



Bibliometric and Systematic Review of Islamic Education Learning Quality: Trends, Gaps, and Future Directions

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ABSTRACT

Purpose of the study: The purpose of this study is to identify trends and developments in research on the quality of Islamic Religious Education (IRE) learning in the period 2015–2025 using a bibliometric approach and systematic review and to reveal the main factors that contribute to improving the quality of Islamic religious education learning.

Methodology: This study used bibliometric analysis and systematic review. Data were obtained from the Scopus database with related keywords. The analysis was performed using VOSviewer software for network visualization and research trends. Articles were selected based on the inclusion criteria of 2015–2025 and in English. Quantitative and qualitative approaches were used in data analysis.

Main Findings: This study found that the research trend on the quality of Islamic Religious Education (IRE) learning increased significantly from 2017 to 2020, decreased in 2021, and then increased again from 2022 to 2025. The main contributing factors include teacher competence, quality management, madrasah leadership, and the integration of technology. The Total Quality Management (TQM) approach and innovation in learning methods have proven effective in improving the quality of Islamic Religious Education (IRE) learning.

Novelty/Originality of this study: This study provides new insights into the global trends of Islamic Religious Education learning quality research through bibliometric analysis and systematic review. This study identifies research gaps, key factors for improving learning quality, and the integration of technology and Total Quality Management (TQM) in IRE, which have not been comprehensively discussed in previous studies.

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1. INTRODUCTION

Islamic Religious Education (IRE) is one of the fundamental elements in the education system in various countries, especially in countries with a Muslim majority population such as Indonesia, Malaysia, Saudi Arabia, and several Middle Eastern countries. IRE not only aims to form noble morals and Islamic values in students, but also to build a deep understanding of Islamic teachings in the context of modern social and cultural life [1]-[3]. Therefore, the quality of IRE learning is a very important aspect in achieving the goals of Islamic education effectively and efficiently[4]-[6].

Along with the development of the era, education has experienced various challenges that affect the quality of learning, including in the field of IRE. Changes in the curriculum, advances in digital technology, and differences in the social and cultural backgrounds of students are factors that can affect the effectiveness of IRE

learning [7]-[9]. In addition, changes in the educational paradigm that demand a more innovative and competency-based learning approach are also challenges for IRE educators in developing learning strategies that are in accordance with the needs of the times [10]-[12].

In recent years, research on the quality of IRE learning has continued to grow. Various approaches have been used to improve the quality of learning, such as the integration of technology in Islamic Religious Education learning, the application of project-based learning methods (Project-Based Learning), scientific approaches, to the use of value-based learning models (Value-Based Learning) [13]-[15]. However, until now, there is still a gap in research related to the main factors that influence the quality of Islamic Religious Education learning, developing research trends, and the most effective strategies in improving the quality of learning at various levels of education [16]-[18].

The quality of learning is influenced by various factors, such as educator competence, curriculum, teaching methods, and a conducive learning environment. In today's digital era, the integration of technology in the learning process is also one of the quality indicators that need to be considered [19]-[21]. In addition, quality management approaches such as Total Quality Management (TQM) have been widely applied in efforts to improve the quality of education holistically [22]. In addition, with the development of a digital-based education system, Islamic Religious Education learning also faces new challenges in adapting technology, both in terms of the readiness of educators and the effectiveness of the methods used [23]. Various studies have shown that the use of digital technology can increase the effectiveness of learning, but further studies are still needed on how the application of technology in Islamic Religious Education learning can contribute to improving the understanding of Islamic concepts and values in the lives of students [24]. To further understand the development of research in the field of Islamic Religious Education learning quality, an in-depth study is needed using a bibliometric approach and systematic review [25]. Bibliometric analysis allows researchers to identify research trends, publication patterns, main keywords, and scientific collaborations that occur in various related studies in the Scopus database [26]. Meanwhile, a systematic review aims to evaluate the contribution of research that has been conducted in improving the quality of IRE learning, including the methods used, main results, and implications of the research [27].

In line with previous research conducted by Nurfuadi, focuses on the role of Islamic Religious Education (IRE) teachers in managing learning to improve the quality of good and professional learning in three madrasahs in Banyumas [28]. This study highlights the importance of teacher pedagogical competence in improving students' understanding and morals. Previous studies have focused more on the role of teachers in pedagogical-based learning in madrasahs, while the current study provides broader insights into global research trends in improving the quality of IRE learning, by considering aspects of quality management, education policy, and the application of technology in learning. Thus, the current study can provide more comprehensive recommendations for the development of research and policies related to improving the quality of IRE learning in the future.

