

Islamic Values in Mathematics Education: A Bibliometric Analysis with Emphasis on Educational Management Trends

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Abstract:

This study aims to analyze the integration of Islamic values in mathematics education through a bibliometric approach, with a focus on trends in educational management. The background of this research lies in the growing attention to value education within the context of holistic education, alongside the lack of systematic mapping regarding the relationship among the concepts of "Islamic", "Mathematics", and "Education." Utilizing VOSviewer software, bibliographic data from scientific publications over the past ten years were analyzed to identify keyword networks, thematic trends, and the intensity of author contributions. The visualization results indicate that mathematics education serves as a central node, closely connected to Islamic values, student-centered learning, and blended learning, signaling a strong integration of spiritual values with modern learning approaches. Moreover, the linkages with STEM and science education demonstrate that Islamic value-based education is highly compatible with the direction of globalized education. The heatmap visualization also reveals authors' contributions to key themes, showing a balanced tendency between specialization and generalization. This study concludes that the development of holistic mathematics education management must integrate cognitive, affective, and spiritual aspects cohesively, while promoting contextual, adaptive, and value-based policies and curricula.

Keywords: *Islamic Values, Mathematics, Educational Management, Blended Learning, STEM*

Abstrak:

Penelitian ini bertujuan untuk menganalisis integrasi nilai-nilai Islam dalam pendidikan matematika melalui pendekatan bibliometrik, dengan fokus pada tren dalam manajemen pendidikan. Latar belakang dari penelitian ini adalah meningkatnya perhatian terhadap pendidikan berbasis nilai dalam konteks pendidikan holistik, di samping masih minimnya pemetaan sistematis mengenai hubungan antara konsep "Islamic", "Mathematics", dan "Education". Dengan memanfaatkan perangkat lunak VOSviewer, data bibliografi dari publikasi ilmiah selama sepuluh tahun terakhir dianalisis untuk mengidentifikasi jaringan kata kunci, tren tematik, dan intensitas kontribusi para penulis. Hasil visualisasi menunjukkan bahwa pendidikan matematika berperan sebagai simpul sentral yang terhubung erat dengan nilai-nilai Islam, pembelajaran berpusat pada siswa (student-centered learning), dan pembelajaran campuran (blended learning), yang menandakan adanya integrasi yang kuat antara nilai spiritual dan pendekatan pembelajaran modern. Selain itu, keterkaitan dengan pendidikan STEM dan pendidikan sains menunjukkan bahwa pendidikan berbasis nilai-nilai Islam memiliki kompatibilitas yang tinggi dengan arah globalisasi pendidikan. Visualisasi heatmap juga mengungkap

kontribusi para penulis terhadap tema-tema utama, dengan menunjukkan kecenderungan seimbang antara spesialisasi dan generalisasi. Penelitian ini menyimpulkan bahwa pengembangan manajemen pendidikan matematika yang holistik harus mengintegrasikan aspek kognitif, afektif, dan spiritual secara menyeluruh, sekaligus mendorong kebijakan dan kurikulum yang kontekstual, adaptif, dan berbasis nilai.

Kata Kunci: *Nilai-nilai Islam, Matematika, Manajemen Pendidikan, Pembelajaran Campuran, STEM*

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INTRODUCTION

Islamic values-based mathematics education has emerged as an increasingly prominent approach within the framework of holistic education (Aksan et al., 2023; Amin, 2024; Hadi, 2025). This approach aims not only to enhance academic competence but also to shape students' character through the integration of moral and spiritual (Enizah et al., 2024; Hamdanah & Crismono, 2024; Setiawan et al., 2025; Ulpah et al., 2025). Nevertheless, despite numerous studies exploring the integration of religious values in education, the specific linkage between Islamic values, mathematics learning, and the implementation of modern educational management methods has not yet been comprehensively mapped.

The existing literature remains scattered and lacks a systematic structure, limiting a holistic understanding of how Islamic values can be effectively integrated into mathematics education, particularly in addressing global challenges such as STEM literacy and the digital transformation of education (Yulia et al., 2024; Elbashir et al., 2024; Nu'man, 2025). Educational management aspects, such as value-based curriculum development, instructional leadership, and the formulation of policies that are adaptive to the context of Islamic values (Rahman, 2025; Sa'adi, 2025; Surahman & Nayla, 2025), constitute crucial elements that have yet to be thoroughly explored in related research.

