

SUSTAINABLE MANAGEMENT OF ISLAMIC EDUCATION A Bibliometric Analysis

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Abstract: *This study presents a comprehensive bibliometric analysis of sustainable management in Islamic education, covering publications from 1994 to 2024. Utilizing data solely from the Scopus database, the research identifies key trends, contributors, and emerging themes within the field. A total of 58 documents were analyzed, focusing on their thematic content, publication frequency, and institutional affiliations. The findings reveal a significant increase in scholarly attention towards sustainable management in Islamic education, particularly in Southeast Asia, with institutions such as Emirates College for Advanced Education and Universiti Utara Malaysia leading the contributions. The study underscores the importance of integrating sustainability practices into Islamic educational frameworks and highlights areas requiring further research, including economic implications and innovation. The analysis offers valuable insights for scholars and practitioners aiming to enhance the sustainability of Islamic education in response to global challenges.*

Keywords: *Sustainable management, Islamic education, bibliometric analysis, institutional contributions, Scopus database.*

INTRODUCTION

The sustainable management of Islamic education has emerged as an essential area of focus in the context of rapid technological advancements and the pervasive effects of globalization. As Islamic educational institutions strive to maintain relevance in an increasingly interconnected and fast-changing world, they are confronted with many



15-16 Oktober 2024

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challenges that demand innovative and adaptive management strategies. These challenges are not merely administrative; they encompass deeper structural issues related to governance, curriculum development, and the integration of modern technologies, which are critical for ensuring the long-term sustainability of Islamic education.

In Indonesia, for instance, Islamic education faces significant obstacles due to outdated governance structures, insufficient human resource capabilities, and teaching methodologies that lag behind conventional educational institutions¹. These challenges are compounded by the pressures of globalization, which has introduced new dynamics and expectations for educational institutions globally. To address these challenges, there is a growing recognition of the need for robust educational leadership and governance models that can navigate these complexities while staying true to the core values and objectives of Islamic education².

Integrating information and communication technologies (ICT) into Islamic education is increasingly seen as desirable and essential for the sector's survival and growth in the digital age³. ICT offers the potential to transform traditional teaching methods, making education more accessible and interactive while facilitating the global dissemination of Islamic knowledge and values. However, the successful integration of technology in Islamic education is often hampered by bureaucratic hurdles, regulatory challenges, and a lack of adequate infrastructure⁴. These issues highlight the need for a

¹ Aqil Teguh Fathani et al., “Towards Sustainable Development of Islamic Higher Education: A Meta-Analysis of Challenges And Opportunities,” *Millah: Journal of Religious Studies* (2022); Mahsusi et al., “Achieving Excellence: The Role of Digital Transformation in Madrasah Management and Islamic Culture,” *Cogent Arts and Humanities* (2024).

² H Yaqin et al., “Influence of Image-Building, Financial Stability and Curriculum Development on Education Management with Moderating Effect of Educational Leadership: An Islamic Perspective,” *Eurasian Journal of Educational Research* 2021, no. 94 (2021): 422–443, <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85132047403&doi=10.14689%2Ffejer.2021.94.19&partnerID=40&md5=f8acd620e73e6840a81981dcd23ec8c3>; Fikri Hifasoh, Mukhtar Latif, and Kemas Imron Rosyadi, “Sistem Inovasi Kiai Dalam Membangun Strategi Keberhasilan Pondok Pesantren Salafiyah Di Provinsi Jambi,” *Journal Of Human And Education (JAHE)* 4, no. 4 (2024): 933–937.

³ A Suhid et al., “CHALLENGES AND READINESS OF ISLAMIC EDUCATION TEACHERS IN INNOVATIVE TEACHING AND LEARNING,” *Jurnal Ilmiah Peuradeun* 9, no. 2 (2021): 293–308, <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85135847960&doi=10.26811%2Fpeuradeun.v9i2.588&partnerID=40&md5=9131aba10a96be17c8b81621ff4f99dc>.

⁴ H Priatna, N Gustini, and H Mulyani, “FACING GLOBAL CHALLENGES AND A NEW POST PANDEMI ERA IN INDONESIA: CURRICULUM CHANGES AND INNOVATIONS IN THE BACHELOR OF ISLAMIC EDUCATION MANAGEMENT PROGRAM,” *Revista de Gestao Social e Ambiental* 17, no. 7 (2023), <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85168581269&doi=10.24857%2Frgsa.v17n7-025&partnerID=40&md5=a6bbd9f0c6d83e6ee55adeade20739c6>; Ahmad Naufal Gumilang and Sigit Purnama, “Digital Transformation in Islamic Education Management: Exploring the Vital Role of The UTAUT Model,” *EDUCAN: JURNAL PENDIDIKAN ISLAM* 8, no. 2 (2024); Muh Barid et al., “Pesantren and The Pesantren Law In The Era of Globalisation and Industrial Revolution 4.0: Opportunities, Challenges, and Strategies,” *Inovasi-Jurnal Diklat Keagamaan* 18, no. 1 (June 25, 2024): 13–25, accessed August 23, 2024, <https://bdksurabaya.e-journal.id/bdksurabaya/article/view/483>.



concerted effort to modernize educational policies and infrastructure to support the sustainable development of Islamic education.

