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Integration of *Pesantren* Curriculum between Salaf Tradition and Modernity towards Quality Education: Bibliometric Analysis

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ABSTRACT

This research aims to map the development of the study of the integration of the pesantren curriculum between the Salaf tradition and modernity towards Quality Education. A descriptive-quantitative bibliometric methodology was used in this study, with a data corpus comprising 4,952 scientific articles sourced from Dimensions. The data was analyzed using VOSviewer to visualize the progress of annual publications, keyword networks, trends, theme density, author networks, organizations, and countries. The results of the study show that publications on the integration of Islamic boarding school curriculum have increased significantly since 2017, reaching a peak in 2025. The keyword map shows the dominance of the terms Islamic education, interview, observation, documentation, framework, religious education, science, and outcome. The country's network shows Indonesia as the main center of knowledge production, with connectivity to Malaysia, Australia, the Netherlands, the United Kingdom, Germany, and the United States. The organizational network is dominated by Islamic universities, whereas the writers' network spans several collaboration clusters. This study concludes that the integration of the pesantren curriculum is a developing, multidimensional, academic theme that contributes to strengthening the scientific mapping of quality-based Islamic education.

Keywords: *curriculum integration, Pesantren, Salaf traditions, modernity, Quality Education.*

ABSTARCT

Times Penelitian ini bertujuan memetakan perkembangan kajian integrasi kurikulum pesantren antara tradisi Salaf dan modernitas menuju Quality Education. Metodologi bibliometrik deskriptif-kuantitatif digunakan dalam penelitian ini menggunakan korpus data yang terdiri dari 4.952 artikel ilmiah yang bersumber dari Dimensions. Data dianalisis menggunakan VOSviewer untuk memvisualisasikan perkembangan publikasi tahunan, jaringan kata kunci, tren, kepadatan tema, jejaring penulis, organisasi, dan negara. Hasil penelitian menunjukkan bahwa publikasi tentang integrasi kurikulum pesantren mengalami peningkatan signifikan sejak 2017 dan mencapai puncak pada 2025. Peta kata kunci memperlihatkan dominasi istilah islamic education, interview, observation, documentation, framework, religious education, science, dan outcome. Jejaring negara menunjukkan Indonesia sebagai pusat utama produksi pengetahuan, diikuti oleh keterhubungan dengan Malaysia, Australia, Belanda, Inggris, Jerman, dan Amerika Serikat. Jejaring organisasi didominasi oleh perguruan tinggi Islam, sedangkan jejaring penulis tersebar dalam beberapa kluster kolaborasi. Penelitian ini menyimpulkan bahwa integrasi kurikulum pesantren merupakan tema akademik yang berkembang, multidimensi, dan berkontribusi dalam memperkuat pemetaan keilmuan pendidikan Islam berbasis kualitas.

Kata kunci: integrasi kurikulum, pesantren, tradisi Salaf, modernitas, Quality Education.

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PENDAHULUAN

Pesantren is an Islamic educational institution with strong historical roots in shaping students' science, morality, and character. In its development, pesantren no longer functions solely as a space for the transmission of religious sciences based on the yellow book (*Kitab Kuning*), but also as an educational institution that meets the demands of the national curriculum, 21st-century competencies, and educational quality standards. This change puts pesantren in a strategic position as well as a dilemma: how to maintain the Salaf tradition as an Islamic scientific identity while still responding to the needs of educational modernity.

The integration of the pesantren curriculum is one of the important strategies to bridge these needs. This integration is generally carried out through the incorporation of the yellow book, the national curriculum, character development, co-curricular activities, and life skills strengthening. Putra et al. (2024) show that integrating the curricula of pesantren and madrasah can serve as a meeting space between the Salaf tradition and the needs of modern education. Alid et al. (2022) also emphasized that the Salaf and Khalaf integration model rests on the principle of unifying knowledge, while Musfah et al. (2020) placed Pesantren-Based Schools as a model for strengthening the quality of Islamic education through an integrated curriculum.

In the context of Quality Education, the integration of the pesantren curriculum is not only about adding general subjects to the pesantren system, but also about the quality of the learning process, the relevance of graduate competencies, character strengthening, and students' adaptability to social changes. Islamic boarding schools are required to produce graduates who are religious and moral, possess intellectual capacity, and are able to participate in an increasingly complex social life. Therefore, the modernization of Islamic boarding schools cannot be understood as a release of traditional identity, but rather as a process of harmonization between Islamic scientific heritage and the demands of contemporary educational quality.

A number of previous studies have discussed the integration of pesantren curriculum in various institutional models. Marwiji et al. (2024), Kirno (2023), and Ali et al. (2021) show that curriculum integration can occur through a 24-hour learning system, the KMI curriculum, strengthening the yellow book, and implementing the national curriculum. Other studies highlight the role of hidden curriculum, pesantren leadership, curriculum management, and human resource and facility challenges in the integration process. However, most of these studies are still case studies, conceptual, or descriptive, so they do not fully provide a comprehensive picture of the knowledge structure, publication trends, dominant themes, and conceptual relationships in the study of pesantren curriculum integration.

