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A BIBLIOMETRIC ANALYSIS ON ISLAMIC BUSINESS EDUCATION

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HIGHLIGHT

- *Islamic Business Education*
- *Bibliometric Mapping*

ABSTRACT

This study tries to examine research on Islamic business education in Scopus indexed journals. The purpose of this research is to find out the map of research development related to Islamic Business in the field of education by using bibliometric mapping. The things described in the mapping are related to authors, institutions, countries, and keywords related to Islamic Business Education. This analysis uses descriptive statistical analysis of 153 selected papers related to Islamic business education. All samples of published journals have been published for 36 years from 1985 to 2021. The data is exported and then processed and analyzed using the VOSviewer application program to find out the bibliometric visualization map of Islamic business education research development results of the study show a map of the development of research in the field of Islamic business education. This research finds the link between Islamic business education and the SDGs goals manifested in the form of integrating knowledge, skills, and ethics to ensure the quality of

education that is inclusive and sustainable and able to answer existing global problems.

KEYWORD

Islamic business education, bibliometric, Scopus, VOSviewer

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A. INTRODUCTION

Islam is not just a religion but a way of life. Islamic teachings include and guide all aspects of life, which can be broken down into three essential elements: aqidah, sharia, and morals (Atan et al., 2017).

Muslims are encouraged to develop Islam as a whole and must follow Islamic teachings, including principles in regulating various aspects of life. The role in economic and business activities is no exception. The history of Islam has provided irrefutable evidence of the contribution of Muslims to the business world based on the Qur'an and Sunnah.

Unfortunately, at this time, the capitalist economic system still grips and dominates the economic system, including the business education curriculum at various levels of education. The curriculum is a dynamic part of education that continues to evolve (Xu et al., 2019). Various business industries are also developing where the general goal is to achieve capitalistic socio-economic goals. This situation then led to the need for the Muslim community to build something that could achieve the socio-economic goals of Islam, namely Falah (success in the world and the hereafter) (Rusydiana et al., 2021).

On the other hand, these developments also affect the business education curriculum, which then raises the assumption that there are still many conventional business education systems that are not following Islamic values, so research on the development of Islamic business education emerges.

This research is related to Islamic business related to education from 1985-2021, which has experienced rapid development and is interesting to explore. This means that research on Islamic business education in the literature has been more than 36 years. Therefore, it is necessary to discuss the development of this research.

The purpose of this research is to find out the map of research development related to Islamic business in the field of education by using bibliometric mapping. The things described in the mapping are related to authors, institutions, countries and keywords related to Islamic business education.

Furthermore, this paper is structured as follows. First, this paper presents the background of the research, followed by a review of the related literature. Then, the following section presents the research methods used and the research findings. Finally, the contributions, practical implications, and limitations of the research are also explained in this paper.

B. LITERATURE REVIEW

In the practice of daily life, humans are very close to the word business. Business is an activity that produces goods and services to meet the needs of people. Goods and services will be distributed to people in need; from these distribution activities, business people will get a profit (Ariyadi, 2018).

Businesses will appear to fulfil the community's need for an item or service. With a society that continues to develop qualitatively and quantitatively, businesses can continue to develop according to the community's needs. Qualitative developments can be seen from better education. Not only that, the word business is top-rated nowadays; many people are starting to study and engage in business to improve their standard of living (Ariyadi, 2018). The development of the educational framework as a source of economic competitiveness that is increasingly widespread in various educational experiences is especially evident in the business education sector (Hall, 2009).

Skills Review Leitch (2006:68) says that higher-level skills are among the most powerful levers for increasing productivity. These higher-level skills are critical drivers of innovation, entrepreneurship, management, leadership and research and development. These are critical to a high-skill, high-performing economy, making them increasingly in demand by high-performing global companies. Business education has an instrumental quality that embraces some of the main motives of the 'knowledge-based economy' by offering education in embodied competencies such as leadership and entrepreneurship and circulating technical knowledge among individuals working in business service firms (Hall, 2009).

Rocha & Pinheiro (2021) said in their research that the dominant knowledge memorization technique used is an outdated strategy, mainly because of easy access to information. Not only that, the importance of sustainability will produce many outputs in empowerment than just rational knowledge taught in business education. The need for curriculum development and teaching methods that will be able to facilitate conceptual thinking and develop principles. Business education should emphasize the importance of other types of knowledge, sharing, and ways to increase the intention to share and absorb shared knowledge. The curriculum is a dynamic part of education that continues to evolve. The curriculum is the 'study material' used by students from their educational institutions. Curriculum development is an ongoing process of constructing and modifying the learning process (Xu et al., 2019).

According to Rocha & Pinheiro (2021), the role of emotional and spiritual knowledge is the most crucial point in their research. Moreover, implementing an effective code of ethics in the workplace is not just formulating a code of ethics. This is directly proportional to Khattak's research (2019) which found a positive relationship between academic activities and personality development and competitiveness. Business school from a student's perspective. In addition, integrating emotional and spiritual knowledge encourages motivation and changes in behaviour.

