references per document. The high number of references may reflect the author's efforts to build a comprehensive argument or to cite previous studies. In terms of age and impact, the average age of the documents is 3.02 years, indicating that most of the material analyzed is relatively new. This aligns with the average of 3,944 citations per document, indicating the document's level of relevance and influence within the academic scope. Although the number of citations is not too high, this value still reflects a significant contribution to the development of the related field.
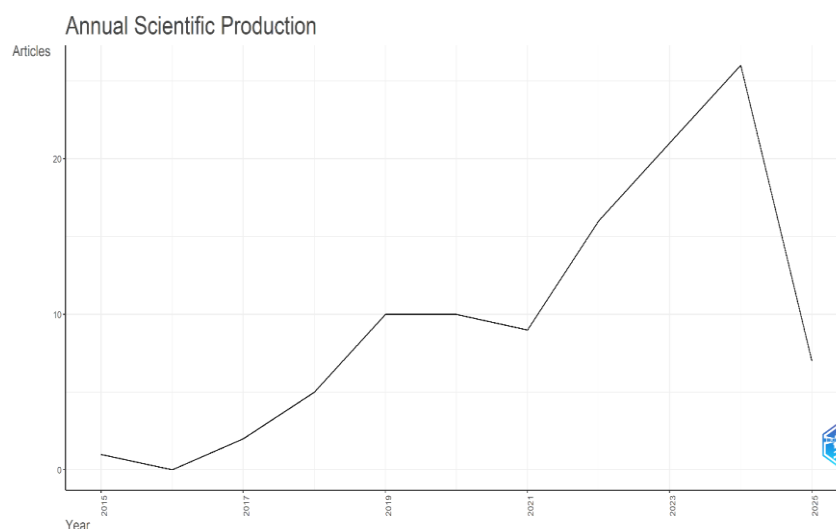
Annual trends

Figure 2. Annual trends in Islamic Education Management Publications

Based on the Annual Scientific Production graph, which illustrates the trend of annual scientific production from 2015 to 2025. In 2015, the number of articles published was still very low, with only one article recorded. In fact, no publications were found in 2016 at all. This suggests that it was still low in the early stages. According to data from ResearchGate, in 2015, there were approximately 8,373 international publications from Indonesia. Factors such as limited access to international journals, lack of incentives for researchers, and minimal scientific writing training can contribute to the low number of publications during this period.

Over time, starting in 2017, there was an increase in interest and attention to research activities, which was marked by the emergence of two publications that year. This positive trend continued with a sharper increase in 2018, when the number of publications jumped to ten articles. The stability of the number of publications, which remained at ten in 2019, indicates consistency in research and publication efforts among academics. Although there was a slight decline in 2020 and 2021, with the number of articles slightly below ten each, this decline was not drastic and still maintained a relatively stable level of productivity. The decline in this period was caused by the COVID-19 pandemic, which emerged in 2020, having a significant impact on research activities and scientific publications in Indonesia. Data shows a decline in the number of publications from 50,965 in 2020 to 49,350 in 2021. Restrictions on physical activity, laboratory closures, and a shift in research focus toward handling the pandemic were the main factors contributing to the decline. A significant change occurred in 2022, as the graph shows a sharp spike in the number of publications, reaching around 16 articles.

This phenomenon suggests an increase in the intensity of research and publications, which may be driven by post-pandemic recovery, increased access to digital publication platforms, or policies that encourage scientific publications from higher education institutions and research organizations. This increase continues in 2023 and peaks in 2024, with more than 25 articles published, reflecting the peak era of scientific productivity in the analyzed time period. This increase could also be a reflection of the growing collaboration between authors and the increasing awareness of the importance of contributing to scientific development. After experiencing a decline, the number of scientific publications in Indonesia began to recover and increase during this period. The focus is not only on quantity, but also on the quality of publications, with an increase in the number of articles published in highly reputable journals. For example, the University of Indonesia recorded an increase in publications in Q1 journals from 29.3% in 2022 to 34.9% in 2023. Government programs and educational institutions that support quality research and publications have contributed to the positive trend.

Although complete data for 2025 is not yet available, there are indications of a decline in the number of scientific publications in Indonesia. Factors such as cuts to the education and research budget can affect research productivity and publications. Additionally, changes in national policies and priorities can also affect research activities in educational institutions and research organizations.