This condition shows the need for a bibliometric approach to map the development of literature on the integration of pesantren curriculum. Bibliometric analysis allows researchers to identify publication trends, dominant keywords, theme clusters, concept networks, and research gaps that have not been widely studied. Zafrullah et al. (2024) emphasized that bibliometrics can be used to read the direction of the development of madrasah and pesantren studies in a more systematic manner. Thus, this approach is relevant to understanding how the issues of Salaf, modernity, Pesantren-Based Schools, hidden curriculum, national curriculum, and quality of education are interconnected in Islamic educational literature.

This study aims to map the development of literature on the integration of pesantren curriculum between Salaf tradition and modernity towards Quality Education. In particular, this study seeks to identify publication trends, dominant themes, study clusters, main keywords, and inter-concept relationships in research on pesantren curriculum. With a bibliometric approach, this research is expected to make a theoretical contribution by enriching the study of pesantren curriculum integration, as well as a methodological contribution through the presentation of a knowledge map that can serve as a basis for further research in the field of Islamic education.

Based on this background, this research is directed to answer three main questions. First, what is the trend in publications on integrating the pesantren curriculum between the Salaf tradition and modernity towards Quality Education? Second, what are the main themes that emerge in the study of pesantren curriculum integration? Third, what is the direction of research on the integration of

pesantren curricula? Fourth, what is the pattern of collaboration between the state, institutions, and writers in the study of the integration of the pesantren curriculum?.

METHODS

This study uses a descriptive-quantitative bibliometric approach to map the development of the study on the integration of the pesantren curriculum between the Salaf tradition and modernity towards Quality Education. The bibliometric approach was chosen because it enabled the identification of publication development, keyword patterns, author networks, affiliations, countries, and relationships among concepts within a field of study. With this approach, the research not only counts publications but also examines the structure of knowledge and the direction of research development regarding the pesantren curriculum.

The research data are metadata from scientific publications obtained from the Dimensions database. Data is accessed on May 21, 2026, with a publication range of 2017–2026. The types of documents analyzed include journal articles, proceedings, book chapters, and other relevant types of scientific documents. The document is available only in Indonesian and English. The search was carried out using a combination of keywords related to pesantren and curriculum integration, including pesantren, Islamic boarding school, curriculum integration, integrated curriculum, Salaf, Khalaf, modernization, hidden curriculum, and quality education.

The inclusion criteria in this study include documents that discuss Islamic boarding schools, curriculum, Islamic education, modernization of Islamic boarding school education, and/or Quality Education. Meanwhile, the exclusion criteria include documents that are not directly related to pesantren education, do not address issues in Islamic curriculum or education, lack adequate bibliographic metadata, or are duplicated during data examination. Based on the metadata search and screening process, 4,952 documents were obtained and used as bibliometric datasets.

The unit of analysis in this study includes article titles, abstracts, keywords, author names, institutional affiliations, country of origin of publication, year of publication, publication source, and citation data. The data obtained is then examined to reduce duplication, topic mismatches, and variations in terms with similar meanings. The alignment of terms is carried out so that keywords with close meaning approximations, such as pesantren, Islamic boarding school, and Islamic boarding school, can be analyzed more consistently in bibliometric network mapping.

Data processing is carried out using VOSviewer software. This device is used to visualize bibliometric relationships through network, overlay, and density visualizations. The analysis focused on the development of publications by year, the emergence of keywords, research theme clusters, author networks, organizational affiliations, countries, and the relationship between citations. In keyword co-occurrence analysis, the threshold for keyword occurrence is set to at least 3 to keep the resulting visualization representative and not too dense.

The analysis procedure is carried out through four stages. First, publication metadata is exported from Dimensions in a format compatible with VOSviewer. Second, the data is checked and cleaned by removing duplicates, filtering out irrelevant documents, and unifying keyword variations. Third, the data were analyzed to examine the relationships among keywords, authors, organizations, countries, and citations. Fourth, the analysis results are visualized and interpreted to explain the position of the theme of integrating the pesantren curriculum, Salaf traditions, modernity, the hidden curriculum, and Quality Education in the map of Islamic education studies.

The interpretation of the bibliometric results was carried out by connecting the clusters identified in the VOSviewer visualization to the main issues in the pesantren study. The clusters formed are interpreted as a representation of the tendencies of the research theme, while the relationships between keywords are used to understand the connections among curriculum integration, Salaf traditions, educational modernization, Islamic education, and educational quality. With this procedure, this study is expected to provide a systematic overview of the development, direction, and gaps in the scientific literature regarding the integration of the pesantren curriculum.

1. RESULTS

The research dataset consists of 4,952 papers obtained from Dimensions. The data is then processed using VOSviewer to generate network visualizations, trends, and analyses of countries, organizations, and authors. The publication development chart shows the range from 2017 to 2026. In 2017, the

number of publications was fewer than 100. In 2018, the number of publications increased to about 130 documents. In 2019, the number of publications was approximately 160. In 2020 and 2021, the number of publications was approximately 215 and 255, respectively. In 2022, the number of publications increased to 410 documents.