In this case, business education needs to be transformed (Rocha & Pinheiro, 2021). It is necessary to reframe the goals and values of business education and redefine the purpose of business itself. Quoted from Xu et al (2019) said in their research that many contributions to society were stopped because of colonialism, Islam no longer dominates the world, and the legacy of Muslim revolutionaries was forgotten. Finally, after the emergence of capitalism and nationalism, a series of practical steps were taken to revive the institutionalization of various organizations based on Islamic fiqh and Sharia guidelines, including how to reintroduce Islamic business education, which develops not only academics but also personality, which is of course within Islamic boundaries.

Education today is a fundamental right in the value of human life. Education has a very important role in supporting human life because humans in carrying out their lives cannot be separated from education. The implementation and development of educational studies must also be adapted to the conditions and social situations that exist in the community (BAPPENAS). The presence of Islamic business education is

intended to create businesses, leaders, managers, and entrepreneurs in a country in the future. Successful leaders and managers are nurtured in business schools if their curriculum involves competitive learning, social activities and development. Personality development is a broad spectrum that includes all activities intended to prepare students apart from coursework. It includes ethical and social activities that give students a sense of responsibility that, as managers, they should contribute to society (Khattak, 2019).

In the perspective of Islamic business education itself teaches that profit is not the main thing, as in Free Friedman (1962) or the current secular system, the Islamic perspective on business is far superior to modern literature by rejecting the materialist view of the business because it is based on obedience to Allah SWT. more than that far from individualistic goals because in Islam adheres to the principle of the common good.

By inculcating an Islamic business perspective in students at various levels of education from an early age, of course, concerns about unethical behaviour in business can be silenced (Khattak, 2019). Even though Muslims are the majority of the population and Islam is a religion that teaches ethics, the workforce has a lousy work ethic. This is due to the low enthusiasm for studying Islamic principles in Islamic muamalah in modern times. For this reason, there is a need for Islamic business education to assist these people in practising Islam in all aspects of life, including education, politics, and economics (Khattak, 2019).

C. METHOD

This study uses data from study journals and other study publications within the last 36 years that have been published with the theme of Islamic business education using metadata sourced from the Scopus database (www.scopus.com). Data collection was carried out by taking the keywords Islamic Business Education with the categories of article titles, abstracts, and keywords from the 1985-2021 period. From the search results, there were 153 published articles. The methodology used in this study is a qualitative study with a descriptive statistical approach to literature study from 153 publications related to Islamic business education and analyzed using Microsoft Excel 2019. Meanwhile, the development trend of Islamic business education publications was analyzed using VOSViewer software.

Next, we develop our study framework, as illustrated in Figure 1, which details the approach used to carry out bibliometric mapping in scientific publications on

Islamic business education. VOSviewer was developed to build and view bibliometric maps and is freely available to the bibliometric studies community (see www.vosviewer.com). VOSviewer can create author maps or journal maps based on co-authorship data and co-occurrence keywords, i.e. build author and keyword maps based on shared incident data. This program offers the reader that the map allows bibliometrics to be examined in detail.

VOSviewer uses the VOS mapping technique (Van Eck and Waltman 2007a), where VOS stands for visualization similarity. Previous studies in which the VOS mapping technique was used refer to Van Eck and Waltman (2007b) and Van Eck et al. (in press). VOSviewer can display maps that have been constructed using appropriate mapping techniques.

Therefore, this program can display maps created using VOS mapping techniques and maps built using multidimensional scaling techniques. VOSviewer runs on many hardware and operating system platforms and can be started directly from the internet (Rusydiana Aam Slamet, 2019).

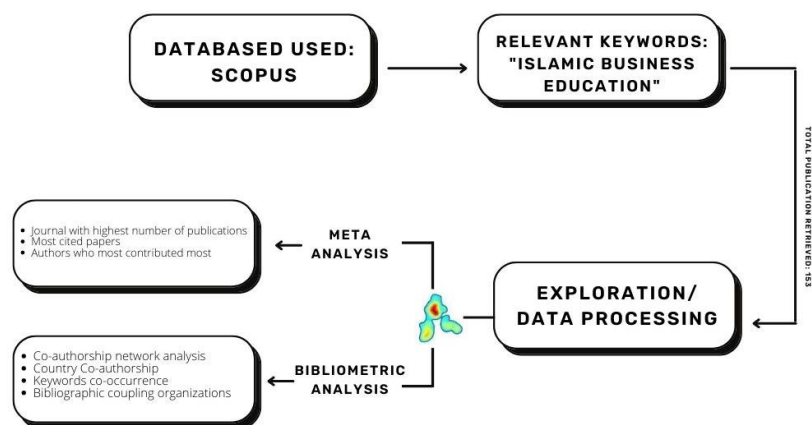
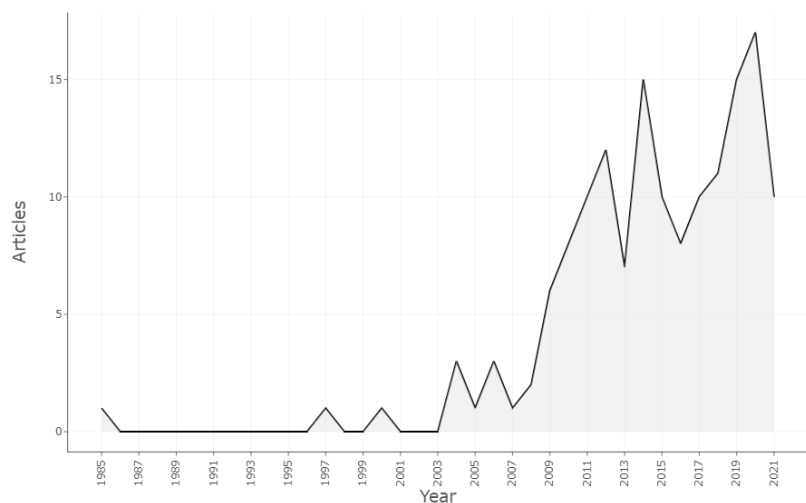


