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# Global Trends and Controversies in Multicultural Islamic Education within the SDGs Framework

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## Abstract

**Objective:** This study aims to map the global development of research on multicultural Islamic education and its alignment with the Sustainable Development Goals (SDGs). It also seeks to identify trends in publication volume, key disciplines, leading countries, and emerging themes. **Theoretical framework:** The study uses bibliometric analysis to map the growth and trends in multicultural Islamic education research. It draws on theories of education and multiculturalism to explore how this field can help build inclusive, tolerant societies in line with the SDGs. **Literature review:** The literature review focuses on research in multicultural education, Islamic education, and their links to the SDGs. It highlights themes like minority groups, gender, curriculum, and pedagogy, which are central to multicultural Islamic education. It also examines prior bibliometric studies in these areas. **Method:** The study uses bibliometric analysis of data from the Scopus database (2000–2024). VOSviewer and Biblioshiny tools are used to analyze publication trends, disciplines, countries, and research themes, with a focus on keyword mapping and cluster analysis. **Results:** The research shows a significant rise in publications since 2017, peaking in 2024. The main contributions come from social sciences, humanities, and psychology. The top publishing countries are the US, UK, and Indonesia. Two main research clusters were identified: socio-demographic issues (minorities, gender) and educational policy (curriculum, pedagogy). **Implications:** This study highlights the potential of multicultural Islamic education as a tool for fostering inclusive, tolerant societies. It also provides a comprehensive map for future research and encourages interdisciplinary collaboration. The findings emphasize the importance of aligning this education with the global sustainable development agenda. **Novelty:** The novelty of this study lies in using bibliometric analysis for a topic that is typically studied qualitatively. It provides a unique, data-driven perspective and offers a global map of the field, helping to guide future research.

**Keywords:** multicultural islamic education, bibliometric analysis, sdgs, educational policy, global research trends.

## INTRODUCTION

Islamic education plays a central role in shaping the moral and social character of Muslim communities around the world. In an era marked by cultural, religious, and

ethnic diversity, Islamic education faces a dual challenge: preserving spiritual values while transforming into an instrument of dialogue, tolerance, and respect for pluralism. The growing phenomena of social polarization, intolerance, and religion-based radicalism highlight the urgency of reorienting exclusive religious education models. In this context, multicultural-based Islamic education is increasingly viewed as a strategic approach to bridging religious values with the need for peaceful coexistence in diverse societies [1].

The contribution of multicultural Islamic education to the Sustainable Development Goals (SDGs) has become increasingly evident, particularly in supporting SDG 4 (inclusive and quality education), SDG 10 (reduced inequalities), and SDG 16 (peace, justice, and strong institutions). Research by Mahmud and Ilyas (2025) highlights that democratic, multicultural, and tolerant values rooted in Islamic teachings can strengthen inclusive education and accelerate the achievement of SDG targets within the higher education sector [2]. Similarly, a study by Rozaq and Rafsanjani (2025) mapped a significant growth in scientific publications related to multicultural education within the context of the SDGs in global journals over the past decade [3].

Unfortunately, most of the existing literature is still dominated by case studies or qualitative approaches that are limited to local contexts. However, the development of policy frameworks and curriculum models that are both contextual and globally relevant requires a more comprehensive and quantitative scientific mapping. A bibliometric study by Judijanto and Rusdi demonstrates a growing trend of integrating digital technology with Islamic values in multicultural learning, which is rapidly evolving in the global public sphere [4]. However, these studies have not yet mapped key actors, international collaborations, or emerging research topics that are relevant to the current crisis of tolerance and contemporary social dynamics.

This issue becomes even more complex when linked to gender equality and women's literacy in Islamic education. Muthoifin et al, through a longitudinal bibliometric analysis (1880–2024), revealed that women's literacy and socio-economic development have become critical nodes in the relationship between Islamic education and sustainable development [5]. This indicates that multicultural Islamic education cannot be separated from issues of structural justice and representation. Furthermore, Elbanna and Muthoifin emphasize the urgency of an Islamic education model that boldly integrates spiritual ethics with responses to globalization and social crises through innovative, value-based, and inclusive learning approaches [6].

To address these challenges, this study presents a global bibliometric mapping of literature on multicultural Islamic education over the past two decades (2000–2024) [7]. This research not only identifies publication trends, leading authors, and international collaboration networks, but also explores dominant themes and gaps in the literature that can serve as strategic directions for future research. This approach aims to strengthen the evidence base for formulating responsive, multicultural, and sustainable Islamic education policies in line with the mandates of the SDGs [8]. The findings are also expected to serve as a strategic reference for researchers, educators, and policymakers in developing a transformative and inclusive Islamic education system at both local and global levels [9].

