

Trends and Research Landscape of Innovative Teaching Methods for Islamic Education Teachers: A Bibliometric Analysis of Scopus Publications (2015–2025)

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Abstrak

Penelitian ini dilatarbelakangi oleh pesatnya perkembangan teknologi digital yang mendorong perubahan paradigma pembelajaran Pendidikan Agama Islam. Penelitian ini bertujuan untuk menganalisis tren, produktivitas, dan arah perkembangan penelitian mengenai inovasi metode mengajar guru Pendidikan Agama Islam pada periode 2015–2025. Metode yang digunakan adalah analisis bibliometrik dengan pendekatan kuantitatif deskriptif terhadap data sekunder yang bersumber dari basis data Scopus. Sebanyak 331 artikel dianalisis menggunakan Biblioshiny for RStudio dan VOSviewer 1.6.20 melalui pemetaan *co-occurrence* kata kunci dan peta tematik. Hasil penelitian menunjukkan peningkatan signifikan publikasi sejak tahun 2019, dengan Indonesia sebagai kontributor terbesar, diikuti oleh Malaysia dan Turki. Tema dominan meliputi *Islamic education, innovation, digital learning, blended learning, dan problem-based learning*. Temuan ini menegaskan pergeseran fokus riset dari pendekatan pembelajaran konvensional menuju integrasi nilai-nilai keislaman dengan inovasi teknologi pembelajaran. Secara teoretis, penelitian ini mengisi kesenjangan kajian dengan memetakan lanskap dan arah riset Pendidikan Agama Islam secara global. Secara praktis, hasil penelitian ini memberikan rujukan bagi pendidik dan peneliti dalam mengembangkan pembelajaran Pendidikan Agama Islam yang relevan dengan tuntutan pendidikan abad ke-21.

Kata kunci: Analisis Bibliometrik; Blended Learning; Digital Learning; Metode Mengajar; Pendidikan Agama Islam

Abstract

This study was motivated by the rapid development of digital technology, which has driven a paradigm shift in Islamic Religious Education. The study aims to analyze trends, productivity, and the direction of research on innovative teaching methods for IRE teachers during the period 2015–2025. The method used is bibliometric analysis with a descriptive quantitative approach to secondary data sourced from the Scopus database. A total of 331 articles were analyzed using Biblioshiny for RStudio and VOSviewer 1.6.20 through keyword co-occurrence mapping and thematic mapping. The results showed a significant increase in publications since 2019, with Indonesia as the largest contributor, followed by Malaysia and Turkey. The dominant themes included Islamic education, innovation, digital learning, blended learning, and problem-based learning. These findings confirm a shift in research focus from conventional learning approaches to the integration of Islamic values with innovations in learning technology. Theoretically, this study fills a gap in research by mapping the global landscape and direction of Islamic religious education research. In practical terms, the results of this study provide a reference for educators and researchers in developing Islamic religious education learning that is relevant to the demands of 21st-century education.

Keywords: Bibliometric Analysis; Blended Learning; Digital Learning; Teaching Methods; Islamic Religious Education

INTRODUCTION

In the last two decades, developments in information and communication technology have changed the global education landscape and driven a paradigm shift in 21st-century learning, including in Islamic Religious Education. This transformation has been marked by the acceleration of school digitization programs, which have reached around 288,865 schools in Indonesia (Koesmawardhani, 2025), as well as the increase in the Indonesian Digital Society Index (IMDI), which reached a score of 43.34 in 2024 (Irhamni, 2024). This condition confirms that the role of Islamic religious education teachers is no longer limited to delivering religious material, but also as facilitators who develop the character, digital literacy, and critical thinking skills of students (Qolbiyah et al., 2022).

Improving the quality of Islamic Education aligns with the national and global education development agenda. This effort supports the achievement of Sustainable Development Goal (SDG) 4, which emphasizes equitable quality education and lifelong learning (UNESCO, 2023). At the national level, the research policy direction in the 2025–2029 RPJMN, which is integrated with the Asta Cita vision of the Prabowo–Gibran administration, places the development of science, technology, and innovation as a strategic priority for education (Bappenas, 2024). In this context, strengthening the quality of human resources through adaptive, character-building, and globally competitive education requires the integration of Islamic values with modern pedagogical innovations so that Islamic Religious Education learning remains relevant in the digital age (Supriadi et al., 2025).