Based on this background, this study aims to identify trends and developments in research on the quality of IRE learning in the 2015–2025 period using a bibliometric approach and systematic review. Through this study, it is hoped that a clearer picture can be obtained regarding research patterns, the main factors that contribute to improving the quality of IRE learning, and the potential for further research development in this field. The results of this study are expected to provide benefits to various parties, such as academics, educators, and policy makers in designing more effective strategies to improve the quality of Islamic Religious Education learning. By understanding the patterns and trends of research that have been conducted, stakeholders are expected to be able to optimize learning approaches that are in accordance with the needs of students, so that the quality of Islamic education can continue to develop sustainably.

2. RESEARCH METHOD

This study uses bibliometric analysis and systematic review to understand the quality of Islamic Religious Education (IRE) learning. The research data is sourced from the international database Scopus with relevant keywords, such as Islamic education learning quality [29]. The research procedure is carried out in several stages, as explained Figure 1.

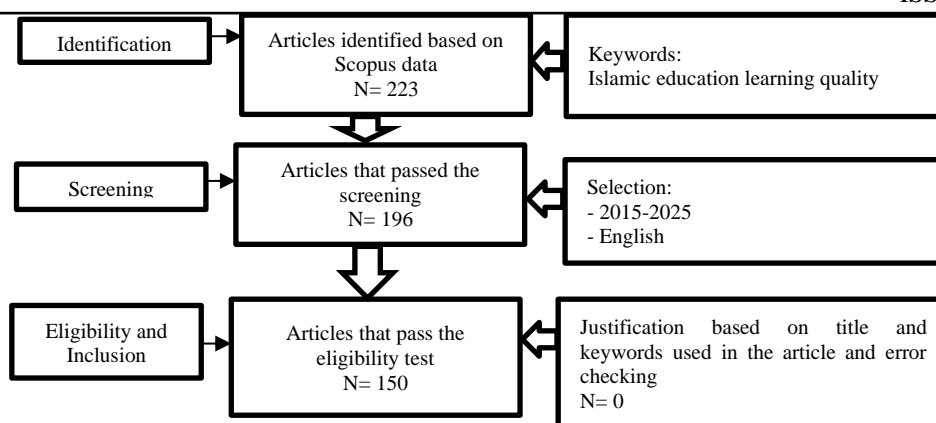


Figure 1. Research steps

This study uses the VOSviewer application to conduct bibliometric analysis [30]-[31]. This analysis consists of several main stages. Co-occurrence analysis is used to identify relationships between keywords that often appear together in relevant articles, so that they can describe the most widely researched themes [32]. Co-author analysis is carried out to determine collaboration between authors based on countries and institutions that often collaborate [33]-[34]. Meanwhile, trend analysis aims to observe the development of article publications based on the year of publication, which provides an overview of the popularity and attention to research topics in a certain period of time [35]-[36].

A systematic literature review was conducted to assess the contribution of each article to understanding the quality of Islamic Religious Education learning. Each article was analyzed in depth based on the objectives, research methods, results, and its contribution to the development of IRE learning quality [37]-[38]. This analysis provides a comprehensive overview of the research theme, methods used, and the results and implications produced by each study [39]-[40].

The data analysis technique in this study was carried out through several systematic steps. Data collection was carried out by downloading data from the Scopus database in CSV format, which facilitates the further analysis process [41]-[42]. Descriptive analysis was carried out to understand the distribution of articles based on factors such as year of publication, author, country of origin, and journal [43]-[44]. Next, network visualization analysis using VOSviewer aims to map the relationship between keywords, authors, and institutions that often appear together in related articles [45]-[46]. The researcher also conducted a qualitative analysis to identify the main themes, research methods, and results related to the topic of Islamic religious education learning quality [47]-[48]. Finally, a synthesis of findings was conducted to summarize the results of the bibliometric analysis and systematic review, which aims to describe research trends, gaps, and opportunities for further research development in this field [49]-[51].

3. RESULTS AND DISCUSSION

Based on the results of Scopus data on the quality of educational learning, a trend in research on the quality of educational learning was obtained in the period 2015-2025. The quality of Islamic religious education learning experienced a significant increase as a research topic from 2017 to 2020. Then, it decreased in 2021 and increased again in 2022 and decreased again in 2023. In 2024 it jumped to 38 documents, then at the beginning of this year 2025 there were 8 documents recorded with the topic of research on the quality of Islamic religious education learning, which can be seen in the following Figure 2.