The integration of Islamic values into mathematics education is crucial, as it not only enhances students' critical thinking skills but also provides a relevant cultural and spiritual context. Moreover, global trends such as technology-based learning, student-centered approaches, and interdisciplinary education require adaptation within a framework of values and an educational management system that aligns accordingly (Ikhwan et al., 2020; Elbashir et al., 2024; Hudi et al., 2025; Maghfiroh, Dahri, & Yakoh, 2025; Vasinayanuwatana, 2021).

However, there exists a significant research gap, particularly in the visual and systematic mapping of the interconnections among Islamic values, mathematics education, and educational management. Previous studies have rarely employed bibliometric approaches to illustrate the intensity of connections between themes and research trends within this domain (Azis et al., 2022; Fatimah et al., 2024).

This study offers novelty by employing a bibliometric approach with VOSviewer software to map research trends, assess the intensity of keyword interrelations, and identify the main themes in Islamic values-based mathematics

education. Additionally, it explores the potential integration of Islamic values with modern learning approaches, such as blended learning and cooperative learning, managed within an adaptive and progressive educational management system. By bridging traditional and modern approaches, this research provides deeper insights into how Islamic values can contribute to addressing global challenges, such as interdisciplinary education and digital literacy, within the context of visionary educational management.

In practice, the study offers guidance to educators and policymakers on designing value-based curricula and policies integrated with innovative teaching strategies. The policy implications of this research include recommendations for policymakers to develop globally relevant, value-based models of mathematics education, supported by collaborative, context-sensitive educational management systems.

This study investigates the interrelationships among the concepts of "Islamic", "Mathematics", and "Education" within the framework of value-based education, employing bibliometric techniques and visual network mapping. Using VOSviewer software, the research identifies mathematics education as the central thematic node that bridges Islamic values with modern pedagogical strategies, such as blended and student-centered learning. The study further explores how integrating Islamic values into contemporary learning models enhances the relevance and responsiveness of mathematics education within educational management systems. Keyword density visualization reveals a concentration of scholarly attention on character education, STEM, and collaborative learning, highlighting a shift toward interdisciplinary, spiritually integrated learning approaches. Additionally, the heatmap analysis of author contributions reveals a balanced ecosystem of specialists and generalists, whose diverse scholarly interests significantly shape the direction of educational management. Altogether, the findings underscore the growing maturity of Islamic values-based mathematics education as a holistic, globally relevant paradigm that harmonizes cognitive, affective, and spiritual dimensions in shaping future-oriented educational policies.

This study aims to explore how Islamic values are integrated into mathematics education and how this integration shapes contemporary educational management within a value-based education framework. Specifically, the study seeks to identify and analyze the relationships among the concepts of "Islamic", "Mathematics", and "Education" through network visualization. It also aims to evaluate how incorporating Islamic values with modern learning strategies, such as technology-based and collaborative learning, can enhance the relevance and effectiveness of mathematics education in today's educational systems. Furthermore, the study intends to use heatmap visualization to map the intensity of keyword relationships, thereby identifying dominant themes and research trends. Finally, it examines the contributions of scholars in shaping the core themes of mathematics education, how these themes reflect the diversity of academic perspectives, and how they influence the development of value-based educational management policies.

RESEARCH METHOD

This study employs a bibliometric approach to analyze and visualize research trends on the integration of Islamic values into mathematics education (Donthu et al., 2021; Gao et al., 2022). Bibliographic data were collected from the Scopus database using keywords such as Islamic, Mathematics, and Education, as Scopus is one of the most comprehensive and reputable sources of peer-reviewed academic literature across disciplines. The use of bibliometric analysis was selected over other qualitative or purely quantitative methods because it enables the systematic mapping of publication trends, thematic developments, and authorial contributions within a large body of literature. This method is particularly well-suited for identifying research patterns and intellectual structures in emerging interdisciplinary fields such as Islamic-based mathematics education, where conceptual linkages and scholarly networks are complex and evolving. Additionally, tools like VOSviewer offer visual representations (e.g., co-word networks and heatmaps) that provide deeper insights into the intensity and direction of academic discourse that traditional content analysis alone cannot offer. The analyzed articles are publications relevant to the topic and published within the last 10 years (2014–2024). Articles that lacked a substantive analysis of the relationship between Islamic values and mathematics education were excluded to ensure a precise focus and high-quality research outcomes.

