

Mapping Journals and Researcher Contributions in the Realm of Islamic Economic Education: A Bibliometric Review

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ABSTRACT

This bibliometric review provides a systematic analysis of scholarly contributions in the realm of Islamic economic education, a multidisciplinary field that integrates Islamic principles with contemporary economic theory and practice. Drawing upon bibliometric techniques including citation analysis, keyword co-occurrence analysis, and visualization tools, the study identifies prominent journals, highly cited publications, thematic clusters, and emerging trends within Islamic economic education. The findings offer insights into the evolution, impact, and future directions of research in this field, highlighting its significance in promoting economic empowerment and social justice within Islamic societies. Practical implications derived from the analysis inform curriculum development, policy formulation, and strategic planning initiatives, facilitating informed decision-making for academia, policy-makers, and practitioners. Overall, this bibliometric review contributes to advancing knowledge in Islamic economics and underscores its relevance in addressing contemporary socio-economic challenges.

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1. INTRODUCTION

Islamic economic education, as a multidisciplinary field, draws upon diverse intellectual traditions, including Islamic jurisprudence (fiqh), economic theory, and moral philosophy. It seeks to reconcile the principles of Islamic ethics with contemporary economic practices, offering alternative perspectives on issues such as wealth distribution, market regulation, and financial transactions. Rooted in the Quranic injunctions of justice, fairness, and compassion, Islamic economics advocates for an economic system that fosters equitable

distribution of resources and societal well-being.

Islamic economic education in Indonesia is being developed with a multicultural approach to reaffirm the universal values of Islam and adapt them to local values. This approach aims to transform education by providing criticism and addressing the weaknesses of Islamic economic education. It also encourages administrators to instill awareness of multiculturalism and promote inclusive Islamic economics [1]. Islamic education, entrepreneurship, and economics are seen as integral links to address educational

challenges in the era of disruption [2]. However, public knowledge about Islamic economics and Islamic banking in Indonesia is still low, and there is a need for socialization and product offerings from Islamic banks to increase awareness and understanding [3]. Efforts to increase Islamic economic literacy among Muslims, especially millennials, include socialization and face-to-face interactions with students to provide an understanding of Islamic economics from an early age [4]. Islamic economic skills taught in Islamic boarding schools include sewing, handicrafts, agriculture, cooperative management, and creative economic activities, which are implemented through partnerships and independent initiatives [5].

Scholars and practitioners of Islamic economics have long been engaged in a dialogue with mainstream economic theories, seeking to bridge the gap between normative principles and empirical realities. This engagement has led to the development of unique concepts such as Islamic finance, which emphasizes risk-sharing, asset-backing, and avoidance of interest-based transactions (*riba*). Furthermore, the emergence of Islamic economic education as a distinct academic field reflects the increasing demand for knowledge that integrates Islamic values into economic decision-making processes.

The evolution of Islamic economic education has been influenced by historical and contemporary socio-political contexts, including colonial legacies, globalization, and the rise of Islamic finance institutions. In Muslim-majority countries, efforts to Islamize economic education have been part of broader initiatives aimed at cultural revival and national identity formation. Similarly, in Western academic institutions, Islamic economic education has gained traction as scholars and policymakers recognize the relevance of Islamic ethical principles in addressing contemporary economic challenges.

The proliferation of research in Islamic economic education has been facilitated by the establishment of academic

journals dedicated to the field. These journals serve as platforms for scholarly exchange, facilitating the dissemination of research findings, theoretical debates, and practical insights. Moreover, they contribute to the institutionalization of Islamic economic education within academia, providing avenues for rigorous inquiry and intellectual discourse. As the body of literature continues to expand, there arises a need for systematic analysis and synthesis to understand the trajectory of scholarship and identify avenues for future research.

Despite the growing body of literature in Islamic economic education, there remains a need for systematic analysis and mapping of scholarly contributions. The proliferation of journals and research articles necessitates a comprehensive review to identify key themes, influential authors, and the overall landscape of research in this domain. Such an analysis can shed light on the progression of knowledge, gaps in literature, and areas warranting further exploration.

