

BIBLIOMETRIC ANALYSIS OF THE CONCEPT OF TARBIYAH NABAWIYAH AS THE FOUNDATION OF CONTEXTUAL ISLAMIC EDUCATION IN THE GLOBAL ERA

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Abstract: Social and technological changes in the era of globalization have shifted the orientation of education towards cognitive and technical aspects, thereby marginalizing character building, spirituality, and moral values. This situation has created an urgent need for an educational approach that can maintain the integrity of values while remaining adaptive to the times. Tarbiyah Nabawiyah, as a prophetic education model based on exemplary behavior and the instillation of values, is an important foundation for responding to these challenges. This study maps the development of literature related to Tarbiyah Nabawiyah through a bibliometric analysis of Scopus publications from 2015 to 2025. The data was analyzed using VOSviewer to identify publication trends, author networks, institutional collaborations, and major thematic clusters. The results show a significant increase in studies since 2019 with three dominant clusters: prophetic theological foundations, character-spiritual strengthening, and the integration of prophetic values in modern educational innovation. Publications are dominated by Southeast Asia and the Middle East. These findings provide a structured understanding of the direction of scientific development and have important implications for strengthening Islamic education theory and practice that is more contextual, adaptive, and based on prophetic values.

Keywords: Tarbiyah Nabawiyah; Analisis Bibliometrik; Pendidikan Islam

Abstrak: Perubahan sosial dan teknologi pada era globalisasi telah menggeser orientasi pendidikan menuju aspek kognitif dan teknis, sehingga pembentukan karakter, spiritualitas, dan nilai moral semakin terpinggirkan. Kondisi ini menimbulkan kebutuhan mendesak akan pendekatan pendidikan yang mampu menjaga integritas nilai sambil tetap adaptif terhadap perkembangan zaman. Tarbiyah Nabawiyah, sebagai model pendidikan profetik berbasis keteladanan dan penanaman nilai, menjadi fondasi penting untuk menjawab tantangan tersebut. Penelitian ini memetakan perkembangan literatur terkait Tarbiyah Nabawiyah melalui analisis bibliometrik terhadap publikasi Scopus periode 2015-2025. Data dianalisis menggunakan VOSviewer untuk mengidentifikasi tren publikasi, jaringan penulis, kolaborasi institusi, serta klaster tematik utama. Hasil menunjukkan peningkatan signifikan kajian sejak 2019 dengan tiga klaster dominan: fondasi teologis profetik, penguatan karakter-spiritual, dan integrasi nilai kenabian dalam inovasi pendidikan modern. Publikasi didominasi oleh Asia Tenggara dan Timur Tengah. Temuan ini memberikan pemahaman terstruktur mengenai arah perkembangan ilmu serta memberikan implikasi penting bagi penguatan teori dan praktik pendidikan Islam yang lebih kontekstual, adaptif, dan berbasis nilai profetik.

Kata Kunci: Tarbiyah Nabawiyah; Bibliometric Analysis; Islamic Education

INTRODUCTION

Globalization and exponential technological developments have driven rapid transformation in the world of education, including in the realm of Islamic education (Hakim & Zahra, 2024). Dynamic social, cultural, and technological changes have prompted Islamic educational institutions to adapt in order to remain relevant to the needs of the times without neglecting the spiritual and moral values that are at the core of their teachings. The digital revolution has changed learning patterns, teaching methods, sources of knowledge, and even the nature of interactions between students (Alfarisi & Hanifudin, 2025). Learning is now more fragmented, fast-paced, instant, and oriented towards the achievement of technical competencies, while aspects of character building, spirituality, and moral integrity are increasingly marginalized. Many education experts assess that the orientation of modern education tends to prioritize cognitive and pragmatic aspects alone, thereby neglecting the holistic development of human beings (Saoud, 2020). This phenomenon poses a serious challenge for Islamic education, which has a normative mandate to build the integrity of human personality, not just intellectual intelligence.

In this situation, a strong philosophical and pedagogical foundation is needed so that Islamic education can respond to global changes without losing its identity. One of the most fundamental

conceptual foundations is *Tarbiyah Nabawiyah*, an educational approach based on the methods, values, and morals of the Prophet Muhammad. Islamic scholars and educational thinkers refer to *Tarbiyah Nabawiyah* as an integral educational model that instills a balance between the spiritual, intellectual, emotional, and social dimensions (Al-Attas, 1979; Rijal, 2018). This concept emphasizes the formation of *insan kamil*—a person who is complete in terms of morals, faith, and knowledge—through an educational process oriented towards instilling values, exemplary behavior, habits, and character building. From a contemporary perspective, *Tarbiyah Nabawiyah* is considered relevant in addressing moral crises, the degradation of digital ethics, and the loss of meaning in modern educational practices that are overly technocratic (Hakim & Zahra, 2024; Rozi, 2018).

