Tracing the Path of Islamic Education Boarding School Research: a Bibliometric Analysis

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Abstract

This study aims to determine the mapping of the development and direction of Islamic Education Boarding School research on publications indexed by Scopus. This study used bibliometric analysis techniques to explore all publications indexed in Scopus' Islamic Education Boarding School database from 1990 to 2023. The data obtained were analyzed using Excel and R/R-Studio. VOSviewer analyzes the simultaneous occurrence of keywords and document citations visually. The author found 209 publications that fit the function, subject, and criteria set. The results of this study show an annual growth rate of 7.54%, with the most publications on Islamic Education Boarding School in 2022. Indonesia is the country that contributes the most publications with affiliations from the State University of Malang. Setyosari, P. became the most prolific writer on the theme of Islamic Education Boarding School.

Keywords: Islamic Education, Islamic Boarding School, Character Education, Students, Indonesia

Introduction

Education is a conscious and planned effort to create a learning atmosphere and learning process in students actively developing their potential to have religious and spiritual strength, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state (Hamid, 2012; Karl Haden et al., 2016). Islamic education is an effort to develop or invite humans to live a life based on high and noble values in order to form a perfect person, both related to reason, feelings, and actions (Dekawati, 2022; Izfanna & Hisyam, 2012; Kosim et al., 2023). Islam is one religion that pays great attention to education because studying is an obligation for every Muslim (Indra et al., 2022). The Islamic education system in Indonesia consists of schools (Fachmi et al., 2019), madrasahs (Setyosari & Kamdi, 2021), and Islamic boarding schools (Nurwidyaningrum et al., 2022).

The form of the Islamic education system that is considered very effective in character building is the Islamic boarding school (Izfanna & Hisyam, 2012; Jubba et al., 2021). Islamic boarding schools are Islamic educational institutions that have a dormitory or cottage system, where the central figure is Kyai, the center of activities that animate it is the mosque, and Islamic religious teaching is guided by Kyai, which is followed by the students (Hastasari et al., 2022; Hudzaifah et al., 2021; Lopes et al., 2021). Islamic boarding schools are known as very effective character building because students are not only required to focus on the material (Hidayati et al., 2022; Mujahid, 2021). However, it also applies the knowledge gained in everyday life, including sincerity, simplicity, ukhuwah Islamiyah, and independence (Thalib et al., 2016). In addition, there is also moral education based on "kitabul 'adab" which discusses the personality practiced by the Rasulullah saw (Ardiansyah & Azani, 2022).

The term related to character building is moral behavior, which means the application of character in students' daily lives through the intervention of scheduled and strictly planned activities, from waking up to going back to sleep (Ilyas & Sibuea, 2019). Where the activities of the students are carried out repeatedly so that students are accustomed to behaving well (Bujuri et al., 2023). In addition, there is an Islamic boarding school environment that has values and norms that always accompany students to do good things because if anyone violates them, sanctions or punishments will be imposed on the students (Izfanna & Hisyam, 2012; Setyosari et al., 2021). Character building through studying Qur'anic exegesis, reading the Qur'an, praying tahajud, patience, and earnestly in the way of Allah (Azizah, 2021).

This study aims to determine the development and direction of Islamic education boarding school research in publications indexed by the Scopus database from 1990 - 2023. The year 1990 was chosen as the starting year based on the findings in the Scopus database that the first publication on Islamic education boarding schools was found in that year.

Previous Research

In the field of Islamic education research by (Fitri & Ondeng, 2022) mengungkapkan bahwa pondok pesantren merupakan salah satu lembaga pendidikan berbasis islam yang terdapat di Indonesia, yang memiliki sistem asrama atau pondok. Teaching and learning activities teach various Islamic religious sciences and play many roles in moral and moral education (character) for the students. In addition, the Islamic boarding school institution is also the oldest Islamic institution in Indonesian history and plays a significant role in the sustainability process of national education.

