RESEARCH TRENDS OF QUALITY ASSURANCE IN ISLAMIC EDUCATION: A BIBLIOMETRIC ANALYSIS

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Abstract

Quality Assurance (QA) has an important role in improving the quality of Islamic Education. This study aims to reveal the trend of QA research in Islamic Education based on the research results of the last 20 years (2000-2021) from the Scopus database and the last 5 years from the Google Scholar (GS) database. The research method used was bibliometric analysis. Search articles using Publish or Perish (PoP) software using the keywords "Quality Assurance in Education" from the Scopus database and "Quality Assurance" and "Islamic Education" from the GS database. The number of papers collected from the Scopus database was 68, which the paper selected to 28. From the GS database, 981 papers were selected to be 39, so that the total number of papers analyzed was 67. The analysis process used the Mendeley reference management software, which was visualized by the VOSviewer software. Overall, this study shows the most influential authors in the QA field, research trends, and research opportunities in the field of Quality Assurance in Islamic Education.

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INTRODUCTION

Quality is an important part of an educational system and institution. Only institutions and systems that have good quality can survive in the midst of competition. In the end, the community, as the main customer of educational institutions, will choose good quality institutions, even though they have to pay more expensive fees. An example of a simple phenomenon related to quality is a shift in parents' perspective in sending their children to school. If, in the beginning, the decisive consideration was dominated by the status of the school (public or private), the current consideration is

whether it is qualified or not. Therefore, every educational institution will compete to guarantee and improve the quality of the processes and products of its education system (Puspitasari, 2019).

Based on the level, previous research on education quality assurance, both at the theoretical and implementation levels, can be categorized at the elementary, middle, and high school levels. At the elementary school level, a lot of research on QA has been carried out both on the aspects of students (Susilana, 2013), teachers (Olibie et al., 2015), principals (Mghasse & William, 2016), and on school aspect (Kinesti, 2020). At the intermediate level, several QA approaches (Freeman, 1994; Law, 2010; China, 2019), the quality of teachers and students (Nazak et al., 2019), teaching supervision (Archibong, 2012), and the implementation of a quality culture have been discussed (Sidarta et al., 2019). Finally, at the high school level, many studies have been carried out, including quality managers' perceptions of effectiveness (Seyfried & Pohlenz, 2018), discourses on quality assurance from the perspective of global university rankings (Hauptman Komotar, 2020), as well as reflection, criticism, and change (Yingqiang & Yongjian, 2016).

The implementation of QA in an educational system and institution must align with the latest theories and research developments on QA. Therefore, comprehensive information on Quality Assurance in Education (QAE) research trends is needed. Through the Bibliometric Analysis (BA) method, this research will answer some questions, including (1) Who are the most influential authors in the field of QAE? (2) Current QAE research trends? And (3) The future direction of QAE research?

METHOD

This research uses the Bibliometric Analysis (BA) method. The bibliometric analysis used adopted the procedure (Hudha et al., 2020). The selection of bibliometric methods is beneficial for providing an overview of academic research in a field or journal, identifying leading trends in terms of publications, citations, authors, keywords, and institutions (Martínez-López et al., 2018). The complete procedure of this research is shown in Figure 1.
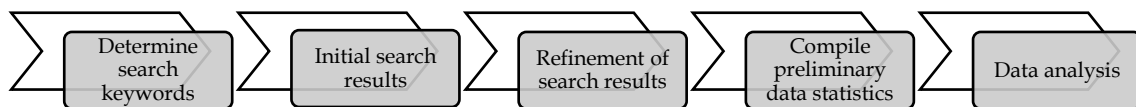

Figure 1. Five-step method bibliometric analysis

The selection of data sources from Scopus is based on considerations of the quality and trustworthiness of the articles obtained. Scopus is one of the largest databases of global coverage databases, with the highest quality indexed through rigorous content selection and guaranteed by trusted reviewers and advisory boards (Baas et al., 2020). Over the years, Scopus has earned its place as a comprehensive source of bibliographic data and has proven itself to be reliable in some ways even better than WoS (Pranckutė, 2021; Li & Liu, 2020; Harzing & Alakangas, 2017). Meanwhile, the basis for selecting GS data, on the other hand, is due to the consideration of source selection. The article search engine in this study uses Publish or Perish (PoP) software. PoP is a software program that retrieves and analyzes citations and helps academics present their best analysis results (Andrews, 2021). The keywords entered in the PoP search engine from the Scopus database are "Quality Assurance in Education." While the keywords from the GS database are "Quality Assurance" and "Islamic Education."

