

# Bibliometric Study of Multicultural-based Islamic Education Learning Models in Public Schools

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## ABSTRACT

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This bibliometric analysis explores the evolving landscape of Islamic education research, emphasizing the integration of traditional Islamic values with modern educational technologies and methodologies. Utilizing VOSviewer, the study analyzes key themes and trends in the literature from 2016 to 2021, highlighting a significant shift towards student-centered learning, the application of digital tools, and the response to global challenges such as the COVID-19 pandemic. The findings reveal a robust engagement with both traditional elements of Islamic education and contemporary pedagogical practices, demonstrating a dynamic field that is adapting to meet the needs of diverse, modern student populations. The analysis also identifies future research directions, including the empirical assessment of technology integration in Islamic education, the promotion of intercultural competence, and the enhancement of student well-being.

*Keywords:* Islamic Education, Modern Pedagogies, Covid-19, Student-Centered Learning, Bibliometric Analysis

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## 1. INTRODUCTION

The concept of multicultural education in public schools is increasingly pertinent in today's globalized world, where cultural diversity and inclusivity are at the forefront of educational discourse. This holds especially true in the context of Islamic education, which is often perceived through a monocultural lens, despite its potential to address diverse cultural settings. A bibliometric study of multicultural-based Islamic education learning models in public schools is therefore essential to understand the landscape of research in this field, identifying trends, gaps, and the evolution of discourse over time. This introduction sets the stage for such a study by outlining the significance of multicultural education in Islamic contexts, the relevance of bibliometric analysis, and the specific focus on public schools.

Multicultural education is fundamentally about recognizing, integrating, and celebrating diverse cultural perspectives within educational systems to promote equality and respect among all students. In Islamic education, this approach is not only about accommodating diversity within the faith but also about embracing the broader societal diversity in which Muslim students live. [1] defines multicultural education as a reform process that incorporates the idea of inclusivity in teaching and learning, which is crucial in public schools that serve a heterogeneous population [2].

In Islamic education, especially in public schools, integrating multicultural principles can help bridge gaps between different community groups, fostering a more harmonious coexistence. This integration is supported by the principles of Islam itself, which emphasizes respect and understanding for all people, regardless of their cultural or religious backgrounds [3]. The approach can shift traditional Islamic education from its often perceived rigid frameworks to more dynamic models that are responsive to multicultural student bodies.

Bibliometric analysis serves as a powerful tool to map out the existing academic terrain and to visualize the impact and development of research over time [4]. By analyzing patterns of

publication, citation networks, and thematic concentrations, bibliometric studies can offer insights into the maturity and focus areas of a research field. For the subject of Islamic education in multicultural contexts, such an analysis is invaluable as it can highlight how the discourse has shifted and expanded in response to global educational needs and cultural dynamics. The use of bibliometric methods allows researchers to quantify the contributions of different scholars, countries, and institutions, thus providing a macroscopic view of the intellectual landscape. This is particularly relevant for policymakers, educators, and researchers who are involved in curriculum design and pedagogical strategies, as it helps them understand which areas have been well-covered and which require further exploration and emphasis.

The focus on public schools is strategic, given their role as primary venues for educational democratization and social integration. Public schools are where children from various backgrounds come together, and where the principles of multicultural education can potentially have the greatest impact. According to [5], public schools have the responsibility to cultivate an educational environment that acknowledges and respects diversity while promoting equal opportunities for all students. Islamic education in public schools, when imbued with multicultural education principles, can serve as a model for inclusive education that respects and celebrates religious and cultural differences. This is crucial in preventing the marginalization of Muslim students in predominantly non-Muslim countries and in supporting the integration of various Muslim communities within Muslim-majority countries. Furthermore, exploring how Islamic education can be taught through a multicultural lens in these settings can provide valuable lessons for educational systems worldwide on integrating religious education with multicultural education principles.

This bibliometric study aims to fill a critical gap in the existing literature by systematically reviewing how multicultural-based Islamic education models are being integrated and discussed in public schools. Through this analysis, the study will uncover the thematic structures, key contributors, and potential research trajectories that could inform future educational practices and policy-making.