In character building in Baitul Burhan Islamic boarding school Karawang research by (Ramdani et al., 2021) During the COVID-19 pandemic, it was implemented by getting used to praying in congregation, setting an excellent example in daily life. This is evidenced by good student interaction, including Respect for ustadz, teachers, and fellow students, good manners, and gentle words in everyday life. However, there are obstacles in forming student character, namely internal factors from the innate family and the emergence of laziness and boredom. External factors are technological advances, the environment, and the behavior of students who are challenging to manage.

The character cultivation method applied to the Barokah pesantren research by (Putri et al., 2022) Includes studying the Qur'an, habituating the Sunah fast, tahajud prayer, dhuha prayer, advice in class, moral formation, example or setting a good example and enforcing regulations accompanied by sanctions. The cultivation of character for the students is religious, discipline, tolerance, honesty, creativity, democracy, hard work, mutual respect, and social and environmental care. This character value is obtained through the character cultivation method applied in the Barokah Islamic boarding school.

From previous research on Islamic education boarding schools, bibliometric analysis research methods have yet to be used to map scientific publications in various fields.

Research Method

Method In this study, bibliometric analytic approaches were applied (M. Apriantoro et al., 2023; M. S. Apriantoro, 2023; M. S. Apriantoro et al., 2022; M. S. Apriantoro, Iskandar, et al., 2023; M. S. Apriantoro, Maheswari, et al., 2023; M. S. Apriantoro & Wijayanti, 2022). The data was acquired by combing through the Scopus database with a Boolean search engine between 1990 and 2023. The search will take place on July 21, 2023, at 11:00 a.m. To analyse citations, document content, and networking, researchers used R and Rstudio, VosViewer, and Microsoft Excel tools. When processing datasets, researchers go through three stages.

In the first stage, researchers will conduct a literature review on related themes to ensure relevant research is carried out with bibliometric topics. In addition, the literature review helps determine appropriate keywords and is considered to represent the scope of research.

In the second stage, researchers used boolean operators (TITLE-ABS-KEY (islamic AND education) AND TITLE-ABS-KEY (boarding AND school) to search Scopus that yielded 209 (non-filtered) documents. Furthermore, filtration was carried out with boolean operators (LIMIT-TO (DOCTYPE, "ar") AND (LIMIT-TO (LANGUAGE, "English") to limit only articles as document types, document sources only journals only English articles, resulting in 142 final documents.

In the third stage, analysis is carried out on the final document search using Scopus analyzer and R and Rstudio to find the number of documents per year, documents by journal, author, affiliation, country, and subject/field. Furthermore, the document network level was analyzed with visualization through VOSviewer and Microsoft Excel data processing.
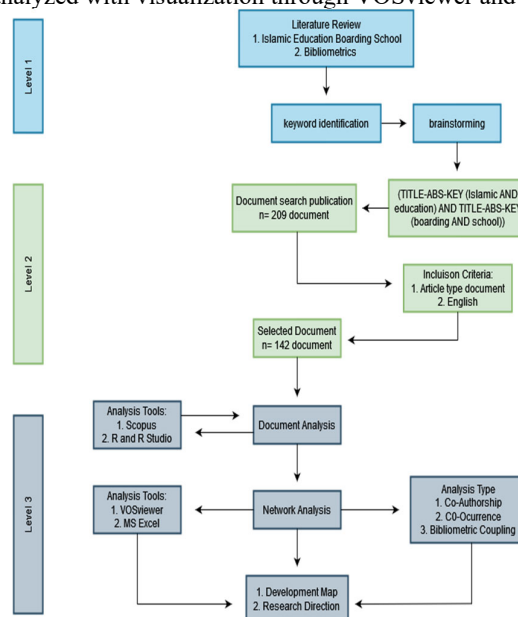

Figure 1. Research Flow Diagram

Results and Discussion

Document Analysis

Table 1 provides an overview of the 209 documents collected over 33 years. Includes 467 authors, 29 single authors, 13.38% international authorship collaboration, 5436 references with an average citation per document of 4.021.