Moreover, Islamic education must also contend with cultural and social changes brought about by globalization, which have profound implications for how Islamic principles are taught and practiced⁵. In countries like Malaysia, the impact of globalization on Islamic education has necessitated a reevaluation of curricula to ensure that they remain relevant and capable of addressing the contemporary challenges Muslim communities face⁶. Similarly, in Indonesia, there is a significant opportunity for Islamic education to contribute to national development by focusing on character education and the reinforcement of traditional Islamic values, which are increasingly seen as essential in fostering social cohesion and ethical behavior in a rapidly modernizing society⁷.

Environmental sustainability is another critical dimension that Islamic education must increasingly address. The traditional Islamic worldview, emphasising stewardship of the Earth, offers a rich framework for integrating environmental education into the curriculum. However, studies indicate that environmental education is rarely implemented in Islamic schools, pointing to a significant gap in the current educational practices⁸. The incorporation of *maqāṣid shari'ah* (the higher objectives of Islamic law) into environmental education offers a promising avenue for aligning Islamic educational practices with global sustainability goals, thereby contributing to both the preservation of the environment and the spiritual development of students⁹.

Financial sustainability and resource management are also crucial aspects of ensuring the longevity and effectiveness of Islamic educational institutions. For instance, the successful management of waqf (endowment) funds can provide a stable financial base for educational institutions, allowing them to operate independently and pursue long-term development goals without excessive reliance on external funding¹⁰. This aspect of Islamic education management not only aligns with the principles of Islamic finance but also ensures that educational institutions can maintain their operations sustainably, even in challenging economic conditions.

⁵ A Mohiuddin and A H B Borham, "Islamic Education in a Globalised World: Insights from Malaysia," *Islamic Quarterly* 68, no. 1 (2024): 1–22, <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85196404366&partnerID=40&md5=6b2128ea551a5c60cfdde1ada32a5279>.

⁶ Ibid.

⁷ Adzra Emalis Saputra and Astuti Darmiyanti, "Analysis of Curriculum Administration at the Nurul Islam Karawang Integrated Quran Elementary School," *al-Afkar, Journal For Islamic Studies* 7, no. 3 (2024): 1386–1394; Moch Tolchah and Muhammad Arfan Mu'ammarr, "Islamic Education in the Globalization Era," *Humanities & Social Sciences Reviews* 7, no. 4 (2019): 1031–1037.

⁸ R BR, "Teachers' Belief and Practice in Environmental Education: Evidence from an Indonesian Islamic Primary School," *Education* 3-13 (2024), <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85193240141&doi=10.1080%2F03004279.2024.2351553&partnerID=40&md5=9aaf464e2b5335f24de2c001fc3802d3>.

⁹ Arkin Haris et al., "Eco-Maqāṣid in Climate Change Campaigns: From an Ecolinguistics Study to the Philosophy of Islamic Law," *Al-Manahij: Jurnal Kajian Hukum Islam* (2024): 219–236.

¹⁰ Muhammad Ash-Shiddiqy, Makhruh Makhruh, and Muhammad Ghafur Wibowo, "Cash Waqf Management for Education: Challenges, Solutions and Strategies," *Shirkah: Journal of Economics and Business* 9, no. 2 (2024): 275–289.



This study aims to comprehensively analyse the existing literature on sustainable management in Islamic education. This study seeks to provide a roadmap for future scholarship and practical initiatives in this field by examining the trends, challenges, and opportunities identified in recent research. The insights gained from this analysis will be crucial for developing strategies that ensure Islamic education remains relevant, effective, and sustainable in the face of ongoing global changes ¹¹.

METHOD

This study employs a bibliographic research methodology focusing on bibliometric analysis to explore sustainable management within Islamic education. Bibliometric analysis is a quantitative method that systematically reviews and analyzes existing literature to identify publication patterns, trends, and gaps in the research field. This approach is instrumental in providing a comprehensive overview of the state of knowledge on the topic.