Figure 1. Methodology for Bibliometric Analysis VOSviewer

D. RESULT AND DISCUSSION

Meta-Analysis



Graph1. Number of Publications Per Year

Graph 1 above illustrates the number of Islamic business education publications that have been published in Scopus indexed journals. There were 153 publications published over a 36-year observation period, from 1985 to 2021, ranging from 0 to 17. The most published articles on the topic of Islamic business education were in 2020 with 17 articles, and the least in 1986-1996, 1998, 1999, 2001, 2002, and 2003 with no index of the number of publications in those years.

Furthermore, this section describes the publication of articles based on journals from various publications accredited and indexed by Scopus. Among the 153 studies, research with the theme of Islamic business education was published in the following journals:

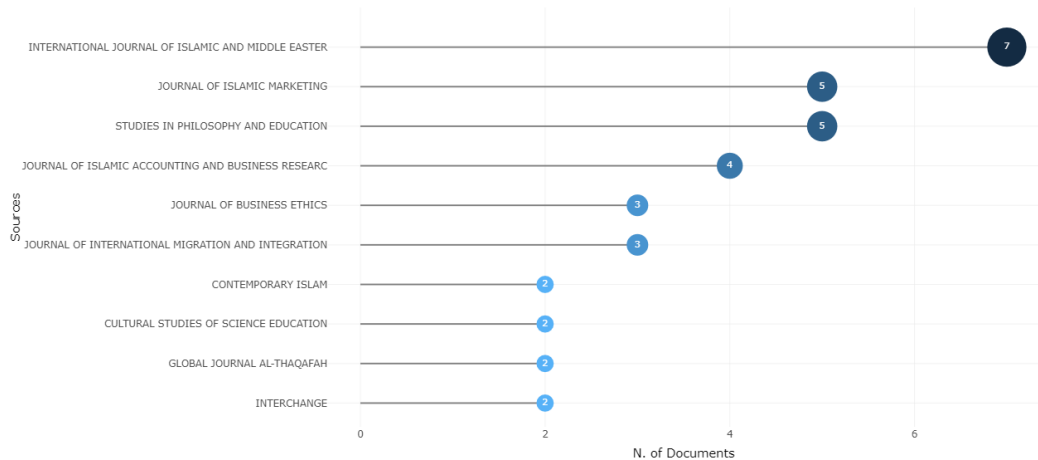


Figure 2. Top 10 Most Relevant Sources

Based on the table above, there is a disparity in the contribution of journals in articles discussing Islamic business education. Multidisciplinary topics such as philosophy, education, business, ethics, marketing are all areas of research interested in discussing Islamic business education. Thus, various journals with various disciplines are presented in our data set, such as the International Journal of Islamic and Middle Easter, Journal of Islamic Marketing, Studies in Philosophy and Education, Journal of Islamic Accounting and Business Research, Journal of Business Ethics and others. However, it is possible that the number of articles may increase along with the development of science and the increasing trend of Islamic business education in the research world.

