

Research Trends in Islamic Religious Education and Students' Emotional Management: A Scopus-Based Bibliometric Study

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Abstract:

This study responds to the growing need to address students' emotional well-being within educational contexts, particularly through value-based approaches such as Islamic Religious Education (IRE). Despite increasing attention to emotional development in education, global research integrating emotional management with IRE remains limited and fragmented. This study aims to map and analyze global research trends related to Islamic Religious Education and students' emotional management using a Scopus-based bibliometric approach. Data were collected from the Scopus database and systematically screened using the PRISMA framework. A total of 4,368 documents published between 2014 and 2024 were analyzed using Biblioshiny in RStudio to examine publication trends, leading authors, influential journals, subject areas, collaboration networks, and emerging research themes. The findings reveal a significant increase in publications on students' emotions over the past decade. However, studies that explicitly integrate emotional management within the context of IRE remain scarce. The field continues to be dominated by Western scholars and psychological perspectives, while contributions from Islamic educational contexts are relatively underrepresented. The analysis further identifies emotion regulation and motivation as emerging themes with strong potential for future research. These findings highlight the need to strengthen interdisciplinary and value-based research within IRE by integrating emotional and spiritual dimensions into educational practice. This study provides a comprehensive reference for future research and contributes to the development of a more holistic approach to promoting students' emotional and spiritual well-being.

Abstrak:

Studi ini menanggapi semakin pentingnya memperhatikan kesejahteraan emosional siswa dalam konteks pendidikan, khususnya melalui pendekatan berbasis nilai seperti Pendidikan Agama Islam. Namun, penelitian global yang mengintegrasikan manajemen emosi dengan Pendidikan Agama Islam masih terbatas dan terfragmentasi. Studi ini bertujuan untuk memetakan dan menganalisis tren penelitian global dalam Pendidikan Agama Islam dan manajemen emosi siswa menggunakan pendekatan bibliometrik berbasis Scopus. Data dikumpulkan dari basis data Scopus dan disaring secara sistematis menggunakan kerangka kerja PRISMA. Sebanyak 4.368 dokumen yang diterbitkan antara tahun 2014 dan 2024 dianalisis menggunakan Biblioshiny di RStudio untuk meneliti tren publikasi, penulis terkemuka, jurnal berpengaruh, bidang studi, jaringan kolaborasi, dan tema penelitian yang muncul. Hasilnya menunjukkan peningkatan signifikan dalam publikasi yang berkaitan dengan emosi siswa selama dekade terakhir. Namun, studi yang secara eksplisit mengintegrasikan manajemen emosi dengan Pendidikan Agama Islam masih terbatas. Bidang ini didominasi oleh para sarjana Barat dan perspektif psikologis,

sementara kontribusi dari konteks pendidikan Islam kurang terwakili. Analisis ini juga mengungkapkan bahwa regulasi emosi dan motivasi merupakan tema-tema yang muncul dengan potensi penelitian yang kuat. Temuan ini mengimplikasikan perlunya penguatan penelitian interdisipliner dan berbasis nilai dalam Pendidikan Agama Islam, khususnya dengan mengintegrasikan dimensi emosional dan spiritual ke dalam praktik pendidikan. Studi ini memberikan referensi komprehensif untuk penelitian masa depan dan berkontribusi pada pengembangan pendekatan yang lebih holistik terhadap kesejahteraan emosional dan spiritual siswa.

Keywords:

Bibliometric Analysis, Emotion Regulation, Islamic Religious Education, Research Trends, Students' Emotion.

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Introduction

Recent developments in education have emphasized the integration of cognitive and affective dimensions, particularly in relation to students' emotional management. Empirical evidence suggests that emotional regulation plays a significant role in shaping learning processes, motivation, and academic performance (Pekrun, Lichtenfeld, Marsh, & Goetz, 2017). Within this framework, value-based education has increasingly been recognized as an effective approach to supporting students' emotional development. Islamic Religious Education (IRE) has been identified as one such approach that integrates spiritual and moral values into the learning process. Previous studies indicate that IRE contributes to the development of emotional intelligence, including self-awareness, emotional regulation, and interpersonal skills. Furthermore, IRE has been associated with strengthening students' behavioral and affective competencies within educational settings (Pahrudin, Irwandani, Aridan, & Barata, 2025). Students' emotional well-being is closely linked to broader educational goals, particularly the promotion of holistic development. Research has shown that IRE can enhance students' emotional intelligence, especially in areas related to self-regulation and social interaction. However, existing studies tend to focus primarily on learning outcomes rather than examining the pedagogical processes through which students' emotional development is fostered (Faizin, Ifan, Basid, Ramadhan, Panatik, & Kawakip, 2025).