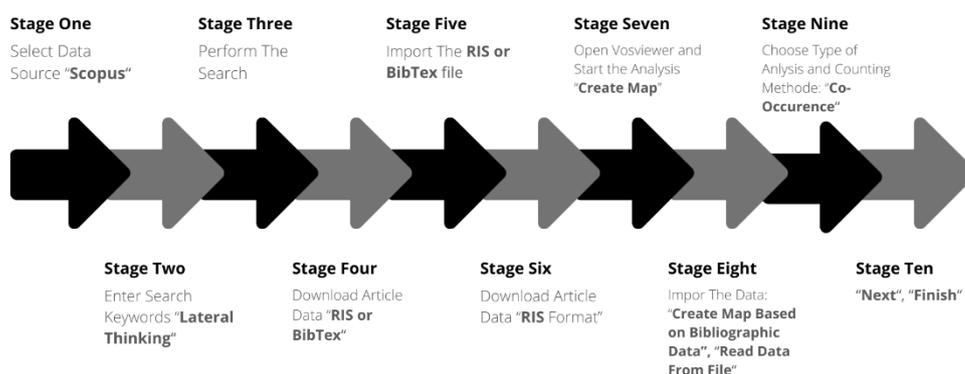


Figure 1. Bibliometric Workflow and Science Mapping

The collected data were exported into a format compatible with VOSviewer software for bibliometric analysis. Data visualization was conducted through three types of maps: (1) Network visualization to map the relationships among keywords, (2) Overlay visualization to illustrate the evolution of topic trends over time, and (3) Density visualization to identify the intensity of connections in specific areas (Hashem et al., 2023; Jing et al., 2024). Once the visual maps were generated, an in-depth analysis of key literature was conducted to explore the more nuanced interconnections between Islamic values and mathematics education. This analysis includes the identification of major themes such as Islamic values-based education, modern learning approaches like blended learning, and the integration of STEM in instruction.

To ensure validity, both the visual maps and their interpretations were reviewed by education experts and relevant academics. This study uses

VOSviewer for data visualization and Mendeley for reference management. The research employs three types of bibliometric visualizations – network, overlay, and density maps – each serving a distinct analytical purpose aligned with the research objectives. Network maps illustrate the structural relationships among keywords, enabling the identification of thematic clusters that reveal how concepts such as Islamic values, mathematics, and education are interconnected. This directly addresses the first research question by visualizing the conceptual links within the value-based education framework. Overlay maps build on this by incorporating a temporal dimension, showing the evolution of themes over time and indicating the integration of modern learning approaches such as technology-enhanced or collaborative learning. This helps to answer the second research question regarding the relevance and modernization of Islamic mathematics education. Meanwhile, density maps highlight the frequency and intensity of keyword co-occurrence, identifying dominant research foci and thematic gaps, thereby providing insights into the third research question on research intensity and hotspots. Together, these visual tools offer a holistic and nuanced understanding of the field, enabling both theoretical exploration and practical recommendations for advancing Islamic values-based mathematics education in modern educational systems.

RESULT AND DISCUSSION

Result

Conceptual Network Analysis: The Relationship among “Islamic,” “Mathematics,” and “Education” in Value-Based Education.

The conceptual network visualization from this bibliometric study highlights the strong interrelationship among the concepts of Islamic, Mathematics, and Education within the framework of value-based education. Based on mapping results from VOSviewer, the keyword 'mathematics education' emerged as the central node in the network, indicating the dominant theme in the literature. This term is directly linked to keywords such as problem-solving in mathematics, geometry education, blended learning, and student-centered learning, suggesting that modern pedagogical approaches are integral to mathematics instruction. In a separate cluster, concepts such as Islamic values, Islamic school, and Islamic boarding school form a distinct group, yet are closely connected to themes like character education and collaborative learning strategies such as cooperative learning. This reflects that Islamic values in mathematics education are not isolated but are integrated through active and contextual teaching methods. Interestingly, strategies such as blended learning and student-centered learning appear as conceptual bridges linking Islamic values with modern mathematics teaching practices. Their position between the two clusters underscores their central role in merging spiritual dimensions with the pedagogical demands of the 21st century.