This study employs a bibliometric analysis to explore the research landscape of sustainable management in Islamic education. The research design is focused on identifying key contributors, mapping the intellectual structure of the field, and highlighting emerging themes and trends over the past three decades, spanning from 1994 to 2024. The analysis is based solely on data from the Scopus database, recognized for its extensive coverage of peer-reviewed academic literature. The search query was "sustainable AND management AND in AND islamic AND education", specifically targeting publications that discuss sustainable management practices within Islamic education. This search yielded a total of 58 documents, which formed the core dataset for the analysis. The inclusion criteria were stringent, focusing on empirical research, theoretical discussions, and comprehensive reviews that explicitly address the topic. Publications that were outdated, irrelevant, or lacked academic rigor were excluded to ensure the quality and relevance of the dataset.

The data extraction process manually retrieves key bibliographic details such as authors, publication years, journals, titles, and abstracts from the selected documents. This meticulous approach is consistent with recent studies emphasizing the importance of manual curation in bibliometric analyses to ensure accuracy and relevance ¹². Furthermore, central themes, concepts, and findings from each publication were

¹¹ Iis Muhibah and Deni Faisal, "ECONOMIC DEVELOPMENT OF ISLAMIC BOARDING SCHOOLS IN WEST JAVA: INDEPENDENCE AND SUSTAINABILITY," *Jurnal Ilmiah Mahasiswa Ekonomi Akuntansi* 9, no. 3 (2024); Wasehudin et al., "Transforming Islamic Education through Merdeka Curriculum in Pesantren," *Jurnal Pendidikan Islam* 9, no. 2 (December 28, 2023): 255–266, accessed February 3, 2024, <https://journal.uinsgd.ac.id/index.php/jpi/article/view/28918>; A M S Almufadda et al., "Medina Society: Lessons and Their Relevance in Indonesian Education Context," *International Journal of Interdisciplinary Educational Studies* 16, no. 1 (2020): 1–14, <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85111291983&doi=10.18848%2F2327-011X%2FCGP%2FV16I01%2F1-14&partnerID=40&md5=5ff707858bc152a252ec78466c95bd7b>.

¹² Xieling Chen et al., "Past, Present, and Future of Smart Learning: A Topic-Based Bibliometric Analysis," *International Journal of Educational Technology in Higher Education* 18, no. 1 (2021): 2; Hellen Ogutu, Youssef El Archi, and Lóránt Dénes Dávid, "Current Trends in Sustainable Organization Management: A Bibliometric Analysis," *Oeconomia Copernicana* 14, no. 1 (2023): 11–45.



summarized to facilitate thematic and trend analyses, allowing for a deep understanding of the research landscape.

The analysis was conducted manually, avoiding using specialized software tools. This manual approach included a thorough review of the content to identify recurring themes, significant patterns, and notable trends within the literature. The results were synthesized into tables summarising key aspects such as publication frequency by year, the distribution of research topics, and the most frequently cited authors and journals. This method aligns with the work of scholars like Cobo et al.¹³ and Muhibah & Faisal¹⁴, who have highlighted the value of manual interpretation in capturing the nuances of bibliometric data¹⁵.

Finally, the conclusions drawn from this bibliometric analysis are grounded in the data and provide insights into the broader research landscape, identifying current trends and gaps that warrant further investigation. This research methodology, therefore, offers a comprehensive and detailed understanding of sustainable management in Islamic education based on a rigorous and methodical examination of the available literature within the Scopus database

RESULT AND DISCUSSION

The bibliometric analysis conducted on 58 publications retrieved from the Scopus database between 1994 and 2024 offers a comprehensive overview of the research landscape on sustainable management in Islamic education. This section presents the findings across several dimensions, including publication trends, geographical distribution, co-authorship networks, thematic focus, influential journals, and citation analysis.

Document By Years

The analysis of publication trends provides insights into the growing interest and academic output in the field of sustainable management within Islamic education.

Table 1: Document By Years (1994-2024)

| Year | Doc | Year | Doc | Year | Doc |
|------|-----|------|-----|------|-----|
| 1994 | 1 | 2014 | 2 | 2021 | 1 |
| 2008 | 1 | 2016 | 4 | 2022 | 5 |
| 2009 | 1 | 2017 | 3 | 2023 | 11 |
| 2010 | 1 | 2018 | 4 | 2024 | 11 |
| 2012 | 1 | 2019 | 5 | | |
| 2013 | 1 | 2020 | 6 | | |

Table 1 shows the distribution of 58 documents related to sustainable management in Islamic education published between 1994 and 2024. The early years (1994-2014) had

¹³ Manuel J Cobo et al., "SciMAT: A New Science Mapping Analysis Software Tool," *Journal of the American Society for information Science and Technology* 63, no. 8 (2012): 1609–1630.

¹⁴ Muhibah and Faisal, "ECONOMIC DEVELOPMENT OF ISLAMIC BOARDING SCHOOLS IN WEST JAVA: INDEPENDENCE AND SUSTAINABILITY."