Table 1. Islamic Education Boarding School

Description	Results
MAIN INFORMATION ABOUT DATA	
Timespan	1990:2023
Sources (Journals, Books, etc)	104
Documents	142
Annual Growth Rate %	7.54
Document Average Age	3,73
Average citations per doc	4,021
References	5436
DOCUMENT CONTENTS	
Keywords Plus (ID)	184
Author's Keywords (DE)	428
AUTHORS	
Authors	467
Authors of single-authored docs	29
AUTHORS COLLABORATION	
Single-authored docs	29
Co-Authors per Doc	3.57
International co-authorships %	13.38
DOCUMENT TYPES	
Article	142

Document by Year

Figure 2 shows the progress of publications on the Islamic Education Boarding School theme from 1990 to 2023. Documents first appeared in 1990 with a total of 1 document and stagnated at the beginning of data from 1990 to 2011. Then, it increased in 2012 with a total of 4 documents. However, it experienced a decline again in 2012-2015. Islamic Education Boarding School documents experienced a peak increase in publications in 2022, with 32 documents.
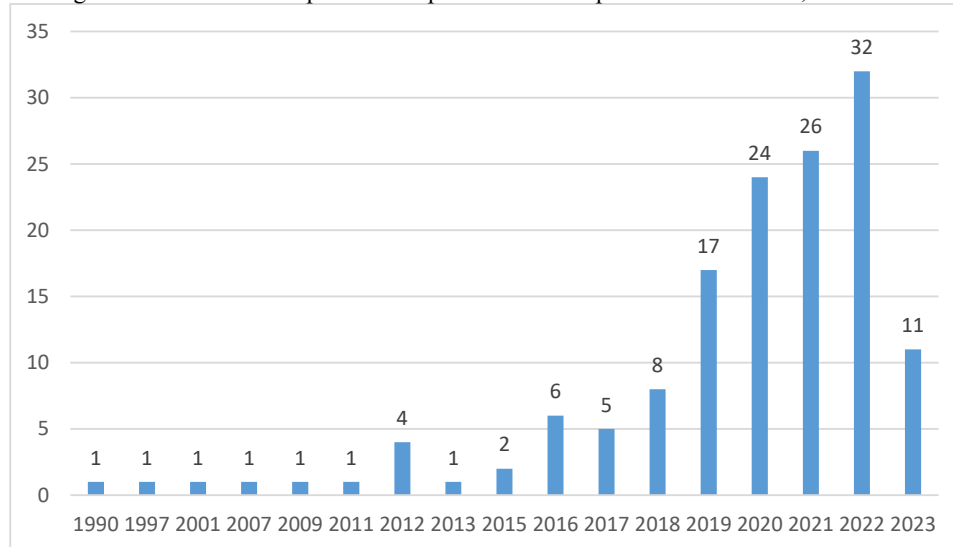

Figure 2. Development of Publications by Year

Most Relevant Authors

Figure 3 shows the 10 most influential authors in publications on Islamic Education Boarding School. Setyosari, P. led with four publications, followed by Ashhar, A.H., Aziz, A., Cholil, A., Degeng, I.N.S, and other authors with the same number of publication documents, 2 documents.
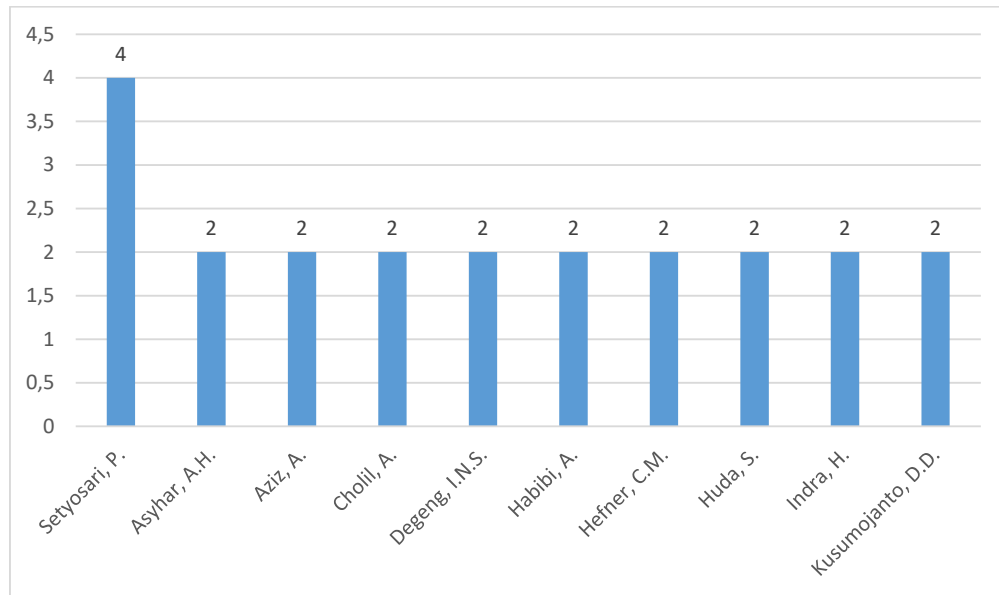
Figure 3. Most Influential Authors