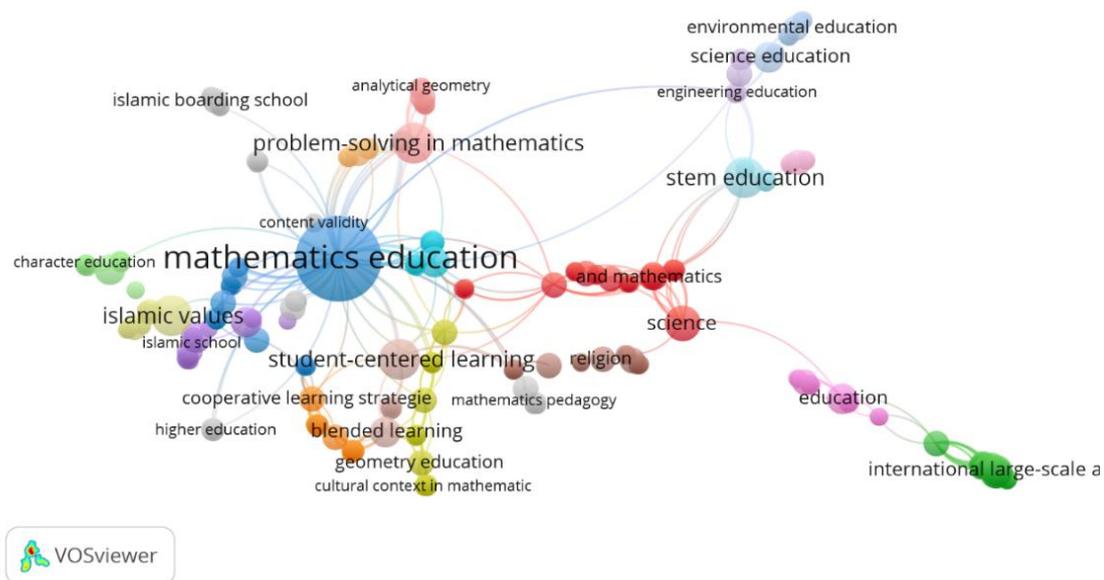


Figure 2. Conceptual Network Visualization: The Relationship among “Islamic”, “Mathematics”, and “Education” in Value-Based Education

Moreover, the network visualization also reveals connections to cross-disciplinary domains such as STEM education, science education, and even environmental education. These connections suggest that Islamic values are highly compatible with global educational approaches rooted in scientific literacy and interdisciplinary frameworks. Therefore, it can be concluded that Islamic values not only enrich the cognitive domain of mathematics learning but also provide a crucial ethical and spiritual foundation for addressing contemporary educational challenges.

Table 1. Summary Table Interpretation (in Paragraph Form)

Aspect	Key Observations
Central Node	Mathematics Education
Thematic Bridges	Blended Learning, Student-Centered Learning
Islamic Values	Closely linked with character education, Islamic schools, and collaborative strategies
Global Education Trends	Connected to STEM and science education
Practical Implications	Indicates the need for value-based educational management and innovative teaching strategies

The implications of these findings are significant for educational management. Curricula should be designed not only with a focus on content but also on integrating contextual spiritual values. Teachers play a vital role as agents of value transformation, while technology-based learning approaches such as blended learning must be adapted to align with Islamic principles. Overall, this visualization underscores the importance of a holistic approach to value-based mathematics education –one that unifies cognitive, affective, and spiritual dimensions within an innovative, context-sensitive educational management framework.

Integration of Islamic Values and Modern Approaches: Implications for Mathematics Education Management