¹⁵ Cobo et al., "SciMAT: A New Science Mapping Analysis Software Tool"; Muhibah and Faisal, "ECONOMIC DEVELOPMENT OF ISLAMIC BOARDING SCHOOLS IN WEST JAVA: INDEPENDENCE AND SUSTAINABILITY."



minimal activity, with only nine documents. From 2016 onwards, research output increased significantly, totalling 22 documents between 2016 and 2020. The most recent years (2021-2024) saw a sharp rise, with 25 documents indicating growing scholarly interest and relevance of the topic in recent times.

Geographical Distribution of Research

Geographical analysis highlights the concentration of research activities and the region's leading contributions to the field.

Table 2: Geographical Distribution of Research Outputs

| Country | Doc | Country | Doc | Country | Doc |
|----------------|-----|-------------------|-----|----------------------|-----|
| Indonesia | 19 | Qatar | 2 | Russian Federation | 1 |
| Malaysia | 13 | Australia | 1 | Sweden | 1 |
| Iran | 5 | Brunei Darussalam | 1 | Togo | 1 |
| Saudi Arabia | 4 | Lebanon | 1 | Turkey | 1 |
| Egypt | 3 | Niger | 1 | United Arab Emirates | 1 |
| United Kingdom | 3 | Pakistan | 1 | Undefined | 9 |

Table 2 summarises the geographical distribution of research outputs related to sustainable management in Islamic education. Indonesia leads with 19 documents, followed by Malaysia with 13, indicating these countries' significant contributions to the field. Iran (5 documents) and Saudi Arabia (4 documents) also show notable research activity. Other countries such as Qatar, Australia, Brunei Darussalam, and the United Kingdom contribute fewer documents, reflecting a broader but less intense global interest. The "Undefined" category accounts for 9 documents where the country of origin is not specified. This table illustrates the diverse international engagement with the topic, with Southeast Asia particularly active.

Authorship Distribution

The following table presents an analysis of authorship distribution based on the number of documents contributed by each author. This overview highlights the top contributors within the dataset, providing insight into the prominence and frequency of scholarly outputs among the identified authors. The data illustrates the concentration of contributions and underscores the leading figures in the respective field of study.

Table 3: Top 10 authors

| No. | Author Name | Number of Documents |
|-----|----------------|---------------------|
| 1 | Undefined | 7 |
| 2 | Wekke, I.S. | 2 |
| 3 | Sani, M.K.J.A. | 2 |
| 4 | Noordin, S.A. | 2 |
| 5 | Mohamad, A.N. | 2 |
| 6 | Masrek, M.N. | 2 |
| 7 | ElKaleh, E.S. | 2 |
| 8 | Takian, A. | 1 |
| 9 | Tabesh, S. | 1 |

| | | |
|----|-------------|---|
| 10 | Tabarra, M. | 1 |
|----|-------------|---|

Thematic Focus and Keyword Analysis

Keyword analysis provides insights into the key themes and topics that dominate the research landscape.

Table 4: Top Ten Keywords

| No. | Keyword | Number of Results |
|-----|-----------------------------|-------------------|
| 1 | Sustainable Development | 17 |
| 2 | Education | 8 |
| 3 | Information Management | 7 |
| 4 | Economics | 6 |
| 5 | Economic And Social Effects | 6 |
| 6 | Regional Planning | 5 |
| 7 | Iran | 5 |
| 8 | Innovation | 4 |
| 9 | Human | 4 |
| 10 | Waste Management | 3 |

Influential Journals and Citation Analysis

The analysis identifies the most influential journals and publications, highlighting where key research is disseminated.

Table 5: Top 10 Affiliations

| Rank | Affiliation | Documents |
|------|----------------------------------------------------------------|-----------|
| 1 | Emirates College for Advanced Education | 2 |
| 2 | Universiti Utara Malaysia | 2 |
| 3 | Universiti Teknologi MARA | 2 |
| 4 | International Islamic University Malaysia | 2 |
| 5 | Tehran University of Medical Sciences | 2 |
| 6 | Universiti Pendidikan Sultan Idris | 2 |
| 7 | Universitas Islam Negeri Maulana Malik Ibrahim Malang | 2 |
| 8 | Institut Agama Islam Negeri Sorong | 2 |
| 9 | College of Business, Universiti Utara Malaysia | 2 |
| 10 | United Nations Economic and Social Commission for Western Asia | 1 |