Based on the annual publication chart, the number of publications regarding the integration of Islamic boarding school curriculum, Islamic education, Salaf traditions, modernity, and Quality Education has increased from 2017 to 2025. In 2017, the number of publications was around 95. In 2018, it increased to around 130 publications. In 2019, it increased again to around 165 publications. In 2020, the number of publications reached approximately 215. In 2021, the publication increased to around 255 documents. In 2022, the number of publications reached approximately 410. In 2023, it will increase to around 655 publications; in 2024, it will reach around 965 publications; and in 2025, it will reach its peak with around 1,510 publications. By 2026, the number of publications recorded will decrease to around 365 because the data is still being updated at the time of research metadata retrieval.

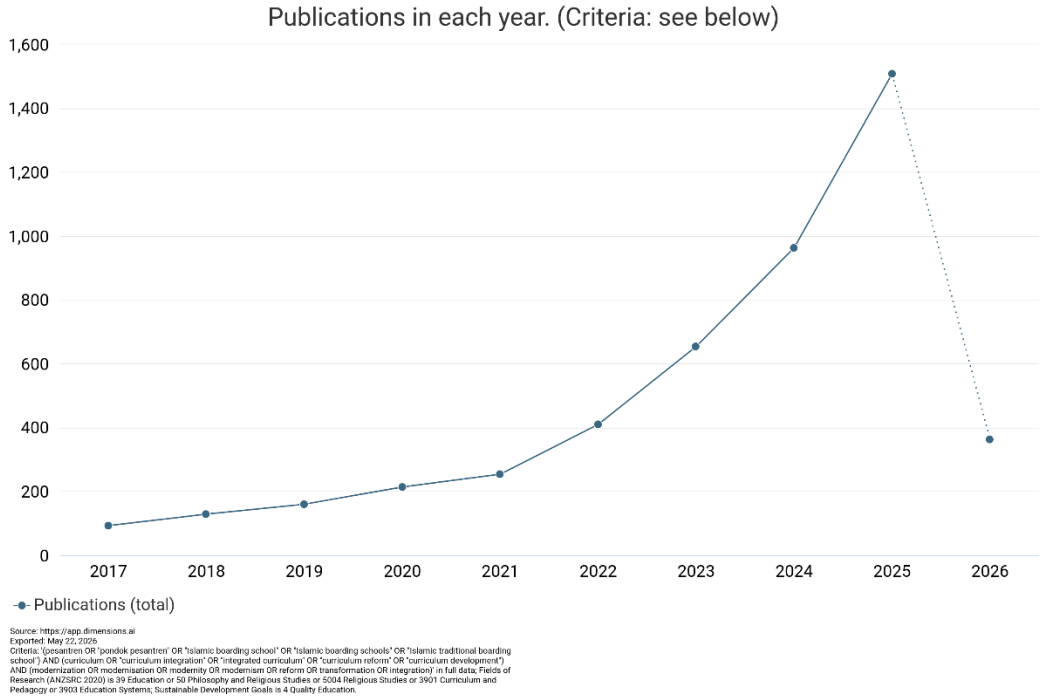


Figure 1: Development of the number of publications on Islamic boarding schools, curriculum integration, modernization, and Quality Education based on the Dimensions data.

The density visualization showed that the keyword "Islamic education" had the highest density across the entire research network. These keywords are at the center of visualization and are the largest in size among other keywords. Other keywords with a high density include "interview", "documentation", "technique", "framework", and "collaboration". Some additional keywords with moderate density are "identity", "transformation", "evaluation", "resource", and "perspective". The words "tolerance", "tradition", "society", and "education system" also appear in an interconnected network. In the right area of the visualization, you can see the appearance of the words "engagement", "motivation", and "competence". On the left side of the visualization, the words "religion", "muslims", "life", and "paper" appear. In addition, the words "local wisdom", "character formation", and "Islamic teaching" appear at the top of the network. The words "Arabic", "facility", and "assessment" appear at the bottom of the research network.