The data presentation above is evident that the number of scientific publications in Indonesia is influenced by various factors, including government policies, global conditions such as the pandemic, and institutional efforts to enhance the quality and quantity of research. Continuous monitoring and evaluation are essential for understanding trends and developing effective strategies that support the advancement of science in Indonesia.
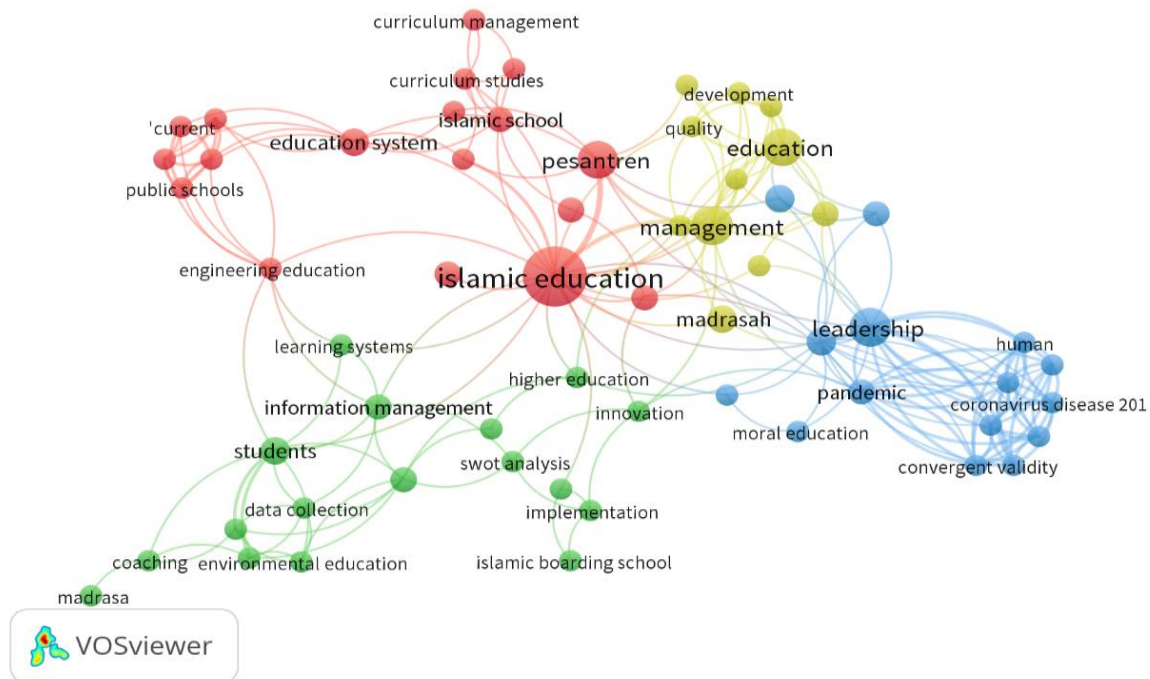
Network Visualization

Figure 3. Network Visualization

The Network Visualization illustrates the mapping of conceptual structures in Islamic Education Management studies, based on the relationships between keywords that frequently appear in scientific publications. On the map, the term "Islamic education" appears as the largest node at the center of the network. This shows that Islamic education is the dominant theme that connects various subtopics.

The visualization features five main clusters, each marked with a distinct color. The red cluster relates to educational institutions and systems, with keywords such as pesantren, Islamic school, education system, and curriculum management. This indicates that much of the literature discusses institutional systems and curriculum management, with some interdisciplinary connections such as "engineering education."

The green cluster focuses on innovation, technology, and learning systems, represented by terms like students, information management, learning systems, and innovation. This suggests a growing concern for data-based governance and modern pedagogical strategies in Islamic education. The yellow cluster emphasizes quality development and management, including keywords such as education, quality, management, and madrasah. The presence of higher education highlights the role of universities in strengthening institutional quality. The blue

cluster addresses leadership and global challenges, with terms such as leadership, pandemic, COVID-19, and moral education. This shows how Islamic educational leadership adapted to crises while maintaining moral values as a core concern.