Table 6: Top 10 Most Cited Publications

| No. | Document Title | Authors | Citations |
|-----|----------------|---------|-----------|
|-----|----------------|---------|-----------|



| | | | |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------|---|
| 1 | Compatibility of the CSR practices of Islamic banks with the United Nations SDGs amidst COVID-19: a documentary evidence | ¹⁶ | 9 |
| 2 | Water management ethics in the framework of environmental and general ethics: The case of Islamic water ethics | ¹⁷ | 8 |
| 3 | An investigation into the financial sustainability of Islamic Saving, Credit Cooperative Society (SACCOS) in Tanzania | ¹⁸ | 7 |
| 4 | Institutional collaboration in enhancing zakat distribution for production Asnaf: Reaping the benefits or diminishing the institutions' roles | ¹⁹ | 2 |
| 5 | Challenges in human resource management and organisational development in the Arabian Gulf: An analysis of national identity and diversity | ²⁰ | 3 |
| 6 | The function of the Zakat funds continuance modal insan in their sustainable in Islamic pedagogy | ²¹ | 1 |

¹⁶ U H Umar, M H A Besar, and M Abduh, “Compatibility of the CSR Practices of Islamic Banks with the United Nations SDGs amidst COVID-19: A Documentary Evidence,” *International Journal of Ethics and Systems* 39, no. 3 (2023): 629–647, <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85139209854&doi=10.1108%2Fijoes-12-2021-0221&partnerID=40&md5=529f037b4d7cf2e2ee80d250290dec51>.

¹⁷ M A Hefny, “Water Management Ethics in the Framework of Environmental and General Ethics: The Case of Islamic Water Ethics,” in *Water Ethics: Marcelino Botin Water Forum 2007*, 2009, 25–42, <https://www.scopus.com/inward/record.uri?eid=2-s2.0-84926156730&doi=10.1201%2F9780203875438-9&partnerID=40&md5=476bca87c07a391bee77ff3b6a94838f>.

¹⁸ M S Said, H A Annuar, and H B Hamdan, “An Investigation into the Financial Sustainability of Islamic Saving, Credit Cooperative Society (SACCOS) in Tanzania,” *International Journal of Ethics and Systems* 35, no. 2 (2019): 242–259, <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85079792210&doi=10.1108%2Fijoes-11-2018-0159&partnerID=40&md5=1c2b1975d6527f0e28bac467d292a80f>.

¹⁹ N M Hassan, A.H.B.M. Nor, and N A M Rom, “Institutional Collaboration in Enhancing Zakat Distribution for Production Asnaf: Reaping the Benefits or Diminishing the Institutions’ Roles,” in *Innovation and Sustainable Competitive Advantage: From Regional Development to World Economies - Proceedings of the 18th International Business Information Management Association Conference*, vol. 5, 2012, 2501–2514, <https://www.scopus.com/inward/record.uri?eid=2-s2.0-84896387277&partnerID=40&md5=0290a92d6de74e1fd974236aea39517b>.

²⁰ Kasim Randeree, “Challenges in Human Resource Management and Organisational Development in the Arabian Gulf: An Analysis of National Identity and Diversity,” *International Journal of Interdisciplinary Social Sciences* 2, no. 5 (2008): 49 – 55.

²¹ M F Osman, S Suib, and N H Md Noor, “The Function of the Zakat Funds Continuance Modal Insan in Their Sustainable in Islamic Pedagogy,” *Journal of Critical Reviews* 7, no. 6 (2020): 526–530, <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85084216343&doi=10.31838%2Fjcr.07.06.97&partnerID=40&md5=12066d045417eff3b80a3f0ebae0d4dd>.



| | | | |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------|----|---|
| 7 | Tawhid-Based Green Learning In Islamic Higher Education: An Insan Kamil Character Building | 22 | 3 |
| 8 | Uncovering the indirect impact of work ethic on engineering students' productivity through positive and negative organizational behaviors and workaholism | 23 | 4 |
| 9 | Modeling the social, economic and environmental effects of Pondok Tahfiz | 24 | 4 |
| 10 | The Need for Shari'ah-Compliant Awqāf Banks | 25 | 2 |

Thematic Evolution and Research Gaps

Despite the growth in research output, several gaps remain evident. Firstly, the geographical distribution indicates a need for more research from regions outside Southeast Asia, particularly in the Middle East and Africa, where Islamic education is also prevalent. Secondly, the keyword analysis suggests that topics related to economic implications, regional planning, and innovation within Islamic education and sustainability are underexplored. Finally, the citation analysis reveals that many documents have not yet gained significant academic recognition, indicating that further dissemination and engagement with this research are needed to establish a more robust scholarly foundation.

Addressing these gaps through targeted research initiatives could enhance the global understanding of sustainable management in Islamic education and contribute to more comprehensive and inclusive educational practices that align with global sustainability goals.