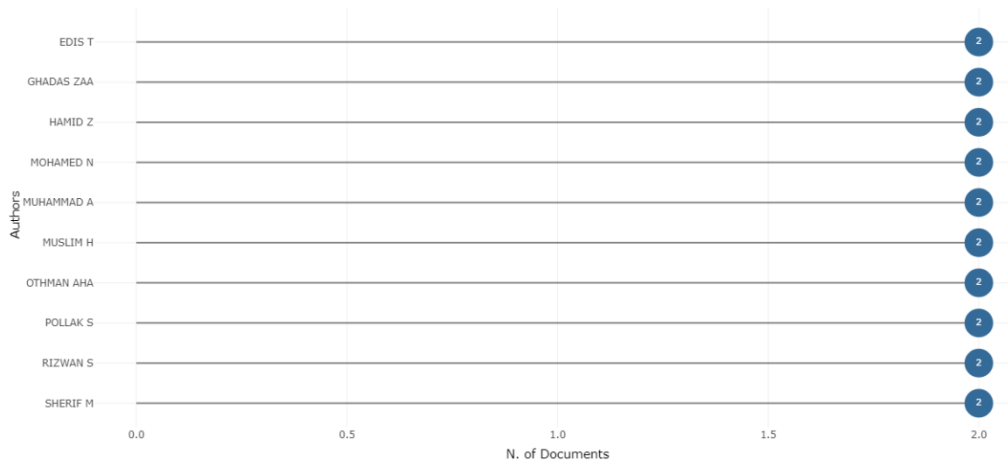


Figure 3. Most prolific Authors

Figure 3 lists the 10 most prolific article writers with publications on Islamic business education published in the last 36 years, namely two publications each.

One of the studies written by Ghadas et al. (2014) with the title *"Legal eagle" entrepreneurship education for law Students: Special reference to international Islamic university Malaysia.* This study discusses efforts to provide entrepreneurship education in universities, including for law graduates in Malaysia where many lawyers set up businesses with different nature than law, such as construction and trading companies. Therefore, it is strongly felt that business skills are also important for law students in preparing them for life after graduation. One of them is through entrepreneurship education. This paper discusses how law students perceive and accept entrepreneurship education/skills in the hope that they can use these entrepreneurial skills to engage in business after they graduate.

Bibliometric Analysis

1. Bibliometric of Co-Authorsip

1.1. Author

In using the VOSviewer software, we found a bibliometric mapping of the authors as shown in the following figure.

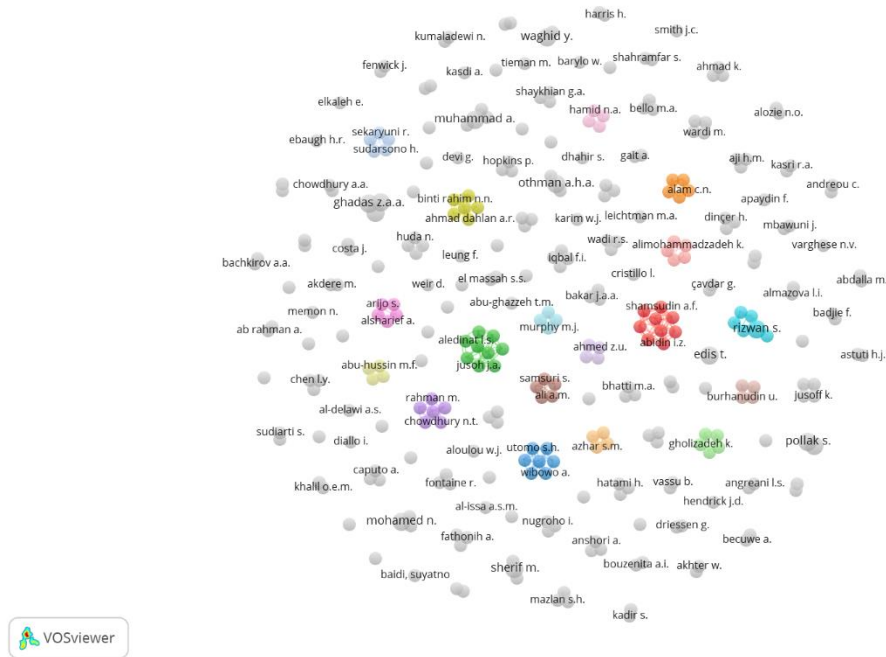


Figure 4. Co-Authorsip Authors

Co-authorship analysis is a form of analysis based on the interrelationships between items determined based on the number of documents co-written by the authors. One type of co-authorship is the authors' unit of analysis. In this analysis, the software will process the entire literature to find a description of the cluster of authors who have published their studies with the theme "Islamic Business Education".

The results of software processing will display the author's name in a colored circle according to the type of co-author, or better known as network visualization. Authors who are related to each other are marked with the same color and there is a line between each other. The names appearing in the cluster indicate that they collaborated with each other in their studies. The size of the circle also indicates the number of papers the authors have written. The bigger the circle, the more papers the author has written.

Based on the picture above, the results show that the resulting cluster if the literature is grouped by author's name in a study themed Islamic business education. The picture also shows the involvement of the author by collaborating in writing a journal with the theme Islamic Business Education. There are 142 clusters of interrelated authors, which are

marked with the same color and there is a fine line between one another. Among them there are clusters of red, blue, orange, green, purple, brown, and so on. Meanwhile, the authors listed in the gray circle and not associated with other circles indicate that the authors conducted individual studies and had no co-authors. Based on the results displayed, the red and green clusters are the largest clusters with 9 authors with the following details:

- The red cluster consists of 9 authors, namely: Abidin I, Hashim H, Hashim J, Mohammad S, Shamsudin A, Wan Yusof, Yusof A., Yusof AM, Zainuddin N.
- The green cluster consists of 9 authors, namely: Aledinat I, Alwi E, Aseh K, El-Ebiary Y, Jusoh J, Pathmanathan P, Rose A, Saany S, Tarshany Y.