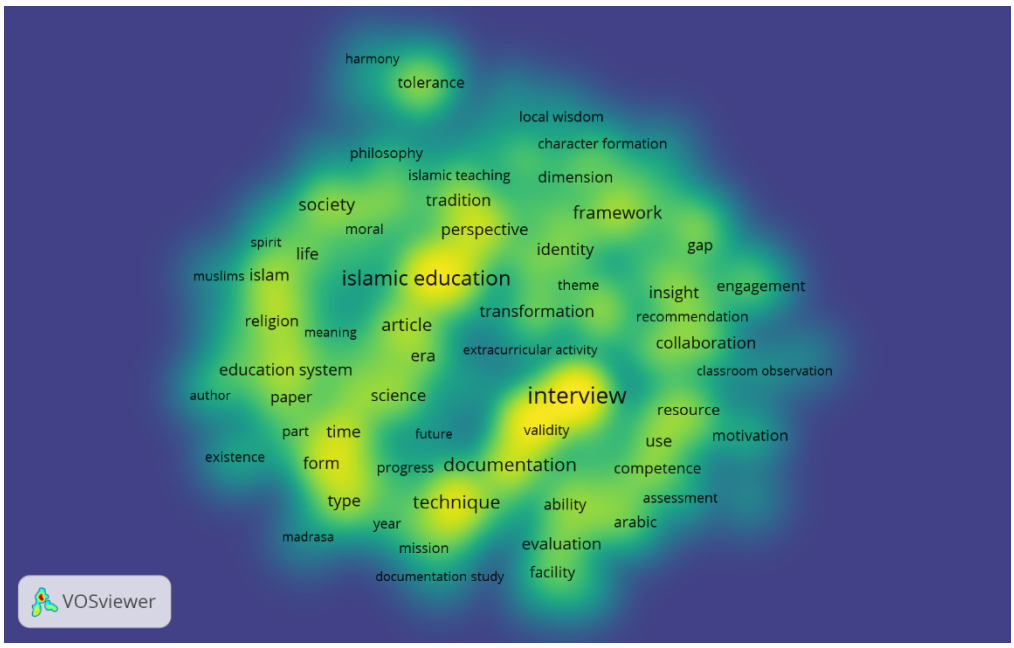


Figure 2: Density visualization of keywords in pesantren studies, Islamic education, and curriculum integration.

The visualization of the keyword network reveals several main clusters in Islamic education research and in the integration of pesantren curricula. The red cluster contains keywords such as "Islamic education", "religion", "society", "education system", "paper", "life", and "article". The green cluster contains the words "framework", "collaboration", "engagement", "recommendation", "motivation", and "resource". The yellow cluster is dominated by the words "interview", "documentation", "technique", "evaluation", "facility", and "validity". The blue cluster contains the words "dimension", "perspective", "tradition", "identity", and "local wisdom". The purple cluster contains the words "tolerance", "philosophy", and "harmony". Each cluster shows relationships between keywords, interconnected by connection lines. The term "Islamic education" has become the central hub of the research network. The word "interview" also has a large node size, indicating a high frequency of occurrences. The relationship between clusters appears dense and shows the linkage between the theme of Islamic education and the research methodology, character, tradition, and educational collaboration.

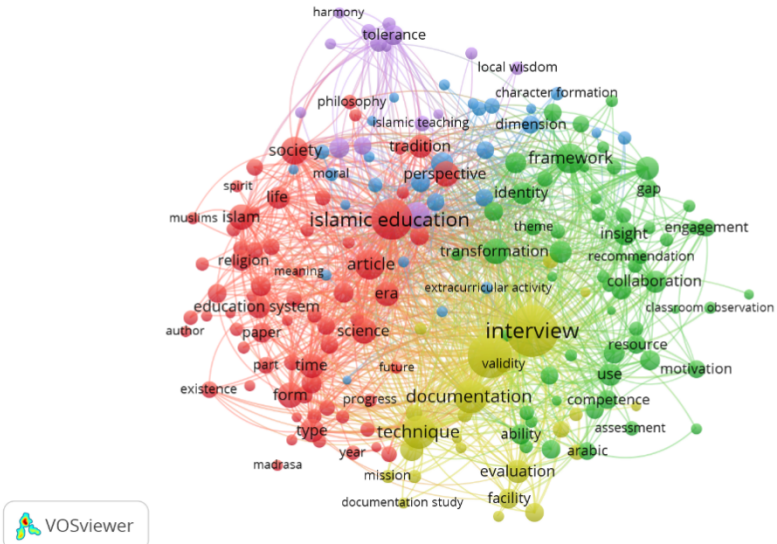


Figure 3: Network visualization of the relationship between keywords in pesantren studies, Islamic education, and curriculum integration.

The results of the overlay visualization show changes in the development of research topics over the 2022–2025 period. The dark blue color indicates an earlier topic appearing in a research publication.

Keywords such as "Islam", "religion", "education system", "paper", "form", and "type" are among the topic groups that emerged early. The green color indicates a topic that developed in the middle period of the study. In this group, the words "identity", "transformation", "framework", "collaboration", "resource", and "use" appear. The yellow color indicates a more recent topic that emerged during the research period 2024–2025. Keywords that are included in the latest categories include "gap", "engagement", "motivation", "insight", "recommendation", and "character formation". The words "interview" and "documentation" have also been seen to have increased in intensity in the most recent period. In addition, the words "evaluation", "assessment", and "competence" appear in the development of the latest theme. Overlay visualization also shows the temporal relationship between research based on Islamic educational traditions and the issue of character strengthening and learning collaboration.