²² M R Ritonga and S Amaroh, "TAWHID-BASED GREEN LEARNING IN ISLAMIC HIGHER EDUCATION: AN INSAN KAMIL CHARACTER BUILDING," *Qudus International Journal of Islamic Studies* 10, no. 1 (2022): 215–252, <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85148306566&doi=10.21043%2Fqijis.v10i1.14124&partnerID=40&md5=d5a9bee770cbcac2e7e0eed5c0d7fa82>.

²³ H Sattar et al., "Uncovering the Indirect Impact of Work Ethic on Engineering Students' Productivity through Positive and Negative Organizational Behaviors and Workaholism," *Sustainability (Switzerland)* 13, no. 5 (2021): 1–16, <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85102898282&doi=10.3390%2Fsu13052922&partnerID=40&md5=f5a2d7dea0191b47a7af5613afd5363c>.

²⁴ I Aziz and A Afthanorhan, "Modeling the Social, Economic and Environmental Effects of Pondok Tahfiz," *Management Science Letters* 10, no. 9 (2020): 1915–1922, <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85081270360&doi=10.5267%2Fj.msl.2020.2.023&partnerID=40&md5=2bf7f677ff9bbf8d69d97673fbd2ffcf>.

²⁵ H Gabil et al., "The Need for Shari'ah-Compliant Awqāf Banks," *Journal of Risk and Financial Management* 13, no. 4 (2020), <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85165419323&doi=10.3390%2Fjrfm13040076&partnerID=40&md5=1b05063c61a912ca1e86948fc04cc9ff>.



Research Gaps Identified

Despite the progress in various aspects of sustainable management within Islamic education, several key areas remain underexplored, revealing significant research gaps.

Firstly, geographical distribution is a critical area where research is concentrated predominantly in Southeast Asia, particularly Indonesia and Malaysia. While these regions have made substantial contributions, the limited research from other regions, especially the Middle East and Africa, indicates a need for more diverse geographical perspectives. Future research should focus on expanding the geographical scope to include these underrepresented regions, providing a more comprehensive understanding of how sustainable management practices are implemented in different Islamic educational contexts.

Secondly, thematic focus reveals that certain key areas within sustainable management are not sufficiently addressed. While significant attention has been on sustainable development and education, other themes such as the economic implications of sustainability, regional planning, and innovation within Islamic educational settings are underexplored. Research in these areas could provide valuable insights into how economic factors and innovative practices can be leveraged to enhance the sustainability of Islamic educational institutions.

Additionally, the authorship distribution analysis indicates a relatively dispersed contribution among scholars, with no single author or group of authors dominating the field. This suggests that the research in this area is still emerging, with opportunities for more in-depth, continuous study by established scholars. There is a need for more collaborative and concentrated research efforts to build a stronger foundation in this field.

Moreover, the citation analysis highlights that many of the documents, while addressing relevant topics, have not yet gained significant academic recognition. This points to a gap in the dissemination and impact of research findings. Future studies should focus on enhancing the visibility and influence of research on sustainable management in Islamic education, possibly through more targeted dissemination strategies and engagement with broader academic and practitioner communities.

Furthermore, integrating traditional Islamic values with modern sustainability practices presents another significant research gap. While there is a growing body of research on this integration, much remains to explore regarding how Islamic educational values can be balanced with contemporary sustainability requirements. This includes challenges related to curriculum development, teaching methods, and administrative practices that respect Islamic traditions while embracing necessary innovations. Developing models and frameworks that integrate these aspects will ensure that Islamic education remains relevant and true to its spiritual and ethical foundations.

Lastly, the cultural contexts of Islamic education and their influence on sustainability practices require more focused research. Current studies often generalize findings across different cultural contexts without fully considering various regions' unique challenges and opportunities. Comparative studies and localized case studies could provide deeper insights into how cultural, economic, and social factors shape the implementation of sustainability in Islamic educational institutions.

By addressing these gaps, future research can significantly advance the understanding and application of sustainable management practices in Islamic education, ensuring these institutions thrive in an increasingly complex and dynamic global environment.

DISCUSSION

The bibliometric analysis of sustainable management in Islamic education reveals several key insights that highlight important trends, gaps, and implications for future research and practice when viewed in the context of existing literature. This discussion aims to integrate these findings with broader academic discourse, examining their theoretical and practical significance.

Integration with Existing Literature

The increasing volume of research in sustainable management within Islamic education, particularly since 2016, as evidenced by the surge in publications (Table 1), reflects a growing awareness of the need for sustainability in educational practices. This aligns with broader global trends in education, where sustainability has become a critical concern, as noted by Fathani et al.²⁶ and Mahsusi et al.²⁷. The recent spike in publications from 2021 to 2024 suggests that the COVID-19 pandemic and its aftermath have intensified the focus on sustainability, as educational institutions worldwide grapple with unprecedented challenges and the need for adaptive strategies.