Despite the growing body of literature, several gaps remain. First, most research on students' emotional development is situated within general educational frameworks and

does not specifically examine the context of Islamic Religious Education. Second, studies in Islamic education have largely focused on character and moral development, while the contribution of IRE to students' emotional regulation has not been systematically explored (Astuti & Hasan, 2020). Third, limited research has explicitly investigated how IRE functions as a pedagogical process in shaping students' emotional development, resulting in a fragmented understanding of its role within educational practice (Hadiati & Mukti, 2022). These gaps are further supported by bibliometric evidence demonstrating a significant imbalance between general research on students' emotions and studies focusing on Islamic Religious Education (IRE). Of the 37,288 documents related to students' emotions identified in the initial search, only 101 documents explicitly addressed IRE. Following a systematic screening process, 4,368 documents were deemed relevant for analysis. This finding indicates that the intersection between IRE and students' emotional development remains underexplored in the academic literature (Sahar, 2025).

Based on these identified gaps, this study aims to map and analyze global research trends in Islamic Religious Education and students' emotional management using a Scopus-based bibliometric approach. The analysis focuses on publication trends, leading contributors, major journals, disciplinary distribution, international collaboration patterns, influential publications, and emerging research themes (Ikhwan, Zukhrufin, Subhan, Sormin, & Khasanah, 2025). Specifically, this study seeks to answer the following research questions:

1. How have publication trends related to Islamic Religious Education and students' emotional management evolved over time?
2. Which journals publish the highest number of articles on Islamic Religious Education and students' emotional management?
3. Who are the most active authors in this research field?
4. Which disciplines contribute most significantly to this area of research?
5. Which countries contribute the most to this field and are most actively involved in international research collaboration?
6. Which publications are the most influential in the field of Islamic Religious Education and students' emotional management?
7. What are the major research themes and potential future directions emerging from studies on Islamic Religious Education and students' emotional management?

By addressing these research questions, this study contributes to strengthening the theoretical and empirical foundations of Islamic Religious Education within the broader discourse on students' emotional development. Furthermore, it provides a comprehensive overview of the field and identifies opportunities for future interdisciplinary research (Supriyadi, Julia, Supriadi, Rahminawati, & Baxtiyorovna, 2025).

Research Method

This study employed a bibliometric analysis approach to examine research trends and the structure of knowledge in the field of Islamic Religious Education (IRE) and students' emotional development. Bibliometric analysis is a quantitative method used to

analyze publication metadata, including titles, authors, journals, affiliations, keywords, and citation counts, in order to generate systematic and evidence-based insights. This approach facilitated the identification of key contributors, influential sources, and the evolution of research themes and collaboration networks over time (Aripin, Nurdiansyah, Arief, & Yusof, 2025). The data for this study were obtained from the Scopus database, which is widely recognized for its extensive coverage and reliability in bibliometric research. The search was conducted on December 7, 2025, using a Boolean query applied to the TITLE-ABS-KEY field as follows: TITLE-ABS-KEY ("Islamic Religious Education" OR "Islamic education" OR "religious education") AND TITLE-ABS-KEY ("emotion" OR "emotional management" OR "emotional regulation" OR "student emotion").

The initial search yielded 37,389 documents. To ensure the relevance and quality of the dataset, a series of inclusion and exclusion criteria was applied. The inclusion criteria were as follows: (1) journal articles, (2) publications written in English, (3) documents classified within the Social Sciences and Arts and Humanities subject areas, and (4) studies addressing educational and emotional dimensions. The exclusion criteria included: (1) conference papers, book chapters, and review articles; (2) non-English publications; (3) documents outside the selected subject areas; and (4) studies not directly related to Islamic Religious Education or students' emotional development. The document selection process followed the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework to ensure transparency and replicability. During the identification stage, 37,389 records were retrieved from the Scopus database. In the screening stage, documents were filtered according to document type, language, and subject area, resulting in 10,245 records. During the eligibility stage, titles and abstracts were reviewed to assess their relevance to the research objectives, reducing the dataset to 6,112 documents. Finally, in the inclusion stage, 4,368 documents met all eligibility criteria and were included in the analysis. The complete selection process was presented in Figure 1, which illustrated the PRISMA flow diagram and the number of documents retained at each stage (Hady, Aziz, Nuqul, & Mahpur, 2025).