One of the papers written by the author from the red cluster is Ahmad Faizul Shamsudin with a paper entitled '*A Conceptual Model for Inter-State Corporate Waqf Financing for Higher Learning*'. The study discusses resource-based corporate waqf to develop and maintain the higher education sector. More specifically, this study finds the concept of waqf management using the Islamic principles of Al-Hisbah, Al-Adalah, Al-Khayr in order to be able to fund educational institutions so that they become efficient and effective and create a just and redistributive component of the system in the Islamic socio-economic order (Shamsudin et al., 2015).

1.2. Organizations

VOSviewer software can display a bibliometric map of the authors' organization with the theme of Islamic business education. The bibliometric mapping of the origin of the organization can be seen in the image below. Organizations that are larger in shape and lighter in color indicate that many authors come from this organization and produce journals with themes related to Islamic business education.

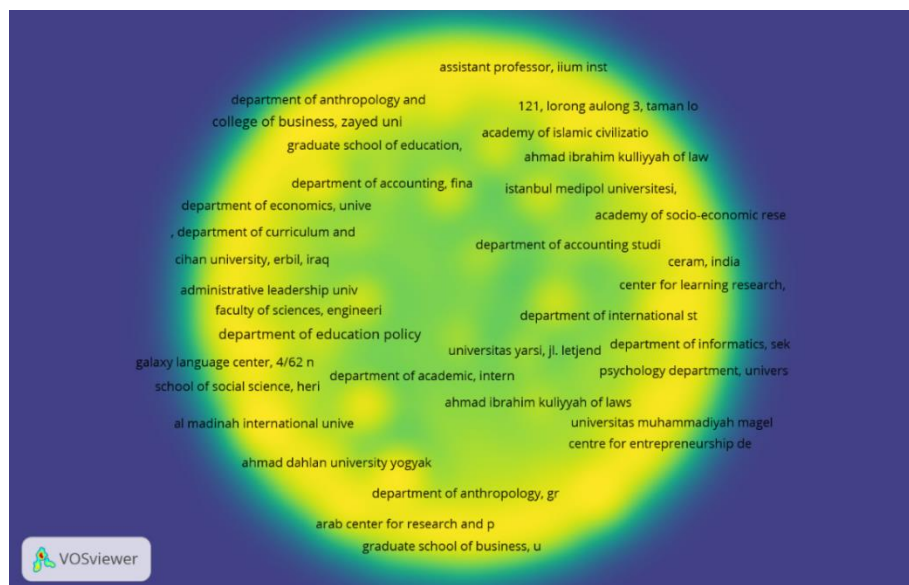


Figure 5. Co-Authorsip Organization

Organizations that have larger shapes and lighter colors indicate that many authors come from these organizations and produce journals with the theme of Islamic business education. Co-authorship by organization is the unit of analysis in the type of co-authorship analysis determined by the number of documents co-authored by the authors. From the results of this bibliometric, it provides an overview of the most popular author affiliation institutions in the literature with the theme of Islamic business education.

In the picture of the co-authorship organization, the results used are generally in the form of density visualization. That is, each item of the institution's name is depicted in a yellow halo without showing the relationship between items. The brighter the light, the higher the density and the greater the number of papers produced by authors affiliated with the institution.

Figure 5 also shows the collaboration that exists between organizations in publishing journals with the theme of Islamic business education. Of the 254 existing organizations grouped into 146 existing clusters, 5 organizations including the Department of Economics Development, State University of Malang, Department of Management, State University of Malang, Economic Development, State University of Malang, Faculty of Economics, State University of Jakarta, State University of Malang are the organization that collaborates the most in writing papers with the theme Islamic Business Education. This means that every organization is interconnected with one another, so that it is in one cluster, namely the green cluster, although it cannot be seen directly in the bibliometric visualization description above.

This shows that studies on Islamic business education are published by authors from various institutions in different countries, so it can be concluded that the theme of Islamic business education is already quite popular among researchers and experts in various parts of the world.

1.3 Countries

Next is Co-Authorship based on country, which shows the relationship built by countries in the publication of a paper themed Islamic business education.

