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## Exploring Research Trends in Cultural Values from a Sociological Perspective Islamic Education: A Bibliometric Analysis (1973-2023)

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### **Abstract**

*The sociology of Islamic education has a significant role in research to understand various aspects of education in the context of Muslim societies; the main objective of this study is to update the current knowledge frontiers around investigations related to cultural values in the sociological perspective of Islamic education and identify the main research topics and analyze their evolution over time. Bibliometric analysis has been applied in this article: we retrieved 315 academic articles related to cultural values from the perspective of Islamic education sociology from Scopus after several data cleaning and preparation steps. The R package "Bibliometrix" was mainly used to analyze this content. Our study has two parts, and the performance analysis contains five categories (Annual Scientific Production, Most Relevant Sources, Most Productive Authors, Most Cited Publications, and Most Relevant Keywords). Science mapping includes country collaboration analysis and thematic analysis. We highlight our thematic analysis by dividing the entire bibliographic dataset into three temporal periods to present thematic evolution over time. This study is one of the most comprehensive bibliometric reviews analyzing studies related to cultural values from Islamic education sociology's perspective so far. We explain how the results will benefit understanding current academic research interests in Islamic cultural values.*

**Keywords:** *cultural values, sociology of Islamic education, bibliometric analysis.*

### **Introduction**

Sociology of Islamic Education is a branch of science that focuses on social interaction and the dynamics of religious life in the context of Islamic education (Ansor, 2016; Supriyanto et al., 2022; Zine, 2008). In this case, the sociology of Islamic Education discusses how the cultural values contained in Islamic teachings can influence the mindset of Muslims (Manullang, 2020; Nurdin, 2020), behavior (Muhayat & Naamy, 2023), and social interaction of education actors (Erden, 2019; Göle, 2017, 2017). Cultural values in the Sociology of Islamic Education perspective are essential to study because they provide insight into how Islamic religious teachings influence the educational process and the character-building of students.

Cultural values in Islam are central in shaping Muslim societies' worldviews, ethics, and moral principles (Ayish, 2003; Erden, 2019; Sahin, 2017). Islam emphasizes justice, help, compassion,

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and respect for knowledge as a universal religion. These values form the basis for the sociological approach to Islamic Education in analyzing social interactions in the educational environment (Peek, 2005; Susan L. Douglass & Munir Shaikh, 2004; Thornberg & Oğuz, 2013), including the relationship between teachers and students, the role of educational institutions, and how Muslim communities adapt to technological developments and globalization.

In this research, we aim to explore cultural values from the Sociology of Islamic Education perspective. The research will involve literature study and data analysis to understand the extent to which Islamic cultural values are reflected in educational practices in various Islamic educational institutions and how they can play a role in shaping the identity and personality of Muslim students.

Using bibliometric analysis, this study will identify recent research trends, highlight previous research contributions, identify significant author collaborations, and map research networks within the field. The data used in this study will be collected from various literature sources, including scientific journals, conference publications, and books.

The results of this bibliometric analysis will provide a clear and systematic picture of the development of research in the field of cultural values from the perspective of the sociology of Islamic education from 1973 to 2023. The implications of this study will help academics, researchers, and policymakers to identify research gaps, determine future research directions, and strengthen research relevant to the needs of Muslim societies.

Through this research, it is hoped that it can contribute to understanding how cultural values in Islam can positively contribute to education and help Muslim societies face modern challenges. In addition, this research is also expected to provide relevant recommendations and implications for education practitioners, policymakers, and society in optimizing the role of Islamic cultural values in the education process and character development of the next generation.

The conclusion of this research is expected to provide new and in-depth insights into cultural values in the Sociology of Islamic Education Perspective and its contribution to the world of education. Hopefully, this research can be a meaningful contribution to understanding and applying Islamic teachings in education to achieve a civilized, ethical society and contribute positively to the progress of the people and nation.

## **Literature Review**

### ***Cultural Values, Islamic Education and Its Research Lines***

To find out the research trends on cultural values from the perspective of the sociology of Islamic education, the literature review is guided by the number of citations in documents published on Scopus because citations are one of the leading indicators to track and identify research trends in