In line with this urgency, the present study aims to conduct a systematic bibliometric mapping of the global development of scientific publications related to multicultural Islamic education over the past two decades (2000–2024) [10]. Specifically, the study analyzes publication trends, identifies the most productive journals and authors, and maps international and institutional collaborations in producing scholarly work on this topic. Additionally, it seeks to uncover key research

themes frequently addressed in the literature and to identify gaps and emerging topics that align with the sustainable development agenda (SDGs), particularly in the context of inclusive education, reduced inequality, and the strengthening of social tolerance [11].

To achieve these objectives, the study formulates eight central research questions to guide the exploration: (1) What are the trends in the growth of scientific publications on multicultural Islamic education from 2000 to 2024? (2) Which academic disciplines have made the most significant contributions to this research area? (3) Which countries lead in terms of publication output and international collaboration? (4) What are the dominant themes or keywords that reflect current research directions? and (5) What emerging trends or topics hold high relevance for future studies in multicultural Islamic education that support SDG attainment?

This research is expected to make a significant contribution to the academic literature through a bibliometric approach, which remains underutilized in Islamic education studies. Furthermore, the findings are intended to serve as a valuable reference for policymakers, educators, and scholars in designing curriculum and educational strategies that are more adaptive to diverse, inclusive, and sustainable social realities. The integration of multicultural Islamic education with the principles of sustainable development is a crucial step toward strengthening the role of religious education as a moderate and constructive force for social transformation in the global era.

## LITERATURE REVIEW

The discourse on multicultural Islamic education has gained increasing scholarly attention in recent decades, particularly in response to global challenges such as social polarization, religious intolerance, and cultural diversity. Multicultural Islamic education is broadly understood as an approach that integrates Islamic values with principles of inclusivity, tolerance, and respect for diversity. This approach is seen as a strategic framework for fostering harmonious coexistence in pluralistic societies while maintaining the ethical and spiritual foundations of Islam [10].

Previous studies have predominantly explored multicultural Islamic education through qualitative and case-based approaches, often focusing on specific local or national contexts. For instance, research has emphasized the role of Islamic education in promoting religious moderation, tolerance, and peaceful coexistence within educational institutions. These studies highlight the importance of curriculum development, pedagogical strategies, and institutional policies that support multicultural values. However, such approaches tend to be limited in scope and lack a comprehensive global perspective [10].

In recent years, there has been a growing effort to link multicultural Islamic education with the Sustainable Development Goals (SDGs), particularly SDG 4 (quality education), SDG 10 (reduced inequalities), and SDG 16 (peace, justice, and strong institutions). Scholars argue that Islamic education, when framed within a multicultural paradigm, can significantly contribute to achieving these goals by fostering inclusive and equitable learning environments. Furthermore, studies have shown that integrating democratic and tolerant values rooted in Islamic teachings can enhance social cohesion and support sustainable development.

Bibliometric studies in related fields have begun to emerge, offering a more systematic and quantitative understanding of research trends. These studies reveal a significant increase in publications on multicultural education and Islamic education, particularly after 2017, reflecting heightened global awareness of diversity and inclusion issues. They also indicate the growing importance of interdisciplinary approaches, combining insights from social sciences, humanities, and education to address complex societal challenges [11].

**Table 1. Summary of Literature Review on Multicultural Islamic Education**

Aspect	Key Findings
Concept	Multicultural Islamic education integrates Islamic values with inclusivity, tolerance, and respect for diversity to promote harmonious coexistence.
Research Focus	Dominated by qualitative and case-based studies emphasizing moderation, curriculum, pedagogy, and institutional policy.
SDGs Link	Strong alignment with SDG 4, SDG 10, and SDG 16 through inclusive and equitable education frameworks.
Trends	Increasing global publications, especially after 2017, with growing interdisciplinary approaches.
Method Gap	Limited use of quantitative and bibliometric analysis in this field.
Research Gap	Lack of global mapping, collaboration analysis, and exploration of emerging themes such as gender and minorities.
Contribution	This study provides a global bibliometric mapping to support future research and SDGs-based policy development.