Several previous studies have shown an increase in academic interest in innovative Islamic Religious Education teaching methods. Research by Rahimah et al. (2024) shows that active learning, flipped classroom, and project-based learning approaches can increase students' motivation and understanding of Islamic values. Nor Aida & Santiani (2024) found that game-based learning is an innovative method effective at increasing student engagement and interaction. In addition, Simangunsong et al. (2023) emphasize the importance of teacher creativity in designing innovative learning methods. While Nurliana Hasibuan (2025) emphasizes the suitability of methods to student characteristics so that learning is adaptive and contextual.

However, these studies are generally still partial in nature, focusing on specific methods or contexts, and are conducted within a local scope. There has not been much research that

comprehensively maps the development of Islamic Religious Education learning innovation research, in terms of publication trends, dominant themes, or patterns of research collaboration globally. This gap indicates the need for a systematic study to provide a comprehensive picture of the direction and dynamics of Islamic Religious Education learning innovation research. Therefore, this study uses a bibliometric analysis to map publication trends, main themes, and developments in Islamic Religious Education teaching-method innovation research for the period 2015–2025, as a basis for the future development of Islamic Religious Education research and learning practices.

Based on this background, this study aims to analyze trends in scientific publications on innovations in Islamic Education teaching methods during the period 2015–2025 using a bibliometric analysis approach. Unlike previous studies, which were generally empirical, contextual, and limited to specific regions or methods, this study specifically positions itself as a systematic global mapping study of the development of research on Islamic Religious Education learning innovation. The focus of this study includes: (1) tracing publication trends related to innovations in Islamic Religious Education teaching methods; (2) identifying the most productive and influential countries, institutions, authors, and journals; (3) revealing major research clusters and topic interrelationships through keyword co-occurrence analysis; (4) analyzing major research themes, emerging themes, and their development directions through thematic maps; and (5) identifying innovative methods such as digital learning, blended learning, project-based learning, and gamification that are dominant in Islamic Religious Education literature. Academically, this study contributes to filling the research gap by providing a comprehensive overview of the landscape, patterns, and dynamics of research on Islamic Religious Education learning innovation globally through a bibliometric approach. Practically, the findings of this study are expected to serve as a reference for teachers, academics, and policymakers in designing and developing adaptive, contextual, and technology-based Islamic Religious Education learning strategies (Jaya Kesuma et al., 2025; Albaab et al., 2025; Hasibuan, 2025).

METHODS

This study uses a quantitative approach, employing descriptive bibliometric methods, to trace the development of research on innovative teaching methods for Islamic Education teachers during 2015–2025. The bibliometric approach was chosen because it can systematically and measurably map publication trends, productivity, and the scientific influence of countries, institutions, authors, and journals (Donthu et al., 2021). The analysis was

conducted using keyword co-occurrence analysis to identify thematic clusters and topic relationships, and thematic mapping to examine the dynamics and direction of research development. This study also identified innovative learning methods prevalent in the Islamic Religious Education literature, such as digital learning, blended learning, project-based learning, and gamification.

Bibliographic data were obtained from the Scopus database, which was chosen for its multidisciplinary coverage, strict selection standards, and consistency of metadata that supports transparent and replicable bibliometric analysis (Mardiyandi & Santiani, 2024). Data collection was conducted on December 11, 2025, using the following keyword search logic: “Islamic Education” and (“Innovation” OR “Teaching Methods”). In the initial stage, the search yielded 851 documents. Next, filtering was carried out based on the following criteria: (1) publication year range 2015–2025, (2) document type journal articles, (3) field of study Arts and Social Sciences, and (4) open access, resulting in a final data set of 331 articles for analysis. This time frame was chosen because it represents a decade of significant growth in research on Islamic Religious Education learning innovation in line with the acceleration of digital transformation in education (Putra Nasution et al., 2024). The data was then downloaded as a .csv file for further analysis.

Prior to analysis, data cleaning procedures were carried out, including the removal of duplicate documents, standardization of author names, and the merging of synonyms and keyword variations to ensure more accurate and consistent results in the analysis of keyword co-occurrence (Ahmi, 2021). The analysis stage was conducted using two approaches, namely descriptive analysis and bibliometric network analysis. Descriptive analysis was used to identify annual publication trends, journal sources, author productivity, and country and institution distribution (Mubarok & Purdiyastomo, 2024).

