

Publication Intensity on Islamic Education Themes In International Journal: Comparative Studies In the Journal of Ijims and Qijis in Indonesia

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ABSTRACT

This research is motivated by several factors, including the fact that many in our society still Publication of Islamic education in international journals has its own dynamics. Its intensity depends on research trends and socio-cultural contexts. This study aims to examine the extent to which the intensity of publication of Islamic education in international journals indexed by Scopus Q1. The primary data sources in this study were international journals published in the IJIMS journal from 2011-2023 and QIJIS published from 2013-2023. The data was searched through the Moraref website of the Ministry of Religious Affairs. The data was reviewed using content analysis. Content analysis is a scientific analysis of the message content of a communication. Simply put, the main points of content analysis include: grouping symbols used in communication, using criteria as a basis for grouping, and using certain analytical techniques as estimates. There are three requirements in content analysis: objectivity, a systematic approach, and generalization. The research results show that the intensity of publication of Islamic education themes in IJIMS indexed by Scopus Q1, with the number of publications from 2011 to 2023 amounting to 20 Islamic education journals. The annual average is 1.53. Meanwhile, QIJIS has 36 journals from 2023 to 2024, with an annual average of 3.6. The difference in publication intensity on Islamic education topics in Scopus-indexed international journals is due to the journal management orientation and socio-cultural orientation held by each journal manager.

Keywords: *Publication Intensity, Islamic Education, International Journal*

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A. INTRODUCTION

International journals around the world often provide opportunities for researchers to publish their research. The topics submitted by these researchers range from politics, economics, social studies, culture, philosophy, language, accounting,

religion, to education. Religions are quite diverse, in keeping with their respective religions. Likewise, education has its own diversity. For example, it ranges from mathematics education, natural sciences education, economics education, early childhood education, moral education, civics

education, physical education, to Islamic religious education. Islamic education also has many specific areas. Some focus on the study of educators, students, curriculum, learning media, infrastructure, finance, and various other areas. The results of these studies are submitted to national and international journals. National journals can be submitted to journals owned by state and private universities, or to government and private institutions, or to journals owned by religious institutions, and so on.

Likewise, international journals can be submitted to international journals in Indonesia and international journals outside Indonesia. Among the topics submitted to international journals, some are on Islamic education. According to Luqkan in Dinda Septi Cahyani (2023), international journals are scientific journals published periodically and use the UN language. Meanwhile, according to Hasan Langgulung in Wahdi Sayudi, Islamic education is a process of preparing the younger generation to fill roles, transferring Islamic knowledge and values that are aligned with the human function of doing good in this world and reaping the results in the afterlife. For example, a study by Choirul Mahfud et al. (2023: 116) examined the issue of Islamic education for children with disabilities. The results of their

study explain that the Islamic parenting model applied at Aisyiyah Ponorogo is dominated by authoritative parenting rather than permissive and authoritarian parenting. Ervan Nurtawab and Dedi Wahyudi (2022: 55) In the first two decades of the 21st century, traditionalist Indonesian Muslims have celebrated significant developments in the pesantren tradition of education, which has received formal recognition within Indonesia's national education system. Marwadi and M. Husnul Abid (2021: 75) argue that, in addition to liberal policies that broaden opportunities for everyone to express themselves in public spaces, including Islamic groups, the Jambi Malay community's need for religious education is also a crucial factor. While previously met by the presence of traditional Malay madrasas (madrasas) that taught Islam in the afternoons after school, the Indonesian government's educational standardization policies have further undermined their existence. Taking advantage of this situation, integrated Islamic schools have emerged, offering a full-day Islamic education model to the Muslim middle class, who are anxious about their children's future due to the lack of supervision after work.