Despite these advancements, there remains a notable gap in the literature regarding comprehensive bibliometric mapping specifically focused on multicultural Islamic education. Existing studies have not sufficiently examined global collaboration networks, key contributors, or emerging research themes within this field. Moreover, issues such as gender equality, minority representation, and socio-cultural dynamics require deeper exploration within the context of Islamic education. Therefore, this study seeks to fill this gap by providing a global bibliometric analysis of multicultural Islamic education research. By mapping publication trends, identifying key actors, and analyzing thematic developments, this research contributes to a more holistic understanding of the field and offers valuable insights for future academic inquiry and policy development aligned with the SDGs [12].

## METHODOLOGY

This study employs a quantitative approach using bibliometric methods to map the development of scholarly research on multicultural Islamic education from 2000 to 2024. The bibliometric method was selected for its ability to systematically analyze publication trends, productive authors and institutions, collaboration networks, and the thematic landscape surrounding this topic.

Data were retrieved from the Scopus database, chosen for its broad coverage and academic reliability. The search was conducted using the keywords: ("Islamic Education" OR "Education in Islam") AND ("Multicultural" OR "Multiculturalism"), filtered by TITLE-ABS-KEY. The document type was limited to articles and reviews, in both English and Indonesian. After screening and refinement, a total of [final number of articles] relevant documents were identified for analysis. Two main analytical approaches were applied: performance analysis, to evaluate scientific productivity, and science mapping, to explore the interconnections between authors, keywords, and citation sources. Specific techniques used include co-authorship, co-occurrence of keywords, and co-citation analysis.

To support data visualization and analysis, two software tools were utilized: VOSviewer was used to create collaboration network maps and keyword visualizations, while Biblioshiny (the R-based interface of Bibliometrix) was employed to generate publication trend graphs, thematic maps, and global collaboration visualizations. Data validity was maintained through manual cleaning of metadata and standardization of keyword variants to ensure accurate and replicable results. This approach enables a comprehensive scientific mapping that serves as a foundation for future research and policy development in multicultural Islamic education aligned with SDG principles [12].

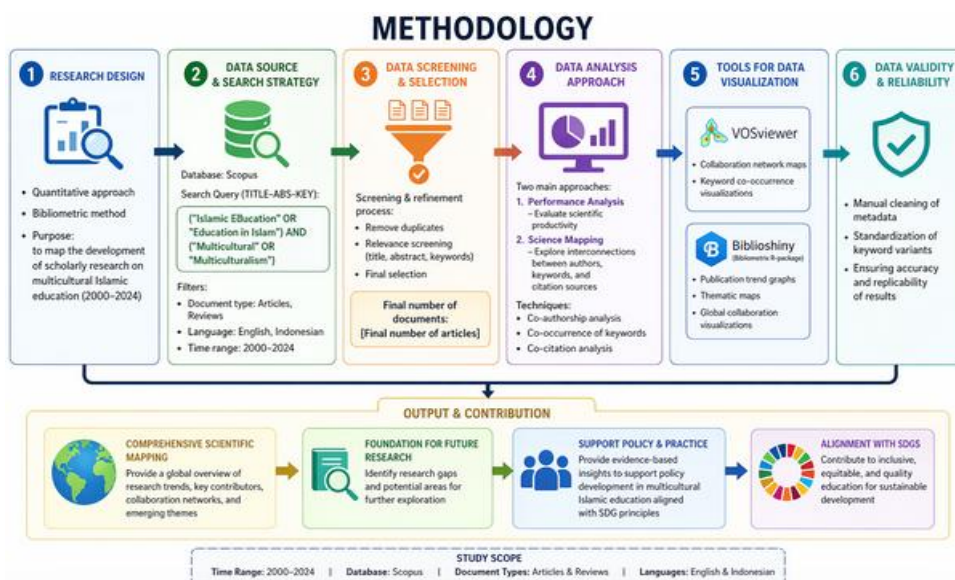


Figure 1. Research Methodology

## RESULTS AND DISCUSSION

### Global Publication Growth Trends on Multicultural Islamic Education

As part of the effort to understand the global dynamics of multicultural Islamic education, a bibliometric analysis was conducted to examine the development of scientific publications over the past decade. The graph below illustrates the annual number of documents published between 2014 and 2025, based on Scopus data. This trend provides an initial overview of the shifting scholarly attention toward controversial issues, social urgency, and sustainable multicultural Islamic education solutions.