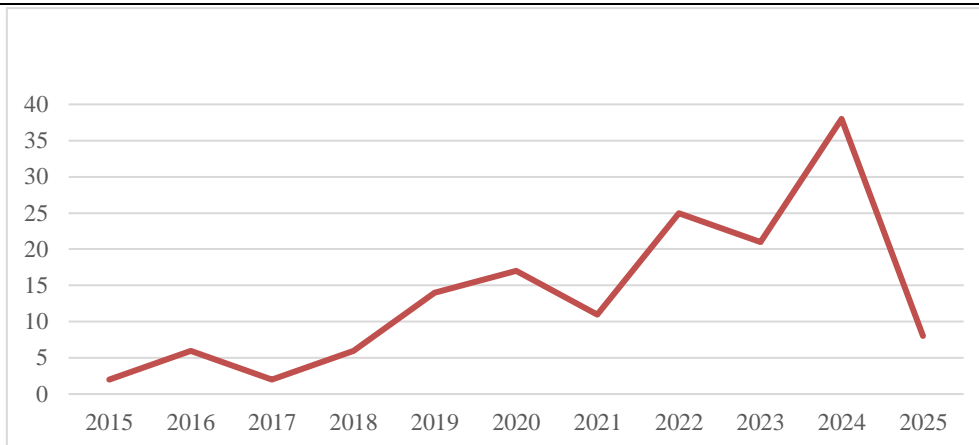


Figure 2. Research graph on the quality of Islamic religious education learning 2015-2025

Next, reviewed based on the countries that researched the topic of the quality of Islamic religious education learning, it is shown in Figure 3.

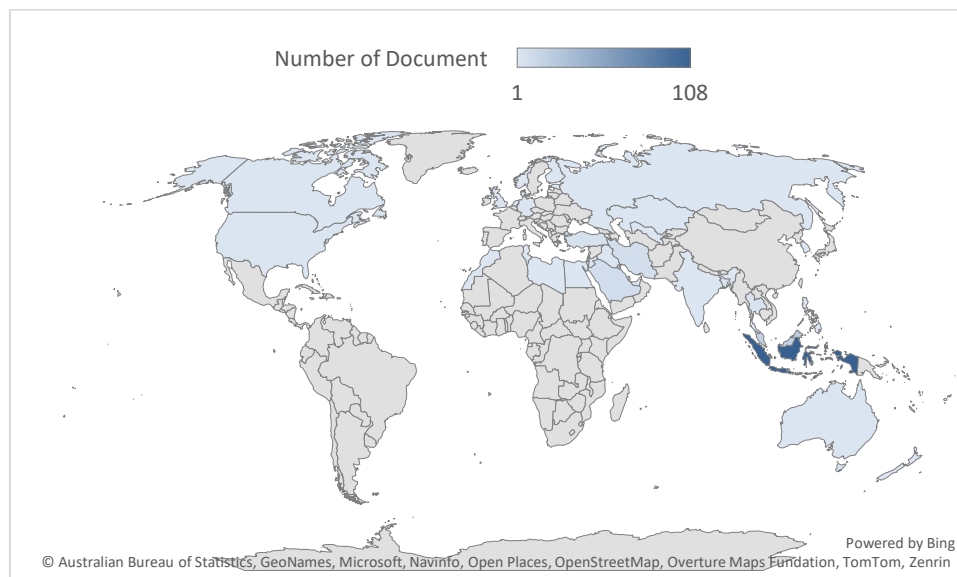


Figure 3. Countries that research the quality of Islamic religious education learning

Figure 3 shows that the quality of Islamic religious education learning is more widely researched in Indonesia. The number of documents on the topic of the quality of Islamic religious education learning through Scopus data in each country is shown in Table 1.

Table 1. Top 15 countries that researched the quality of Islamic religious education learning

| Country/Territory | Number of Document |
|-------------------|--------------------|
| Indonesia | 108 |
| Malaysia | 18 |
| Saudi Arabia | 8 |
| Iran | 7 |
| Turkey | 5 |
| Thailand | 3 |
| Australia | 2 |
| Canada | 2 |
| Germany | 2 |
| Kazakhstan | 2 |
| United Kingdom | 2 |
| United States | 2 |
| Bangladesh | 1 |

Based on Table 1 shows the fifteen countries that conduct the most research on the quality of Islamic religious education learning in Scopus data. Indonesia is the country with the first rank that produces the most research documents on the quality of Islamic religious education learning, namely 108 documents, Malaysia is the country with the second rank that produces the most research documents on the quality of Islamic religious education learning, namely 18 documents and Saudi Arabia is the third country that conducts the most research on the quality of Islamic religious education learning with a total of 8 documents. Furthermore, Table 2 below shows the top 15 articles with the most citations.