## 2. LITERATURE REVIEW

### 2.1 *Multicultural Education Theory*

Multicultural education is an established field that addresses educational strategies developed to assist students from diverse racial, ethnic, and social-class groups to experience educational equality. James A. Banks, one of the foremost scholars in this domain, identifies content integration, the knowledge construction process, prejudice reduction, equity pedagogy, and empowering school culture and social structure as the key components of multicultural education [6]. These components are essential in evaluating the effectiveness of multicultural education practices within any curriculum, including Islamic education.

[7] argue that multicultural education is not just about adding diverse content but transforming the educational process to increase achievement for all students regardless of their background. This transformation involves a curriculum that acknowledges and utilizes cultural diversity for the educational benefit of the students. This perspective is crucial in understanding how Islamic education can be adapted to serve multicultural populations in public schools.

## 2.2 *Islamic Education and Multicultural Competence*

Islamic education traditionally focuses on the teachings of the Quran and Hadith, with an emphasis on moral and ethical development. However, as Muslim populations become increasingly diverse, there is a growing need to adapt these educational practices to multicultural settings. [8] explores how Islamic schools have begun incorporating multicultural education principles to better serve their diverse student bodies, promoting an understanding that extends beyond religious teachings to encompass cultural respect and competence [9]. [10] discuss the concept of 'deliberative pedagogy' in Islamic education, which promotes critical thinking and reflection about one's own beliefs and those of others. This approach is aligned with multicultural educational practices that encourage dialogue and understanding among diverse student groups [8].

## 2.3 *Integration of Multicultural Education in Public Schools*

The integration of multicultural education in public schools, particularly those with significant Muslim populations, involves both curricular and extracurricular strategies. [7] examine how schools in multicultural environments use Islamic education as a platform for promoting cultural diversity and mutual respect among students of different backgrounds. They find that effective programs are those that integrate Islamic teachings with global cultural awareness, thus preparing students to function as competent and informed citizens in a multicultural society. In contrast, [6] critiques the approach taken by some public schools, which he perceives as tokenistic and superficial in addressing the real challenges of multicultural integration. He calls for a more profound and genuine approach to multicultural education in Islamic contexts, one that goes beyond mere celebration of cultural differences.

## 2.4 *Empirical Studies on Multicultural Islamic Education*

Empirical research in this area often focuses on specific case studies that highlight the challenges and successes of implementing multicultural Islamic education programs. For example, [11] conducted a qualitative study in Canadian public schools that introduced Islamic education programs, finding that these programs not only helped Muslim students feel more included but also educated non-Muslim students about Islam, reducing misconceptions and fostering a school-wide atmosphere of inclusiveness. Similarly, [12] investigates the role of Islamic education in fostering multicultural understanding in Saudi public schools. The study highlights the potential of Islamic education to contribute positively to multicultural education, provided it is implemented in a way that respects both Islamic principles and the multicultural ethos of the educational environment.

## 3. METHODS

This study employs a bibliometric analysis to examine the scholarly landscape surrounding multicultural-based Islamic education in public schools. We systematically collected data from Scopus, focusing on publications from 2000 to 2024. The selection criteria were based on keywords such as "multicultural education," "Islamic education," "public schools," and "bibliometric analysis." This was followed by data cleaning to remove duplicates and non-relevant entries. Using bibliometric software, VOSviewer, we conducted keyword co-occurrence analyses to identify the

emerging trends in the field. The study also mapped out the thematic clusters and tracked the evolution of the research over the designated period.