Overall, the network indicates that Islamic education is the central theme. At the same time, the clusters highlight their key dimensions: institutional systems, innovation and technology, quality management, and leadership in times of crisis. The strong interconnections suggest that these themes are interdependent and collectively shape the discourse on Islamic education management.
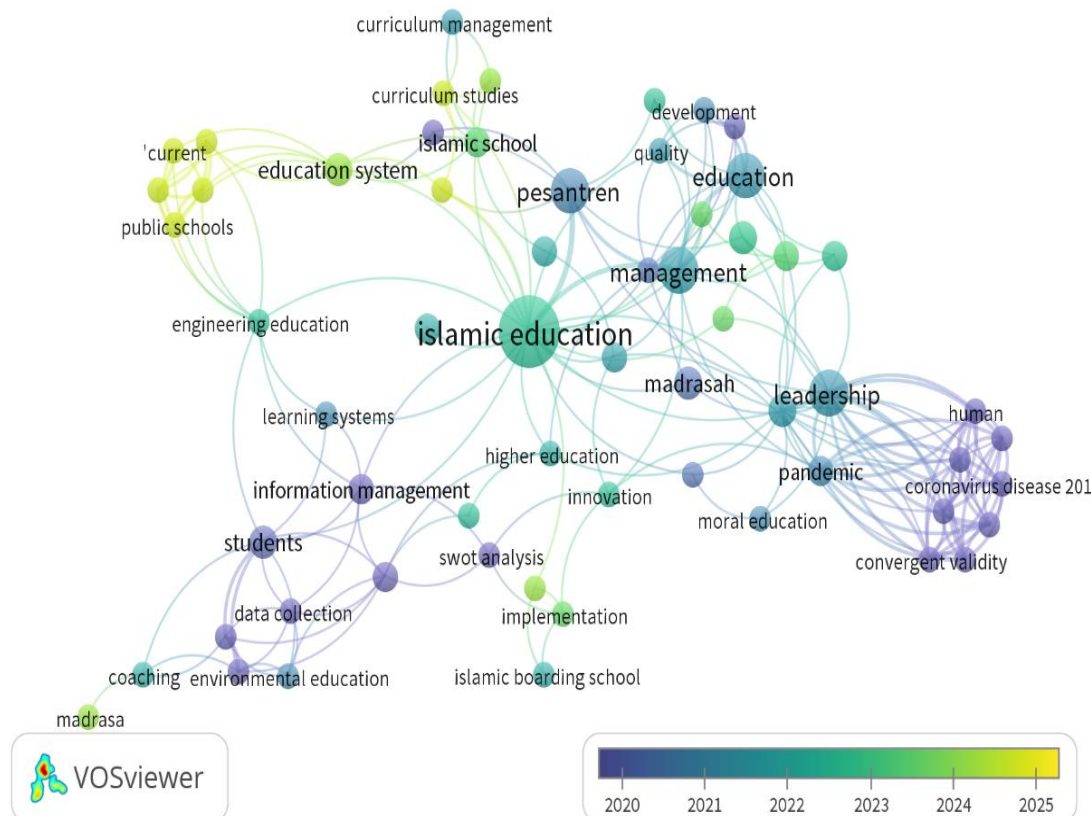
Overlay Visualization

Figure 4. Overlay Visualization

This Overlay Visualization, generated using VOSviewer software, presents a temporal trend mapping of keywords in scientific studies on Islamic Education management based on bibliographic data from publications from 2020 to 2025. The color of each node reflects the average time of occurrence of the keyword in the publication, which is arranged on a color scale from dark purple (2020) to bright yellow (2025). The size of the node shows keyword frequency, and the connecting lines indicate the strength of relationships between concepts. The largest node, "Islamic education", sits at the center, linked to terms such as education, management, madrasah, leadership, and pesantren. This means Islamic education is the dominant theme connecting institutional, managerial, and leadership issues.

The nodes "leadership," "pandemic," and "COVID-19" are purple, showing they peaked in 2020–2021. This reflects strong academic attention on how Islamic education leadership responded to the crisis, with an emphasis not only

on administration but also on moral and spiritual values. The keywords "students," "data collection," "information management," and "learning systems" appear in purplish blue, gaining prominence around 2021. This shows a shift toward technology-based and data-driven approaches, aligning Islamic education with broader digital transformation in education. The terms "education system," "public schools," and "engineering education" are yellow, emerging in 2024–2025. This indicates a new trend in comparing Islamic and general education systems, as well as exploring integration with engineering fields. The nodes "curriculum management," "curriculum studies," and "Islamic school", in bluish green, were most discussed in 2022–2023, alongside "higher education". This highlights sustained academic interest in curriculum development and the contribution of universities to advancing Islamic education.