Bibliometric network analysis was performed using Biblioshiny for RStudio and VOSviewer 1.6.20. Biblioshiny was used for its ability to comprehensively generate descriptive bibliometric analyses and thematic maps, while VOSviewer was used to visualize co-occurrence networks of keywords and thematic clusters more intuitively and in greater detail (Mukhlisa & Hasan, 2024). The results were validated through internal consistency checks to ensure that all relevant documents were indexed in Scopus, as well as external validation by comparing the mapping results from both software programs to ensure reliability and consistency of interpretation (Ahmi, 2021).

RESULTS AND DISCUSSION

Annual Publication Trends

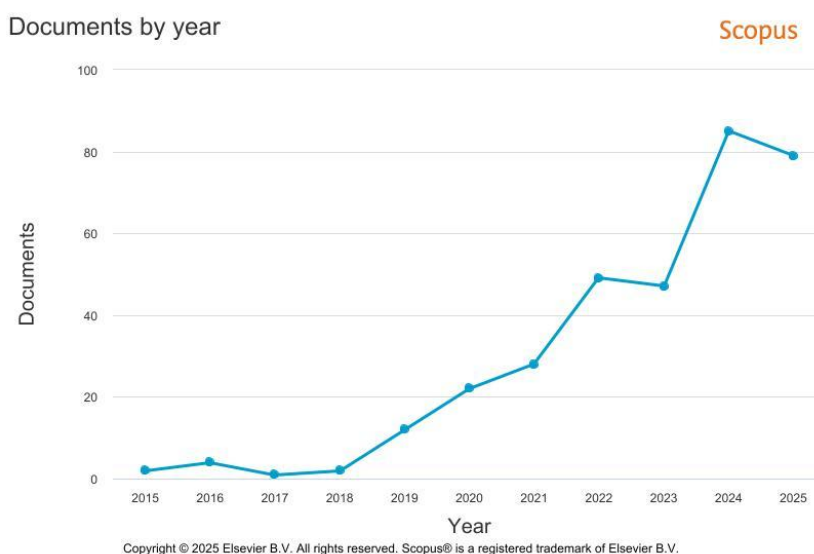


Figure 1. Publication Development 2015-2025

The data above show the development of research publications on innovations in Islamic Education teaching methods during the period 2015–2025. In general, the number of publications shows a significant upward trend over the last decade. In the early phase (2015–2018), publications were still relatively limited, with counts ranging from 1 to 4 documents per year. This condition indicates that studies on Islamic Religious Education learning innovation during that period were not yet a major focus in global academic discourse.

The increase began to be seen in 2019, with around 12 publications, then rose to around 22 in 2020 and 28 in 2021. This trend continued more sharply in the 2022–2023 period, with around 49 publications each. The peak in publications occurred in 2024, with 85 documents, reflecting intensified academic attention to innovation in Islamic Religious Education learning. In 2025, there were approximately 79 publications; however, this figure is provisional because the data were collected in early December 2025, and publications for that year have not yet been fully indexed.

Analytically, the surge in publications since 2019 shows a shift in the focus of Islamic Religious Education research from conventional approaches to the integration of digital learning and blended learning. This phenomenon correlates with the acceleration of digital transformation in education and the increasing need for adaptive learning models, especially after the COVID-19 pandemic (Nazmuddin et al., 2024). In line with this, Musanna et al. (2025)

emphasize that innovations in Islamic Religious Education teaching methods are increasingly directed towards digital media, gamification, and technology-based approaches.

This consistent growth in publications not only reflects increasing academic interest but also signals a paradigm shift in Islamic education towards a more contextual learning model that is responsive to the challenges of the 21st century. However, this quantitative trend also indicates the need for further studies that focus not only on developing methods but also on evaluating effectiveness, integrating Islamic values, and equalizing research contributions across regions. Thus, the results of this publication trend analysis provide an important basis for mapping the future direction of research on innovation in Islamic Religious Education learning.