However, scientific studies on *Tarbiyah Nabawiyah* in the context of contextual Islamic education in the global era have not yet been comprehensively mapped. Several studies have discussed certain aspects of *Tarbiyah Nabawiyah*, but there has been no study that systematically maps global trends, networks of authors, research collaborations, or developments in study themes over a certain period of time (Al-Attas, 1991; Halstead, 2004). However, such mapping is important to determine the extent to which this concept has developed in international literature,

which fields have been studied the most, which methods are predominantly used, and which research gaps remain. This lack of mapping indicates a research gap and the urgency of conducting a bibliometric analysis (Indianto et al., 2021; Prayitno et al., 2022).

Bibliometrics as a quantitative method of analyzing scientific literature is highly relevant in contemporary research because it can objectively describe the map of knowledge development. According to (Donthu et al., 2021), bibliometrics can show publication trends, author productivity, citation patterns, collaboration between countries, and themes that dominate a field of science. By utilizing software such as VOSviewer, bibliometric analysis enables the visualization of keyword networks, author networks, and inter-topic relationships that are developing in global research. In the context of Islamic education studies, this approach is very useful for understanding how the concept of *Tarbiyah Nabawiyah* is perceived in world academic literature and its position in the development of contemporary Islamic education theory.

The selection of the Scopus database for this study also has a strong scientific basis. Scopus is one of the largest scientific literature indexes in the world, covering reputable journals and academic publications from various countries. The study using Scopus data from 2015 to 2025 allows researchers to capture research developments over the last

decade, an important period marked by the digitization of education, the global pandemic, and changes in the learning paradigm. During this period, Islamic education experienced great pressure and innovation, making it relevant to see how the discourse on *Tarbiyah Nabawiyah* developed as an academic response to these global changes.

Based on this context, this study has several objectives. First, to map the development of publications on the concept of *Tarbiyah Nabawiyah* in global literature in the Scopus database during 2015–2025 using bibliometric analysis. Second, to identify the networks of authors, institutions, and countries that have contributed most to this study. Third, to map the emerging research themes or clusters, so that the direction of research trends on *Tarbiyah Nabawiyah* in the context of contemporary Islamic education can be identified. Fourth, to identify research gaps to strengthen the development of a more contextual Islamic education theory in the global era.

This research has clear distinctions from previous studies. To date, the majority of studies on *Tarbiyah Nabawiyah* have been conducted using descriptive qualitative approaches, thematic analysis, conceptual studies, or historical studies. There has been no comprehensive bibliometric study that systematically maps global literature related to *Tarbiyah Nabawiyah*. The novelty of this research lies in the use of Scopus data-based bibliometric methods

and the use of VOSviewer for knowledge visualization, thereby providing a more objective and measurable academic picture. Another distinction is the research focus on the integration of the concept of *Tarbiyah Nabawiyah* with the context of contextual Islamic education in the global era, which has rarely been touched upon in previous bibliometric mappings.

The contribution of this research is also significant. Theoretically, this research enriches Islamic education studies by presenting a global scientific map of *Tarbiyah Nabawiyah*, which can serve as a basis for the development of Islamic education theories that are more adaptive, contextual, and based on prophetic values. Practically, the results of this study can be used by academics, education policy makers, religious institutions, and Islamic education practitioners to design curricula, learning strategies, and character development models that are more suited to the needs of the digital era without neglecting spiritual and moral values. Methodologically, this research introduces a bibliometric approach as a powerful alternative method for Islamic education studies, opening up opportunities for similar research on other Islamic topics. Thus, this study not only aims to understand the development of the discourse on *Tarbiyah Nabawiyah* in international scientific literature, but also affirms the importance of prophetic values as the main foundation for Islamic

education that is contextual, relevant, and capable of facing global challenges wisely and with dignity.

METHOD

Data collection was conducted by searching publications in the Scopus database using keywords such as *Tarbiyah Nabawiyah*, Prophetic Education, Islamic Education, and other related terms. The search period was set between 2015 and 2025 to capture developments in studies during an important decade marked by the digitization of education and the strengthening of the discourse on the revitalization of prophetic values. The search results were then filtered based on the type of article and journal proceedings to ensure their scientific quality and relevance to the research focus. All downloaded metadata, including article titles, author names, affiliations, publication years, citations, and keywords, were exported in CSV and RIS formats as standard inputs for bibliometric analysis tools.