This research aims to conduct a bibliometric review to map journals and researcher contributions in the realm of Islamic economic education. Specifically, the objectives include: (1) Identifying prominent journals publishing research on Islamic economic education, (2) Analyzing patterns of publication output and citation impact within these journals, (3) Analyzing the research trend over year in this field, (4) identification of potential future research topics in this field. This study holds several implications for academia, policy-making, and practice within the domain of Islamic economic education. By offering a comprehensive overview of existing literature and research dynamics, it provides scholars with valuable insights into the evolving landscape of the field. Additionally, policymakers and educators can utilize the findings to inform curriculum development, policy formulation, and strategic planning initiatives. Ultimately, this research contributes to the advancement of knowledge in Islamic economics and facilitates informed decision-making for stakeholders invested in this discipline.

2. LITERATURE REVIEW

Islamic Economic Education encompasses the study of economic principles and practices from the perspective of Islamic teachings, aiming to promote economic empowerment and social justice. This field explores the Qur'anic and traditional Islamic scholarship to address contemporary economic challenges, such as poverty and economic weakness. One research example examines the Qur'anic perspective on economic weakness, highlighting the importance of Zakat (almsgiving) and the government's role in supporting the poor [6]. It identifies two types of economic weakness: natural (e.g., weak resources) and structural (e.g., imbalances of power), and suggests that economic growth should benefit all levels of society, not just the elite [7]. Another study explores the reasons for the popularity of traditional Qur'anic education in Morocco, despite the availability of modern education. It attributes this to economic factors, cultural values, and the role of the Qur'anic teacher in the community. The study also emphasizes the importance of geographical factors in shaping educational choices [8]. Citizenship education in Pakistani schools, while addressing Islamic education, does not always distinguish between the two, leading to exclusionary and passive citizenship. This research suggests that a teacher education program should be developed to prepare students for informed, responsible, and participatory citizenship [9]. These studies

demonstrate the multifaceted nature of Islamic Economic Education, which combines religious teachings with contemporary economic challenges to promote economic empowerment and social justice.

3. METHODS

This research employs a bibliometric approach to systematically review and analyze the scholarly literature in the realm of Islamic economic education. Utilizing bibliometric techniques, including citation analysis and keyword co-occurrence analysis, we will conduct a comprehensive examination of peer-reviewed journal articles related to Islamic economic education. The initial phase involves identifying relevant journals through comprehensive database searches, such as Web of Science, Scopus, and Google Scholar. Subsequently, we will retrieve and compile a dataset comprising metadata of articles published within these journals. Through bibliometric software tools (VOSViewer), we will visualize and analyze patterns of publication output, term networks, term heatmap, and thematic trends. This methodological framework enables us to map the scholarly landscape of Islamic economic education, identify key contributors and research themes, and gain insights into the evolution and dynamics of the field.

4. RESULTS AND DISCUSSION

4.1 Metadata of Articles

Table 1. Citation Metrics

Publication years:	1969-2023
Citation years:	55 (1969-2023)
Papers:	980
Citations:	54883
Cites/year:	985.87
Cites/paper:	55.33
Cites/author:	42112.28
Papers/author:	693.24
Author/paper:	1.82
h-index:	107
g-index:	197
hI,norm:	94

hI,annual	1.71
hA-index	26
Papers with ACC \geq 1,2,5,10,20:	808,624,299,135,45

The table presents bibliometric statistics summarizing the publication and citation dynamics within the realm of Islamic economic education from 1969 to 2023. Over this period, a total of 980 papers were published, accumulating a substantial citation count of 54,883, resulting in an average citation rate of approximately 985.87 citations per year. Each paper, on average, received 55.33 citations, indicative of significant scholarly impact within the field. Notably, the h-index, a measure of both productivity and citation impact, stands at 107, reflecting the presence of a substantial number of highly cited papers. Additionally, the g-index, which accounts for the distribution of citations

across papers, is 197. The hI,norm value, considering the publication period and citation years, is 94, while the hI,annual represents the average annual h-index at 1.71. The hA-index, a measure of the productivity of an author, is 26. Moreover, the table delineates the distribution of papers based on their citation thresholds, indicating the number of papers with accumulated citations greater than or equal to 1, 2, 5, 10, and 20. Overall, these statistics provide valuable insights into the scholarly impact and productivity within the field of Islamic economic education over the specified timeframe.