Productivity Analysis and the Influence of Research Entities

Most Productive Countries

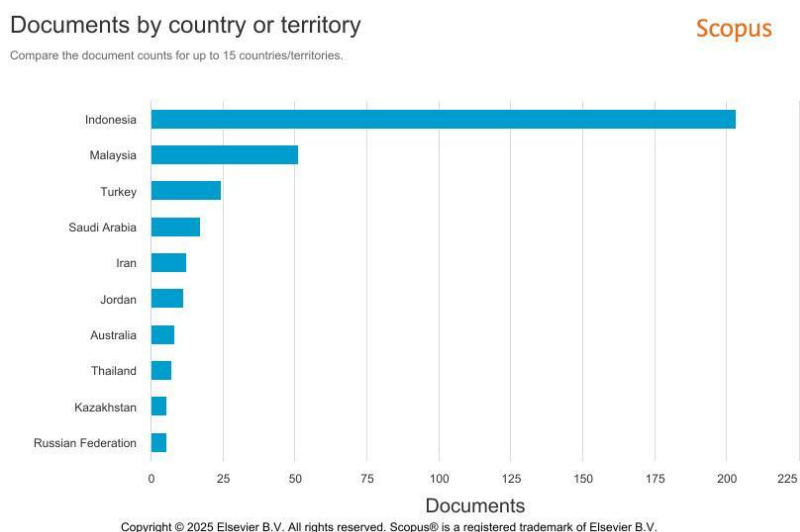


Figure 2. Most Productive Countries Based on Scopus Publications

Based on Scopus publication data for the 2015-2025 period above, Indonesia occupies a dominant position with around 203 publications, far surpassing other countries. Malaysia ranks second with around 51 publications, followed by Turkey with around 24 publications. Other countries, such as Saudi Arabia, Iran, Jordan, Australia, Thailand, Kazakhstan, and the Russian Federation, show relatively low contributions, with publication counts ranging from 5 to 17.

The dominance of Indonesia and Malaysia shows that Southeast Asia has become a major center for research on innovation in Islamic Religious Education in the last decade.

Analytically, this high productivity reflects not only the large number of Islamic educational institutions but also strong educational policy support, increased research capacity among lecturers, and the accelerated integration of digital and blended learning into the Islamic Religious Education curriculum. This condition strengthens the research ecosystem that encourages the exploration of technology-based learning methods, such as e-learning, interactive media, and gamification (Busro et al., 2021; Kamilla et al., 2025).

However, the high concentration of publications in certain countries also indicates geographical disparities in knowledge production. Contributions from countries outside Southeast Asia and the Middle East remain relatively limited, despite their diverse Islamic educational contexts. This points to future research opportunities to expand the study of Islamic Religious Education learning innovation to underrepresented regions, while encouraging cross-border collaboration to enrich global perspectives.

Overall, the productivity patterns of these countries confirm that innovation in Islamic Religious Education teaching methods is part of a global transformation in Islamic education towards a more digital, collaborative, and adaptive approach. These findings not only illustrate the dominant research centers but also provide a basis for developing international research networks and mapping the Islamic Religious Education research agenda in the future.

Most Productive Institutions

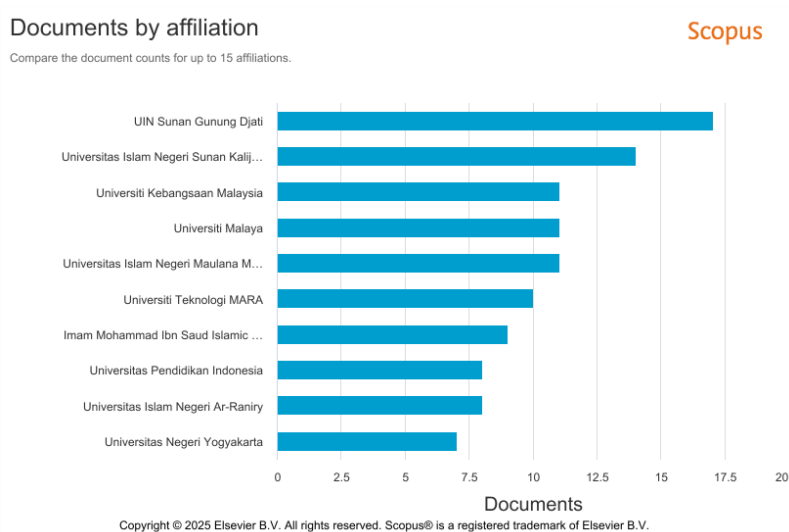


Figure 3. Most Productive Institutions Based on Scopus Publications

The data image shows the distribution of the most productive institutions in research publications on innovative teaching methods in Islamic Religious Education for the period

2015–2025. *UIN Sunan Gunung Djati* is recorded as having the highest number of publications, namely around 17 Scopus-indexed documents, followed by *UIN Sunan Kalijaga* with around 14 documents. Furthermore, *UIN Maulana Malik Ibrahim*, *Universiti Malaya*, and *Universiti Kebangsaan Malaysia* show relatively balanced productivity levels, each with approximately 11 publications, while *Universiti Teknologi MARA* contributed approximately 10 documents. Contributions from other institutions came from Imam Mohammad Ibn Saud Islamic University (± 9 documents), *Universitas Pendidikan Indonesia* and *UIN Ar-Raniry* (± 8 documents each), and *Universitas Negeri Yogyakarta* (± 7 documents). Analytically, this pattern shows the dominance of state Islamic universities as the primary centers for developing research on Islamic Religious Education learning innovation. The high productivity of these institutions indicates the existence of a relatively well-established research ecosystem, supported by adaptive academic policies, research funding support, and intense national and international collaboration (Kamilla et al., 2025). The involvement of universities from Malaysia and Saudi Arabia also confirms that innovation in Islamic Religious Education learning is developing within cross-border academic networks.