#### 4. RESULTS AND DISCUSSION

##### 4.1 Keyword Co-Occurrence Network

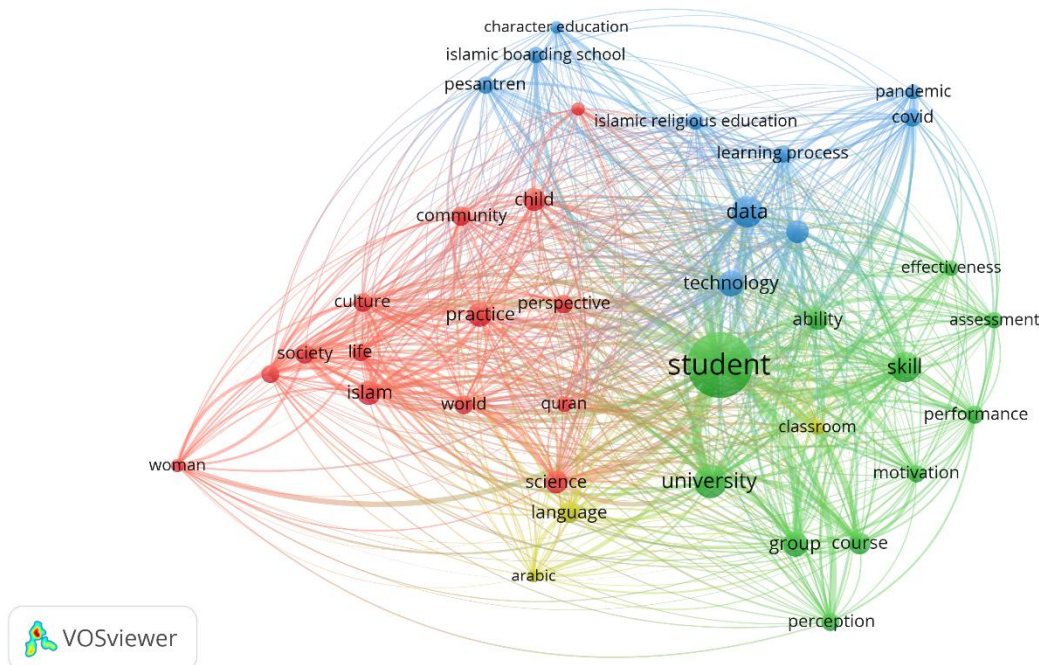


Figure 1. Network Visualization  
 Source: Data Analysis Result, 2024

This VOSviewer visualization represents a bibliometric network analysis focusing on the field of Islamic education. The network is structured into three main clusters, each distinguished by a different color: red, green, and blue, which likely represent thematic focuses within the broader topic of Islamic education. The size of each node (word) in the network indicates the frequency of the term's appearance in the literature, while the lines connecting the nodes indicate the strength of the relationship between terms, suggesting how often they are mentioned together in the literature.

The red cluster predominantly contains terms like "Islam," "culture," "society," "woman," and "Quran." This cluster appears to focus on the socio-cultural and religious aspects of Islamic education, discussing the integration of Islamic teachings with cultural practices and societal norms. The presence of the term "woman" suggests a significant focus on gender issues within this context, examining how Islamic education addresses or integrates female perspectives and issues related to women in Islamic societies. The green cluster focuses on the pedagogical and academic aspects of Islamic education, as indicated by terms such as "student," "university," "skill," "classroom," and "performance." This cluster likely explores how Islamic education is implemented in academic settings, including discussions on curriculum design, teaching methods, and assessment of student performance. The presence of terms like "skill" and "motivation" suggests an emphasis on educational outcomes and how Islamic education influences student engagement and learning processes. The blue cluster includes terms like "pandemic," "covid," "data," "technology," and "learning process," indicating a focus on recent shifts in educational strategies due to external factors like the COVID-19 pandemic. This cluster might analyze how Islamic education has adapted to online and blended learning environments, the role of technology in educational delivery, and the impact of these changes on the learning process during the pandemic.

Overall, this visualization provides a comprehensive overview of the current research landscape in Islamic education, highlighting the diverse themes ranging from socio-cultural discussions to practical pedagogical approaches and the impact of global events like the pandemic on educational practices. This network analysis can help researchers identify key areas of interest and gaps in the literature, guiding future research directions in the field of Islamic education.