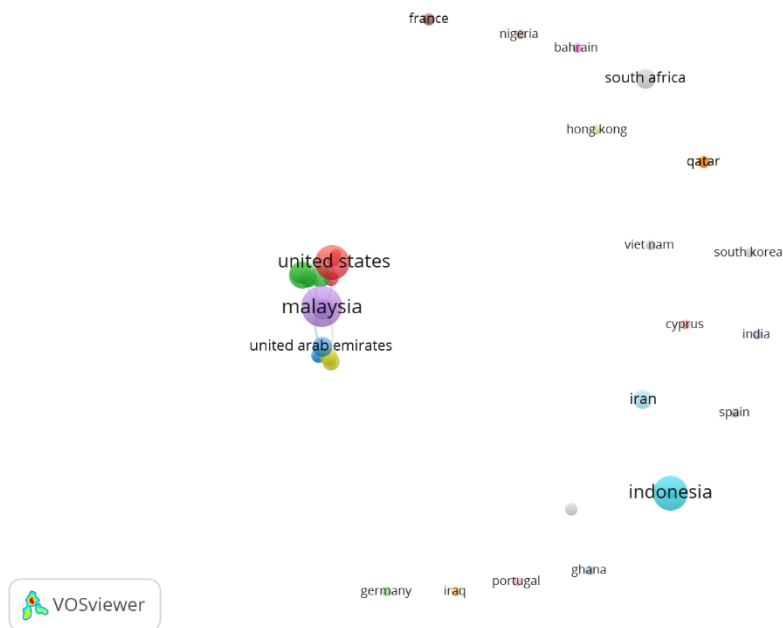


Figure 6. Co-Authorsip Countries

In this type of co-authorship analysis, another unit of analysis that can be generated is co-authorship countries which show the names of the most popular countries in the publication of papers with the theme Islamic business education. The most popular countries can be calculated either based on the number of authors who come from that country or based on the number of papers conducting studies in that country, meaning that it is calculated from the number of countries that are the object of study.

In this study, the countries listed and emerging from the software process results are based on the number of authors originating from that country. Based on the co-authorship countries above, the results displayed are network visualizations in the form of a circle with each item having a relationship and colored according to its cluster division.

Based on the image above, from 39 countries, with 23 clusters the largest collection of interconnected items. This means that these countries collaborate with each other in publishing papers. One of the most popular countries is Malaysia which is in the middle position among 39 countries. These results indicate that writers from Malaysia collaborate a lot in the production of Islamic Business Education themed papers with authors from other countries listed, namely Pakistan, Saudi Arabia, Netherlands, Jordan, UAE, and Oman. It can also be concluded that Malaysia (34) and Indonesia (22) are countries that are classified as active in journaling, but do not collaborate with each other. Meanwhile,

using these words will be analyzed by the software to then classify the level of occurrence quantity, the relationship between words, and the division of word grouping clusters.

The results of co-occurrence of all keywords are generally displayed in the form of network visualization. Each item in the form of a keyword is placed in a colored circle. Each color has a cluster, which indicates that the keywords in that color are related to each other. Then, between the keywords there are also several links depicted with colorful lines that connect one item to other items both in the same or different clusters.

Figure 4 shows that there are 830 keywords used in writing journals with the theme of Islamic business education which are related to other keywords as a form of expanding the theme being discussed. Based on the results obtained, the word education is the most widely used word and has the highest association with 24 occurrences, including those related to hadith, equity, Islamic dress, education policy, international entrepreneurial, managers' characteristics, international entrepreneurship, SME, and others. indicated by pink clusters.

2.2 Authors Keywords

Next are the keywords that the author uses most in the theme of Islamic business education. Like the co-occurrence bibliometric results in the all keywords analysis unit, the authors keyword analysis unit also displays keyword descriptions in an overlay visualization. However, in these authors keywords, the words analyzed by the software are only specific to the keywords mentioned by the authors. The author's keywords are words that are placed on the first page under the abstract section with the aim of making it easier for readers to see what words are widely discussed throughout the paper.