4.2 Citation Analysis

Table 2. Top Ten

Citation	Author and Year	Title
3268	[10]	Belajar dan pembelajaran
1250	[11]	Islam and the economic challenge
1057	[12]	Towards a just monetary system
970	[13]	The future of economics: An Islamic perspective
920	[14]	Islam
850	[15]	Islam and Mammon: The economic predicaments of Islamism
779	[16]	Women and education in Saudi Arabia: Challenges and achievements.
774	[17]	Putting Islam to work: Education, politics, and religious transformation in Egypt
594	[18]	Handbook of Islamic banking
590	[19]	Critical issues on Islamic banking and financial markets

The list appears to represent the top cited publications within the realm of Islamic economic education, with corresponding citation counts ranging from 3268 to 590. "Belajar dan pembelajaran" stands out as the most cited publication with 3268 citations, followed by "Islam and the economic challenge" with 1250 citations, and "Towards a just monetary system" with 1057 citations. These publications cover a diverse range of topics including Islamic education, economic challenges within Islam, monetary systems,

and the intersection of Islam with economics and politics. Additionally, works such as "Women and education in Saudi Arabia: Challenges and achievements" and "Putting Islam to work: Education, politics, and religious transformation in Egypt" highlight the significance of education in Islamic societies and its role in societal transformation. Furthermore, the inclusion of handbooks and critical analyses on Islamic banking and financial markets underscores the scholarly attention devoted to these

This map depicts how the keywords are interrelated in academic literature or research datasets. In this network map, the points (or "nodes") represent keywords or subjects, and the lines (or "edges") represent relationships or connections between these keywords. Different colors on nodes usually indicate different clusters or groups, indicating related topics within the research corpus. Based on the visualization, several main clusters can be identified.

1. Red Cluster: Focuses on "Islamic society" and is related to concepts such as "economic system," "Islamic banking," and "economic growth." This cluster is likely associated with studies on the economic principles in Islam and their applications in banking and economic growth.
2. Green Cluster: Concentrates on "Islamic education," with keywords such as "higher education," "Islamic value," and "educational institution." This cluster can be interpreted as a focus on education within the context of Islam, encompassing values, teaching methods, and educational institutions.
3. Blue Cluster: Possibly focuses on the theoretical or methodological aspects of Islamic economics, with keywords such as "literature," "foundation," and "discipline." This cluster may include studies on the theoretical foundations and research methodologies in Islamic economics.
4. Purple Cluster: Appears to focus on the historical and temporal aspects of Islamic economics, given the presence of keywords such as "history," "year," and "area." This cluster may explore how Islamic economics has evolved throughout history and its regional variations. The connection with "literature" suggests that this cluster may also be related to the study of historical literature and literary criticism in the context of Islamic economics.
5. Yellow Cluster: This cluster is related to the "economic system" and

educational elements such as "teaching" and "educational institution," and also includes "strategy." It indicates a focus on how the Islamic economic system is taught and the strategies used in education to convey the values and principles of Islamic economics.

6. Orange Cluster: With keywords like "Islamic banking," "awareness," and "attitude," this cluster appears to focus on society's perceptions and awareness of Islamic financial institutions. It may indicate research on how Islamic banking is perceived and accepted in society, as well as consumer attitudes toward Islamic financial products and services.

4.5 Trend Analysis

The VOSviewer map shows the interconnections between various terms, with the different colors likely representing different years or periods in the research. In the bottom right corner of the image, there appears to be a timeline or legend indicating changes over time, represented by a color gradient from yellow to blue. This gradient suggests that the terms closer to the yellow end of the spectrum are associated with earlier years in the dataset, while those closer to the blue end are associated with more recent years.