After the keywords are determined, the next step is to determine the search period. The time span chosen by the researcher from the Scopus database is 2000-2021 (last 20 years). At the same time, the search period for the GS database is 2016-2021 (last 5 years). The selection of the shorter GS period is due to the many and abundant reference sources and considering the novelty of research in QA in Islamic Education. Initial search results using the keywords "Quality Assurance in Education" from the Scopus database yielded 68 papers and from the GS database as many as 981 papers from various types of writing such as articles, reviews, conference papers, books, editorials, and chapters. This stage is an inclusion process. The stages of the inclusion process were carried out using PoP software (Ilhami et al., 2019; Dorji, 2019; Setyaningsih et al., 2018).

The next stage is the exclusion process, adding the prerequisites for selecting articles. Of the 68 articles (Scopus database), the researcher decided to choose articles from English-language journals and 28 relevant conference papers. This consideration is based on the selection of publication quality. From 981 articles in the GS database, the researcher only took 39 articles, so that the total articles amounted to 67.

The next process is to save the file in RIS (Research Information Systems) format. The RIS data was imported into the Mendeley bibliography software. The resulting RIS file was used for further data analysis. In the Mendeley section, more detailed checks are carried out, including the year of publication, volume, number, pages, etc.) to facilitate the next analysis process.

The last part of the bibliometric analysis research method is data analysis. The output of POP enhanced through Mendelay's assistance was analyzed using VOSviewer software (Xie et al., 2020; Williams, 2020; Shah et al., 2019). This VOSviewer output is the main result of this research.

RESULTS

There are two main processes of data processing and analysis in this study, namely (1) output analysis from PoP software and (2) VOSviewer analysis results on RIS data from PoP. To be more systematic, the research results are presented sequentially according to the research procedure. Table 1 shows the differences in the data at the initial research stage with the refinement search.

Table 1. Comparison metrics

Metrics data	Initial search		Refinement search	
Source	"Quality Assurance in Education" (SCOPUS)	"Quality Assurance" AND "Islamic Education" (GS)	"Quality Assurance in Education" (SCOPUS)	"Quality Assurance" AND "Islamic Education" (GS)
Publication year	2000-2020	2016-2021	2000-2020	2016-2021
Papers	68	981	28	39
Citations	225	1784	192	161
Cites/year	10.71	356.80	10.11	32.20
Cites/paper	3.31	1.82	6.86	4.13
Author/paper	0.96	1.91	1.00	1.85
h_index	7	18	7	6
g_index	13	29	13	8
hI_norm	7	14	7	5
hI_annual	0.33	2.80	0.33	1.00

The data shown in table 1 is the output of the PoP software. This data is obtained from the results of the inclusion process, namely the selection of articles that are considered relevant to the topic. Through the PoP software, information is obtained from authors who are considered influential in the field of quality assurance in education as shown in table 2 and authors who are most influential in the field of quality assurance in Islamic education as shown in table 3.