the academic world (Carpenter et al., 2014; Mejia et al., 2021; Ninkov et al., 2022; Zheng & Liu, 2022). One of the most widely discussed studies in this regard is the issue of terrorism, which Leonard argues illustrates how Islam, never a monolithic religion, has inevitably been shaped by its experience in America. American Muslims are a minority religion, and the arbiters of cultural values and Islamic jurisprudence (fiqh) have had to work within the framework of America's secular social and legal order while overcoming ethnic differences among Muslim groups that have long divided their community (Leonard, 2003), Islamic cultural values include moral principles, ethics, and manners adopted by Muslim societies (Halstead, 2007; Haron et al., 2020). These values include justice, equality, mutual respect, honesty, and compassion (Shahriari et al., 2012). These cultural values influence how people interact and form everyday life's social rules (Bandura, 2002; Nadler, 2017). Whereas Muslim migrants do not move to Western countries with a rigid and fixed attitude; instead, they gradually absorb a large part of the host culture, as assimilation theory suggests (Norris & Inglehart, 2012), understanding Islamic cultural values in addressing immigrant Muslim women's low utilization of health services, primarily preventive services such as breast exams, mammograms, and cervical cancer screening (Martin & LeBaron, 2004). The development of Islam in America also has implications for psychologists to understand the overview of the American Muslim community, including cultural values, gender role expectations, behavioral prescriptions, and immigration issues relevant to counseling and therapy (Ali et al., 2004). The impact of terrorism on the American Muslim community, which has become synonymous with terrorism, patriarchy, misogyny, and anti-American sentiments, is de-Americanised, where privileges associated with Citizenship, such as being seen as valued members of society, are denied to them. They are perceived as destroyers of American cultural values and national security (Selod, 2015); on the other hand, understanding Islamic management principles can help develop the kind of management best practices that are more appropriate in Arab and Islamic countries while still benefiting from the transfer of relevant Western management techniques and Western technology (Branine & Pollard, 2010), This shows that Islam is not rigid in responding to differences as the values of sociology in Islamic education (Sahin, 2018; Sali, 2023). On the other hand, values in Religion are an essential factor influencing Iranian women's sexual self-understanding, which is relevant to sexual education and public health. Recognition of this issue will facilitate understanding of the cultural underpinnings of sexuality among Muslims and assist healthcare providers in suggesting more culturally appropriate forms of healthcare (Khoei et al., 2008), America the religious values underpinning the healthcare system can increase cultural sensitivity, engender trust, and improve the healthcare experience for Muslim Americans by understanding and then seeking to accommodate these values as much as possible (Padela et al., 2012).

On another topic, the conflict over the construction of mosques in European cities depends to a large extent on the level of legitimacy that Muslims gain in the public sphere. What is at stake is

the degree of cultural and religious pluralism acceptable in a given context (Saint-Blancat & Schmidt di Friedberg, 2005). Some sociological values of Islamic education teach the importance of tolerance and justice in inter-religious relations (Engebretson et al., 2010; Helmy et al., 2021). Conflicts over mosque construction may reflect issues of justice and fair treatment of Muslim minorities. The sociological values of Islamic education encourage the active and inclusive participation of the community (Engebretson et al., 2010; Helmy et al., 2021), including the decision-making process (Pedretti, 1999; Truong et al., 2017). The level of legitimacy of mosque construction can be influenced by the extent to which local communities, including non-Muslim residents, are involved in discussions and consultations related to the plan, encouraging respect for local culture and traditions where the mosque will be built (Hashim 2007; Woodward et al., 2010). The legitimacy of mosque construction can depend on the extent to which the design and form of the mosque respects and recognizes the cultural and architectural identity of European cities. In the context of conflicts over mosque construction in European cities, the level of legitimacy will be an essential factor in determining whether the project can work in harmony with local communities and cultures. Efforts to achieve legitimacy through dialogue, community participation, and respect for the interests of all parties can help reduce potential conflicts and build better understanding between Muslim and non-Muslim communities.

Discussion of Islamic markets in illustrating the role of Islamic culture (Zakaria & Abdul-Talib, 2010) Discussion of Islamic markets in illustrating the role of Islamic culture (Sahin, 2018). Islamic market culture plays an essential role in the sociology of Islamic education as it affects the outlook, behavior, and social interactions between Muslim communities in the context of economics and education. Islamic market culture refers to economic norms, values, and practices based on Islamic teachings (Sandikci, 2011; Zakaria & Abdul-Talib, 2010). In the sociology of Islamic education, Islamic market culture can influence several aspects, including Islamic economics (Hendri Hermawan Adinugraha & Ali Muhtarom, 2021; Mukhlisin et al., 2022), Islamic financial education (Osman et al., 2023), Islamic business ethics (Muhammad Haris Hidayatulloh et al., 2022; Sandıkçı & Rice, 2011), sustainability and economic empowerment (Mufidah, 2017). Overall, Islamic market culture shapes Muslim societies' economic mindset and behavior, including the educational sphere. An educational approach that embraces the values of Islamic market culture can help create a competitive, ethical, and responsible Muslim society that contributes to sustainable economic and social development.

## METHOD

### *Data Collection and Preparation*

Data were retrieved from Scopus (Core Collection) with several keywords (topics), namely 'Cultural values and Islamic Education,' 'Cultural values w/3 Islamic Education', and 'Cultural values w/3 Islamic Education or Islam Education' from 1973 to August 2023. The searched

documents (articles, conference proceedings, books, book chapters) were stored with full notes and cited references. The data preparation stage consisted of two parts. Firstly, a keyword data depuration step was performed. For this purpose, we built a de-pluralized corpus using all keywords related to Culture, Islam, Sociology, and Education.

### ***Bibliometric Analysis Strategy***

**Bibliometric Analysis Strategy** At the performance analysis stage, using the R package "Bibliometrix" (Aria & Cuccurullo, 2017), The results of the fundamental analysis of research related to cultural values from the perspective of the sociology of Islamic education were calculated and reported in 5 categories: Annual Scientific Production, Most Relevant Sources, Most Productive Authors, Most Cited Publications, and Most Relevant Keywords. At the science mapping stage, the country collaboration network is based on the normalization of the strength of association (Leydesdorff, 2005; Metzler et al., 2007; Van Eck & Waltman, 2009), then plotted. This network was created using the bibliometric analysis tool Vosviewer (McAllister et al., 2022; van Eck & Waltman, 2010, 2011) by using its clustering algorithm (van Eck & Waltman, 2014; Waltman et al., 2010). In order to study research topics and their temporal evolution, we will divide our bibliographic dataset according to Annual Scientific Production; three main research periods will be sliced: early, development, and advanced. Bibliometrix allows plotting thematic maps for each period based on shared word networks and clustering (Aria & Cuccurullo, 2017; Callon et al., 1991).