Of the three researchers mentioned above, each has its own focus, but all three

international journals share a common focus within the framework of Islamic education. Research conducted by these researchers includes: First, Upah Andayani (2021: 11) examined the development of Islamic education studies in Scopus-indexed international journals from 2017 to 2021. The results of her study indicate that Islamic education research themes have varied significantly over the years. This diversity indicates that Islamic education research is quite inclusive of most approaches and responds to current social situations. Busro et al. (2021: 413) explain that Islamic education research has attracted international attention. Indonesia, Malaysia, the United States, and the United Kingdom are among the leading countries serving as agents for the dissemination of Islamic education. Of these two relevant studies, the researcher found only two that both examined international journal publications. Both have one thing in common: they both examine Islamic education published in Scopus-indexed international journals. However, both differ from the author's research. The author researched international journals that have been indexed by Scopus and both journals are in Indonesia. Therefore, through this study, the researcher examined Q1 international journals in Indonesia. Among them,

according to Moraref Kemenag international journals in Indonesia, there are ten journals, namely; the journal of Indonesia Islam under UIN Sunan Ampel Surabaya, IJIMS under IAIN Salatiga, QIJIS under IAIN Kudus, Al-Jami'ah under UIN Sunan Kali Jaga, Studi Islamika under UIN Syarif Hidayatullah Jakarta, Ahkam under UIN Syarif Hidayatullah Jakarta, Journal of Islamic Architecture under UIN Maunala Malik Ibrahim Malang, Ma'arif NU Islamic Institute (IAIMNU) Metro Lampung, and Samarah under UIN Ar-Raniry Aceh. Of the ten international journals that have reached Q1, the researcher examined international journals under the auspices of IAIN Salatiga, IJIMS, and IAIN Kudus, QIJIS. This research is crucial to ensure the increasing intensity of Islamic education research in reputable international Scopus-indexed journals. Furthermore, it contributes to providing enlightenment to the academic community in particular and the global community in general.

B. METHOD

This research uses qualitative methods. According to Creswell (2013: 4-5), qualitative research methods are a type of method that describes, explores, and understands the meaning attached by

individuals or certain groups of people to social or humanitarian problems. The qualitative research process requires significant effort, such as asking questions and processes, collecting information, specific data from participants, analyzing data inductively from specific themes to general themes, and interpreting the meaning of the data. The primary data sources in this study are two Q1 international journals, namely: IJIMS and QIJIS published by IAIN Salatiga and IAIN Kudus. Meanwhile, for secondary data, the author uses sources relevant to the research. The journal search process uses Moraref Kemenag go.id. In Moraref Kemenag, there are ten international journals that have been indexed by Scopus, including two journals that the author took as samples for the research. The sampling technique uses purposive sampling. According to Sugiyono (2018: 144), purposive sampling is a sampling technique that uses certain considerations. To examine the intensity of publications on the theme of Islamic education in international journals, the author used content analysis. According to Noeng Muhadjir (2000: 68), content analysis is a scientific analysis of the message content of a communication. Simply put, the main points of content analysis include: grouping symbols used in communication,

using criteria as the basis for grouping, and using specific analytical techniques to make estimates. There are three requirements in content analysis: objectivity, a systematic approach, and generalization.

C. RESULT AND DISCUSSION

1. Result

The Indonesian Journal of Islam and Muslim Societies (IJIMS) is an international journal indexed by Scopus in Indonesia. IJIMS is under the auspices of IAIN Salatiga. Since its online publication in 2011, IJIMS has been published 25 times, with two editions per year (October 2023). <https://ijims.iainsalatiga.ac.id/> Meanwhile, QIJIS (Qudus International Journal of Islamic Studies) has been published online 21 times since its publication in 2013 until October 2023. Two issues per year (<https://journal.iainkudus.ac.id/>).

a. IJIMS

This international journal, indexed by Scopus Q1, focuses on social humanities. It is published twice a year. It also aims to bridge the gap between textual and contextual approaches in Islamic studies and resolve the dichotomy between 'orthodox' and 'heterodox' Islam. Therefore, the journal invites intersections between

several disciplines and scholars. In other words, its contributors draw from a variety of disciplines, including the humanities and social sciences (<https://ijims.iainsalatiga.ac.id/index.php/ijims/about/editorialPolicies#focus> AndScopeIJIMS is published twice a year, in June and December. In 2011, Volume 1, Number 1, published six research papers from well-known researchers. Of the six journals published in Volume 1, one journal dealt with educational studies. <https://ijims.iainsalatiga.ac.id/index.php/ijims/issue/view/14>In its second volume, published in the same year, seven research articles were published. Of these seven research journals, one author was from abroad. The remaining six were from within the country. Of the seven published journals, only one focused on higher education issues. <https://ijims.iainsalatiga.ac.id/index.php/ijims/issue/view/19>In 2012, volume 1, number 1, published six research journals. The authors were from both Indonesia and abroad. All six journals published were relevant to the research focus. Meanwhile, regarding the research findings in the field of

Islamic education, this first volume did not include any Islamic education studies

(<https://ijims.iainsalatiga.ac.id/index.php/ijims/issue/view/28>). In the second volume, also in the same year, six research journals were published. The authors were mostly from within the country. Four journals were published by domestic authors and two by international authors. Of the six journals published, not one examined educational issues (<https://ijims.iainsalatiga.ac.id/index.php/ijims/issue/view/29>).