It is evident that before 2017, publications on this topic remained stagnant at around 40 documents per year. However, a significant increase began in 2017, reflecting a growing scholarly urgency around themes such as inclusivity, tolerance, and the transformation of religious education. The highest surge occurred in 2024, reaching over 140 documents, signaling that multicultural Islamic education has become an important part of global academic discourse—particularly within the context of achieving the SDGs (notably Goals 4, 10, and 16). The sharp drop in 2025 is likely not indicative of declining interest but rather due to incomplete data accumulation for the current year.

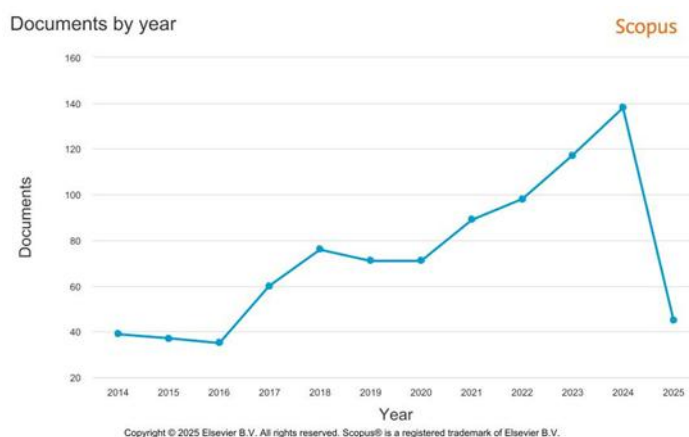


Figure 2. Number Of Integrating Islamic Religious Education Publications

The annual trend analysis reveals a significant increase in scholarly attention toward multicultural Islamic education beginning in 2017 and continuing through 2021. Before this period, publications in this field remained relatively low and inconsistent, indicating that the topic had not yet emerged as a major focus within global academic discourse. However, the 2017–2021 period witnessed a notable surge in publication volume, reflecting a growing concern for issues related to pluralism, tolerance, and diversity within Islamic education systems. Although there was a slight decline after 2021, the data from 2024 indicate a sharp resurgence, signaling renewed academic interest in inclusive approaches to Islamic education aligned with the Sustainable Development Goals (SDGs) and in response to intensifying global socio-political dynamics [12].

The significant increase in the number of publications since 2017, reaching its peak in 2024, reflects a global surge of interest in issues related to multicultural Islamic education. This phenomenon is more than just a statistical trend; it represents a deeper reflection of global social dynamics marked by challenges such as identity polarization, religious exclusivism, and the urgent need to reconstruct values of social cohesion in pluralistic societies. Islamic education, which was previously framed largely within traditional and normative paradigms, is now shifting toward more contextual and responsive approaches that address issues of social justice and cultural pluralism.

Global bibliometric analysis indicates that the surge in publications closely aligns with growing academic awareness of the strategic role of multicultural education in achieving the Sustainable Development Goals (SDGs), particularly SDG 4 (quality education), SDG 10 (reduced inequalities), and SDG 16 (peace and justice).

This transformation is also evident in the shifting focus of Islamic studies within international academic literature from conservative theological discourse toward more inclusive, interdisciplinary, and solution-oriented approaches. Recent studies not only address issues of religious tolerance and moderation but also integrate curriculum development, pedagogy, and educational policy within the context of pluralistic societies [13],[14].

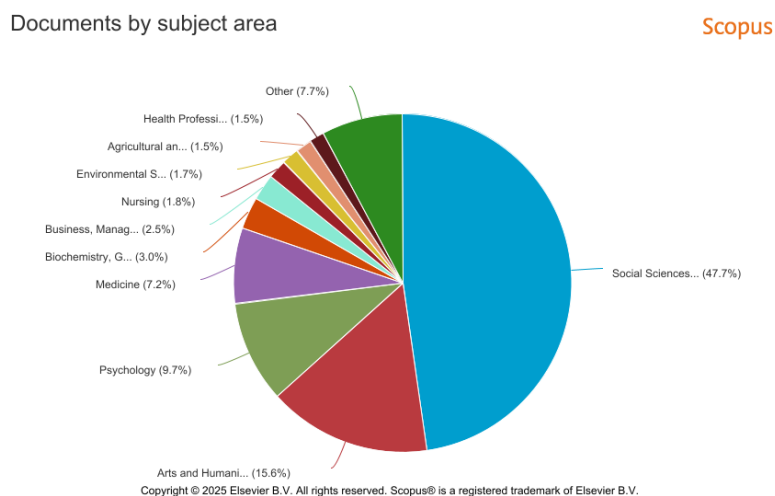
Although there is a sharp decline in 2025, this is likely due to the limited accumulation of data for the current year rather than a substantial drop in academic interest. Nevertheless, this fluctuation serves as a reminder that the research agenda on multicultural Islamic education must be sustained not merely as a reactive response to crises, but as a long-term strategy for social transformation. Strengthening synergy among academics, education practitioners, and policymakers is essential to ensure that research findings are effectively integrated into institutional practices and both national and global development efforts [15].

