

REVIEW ARTICLE



Public policy in islamic education: A systematic review and bibliometric analysis

Rahayu Subakat

Department of Islamic Education, Institut Agama Islam Negeri Takengon, Takengon, Indonesia

ABSTRACT

Issues related to public policy in Islamic education have become a topic that has been widely discussed by scholars to date. Public policy is the core driving force of the development of Islamic educational institutions in general. This study aims to discuss various literature and map the trend of article themes related to public policy in Islamic education using bibliometric analysis. This research is based on 189 Scopus indexed article documents from 2014 to 2023. Bibliometric analysis is used in this study to describe several trends related to public policy in Islamic education, including; the number of documents per year, the most popular author, the author's country of origin, and the themes discussed related to public policy in Islamic education. In addition, this study presents visualizations related to potential research areas as well as information about several public policy concepts in Islamic education. The United States has the most writers as many as 34 people. The most popular subject areas; Social Sciences, Art and Humanities dan Medicine. Meanwhile, the dominant theme is the implementation of public policy in Islamic education, Islamic higher education policy and the relationship between education policy and Islamic society.

KEYWORDS

Public policy; Islamic education; systematic review; bibliometric; analysis

ARTICLE HISTORY

Received: 27 May 2025

Accepted: 29 July 2025

Published: 31 July 2025

CITATION (APA 7th)

Subakat, R. (2025). Public policy in islamic education: A systematic review and bibliometric analysis. *International Review of Community Engagement*, 1(3), 197-206. <https://doi.org/10.62941/irce.v1i3.138>

1. Introduction

Public policy is one of the most discussed and researched topics by scholars in the field of Islamic education. Public policy has received significant attention because of one of the factors that affect the development of Islamic education. There are differences in public policy in Islamic education from Muslim countries. Various public policies of Islamic education have economic, religious and political implications for Muslim society. There are 189 documents related to public policy in Islamic education indexed by Scopus from 2014 to 2023. This paper explains the research map of public policy in Islamic education based on Scopus articles through bibliometric review analysis.

CORRESPONDING AUTHOR Rahayu Subakat ✉ rsubakattt@gmail.com 📍 Department of Islamic Education, Institut Agama Islam Negeri Takengon, Takengon, Indonesia

© 2025 The Author(s). *International Review of Community Engagement* published by Pelita International Publishing.



This is an open access article distributed under the [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/) (CC BY 4.0).

The review of public policy in Islamic education is divided into three domains: education, health and politics. First, the realm of education, namely a review that explores the pattern of Islamic boarding school principals in educating Indonesia's daily Muslim youth (Muazza et al., 2018). Review of public policy differences related to Islamic education in India, Pakistan and Malaysia (Thachil, 2009). Second, the realm of health; this article is a review of toxicology education in Iran which is in the background of many cases of poisoning (Banagozar-Mohammadi et al., 2020). In addition, the review, which presents a description of the analysis of health policy reforms over the past four decades after the Islamic revolution in Iran, is divided by decade (Doshmangir et al., 2019). Third, the political realm; a review of policies towards refugees in Syria, most of whom are women and children (Weine et al., 2020). In addition, the review related to the establishment of existing higher education institutions is to examine the challenges faced by this institution both at the policy and political levels due to the geopolitical climate view (Khodr, 2018). This paper fills the literature gap, namely on the systematic analysis of literature review on the study of public policy in Islamic education contained in the Scopus database.

The purpose of this study is first, to describe a general map of public policy in Islamic education, especially those published internationally (scopus). General map of public policy in Islamic education to find out the distribution of authors, institutional origin, author countries, sources, forms. Second, to find out the trend of the dominant theme in public policy in Islamic education. Third, to explain the implications of the classification of public policy study themes in Islamic education and future challenges.

The theoretical claim of this study is that studies related to public policy in Islamic education are broadly divided into three tendencies; 1. Implementation of Islamic Education Policy, 2. Islamic higher education and 3. the welfare of the Islamic community. It can be said that public policy in Islamic education is related to the political, economic and religious realms. Politically, there is a public policy of Islamic education that is related to the interests of the state. Meanwhile, economically, the relationship between public policy in Islamic education and the improvement of the community's economy. Religiously, the relationship between public policy of Islamic education and the increase of religiosity in the Muslim community.