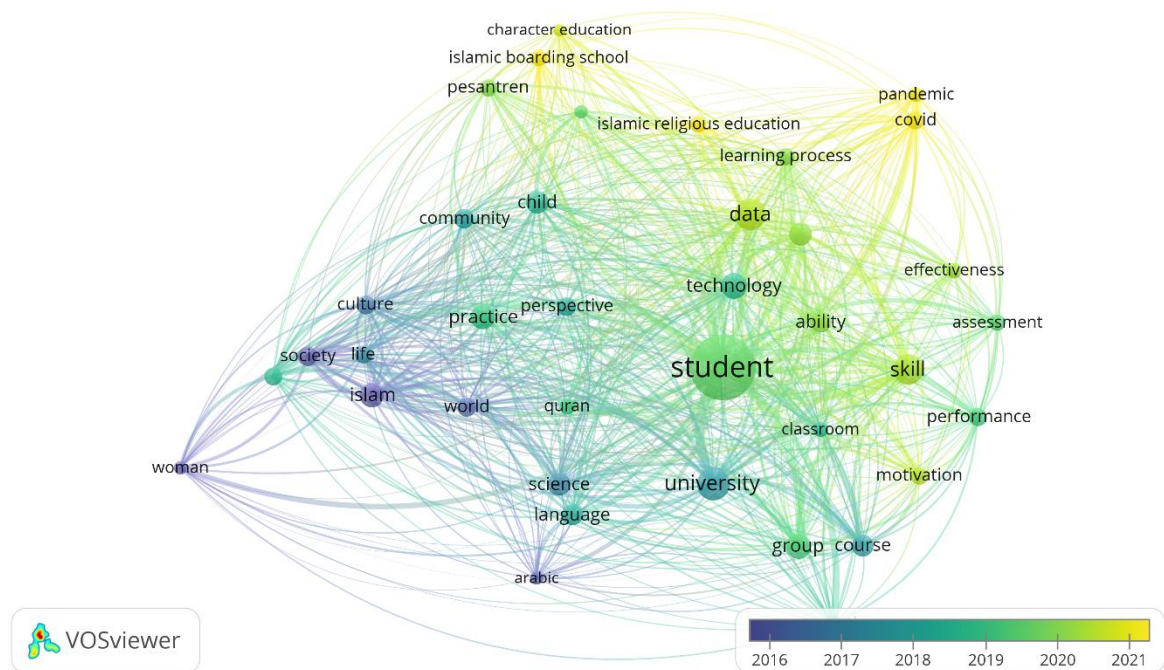


Figure 2. Overlay Visualization

Source: Data Analysis Result, 2024

This second VOSviewer visualization incorporates a temporal dimension, represented by the color gradient from blue to yellow, spanning the years 2016 to 2021. This gradient allows us to observe the evolution and shifting focus of research topics within Islamic education over time. The color-coded timeline suggests a progression in research themes, where earlier years may have focused more on foundational topics such as "Islam," "culture," and "society," indicated by the bluer tones in the visualization, while more recent years have shifted towards topics like "pandemic," "data," and "technology," highlighted in yellow.

The central nodes such as "student," "technology," "data," and "learning process" suggest that recent scholarly attention has pivoted towards understanding the impact of technology and data analytics on the learning processes within Islamic education, especially under the constraints imposed by the COVID-19 pandemic. This shift indicates a growing interest in how educational practices can be adapted to unforeseen challenges through digital means, ensuring continuity and effectiveness in student learning. The connectivity between these nodes and others related to "skill," "performance," and "assessment" emphasizes an integrated approach to evaluating and enhancing the educational experiences of students in Islamic settings.

Furthermore, the periphery of the visualization highlights the consistent importance of cultural and societal contexts ("culture," "society," "woman") in Islamic educational research, while simultaneously showing a strong linkage to practical applications in newer educational technologies. This dual focus reflects an academic acknowledgment of the need to balance traditional Islamic educational values with modern pedagogical techniques and tools. The visualization not only maps out the landscape of Islamic education research but also underscores the dynamic nature of this field,



which continues to evolve in response to both internal religious and cultural factors and external societal changes.