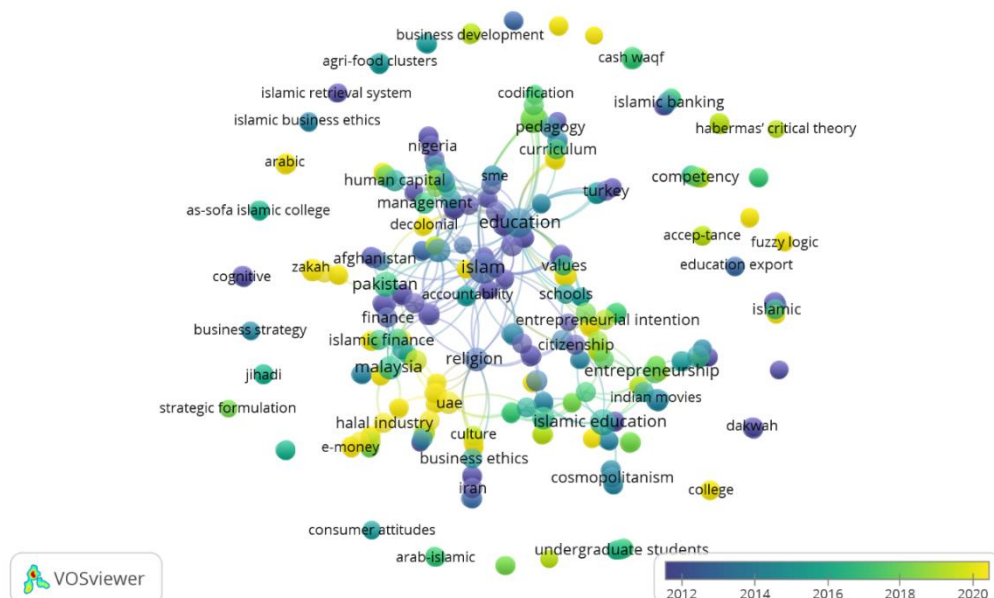


Figure 8. Co-Occurrence Authors Keywords

The results shown in the co-occurrence authors keyword image are different from the previous images. The form used is an overlay visualization that displays images in a certain frame (either a circle or a rectangle) and is colored not based on the cluster, but based on the year of publication. The purpose of the overlay visualization is to provide an overview of the development of keywords based on their evolution every year, so that it will be seen which keywords have been used for a long time, and which ones have been used recently.

In overlay visualization, the color division is adjusted according to the year division, where the darker the color, the farther the publication year and the lighter the color, the newer the publication year. While the size is adjusted to the number of occurrences in the literature.

Based on the picture above, the word that the author uses most often and has the most connection is the word Islam which is related to many other words. Words that have been used for a long time and are marked with a dark purple color include the words religion, beliefs, individual behavior, human rights, Islamic work ethics. These results indicate that all forms of economic and business behavior that have been regulated in religion are manifested in the form of applicable rules and ethics and must be applied in business activities.

The keywords used recently by the authors in 2018 to 2020 include consumer perceptions, purchase intentions, brand equity. The discussion about Islamic business education on Brand Equity and Purchase Intentions is contained in a paper entitled *“Impact of Brand Equity on Purchase Intentions: Empirical Evidence from the Health Takaful Industry of the United Arab Emirates”* written by Rizwan et al. (2021). The research shows that 76% of the population of the United Arab Emirates (UAE) is Muslim but takaful (Islamic insurance) has a much smaller share of business in the UAE than conventional insurance. The purpose of this study is to highlight the importance of Brand Equity (BE), which is known as added value which gives a reason to buy a brand thereby helping the health insurance industry to gain a decent gain on the market share in UAE. This study also informs that Brand Equity (BE) has a strong positive influence on Purchase Intentions (PI). It is hoped that education in moderating the relationship between BE and PI can make a significant contribution to BE as a whole.

2.3 Index

Furthermore, this study also obtained results in the form of co-occurrence with an index unit of analysis that is often used by the author and is interrelated as shown in the image above. This type of unit of analysis still generates keywords, but specifically only on keywords that are a list of indicating or identifying words in certain web search boxes or certain journals.

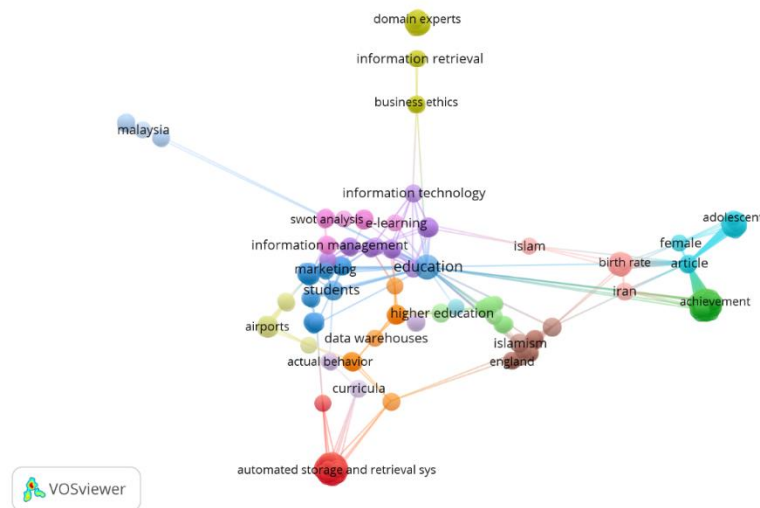


Figure 9. Co-Occurrence Index

The results displayed are the same as in general bibliometric results, namely a network visualization with an image of the item placed on a colored circle that is interconnected to show the relationship between keywords. Although separate from the co-occurrence analysis of all keywords, the results from the co-occurrence analysis are not much different. This can be seen from some of the most popular keywords and the form of visualization of the relationship between items and has a similar pattern.

The 360 words are grouped into 15 clusters with various colors such as red, orange, green, blue, brown, purple, and so on. One of the clusters produced by this analysis contains 24 index keywords that are included in the orange cluster, namely business analysis, business decisions, business intelligent, competency, competition, competitive advantage, conceptual model, data warehouse, executive information systems, information use, integrated informations, lecturer, management information systems, metadata, operational data, performance, quality assurance, quality control, quality of higher educations, student assessment, teaching, teaching process.