## **Result**

### ***Impact of Publication on Cultural Values and Sociology of Islamic Education***

Citation analysis uses k-indicators to measure the impact and influence of publications based on the number of citations received by researchers' works (Lanjouw & Schankerman, 1999). A total of 315 academic publications were collected according to our search strategy. There were 256 sources (journals, books, etc.) to publish all retrieved bibliographic data, including 754 authors. The average number of citations per article was 10.86, and the number of authors per article was 2.17. A total of 1099 out of 14001 references with an annual growth rate of 4.91% were collected. The annual growth rate is a measure that describes the average percentage change of a value or amount from one year to the next (Cummins & Violante, 2002). So it can be seen that the growth of the Publication of Cultural Values and Islamic Education is 4.91%.

Out of 359 documents over 50 years, there are 1099 keywords used by the authors on Cultural Values and Sociology of Islamic Education. Wang and Chai have introduced the concept of K indicators to quantitatively describe the stage of development of disciplines (Wang & Chai, 2018), which is measured by the ratio between the number of keywords. The K indicator of scientific literature related to Cultural Values and the Sociology of Islamic Education is 0.33, which means that research on Cultural Values and the Sociology of Islamic Education is currently at the regular stage of science. This stage means the development of the subject over a long

period, with the formation of more mature concepts; this stage is expected to step into the post-normal stage with less innovation and scientific vitality as described in mapping Kuhn's paradigm of scientific revolution (Kuhn, 2020; Moore, 1980).

### Annual Scientific Production

The annual scientific production In Figure 1 shows that the article on Cultural values from the perspective of the Sociology of Islamic Education on the Scopus database began in 1973, and in 2002 the number of publications began to increase at most in 2019; this reflects the scientific development in specific fields (González-Alcaide et al., 2017). This could mean many new discoveries, discoveries, or advancements in knowledge during that time.

Figure 1. Number of publications each year (1973-2023)

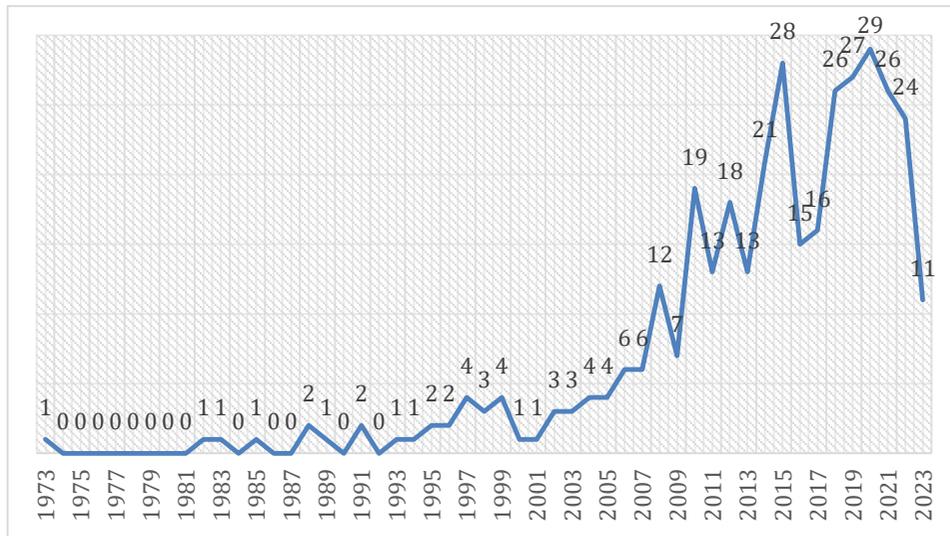


Figure 2 presents the number of citations in one year. Citation analysis is essential to bibliometric analysis, the quantitative analysis of scientific literature and academic publications (Edwards, 1999). The number of citations measures how often other publications in the scientific literature cite an article, book, or other scientific work.