In 2013, six journals were published, the result of research conducted by researchers. Five of the researchers were from Indonesia and one from Indonesia. Of the six journals, two were educational studies conducted by Indonesian researchers (<https://ijims.iainsalatiga.ac.id/index.php/ijims/issue/view/30>). In the second volume of the third issue, still in the same year, four journals were published containing research results from Indonesian researchers. Of the four studies, not one contained research on education

(<https://ijims.iainsalatiga.ac.id/index.p>

hp/ijims/issue/view/31) In 2014, or the fourth volume, six journals were published. The researchers were four from Indonesia and two from abroad. Of these six journals, not one examined the issue of Islamic education (<https://ijims.iainsalatiga.ac.id/index.php/ijims/issue/view/32>). The second volume published six journals. Of those six journals, four examined educational issues researched by authors from Indonesia. Almost all of the researchers were from Indonesia, and only one was a foreign researcher (<https://ijims.iainsalatiga.ac.id/index.php/ijims/issue/view/41>) In 2015, or in the fifth volume, number 1, six research journals were published. These journals were written by researchers. Two were from abroad and four were from Indonesian researchers. Of the six journals, two examined education (<https://ijims.iainsalatiga.ac.id/index.php/ijims/issue/view/51>). In second place, still with five volumes, five journals were published. Of the five journals, one of them examines Islamic education. The researchers are one from abroad and four from within the country

(<https://ijims.iainsalatiga.ac.id/index.php/ijims/issue/view/54>).

In 2016, the sixth volume of the journal was published, with five journals published. One focused on Islamic education, while the rest focused on other topics. The researchers were Indonesian researchers (<https://ijims.iainsalatiga.ac.id/index.php/ijims/issue/view/77>) In its second issue, in 2016, five journals were published. All of these journals were written by Indonesians. This second issue did not contain any studies on Islamic education (<https://ijims.iainsalatiga.ac.id/index.php/ijims/issue/view/97>) In 2017, or the seventh volume, six journals were published. The authors were Indonesian academics. Of the six journals, none examined Islamic education issues (<https://ijims.iainsalatiga.ac.id/index.php/ijims/issue/view/130>). In its second issue, six journals were published, the result of studies by researchers. One researcher was from abroad and the remaining five were from Indonesia. In this second issue, none of them examined educational issues (<https://ijims.iainsalatiga.ac.id/index.p>

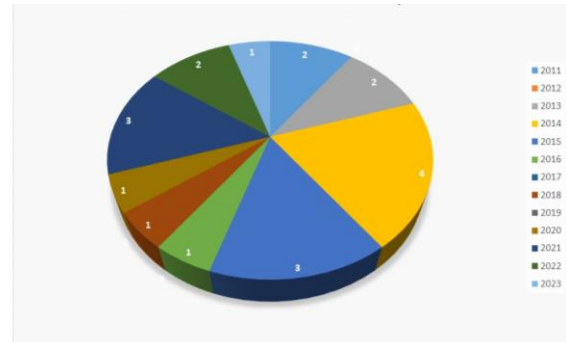
hp/ijims/issue/view/150 In 2018, the number one journal published six. The researchers were four from Indonesia and two from abroad. Of the six research journals, not one examined education issues (<https://ijims.iainsalatiga.ac.id/index.php/ijims/issue/view/167>). In its second issue, six journals were published. Two of the authors were from abroad and the remaining four were from Indonesia. Of the six journals, one journal examined Islamic education issues (<https://ijims.iainsalatiga.ac.id/index.php/ijims/issue/view/175>).