Table 2. Top 15 articles with the most citations

| No. | Author (Year) | Journal | Citation | Country |
|-----|---|--|----------|-----------------|
| 1 | [52] Huda, M., Yusuf, J.B., Azmi Jasmi, K., Zakaria, G.N. (2016) | SAGE Open | 65 | Amerika Serikat |
| 2 | [53] Yudiawan, A. , Sunarso, B., Suharmoko, Sari, F., Ahmadi | International Journal of Evaluation and Research in Education | 36 | Indonesia |
| 3 | [54] Mahamood, S.M., Ab Rahman, A. (2015) | Humanomics | 36 | United Kingdom |
| 4 | [55] Makruf, I. , Rifa'i, A.A., Triana, Y. (2022) | International Journal of Instruction | 29 | Turkey |
| 5 | [56] Yanto, B.E., Subali, B., Suyanto, S. (2019) | International Journal of Instruction | 26 | Turkey |
| 6 | [57] Haryani, H. , Astriyani, E. , Devana, V.T. (2021) | Aptisi Transactions on Technopreneurship | 18 | Indonesia |
| 7 | [58] Azkiyah, S.N. , Mukminin, A. (2017) | Center for Educational Policy Studies Journal | 18 | Slovenia |
| 8 | [59] Kosasih, A. , Supriyadi, T. , Firmansyah, M.I. , Rahminawati, N. (2022) | Journal of Ethnic and Cultural Studies | 17 | United Kingdom |
| 9 | [60] Kultsum, U. , Parinduri, M.A. , Karim, A. (2022) | International Journal of Evaluation and Research in Education | 12 | Indonesia |
| 10 | [61] Mdege N, Fairhurst C, Ferdous T, Hewitt C, Huque R, Jackson C, Kellar I, Parrott S, Semple S, Sheikh A, Swami S, Siddiqi K. (2019) | Trials | 11 | United Kingdom |
| 11 | [62] Susanto, Muafiah, E., Desrani, A., Ritonga, A.W., Hakim, A.R. (2022) | International Journal of Learning, Teaching and Educational Research | 10 | Mauritius |
| 12 | [63] Zulfatmi (2023) | Jurnal Ilmiah Peuradeun | 9 | Indonesia |
| 13 | [64] Iravani M, Nasab MB, Bahmaei H, Ghanbari S, Mohaghegh Z, Siahkal SF (2022) | Journal of education and health promotion | 8 | India |
| 14 | [65] Altinyelken, H.K. (2021) | Contemporary Islam | 8 | Belanda |
| 15 | [66] Abidin, M. (2021) | International Journal of Instruction | 8 | Turkey |

Authors who have conducted extensive research on the quality of Islamic religious learning can be seen in Table 3.

Table 3. Researchers on the quality of Islamic religious education learning

| Author Name | Number of Documents |
|----------------|---------------------|
| Wajdi, M.B.N. | 3 |
| Haddade, H. | 2 |
| Karim, A. | 2 |
| Nur, A. | 2 |
| Rasyid, M.N.A. | 2 |
| Silahuddin | 2 |
| Solikhah, I. | 2 |
| Taembo, M. | 2 |
| Zulfatmi | 2 |
| Zulfikar, T. | 2 |

Based on Table 3, it can be seen that the author who has researched the most on the quality of Islamic religious education learning is Wajdi, M.B.N. with a total of 3 documents in Scopus data. Furthermore, the results of the analysis of the quality of Islamic religious education learning obtained the results of the network visualization shown in Figure 4.

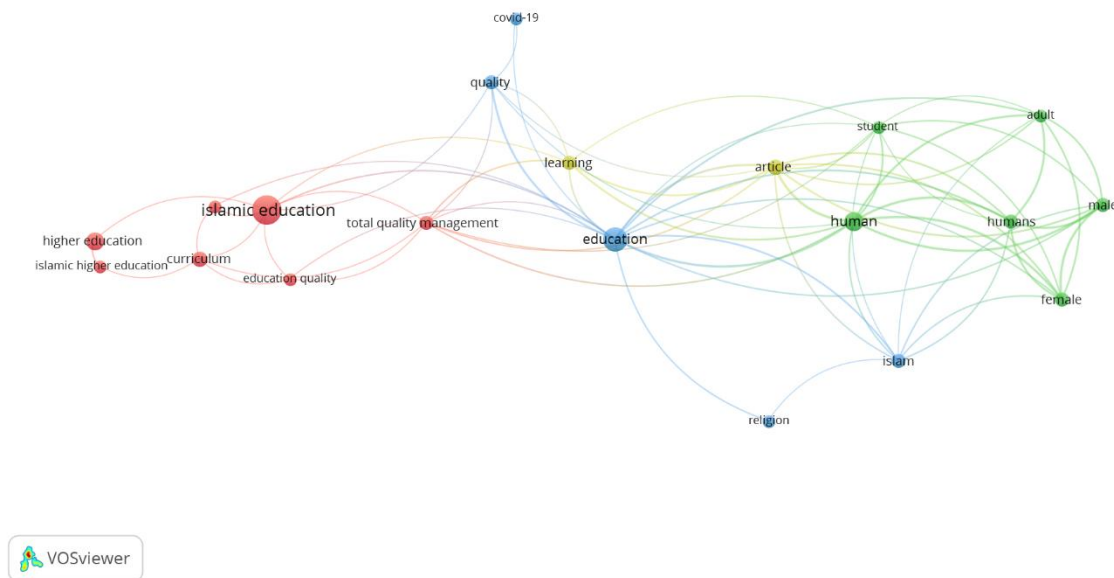


Figure 4. Network visualization

Figure 4 shows the development of the number of articles related to fluctuating keywords. The network visualization of the quality of Islamic religious education learning produces 20 words/items with 4 clusters. Cluster 1 is red, cluster 2 is green, cluster 3 is blue, and cluster 4 is yellow.