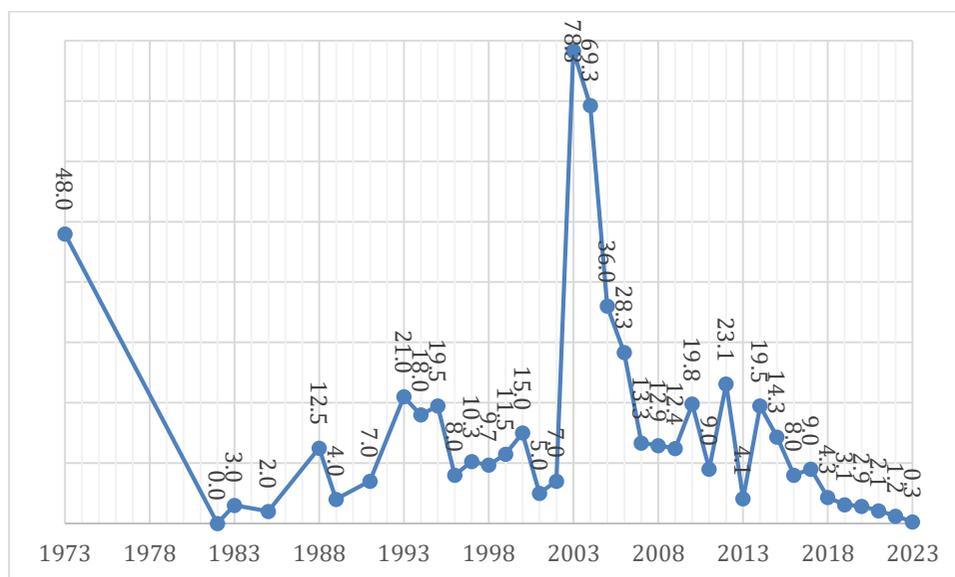
**Figure 2.** Average citations per article

Figure 2 above shows that the highest number of citations was in 2003 and 2004; in contrast to many publications in one year, citation analysis can identify the most influential works in a particular field of science or topic (Gundolf & Filser, 2013; Osareh, 1996). Often considered the primary reference and basis for further research, the influential and most cited articles in 2003 dealt with 1) terrorism in the United States, as well as the fight against terrorism, so understanding the sociological values of understanding the diverse communities that makeup American Muslims is essential for scholars to read (Leonard, 2003), 2) related to tourism motivations in developing countries and Islamic cultures, where the most crucial push and pull factors as perceived by Saudi Arabian tourists are "cultural values" and "religious" (Bogari et al., 2003). Tourism motivation in developing countries with an Islamic cultural background can be influenced by various factors, including the sociology of Islamic education (Aman et al., 2019; Mak et al., 2012). Rich and diverse cultural values can be an attraction for tourists. Religious tourism, such as pilgrimages to holy places, can motivate Muslim travelers worldwide. 3) relating to the recitation of the Qur'an based on spiritual experiences fused with physical and emotional experiences in daily life (MacPhee, 2003). Reading the Qur'an from the perspective of Islamic educational psychology includes studying how the process of learning to read the Qur'an, the interaction of individuals with the sacred text, and its psychological impact on spiritual and cognitive development (Khaidir & Suud, 2020).

### ***Most Relevant Sources***

Most Relevant Sources in bibliographic analysis are essential as they provide the most relevant and significant information for the topic or research (Ellegaard & Wallin, 2015). Table 1 presents the most relevant sources on cultural values from the Sociological Perspective of Islamic Education so that it can facilitate the authors in mapping this writing.

**Table 1.** Most Relevant Sources

<b>Rank</b>	<b>Sources</b>	<b>Articles</b>
<b>1</b>	Milli Folklor	6
<b>2</b>	IOP Conference Series: Earth And Environmental Science	4
<b>3</b>	Journal of Islamic Marketing	4
<b>4</b>	Samarah	4
<b>5</b>	Cultura. International Journal of Philosophy of Culture and Axiology	3
<b>6</b>	European Journal of Social Sciences	3
<b>7</b>	International Journal of Innovation, Creativity, and Change	3
<b>8</b>	International Journal of Scientific and Technology Research	3
<b>9</b>	Journal of Islamic Architecture	3
<b>10</b>	Journal of Islamic Thought and Civilization	3

Milli Foklor is the most relevant journal in the discussion of cultural values from the perspective of the Sociology of Islamic Education, Milli Folklor with Publisher: Milli Folklor Dergisi, ISSN: 1300-3984 where Subject area: Arts and Humanities: General Arts and Humanities Social Sciences: Cultural Studies. In addition, there are also several other journals, namely the Journal of Islamic Marketing, Samarah, and Cultura. International Journal of Philosophy of Culture and Axiology, European Journal of Social Sciences, International Journal of Innovation, Creativity, and Change, International Journal of Scientific and Technology Research, Journal of Islamic Architecture, Journal of Islamic Thought and Civilization, and one proceedings, namely IOP Conference Series: Earth And Environmental Science. Table 1 shows that research on cultural values from the Sociology of Islamic Education perspective is mainly discussed in journals on Islamic Marketing, Philosophy of Culture and Axiology, Science, Islamic Architecture, Islamic Thought and Civilisation, and Earth and Environmental Science. Figure 3 presents a line diagram of the year-to-year evolution of the previously mentioned subjects: the x-axis represents the year, and the y-axis represents the number of publications under a particular subject. This line diagram has shown that Islamic studies related to the human relations of women, adults, and men are essential aspects in fostering Islamic cultural values from the perspective of the sociology of Islamic education.