Table 2. Top 10 cited articles from the Scopus Database

No	Publication Year	Author	Title	Journal	Cites	Publisher
1	2007	Jan Vanhoof Peter, Van Petegem	Matching Internal and External Evaluation in an Era of Accountability and School Development: Lessons from a Flemish Perspective	Studies in Educational Evaluation	43	Elsevier
2	2008	Pak Tee Ng	The phases and paradoxes of educational quality assurance the case of the Singapore education system	Quality Assurance in Education	41	Elsevier
3	2003	Yin Cheong Cheng	Quality assurance in education: internal, interface, and future	Quality Assurance in Education	29	Elsevier
4	2017	Paul G. LeMahieu, Alicia Grunow, Laura Baker, Lee E. Nordstrum, Louis M. Gomez	Networked improvement communities: The discipline of improvement science meets the power of networks	Quality Assurance in Education	16	Elsevier
5	2012	Eivind Engebretsen, Kristin Heggen, Heidi Annett Eilertsen	Accreditation and Power: A Discourse Analysis of a New Regime of Governance in Higher Education	Scandinavian Journal of Educational Research	11	Routledge
6	2012	Debra Nestel, Amélie Ivkovic, Robyn A. Hill, Anthony N. Warrens, Paraskeva A. Paraskevas, Jacqueline	Benefits and challenges of focus groups in the evaluation of a new Graduate Entry Medical Programme	Assessment & Evaluation in Higher Education	8	Routledge

		A. McDonnell, Ruvimbo S. Mudarikwa and Chris Browne				
7	2017	Vesna Podgornik and Janez Vogrinc	The Role of Headteachers, Teachers, and School Counselors in the System of Quality Assessment and Assurance of School Work	SAGE Open	7	SAGE
8	2011	Sunday O. Adegbesan	Establishing quality assurance in Nigerian education system: Implication for educational managers	Educational Research and Reviews	7	Elsevier
9	2015	Vesna Podgornik & Jasna Mažgon	Self-Evaluation as a Factor of Quality Assurance in Education	Review of European Studies	6	Canadian Center of Science and Education
10	2015	Shelley Kinash, Vishen Naidu, Diana Knight, Madelaine-Marie Judd, Chenicheri Sid Nair, Sara Booth, Julie Fleming, Elizabeth Santhanam, Beatrice Tucker and Marian Tulloch	Student feedback: a learning and teaching performance indicator	Quality Assurance in Education	4	Elsevier

The data in table 2 is obtained from the output of the PoP software after going through the exclusion process. From table 2, information is obtained from the author with the highest number of citations, the title and year of the article as well as the name of the journal and publisher. Most cited articles are dominated by journals published by Elsevier. In the same way, information from influential authors in the field of quality assurance in Islamic Education is obtained as shown in table 3.

Table 3. Top 10 cited articles from the GS Database

No.	Publication Year	Author	Title	Journal	Cites
1	2019	Nur Hanani Hussin, Ab Halim Tamuri	Embedding values in teaching Islamic education among excellent teachers	Journal for Multicultural Education	10
2	2018	Khairiah, Sirajuddin	The Effects of University Leadership Management: Efforts to Improve the Education Quality of State Institute for Islamic Studies (IAIN) of Bengkulu	Jurnal Pendidikan Islam	10
3	2019	Moch Tolchah, Muhammad Arfan Mu'ammar	Islamic Education in the Globalization Era; Challenges, Opportunities, and Contribution of Islamic Education in Indonesia	Humanities & Social Sciences Reviews	9
4	2019	Dindin Jamaluddin, Muhammad Ali Ramdhani, Tedi Priatna	Techno University to Increase the Quality of Islamic Higher Education in Indonesia	International Journal of Civil Engineering and Technology (IJCIET)	9
5	2019	Miskiah, Yoyon Suryono, and Ajat Sudrajat	Integration of Information and Comunication Technology into Islamic Religious Education Teacher Training	Cakrawala Pendidikan	8
6	2017	Said Ashlan	Implementing the Teaching Supervision by Principals in Improving the Performance of Teachers in Aceh Besar	Jurnal Ilmiah Peuradeun	7
7	2018	Lailial Muhtifah, Ricka Tesi Muskania	The Design on Quality System Model of FTIK IAIN Pontianak in SNPT 2015 and QMS ISO 9001:2015	Jurnal Pendidikan Islam	6
8	2016	Sisay Awgichew Wondemetegegn	The Historic Move, Contemporary Challenges and Opportunities in Ethiopian Education	International Journal of African and Asian Studies	6
9	2020	Saihu	The Urgency of Total Quality Management in Academic Supervision to Improve the Competency of Teachers	Edukasi Islami: Jurnal Pendidikan Islam	5
10	2018	Jafar Paramboor Mohd Burhan	Scientific Management Theory: A Critical	Al-Shajarah Journal of	5

Ibrahim	Review from Islamic Theories of Administration	Islamic Thought and Civilization

The number of citations shown in table 3 is less than that shown in table 2. This shows that studies on quality assurance in Islamic education are still relatively few compared to authors in the field of quality assurance in education in general. Journals that produce articles are still dominated by local publishers. Apart from PoP software, research data was also obtained from VOSviewer software which shows network visualization (figure 2), Overlay visualization (figure 3) and density visualization (figure 4).