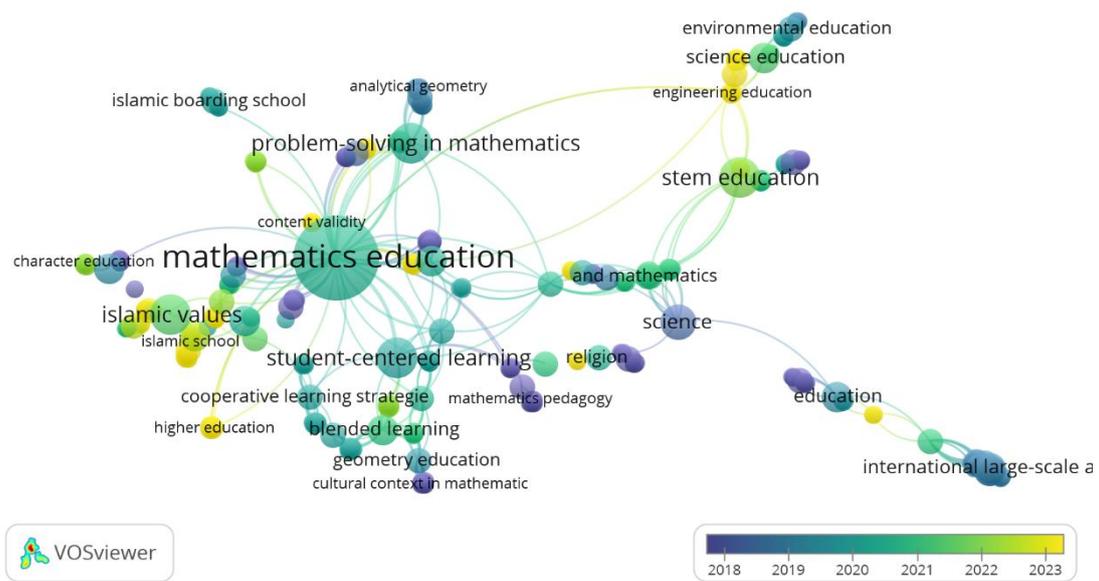


Figure 3. Overlay Visualization of Research Trends: Integration of Islamic Values and Modern Approaches in Mathematics Education (2018–2023)

The overlay visualization from VOSviewer illustrates a growing integration between Islamic values and modern learning approaches in mathematics education, particularly during the 2021–2023 period. The yellow nodes associated with keywords such as Islamic values, Islamic school, and Islamic boarding school indicate that these themes represent relatively new and rapidly developing areas of research. Islamic values are no longer merely normative concepts; they have been actively embedded in instructional strategies such as student-centered, blended, and cooperative learning. This reflects an intentional effort to design mathematics instruction that addresses not only cognitive aspects but also affective and spiritual dimensions.

The strong interconnection between Islamic values and modern pedagogical approaches has significant implications for educational management. First, education management must develop adaptive, context-specific curricula that integrate mathematical content with reinforcement of Islamic moral and ethical values. Second, teachers are no longer just content deliverers but are also facilitators of values and learning innovators. Therefore, professional development programs should emphasize instructional leadership, enabling educators to implement value- and technology-based teaching in a balanced manner. Third, education policy should be informed by data and emerging trends, using tools such as bibliometric analysis and visualization to guide the direction of both academic literature and educational practice.

Additionally, the visualization reveals connections to interdisciplinary approaches such as STEM, science, and environmental education, which are highlighted in yellow to indicate growing trends. This shows that the integration of Islamic values in mathematics education is not isolated but instead expands its scope into interdisciplinary and global educational landscapes. As such,

In contrast, other clusters (colored differently) may group keywords related to blended learning, student-centered learning, or STEM education, indicating distinct yet related research directions. The thickness of the lines (edges) connecting the nodes represents the strength of co-occurrence between the keywords; thicker lines signify stronger relationships. Altogether, this color- and size-coded visualization helps researchers quickly identify which topics dominate the field, how different themes are interconnected, and what subfields exist within Islamic values-based mathematics education research.

Modern instructional strategies such as blended learning, student-centered learning, and cooperative learning also appear in high-density areas. This points to a strong trend in the literature toward pairing Islamic values with innovative teaching methods that emphasize active student participation, technology, and collaborative learning. Such a pattern suggests that contemporary research is not only concerned with normative religious discourse but also explores how these values can be dynamically integrated into 21st-century learning strategies.

On the other hand, areas such as STEM and science education, as well as international large-scale assessment, exhibit high density, signaling the linkage between values-based mathematics education and global educational issues. This indicates a shift in research from localized perspectives to more interdisciplinary and international directions, positioning Islamic values as a foundation for addressing the needs of scientific literacy and global education assessment frameworks. Thus, the density map confirms that future research will increasingly require a fusion of value-based principles, modern pedagogy, and global relevance to shape a holistic, context-aware educational management system.

Authors' Contributions to Thematic Focus and Educational Management Direction

The heatmap visualization of author contributions to various themes in value-based mathematics education research provides an insightful overview of the intellectual structure and academic dynamics within the field, as presented in Figure 5. This visualization reveals the intensity and distribution of scholarly focus, using color gradations: dark blue indicates high contribution, and light blue to white signals lower or absent engagement. It becomes clear that specific authors have established themselves as key players in shaping the discourse, while others contribute across a broader thematic spectrum.