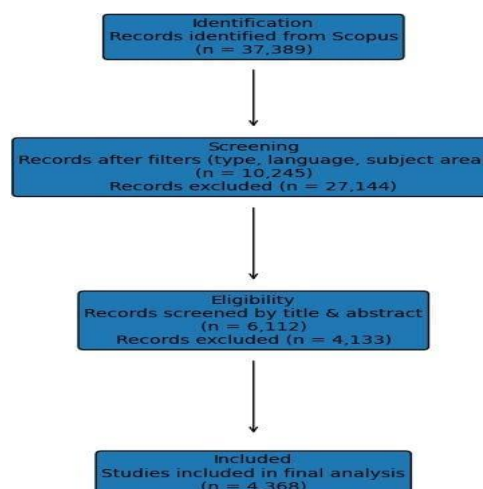


Figure 1. PRISMA Flow Diagram of the Study Selection Process

To ensure data validity and reliability, several procedures were implemented. First, the search query was constructed using standardized keywords and Boolean operators to minimize bias and ensure consistency in data retrieval. Second, the screening process was conducted systematically based on predefined inclusion and exclusion criteria to enhance reproducibility. Third, the data were directly exported from Scopus in CSV format to avoid manual input errors and ensure data accuracy. After the selection process, the data were analyzed using RStudio through the Biblioshiny interface of the bibliometrix package. Biblioshiny provided comprehensive bibliometric analysis through a range of statistical and visualization tools, including analyses of publication trends, author productivity, keyword co-occurrence, geographical distribution, and collaboration networks. This method was selected because of its flexibility and suitability for large-scale scientific mapping in educational research.

Result and Discussion

Publication Trends

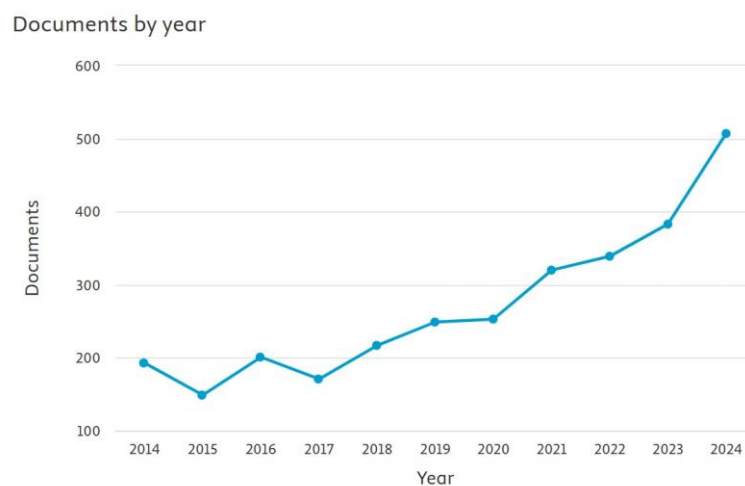


Figure 2. Publication Development (2014-2024)

Figure 2 presents the annual publication trend on Islamic Religious Education (IRE) and students' emotional aspects from 2014 to 2024. The data show a fluctuating pattern during the early years of the period, with a decline from 2014 to 2015, followed by gradual growth from 2016 to 2020. A more consistent and substantial increase was observed after 2020, with the number of publications rising from approximately 250 in 2020 to more than 500 in 2024, representing the highest level recorded during the study period.

The trend indicates growing scholarly interest in students' emotional aspects within educational research. However, the findings suggest that the explicit integration of emotional dimensions into Islamic Religious Education remains limited (Assegaf, Khaulasari, Thohir, & Ali, 2025). The gradual increase observed before 2020 reflects the early development of research examining the relationship between education and emotional dimensions (Sirojuddin & Ghoni, 2025). The sharper increase after 2020 may

have been associated with broader shifts in educational priorities toward student well-being and holistic learning approaches (Syaharuddin, Mutiani, Rahmia, Susilawati, Nur'aini, 2025). Furthermore, the continued growth through 2024 suggests that this topic has become increasingly established within academic discourse, including its application across diverse educational contexts (Hakim, Kodir, & Haron, 2025).