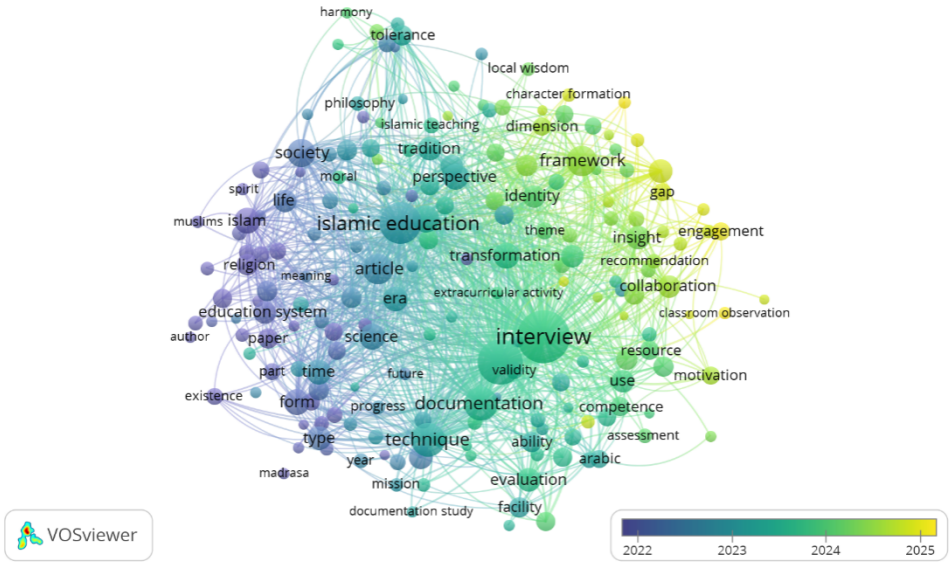


Figure 4: Overlay visualization of the temporal development of keywords in pesantren studies and curriculum integration.

The country's visualization shows Indonesia as the largest node in the network. Indonesia is in the middle of the visualization and has many connecting lines to other countries. Malaysia appears to be the second big node and is on the right side of Indonesia. The line of relations between Indonesia and Malaysia seems thicker than those between many other countries. Australia and the Netherlands are in the top-right of the visualization. The United Kingdom, Germany, and the United States are in the bottom-right area of the visualization. Thailand and Bangladesh are located in the upper-left corner of Indonesia. Other countries seen include Turkey, Brunei, the Philippines, Saudi Arabia, Yemen, Afghanistan, Nigeria, Sudan, Uganda, Libya, Uzbekistan, Kosovo, Tanzania, Palestinian Territory, Sweden, and Iraq.

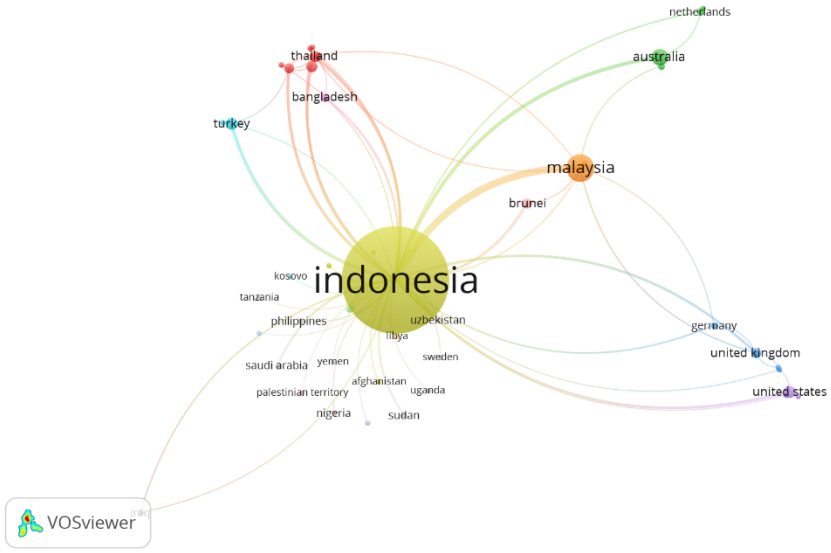


Figure 5: A network of state contributions and collaborations in publications on Islamic boarding schools, Islamic education, and curriculum integration.

The organizational visualization shows several institutions with large labels and networks that are close together. The label "Islamic University of Sunan" appears to be one of the largest nodes in the left-center part. The label "maulana state Islamic University" also appears large and is in the middle of the visualization. The label "State University of Semarang" is seen around the main group of institutions. The label "uin sunan gunung djati bandung" appears on the lower left of the main group. The labels "Sumantan State Islamic University" and "Sheikh State Islamic University" were also seen in the dense clusters. The label "The University of Sydney" appears at the bottom of the main group. On the right side, there are the labels "Islamic University and Nur Lampung" and "STKIP Al Maksum" which are connected to the main network through a long line.