One notable figure is Iskandar, M., who emerges as a central contributor with a strong focus on a specific theme most likely related to the integration of Islamic values in mathematics education. His three contributions within a single theme underscore a specialized, in-depth engagement that demonstrates consistency and expertise in that area. This position positions Iskandar as a key specialist whose work reinforces the conceptual and practical foundations of Islamic-integrated pedagogy in mathematics.

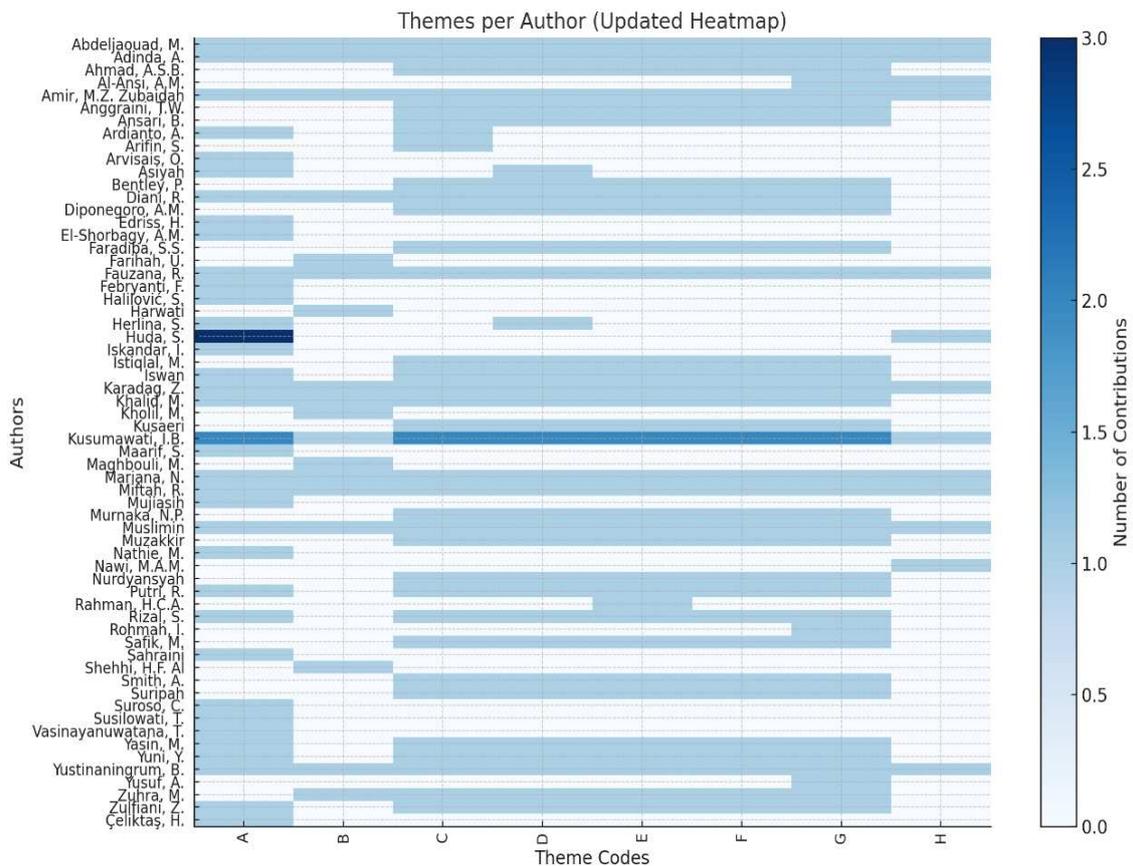


Figure 5. Author Contributions Heatmap: Thematic Focus in Islamic Values-Based Mathematics Education Research

Similarly, Kusumawati, L.B. demonstrates significant involvement, particularly in a theme presumed to relate to educational management and innovation. Her contributions suggest a strong orientation toward pedagogical strategy and the contextual application of value-based principles in school systems. This points to a role not only as a researcher but also as a thought leader in designing value-informed instructional models and adaptive management frameworks.