Figure 3. Subject evolution over time

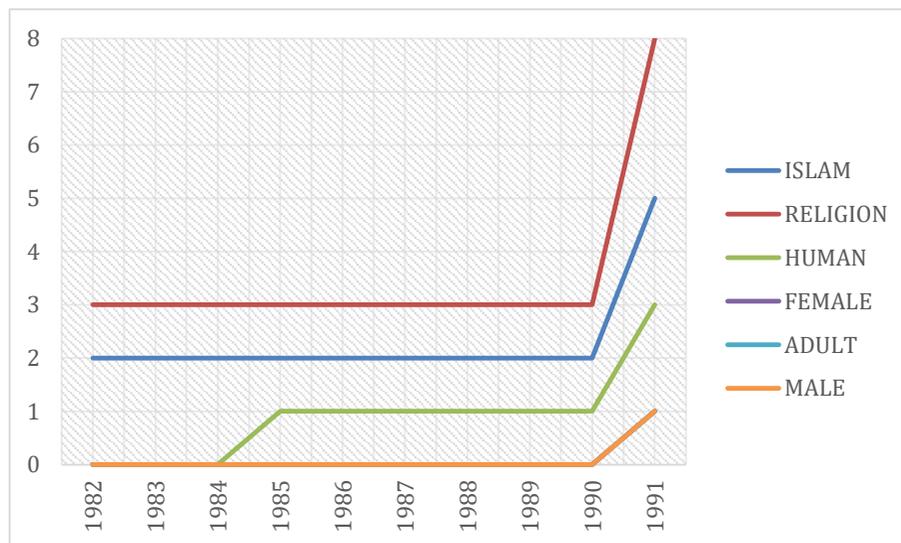


Figure 3 shows that the main topics in the discussion of cultural values in the sociological perspective of Islamic education evolved in the 1990s, one of the reasons is that a lot of research and academic studies were conducted on Islam and gender roles in society such as The role of Muslim women and their rights (Damji & Lee, 1995; Moghadam, 1999), Gender roles in Religion (Abu-Ali & Reisen, 1999; Adas & Tucker, 1990; Haddad & Esposito, 1997) and others.

### ***Most Relevant Author's***

In bibliometric analyses, the most relevant authors play an essential role in identifying and evaluating the quality and impact of scientific work. (Van Raan, 1993). An author is considered relevant if he or she contributes significantly to the analyzed work. The following ten most relevant authors in the field of cultural values from the perspective of the sociology of Islamic education are presented in Table 2. The most relevant and most prolific author in this field is Tlaiss, Hayfaa A. from King Fahd University of Petroleum and Minerals, Dhahran, Saudi Arabia, with 37 Scopus-indexed articles with the most cited article related to entrepreneurship showing how Islam evolves as a source of inspiration and resilience for women entrepreneurs, if and when complemented by feminist interpretations of Islam. (Tlaiss & McAdam, 2021)

**Table 2.** Most Relevant Author's

Rank	Authors	Articles	Articles Fractionalized
1	TLAISS HA	4	3,00
2	HASSAN MK	3	1,08
3	ILKILIC I	3	2,00
4	AHAD AD	2	0,83
5	AL-MUTAIR AS	2	0,50
6	ALAWI N	2	1,00
7	ANSHARI M	2	0,83
8	AZIZ AA	2	0,83
9	CHANDAN HC	2	2,00
10	CLEREHAN R	2	0,50

To complete the analysis of the most relevant authors on cultural values from the perspective of the sociology of Islamic Education, the following figures 4(a) and 4(b) present diagrams that contain the citation processes that have been carried out and the relationship between various citations and popular citation processes from year to year. Citation is a way of recognizing and crediting the original author or researcher for the ideas, discoveries, or research results they have published (Bornmann & Daniel, 2008).

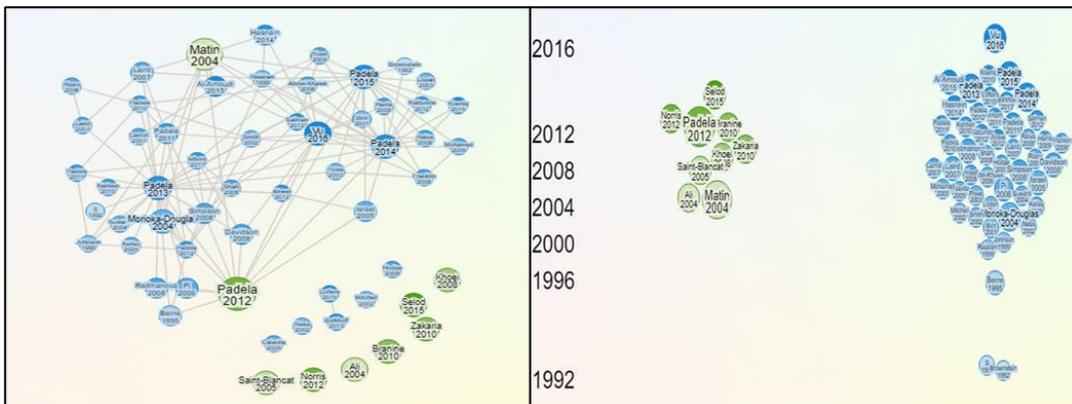


Figure 4(a) Citasi Network

Figure 4(b) Citasi Network timeline

Figure 4(a) shows that Aasim I. Padela is a widely referenced author whose thoughts on how a sizeable Muslim minority in the United States receives poor healthcare due to misjudgment and adaptation of cultural values believed in Islam such as examination of the bladder, reproductive organs and so on (Padela et al., 2012) Similarly, Mina Matin's most referenced work is related to