2. Literature review

Through the general reading of the document, the study of public policy in Islamic education in the Scopus database is divided into three (3) classifications; 1. Public policy and Islamic education, 2. Public policy and Islamic higher education, 3. Public policy and the welfare of the Islamic community.

2.1. Public policy and Islamic education

Articles related to public policy and Islamic education start from the explanation that the collective voice of the teaching profession has the power to make policy in the wider community (Aydarova & Berliner, 2018). Another article explains teacher policy, where regional authorities use specific policy tools to seize state responsibility for ensuring quality teaching practices in local schools (Bales, 2015). Another article also discusses public policy on apartheid teacher education systems in South Africa since 1994 and its various transformations (Sayed, 2002).

Other articles related to public policy and Islamic education explain the role of public policy in the implementation and development of education in general (Nkuyubwatsi, 2016). Among them are full-time and integral education policies in Brazil that take into account the public policy cycle; agenda, formulation, implementation and evaluation (Limonta, 2012). Another paper explains the relationship between public policy and education management in Indonesia by looking at various indicators that affect public policy and education management (Andriansyah et al., 2019).

If so, it can be concluded that there is a common thread from various articles on public policy and Islamic education emphasizing the development of human resources and the development of Islamic education institutional management.

2.2. Public policy and higher education

Articles that discuss the relationship between public policy and higher education, starting with an explanation related to the use of language in opinions, become a larger consideration in public policy and policy analysis (Lamoureux, 2011). Another article says that there is a tradition of public policy studies in Islam that is dialectical with public policy theory in the Anglo-American context, where there are distinctive differences in values and practices (Samier, 2020).

Another article that explains the relationship between public policy and Islamic higher education is about a discussion that questions the future of Islamic higher education and the role of educational research that plays a role in improving the quality of institutions (Hazelkorn, 2004). Another article related to public policy and higher education discusses the development and application of research-based models to understand the formulation and implementation of education policies (Cobb et al., 2013).

If so, it can be concluded that in general, studies related to public policy and Islamic higher education emphasize institutional development. One of the strategies for the development of Islamic higher education institutions is through more in-depth research.

2.3. Public policy and welfare in Islamic education

Articles that discuss public policy and the welfare of Islamic societies explain the changing importance of policies that are oriented towards market needs or client services and away from attention to institutions and institutional needs (Jones, 1998). As explained in the article that explains the recontextualization and reconfiguration of policies through the adjustment of the neoliberal paradigm in Taiwan by analyzing data collected from official documents, meeting minutes, legal articles and media reports (Chiang et al., 2023).

Another article on public policy and the welfare of the Islamic community on the improvement of schools in the United States where education policy can be expanded and operationalized to improve the welfare of the Islamic community. The implications of expanded policies can solve the problem of overlapping public education and public health problems (Adelman & Taylor, 2011).

Another article on public policy and public welfare explains the complexity of common patterns in education governance, describing the strong structural relationship between market influences, central policies and higher education policy decisions (Richardson. et al., 1998). Another article describes a policy dialogue on policy issues, ideas, processes, and outcomes in which participants have a wide range of knowledge, perspectives, and experiences. Policy dialogue promotes participants' cognitive, affective, and behavioral engagement with education policy. Policy dialogue enhances democracy in education by providing an opportunity for critical examination of public policy by ordinary citizens who are seen as important policy actors (Winton, 2010). Another article explains the discussion of entrepreneurship included in the curriculum and how the courses of study are designed or reformed, to face the current and complex challenges in the public sector (Grimm & Bock, 2022).

If so, it can be said that public policy in Islamic education emphasizes the welfare of the Muslim community which faces complex problems. The public policy of Islamic education is oriented to the welfare of the community or to solve various problems that occur.

3. Methods

The unit of analysis that is the material object of this study is '188 articles indexed by Scopus (www.Scopus.com) from 2014 to 2023. The keywords used in the article search are public policy in Islamic education. This study uses bibliometric analysis which refers to a set of quantitative methods. The source of research data is Scopus indexed articles related to public policy in Islamic education. The research process began by collecting articles using public policy keywords in Islamic education in the Scopus database. Then

the researcher validates the data and classifies the articles studied based on the year, author, country, source and form of writing. The collected data is then saved in the form of CSV and then analyzed using the Vosviewer application. The final result is a visualization of the development trend of studies related to public policy in Islamic education and clusters of dominant themes based on the Scopus database.