In conclusion, the network shows that while "Islamic education" is the central theme, the discourse evolves dynamically—shifting from pandemic leadership, to digital and data-based management, and more recently, to system integration and curriculum innovation.
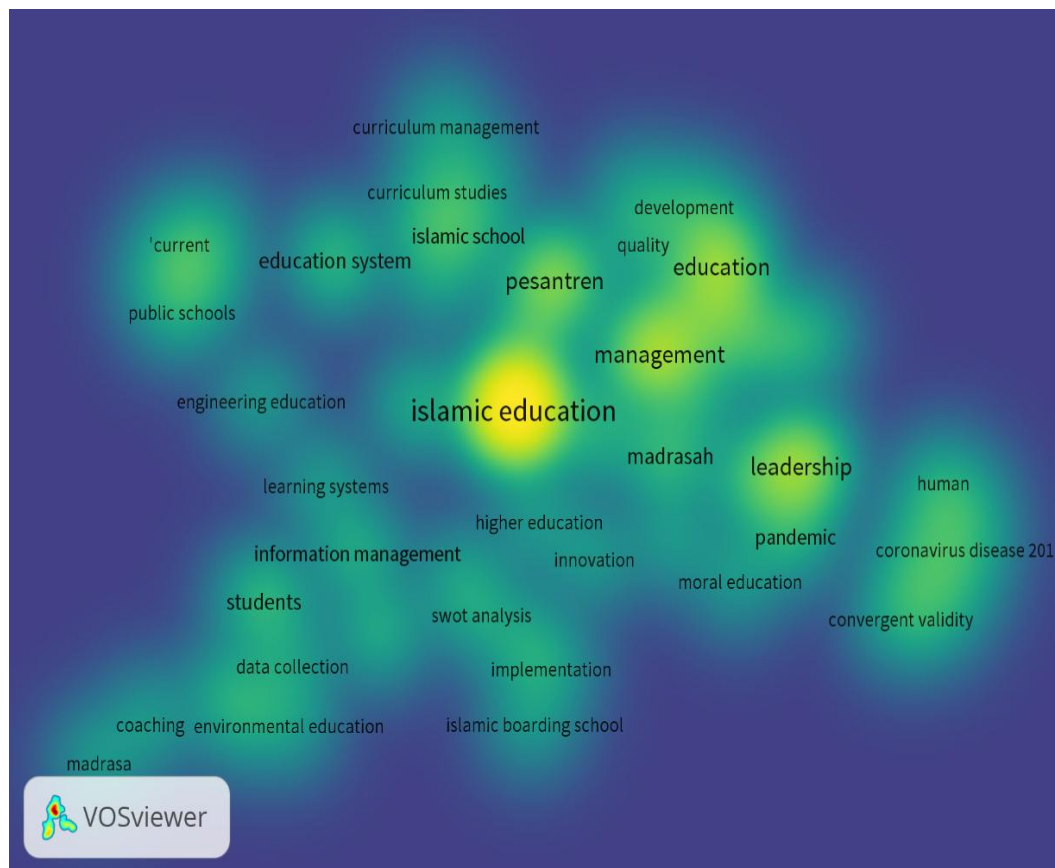
Density Visualization

Figure 5. Density Visualization

Based on the bibliometric visualization using VOSviewer, a density map of keywords frequently appearing in the scientific literature on Islamic education is presented. In this representation, the intensity of color indicates the frequency of occurrence and the density of keyword associations: yellow indicates high density

or frequency, while green to dark blue indicates lower density. The brighter the area, the greater the frequency and concentration of discussion in the analyzed scientific publications. The keyword "Islamic education" is highlighted in bright yellow, indicating that it has the highest frequency of occurrence and is a central theme in the discourse network. This central position suggests that all other keywords are closely related to the concept of Islamic education, both directly and indirectly.

Surrounding the main keyword are terms such as "education", "management", "pesantren", and "madrasah", which appear in a yellow-greenish color, indicating that these topics are also frequently discussed and have a strong relationship with the central theme. "Pesantren" and "madrasah" are typical Islamic educational institutions in Indonesia, and their position in the visualization shows the dominance of local discourse in Islamic education studies. This reflects the unique characteristics of Islamic education in Indonesia, which remains the primary focus in this field of study.

The topics of "management" and "leadership" appear prominently in the bright green zone, signaling that the managerial and leadership aspects of Islamic education are significant objects of study. The presence of keywords such as "curriculum management", "curriculum studies", and "implementation" further strengthens the scientific focus, which is not only on institutions but also on how Islamic education is designed and implemented. This highlights a more structural and systemic approach to studying Islamic education.

Additionally, the visualization illustrates the relationship between Islamic education and contemporary issues. Keywords like "pandemic" and "coronavirus disease 2019" appear on the right in green, indicating that the COVID-19 pandemic is a notable issue discussed in the context of Islamic education. This is further supported by the relationship between "leadership" and "moral education", suggesting that this global crisis has prompted studies on moral responses and leadership in Islamic education.