The analysis stage began with metadata verification to ensure the suitability of the article topics with the research focus through manual checking of the titles and abstracts. Once the data was declared to meet the criteria, the analysis process continued using VOSviewer software. This tool was used to generate various visualizations such as network visualization, overlay visualization, and density visualization, which enabled the mapping of relationships between authors,

keyword correlations, and the development of study themes over time. Through co-authorship and co-occurrence analysis, this study identifies the most influential authors and institutions in the development of *Tarbiyah Nabawiyah* discourse, as well as the dominant theme clusters in the global literature (Arruda et al., 2022; Herrera-Franco et al., 2021; Hou & Yu, 2023). Additionally, the Analyze Search Results feature on Scopus was used to examine basic patterns such as the distribution of publications per year, the authors' countries of origin, and citation rates.

The validity of the analysis was maintained through manual checking of the literature to ensure that only publications that were truly relevant to the concept of *Tarbiyah Nabawiyah* were analyzed. However, this study has limitations because it only uses one database, so there may be important publications that are not indexed in Scopus. Furthermore, variations in Arabic or local language terms that are not fully covered by the search keywords may cause some literature to be missed. Nevertheless, Scopus remains the best choice due to the consistency of its quality and the completeness of its index for the purposes of global scientific mapping.

Through a bibliometric approach, this study produced a knowledge map that describes the development of discourse, key actors, and research directions regarding *Tarbiyah Nabawiyah*, thereby providing an empirical basis for strengthening Islamic education theory that is more contextual and relevant to the needs of the global era.

RESULTS AND DISCUSSION

Bibliometric Analysis

The results of this study present a comprehensive overview of the development of scientific publications related to the concept of *Tarbiyah Nabawiyah* in Scopus-indexed international literature during the period 2015–2025. Bibliometric analysis was conducted on a verified data set, which was then mapped using VOSviewer software to identify publication trends, author networks, main theme clusters, and the direction of this concept's development in the context of contemporary Islamic education. The results not only describe scientific dynamics but also show how the discourse of *Tarbiyah Nabawiyah* is positioned as an important foundation in the development of Islamic education in a global era that is undergoing digital transformation.

Publication trends show an increase in academic interest in *Tarbiyah Nabawiyah* studies over the past decade. The 2015–2018 period was dominated by articles highlighting *Tarbiyah Nabawiyah* as a classical concept in Islamic education, while in 2019–2023 publications began to move towards integrating prophetic values with modern pedagogical approaches. The peak of this increase was seen in 2020–2024, when many researchers examined the relevance of *Tarbiyah Nabawiyah* in facing the challenges of globalization, moral disruption, and the need for digital

learning that remains based on spiritual values. This trend indicates the emergence of a new awareness to restore the foundations of ethics, spirituality, and manners in Islamic education amid rapid technological developments.

An analysis of author and institutional productivity reveals that the largest contributions came from researchers in Southeast Asia and the Middle East. Several Islamic universities in Indonesia, Malaysia, and Saudi Arabia ranked highest in terms of number of publications. These findings indicate that the concept of *Tarbiyah Nabawiyah* is a major concern in regions with a strong Islamic educational base that are seeking to develop curricula that are more competitive globally while remaining rooted in Islamic values. The pattern of author networks also shows collaboration between researchers across countries, although the intensity of this collaboration still needs to be increased. This collaboration mainly occurs in research that combines the concept of *Tarbiyah Nabawiyah* with modern pedagogical approaches such as character education, prophetic leadership, and values-based learning.

Keyword analysis through *co-occurrence mapping* provides a more in-depth thematic overview. The first cluster displays core themes such as "*Tarbiyah Nabawiyah*," "Prophetic Education," "Akhlaq," and "Uswah Hasanah." This cluster describes the foundation of prophetic education values and principles

that are the classic focus of literature. The second cluster is related to the themes of character and spirituality development, highlighting keywords such as "character education," "moral development," "spiritual formation," and "Islamic values." This cluster shows how modern research attempts to develop moral and spiritual dimensions in line with current social challenges. The third cluster emerged as a new theme connecting *Tarbiyah Nabawiyah* with the context of contemporary education, such as "digital learning," "pedagogical innovation," "global era," and "Islamic education reform." The emergence of this cluster marks a shift in discourse from a normative approach to an applicative approach, namely how prophetic values can be integrated into the modern education system.

The overlay visualization results show the temporal evolution of the concepts studied. Articles before 2018 focused more on conceptual and historical studies, while articles after 2020 increasingly emphasized the relevance of *Tarbiyah Nabawiyah* to 21st-century learning, including strengthening civilized digital literacy, character-based education, and the development of students' social-spiritual competencies. This trend demonstrates academic efforts to ensure that Islamic education does not lose its spiritual essence amid the modernization and digitalization of the global education system (R. R. Lubis et al., 2024).