immigrant Muslim women having low rates of health service utilization, especially preventive services such as breast exams, mammograms, and cervical cancer screening. Religious and cultural beliefs, such as the value placed on modesty and premarital virginity, contribute to reluctance to seek health services. Furthermore, it is unclear whether discussions about healthcare behaviors involving sexuality and reproductive health would be welcomed among immigrant Muslim women (Martin & LeBaron, 2004). Figure 4(b) shows that the 1992 article was the first to specifically discuss cultural values from an Islamic perspective, namely the cultural and socio-economic factors associated with breastfeeding practices of 150 immigrant mothers living in California from Iran, Afghanistan, Vietnam, Cambodia, or Laos who had participated in or qualified for WIC (Women, Infants, and Children), the majority of whom were Muslim (Ghaemi-Ahmadi, 1992) while Pap smear mammography has significantly reduced deaths in the United States associated with breast and cervical cancer, screening prevalence and survival rates for both diseases are disproportionately lower among American Muslim minority women (Brownstein et al., 1992).

**Most Relevant Keywords**

The importance of "Most Relevant Keywords" in bibliometric analysis lies in its ability to provide a quick and accurate picture of the topic, focus, and relevance of a collection of scientific publications (Schöbel et al., 2021).

Figure. 5(a) Trend Topics

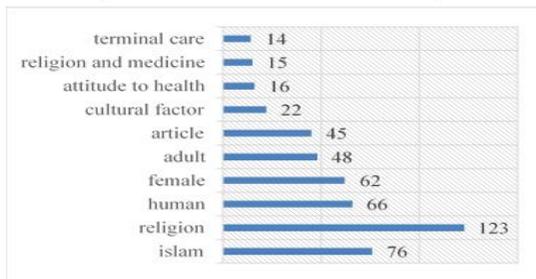
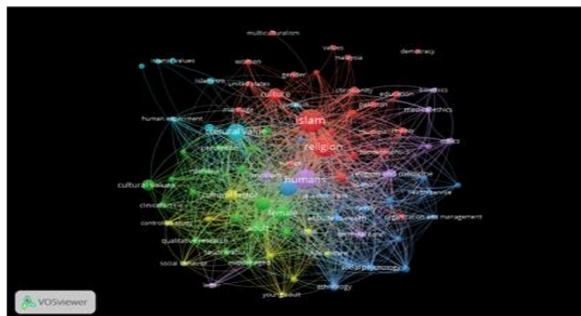


Figure. 5(b) WordCloud



Figure 5(c) Co-occurrence



Figures 5(a), 5(b), and 5(c) show the authors' most relevant keywords. These keywords are mostly related to Islam and gender. Overall, the authors' keywords reveal similar research trends; both types of keywords equally describe the research focus related to cultural values from Islamic sociology's perspective. Gender in the sociology of Islamic education is an essential and exciting topic to study. Islamic education plays a central role in shaping and influencing gender norms in Muslim societies (Srimulyani, 2012).

### ***Country Collaboration Network***

Vosviewer presents a country collaboration network based on the frequency of co-occurrence. By default, the strength of association is used to normalize the network (Van Eck & Waltman, 2007); this method has also been proven one of the best (Van Eck & Waltman, 2009). The clustering algorithm is based on the weighting and variance parameters of the well-known modularity function of Newman and Girvan (Newman & Girvan, 2004).

Gambar 6. Country collaboration network

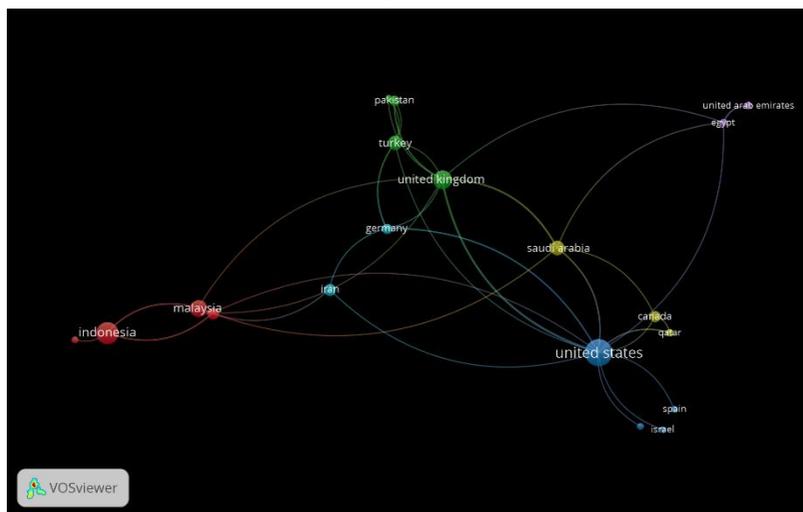


Figure 5 shows the collaboration networks of the top 25 countries from the bibliographic data obtained and can reflect the level of communication between countries and the influential countries in this field (Hu et al., 2020). Four central communities (with different node colors) can be found in the network. The size of the nodes represents the impact of the country on studies related to cultural values from the perspective of the sociology of Islamic education (based on the number of publications). The relationship between the nodes represents the strength of the cooperation between countries.