Main Journal

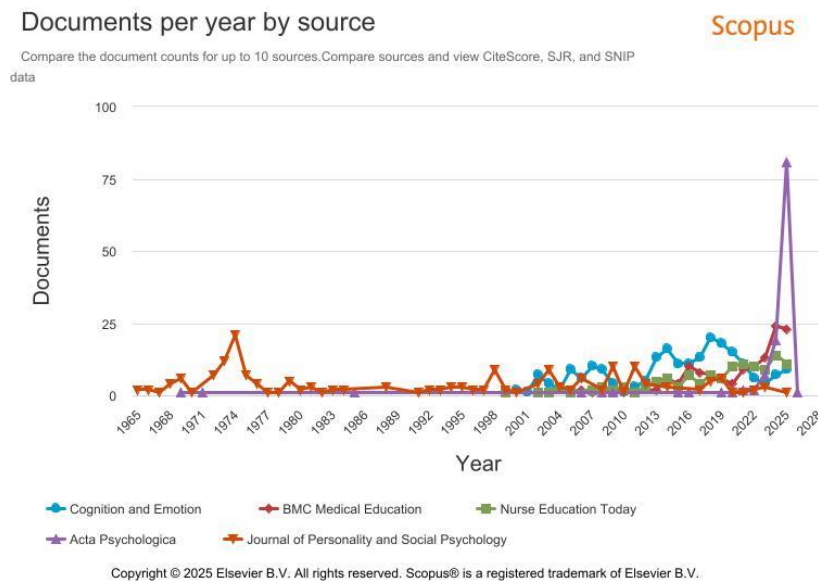


Figure 3. Journal Source

Figure 3 shows the distribution of publications by source, indicating that journals such as *Cognition and Emotion*, *Acta Psychologica*, and *Journal of Personality and Social Psychology* have consistently contributed to research on students' emotional aspects over time. A notable increase is observed in *Nurse Education Today* in 2024, which recorded the highest number of publications among the listed sources. However, based on the inclusion criteria applied in this study, which focused on articles explicitly addressing both Islamic Religious Education (IRE) and students' emotional dimensions, only a limited number of these publications directly examined the intersection between IRE and emotional management.

These findings indicate that the dominant publication sources are primarily rooted in psychology and general education, suggesting that the discourse on student emotions continues to be shaped largely by cognitive-affective frameworks rather than Islamic pedagogical perspectives (Mardhiah & Thalal, 2025). The surge in publications in *Nurse Education Today* reflects an interdisciplinary expansion of the field, particularly into health education contexts where emotional competence is increasingly emphasized (Fahmi, Nuruzzaman, Hilmy, & Yuni, 2025). However, the relatively small number of publications explicitly linking IRE and emotional development confirms that this area remains underexplored. The emerging inclusion of spirituality-related themes in mainstream journals signals growing recognition of value-based approaches to emotional

development, although Islamic perspectives have not yet become a dominant component of this discourse (Tohirin & Mardiana, 2025).