This thematic mapping provides a strong foundation for interpreting the

position of *Tarbiyah Nabawiyah* as an Islamic education paradigm that is not only normative but also applicable and contextual. The core values of *Tarbiyah Nabawiyah*, such as rahmah, hikmah, uswah hasanah, and adl, become new references in designing educational models that are in line with the needs of the times (M. Lubis et al., 2020; R. R. Lubis, 2016; R. R. Lubis et al., 2020). The results of the study show that the integration of prophetic values in modern education is not only possible but also provides strategic benefits in shaping students who are spiritually, intellectually, and socially balanced.

The interpretation of these bibliometric results also indicates a research gap that could be addressed in future academic contributions. Although interest in the concept of *Tarbiyah Nabawiyah* is increasing, publications examining its implementation in the context of digital learning are still relatively limited. Similarly, research linking *Tarbiyah Nabawiyah* with technology-based pedagogical approaches and adaptive learning still requires further development. Thus, this study not only maps the development of the literature but also identifies new research opportunities to strengthen the foundations of Islamic education in the global era (Feighten, 2024; Hakim & Zahra, 2024; Machali, 2022).

Overall, these results and discussions indicate that *Tarbiyah Nabawiyah* holds a strategic position as

the foundation of contextual Islamic education. Through bibliometric mapping, this study confirms that prophetic values remain relevant and increasingly necessary in responding to the dynamics of technological development, globalization, and modern moral challenges.

Development of Publication Trends on the Concept of *Tarbiyah Nabawiyah*

The development of publication trends regarding the Concept of *Tarbiyah Nabawiyah* as the Foundation of Contextual Islamic Education in the Global Era shows an interesting trend during the period 2015 to 2025. Based on the data obtained, the number of publications related to this topic fluctuated, with a significant upward trend after 2019.

From 2015 to 2018, the number of publications was still limited, with relatively low figures, ranging from 10 to 15 articles per year. However, since 2019, there has been a rapid increase, with the number of publications reaching 19 articles in 2019, followed by higher numbers in 2020 and 2021, which recorded 19 and 18 articles, respectively.

The peak of the publication trend was recorded in 2024, with 35 articles published. This increase indicates greater attention to *Tarbiyah Nabawiyah* as a basic concept of contextual Islamic education amid the rapid development of the global era. In 2025, despite a slight decline with only 29 articles published, this trend still shows continued academic interest in the application of *Tarbiyah*

Nabawiyah principles in contemporary Islamic education.

Overall, this data illustrates that the topic of *Tarbiyah Nabawiyah* as the foundation of contextual Islamic

education is receiving increasing attention from researchers, especially in relation to the development of Islamic education globalization and the application of *Nabawiyah* values in the current context.

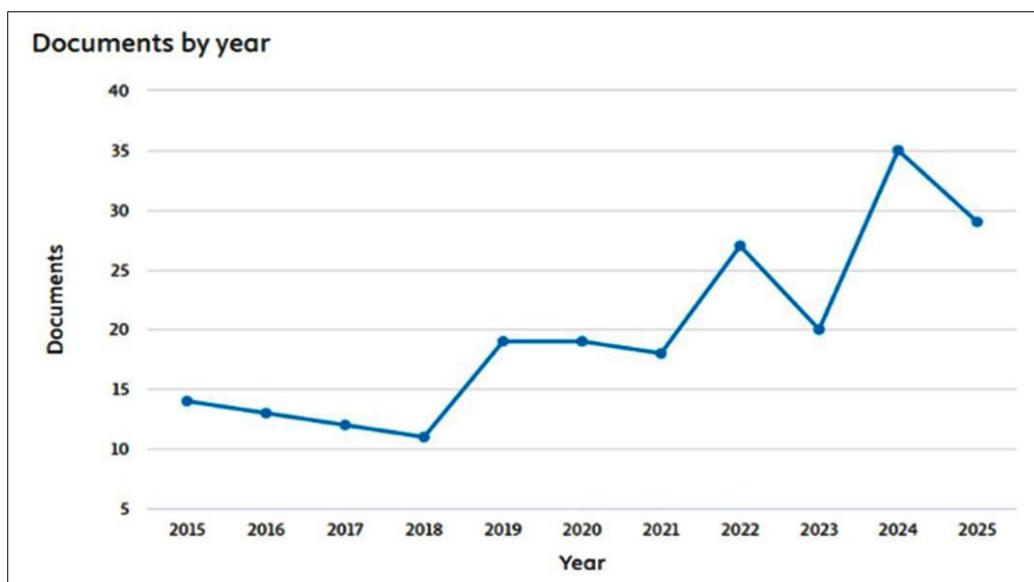


Figure1 . Development of Scopus Article Data Source Publications

The trend shown in Figure 1 not only shows an increase in the quantity of publications but also reflects a shift in focus and epistemological urgency towards the concept of *Tarbiyah Nabawiyah* in the global Islamic education landscape. The rapid increase after 2019 can be interpreted as an academic response to global social dynamics—including digital disruption, changes in educational interaction patterns, and the need for a more solid foundation of values amid the acceleration of modernity. The 2020–2022 period, for example, was not only influenced by the Covid-19 pandemic, but also by the increasing search for a prophetic value-based educational paradigm that was considered capable of providing moral orientation in an

increasingly widespread digital learning system.