However, the concentration of publications in a number of large institutions indicates a gap in research capacity between universities. Many institutions with potential for developing Islamic Religious Education have not contributed significantly to the indexed international literature. This opens opportunities to strengthen inter-campus collaboration, knowledge transfer, and research assistance, so that Islamic Religious Education learning innovations, including the application of digital and blended learning, can develop more evenly and sustainably (Handayani et al., 2025).

Overall, these findings confirm the strategic role of key institutions as drivers of innovation in Islamic Religious Education teaching methods. At the same time, these results provide a basis for formulating collaborative research development strategies to expand the impact of Islamic Religious Education learning innovations across various educational contexts.

Most Productive Authors

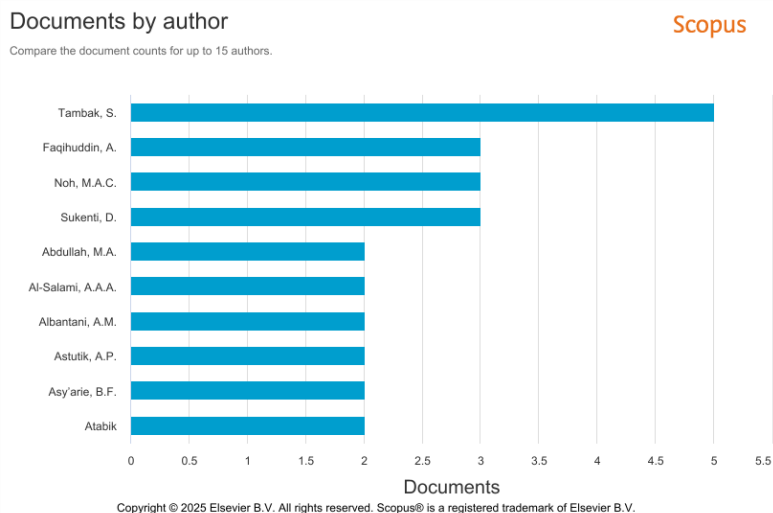


Figure 4. Most Productive Authors Based on Scopus Publications

Based on the results of data on the most productive authors in the field of innovative teaching methods in Islamic Religious Education based on publications indexed in Scopus from 2015 to 2025. Tambak, S. ranks first with five documents, followed by Faqihuddin, A., Noh, M.A.C., and Sukenti, D., who each produced three publications. Meanwhile, Abdullah, M.A., Al-Salami, A.A.A., Albantani, A.M., Astutik, A.P., Asy'arie, B.F., and Atabik show relatively balanced contributions with two documents per author. This distribution indicates the presence of a core group of researchers who have consistently contributed to Islamic pedagogical innovation research over the past decade.

Analytically, author productivity not only reflects publication intensity but also indicates thematic focus and the direction of scientific contributions. Tambak, S.'s dominance reflects a sustained focus on developing Islamic Religious Education learning grounded in values, ethics, and character, combined with a student-centered learning approach and digital learning. The contributions of Faqihuddin, Noh, and Sukenti reinforce the study of technology integration and participatory methods in Islamic education, marking a shift from conventional approaches to more interactive and adaptive pedagogy.

However, the concentration of productivity among a relatively limited number of authors also indicates opportunities for broader research development. Many other researchers still contribute sporadically, demonstrating the potential for expanded collaboration and diversification of research themes. Strengthening cross-institutional and cross-national academic networks can encourage equitable scientific contributions and enrich perspectives on

the development of innovative Islamic Religious Education teaching methods. Thus, this pattern of author productivity confirms that the advancement of Islamic Religious Education research in the digital age is highly dependent on the sustainability of collaboration and the regeneration of researchers who are responsive to the challenges of 21st-century education.