Productive Writer

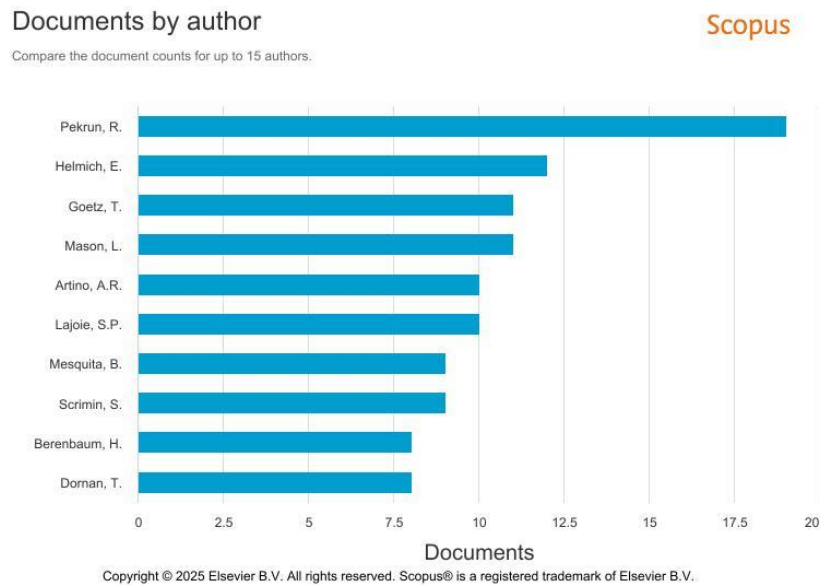


Figure 4. Authors Contribution

Figure 4 illustrates that Pekrun, R. was the most productive author in the field of student emotions, with a substantially higher number of publications than other contributors. Other authors, such as Helmich, Goetz, and Artino, also made notable contributions; however, no authors representing Islamic educational perspectives appeared prominently in the dataset. This pattern indicates that the scholarly discourse on students' emotions has been strongly influenced by Western scholars and theoretical frameworks, particularly the Control-Value Theory of Achievement Emotions (CVTAE). While this theory provides a robust explanation of emotional processes in learning, its prominence also suggests the limited representation of value-based Islamic approaches (Danil, 2025). The absence of prominent authors from Islamic education contexts highlights a structural gap in the literature. Studies emphasizing the pedagogical integration of Islamic values into emotional development, including those focusing on teacher competencies, have demonstrated the importance of contextualizing emotional learning within religious frameworks (Yusoff, Hao, & Basal, 2025). Therefore, increasing contributions from Islamic scholars is essential to diversify and strengthen the existing knowledge base (Abdul-Jabbar, 2024).

Field of Study

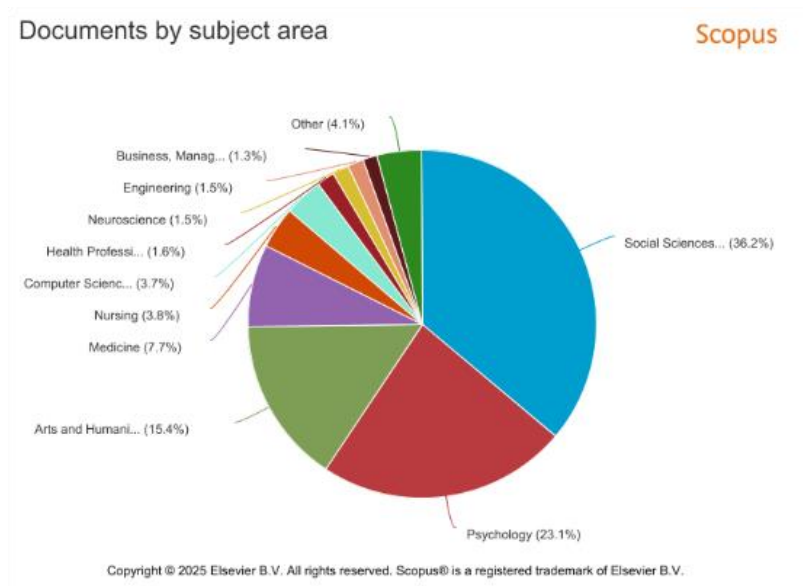


Figure 5. Topics and Keywords

Figure 5 illustrates the distribution of publications across subject areas. The majority of publications were concentrated in the Social Sciences (36.2%), followed by Psychology (23.1%) and Arts and Humanities (15.4%). In contrast, contributions from disciplines such as Computer Science, Engineering, and Neuroscience remained relatively limited within the dataset on Islamic Religious Education (IRE) and students' emotional development. The predominance of the Social Sciences and Psychology suggests that research on emotional aspects of education, including studies related to IRE, has largely been conceptualized through behavioral, cognitive, and social theoretical frameworks (Rashed, Zhaffar, Ihwani, & Iswantir, 2025). Although the Arts and Humanities have contributed to the exploration of moral, ethical, and emotional values, their integration with Islamic pedagogical perspectives remains limited (Artika, Almomani, & Hulwana, 2025). Furthermore, the relatively low representation of technological and scientific disciplines indicates that interdisciplinary approaches, such as digital learning, educational technology, and neuroscience-informed education grounded in Islamic values, remain underdeveloped. This finding is consistent with recent studies highlighting the growing influence of digital Islamic knowledge sources in educational settings, although their relationship with students' emotional development requires further empirical investigation (Askar, Nurdin, Pettalongi, A., Pettalongi, S., & Basire, 2025).