1. Earlier Years (Blue): Keywords associated with the blue end of the color spectrum would represent the topics that were prevalent or emerging in the earlier years of the dataset. This could include foundational terms and concepts within Islamic economics and education that set the stage for later developments. A movement towards practical application, with terms like "Islamic banking" and "economic system" suggesting a focus on implementing Islamic economic principles in real-world financial systems.
2. Middle Years (Green): As the colors shift towards green, this might indicate the evolution of the field with

- new themes and research questions becoming prominent. During this period, there may have been a focus on integrating Islamic principles with contemporary economic practices and educational strategies. An increased emphasis on the intersection of economics and education, as evidenced by terms like "Islamic education," indicating a trend towards understanding and developing educational frameworks based on Islamic economic principles.
3. Recent Years (Blue): The keywords near the yellow end are likely indicative of the most recent trends and shifts in research focus. This could reflect a maturation of the field, where specific areas such as Islamic banking have become more defined, or it could highlight new areas of interest and application in the broader economic and educational contexts. The appearance of terms like "strategy," "awareness," and "attitude" in later periods may signal a shift towards understanding how Islamic economic principles are perceived and accepted by the broader community, as well as the strategies used to promote them.

4.6 Density Visualization

The map uses color intensity to represent the density of connections or the frequency of occurrence; areas of higher density are shown with brighter colors (usually yellow to red), indicating these topics are more frequently discussed or are central in the literature. Conversely, areas with lower light or color intensity (usually green to blue) suggest less frequent discussion or a peripheral position in the field. Potential future research topics often lie in these less saturated areas, as they may represent emerging trends, gaps in the literature, or underexplored areas that could benefit from further investigation. Less bright areas contain terms like "islamization", "science", "student", "value", and "attitude", here are

some potential research topics that could be derived:

1. Islamization and Modern Science: An exploration of how Islamic principles can be harmonized with contemporary scientific research and technological advancement.
2. Student Perceptions of Islamic Economic Principles: Researching how students in educational institutions perceive and value Islamic economic concepts, and how these perceptions influence their economic behavior.
3. Value Framework in Islamic Economics: Developing a deeper understanding of the value systems inherent in Islamic economics and how they contrast or complement modern economic theories.
4. Attitudes towards Islamic Banking: Investigating the attitudes of various demographics towards Islamic banking to understand the potential for market expansion or product development.

Practical Implication

Based on the results obtained from the bibliometric review in the realm of Islamic economic education, several practical implications can be discerned. Firstly, the identification of prominent journals and highly cited publications provides valuable guidance for scholars, policymakers, and educators interested in the field. These resources serve as focal points for accessing authoritative research and staying updated on the latest developments. Secondly, the thematic analysis and trend visualization offer insights into emerging research areas and evolving priorities within Islamic economic education. This information can inform curriculum design, research agendas, and policy interventions aimed at promoting economic empowerment and social justice in Islamic societies. Additionally, the density visualization highlights potential research gaps and underexplored topics, signaling opportunities for further inquiry and interdisciplinary collaboration. Overall, the

findings of this bibliometric review contribute to the advancement of knowledge in Islamic economics and offer actionable insights for stakeholders invested in the theory and practice of Islamic economic education.

5. CONCLUSION

In conclusion, this bibliometric review has provided a comprehensive analysis of scholarly contributions within the realm of Islamic economic education. Through the examination of publication and citation dynamics, identification of prominent journals and highly cited publications, thematic analysis, trend visualization, and density visualization, key insights have been garnered regarding the evolution, impact, and future directions of research in this field. The findings underscore the significance of Islamic economic education as a

multidisciplinary domain that integrates Islamic principles with contemporary economic theory and practice, aiming to promote economic empowerment and social justice. Moreover, the practical implications derived from this review offer actionable guidance for academia, policy-making, and practice, facilitating informed decision-making and strategic planning initiatives. Moving forward, continued engagement with interdisciplinary approaches, exploration of emerging research themes, and collaboration across academic, policy, and practitioner domains will be essential for advancing knowledge and addressing socio-economic challenges within Islamic economies. Overall, this bibliometric review contributes to a deeper understanding of the scholarly landscape in Islamic economic education and underscores its relevance in shaping a more equitable and sustainable economic future.

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