Document by Affiliation

Figure 4 shows the 10 most influential affiliates in publications on Islamic Education Boarding School. The University of Malang led the publication with a total of 14 documents. This was then followed by the second and third places, namely, Ar-Raniry State Islamic University and Sunan Gunung Djati UIN, with a total of 7 documents. For the fourth order from outside Indonesia, namely Universiti Malaya, with a total of 6 documents. Moreover the last one is Gajah Mada University, with 5 documents.
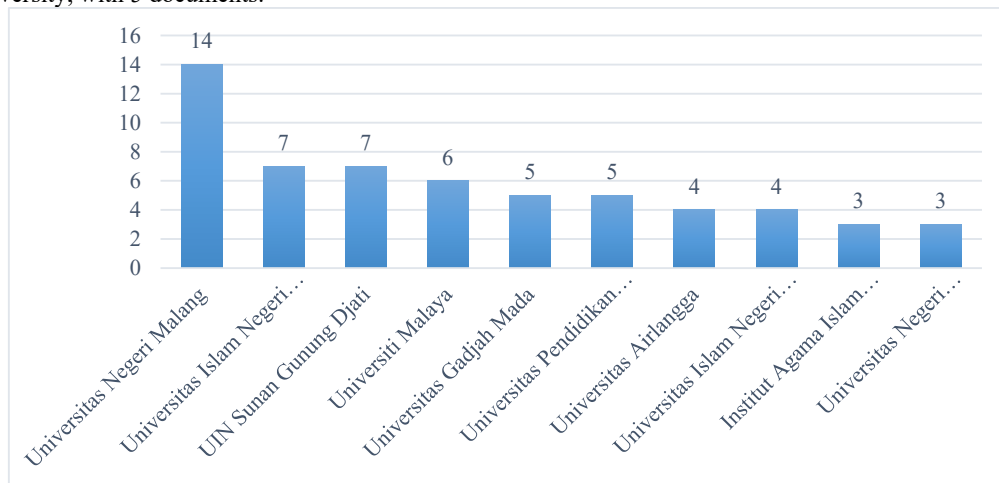

Figure 4. Most Influential Affiliates

Documents by Country

Figure 5 shows a country-based publication on the Islamic Education Boarding School theme. The Indonesian state led the publication with 129 documents, while Malaysia followed with 10 documents. Then, in third place, Australia had as many as 4 documents, and in the fourth and fifth places, Japan and Taiwan with a total of 3 documents.
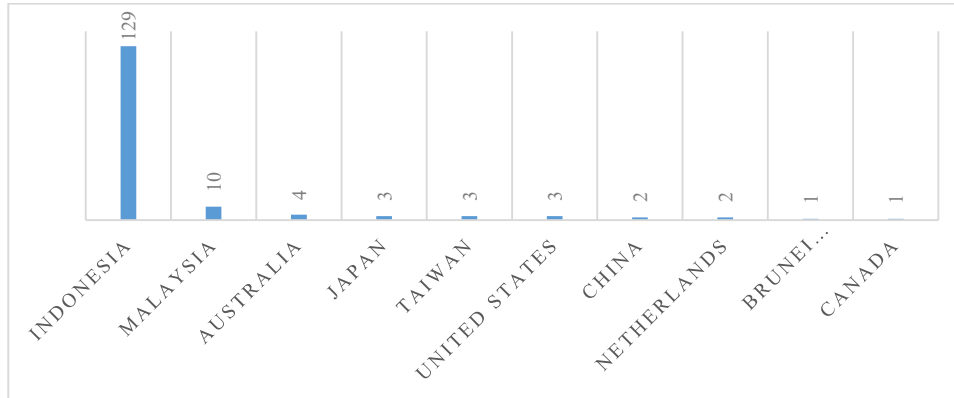
Figure 5. The Number of Publications by Country