Global Distribution

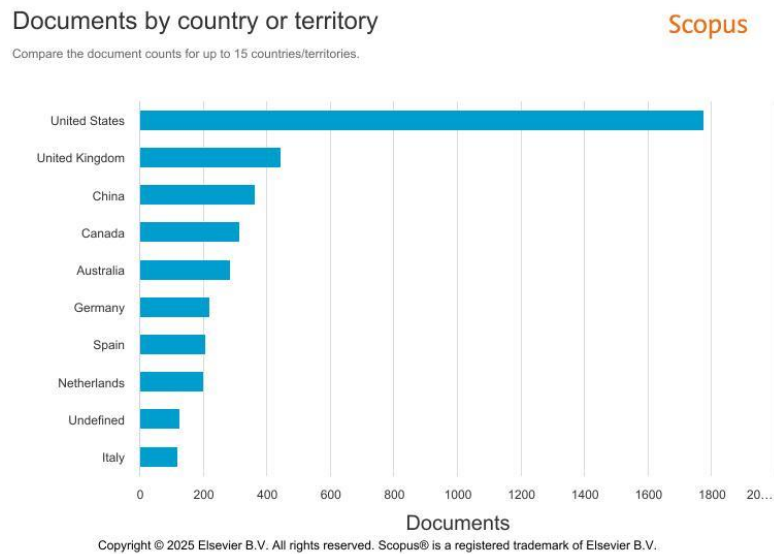


Figure 6. State Contribution

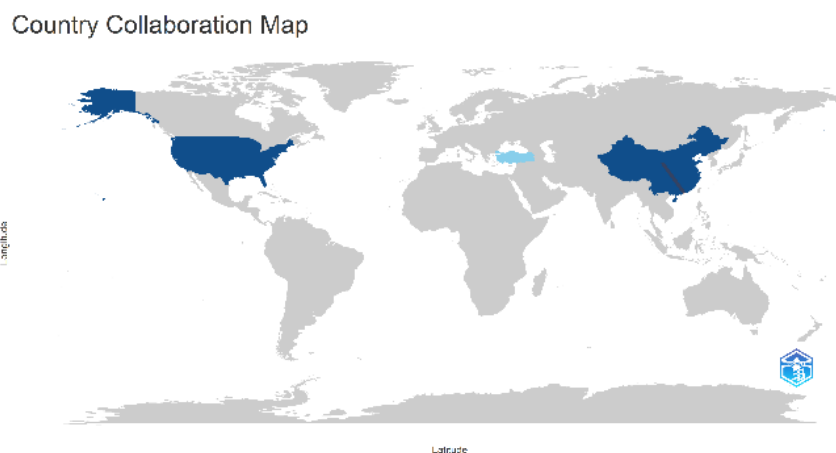


Figure 7. Country Collaboration Map

Figures 6 and 7 illustrate the geographical distribution of research output and international collaboration patterns. The United States emerged as the leading contributor in terms of publication output, followed by the United Kingdom, China, and Canada. The collaboration network revealed strong research partnerships among Western countries, while Malaysia appeared as one of the few active contributors from Muslim-majority contexts. These findings suggest that research on students' emotional development, including studies related to Islamic education, has been predominantly produced in non-Muslim-majority countries (Faqihuddin, Suresman, & Abdullah, 2025). This imbalance indicates that Islamic perspectives on emotional education remain underrepresented in the global scholarly literature. The limited involvement of Muslim-majority countries in international research collaborations further highlights this gap, although the growing contribution of countries such as Malaysia suggests potential for broader participation and

engagement (Djamaluddin, Taher, & Juliadarma, 2024). Strengthening international research collaboration grounded in Islamic educational perspectives is therefore essential to enrich the global discourse, promote diverse epistemological viewpoints, and reduce existing imbalances in knowledge production (Asrori, Fandi, Sofian, Fadhel, Hidayat, & Suja, 2025).