### **Disciplinary Contributions to Multicultural Islamic Education Studies in the Global and SDGs Context**

In addition to examining publication growth trends, this bibliometric analysis also explores the disciplinary contributions to the development of multicultural Islamic education studies [16]. The chart below illustrates the distribution of documents by academic discipline, as categorized in the Scopus database. The visualization reveals that the field of Social Sciences dominates with 47.7% of contributions, followed by Arts and Humanities (15.6%) and Psychology (9.7%). The dominance of these three disciplines suggests that multicultural Islamic education is primarily understood as a response to complex social and cultural phenomena, rather than merely a normative religious discourse [17].

Interestingly, several other disciplines have also begun to contribute, including Medicine (7.2%), Biochemistry and Genetics (3%), and Business and Management

(2.5%), reflecting an increasingly interdisciplinary approach. This underscores that Islamic education is no longer confined to the domains of educators and theologians, but is also gaining attention from various scientific and professional fields. Such diversity highlights the broad potential of multicultural education within the Islamic context to support the Sustainable Development Goals (particularly SDGs 4, 10, and 16) through cross-disciplinary collaboration [18].



**Figure 3. Publications on this topic originate from the field of Social Sciences**

The majority of publications on this topic originate from the field of Social Sciences (47.7%), followed by Arts and Humanities (15.6%) and Psychology (9.7%). This indicates that multicultural Islamic education is predominantly understood within social, cultural, and psychological contexts. Moreover, contributions from disciplines such as Medicine, Biochemistry, and Business and Management point to the emergence of a growing interdisciplinary approach. Multicultural studies are no longer confined to classroom settings but have expanded into areas such as public service, healthcare, and institutional governance [19].

The distribution of academic disciplines involved in multicultural Islamic education research shows a significant dominance of the social sciences, accounting for nearly half (47.7%) of all analyzed documents. This dominance reflects that current approaches to Islamic education are no longer limited to normative-theological frameworks but are increasingly shaped by social, political, and cultural perspectives [20]. It signals a paradigm shift in which Islamic education is now positioned as a space for social transformation, rather than merely a vehicle for doctrinal transmission.

Substantial contributions also come from the fields of arts and humanities (15.6%) and psychology (9.7%), indicating that recent studies have increasingly explored cultural dimensions, values, and identity within educational contexts. This aligns with the framework of critical multiculturalism, which not only emphasizes the recognition of diversity but also advocates for dismantling exclusive structures within educational systems [21],[22].

Meanwhile, the presence of disciplines such as medicine (7.2%), biochemistry-genetics (3%), and nursing (1.8%) reflects the involvement of multicultural Islamic education in the health sector, particularly in the context of ethics, cross-cultural patient care, and value-based education for Muslim medical professionals in multiethnic societies. This demonstrates that Islamic education research has expanded into broader interdisciplinary domains and intersects with public policy.

The dominance of the social sciences can also be understood within the framework of the Sustainable Development Goals (SDGs), particularly SDG 16, which emphasizes the creation of peaceful and inclusive societies. Multicultural education serves as a meeting point between education and peacebuilding, with the social sciences playing a crucial role in providing critical analysis and developing intervention models grounded in social justice [23].

Other fields, such as environmental science, agricultural science, and engineering, still contribute minimally to this area of research. Yet, given the strong interconnection between education, the environment, and sustainability within the SDGs framework, there is significant potential to develop multicultural Islamic education studies that address aspects of ecotheology, environmental ethics, and sustainable development grounded in Islamic values [24].

## Global Distribution and the Role of Nations in Multicultural Islamic Education Research

The geographical distribution of publications serves as an important indicator for understanding how the issue of multicultural Islamic education is positioned and developed at the global level. The chart below displays the countries with the highest contributions to scientific publications on this topic, based on Scopus data. The findings show that the United States ranks first, followed by the United Kingdom, Australia, and the Netherlands. The dominance of Western countries suggests that the issue of multiculturalism in Islamic education is not only relevant in Muslim-majority nations but is also a subject of serious attention in countries with high levels of ethnic and cultural pluralism due to migration [25].