The peak in 2024 shows a phase of theme consolidation, where research not only explores the basic concepts of *Tarbiyah Nabawiyah* but also begins to develop relevant implementative models for 21st-century education. This is demonstrated by the surge in studies on the integration of prophetic values in modern curricula, contextual learning approaches, and character-building strategies based on prophetic values to address global challenges such as moral crises, digital ethics degradation, and global competition.

The slight decline in 2025 cannot be interpreted as a weakening of interest, but rather as a phase of research stabilization that is beginning to move towards

deepening themes and specialization of studies. Bibliometrics for this period show a pattern that is common in topics that have entered the methodological strengthening stage. Thus, this trend confirms that

Tarbiyah Nabawiyah is increasingly positioned as a strategic theoretical and practical framework for the development of contextual Islamic education in the global era.

Table1 . Publication Trend Development

No	Publication Year	Number of Articles	Percentage
1	2025	29	13.36%
2	2024	35	16.13%
3	2023	20	9.22%
4	2022	27	12.44%
5	2021	18	8.29%
6	2020	19	8.76%
7	2019	19	8.76%
8	2018	11	5.07%
9	2017	12	5.53%
10	2016	13	5.99%
11	2015	14	6.45%
12	Total	217	100

Source: Scopus and Researcher Data Processing

The graph and table show that research on the Concept of *Tarbiyah Nabawiyah* as the foundation of contextual Islamic education has fluctuated but generally increased until 2024. In 2020, there were 47 articles (16.43%), rising to 52 in 2021, indicating growing academic interest in *Tarbiyah Nabawiyah* within modern Islamic education.

The development of publication trends in the 2015-2025 period generally shows a dynamic pattern. The number of publications fluctuated, reflecting growing academic interest in the prophetic values-based approach to Islamic education, especially since 2019. In the 2015-2018 period, publications were still relatively low, with an average of 6-14 articles per

year, indicating that attention to this topic was not yet prominent at that time. However, 2016 and 2017 showed a slight increase, with 13 and 12 articles, respectively, marking the beginning of the recognition of the concept of *Tarbiyah Nabawiyah* in academic literature.

Since 2019, publications have begun to increase significantly. The year 2019 recorded 19 articles (8.76% of the total), followed by the same number in 2020. This consistency indicates that the relevance of *Tarbiyah Nabawiyah* is increasingly recognized, especially amid the global dynamics of Islamic education. The year 2021 showed a slight decline to 18 articles (8.29%), but the trend rose sharply again in 2022 with 27 articles (12.44%).

The highest increase occurred in 2024 with 35 articles (16.13%), confirming the increasingly strong position of *Tarbiyah Nabawiyah* as a conceptual foundation in contextual Islamic education. This surge is in line with the growing global need for educational models rooted in prophetic values amid moral, social, and digital challenges.

In 2025, publications declined slightly to 29 articles (13.36%), but this figure still indicates a high level of interest in this theme. This decline may be influenced by shifts in research focus, funding distribution, or changes in scientific priorities. Overall, the topic of *Tarbiyah Nabawiyah* in global and digital Islamic education shows a steadily growing trend. A total of 217 articles published between 2015 and 2025 indicate that this theme is gaining strong academic legitimacy. Further research is needed to deepen the application of *Tarbiyah Nabawiyah* values in diverse modern educational contexts while responding to the complex challenges of globalization and technological advancement.

Map of the Development of the Concept of *Tarbiyah Nabawiyah* as the Foundation of Contextual Islamic Education in the Global Era

To understand the direction and focus of research on the Concept of *Tarbiyah Nabawiyah* as the Foundation of Contextual Islamic Education in the Global

Era, a thematic mapping is needed to illustrate the interrelationships between the main concepts in the analyzed literature. This analysis was conducted using a co-occurrence approach with VOSviewer software, which identifies keywords that frequently appear together in research documents. Through this approach, it is possible to determine how relationships between topics are formed and how the field of study on *Tarbiyah Nabawiyah* has developed over time, taking into account the intensity of occurrence and relationships between keywords. The results of this mapping are visualized in the form of network visualization that shows research clusters in different colors, where each cluster represents interrelated areas of focus in the development of the *Tarbiyah Nabawiyah* concept as the foundation of contextual Islamic education (Feighen, 2024; Rozi, 2018). With this mapping, we can obtain a clear picture of the dominant themes that are developing in scientific literature related to Islamic education in the global era, including emerging perspectives that highlight methodological innovation, pedagogical adaptation, and the integration of contemporary learning needs within various educational contexts.