Influential Articles

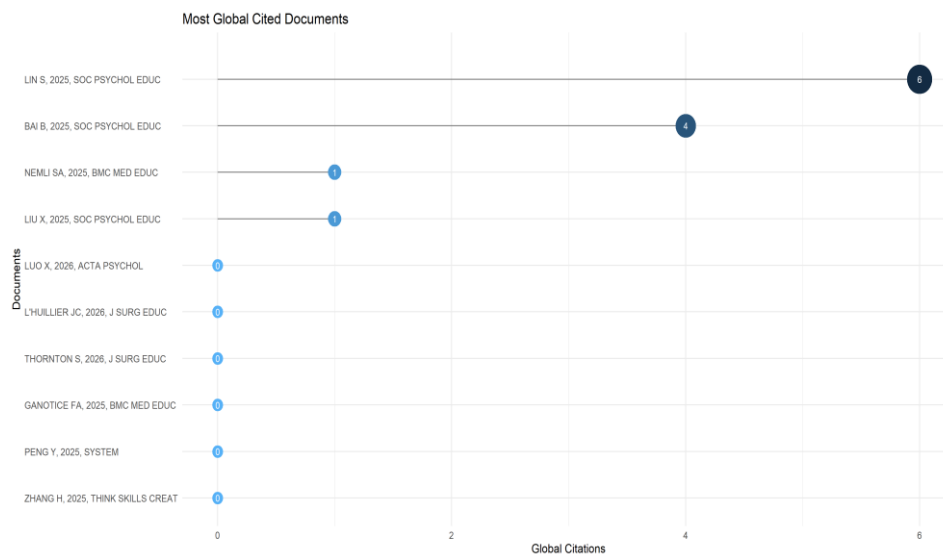


Figure 8. Most Citation

Figure 8 presents the most globally cited documents within the selected dataset (2014–2024). The findings indicate that citation counts remained relatively low, with the most highly cited document receiving six citations, followed by another with four citations, while the majority of the remaining documents received only one citation. These publications were primarily published in journals related to psychology and education, including Social Psychology of Education, BMC Medical Education, and Acta Psychologica. Given the inclusion criteria applied in this study, only articles explicitly addressing both Islamic Religious Education (IRE) and students' emotional development were included, which may explain the limited number of highly cited publications.

The relatively low citation counts suggest that research integrating Islamic Religious Education and students' emotional development has not yet attained substantial visibility within the global academic community (Kurniawan, Herlambang, Sari, Fadian, & Suratman, 2024). However, this finding should be interpreted with caution, as the limited citation impact may reflect the emerging nature and narrow scope of this research area rather than a lack of scholarly significance. Furthermore, the predominance of psychology-oriented journals indicates that studies on students' emotions continue to be framed largely through general psychological and educational theories, with limited incorporation of Islamic pedagogical perspectives.

From a bibliometric perspective, this pattern reflects a relatively weak citation network and limited diffusion of knowledge within this specialized field. The absence of

highly cited foundational references suggests that the field has not yet developed a well-established intellectual structure or cohesive citation network. This situation may be influenced by the limited accessibility, visibility, and dissemination of research grounded in Islamic educational values (Reksiana, Nata, Rosyada, Dinia, Rahiem, Abdulbosit, & Ugli, 2024). Nevertheless, these conditions also present opportunities for future research to develop more rigorous and integrative studies that combine Islamic educational principles with contemporary theories of emotion, thereby enhancing their potential contribution to international scholarly discourse (Sholeh, Haris, Azah, & Shobirin, 2024).

Current and Future Topics

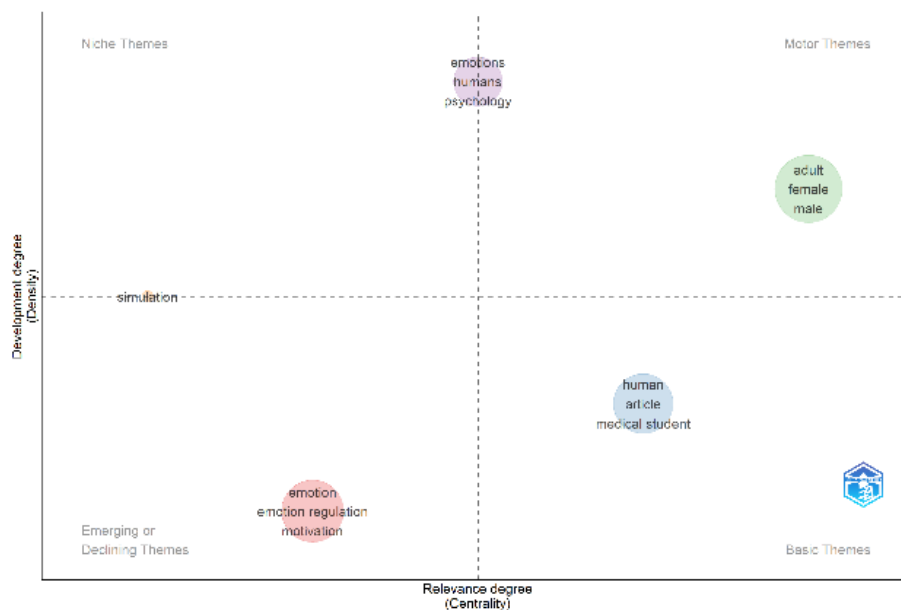


Figure 9. Research Gap

Figure 9 presents a thematic map based on centrality (relevance) and density (degree of development), classifying research themes into four quadrants. The map indicates that “adult,” “female,” and “male” are positioned within the motor themes quadrant, reflecting high levels of both centrality and density. The cluster comprising “human,” “article,” and “medical student” is located in the basic themes quadrant, indicating high relevance to the research field but a comparatively lower level of thematic development. Meanwhile, “emotions,” “humans,” and “psychology” are categorized as niche themes, suggesting that these topics are highly developed but have limited connections to the broader research network. In contrast, “emotion,” “emotion regulation,” and “motivation” are positioned within the emerging or declining themes quadrant, characterized by relatively low levels of both centrality and density. Based on the inclusion criteria applied in this study, only themes associated with both Islamic Religious Education (IRE) and students’ emotional development were considered, although the thematic structure remained largely dominated by general emotional and psychological research terms.