This trend can be seen in Islamic education as a response to the dual pressures of globalization and technological advancement. Islamic educational institutions are increasingly recognizing that to remain relevant and effective, they must adopt sustainable management practices that not only ensure long-term viability but also align with the values and principles of Islamic teaching²⁸. The literature indicates that this shift is not merely about adopting new technologies or administrative practices but involves a deeper rethinking of how Islamic education can contribute to sustainable development at both local and global levels²⁹.

Geographical Distribution and Its Implications

The geographical concentration of research outputs in Southeast Asia, particularly in Indonesia and Malaysia (Table 2), underscores the region's leading role in advancing sustainable management within Islamic education. This is consistent with the region's broader leadership in Islamic education and its proactive approach to integrating

²⁶ Fathani et al., "Towards Sustainable Development of Islamic Higher Education: A Meta-Analysis of Challenges And Opportunities."

²⁷ Mahsusi et al., "Achieving Excellence: The Role of Digital Transformation in Madrasah Management and Islamic Culture."

²⁸ Yaqin et al., "Influence of Image-Building, Financial Stability and Curriculum Development on Education Management with Moderating Effect of Educational Leadership: An Islamic Perspective."

²⁹ Mohiuddin and Borham, "Islamic Education in a Globalised World: Insights from Malaysia."



sustainability into educational practices³⁰. However, the limited research from the Middle East, Africa, and other regions where Islamic education is also prevalent represents a significant gap in the literature.

This regional disparity suggests that while Southeast Asia has made substantial strides in addressing sustainability challenges, there is a need for more inclusive research that incorporates perspectives from other parts of the Islamic world. The Middle East, with its rich history and deep-rooted traditions in Islamic education, offers a valuable context for exploring how sustainable management can be implemented in ways that respect and enhance these traditions. Moreover, the African context, with its unique socio-economic challenges, could provide important insights into how sustainable practices can be adapted to meet the needs of diverse communities³¹.

Thematic Focus and Emerging Trends

The analysis of key themes and topics in the literature (Table 4) reveals that while sustainable development is the most frequently addressed topic, other critical areas such as economic implications, regional planning, and innovation remain underexplored. This suggests that the current discourse on sustainable management in Islamic education may be too narrowly focused, potentially overlooking important dimensions that could significantly impact the effectiveness and sustainability of these institutions.

For instance, the economic implications of sustainability in Islamic education are particularly relevant given the financial constraints many institutions face. For example, the successful management of waqf (endowment) funds could provide a stable financial base for educational institutions, enabling them to operate independently and sustainably³². However, this aspect is not sufficiently covered in the current literature, indicating a need for more research on how Islamic finance principles can be leveraged to support sustainable educational practices.

Similarly, innovation, particularly in integrating technology, is crucial for the future of Islamic education. Gumilang and Purnama³³ noted that digital transformation can play a vital role in modernizing Islamic education, making it more accessible and engaging for students in the digital age³⁴. However, the challenges of this transformation, such as regulatory barriers and infrastructural deficits, are not yet fully understood or addressed in the literature. Further research is needed to explore how these challenges can be

³⁰ Saputra and Darmiyanti, “Analysis of Curriculum Administration at the Nurul Islam Karawang Integrated Quran Elementary School.”

³¹ Mohiuddin and Borham, “Islamic Education in a Globalised World: Insights from Malaysia”; Haris et al., “Eco-Maqāṣid in Climate Change Campaigns: From an Ecolinguistics Study to the Philosophy of Islamic Law.”

³² Ash-Shiddiqy, Makhrus, and Wibowo, “Cash Waqf Management for Education: Challenges, Solutions and Strategies.”

³³ Gumilang and Purnama, “Digital Transformation in Islamic Education Management: Exploring the Vital Role of The UTAUT Model.”

³⁴ Ibid.



overcome and how innovation can be effectively integrated into Islamic educational practices without compromising core values³⁵.

Authorship and Citation Analysis

The analysis of authorship distribution (Table 3) and citation impact (Table 6) highlights that sustainable management in Islamic education is still emerging, with contributions from various scholars but no dominant figures. This dispersion suggests that while there is a growing interest in the topic, the field lacks a cohesive research community or a set of leading scholars driving the discourse.

This situation presents both challenges and opportunities. On the one hand, the lack of a dominant scholarly presence could hinder the development of a strong theoretical foundation and the establishment of widely accepted best practices. On the other hand, it opens the door for new scholars to make significant contributions and for the field to evolve in diverse and potentially innovative directions.