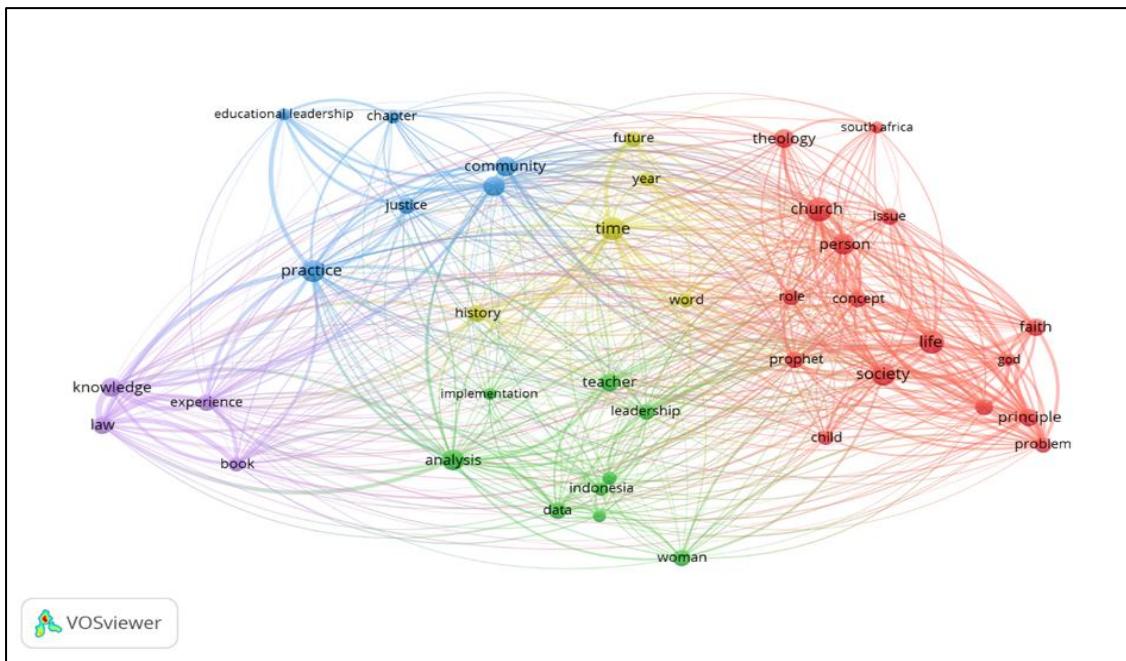


Figure 2. Network Visualization Concept Map of *Tarbiyah Nabawiyah* in Contextual Islamic Education

Based on the network visualization results generated by VOSviewer, we can see the mapping of relationships between keywords that frequently appear in the literature on *Tarbiyah Nabawiyah* as the Foundation of Contextual Islamic Education in the Global Era. This map shows several interconnected clusters, with different colors representing different areas of focus in the research.

The blue cluster, on the left, highlights keywords related to the practical aspects of education, such as leadership, justice, community, and educational leadership. This shows that much of the research focuses on the application of the values of *Tarbiyah Nabawiyah* in the context of leadership and justice in Islamic education.

The green cluster in the middle focuses on more pragmatic concepts such as time, teacher, history, and implementation, which show how *Tarbiyah Nabawiyah* is applied in teaching and curriculum implementation in daily practice in educational institutions. Meanwhile, the red cluster on the right side of the map includes keywords that are more theological in nature, such as life, faith, god, prophet, and principle. This illustrates that the research topics also cover the spiritual and philosophical dimensions of *Tarbiyah Nabawiyah*, with an emphasis on the role of faith and the teachings of the prophet as the basis of education.

The presence of the keyword Indonesia, which appears as a small green cluster, indicates that some studies focus on the local context, leading to the application

of these values in Islamic education in certain countries, particularly in Indonesia. This mapping shows that *Tarbiyah Nabawiyah* is not only relevant in the context of spiritual education but has also been integrated with various social, moral, and practical educational dimensions in the modern world.

Overall, the results of this visualization show that research on *Tarbiyah Nabawiyah* is developing with a multidimensional approach, covering various aspects of educational practices, theological values, and different cultural contexts, contributing significantly to the development of contextual and relevant Islamic education in this global era.