Most Productive and Influential Journals

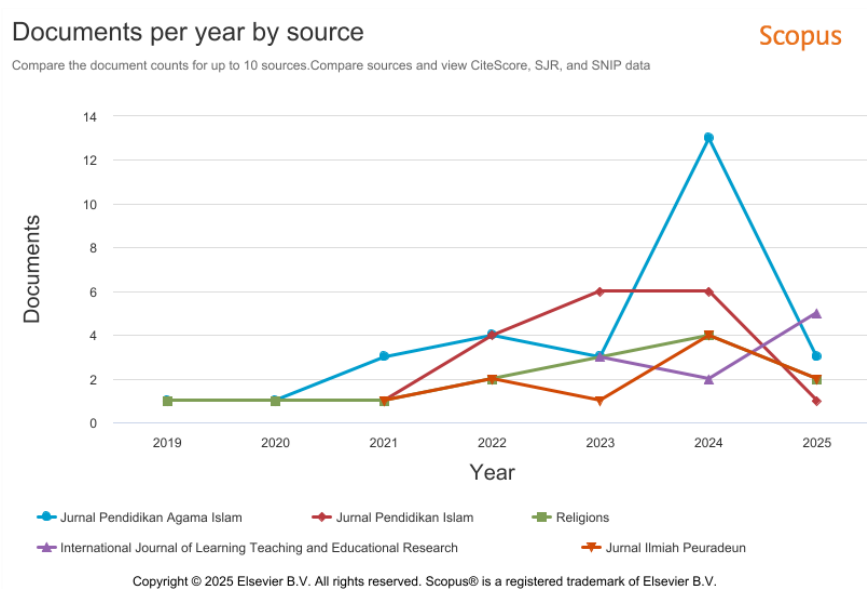


Figure 5. Most Productive Journals Based on Scopus Publications

The data above shows the most productive journals in publishing research on innovative teaching methods in Islamic Religious Education during the period 2015–2025. Although the analysis covers a ten-year period, relevant publications only began to increase significantly since 2019, indicating that the topic of Islamic Religious Education learning innovation had not previously been mainstream in Scopus-indexed scientific publications. The five journals with the highest number of publications are *Jurnal Pendidikan Agama Islam*, *Jurnal Pendidikan Islam*, *Religions*, *Jurnal Ilmiah Peuradeun*, and *International Journal of Learning, Teaching and Educational Research*.

Analytically, the dominance of these journals reflects the formation of two main axes in the dissemination of Islamic Religious Education learning innovation research, namely, national journals based on Islamic education and multidisciplinary international journals. The *Journal of Islamic Education* and the *Journal of Islamic Education* serve as the main platforms for the development of Islamic pedagogy discourse that is contextual to local and national needs. Meanwhile, the presence of international journals such as *Religions* and the *International*

Journal of Learning, Teaching and Educational Research indicates the increasing global visibility of Islamic Religious Education research, particularly on integrating Islamic values with digital learning and pedagogical innovation.

The increase in publications since 2019 also marks a paradigm shift in research from a normative to a more applied, technology-based approach. This is in line with the growing academic interest in digital learning, blended learning, and other innovative learning models within Islamic education. However, the concentration of publications in certain journals also indicates a limitation in the diversification of international publication channels, which presents opportunities for further research to expand the dissemination of Islamic Religious Education research findings to other reputable global journals.

Thus, the productivity pattern and influence of journals not only describe the intensity of publications but also reflect the direction of Islamic Religious Education scientific development, which is increasingly modern, collaborative, and integrated into global educational discourse. These findings emphasize the importance of strengthening research quality and publication strategies so that innovations in Islamic Religious Education teaching methods can contribute more broadly to the development of Islamic education in the digital age.

Research Topic Clusters and Networks

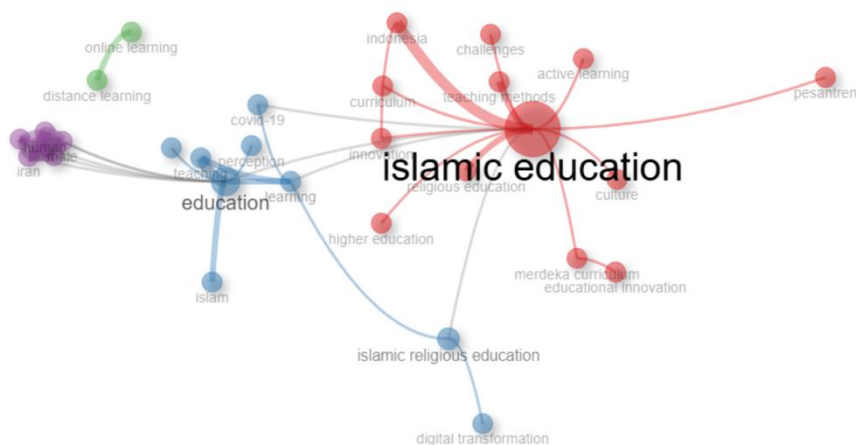


Figure 6. Map of Clusters and Networks of Related Research Topics in Islamic Education