The relatively low citation counts for key publications (Table 6) also suggest that the research findings in this field have not yet gained significant academic recognition or impact. This could be due to several factors, including limited dissemination of research, the niche nature of the topic, or the field's early development stage. To enhance the visibility and influence of this research, scholars should focus on more targeted dissemination strategies, such as publishing in high-impact journals, engaging with broader academic and practitioner communities, and collaborating on cross-disciplinary research that highlights the relevance of sustainable management in Islamic education to global sustainability goals³⁶.

Integration of Islamic Values and Sustainability

One of the most critical challenges highlighted by the literature is the integration of traditional Islamic values with modern sustainability practices. This integration is essential for ensuring Islamic education remains relevant and true to its spiritual and ethical foundations. The concept of *maqāṣid sharī'ah* (the higher objectives of Islamic law), for example, offers a promising framework for aligning Islamic educational practices with global sustainability goals, particularly in areas such as environmental stewardship and social justice³⁷.

However, successfully integrating these values requires carefully considering how they can be translated into practical policies and practices within educational institutions. This includes developing curricula incorporating sustainability concepts that resonate with Islamic teachings, training educators to deliver these concepts effectively, and

³⁵ Suhid et al., "CHALLENGES AND READINESS OF ISLAMIC EDUCATION TEACHERS IN INNOVATIVE TEACHING AND LEARNING."

³⁶ Yusup Umar, "Quality Management Of Pesantren-Based Education," *Journal Transnational Universal Studies* (2023).

³⁷ Haris et al., "Eco-Maqāṣid in Climate Change Campaigns: From an Ecolinguistics Study to the Philosophy of Islamic Law."



creating administrative structures supporting sustainable practices at all institutional levels
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The literature suggests that while there is growing interest in this area, much work remains to be done to fully understand how Islamic values can be integrated with sustainability in an authentic and effective way. This area is where further research is urgently needed, particularly studies focusing on this integration's practical challenges and opportunities.

Cultural Contexts and Localized Studies

The cultural contexts of Islamic education play a significant role in shaping how sustainability practices are implemented. As the literature shows, current studies often generalize findings across different cultural contexts without fully considering various regions' unique challenges and opportunities. This can lead to a one-size-fits-all approach that may not be effective or appropriate for all settings.

For example, the sustainability challenges Islamic educational institutions face in rural areas of Indonesia may differ greatly from those faced by institutions in urban areas of Malaysia or Saudi Arabia. Comparative studies and localized case studies could provide deeper insights into how cultural, economic, and social factors influence the implementation of sustainability in Islamic education. Such studies could also identify best practices that can be adapted to different contexts, helping to ensure that sustainability initiatives are both effective and culturally relevant³⁹.

The findings from this bibliometric analysis highlight both the progress made and the significant gaps in sustainable management in Islamic education. To advance this field, future research must address the geographical disparities, expand the thematic focus to include underexplored areas such as economic implications and innovation, and develop integrated models that align Islamic values with sustainability goals. Moreover, understanding the cultural contexts of Islamic education and conducting localized studies will be crucial for developing sustainability strategies that are both effective and culturally appropriate.

By addressing these gaps, scholars can contribute to a more comprehensive and holistic understanding of how Islamic educational institutions can thrive in a rapidly changing world while remaining true to their foundational principles. This research will enhance the sustainability of Islamic education and provide valuable insights that can be applied to other educational contexts worldwide.

³⁸ Hefny, “Water Management Ethics in the Framework of Environmental and General Ethics: The Case of Islamic Water Ethics.”

³⁹ Moch Tolchah and Muhammad Arfan Mu’ammam, “ISLAMIC EDUCATION IN THE GLOBALIZATION ERA; CHALLENGES, OPPORTUNITIES, AND CONTRIBUTION OF ISLAMIC EDUCATION IN INDONESIA,” *Humanities & Social Sciences Reviews* 7, no. 4 (2019): 1031–1037, <http://dx.doi.org/10.18510/hssr.2019.74141>.



CONCLUSION

This study has provided a comprehensive overview of the research landscape on sustainable management in Islamic education, highlighting key trends, challenges, and opportunities. The analysis reveals a significant increase in scholarly attention towards sustainability in Islamic education, particularly in Southeast Asia, while identifying critical gaps in geographical coverage and thematic focus. Areas such as economic implications, innovation, and the integration of Islamic values with modern sustainability practices remain underexplored.

For future research, expanding the geographical scope to include underrepresented regions, particularly in the Middle East and Africa, and exploring the economic and innovative aspects of sustainable management in greater depth is recommended. Additionally, further investigation into the practical integration of Islamic values with sustainability initiatives is essential for ensuring Islamic educational institutions can adapt effectively to contemporary challenges while remaining true to their foundational principles. These efforts will be crucial for developing robust, culturally relevant strategies that enhance the sustainability and impact of Islamic education globally.

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