4. Results

4.1. The most authors public policy in Islamic education

The most authors of Majzadeh, R as many as 4 documents. Majzadeh, Reza comes from the University of Essex, Colchester, United Kingdom. Majzadeh's writing, which received the most citations, was titled *So Near, So Far: Four Decades of Health Policy Reforms in Iran, Achievements and Challenges* with 51 citations. Other authors produce 2 documents and 1 document on average. The second position with two (2) documents that have the most citations Dialmy, A who wrote *Sexuality in contemporary Arab society* as many as 28 citations. Dialmy is from the Faculte des Lettres t des Sciences Humaines de Rabat, Morocco. The third position by Ebrahimi, S.A produced two (2) documents with his writing entitled *The investigation of the strategic think tank in Islamic Azad University of Gaemshahr*. If so, it can be said that on average, each author produces two (2) documents related to public policy in Islamic education.

4.2. Country of authors public policy in Islamic education

The country that produced the first public policy article document in Islamic education, the United States, as many as 34 documents. The second position is Indonesia with 28 documents and the third position is Iran with 25 documents. Rahmati from the United States wrote in the *Journal of the International AIDS Society* in 2010 with the title *Experiences of Stigma in healthcare settings amongs adults living with HIV in the Islamic Republic of Iran* cited 72. From Indonesia, Kartika wrote in the *Journal of Islamic Marketing* in 2020 with the title *Contrasting the drivers of customer loyalty; financing and depositor customer, single and dual customer, in Indonesian Islamic Bank* cited 30. It can be said that public policy writing in Islamic education is related to other fields such as health, economics and others.

4.3. Affiliation of authors public policy in Islamic education

Affiliation of the producer of public policy articles in Islamic education from Tehran University of Medical Sciences as many as 10 documents. The second affiliation of the Iranian Ministry of Health and Medical is 6 documents. The third affiliation from Harvard

University is 4 documents. It can be said that the study of public policy in Islamic education has become the concern of scholars around the world.

4.4. Documents by type public policy in Islamic education

The most documents are in the form of articles 68.3%. The second position is Book Chapter as much as 14.3%. The third position is in the form of a review of 9.0%. It can be said that the most in-demand forms are in the form of articles, book chapters and reviews. If so, conference review, editorial, erratum and letter still have the opportunity to be reviewed.

4.5. Documents by subject area public policy in Islamic education

The most common subject area in public policy articles in Islamic education in Social Sciences (38.7%). Then second, in the Arts and Humanities area (17.2%). Third in the Medicine area (16.4%). Subject that still has a great opportunity to be studied in the areas of business, economics, engineering and environmental science.

4.6. Documents by subject area public policy in Islamic education

Through keyword analysis and abstracts from 189 documents, there are two (2) dominant clusters; red and green. The red cluster consists of keywords; article, female, human, iran, islam, religion. The green cluster consists of keywords; asia, developing countries, economic, education, policy, public policy. Between these two (2) clusters, there is a relationship between keywords including education with human, public policy with religion and developing with articles. It can be said that there are two major themes between developing countries and humans. The theme of developing countries is related to public policy, economy, education. Meanwhile, the theme of humans is related to religion, Islam, female, Iran.

4.7. Documents by subject area public policy in Islamic education

Based on the visualization of keyword analysis and abstracts from 189 Scopus article documents, Vosviewer displays 13 items. The analysis is divided into two keyword categories; dominant and less dominant. Keywords that appear dominantly; article, education, human, religion, islam, iran. Meanwhile, keywords that appear but are still less dominant; developing countries, policy, economic, humans, female, asia. It can be said that themes that are less dominant can become the next research field. However, it does not cover the possibility of conducting studies on the dominant theme because the average number of documents is still very small.

5. Discussion

The results of this study reveal that studies on public policy in Islamic education have shown significant growth over the past decade. Through a bibliometric approach to 189 Scopus-indexed documents from 2014 to 2023, it is seen that this theme has a multidisciplinary dimension and involves contributions from academics from various countries, including the United States, Indonesia, and Iran. This confirms that the issue of public policy in Islamic education is not only relevant in Muslim countries, but also attracts attention in a global context.

5.1. Dominance and global connectivity

The findings regarding the dominance of authors such as Majzadeh (Iran), Dialmy (Morocco), and the involvement of renowned institutions such as Harvard University and Tehran University of Medical Sciences indicate that this topic is not limited to theological studies, but also closely intersects with issues of public health, social policy, and human development. The involvement of authors from Western countries also reflects a global interest in the role of policy in shaping Islamic education as a social institution.