Based on the cluster map and network of research topics for the period 2015–2025, Islamic education emerged as the central node with the highest frequency of occurrence and level of connectivity. This central position indicates that Islamic education is the main foundation that connects various themes of research on teaching method innovation. The main cluster is directly connected to the keywords teaching methods, curriculum, active learning, religious education, and culture, which indicates a research focus on the development of pedagogical approaches and curricula in the context of Islamic values.

In addition to nationally based clusters, the topic network also shows strong connections to issues of technological transformation, as reflected in the keywords online learning, distance learning, digital transformation, and COVID-19. These connections indicate that digital learning and blended learning have become cross-cluster themes that bridge the discourse of Islamic pedagogy with global developments in education. These findings show that Islamic Religious Education learning innovations do not develop in isolation, but rather as part of a broader pedagogical transformation resulting from the digitization of education.

Analytically, this network structure indicates a paradigm shift in Islamic pedagogy from a conventional approach to a more participatory, adaptive, and technology-based learning model. This shift is in line with the findings of Basri et al. (2024), which confirm that Islamic Religious Education pedagogical innovation develops through the integration of Islamic values with active and digital learning approaches. The connection between teaching methods, innovation, and curriculum also shows that Islamic pedagogical innovation is increasingly directed towards strengthening 21st-century competencies, such as critical thinking, collaboration, and digital literacy (Ismail, 2022).

However, even though innovation and digital transformation clusters seem dominant, the mapping results show that studies specifically addressing the evaluation of learning effectiveness, the development of a theoretical framework for digital Islamic pedagogy, and the impact of digital learning on the internalization of values and character building remain relatively limited. This gap opens opportunities for future research to examine in greater depth the relationship among learning technology, Islamic values, and student learning outcomes, ensuring that the development of digital Islamic pedagogy is not only practical but also theoretically sound.

Main Themes and Research Trends in Islamic Religious Education Learning Innovation

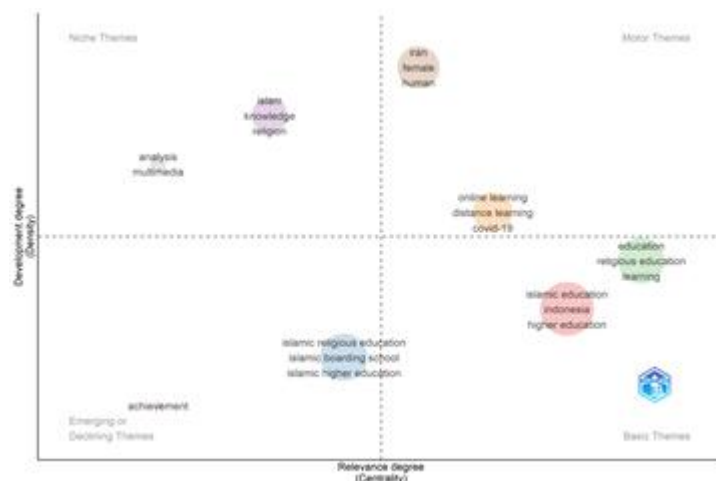


Figure 7. Thematic Map Based on Biblioshiny Analysis

Based on the thematic map from Biblioshiny's analysis for the period 2015–2025, research on innovation in Islamic Religious Education learning is dominated by the themes of education, religious education, and learning, which are positioned as basic themes with high centrality and relevance. This position shows that innovations in Islamic Religious Education teaching methods are still strongly rooted in fundamental issues of education and learning, which serve as a conceptual foundation for the development of other themes. In addition, the emergence of Islamic education, Indonesia, and higher education as motor themes confirms the strong focus of research on institutional and local contexts, particularly in the landscape of Islamic education in Indonesia.