Document by Source

Figure 6 shows the source of documents found in the Journal of Islamic Education, with 6 documents, followed by the International Journal Of Innovation Creativity And Change, with 5 documents, and followed by other relevant sources,with a total of 2-4 documents themed Islamic Education Boarding School.
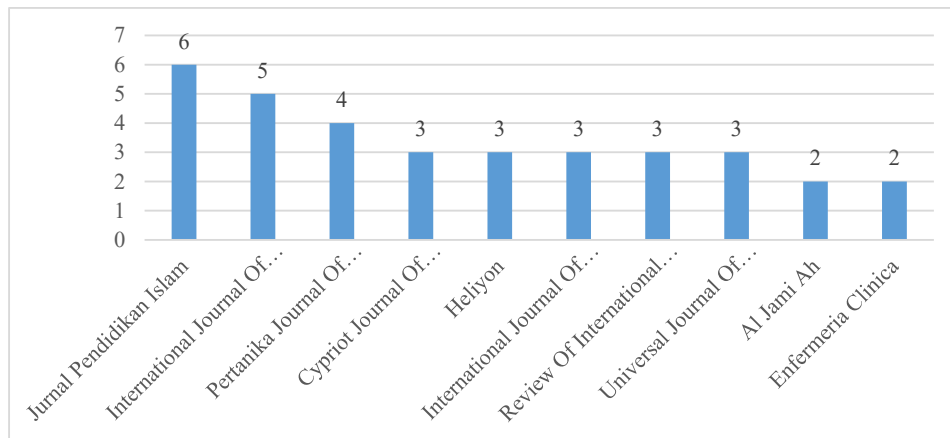

Figure 6. Most Active Journal
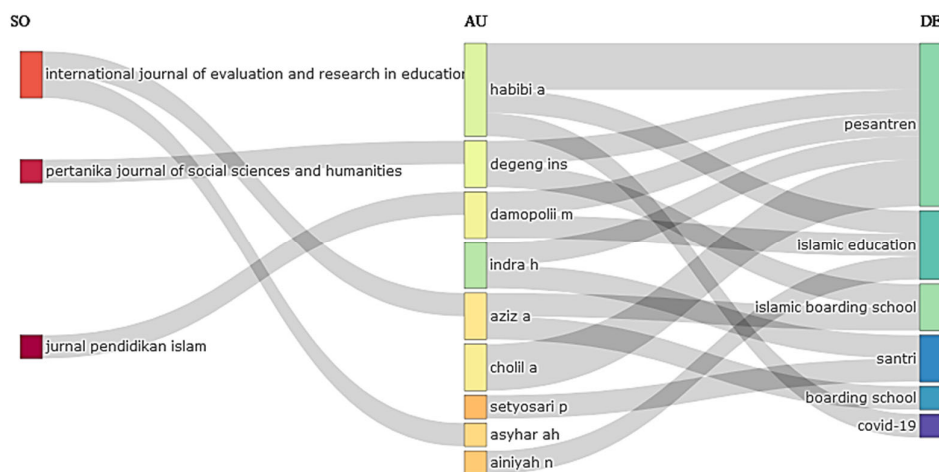
Three-Field Plot

Figure 7. Three-Field Plot

Figure 7 has 3 elements: the name of the journal publication, the author's name, and the subject of discussion. The 3 elements are connected by gray plotlines related to each other. Each journal refers to authors who often contribute to their publications based on the journal's name with the theme of developing the Islamic Education Boarding School.