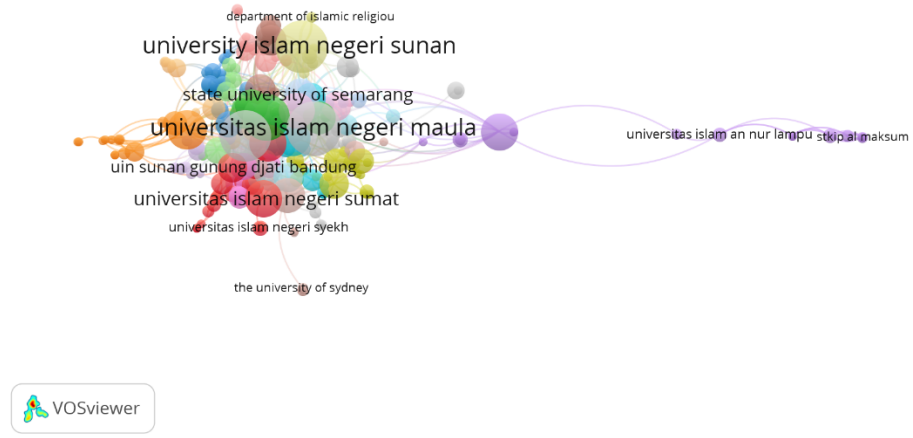


Figure 6: Institutional affiliation network in publications on Islamic boarding schools, Islamic education, and curriculum integration.

The author's visualization shows many nodes with scattered groups. Some of the writer's labels that seem big include "Karim, Abdul", "Arif, Muhammad", "Anwar, Khairil", "Zuhdi, Muhammad", "Dahlan, Zaini", and "Bahrun, Hasan". On the left side, you can see the labels "halim, abdul", "kusaeri", "hidayah, nur", and "zaini, achmad". In the central area, you can see "Machali Arifin, Syamsul", "Mustofa, Triono Ali", "Taufikin, Taufikin", "Ihsan, Ihsan", and "Fitriani, Namiyah". In the upper area, you can see "akmansyah, muhammad", "warsah, idi", "andari, an an", "mulyadi, mulyadi", and "barizi, ahmad". In the right-center area, "febriani, holy ramadhanti", "bakri, maskuri",

"hosna, rofiatul", "musa, musa", and "huda, miftachul" appear. On the right side, "Dahlan, Zaini", "Bahrun, Hasan", and "Marzuki, Marzuki" appear as separate groups. The author network is presented in several colored clusters that show the interconnectedness between names in the VOSviewer map.

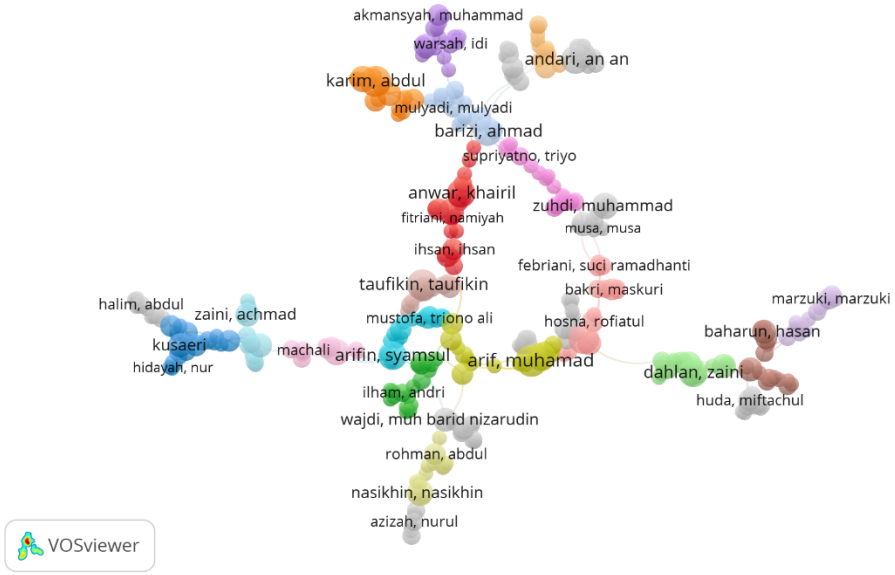


Figure 7: Authors' collaborative networks in pesantren studies, Islamic education, and curriculum integration.

DISCUSSION

Publication trends about the integration of the pesantren curriculum between the Salaf tradition and modernity towards Quality Education

The study's findings show that publications on the integration of the pesantren curriculum increased significantly from 2017 to 2025. This increase indicates that the issue of pesantren is no longer limited to a study of traditional Islamic education, but has developed into an academic discourse on modernization, education quality, national policies, and global relevance. In bibliometric data, 2025 will be the peak of publications, while the decline in 2026 is better understood as a limitation of current data, not as a substantively decreased research interest. This pattern is in line with the literature that states that pesantren are currently moving as dynamic educational institutions, with efforts to combine traditional values, national curriculum, madrasah curriculum, and modern competency needs (Azizah et al., 2023; Ismail et al., 2023; Karimullah et al., 2023; Taufiq, 2021). Thus, the increase in publications shows that the transformation of pesantren has become a widespread concern in the field of Islamic Religious Education.