The themes of online learning, distance learning, and COVID-19 serve as driving forces shaping research on Islamic Religious Education learning innovation. The presence of these themes indicates that the transformation of technology-based learning has been a major factor shaping research trends over the past decade. This shows that digital and blended learning have not only emerged as a situational response to the pandemic but have also developed into a sustainable research agenda in Islamic pedagogy. These findings are in line with Susanti et al. (2024), who assert that the use of digital media and e-learning in Islamic Religious Education learning can increase student engagement and understanding.

Meanwhile, themes such as Islam, knowledge, religion, and multimedia are classified as niche, specific, and contextual. These themes reflect the enrichment of Islamic pedagogical approaches through media and the strengthening of epistemological aspects, although their connection to the core theme is still relatively limited. Learning achievement is an emerging

Based on the keyword co-occurrence map for the period 2015–2025, Islamic education emerges as a central theme with the highest level of connectivity. This position shows that innovations in Islamic Religious Education teaching methods are developing by positioning Islamic education as the main framework connecting issues of curriculum, learning, and religious education within the Indonesian context. This strong connection indicates that innovations in Islamic Religious Education pedagogy do not stand alone, but are integrated with the national education system and policies.

The close connection between online learning, distance learning, e-learning, and COVID-19 indicates that digital transformation has been a dominant factor in the development of Islamic Education teaching methods over the past decade. This pattern shows that digital learning has been the primary catalyst for changes in Islamic pedagogy, especially in addressing the challenges of distance learning and the accelerated adoption of educational technology. These findings confirm that digitization has not only been reactive to the pandemic, but has also shaped a new direction for sustainable innovation in Islamic Religious Education learning (Wasito & Rikza Zakaria, 2022).

In addition to digital learning, the emergence of keywords such as blended learning, problem-based learning, and active learning indicates the development of more participatory and learner-centered pedagogical approaches. Blended learning serves as a transitional model that bridges online and face-to-face learning, providing pedagogical flexibility while maintaining the interaction of values and spirituality characteristic of Islamic Education (Budianto et al., 2023). Meanwhile, problem-based learning represents a pedagogical innovation that emphasizes the development of critical, reflective, and collaborative thinking skills in the context of Islamic values and 21st-century learning needs (Yulianti & Sultoni, 2024).

On the other hand, clusters containing the keywords human, male, female, psychology, and Iran reflect specific contextual and demographic studies that are not yet strongly connected to the main pedagogical innovation clusters. In addition, the emergence of themes such as artificial intelligence, Islamic culture, and higher education indicates new research directions that are still developing and have the potential to expand the scope of innovation in Islamic Religious Education in the future. The relative separation of these clusters indicates opportunities to integrate advanced technology studies and psych-pedagogical approaches with innovations in Islamic Religious Education teaching methods.

Analytically, the results of keyword co-occurrence confirm a shift in the orientation of Islamic pedagogy from a conventional approach to active, participatory, and technology-based learning. However, this mapping also reveals a research gap in evaluative studies measuring the impact of innovative methods such as digital learning, blended learning, and problem-based learning on learning outcomes, the internalization of Islamic values, and students' character building. Therefore, further research needs to be directed towards developing Islamic Religious Education pedagogical models that are not only methodologically innovative but also empirically tested and theoretically robust in the context of digital Islamic education.

CONCLUSION

This study shows that research on innovative teaching methods in Islamic Religious Education (IRE) during 2015–2025 has clearly shifted towards technology-oriented and learner-centered approaches. Through a bibliometric analysis of 331 Scopus-indexed publications, this study confirms that digital learning, blended learning, and problem-based learning are the most dominant innovative approaches in the contemporary landscape of Islamic Religious Education research. The main contribution of this study lies in the systematic mapping of global trends, thematic clusters, and the direction of Islamic Religious Education research development, which has been scattered and partial.

Theoretically, these findings reinforce the bibliometric approach as a basis for understanding the dynamics and direction of modern Islamic pedagogy, while also opening space to develop a theoretical framework for technology-based Islamic pedagogy. In practical terms, the results of this study recommend increasing the capacity of Islamic Religious Education teachers in digital literacy and the application of innovative learning methods, as well as the need for educational policies that encourage cross-institutional and cross-national research collaboration to strengthen the quality and impact of Islamic Religious Education learning innovations.

Particularly in the use of a single database (Scopus) and restrictions on certain scientific fields, so that the potential for relevant publications from other databases has not been fully accommodated. Therefore, further research is recommended to integrate multiple international databases, broaden the range of disciplines, and empirically examine the impact of innovations in digital and blended learning on the internalization of Islamic values, character building, and student learning outcomes in the context of Islamic education.

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