In contrast, authors such as Huqa, S., Karadag, M., and Muslimin show a more balanced contribution across multiple themes, indicating a multidisciplinary approach. These generalist contributors help bridge diverse topics such as collaborative learning, STEM literacy, and educational technology within an Islamic framework. Their work reflects intellectual flexibility and fosters integration across domains, enriching the field's theoretical and practical dimensions.

The heatmap also reveals two key patterns: specialists who delve deeply into specific topics and generalists who traverse several themes with moderate yet meaningful contributions. Both groups play vital roles in the academic ecosystem. Specialists provide depth and rigor in core themes such as curriculum development and ethical leadership, while generalists support thematic convergence and innovation.

Discussion

The findings of this study demonstrate that the integration of Islamic values into mathematics education is not merely an emerging phenomenon but has become a central direction in contemporary academic discourse. This is reflected in the network and density visualizations, where mathematics education appears as the primary node, strongly connected to concepts such as Islamic values, student-centered learning, and blended learning. These findings reinforce the idea that mathematics education has undergone a paradigm shift from a focus on content delivery alone toward a more holistic, values-oriented approach.

This transformation suggests that educators and researchers are increasingly recognizing the importance of embedding moral, ethical, and spiritual elements into teaching practices, especially within Islamic educational contexts. The convergence of traditional values with modern pedagogical strategies highlights the potential of mathematics education to serve not only cognitive development but also character formation and cultural identity.

Compared to previous studies, these findings expand and deepen the work of Enizah et al. (2024) and Kasman et al. (2024), who emphasized the importance of incorporating spiritual values into mathematics instruction to shape students' character. However, this study goes a step further by demonstrating that Islamic values are not merely affective elements but also serve as an epistemological foundation for curriculum development and innovative teaching strategies. In this regard, the study also highlights the importance of character education within an Islamic context, while enriching this approach by integrating dimensions of technology-based and collaborative educational management (Mahara, 2025; Nurbayan & Sanusi, 2025; Shobirin & Efendi, 2025).

Furthermore, the overlay visualization shows that integrating Islamic values is closely linked to modern approaches such as STEM education and large-scale international assessments. This adds a new dimension to the research of Rakhmawati (2023) and Inganah et al. (2023), who previously emphasized the need for Islamic education to respond to the challenges of globalization. This study demonstrates that integrating Islamic values into mathematics can actively contribute to global scientific literacy while preserving its moral and spiritual identity.

From the perspective of educational management, the contributions of authors such as Iskandar and Kusumawati, L.B. (as shown in the heatmap) indicate a clear specialization in developing value-based themes and instructional strategies. These findings support the work of Donthu et al. (2021), which emphasizes the importance of bibliometric analysis in understanding the direction of educational policy. Using network and density maps, the direction of mathematics education policy can be formulated in a more structured, value-oriented manner, responsive to technological advancements and aligned with global contexts.

The practical implication of this study is the need for an educational management system that is not only administratively adaptive but also sensitive

to cultural and spiritual values. Education providers must ensure that curricula and teaching strategies do not solely aim to develop cognitive competencies but also shape students' character through integrative approaches. This reflects the findings of Asiyah (2024) and Elbashir et al. (2024), who emphasized the importance of spiritual quotient in technology-based education.

Thus, this study fills a gap in the existing literature by providing a visual and systematic analysis of how the concepts of Islamic, Mathematics, and Education interact to shape an adaptive, values-driven, and globally relevant educational model. It not only offers a synthesis of various prior approaches but also establishes a new direction for Islamic values-based educational management in the era of digital transformation.

CONCLUSION

The integration of Islamic values into mathematics education reflects a growing academic emphasis on aligning spiritual dimensions with contemporary pedagogical approaches. This convergence between religious values and STEM education demonstrates the potential of value-based education in fostering ethical inquiry, interdisciplinary learning, and enhanced teacher competency. Islamic frameworks, when applied to mathematics education, promote not only cognitive understanding but also moral grounding, ensuring that students are prepared to navigate both academic challenges and real-world ethical dilemmas.

Moreover, the use of bibliometric methods in this study provides a comprehensive analysis of thematic trends and author contributions, reinforcing the importance of systematically mapping the evolving landscape of value-based education. This approach underscores the critical role of values in shaping educational practices that respond to global challenges, particularly in developing problem-solving skills and career readiness. The integration of Islamic values into mathematics education emerges as a strategic and culturally relevant approach that is responsive to both local and global educational needs.

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