Figure 5 above provides information about the most productive countries regarding cultural values from the perspective of the sociology of Islamic education. Asian countries such as Indonesia, Malaysia, Iran, Saudi Arabia, and Pakistan have relatively high levels of international collaboration. Even though China has the highest index, other Asian countries (India and Japan) have the lowest ratio. From another perspective, European countries (USA, UK, Australia, Canada) have a relatively high level of international collaboration compared to other countries. Table 5 presents more detailed information about the ten countries in the publication on cultural values from the perspective of the sociology of Islamic education.

Table 3. Top 10 most productive countries.

Rank	Region	Freq
1	Indonesia	125
2	USA	122
3	Malaysia	61
4	UK	55
5	Turkey	39
6	Iran	34
7	Saudi Arabia	28
8	Australia	24
9	Pakistan	22
10	Canada	19

In Table 10 above, Indonesia and USA are the most prolific countries in publications; Indonesia has the largest Muslim population in the world and a rich Islamic culture (Goodlander, 2019), which makes it an exciting research base for scholars to understand the role and influence of Islam in Indonesian society and education (Hidayati, 2017). The United States is a country that has much research on cultural values and the sociology of Islamic education (Abu-Ras et al., 2022; Hidayati, 2017). The United States has several renowned universities and research institutes that focus on studying religions and cultures, including Islam. Some US universities have departments or centers of Islamic studies that specialize in research on cultural values and the sociology of Islamic education.

### ***Thematic Analysis***

Thematic analysis is an analytical method used to identify, analyze, and report thematic or motivic patterns in qualitative data (Burnard & Younker, 2004; Jansen, 2021). This method is essential in bibliometrics, which measures and analyses published scientific literature's amount, distribution, and impact.

Figure 7 presents a thematic map of the period 1973-2023, each circle represents a cluster, and the circle's size indicates the cluster's size. Researchers have also interpreted this diagram more

understandably (Callon et al., 1991). The first quadrant (central and developed) is motor theme spaces, the second quadrant (Central and undeveloped) is essential and transversal theme spaces, the third quadrant (Peripheral and developed) is highly developed and isolated theme spaces, and the fourth quadrant (Peripheral and undeveloped) as emerging or declining theme spaces (Cobo et al., 2011).

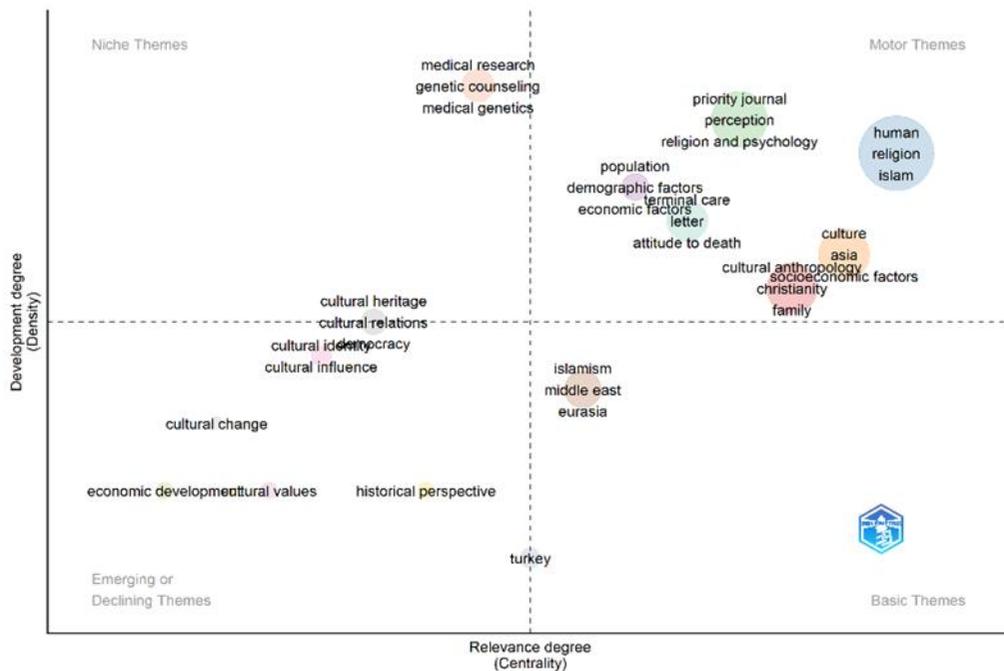


Figure 7. Thematic maps

Figure 7 shows that the keywords that are trending topics are part of the research that has been developed; essential things that need to be developed in research related to Islamic values and psychological culture can be seen from quadrant four, where Islamism, middle east, and Eurasia are keywords that need to be developed in future research, Islamism is a political ideology that carries the idea of applying Islamic teachings in government systems and social life (Ansor, 2016). Islamism strives for a political system based on Islamic law (Sharia) or applying Islamic principles in law and public policy. Therefore, future research needs to examine the importance of the sociology of Islamic education in helping people understand the concept and reality of Islamism more profoundly and objectively. In this context, Islamic education can accurately present ideas and information about Islamism without prejudice and based on a correct understanding of Islamic teachings. In addition, Islamic education plays a role in instilling moderate and inclusive Islamic values in society. This can help prevent people from falling into the extremes and

fanaticism often associated with some radical Islamist movements. In addressing Islamism, the sociology of Islamic education must play an active role in providing the correct understanding, teaching moderate Islamic values, and encouraging critical thinking and open dialogue. With this approach, it is hoped that people can face the challenges wisely and respect the plurality of views in Muslim societies.