Overall, the results of this visualization show that research on *Tarbiyah Nabawiyah* is developing with a

multidimensional approach, covering various aspects of educational practices, theological values, and different cultural contexts, contributing significantly to the development of contextual and relevant Islamic education in this global era. Furthermore, this mapping also indicates that the integration between classical values in *Tarbiyah Nabawiyah* and the needs of modern Islamic education () is increasingly receiving attention from researchers. This approach, which combines spirituality, contemporary pedagogy, and cultural sensitivity, strengthens the position of *Tarbiyah Nabawiyah* as an adaptive educational model. Thus, future research directions have the potential to highlight methodological innovations and strengthen prophetic value-based educational practices in a more systematic manner.

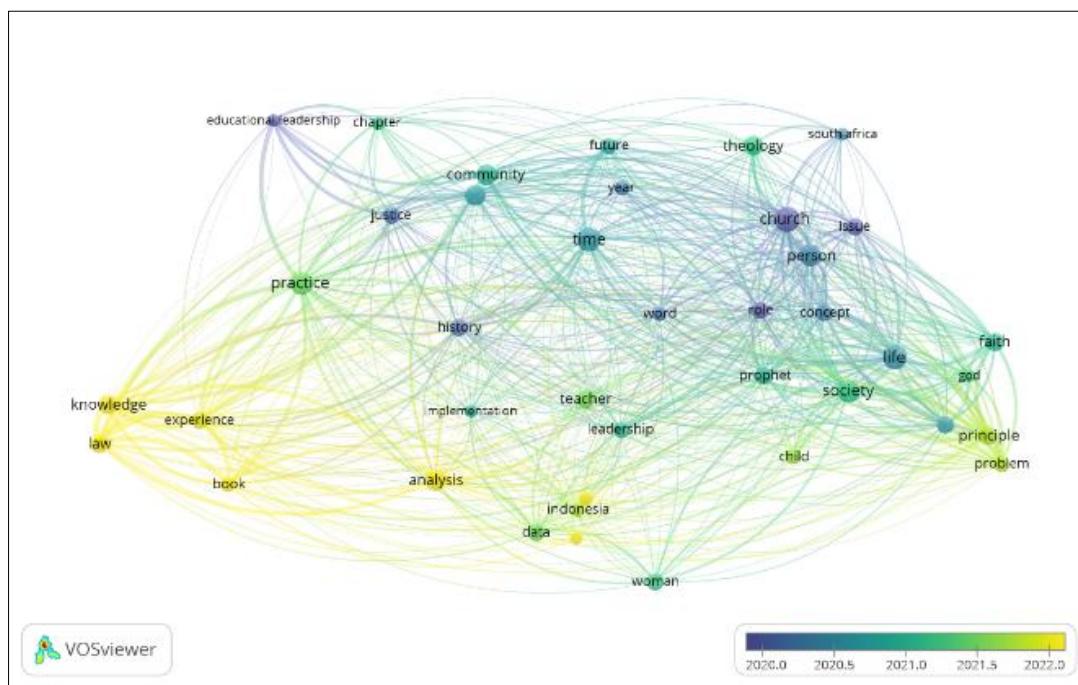


Figure 3. Visual Overlay

The colors on the map indicate the period of emergence of the topic, with blue representing earlier research (2020) and yellow representing newer themes (2022). This map provides an overview of how scientific attention to *Tarbiyah Nabawiyah* has developed, starting with theoretical studies and basic concepts and then shifting to more applied implementation in Islamic education.

In the early phase, research focused on basic concepts and theological aspects such as faith, principle, and life, showing strong emphasis on the spiritual dimension of Tarbiyah Nabawiyah. In the middle phase, attention shifted to practical elements, with keywords like teacher, leadership, and community becoming dominant, reflecting growing interest in educational leadership and community-

based applications. In the latest phase (2022), keywords such as time, role, society, and person indicate that research now centers on applying this concept within social settings and everyday life.

From this development map, it can be concluded that research on Tarbiyah Nabawiyah in Islamic education has shifted from theological and philosophical studies to more applicable and contextual educational practices. This pattern shows that its application is increasingly relevant to contemporary social and global educational needs. This visualization also opens opportunities for further research on the effectiveness of this concept in Islamic education and how technology and modernization can strengthen learning based on Tarbiyah Nabawiyah values.