Indonesia ranks fifth and is the only Muslim-majority country among the top ten contributors. This reflects the active role of Indonesian scholars in shaping discourses on inclusive and socially responsive Islamic education. Other countries such as Turkey, Germany, Canada, Spain, and Norway also demonstrate significant contributions, indicating that this field has gained transcontinental interest, both in theoretical and practical contexts [26].

The presence of diverse countries with varied cultural, religious, and educational backgrounds underscores the importance of building global collaboration networks in the development of multicultural Islamic education [27]. These findings align with the spirit of the SDGs, particularly Goal 16, which emphasizes the importance of inclusive, peaceful, and participatory institutions in global societal development.

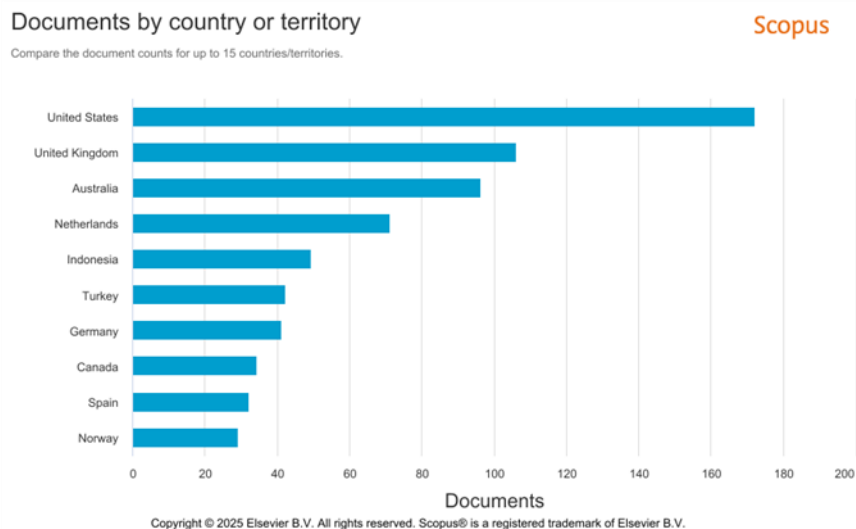


Figure 4. Contributor In Terms of Publication Output

The United States is the leading contributor in terms of publication output, followed by the United Kingdom and Australia. Notably, Indonesia ranks fifth, making it the only Muslim-majority country among the top ten contributing nations. This highlights the strong commitment of Indonesian scholars to integrating multicultural values into Islamic education systems. Other countries such as Turkey, Germany, Canada, and Spain also demonstrate significant participation, indicating that the issue of multicultural Islamic education has attracted cross-continental and cross-cultural attention.

The distribution chart of publications by country reveals that research on multicultural Islamic education remains predominantly led by Global North countries, particularly the United States, the United Kingdom, Australia, and the Netherlands. The United States records the highest number of publications on this topic, followed by the UK and Australia. This indicates that interest in Islamic education extends beyond Muslim-majority nations and is also prominent in countries with high migration rates and complex multicultural societies, where religious education serves as a point of intersection between social integration and cultural identity [28].

The involvement of Western countries in this discourse also reflects a shift in the understanding of Islamic education. It is no longer seen as an exclusive system, but rather as part of cross-cultural education and identity reconciliation. This strengthens the multicultural approach as a foundation for developing an Islamic education model that is not only oriented toward the internal community but also open to dialogue with global and secular realities [29].

The involvement of Western countries in this discourse also reflects a shifting understanding of Islamic education. It is no longer viewed as an exclusive system, but rather as part of intercultural education and identity reconciliation. This reinforces multiculturalism as a foundational approach in shaping models of Islamic education that are not only oriented toward internal religious communities but also open to dialogue with global and secular realities [30].

However, the participation of other Muslim-majority countries such as Turkey, Egypt, Pakistan, and Malaysia remains relatively low compared to their potential. This highlights the need to strengthen publication capacity and international collaboration among scholars from developing countries to build a more representative knowledge landscape that reflects Islamic experiences in the non-Western world [31].