"Middle East" is a geographical and political term used to refer to the region located around the borders of southwest Asia and northeast Africa. This region has no fixed geographical boundaries, but it generally includes the following countries: Northwest Middle East: Turkey, Lebanon, Syria, Jordan, Palestine, and Israel. Persian Gulf: Saudi Arabia, Bahrain, United Arab Emirates, Kuwait, Qatar, Oman, and Iran. Iraq and neighboring countries: Iraq, Kuwait, and the northern part of the Persian Gulf. Arabian Peninsula: Saudi Arabia, Yemen, Oman, United Arab Emirates, Qatar, Bahrain, and Kuwait. North Africa: Egypt (including the Sinai Peninsula) and Libya. Overall, cultural values in the perspective of the sociology of Islamic education play a crucial role in shaping identity, ethics, justice, science, language, and respect for cultural heritage in the countries of the Middle East. These values shape societies that are more harmonious, civilized, and aware of social and spiritual responsibility towards fellow human beings and the environment.

Eurasia is a geographical term that refers to the large region located between the continents of Asia and Europe. The term is a combination of "Eura" derived from "Europe" and "Asia," which describes the region stretching from the Atlantic Ocean in the west to the Pacific Ocean in the east. The importance of cultural values in the perspective of the sociology of Islamic education for countries in the Eurasian region is significant. Eurasia includes many predominantly Muslim countries, such as countries in the Middle East, Central Asia, and parts of South Asia. From the sociology of Islamic education perspective, cultural values are essential in shaping a harmonious, civilized, and highly ethical society. Overall, cultural values under the sociology of Islamic education perspective play an essential role in shaping Muslim societies' identity, character, ethics, knowledge, and social attitudes in the Eurasian region. These values form a civilized, ethical, tolerant, advanced, and harmonious society amidst diverse cultural and religious backgrounds.

## Conclusions

A general approach to analyzing and visualizing the primary status of research related to cultural values from the perspective of the sociology of Islamic education has been presented in this article. This study has largely expanded the amount of bibliographic data compared to previous studies. With an overview of the bibliographic data from Scopus, we have successfully described the current research environment of cultural values from the perspective of the sociology of Islamic education. In summary, the sociology of Islamic education is critical in the present context. Islamic education serves as a means to understand and practice the teachings of Islam.

However, the sociology of Islamic education goes beyond the religious aspect and includes analyses of how society and educational institutions interact in an Islamic context, so it should concern researchers in this field. The year 1973 was the first year with negative growth, this may be a signal that research related to cultural values in the perspective of the sociology of Islamic education has surpassed the previous period, but this assumption must be further confirmed by future research. Other descriptive results, for example, the most relevant sources and keywords, have also revealed some of the leading research interests related to the scholarly literature on cultural values from the perspective of the sociology of Islamic education.

In the science mapping section, we first present the country collaboration network, where a set of country collaboration patterns have been identified; Asian countries such as Indonesia, Malaysia, Iran, Saudi Arabia, and Pakistan have relatively high levels of international collaboration. Even though China has the highest index, other Asian countries (India and Japan) have the lowest ratio. From another perspective, European countries (USA, UK, Australia, Canada) have a relatively high level of international collaboration compared to other countries referring to collaboration within themselves, the 25 most important countries in the research of cultural values from the perspective of sociology of Islamic education are presented as nodes in the network. Detailed information on the ten most productive countries has been presented further. Among them, European and English-speaking countries have relatively high levels of international collaboration.

For thematic analysis, identify the most important research topics, especially those related to Islamism, the Middle East, and Eurasia. Islamism strives for a political system based on Islamic law (Sharia) or applying Islamic principles in law and public policy. So that future research needs to examine the importance of the Sociology of Islamic education in helping people understand the concept and reality of Islamism more profoundly and objectively, especially the role of the "Middle East" countries, which are located around the borders of southwest Asia and northeast Africa, and Eurasia in the large region located between the Asian and European continents.

The study of cultural values in a sociological perspective Islamic education is closely related one of the most discussed studies is the issue of terrorism, illustrating how Islam, which has never been a monolithic religion, has inevitably been shaped by its experience in America These values include justice, equality, mutual respect, honesty, and compassion, understanding Islamic cultural values in addressing immigrant Muslim women have a low rate of utilisation of health services, primarily preventive services such as breast exams, mammograms, and cervical cancer screening, on the other hand, understanding Islamic management principles can help develop more appropriate types of management best practices in Arab and Islamic countries while still benefiting from the transfer of relevant Western management techniques and Western technology, On the other hand, understanding Islamic management principles can help develop

more appropriate types of management best practices in Arab and Islamic countries while still benefiting from the transfer of relevant Western management techniques and Western technologies, so research in the sociology of Islamic education has a vital role in providing a more holistic understanding of Islamic Religion and culture, as well as helping to find appropriate and relevant solutions in dealing with various social challenges and issues in Muslim societies. We can build a more inclusive, tolerant, and empowered society with a better understanding of Islam's cultural values and religious principles.

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