In 2019, or the ninth volume, six journals were published. Four of the researchers were from Indonesia and two were from abroad. Of these six journals, none examined educational issues (<https://ijims.iainsalatiga.ac.id/index.php/ijims/issue/view/193>). The second issue published six journals. The researchers were five from Indonesia and one from abroad. Of the six journals, not one journal examined educational issues (<https://ijims.iainsalatiga.ac.id/index.php/ijims/issue/view/212>). In 2020, or the tenth volume, seven research articles

were published. Of these seven articles, six were written by Indonesian authors and one was from abroad. Meanwhile, the research composition included six social-humanities journals and one reviewing Islamic education issues (<https://ijims.iainsalatiga.ac.id/index.php/ijims/issue/view/236>). Meanwhile, in its second edition, nine articles were published, the result of studies by researchers. The researchers were eight from Indonesia and one from abroad. Of the nine articles, not a single one examined educational issues (<https://ijims.iainsalatiga.ac.id/index.php/ijims/issue/view/267>). In 2021, or volume 11, eight journals were published. The researchers included seven Indonesian authors and one international researcher. Of these eight journals, not a single one examined Islamic education issues (<https://ijims.iainsalatiga.ac.id/index.php/ijims/issue/view/293>). In its second issue, the journal published eight studies. Of the eight researchers, seven are from Indonesia and one is from abroad. Three researchers study Islamic education issues, and five others study within the scope of IJIMS (Islamic Journal of Islamic

Studies).<https://ijims.iainsalatiga.ac.id/index.php/ijims/issue/view/316>In 2012, or volume 12, eight journals were published. All authors were from Indonesia. Of the eight journals, two examined Islamic education. The rest studied within the scope set by IJIMS, namely: Social-Humanities (<https://ijims.iainsalatiga.ac.id/index.php/ijims/issue/view/344>)In its second issue, eight journals were published. The researchers were seven from Indonesia and one from abroad. Of these eight journals, not one examined Islamic education issues (<https://ijims.iainsalatiga.ac.id/index.php/ijims/issue/view/366>). And finally, in 2023, or volume 13, eight articles were published. The researchers were seven Indonesians and one from abroad. Of the eight research studies, one examined the issue of Islamic education (<https://ijims.iainsalatiga.ac.id/index.php/ijims/issue/view/387>).

Figure 1.1
Intensity of Islamic Education Publications at IJIMS



b. QIJIS (Qudus International Journal of Islamic Studies)

QIJIS is a double-blind, peer-reviewed international journal published by the State Islamic Institute of Kudus (IAIN Kudus), Indonesia. The journal publishes research articles, conceptual articles, field study reports, and book reviews on Islamic studies. Articles in this journal are published semi-annually or twice a year (<https://journal.iainkudus.ac.id/index.php/QIJIS/index>) QIJIS has been published online since 2013. Since its publication in 2013, QIJIS has published 19 research results.

The study themes are: Islamic Education, Islamic Law, Islamic Economics and Business, Qur'an and Hadith Studies, Islamic Philosophy, Islamic Thought and Literature, Islam and Peace, Science and Islamic Civilization, Local/National Islam, and Islam and Gender (<https://journal.iainkudus.ac.id/index.p>

hp/QIJIS/about/editorialPolicies#focusAndScopeFirst; QIJIS published a research journal in 2013. In 2013, volume 1, number 1, published eight research articles. Of those eight articles, two discussed education issues. The authors were from Indonesia

(<https://journal.iainkudus.ac.id/index.php/QIJIS/issue/view/28/showToc>). In second place, eight research articles were published. Of those eight journals, two articles addressed education issues. The authors were originally from Indonesia

(<https://journal.iainkudus.ac.id/index.php/QIJIS/issue/view/29/showToc>In 2014, volume 2, number one, contained seven research journals from reviewers. Of these seven journals, one journal published a study on education. The authors were from Indonesia (<https://journal.iainkudus.ac.id/index.php/QIJIS/issue/view/198/showToc>). In the second issue, seven research articles were published. The authors were academics in Indonesia. Of the seven articles, not one examined educational issues

(<https://journal.iainkudus.ac.id/index.php/QIJIS/issue/view/200/showToc>In 2015, volume 3, number 1, published six research articles. The authors were from Indonesia. Of the six articles published in the third volume, one theme emerged: education (<https://journal.iainkudus.ac.id/index.php/QIJIS/issue/view/201/showToc>).