5.2. Interrelationships between disciplines

The findings regarding the dominance of authors such as Majzadeh (Iran), Dialmy (Morocco), and the involvement of renowned institutions such as Harvard University and Tehran University of Medical Sciences indicate that this topic is not limited to theological studies, but also closely intersects with issues of public health, social policy, and human development. The involvement of authors from Western countries also reflects a global interest in the role of policy in shaping Islamic education as a social institution.

5.3. Thematic patterns and keyword clusters

Keyword analysis identified two main clusters, namely: (1) developing countries and public policy, and (2) humanitarian and religious issues. The first theme shows the relationship between education, economic policy, and the development of Muslim communities in developing countries. The second theme places more emphasis on the dimensions of identity, gender, and religiosity. This shows that Islamic education policy is not only about curriculum or institutions, but also a reflection of the ideological and cultural dynamics of Muslim communities.

5.4. Contribution to the literature and practical implications

This study fills the gap in the literature by providing a systematic mapping of scientific publications in the field of Islamic education public policy that has not been widely studied bibliometrically before. The practical implications of this study include the importance of formulating Islamic education policies that are adaptive to global social, economic, and political changes. In addition, the results of this study can be a reference for policy makers, academics, and education practitioners in designing more inclusive and contextual policies according to the needs of Muslim communities.

5.5. Further research directions

This research opens up space for further exploration of less dominant themes, such as the relationship between public policy and environmental issues, technology, and entrepreneurship in Islamic education. In addition, it is also important to develop policy models based on Islamic epistemology that can be an alternative to conventional Western-based public policy models.

6. Conclusion

This study presents a systematic review and bibliometric analysis of 189 Scopus-indexed documents from 2014 to 2023 concerning public policy in Islamic education. The findings reveal that the discourse on public policy in Islamic education is increasingly gaining scholarly attention across disciplines and geographic regions. The bibliometric data indicates that most publications originate from the United States, Indonesia, and Iran, highlighting a growing global academic interest in Islamic education policy.

The study categorizes the literature into three major domains: (1) public policy and Islamic education, (2) public policy and Islamic higher education, and (3) public policy and the welfare of Muslim communities. These domains reflect the multidisciplinary nature of the topic, intersecting with fields such as social sciences, medicine, economics, and the humanities. The thematic clusters identified—namely "developing countries and public policy" and "human issues and religion"—demonstrate the complexity and breadth of issues surrounding Islamic education policy, including gender, religiosity, education access, and socio-economic development.

The analysis underscores a research gap in less explored themes such as the intersection of public policy with business, environmental, and technological domains in Islamic education. These underrepresented areas offer promising directions for future research. Additionally, the study emphasizes the need to bridge Islamic and Western

public policy frameworks to create more contextualized and responsive policy models suited to the unique needs of Muslim communities worldwide.

In conclusion, public policy in Islamic education is a dynamic, multifaceted area of study that continues to evolve. It holds significant potential to inform institutional development, enhance educational equity, and support the socio-economic empowerment of Muslim societies globally. Future scholarship should continue exploring interdisciplinary approaches and cross-cultural perspectives to deepen understanding and impact.

Conflict of interest

The authors declare that there is no conflict of interest regarding the publication of this paper.