The network visualization of the quality of Islamic religious education learning shows 20 words or items divided into four clusters with different colors. The first cluster (red) focuses on Islamic education which is closely related to higher education, Islamic higher education, curriculum, education quality, and total quality management. This shows that previous studies have discussed the quality of Islamic education in the context of higher education, curriculum, and education quality management. The second cluster (green) focuses on the term human and includes words such as student, adult, humans, male, and female, indicating that research in this field also highlights the human aspect of Islamic education, including gender differences and age levels in learning.

Meanwhile, the third cluster (blue) is related to education and quality, and is related to the terms learning, covid-19, and religion. This shows that previous studies have discussed how the quality of education is affected by the COVID-19 pandemic and its relation to religious aspects. Finally, the fourth cluster (yellow) connects the term article with learning and education, reflecting that many published studies have discussed the relationship between learning and education in the context of Islamic education. Overall, this visualization illustrates how various aspects of Islamic education are interconnected and have been the focus of previous studies.

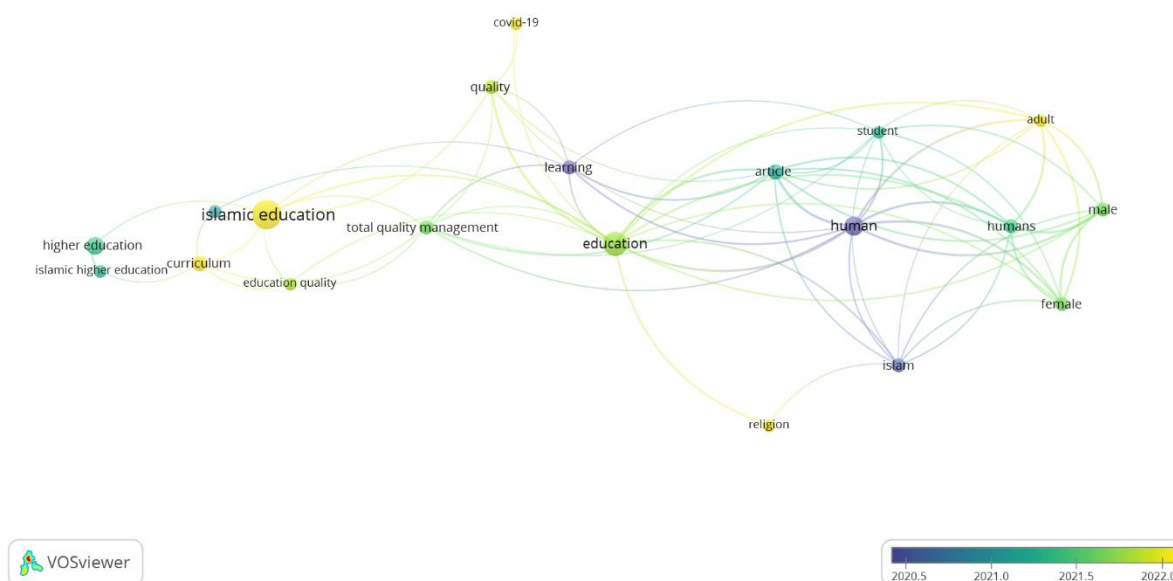


Figure 5. Overlay visualization

Overlay visualization serves to illustrate the year of research related to keywords/items based on color. The lighter the color (yellow), the newer the research. Figure 5 shows an overlay visualization that illustrates the development of research related to the quality of Islamic Religious Education learning based on the year. Lighter colors (yellow) indicate newer research, while darker colors (blue) indicate older research. The latest research approaching 2022 tends to focus on the topics of Islamic education, curriculum, education quality, and total quality management, which indicates greater attention to managing the quality of Islamic education. In addition, the terms quality and covid-19 are also lighter in color, indicating that research in recent years has discussed the impact of the pandemic on the quality of learning.

Meanwhile, research from 2020 to approaching 2021 discusses more about education, learning, and articles, which shows a focus on general educational development. Older research, around 2020 and earlier, discusses more about human, religion, Islam, and demographic aspects such as male, female, student, and adult. This shows that previous research is more oriented towards social aspects and individual characteristics in Islamic education. Overall, this visualization shows that research in recent years has increasingly focused on improving the quality of Islamic education and the impact of the COVID-19 pandemic on education, while previous research has focused more on social and demographic aspects in learning.