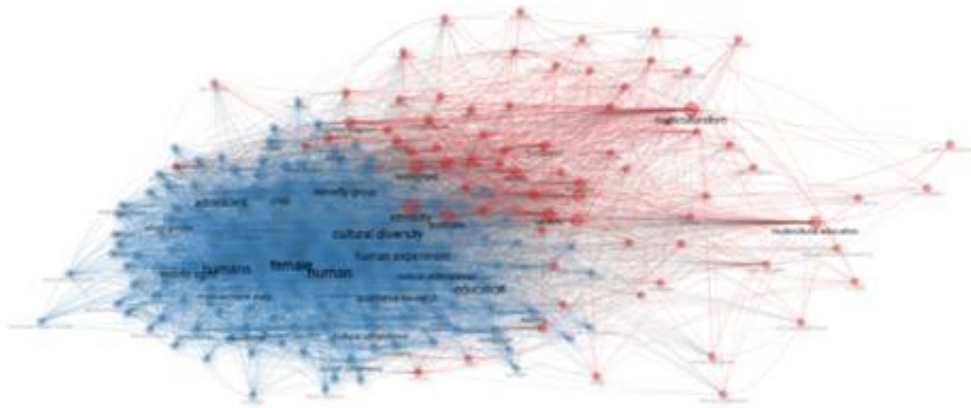
The growing contributions from Indonesia and other Asian countries also hold strategic value in the context of SDG 17 (Partnerships for the Goals), which emphasizes the importance of equitable global partnerships grounded in knowledge exchange [32]. Cross-national collaboration must continue to be enhanced to enrich Islamic education approaches that are globally responsive yet rooted in local wisdom and the diverse experiences of Muslim communities.

## **Future Directions and Emerging Trends in Multicultural Islamic Education Research**

To identify future directions and research opportunities, a co-occurrence analysis of keywords was conducted using the VOSviewer tool. The visualization below displays a network of frequently co-occurring keywords in scholarly publications on multicultural Islamic education. Each node represents a keyword, while the connecting lines indicate the strength of their relationships. Different colors signify thematic clusters that are automatically generated based on the intensity of keyword associations.

The map reveals two dominant clusters. The blue cluster is centered around socio-demographic issues, represented by keywords such as *adolescent*, *female*, *minority group*, *child*, and *cultural diversity*. This suggests that many studies emphasize the importance of educational approaches that consider vulnerable groups and identity dynamics. Meanwhile, the red cluster focuses on educational policy and practice, featuring primary keywords such as *multicultural education*, *curriculum*, *teaching*, *education policy*, and *multiculturalism*. This highlights a strong emphasis on the practical dimensions of designing and implementing diversity-based education.

The presence of bridging keywords such as *intercultural competence*, *cultural sensitivity*, and *inclusive education* indicates a potential for integrating social and pedagogical approaches. This opens up opportunities for interdisciplinary research that combines sociological, educational, and Islamic perspectives within the framework of the SDGs, particularly Goal 4 (inclusive and equitable quality education) and Goal 10 (reduced inequalities). In other words, the future of multicultural Islamic education research will largely depend on the ability to merge social context sensitivity with innovation in educational practice.



**Figure 5. Co-Occurrence Keywords**

Keyword co-occurrence analysis revealed two main clusters: a blue cluster focused on socio-demographic aspects (e.g., adolescents, minority groups, females) and a red cluster related to educational policy and theory (multicultural education, curriculum, education policy). Future research potential lies in integrating these two approaches, namely, connecting the needs of vulnerable groups with the design of inclusive and multicultural Islamic education. Keywords such as *intercultural competence* and *inclusive curriculum* emerged as important links between the clusters, reflecting interdisciplinary research opportunities that combine Islamic studies, education, and sociology in the context of globalization and diversity.

The co-occurrence keyword analysis produced a thematic map illustrating the focus and direction of multicultural Islamic education research in global literature. Two dominant clusters emerged in the visualization: the first cluster represents socio-demographic issues, marked by keywords such as *minority group*, *female*, *adolescent*, and *child*. This cluster highlights that many publications emphasize education as a tool for empowering vulnerable groups, whether in terms of gender, age, or cultural identity [33]. The second cluster centers on policy and pedagogical themes, featuring keywords such as *curriculum*, *multicultural education*, *teaching*, and *education policy*.

The presence of bridging keywords such as *intercultural competence*, *inclusive education*, and *cultural sensitivity* suggests that future research is moving toward an integration of social understanding with transformative educational design [34].

These findings indicate that multicultural Islamic education research is no longer confined to sectoral perspectives, but is beginning to embrace interdisciplinary approaches that bring together social, religious, and public policy dimensions [35],[36].