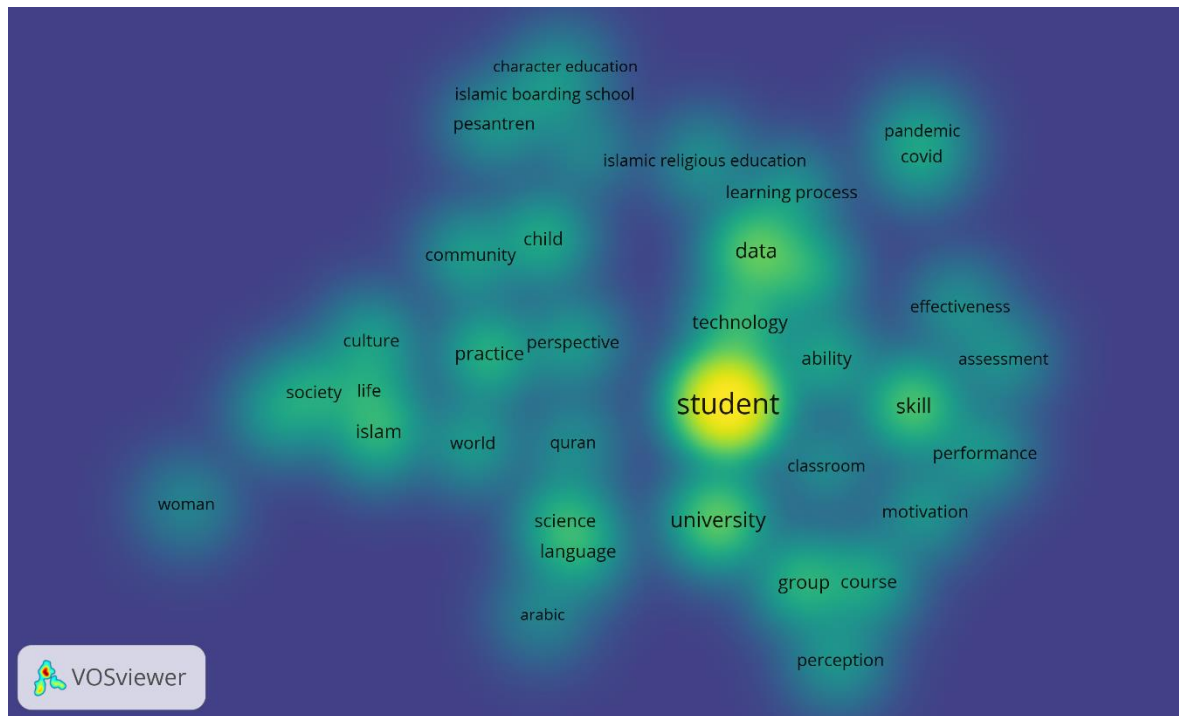


Figure 3. Density Visualization  
 Source: Data Analysis Result, 2024

This VOSviewer visualization portrays a thematic mapping of key topics in Islamic education, with a distinct color gradient that merges from green, representing traditional and foundational aspects, to blue, signifying modern and technological facets of educational research. Central to the map is the term "student," highlighting the student-centric focus of current research within Islamic education. Surrounding this central node are various interconnected terms like "university," "skill," "performance," "classroom," and "motivation," which indicate a strong emphasis on the educational environment, learning outcomes, and the methodologies employed to enhance student engagement and achievement. The green to blue gradient illustrates a seamless integration of traditional elements like "culture," "Islam," "society," and "Quran" with more contemporary educational themes such as "technology," "data," "effectiveness," and "assessment." This suggests that the field of Islamic education is not only rooted in its cultural and religious principles but is also progressively embracing modern educational technologies and methodologies. The placement of terms like "pandemic" and "covid" near the blue end of the spectrum reflects the recent focus on adaptive strategies in response to global challenges, emphasizing the resilience and adaptability of Islamic educational institutions and practices in maintaining continuity and quality of education amidst disruptions.

#### 4.2 Citation Analysis

Table 2. The Most Impactful Literatures

Citations	Authors and year	Title	Contributions
200	[13]	Effects of traditional, blended and e-learning on students' achievement in higher education	This study evaluates the comparative effectiveness of traditional, blended, and e-learning environments on student achievement in higher education,

Citations	Authors and year	Title	Contributions
			providing insights into how different teaching methodologies impact learning outcomes.
103	[14]	Educational leadership: An Islamic perspective	Explores educational leadership from an Islamic perspective, discussing how Islamic principles can inform effective leadership practices in educational settings.
96	[15]	Women, empowerment and development in arab gulf states: A critical appraisal of governance, culture and national human resource development (hrd) frameworks	Explores educational leadership from an Islamic perspective, discussing how Islamic principles can inform effective leadership practices in educational settings.
87	[16]	The reliance on unclaimed cadavers for anatomical teaching by medical schools in Africa	Investigates the dependence of medical schools in Africa on unclaimed cadavers for anatomical studies, highlighting ethical, educational, and logistical issues.
78	[17]	Schooling Islam: The culture and politics of modern muslim education	Analyzes the interplay between culture, politics, and education in Muslim contexts, discussing how modern Muslim educational practices are influenced by cultural and political dynamics.
75	[18]	Behind the veil: women-only entrepreneurship training in Pakistan	Details the outcomes of women-only entrepreneurial training programs in Pakistan, evaluating their effectiveness in empowering women behind the cultural veil.
72	[19]	So Near, So Far: Four Decades of Health Policy Reforms in Iran, Achievements and Challenges	Reviews four decades of health policy reforms in Iran, discussing the achievements and challenges faced in the health sector's evolution toward improved systems.
72	[20]	Mobile applications' impact on student performance and satisfaction	Assesses the impact of mobile applications on student performance and satisfaction, providing evidence of how mobile technology can influence educational outcomes.
66	[21]	The Impact of Collaborative Learning on Learners' Critical Thinking Skills	Examines the effect of collaborative learning strategies on enhancing critical thinking skills among learners, offering insights into pedagogical strategies that foster critical engagement.
63	[22]	Al-Zarnūjī's Concept of Knowledge ('Ilm)	Discusses Al-Zarnūjī's concept of knowledge ('Ilm) within Islamic educational philosophy, highlighting its relevance and application in contemporary Islamic education.