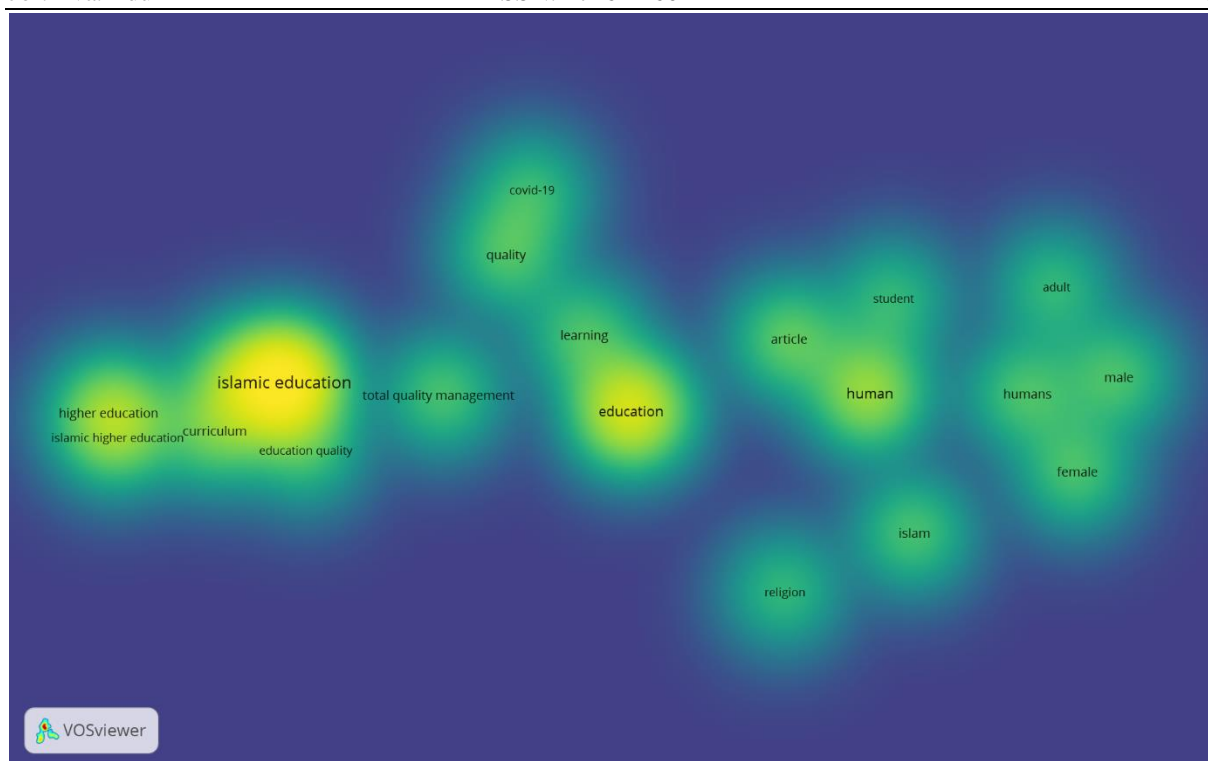


Figure 6. Density visualization

Figure 6 shows a visualization of keyword density in research related to Islamic education. Yellow indicates the most frequently researched topics, while green and blue indicate topics with lower frequencies. From the figure, it can be seen that Islamic education is the most researched topic, with bright yellow indicating high density. In addition, education and human also have high density, indicating that research focuses a lot on the aspects of education and humans as research subjects.

Several other topics such as curriculum, education quality, total quality management, and higher education are also discussed quite a lot, although with slightly lower intensity. Meanwhile, topics such as covid-19, quality, learning, and demographic aspects such as male, female, student, and adult have medium to low density, indicating that although these topics are relevant, they have not been the main focus of research.

Overall, this visualization shows that research on Islamic education still has the potential for further exploration in aspects of education quality, quality management, and the impact of the pandemic on learning.

Research related to the Quality of Islamic Religious Education Learning

Table 4. Research matrix related to the quality of Islamic religious education learning

| No. | Author (Year) | Subject | Method | Results | Recommendations |
|-----|-------------------------------|---|---|--|--|
| 1. | [67] Lama Bawa, Dahlan (2020) | Lecturers and Students of Islamic Religious Education | Library Research (qualitative research) | The results of this research and further research found two main things that deserve the attention of the academic community, namely: 1) efforts to improve the quality of IRE learning, so in the appointment of Lecturers and the provision of IRE lecturers, it is necessary to consider factors related to the quality of learning, 2) learning is a complex | It is necessary to pay attention to the principles and indicators of learning quality in accordance with UNESCO guidelines |