Strategically, this thematic map reveals three key insights: first, Islamic education is no longer positioned solely as a normative domain but is increasingly viewed as a tool for social engineering that addresses contemporary issues such as inequality, intolerance, and marginalization [37]. Second, the multicultural approach in Islamic education is beginning to extend into practical domains, including curriculum development, teacher competencies, and inclusive policy-making [38]. Third, there is growing space for research that connects Islamic education with sustainability values, particularly through themes such as peace education, global citizenship, and equity [39].

Future research potential may be directed toward action-based and collaborative studies that bridge Islamic education, community development, and cultural identity reconciliation [40]. Normatively, this aligns with the principles of SDG 4 (inclusive and quality education), while in practice, it also supports SDG 10 (reduced inequalities) and SDG 16 (peace, justice, and strong institutions). A multicultural and transformative model of Islamic education is not only a solution to the internal challenges of the Muslim community, but also holds the potential to contribute to a more just and civilized global order [41].

## Analysis

The findings of this study indicate that multicultural Islamic education has evolved into a significant and rapidly expanding field within global academic discourse, particularly in relation to the Sustainable Development Goals (SDGs). The sharp increase in publications since 2017 reflects a growing awareness of the urgent need to address issues of intolerance, social fragmentation, and cultural diversity through education. This trend suggests that Islamic education is no longer confined to doctrinal transmission but is increasingly positioned as a transformative tool for promoting inclusive and peaceful societies.

The dominance of social sciences, humanities, and psychology highlights the interdisciplinary nature of this field, emphasizing that multicultural Islamic education is deeply connected to broader social and cultural dynamics. Furthermore, the geographical distribution of research—led by countries such as the United States, the United Kingdom, and Indonesia—demonstrates that the discourse is globally relevant, transcending religious and regional boundaries. Indonesia's strong contribution also reflects its strategic role in advancing moderate and inclusive Islamic education models. The identification of two major research clusters—socio-demographic issues and educational policy—reveals a dual focus on both vulnerable groups and institutional frameworks. This indicates that future research should aim to integrate these dimensions to produce more comprehensive and applicable educational models. Overall, the study underscores the importance of strengthening global collaboration and developing evidence-based policies to align multicultural Islamic education with sustainable development agendas [41].

## CONCLUSION

This study demonstrates that multicultural Islamic education has emerged as an increasingly prominent topic in global academic literature. Through a bibliometric analysis of Scopus-indexed publications from 2000 to 2024, it was found that research output in this area has grown significantly, particularly since 2017, with a notable peak in 2024. This surge reflects both scientific and societal urgency for more inclusive, adaptive, and

contributive models of Islamic education in pluralistic societies aligned with the principles of the Sustainable Development Goals (SDGs), particularly Goals 4, 10, and 16. The analysis reveals that the primary contributions come from the social sciences, humanities, and psychology, reflecting an interdisciplinary approach to understanding Islamic education as a vehicle for social transformation rather than a purely dogmatic tool. While Global North countries such as the United States, the United Kingdom, and Australia continue to dominate the publication landscape, Indonesia's position among the top five contributors underscores the vital role of the Muslim world in shaping global narratives on tolerant and multicultural Islamic education. Thematic mapping through keyword analysis reveals two major research orientations: the first focuses on social issues such as minorities and vulnerable groups, and the second on curriculum reform and educational policy. Future research trends should aim to integrate both dimensions to develop Islamic education models that not only recognize diversity but also respond to it through concrete policies, pedagogical strategies, and social interventions. This research makes a significant contribution to constructing a global knowledge map of multicultural Islamic education while identifying critical gaps and opportunities for cross-national and cross-disciplinary collaboration. It also lays the groundwork for developing evidence-based education policies that are responsive to contemporary challenges. Moving forward, action-based and globally collaborative research will be essential to bridging Islamic values, local needs, and the demands of sustainable development.

### Acknowledgments

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### Author Contribution

All authors contributed substantially to the research. Cholisa Rosanti and Waston conceptualized the study and designed the methodology. Gigih Setianto and Yogi Muhammad Saputro conducted data analysis and visualization. Mahnoor Fatima and Muhammad Rehan Sabi contributed to interpretation, writing, and revision. All authors reviewed and approved the final manuscript for publication.

### Conflicts of Interest

The authors declare that there are no conflicts of interest regarding the publication of this study. This research was conducted independently without any financial or commercial influence that could be perceived as a potential conflict. All authors confirm that the study reflects objective analysis and academic integrity throughout the research process.

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