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The size of the plot indicates the number of publications related to the theme. Based on the picture above, there are 3 journals. The journal that publishes the most research on the theme of Islamic Education Boarding Schools is the International Journal of evaluation and research in education, which is displayed in red and connected to several authors such as Aziz and Asyhar.

Based on the picture above, there are 9 authors. The size of the bar chart shows how much-published research results from each author. Among the 9 writers, the most articles with the Islamic Education Boarding School theme are Habibi A.

In the third element, each research topic is connected to an author who wrote extensively on that topic. From the analysis results, there are 6 keywords pesantren, islamic education, islamic boarding school, santri, boarding school, and covid-19. This shows that these keywords are closely related to Islamic Education Boarding School research topics.

Corresponding Author's Countries

The country with the most Multiple Country Publications (MCP) and Single Country Publication (SCP) in Indonesia, which Malaysia then follows, third was Australia, fourth was the Netherlands, fifth was the USA, and others.
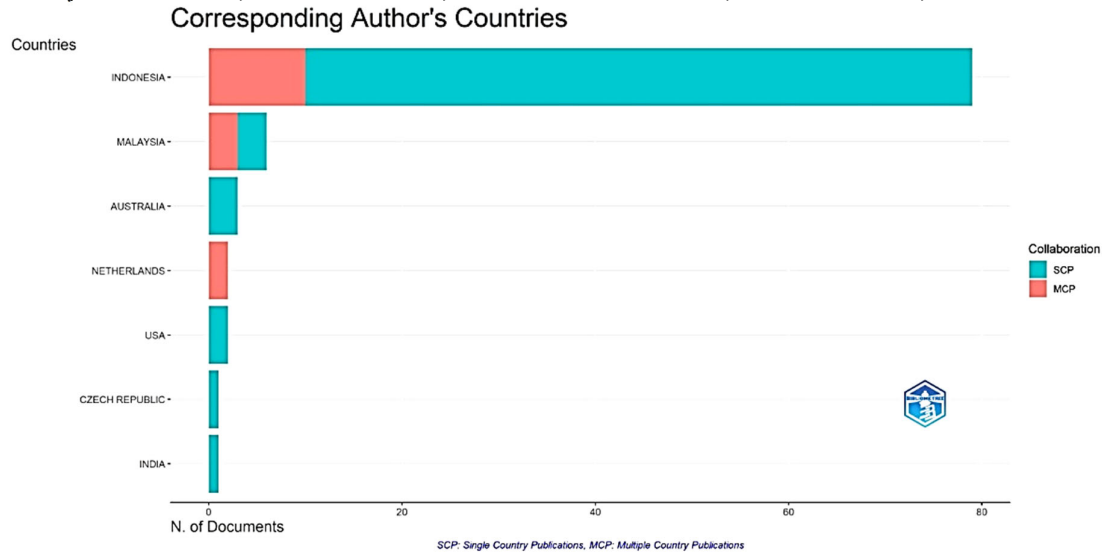

Figure 8. Corresponding Author's Countries

Most Global Cited Document

The paper with the most extensive total citation is Lukens-Bull Ra, 2001, Anthropol Educ Q; the paper with the lowest Total Citations (TC) Year is Nilan P, 2009, Br J Sociol Educ. So, from the table below, it can be concluded that the year of publication affects Total Citations (TC).