An example of a paper that uses several keywords in this index cluster is a paper entitled '*Conceptual model of executive information system data (A Case Study at the State Islamic*

University of Sunan Gunung Djati Bandung)' written by Irfan et al. (2018). This paper discusses the role of Information Technology (IT) as a key to improving the quality of Higher Education, by designing and implementing an Executive Information System (EIS). This study found that EIS can improve services for the internal information needs of Higher Education and can be used to predict/provide input on business decisions that will be taken by the University. In particular, EIS is one way that can be used to increase the competitive advantage of higher education institutions.

Finally, in Figure 9, the red cluster is the cluster that has the highest number of indexes, namely 38 index keywords.

E. FINDINGS

This study found that Islamic business education has been widely discussed in various published papers. This fact shows that Islamic business education is able to exist as an alternative to conventional business education. Islamic business education based on Islamic jurisprudence and sharia guidelines does not only focus on academics and skills but also personality which is of course within Islamic boundaries.

In improving the economy in the realm of Islamic business, it is necessary to increase education in Islamic business. The role of Islamic business education is also in line with the fourth objective of the Sustainable Development Goals (SDGs), namely ensuring inclusive and equitable quality education and increasing lifelong learning opportunities for all. To achieve the goals of the SDGs, it is necessary to develop a curriculum to improve the quality of education. In this case, it is necessary to involve various parties who can contribute to the process including the government, publishers, parents, teachers, and the students themselves (Xu et al., 2019).

For this reason, with the presence of Islamic business education as a solution in order to create skilled human resources and the competitiveness of the nation as a whole and morally (Khattak, 2019). Research and training also play a role in increasing the knowledge and skills sought by the market which largely determine the form and level of instruction for various disciplines (Lumpur, 2009).

With the collaboration between research and academics in various Islamic countries, and the way research findings have so far been disseminated and used in the development of teaching and curriculum in Islamic economics (Kayed, n.d.).

In addition, in dealing with Millennial and Generation Z students, we must recognize their different ways of thinking as a result of digitization and different types of motivation, and design their curriculum in a new vision. At the same time, we should know their level of awareness about the need for a paradigm shift in business education and their willingness

to put more effort into their education (Bratianu et al., 2020). In addition, it is important to integrate knowledge, skills, and ethics that contribute to better and sustainable business education as well as being able to answer existing global economic problems.

Education must be able to become a patron not only in terms of formal education but what is meant is education that is able to change the mindset of the nation's children and innovative education that encourages creativity and innovative power of the nation's children. The younger generation as agents of innovation who can make an important and significant contribution to implementing applicable sustainable development concepts (BAPPENAS).

F. CONCLUSION

This study examines the extent to which the theme of Islamic Business Education has developed in the scientific literature. The results show that there have been a number of paper publications with the theme of Islamic Business Education in the last 36 years starting from 1985 to 2021, namely with 153 studies equipped with a Scopus indexed Digital-Object-Identifier (DOI).

The results of this bibliometric research show that the map of research development in the field of Islamic business education is divided into co-authorship and co-occurrence types, with the most popular authors being in the red and green clusters, each of which consists of nine authors with the red cluster consisting of Abidin I, Hashim H, Hashim J, Mohammad S, Shamsudin A, Wan Yusof, Yusof A., Yusof AM, Zainuddin N. And the green cluster consists of Aledinat I, Alwi E, Aseh K, El-Ebiary Y, Jusoh J, Pathmanathan P, Rose A, Saany S, Tarshany Y. Department of Economics Development, State University of Malang, Department of Management, State University of Malang, Development Economics, State University of Malang, Faculty of Economics, State University of Jakarta, State University of Malang are the organizations that collaborate the most in writing a paper with the theme Islamic Business Education. Of the 39 countries involved, Malaysia is the most popular country in the world in collaborating in the production of Islamic Business Education themed papers with writers from other countries. While in co-occurrence, popular keywords are obtained from the results of the analysis unit of all keywords, author's keywords to index keywords.

The findings of this study are the increasingly rapid development of Islamic Business Education besides that Islamic business education is also in line with the fourth goal of the sustainable development goals (SGDs), namely ensuring inclusive and equitable quality education and increasing lifelong learning opportunities for all. To achieve the goals of the SDGs, it is necessary to develop a curriculum to improve the quality of education. In addition, it is important to integrate knowledge, skills, and ethics that contribute to better and sustainable business education and are able to answer existing global problems.

It should be noted that the purpose of this study is to present an overview of research trends in the theme of Islamic Business Education, but the limitations are only in the last 36 years. Although research has been carried out using specific bibliometric indicators so that readers can get a general representation of the most significant data, the results presented are still dynamic and may change over time.

Of course there are still many parts that can be explored. It should also be noted that the number of articles studied was obtained from the limited Scopus database from 1985 to 2021, so it is still possible to continue to experience changes and developments in the future. Suggestions for further research is to conduct a complete bibliometric analysis with more study elements or more diverse software to produce more comprehensive results.

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