Documents by Affilation

Documents by affiliation

Compare the document counts for up to 15 affiliations.

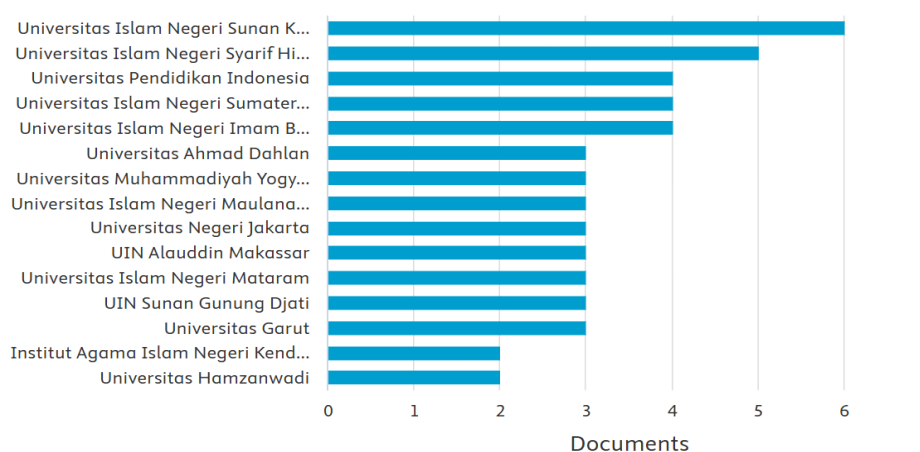| Affiliation	Documents
Universitas Islam Negeri Sunan K…	6
Universitas Islam Negeri Syarif Hi…	5
Universitas Pendidikan Indonesia	4
Universitas Islam Negeri Sumater…	4
Universitas Islam Negeri Imam B…	4
Universitas Ahmad Dahlan	3
Universitas Muhammadiyah Yogy…	3
Universitas Islam Negeri Maulana…	3
Universitas Negeri Jakarta	3
UIN Alauddin Makassar	3
Universitas Islam Negeri Mataram	3
UIN Sunan Gunung Djati	3
Universitas Garut	3
Institut Agama Islam Negeri Kend…	2
Universitas Hamzanwadi	2

Figure 6. Documents by Affiliation

The figure illustrates the distribution of documents based on the affiliation of higher education institutions, reflecting the institutions' contributions to scientific publications on a particular platform or conference. Based on the bar chart visualization, Sunan Kalijaga State Islamic University occupies the highest position, with the most significant number of documents, specifically six documents. This demonstrates the institution's active involvement in research activities and its publication of scientific works. Followed by Syarif Hidayatullah State Islamic University, which has five documents, as well as the Indonesian Education University, North Sumatra State Islamic University, and Imam Bonjol State Islamic University, each of which contributed four documents.

Next, a group of institutions has contributed three documents, namely Ahmad Dahlan University, Muhammadiyah University of Yogyakarta, Maulana Malik Ibrahim State Islamic University, Jakarta State University, Alauddin State Islamic University of Makassar, Mataram State Islamic University, Sunan Gunung Djati State Islamic University, and Garut University. This number reflects relatively balanced participation in the academic community, although it is slightly lower than that of the top institutions. Meanwhile, the Kendari State Islamic Institute and Hamzanwadi University each contributed two documents, which, although fewer in number, still demonstrate a contribution in the research realm.

The distribution of this data illustrates the variation in the level of academic involvement between institutions in producing and disseminating scientific knowledge. Although there are differences in the number of documents between institutions, all affiliates listed in the graph continue to demonstrate an active role in supporting research activities. This difference in numbers can also be attributed to various factors, including institutional research capacity, research funding support, academic culture, and the scientific collaboration networks established by each university. Thus, this data can be used as a basis for evaluating and improving the research capacity of higher education institutions in the future.

Discussion

Research trends in the field of Islamic Education Management in Indonesia show significant development during the period 2015–2025, with an annual growth rate of 21.48%. The number of articles increased from only 1 article in 2015 to 26 in 2024. Collaboration is a dominant characteristic, with an average of 3.65 authors per article and 16.82% international contributions. Key topics include the Islamic education system, learning innovation, quality management, and pandemic response. Data visualization identifies "Islamic education" as the central keyword that connects the major themes in the study.