Figure 2. Network visualization

Figure 3. Overlay Visualization

Figure 4. Density visualization

Figure 2 shows the VOSviewer output which illustrates the network formed by keywords from each article. Combined keywords form different clusters such as cluster 1 (red), cluster 2 (green), cluster 3 (blue), cluster 4 (yellow), cluster 5 (purple) and other clusters with other colors. Each cluster is represented by a different keyword. Figure 3 shows the keywords that appear frequently in each year. The more yellow it is, the newer the keywords are displayed. Figure 4 shows the density level. The yellower the color, the more often that keyword appears and is used.

DISCUSSION

The results of this study are supported by the use of PoP software and VOSviewer, which assist researchers in uncovering and answering research questions that have been presented in the Introduction. PoP software has helped compile articles and implemented inclusion and exclusion processes on articles to obtain the expected data, as shown in table 1, table 2, and table 3. This process can answer the first research question that challenges the authors who are considered influential on the research topic "Quality Assurance in Education and Islamic Education". The indicator is shown through the number of citations obtained. VOSviewer software has helped researchers uncover and answer the second and third research questions, as shown in Figure 2, Figure 3, and Figure 4. Through Figure 2, information on the relationship between keywords from each article that forms several clusters is shown through color differences. Through Figure 3, information on the latest research trends about "Quality Assurance in Islamic Education" is obtained, which is shown through a color change from blue to yellow. The yellow color shows the keywords that are currently being researched trends. Figure 4 informs the level of keyword density that researchers widely use; bright yellow keywords indicate topics that are widely studied. Meanwhile, faded yellow keywords have not been widely researched and have the opportunity to be developed.

Research on "Quality Assurance in Education" from the Scopus database shows

very influential researchers such as (Vanhoof & Petegem, 2007), who has been cited 43 times with the main topic of internal and external evaluation systems in the era of information disclosure (accountability). In this era of openness, institutional website analysis can be used as a tool to measure the importance of various dimensions of quality assurance for higher education institutions in the national system (Sánchez-Chaparro et al., 2020). The topic of this evaluation system is one of the cores in the field of Total Quality Management (TQM). A good evaluation system will contribute to quality assurance. Good quality assurance has proven to trigger higher organizational performance (Hambali & Idris, 2020) and the strategy of quality assurance based on core values is able to encourage the organization to achieve its institutional vision (Fitri, 2006).

Previous research has shown that academic and learning satisfaction is one of the important factors for quality assurance in Islamic universities (Sarbini et al., 2020). Therefore, to obtain the title of a quality institution, at least it can be started from one aspect, namely improving the quality of learning. One of the strategic approach innovations for the quality of Islamic Higher Education is through the concept of Techno University (Jamaluddin et al., 2019) or evidence-based policies (Beerkens, 2018). To fundamentally improve the quality of higher education, we need to go beyond the traditional paradigm and move towards a culture of quality (Yingqiang & Yongjian, 2016). In short, Academic Quality Assurance (AQA) is an absolute thing to be applied in universities as higher education institutions and educational centers (Zaki, 2020). From the tertiary level, then followed by the lower level (madrasa), which will impact improving the quality of learning, academic achievement, and the competitiveness of madrasa graduates (Widodo et al., 2020).

In the end, the researcher concludes that research related to "Quality Assurance in Islamic Education" is still very wide open with the latest research topics. This research process can be carried out simultaneously with the TQM implementation process at all levels of Islamic education. The process of communication and collaboration between various stakeholders is needed to answer various quality problems in Islamic Education.

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