The prominence of gender-related themes (“adult,” “female,” and “male”) as motor themes indicates that research on emotional aspects has become both well-developed and highly interconnected within the broader scholarly literature, although it remains insufficiently grounded in Islamic educational contexts (Mariyono, 2025). This finding suggests that the field continues to focus primarily on demographic, behavioral, and psychological variables rather than on value-based religious approaches. Similarly, the positioning of “human” and “medical student” as basic themes reflects their broad applicability across disciplines, particularly within health sciences and general education, while also highlighting the limited representation of Islamic pedagogical perspectives. The classification of “emotions,” “humans,” and “psychology” as niche themes suggests that these topics have achieved substantial conceptual development but remain weakly integrated into the broader research landscape of Islamic Religious Education. This finding supports the argument that studies of emotion continue to be situated predominantly within mainstream psychological discourse rather than being contextualized through Islamic educational values and perspectives (Tsalitsatun & Yunitarini, 2024).

Importantly, the emergence of “emotion regulation” and “motivation” as emerging themes highlights promising directions for future research, particularly in relation to their integration with Islamic teaching and learning processes. From a bibliometric perspective, this pattern indicates opportunities for the development of new thematic clusters that explicitly connect emotional management with Islamic educational practices (Junaidi, Afrinaldi, Artika, & Al-Momani, 2024). Strengthening such integration is essential to ensure that Islamic Religious Education contributes not only to students’ moral and spiritual development but also to the cultivation of emotional competence, resilience, and well-being within contemporary educational settings.

Conclusion

This study mapped global research trends in Islamic Religious Education (IRE) and students’ emotional management using a Scopus-based bibliometric approach. It addressed key research objectives related to publication trends, leading contributors, disciplinary distribution, geographical collaboration, influential publications, and emerging research themes. The findings revealed a substantial increase in publications over the study period, particularly after 2020, indicating growing scholarly interest in students’ emotional development. However, the explicit integration of emotional management within the context of IRE remained limited, confirming a significant gap in the existing literature.

The results further demonstrated that the field has been predominantly shaped by Western scholars and psychological frameworks, with the Social Sciences and Psychology emerging as the most influential disciplinary domains. In contrast, contributions from Muslim-majority countries and studies grounded in Islamic educational values remained relatively underrepresented. With regard to thematic development, gender-related issues emerged as well-established and highly developed research topics, whereas emotion

regulation and motivation were identified as emerging themes with considerable potential for future investigation.

Despite several limitations, including reliance on a single database (Scopus), language restrictions, and the inherent constraints of bibliometric methods, this study provides a comprehensive overview of the current state of research at the intersection of IRE and students' emotional development. The findings underscore the need for more interdisciplinary, context-sensitive, and value-based research that integrates emotional, spiritual, and educational dimensions. Such efforts are essential for strengthening the role of Islamic Religious Education in fostering students' emotional well-being and spiritual growth, thereby contributing to the development of a more holistic and inclusive educational framework.

Ethical Statement

This study was conducted in accordance with accepted principles of research integrity and academic ethics. The research utilized bibliographic data obtained from the Scopus database and did not involve human participants, animals, personal data, or any form of intervention. All data analyzed were publicly accessible and used solely for scholarly purposes. Consequently, ethical approval and informed consent were not required for this study. The authors ensured the accuracy, transparency, and responsible reporting of the data and findings throughout the research process..

CRediT Authorship Contribution Statement

- **Author 1:** Conceptualization; Methodology; Investigation; Writing – Original Draft.
- **Author 2:** Conceptualization; Supervision; Review & Editing; Formal Analysis.

Conflict of Interest

The authors declare that there are no competing financial interests or personal relationships that could have influenced the work reported in this article.

Data Availability

The data that support the findings of this study were obtained from the Scopus database. The bibliographic dataset analyzed during the current study is available from the corresponding author upon reasonable request. Access to the original data may require a valid subscription to the Scopus database.

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