The results of this study reflect the increase in the quality and quantity of publications in the field of Islamic education management, which cannot be separated from the influence of national policies. The Indonesian government, through policies such as mandatory publication for lecturers and students, as well as increasing incentives for research, has created a conducive academic

atmosphere (Nurhadi et al., 2022). This situation shows that reforms in higher education can stimulate scientific growth systematically and measurably. In this context, the Total Quality Management (TQM) model, developed by Deming, is an important framework for improving the quality of education through a sustainable approach based on performance evaluation.

In addition, another reflection that can be drawn is that the topics that emerge describe the response of Islamic education to contemporary challenges, such as the COVID-19 pandemic. This can be seen from the dominance of keywords such as "leadership", "moral education", and "coronavirus disease 2019". Adaptive and value-based responses in the context of the crisis illustrate the strength of Islamic education in maintaining its social relevance. The pandemic has become a significant turning point in compelling the Islamic education system to transition from a traditional model to a more flexible and technology-based approach, which simultaneously reinforces moral values in educational decision-making (Asrori et al., 2025).

In terms of visualization structure (network, overlay, density), the data shows that Islamic education is now more systemically integrated. "Islamic education", as the center of the network, illustrates that all research discourses are closely related to this concept. The integration of technology, data management, and morality reflects a multidimensional approach that aligns with Constructivist theory, which emphasizes the importance of contextual learning experiences (Piaget, 1950; Zhao et al., 2024).

Furthermore, the increasing trend in the number of documents from institutions such as UIN Sunan Kalijaga and UIN Syarif Hidayatullah shows that Islamic campuses have become the main driving force in the development of educational management science. This indicates a shift in role from normative institutions to innovative research centers, supporting findings (Ishaque et al., 2025) that Islamic institutions are now leading the digital and managerial transformation agenda.

Research by Elbanna (2025) confirms that Islamic Education Management research is increasingly moving towards a bibliometric approach and mapping of educational policies. In his study, Elbanna emphasized the importance of network analysis to identify management challenges in Islamic higher education in Indonesia (Elbanna, 2025). However, a study by Affandi & Arifuddin (2025) shows that some research still tends to focus on normative and conceptual dimensions, such as instilling Qur'anic values without being accompanied by strong managerial innovation. This difference in approach highlights the ongoing gap between empirical and conceptual approaches in the study of Islamic education management (Umami et al., 2025). A study by Syaharuddin & Astuti (2024) yields similar results to this analysis, highlighting the importance of leadership and digital systems in enhancing the quality of education in modern Islamic boarding schools. Their mapping employs a bibliometric approach and reveals a similar trend: a shift toward a technology-based education system and data efficiency (Syaharuddin et al., 2024).

These findings have a direct impact on the formulation of Islamic education policies and the development of the curriculum. With the increasing scientific contribution from institutions such as UIN, opportunities are open for synergy between academic research and the implementation of evidence-based policies. This supports the Policy Cycle theory by Bridgman & Davis, which posits that research should be the primary foundation in the process of formulating educational policies. On the other hand, bibliometric visualization opens up new space for thematic mapping and the development of interdisciplinary studies. The adoption of analytical models, such as VOSviewer, enables educational institutions to identify priority research areas and potential cross-institutional collaborations. For example, the close relationship between "learning systems" and "curriculum management" can serve as a reference for improving the design of digital-based Islamic learning. Finally, the global impact is also beginning to appear. The international collaboration rate of 16.82% indicates that Indonesian Islamic education is beginning to integrate into the global research ecosystem. This indicates the glocalization of science, namely the combination of local and global strengths in strengthening Indonesia's position as a productive and progressive center of Islamic science.

CONCLUSION

This study reveals that research on Islamic education management in Indonesia has experienced significant growth between 2015 and 2025, with an average annual increase of 21.48%. The findings highlight that the main themes—Islamic education systems, innovation in learning, quality management, and leadership during crises—are central to the academic discourse. Universities such as UIN Sunan Kalijaga and UIN Syarif Hidayatullah play a dominant role, confirming the importance of higher education institutions in shaping the direction of Islamic education research. Recent trends also reveal a shift toward digitalization, data management, and curriculum integration, reflecting a more modern and adaptive orientation in this field.

For future research, it is recommended that the impact of technology integration and quality management on learning outcomes within Islamic institutions be explored in greater depth. Further studies could also examine the role of international collaboration in enhancing the global visibility of Indonesian Islamic education research. By addressing these areas, future scholarship can contribute not only to academic advancement but also to practical improvements in the management and development of Islamic education.

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