Table 2. Most Global Cited Document

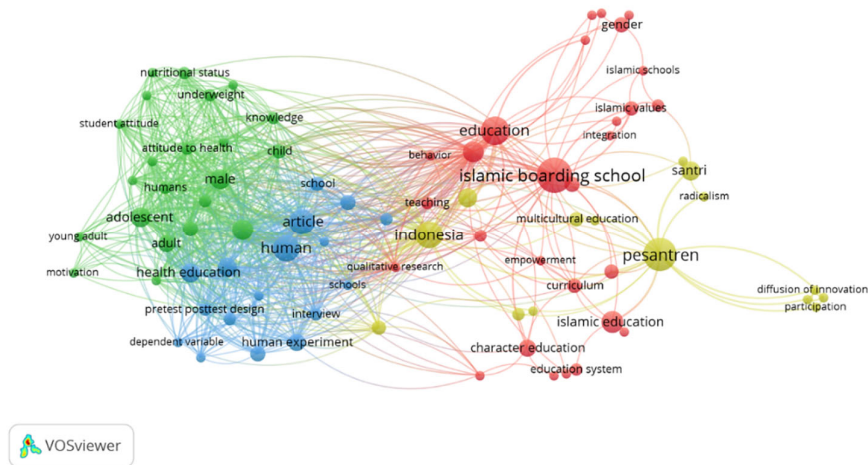| Paper	Total Citations	TC per Year
Lukens-Bull Ra, 2001, Anthropol Educ Q	64	2.78
Huda M, 2016, Sage Open	49	6.13
Huda S, 2020, Manag Sci Letters	48	12.00
Nilan P, 2009, Br J Sociol Educ	23	1.53
Izfanna D, 2012, Multicult Educ Technol J	23	1.92
Hanafi Y, 2021, Heliyon	20	6.67
Raihani, 2012, Compare	20	1.67
Tahir Szb, 2017, Asian Efl J	19	2.71
Marzuki, 2020, Cakrawala Pendidik	17	4.25
Susanto T, 2016, Int J Nurs Sci	17	2.13

Network Analysis

Figure 9. Occurrence Analysis

Picture 9 is a occurrence analysis of Islamic Education Boarding School research, with a minimum cluster size of 15 so that 4 clusters are formed. Then, of the 4 clusters have different numbers, cluster one has 28 items, cluster 2 has 22 items, cluster 3 has 17 items, and cluster 4 has 15 items. Based on the picture above, some keywords dominate in cluster 1, namely Islamic boarding school, cluster 2 is female, cluster 3 is human, and cluster 4 is Indonesia.
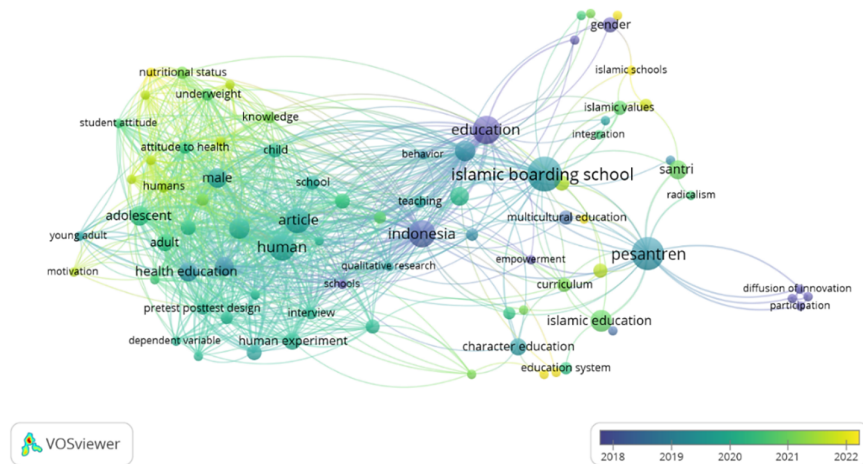