| No. | Author (Year) | Subject | Method | Results | Recommendations |
|-----|--|--|---|---|---|
| | | | | process, including in IRE learning, it is necessary to pay attention to the principles and indicators of learning quality in accordance with UNESCO guidelines. | |
| 2. | [68] Husaini, Husaini (2017) | Students of Islamic Religious Education | Quantitative research method | The results of the study showed that the professional competence of IRE lecturers influenced the quality of learning, with a relative contribution of 68.36% (sufficient category) and an effective contribution of 49.93% (good/competent category). | Further studies can explore other factors that influence the quality of IRE lecturers' learning, such as pedagogical competence, use of technology in learning, or academic environmental factors. |
| 3. | [69] Deni Zam Jami & Asep Muharam (2022) | Islamic Religious Education Study Program at the University of Muhammadiyah Malang | Descriptive qualitative with data analysis through display, reduction, and conclusion | The implementation of Total Quality Management (TQM) in IRE is carried out through improving learning programs, providing laboratories, strengthening infrastructure, training lecturers and students, and graduate distribution strategies. Quality improvement is based on student survey data. | It is necessary to improve the continuity of quality strategies by involving all stakeholders, regular internal quality audits, and benchmarking with other universities to increase competitiveness. |
| 4. | [70] Agus Yulianto & Didit Darmawan (2024) | Teacher teaching skills and students' religious practices in IRE learning at MTsN 2 Surabaya | Quantitative, using regression with a sample of 169 grade VII students | The basic teaching skills of teachers and students' religious practices have a significant influence on IRE learning outcomes. Students' religious practices have a greater influence than teachers' teaching skills. | It is necessary to improve training for teachers in innovative learning methods, facilitation of student religious activities, and interactive approaches in IRE teaching. |
| 5. | [28] Nurfuadi (2020) | Development of IRE teacher pedagogical competence based on learning quality management in | Descriptive qualitative, observation, interviews, and document analysis | Professional teachers are able to improve the quality of learning and shape students' character. Supporting factors include teacher | It is necessary to strengthen regular training for teachers, improve cooperation with parents, and provide more adequate facilities |

| No. | Author (Year) | Subject | Method | Results | Recommendations |
|-----|--|---|---|--|---|
| | | three madrasahs in Banyumas | | training, cooperation with parents, and infrastructure. Inhibiting factors include lack of student motivation and constraints on learning materials. | and infrastructure. |
| 6. | [71] Muhammad Abu Bakar, Khidriyah Amimatul Umroh, Fatima Hameed (2023) | Improving the quality of Islamic education for the current generation | Literature review and conceptual analysis | | |
| 7. | [72] M. Edi Suharsongko, Munawiroh, Suharwanto (2023) | IRE teacher competency from the perspective of the Qur'an in South Tangerang City | Mixed-method, qualitative descriptive with survey, observation, interviews, and documentation | Islamic education plays a role in shaping students' personalities and morals. The main challenge is adapting to technological developments and dealing with the moral degradation of the younger generation. Technology integration can help improve the effectiveness of Islamic learning | Innovative technology-based learning strategies, improve teacher professionalism, and an educational approach that instills Islamic values in everyday life are needed |
| 8. | [6] Attok Illah, Rosichin Mansur, Muhammad Fahmi Hidayatullah, Sariman, Isamaae Seena (2022) | Leadership of madrasah principals in improving the professional competency of IRE teachers at Madrasah Tsanawiyah Al-Ikhlas Bontang | Qualitative descriptive, interviews, participant observation, and documentation | | |
| 9. | [73] Fauzi Ananda (2023) | Implementation of IRE teacher pedagogical competency | Literature study | IRE teachers' personality competencies are still low in several indicators, such as learning innovation and discipline. Development strategies include training, collaboration with the government, and academic competitions for teachers and students. | It is necessary to improve teacher training based on Al-Qur'an values, strengthen the Islamic-based curriculum, and regular evaluation of teacher personality competencies. |
| 10. | [74] Zuhaeriah, Moh. Ali, Yusra Yusra (2020) | The role of IRE teacher competency in | Qualitative descriptive, observation, | | It is necessary to strengthen the competency-based |