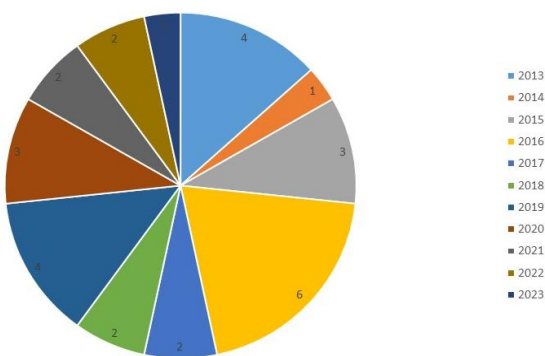
Meanwhile, in the second issue, six journals were published, reflecting

research conducted by researchers in Indonesia. Of the six articles published, two examined educational issues (<https://journal.iainkudus.ac.id/index.php/QIJIS/issue/view/202/showToc>In 2016, volume 4, number 1, published six research articles. The authors were from Indonesia. Of the six articles, three examined educational issues (<https://journal.iainkudus.ac.id/index.php/QIJIS/issue/view/199/showToc>). In number 2, seven journal articles were published, the result of studies by researchers from Indonesia. Of the seven articles, three journal articles examined educational issues (<https://journal.iainkudus.ac.id/index.php/QIJIS/issue/view/216/showToc>In 2017, volume 1 published five journals written by researchers from within the country and abroad. Three researchers were from within the country and two from abroad, namely from Kashmir and Saudi Arabia. Of the five published articles, not one examined educational issues.<https://journal.iainkudus.ac.id/index.php/QIJIS/issue/view/255/showToc>). In the second issue, eight research journals were published. Two of the authors are from abroad, namely Pakistan and India. The rest are from within the country. Of the eight published journals, two examine educational issues (<https://journal.iainkudus.ac.id/index.php/QIJIS/issue/view/271>In 2018, volume 6, number 1, published seven research journals from both domestic and international authors. Five journals were written by domestic authors, and

two journals were written by foreign researchers, namely; Kashmir and Nigeria. Of the seven published articles, one research journal examined educational issues (<https://journal.iainkudus.ac.id/index.php/QIJIS/issue/view/DOI>). Second, seven research journals were published by both domestic and international authors. Five journals were published by domestic authors, while two were written by researchers from abroad, namely Brunei and Malaysia. Of the seven published articles, one research journal examined educational issues (<https://journal.iainkudus.ac.id/index.php/QIJIS/issue/view/380>) In 2019, volume 7, number 1, published seven research journals. The authors were from Indonesia. Of the seven published articles, two research journals examined educational issues (<https://journal.iainkudus.ac.id/index.php/QIJIS/issue/view/432>). Secondly, seven research journals were published by both foreign and domestic authors. The authors are from Indonesia. Of the seven published articles, two research journals examine educational issues (<https://journal.iainkudus.ac.id/index.php/QIJIS/issue/view/502>) In 2020, volume 8, number 1, published seven research journals. The authors were both domestic and international. Seven were from Indonesia (six from Indonesia), and one from Malaysia (one from abroad). Of the seven published articles, two research journals examined educational issues ([\[hp/QIJIS/issue/view/542\]\(https://journal.iainkudus.ac.id/index.php/QIJIS/issue/view/542\)\). In second place, there are seven journals containing research results from researchers. Six are from Indonesia and one is from abroad, namely Nigeria. Of the seven articles, not a single one discusses educational issues \(<https://journal.iainkudus.ac.id/index.php/QIJIS/issue/view/588>\) In 2021, volume 9, issue 1, published eight research journals. The authors were from Indonesia. Of the eight journals, two examined educational issues \(<https://journal.iainkudus.ac.id/index.php/QIJIS/issue/view/633>\). In second place, seven research journals were published. The authors were from Indonesia. Of the seven articles, not a single one examined educational issues \(<https://journal.iainkudus.ac.id/index.php/QIJIS/issue/view/663>\) In 2022, volume 10, number one, published eight journals. Five of the authors are from Indonesia and three are from abroad. From the front of the journal, one examines educational issues \(<https://journal.iainkudus.ac.id/index.php/QIJIS/issue/view/714>\). In second place, eight journals were published. Six of the authors are from Indonesia, and the remaining two are from abroad: Turkey and Jordan. Of the eight journals published, one examines educational issues \(<https://journal.iainkudus.ac.id/index.php/QIJIS/issue/view/731>\) In 2013, volume 11, number 1, published seven journals, the result of studies by academics from within and outside the country. Six journal articles were](https://journal.iainkudus.ac.id/index.p</p></div><div data-bbox=)

published in Indonesia. One journal was written by a foreign researcher, namely; Turkey (https://journal.iainkudus.ac.id/index.php/QIJS/issue/view/761). Below is presented the development of publications on the theme of Islamic education in QIJS.