Figure 10. Keyword Network Analysis

The image above shows the network analysis results with keywords based on Overlay. It can be seen that the keywords islamic boarding school, human, and female are the keywords used in 2019. At the same time, the Indonesian keyword is the keyword used in 2018.
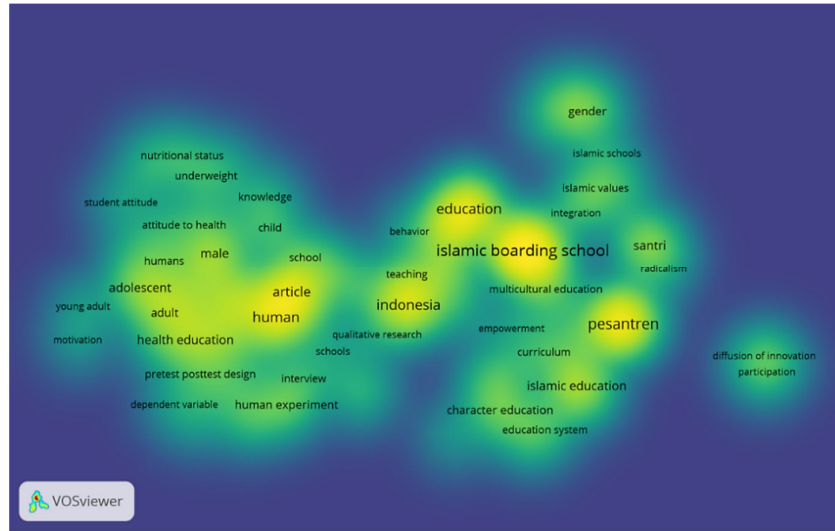
Figure 11. Research Density

The picture above has shown keywords, such as Islamic boarding school, education, and pesantren, which have a reasonably high density. At the same time, some keywords such as motivation, child, education system, interview, and so on are keywords that only some people are researching.

Table 3. The Occurrence in Each Cluster

Keyword	Occurrences	Cluster
1. Islamic boarding school	25	1
2. Education	16	
3. Islamic education	10	
4. Islam	9	
5. Character education	6	
6. Gender	5	
7. Islamic values	4	
8. Curriculum	4	
9. Management	4	
10. Learning	3	
1. Female	9	2
2. Male	8	
3. Adolescent	8	
4. Adult	6	
5. Controlled study	5	
6. Child	4	
7. Humans	3	
8. Attitude to health	3	
9. Knowledge	3	
10. School health service	3	
1. Human	14	3
2. Article	13	
3. Health education	7	
4. Human experiment	6	
5. Students	5	
6. Clinical article	5	
7. School	4	
8. Attitude	3	
9. Interview	3	
10. Pretest posttest design	3	
1. Pesantren	22	4
2. Indonesia	15	
3. Santri	7	
4. Boarding school	7	
5. Leadership	4	
6. Multicultural education	4	
7. Moral education	3	
8. Radicalism	2	

Table 3, above shows that the occurrences in each cluster represent the central theme in the research field of Islamic boarding schools. Cluster 1 has a theme on aspects of education. Cluster 2 has a theme on gender and age in education. Cluster 3 has a theme about the data collection process. Moreover, cluster 4 has a theme about Islamic education.

Conclusions

Based on the research above, it is known that there is a positive growth in research on Islamic Education Boarding Schools of 7.54%, with a peak of publication in 2022. Setyosari, P. is the most relevant author with a total of 4 document publications. The State University of Malang is the most influential affiliate with the publication of 14 documents. Indonesia leads with 129 publications, followed by Malaysia with 10 publications. Based on country analysis, it is known that Asian countries popularly carry out research with the theme of Islamic Education Boarding School.

Journal of Islamic Education is the most relevant source in publications with the theme Islamic Education Boarding School, with as many as 6 documents. Habibi A is the most influential writer, producing 3 main keywords from the three field plot analyses. The author with the most significant citation was written Lukens-Bull Ra, 2001, Anthropol Educ Q with the most extensive total citation of 64 with an average citation per year of 2.78 on the global citation index.

In the network analysis, "Islamic Boarding School" is the dominating keyword with a total linkage of 25 networks. The keyword islamic school is widely used in 2022. These keywords can indicate the novelty of research in the field of Education. Based on Chartographic Analysis, it is known that there are 4 main themes namely cluster 1 has a theme about aspects of education. Cluster 2 has a theme on gender and age in education. Cluster 3 has a theme about the data collection process. Moreover, cluster 4 has a theme about Islamic education.

Research has limitations, only doing analysis on the Scopus database without taking into account other databases and only taking into account English documents. Future research is expected to explore other databases, such as WOS and consider analysis with more complex languages.

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