This result is important because it shows that the study of pesantren has entered the phase of expanding the theme. Pesantren is no longer discussed only in terms of the yellow book, sorogan patterns, bandongan, or kyai-santri relationships, but also in terms of curriculum design, quality assurance, digital literacy, entrepreneurship, life skills, and SDGs 4. The literature in the file shows that the integration of the pesantren curriculum with the national curriculum is carried out through various models, such as KMI, integrated madrasas, pesantren-based schools, and integrated pesantren models (Anas & Astutik, 2021; Asari et al., 2023; Irfana et al., 2023; Mukmin et al., 2023). This strengthens the bibliometric finding that the increasing trend in publications is not just quantitative growth but also reflects the widening of the scientific orientation of Islamic boarding schools.

The significance of this result lies in the mapping that pesantren has become the object of strategic study in the development of contemporary Islamic Religious Education. The integration of Salaf tradition and modernity marks a paradigm shift from tradition-based, inheritance-based education to quality, competence, and social relevance-based education. The literature states that the modernization of Islamic boarding schools should not be interpreted as a relinquishment of Salaf identity, but rather as a selective adoption of modern elements to maintain relevance without

sacrificing core values such as morality, tafaqquh fiddin, and Islamic scientific culture (Kango et al., 2021; Sulaiman et al., 2023; Yusutria et al., 2021). Thus, the findings of these publication trends contribute to showing that the field of Islamic Religious Education is moving towards epistemic integration between traditional heritage and 21st-century educational needs.

The main themes that emerged in the study of pesantren curriculum integration

The findings of the keyword visualization show that the term "Islamic education" is at the center of the network, followed by words such as "interview", "documentation", "technique", "framework", "collaboration", "identity", "transformation", "evaluation", "resource", and "perspective". The dominance of "Islamic education" indicates that all themes in the network remain centered on it as the main scientific umbrella. The emergence of "interviews", "documentation", and "techniques" indicates that many studies in this field employ qualitative approaches, particularly case studies, observations, interviews, and documentation. This aligns with the literature that views pesantren as an educational institution to be understood through social context, organizational culture, kyai leadership, curriculum practices, and institutional dynamics (Wajdi & Aulia, 2019; Yusuf et al., 2024; Zubaidi & Ridlo, 2023). Thus, the keyword map shows that the study of pesantren is not only conceptual but also heavily reliant on field research.

The keywords "framework", "collaboration", "resource", and "recommendation" indicate that pesantren research is moving from practice descriptions to the formulation of models, strategies, and policy recommendations. This aligns with the literature, which states that curriculum integration requires a clear design, a cross-disciplinary competency map, strengthened leadership, ecosystem collaboration, and long-term impact evaluation (Muiz, 2023; Mukmin et al., 2023; Nurcendani & Ratnasari, 2020). The words "identity", "tradition", "local wisdom", "tolerance", and "character formation" indicate that the modernization of Islamic boarding schools continues to be associated with the formation of character, local values, and Islamic identity. The literature also emphasizes that curriculum integration does not automatically turn pesantren into "ordinary madrasas", because pesantren still maintain the yellow book, kyai-santri culture, learning traditions, and moral values as their distinctive identity (Lathifah, 2022; Nuraeni & Irawan, 2021).

These findings are important because they show that the big theme of pesantren curriculum integration is at the intersection of identity, quality, methodology, and institutional transformation. In Islamic Religious Education, this makes a theoretical contribution by expanding understanding of the pesantren curriculum as not just a subject structure but an ecosystem of values, pedagogic practices, leadership, organizational culture, and quality orientation. The literature on KMI, for example, shows that curriculum integration can be arranged through three pillars, namely moral tarbiyah, Islamic science, and general science, as well as developed through intra-, co-, and extra-curricular activities (Ismail et al., 2023; Mukmin et al., 2023). Thus, these bibliometric results strengthen the position of pesantren as an integrative Islamic education laboratory that combines spirituality, character, religious science, general science, and 21st-century skills.

The direction of the development of the research theme in the study of the integration of the pesantren curriculum

The results of the overlay visualization show a shift in topics from the initial themes, such as "Islam", "religion", "education system", "paper", "form", and "type," to newer themes such as "gap", "engagement", "motivation", "insight", "recommendation", and "character formation". This shift shows that pesantren research is developing from a basic study of the Islamic education system to a more applicative, evaluative, and development-oriented study. In the early period, research tends to focus on the existence of Islamic boarding schools, religious identity, institutional forms, and educational systems. In the most recent period, the focus of research began to shift towards student involvement, motivation, policy recommendations, character building, and the search for research gaps. This pattern is in accordance with the literature that states that the transformation of pesantren towards Quality Education requires attention to curriculum, quality evaluation, teacher capacity, ICT facilities, digital literacy, and graduate readiness (Asdi, 2022; Hayati & Satria, 2022; Rofiq, 2022).

This development direction indicates that the study of Islamic boarding schools is moving closer to the SDG 4 agenda. The literature in the file states that pesantrens have the potential to support Quality Education through inclusive curricula, lifelong learning, and the integration of science literacy, technology literacy, language, entrepreneurship, and soft skills (Amaliyah et al., 2024; Asdi, 2022). The emergence of the word "character formation" as a newer theme also shows that the modernization of pesantren is not only directed at technical skills, but also at the formation of students' personalities. This aligns with the concept of pesantren as an Islamic educational institution that maintains a balance among knowledge, morals, spirituality, and social contribution. In other words, the overlay findings indicate that pesantren research is moving toward a more balanced approach between modernity and character building.