| No. | Author (Year) | Subject | Method | Results | Recommendations |
|-----|--|---|---|---|--|
| | | improving the quality of education at Junior High School 10 Palu | interviews, documentation | | evaluation system, improve the quality of training for teachers, and support from education stakeholders in teacher professional development. |
| 11. | [75] Een Nurjanah, Engkus Kuswarno, Ahmad Mudrikah, Usep Kosasih (2021) | IRE teacher performance management in improving learning at state junior high school 13 and state junior high school 22 Bandung | Qualitative descriptive, observation, interviews, document study | The leadership of the madrasah principal plays a role in planning, implementing, and evaluating teacher competency improvement through tahfidz learning. Memorization-based evaluation has a positive impact on the teacher learning community. | Stronger policies are needed to improve the quality of teacher training and the integration of technology-based learning methods to improve teaching effectiveness. |
| 12. | [76] Mujiburrahman, Zulfatmi, Sabirin, Husnul Khatimah, Faisal Bin Husen Ismail (2022) | Reformulation of PTKIN lecturer competency development after Covid-19 | Combination of qualitative and quantitative, interviews, observations, document studies, questionnaires | | There is a need to increase the use of technology in learning, increase parental support, and provide more complete learning media. |
| 13. | [77] Marlina Siregar, Nurbayani, Sukanto, Najamuddin Petta Solong, Bambang Irawan (2023) | Pedagogical and professional competency of IRE teachers at State Junior High School 3 East Aceh | Qualitative descriptive, observation, interviews | The quality of learning is influenced by the teacher's pedagogical competence. Improvement factors include curriculum development, evaluation, educational facilities, and teacher training. | There is a need to improve the development of teacher work ethic and character, and strengthen the supervision of school principals to support better teacher performance management. |
| 14 | [78] Nova Erlina Yaumas, Yemmardotillah, Mukhtia Sari, Fadhila Khairatun Nisa, Husni Mulyawati, Ainul Athirah, Binti Abdull Nasir (2023) | Student assessment of IRE teacher personality and social competency in various senior high schools in Indonesia | Quantitative, survey with a Likert scale of 450 students | | There is a need to improve the implementation of regulations and competency development strategies based on PTKIN needs, as well as support for lecturers in obtaining certification and increasing scientific publications. |
| 15 | [79] Qiqi Yuliati Zaqiah, Aan Hasanah, Yeti Heryati, Rohmatulloh | Impact of the Daljab Teacher Professional Education program on | Qualitative, self-assessment on 255 IRE teachers in three LPTKs | IRE teachers have a strategic role in improving the quality of learning through guidance, motivation, | There is a need to strengthen teacher training in innovative learning methods and |

| No. | Author (Year) | Subject | Method | Results | Recommendations |
|-----|---------------|------------------------------|--------|---|---|
| | (2024) | improving teacher competency | IRE | and a personal approach to students. Supporting factors include support from the principal, infrastructure, and a conducive school environment. | technology integration in IRE teaching. |

The results of the study in Table 4 show that the quality of Islamic Religious Education (IRE) learning is greatly influenced by the competence of teachers and lecturers, quality management, leadership, and the effectiveness of training programs. Husaini and Nurfuadi emphasized that professional and pedagogical competence have a significant contribution to the quality of learning. Deni Zam Jami & Asep Muharam highlighted the implementation of Total Quality Management (TQM) which includes improving the curriculum, infrastructure, and training, although it requires periodic quality audits. At the school level, Marlina Siregar et al. and Agus Yulianto & Didit Darmawan emphasized that innovation in learning methods and students' religious practices play an important role in learning outcomes, while madrasah leadership is also a key factor [6].

Een Nurjanah et al. showed that teacher performance management is still constrained by low work ethic. In higher education, Mujiburrahman et al. highlighted obstacles in the certification and scientific publication of State Islamic Religious College lecturers, while Qiqi Yuliati Zaqiah et al. found that although in-service teacher professional education improved teacher personality competence, aspects of learning evaluation and technology integration still needed to be improved. The main recommendations include improving the competence of teachers and lecturers through continuous training, TQM implementation, strengthening leadership, and integrating technology into learning. With this strategy, the quality of IRE learning can continue to develop sustainably.

4. CONCLUSION

Based on the results and discussion, it can be concluded that research on the quality of Islamic Religious Education (IRE) learning has experienced significant development in the period 2015–2025, with peak publications in 2024. The country that has conducted the most research on this topic is Indonesia, followed by Malaysia and Saudi Arabia. The research with the most citations was conducted by Huda et al. (2016), while the author who has conducted the most research on the quality of IRE learning is Wajdi, M.B.N. The results of the analysis using VOSviewer show four main clusters in this study, focusing on Islamic education, curriculum, education quality, and the impact of the COVID-19 pandemic on learning. The latest research trends in the period 2022–2025 highlight aspects of teacher competence, madrasah leadership, Total Quality Management (TQM), and technology integration in IRE learning. Keywords such as teacher personality competence, innovation in learning methods, and effectiveness of training programs are still rarely discussed in depth, so they can be opportunities for further research. This study also shows that improving the quality of IRE learning is greatly influenced by teacher competence factors, quality management strategies, and support for education policies. Therefore, further research is recommended to further explore the implementation of technology in IRE learning, strategies for improving teacher competency based on global best practices, and the influence of quality management approaches in various levels of Islamic education.

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