Table 1.2 Intensity of Islamic Education Publications at QIJS



2. Discussion

The frequency of publications on Islamic education topics in the international journal QI has its own dynamics. These dynamics can be influenced by writing trends in international journals, the research scope determined by journal managers, or even the image of Islamic education in the eyes of journal managers, which is not attractive from a reader's perspective. For example, the international journal QI, owned by IJIMS Salatiga, has been published 25 times from 2011 to 2023. IJIMS publishes twice annually

(https://ijims.iainsalatiga.ac.id/index.php/ijims/issue/archive). If we trace the number of publications on education themes in the IJIMS journal from 2011 to 2023, there are 20 journals that have been published by researchers. If calculated on average, the number of publications on Islamic education themes per year is; $20 \text{ publications} / 13 = 1.53$. This means that the publication of Islamic education themes with an average of 1.53 per year is still far from the hope of enlightening journal readers. But that is the policy of the journal management, each time it is published it does not only accept educational articles, but accepts general articles. Because the scope prioritized by the journal management is social-humanities. At this stage it is understandable, IJIMS does not only open educational themes, but also opens themes that fall within the scope of social-humanities. The author strongly suspects that the management has predicted that the focus of publication on international journals that are only on Islamic education will only distance IJIMS from researchers. Moreover, IJIMS is the pride of the Ministry of Religious Affairs. At Ministry of Religious Affairs events, both at the lower and higher levels, IJIMS was frequently mentioned by officials. This was because international journals with QI were limited at the time. At

that time, the Jurnal Studi Islamika (Islamic Studies Journal), under UIN Syarif Hidayatullah Jakarta, was still in Q2. It wasn't until June 11, 2020, that it achieved the distinction of becoming a Scopus-indexed Q1 international journal (<https://www.uinjkt.ac.id/studia-islamika-raih-peringkat-q1/>). With the above data, it's understandable that IJIMS accepted articles within the social-humanities scope. This choice wasn't due to a lack of confidence, but rather to accommodate a wider range of research findings within the social-humanities scope. If the scope were limited to Islamic education, there would be concerns that the periodical wouldn't be sufficient.

Meanwhile, at QIJIS IAIN Kudus, the intensity of publication on Islamic education themes in international journals from 2013 to 2023 has seen the publication of 36 Islamic education journals (<https://journal.iainkudus.ac.id/index.php/QIJIS/issue/archive>). If divided into annual publications, then 36 educational journals / 10 = 3.6. The average annual publication intensity of Islamic education in QIJIS is 3.6. The number 3.6 can be said to be quite good. This means it is more than twice the average number of publications on the theme of Islamic education published in IJIMS Salatiga. The results of the publication

intensity of Islamic education themes in QIJIS are higher than IJIMS, it does not necessarily mean that IJIMS pays less attention to the theme of Islamic education, but each journal manager has its own rules. These rules are not only shaped by socio-cultural situations, but by their respective interests, including the interests of the dignity and dignity of journal managers. In terms of profit, both are not seeking profit. However, IJIMS provides a fast track of 1,500,000 USD for Indonesian authors and 150 USD for authors. Meanwhile, QIJIS does not provide a fast track. However, the author did not get to that point in the field of action. Because, that is not within the scope of the author's study

(<https://ijims.iainsalatiga.ac.id/index.php/ijims/pages/view/Author%20feesandhttps://journal.iainkudus.ac.id/index.php/QIJIS/about/editorialPolicies#custom-1>).

D. CONCLUSION

The publication intensity of Islamic education themes in IJIMS indexed by Scopus Q1, the number of publications from 2011 to 2023 amounted to 20 Islamic education journals. If averaged per year is 1.53. Meanwhile, in QIJIS from 2023 to 2023 there were 36 journals. If averaged per year is 3.6. The difference in the publication

intensity of Islamic education themes in international journals indexed by Scopus is due to the orientation of journal management and socio-cultural direction held by each journal manager.

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