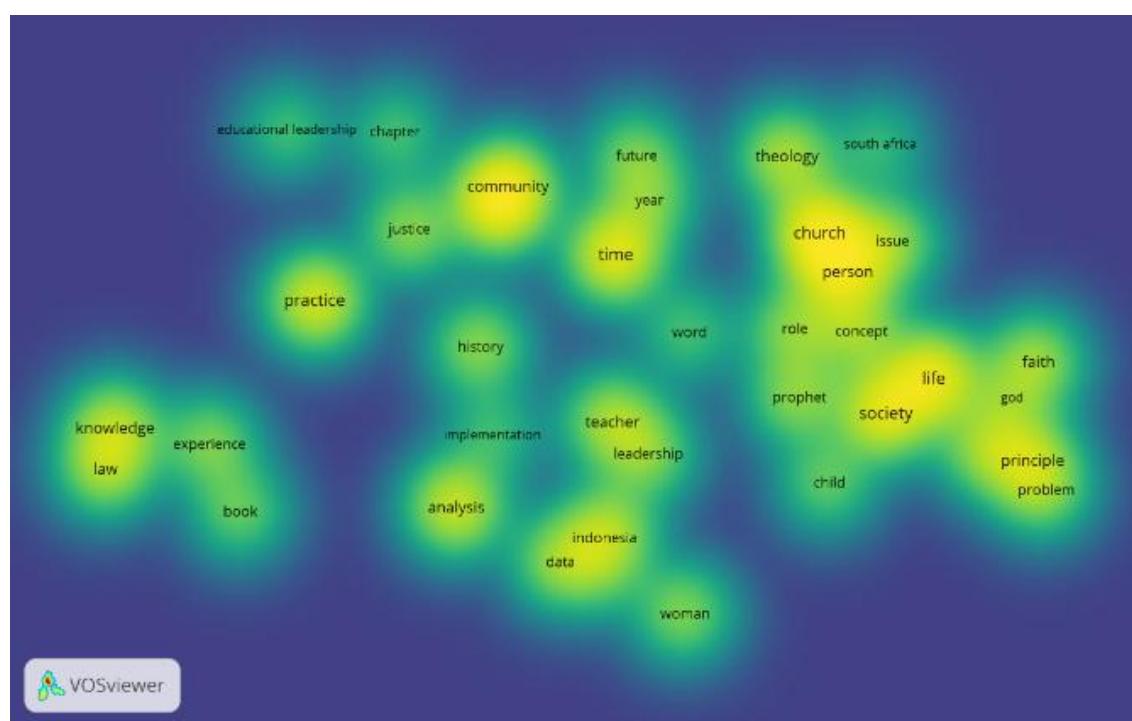


Figure 4. Overlay Visualization

Research Novelty and Research Recommendations

This research offers significant novelty in the study of *Tarbiyah Nabawiyah* by presenting the latest bibliometric mapping that displays the relationship between keywords, thematic clusters, and the direction of global research development. These findings not only explain how the concept of *Tarbiyah Nabawiyah* is discussed in the literature, but also show the integration of prophetic values with contemporary issues such as educational leadership, curriculum implementation, and the role of cultural context and spirituality in modern Islamic educational practices. The visualization approach using VOSviewer provides a new contribution in the form of a comprehensive overview of the research landscape, thereby helping to identify areas of research that are developing rapidly and areas that still require further exploration.

Based on this novelty, further research is recommended to develop studies at a more applicable level, particularly related to the implementation of *Tarbiyah Nabawiyah* values in learning models, character development, and educational leadership in various Islamic institutions. Future research can also be directed to explore the relationship between prophetic values and educational technology, especially in the context of the transformation of Islamic education in the digital age. In addition, comparative studies between countries or educational institutions can open up new opportunities

in understanding how *Tarbiyah Nabawiyah* is adapted in different social and cultural environments. By expanding the scope of the study, future research is expected to provide stronger theoretical and practical contributions to the development of relevant, contextual, and sustainable Islamic education.

CONCLUSION

This study confirms that the concept of *Tarbiyah Nabawiyah* has undergone significant development in international literature in the period 2015–2025, as shown through bibliometric analysis using VOSviewer. The publication trend shows a consistent increase, particularly from 2019 to its peak in 2024, reflecting the growing academic attention to the urgency of prophetic values in facing the challenges of globalization, moral crisis, and the need for civilized digital education. Thematic mapping reveals three main clusters, namely the theological foundations of *Tarbiyah Nabawiyah*, character and spirituality development, and the integration of prophetic values in contemporary educational innovation. Meanwhile, overlay visualization shows a shift in focus from conceptual studies to an applicative approach relevant to 21st-century learning. Contributions from authors and institutions are dominated by Southeast Asia and the Middle East, indicating a strong regional commitment to developing competitive Islamic education that remains rooted in prophetic values. Overall, this study confirms that *Tarbiyah Nabawiyah* has a strategic position as a

contextual and adaptive Islamic education paradigm. In addition to mapping scientific developments, this study identifies opportunities for further research, particularly related to the implementation of prophetic values in digital learning, pedagogical innovation, and cross-cultural comparisons in modern Islamic education.

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