Source: Publish or Perish Output, 2024

## Discussion

### 1. Integration of Tradition and Modernity

The central positioning of "student" in the visualization underscores a shifting paradigm in Islamic education, where the focus increasingly leans towards student-centered learning. This aligns with contemporary educational theories that emphasize personalized learning experiences, which cater to individual learning styles and needs. The connection of "student" with terms like "skill," "performance," "motivation," and "classroom" reflects an ongoing dialogue within Islamic education to enhance both the cognitive and affective domains of learning. Further, the co-occurrence of traditional terms such as "Islam," "Quran," and "culture" with modern educational constructs like "technology," "data," and "assessment" suggests a significant cross-pollination between enduring religious values and cutting-edge educational practices. This synthesis indicates that Islamic educational institutions are not only preserving traditional teachings but are also making them relevant to contemporary societal needs and technological landscapes. For example, the integration of digital tools and data analytics into Islamic teaching methods could be seen as an endeavor to improve educational delivery and outcomes while still grounding the learning in Islamic principles.

## **2. Response to Global Challenges**

The prominence of terms like "pandemic" and "covid" in recent years highlights the responsive nature of Islamic education to external crises. The pandemic has necessitated a rapid shift to online and blended learning environments, which Islamic educational researchers have critically engaged with. This shift is reflected in the growing discourse around the "learning process" and the "effectiveness" of new modalities of teaching, such as e-learning platforms and virtual classrooms. The research seems to focus not just on the transition itself but on optimizing these environments to ensure they are effective and accessible, while still supportive of the spiritual and community-oriented aspects of Islamic education.

This adaptation extends beyond mere survival of traditional education systems; it represents a transformative opportunity for Islamic education to harness technology not only for broader reach but also for deeper, more impactful learning experiences. The ongoing research into "data" and "technology" within the Islamic educational context is pivotal, as it could inform the development of tailored educational technologies that respect cultural and religious sensitivities while enhancing learning processes.

## **3. Pedagogical Innovations**

The analysis also shows a robust linkage between "university," "skill," and "performance," pointing towards a growing emphasis on higher education and professional preparedness within the Islamic educational framework. This could be indicative of a broader trend where Islamic education is not only seen as a means of religious instruction but also as a comprehensive system that prepares students for competitive and diverse professional environments. Moreover, the focus on "motivation" and "perception" within the research suggests an increased awareness of the psychological and subjective dimensions of learning. Understanding what motivates students in Islamic educational settings and how they perceive their educational experiences are crucial for developing effective educational strategies that enhance both academic and religious outcomes.

## **4. Future Directions**

Considering the trends and gaps identified through this bibliometric study, several avenues for future research emerge. First, there is a need for more empirical studies that examine the long-term impacts of integrating technology with traditional Islamic education. Such studies could help refine digital pedagogical tools and strategies to better serve the unique needs of Muslim learners around the globe. Second, as the world increasingly embraces intercultural interactions, further research is needed to explore how Islamic education can promote intercultural competence and understanding. This is particularly relevant in multicultural societies where Muslims live alongside many other ethnic and religious groups. Lastly, the emotional and psychological well-being of



students in Islamic schools during times of crisis, such as the COVID-19 pandemic, remains an under-explored area. Research could focus on the development of supportive pastoral care practices and mental health resources that align with Islamic teachings and values.

## CONCLUSION

The bibliometric visualization has effectively mapped the dynamic field of Islamic education, highlighting its evolution from traditional religious teachings to a more holistic educational approach that incorporates modern pedagogical techniques and responds proactively to global challenges. This study not only contributes to academic discourse by identifying current trends and gaps but also provides a strategic direction for future research to enhance the relevance and impact of Islamic education in a rapidly changing world.

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