References

- Adelman, H. S., & Taylor, L. (2011). Expanding School Improvement Policy to Better Address Barriers to Learning. *Policy Futures in Education*, 9, 431–436. <http://smhp.psych.ucla.edu/pdfdocs/expandingsip.pdf>
- Andriansyah, A., Taufiqurokhman, T., & Wekke, I. S. (2019). Responsiveness of public policy and its impact on education management: An empirical assessment from Indonesia. *Management Science Letters*, 9(3), 413–424. <https://doi.org/10.5267/j.msl.2018.12.008>
- Aydarova, E., & Berliner, D. C. (2018). Navigating the contested terrain of teacher education policy and practice: Introduction to the special issue. *Education Policy Analysis Archives*, 26, 25. <https://doi.org/10.14507/epaa.26.3739>
- Bales, B. L. (2015). Restructuring Teacher Education in the United States: Finding the Tipping Point. *Athens Journal of Education*, 2(4), 297–312. <https://doi.org/10.30958/aje.2-4-1>
- Banagozar-Mohammadi, A., Delirrad, M., Alizadeh, A., Majidi, M., & Balali-Mood, M. (2020). Status of clinical toxicology education and ethics in medical care of poisoned patients in the Islamic Republic of Iran and a comparison with other countries. *Basic and Clinical Pharmacology and Toxicology*, 126(6), 475–483. <https://doi.org/10.1111/bcpt.13380>
- Chiang, T. H., Trezise, D., Wang, Y. Z., & Thurston, A. (2023). Policy reconfiguration as enactment in the strategy of recontextualized neoliberalism: Paradigmatic shift in teacher education policy reform. *International Journal of Educational Research*, 117, 102098. <https://doi.org/10.1016/j.ijer.2022.102098>
- Cobb, C. D., Donaldson, M. L., & Mayer, A. P. (2013). Creating High Leverage Policies: A New Framework to Support Policy Development. *Berkeley Review of Education*, 4. <https://doi.org/10.5070/b84110010>
- Doshmangir, L., Bazyar, M., Majdzadeh, R., & Takian, A. (2019). So Near, So Far: Four Decades of Health Policy Reforms in Iran, Achievements and Challenges. *Archives of Iranian Medicine*, 22(10), 592–605.

- Grimm, H. M., & Bock, C. L. (2022). Entrepreneurship in public administration and public policy programs in Germany and the United States. *Teaching Public Administration*, 40(3), 322–353. <https://doi.org/10.1177/01447394211021636>
- Hazelkorn, E. (2004). Growing Research: Challenges for Latedevelopers and Newcomers. *Higher Education Management and Policy*, 16(1), 119–140. <http://www.oecd.org/dataoecd/22/33/37443688.pdf#page=116>
- Jones, D. (1998). *The challenges and opportunities: An Agenda for Policy Research*. By. December.
- Khodr, H. (2018). Policies and politics surrounding Islamic studies programs in higher education institutions in the United States: The perfect storm in the war against terrorism, extremism, and islamophobia. *Contemporary Arab Affairs*, 11(3), 3–24. <https://doi.org/10.1525/caa.2018.113001>
- Lamoureux, S. (2011). Public policy, language practice and language policy beyond compulsory education: Higher education policy and student experience*. *OLBI Working Papers*, 3, 123–140. <https://doi.org/10.18192/olbiwp.v3i0.1098>
- Limonta, S. V. (2012). *Full Time School in Brazil: Policy , Curriculum and Pedagogic Challenges*. 108–114.
- Muazza, M., Mukminin, A., Habibi, A., Hidayat, M., & Abidin, A. (2018). Education in Indonesian islamic boarding schools: Voices on curriculum and radicalism, teacher, and facilities. *Islamic Quarterly*, 62(4), 507–536.
- Nkuyubwatsi, B. (2016). A Critical Look at Policy Environment for Opening up Public Higher Education in Rwanda. *Journal of Learning for Development*, 3(2). <https://doi.org/10.56059/jl4d.v3i2.141>
- Richardson, Jr., R. C., Bracco, K. R., Callan, P. M., & Finney, J. E. (1998). Balancing Institutional and Market Influences. *Higher Education Governance*, November, 27.
- Samier, E. A. (2020). Towards a Model of Islamic Policy Studies for Higher Education : A Comparison with Anglo-American Policy Studies. *Higher Education Governance and Policy*, 7(1), 49–62.
- Sayed, Y. (2002). Changing forms of teacher education in South Africa: A case study of policy change. *International Journal of Educational Development*, 22(3–4), 381–395. [https://doi.org/10.1016/S0738-0593\(01\)00062-1](https://doi.org/10.1016/S0738-0593(01)00062-1)
- Thachil, T. (2009). Neoliberalism's two faces in Asia globalization, educational policies, and religious schooling in India, Pakistan, and Malaysia. *Comparative Politics*, 41(4), 473–494+518. <https://doi.org/10.5129/001041509x12911362972593>
- Weine, S., Brahmbatt, Z., Cardeli, E., & Ellis, H. (2020). Rapid review to inform the rehabilitation and reintegration of child returnees from the islamic state. *Annals of Global Health*, 86(1), 1–15. <https://doi.org/10.5334/AOGH.2835>
- Winton, S. (2010). Democracy in Education Through Community-Based Policy Dialogues. *Canadian Journal of Educational Administration and Policy*, 114.