The significance of these findings lies in their contribution to identifying future research directions. With the emergence of themes of "gap", "recommendation", and "insight", this study shows that pesantren literature still needs further development, especially regarding the long-term impact of curriculum integration on the quality of graduates. The literature provided also emphasizes the need for longitudinal studies to measure the impact of integration on science literacy, technology literacy, job readiness, character, and life skills of students (Anas & Astutik, 2021; Hadinata et al., 2023; Lathifah, 2022). Therefore, this study contributes by showing that the study of Islamic Religious Education needs to move beyond mere description of practice to impact measurement, quality evaluation, and the formulation of integration models that can be tested on an ongoing basis.

Patterns of collaboration between the state, institutions, and authors in the study of the integration of the pesantren curriculum

The visualization of state collaboration shows that Indonesia is at the center of the largest collaboration network. This is natural, as pesantren is an Islamic educational institution with strong historical, social, and cultural roots in Indonesia. Malaysia appears to be a prominent collaboration partner, followed by Australia, the United Kingdom, the United States, Germany, Thailand, Bangladesh, and Turkey. This pattern shows that the study of Islamic boarding schools is beginning to attract cross-border attention, especially in the context of Islamic education, modernization of religious institutions, and the integration of traditions with the modern education system. The literature in the file also mentions the importance of regional and international collaboration to expand publications, strengthen comparative studies, and improve the position of pesantren in the global discourse of Islamic education (Gunawan & Amaly, 2022; Mustofa & Raikhan, 2023; Zubaidi & Ridlo, 2023).

At the institutional level, the visualization shows the dominance of State Islamic Universities and Islamic higher education institutions in Indonesia. Names such as UIN Sunan Gunung Djati Bandung, Maulana Malik Ibrahim State Islamic University, Sunan Ampel State Islamic University, and several other institutions show that pesantren research is produced by Islamic higher education institutions. This aligns with the character of pesantren studies, which are closely related to the Islamic Religious Education family, Islamic education management, Islamic studies, and Islamic education policies. The literature also emphasizes that collaboration between Islamic boarding schools, universities, the government, the business world, and the community is an important factor in strengthening ICT programs, life skills, entrepreneurship, and improving the quality of graduates (Amaliyah et al., 2024; Ikhwan et al., 2023; Madkur & As'ad, 2024). Thus, the institutional pattern shows that the scientific development of pesantren does not occur solely within the pesantren but also through the academic networks of Islamic universities.

At the writer level, the visualization shows several central names, including Arifin Syamsul, Anwar Khairil, Karim Abdul, Barizi Ahmad, Dahlan Zaini, and Baharun Hasan. The authors' network shows the presence of collaboration clusters that may form around the proximity of institutions, research themes, or the focus of a particular study. This pattern is important because it shows that the study of pesantren develops through an interconnected academic community. In the literature, strengthening the pesantren research community is identified as a future need to map global trends, expand cross-country collaboration, and strengthen the pesantren research ecosystem (Hariyah, 2018; Kurdi & Kurdi, 2021). Thus, the results of this collaboration contribute to an understanding of who

the main actors, dominant institutions, and countries are involved in the production of knowledge about Islamic boarding schools.

The Significance of Research Results for Islamic Religious Education

This research is significant because it systematically maps the development of the study of the integration of the pesantren curriculum between the Salaf tradition and modernity towards Quality Education. In the field of Islamic Religious Education, pesantren is one of the main institutions that plays a role in the transmission of Islamic knowledge, the formation of morals, and the development of religious culture. However, this study's findings show that pesantrens are also increasingly positioned as educational institutions relevant to 21st-century competencies. The literature provided shows that modern pesantren integrates the pesantren curriculum with the national curriculum, digital literacy, foreign languages, science, entrepreneurship, and soft skills (Aspiyah, 2024; Selvia, 2024). This means that pesantren not only maintain their traditional functions but also expand their role as adaptive Islamic educational institutions.

The main contribution of this research is to provide a scientific map of the position of the integration of the pesantren curriculum in academic discourse. Using bibliometric visualization, this study can show dominant themes, temporal trends, keyword density, collaboration networks, and future research directions. This is important for Islamic Religious Education because, so far, the study of Islamic boarding schools has often been discussed qualitatively-conceptually, but has not always been systematically mapped as a knowledge network. With this mapping, PAI researchers can find out themes that have been strong, such as Islamic education, integrated curriculum, KMI, quality assurance, leadership, and SDGs 4, as well as themes that still need to be developed, such as long-term impact evaluation, SPMI effectiveness, Islamic boarding school digital literacy, and graduate job readiness.

This research also contributes to strengthening the narrative that the integration of pesantren is not a dichotomous process between tradition and modernity. The literature provided shows that the modernization of pesantren must be understood as a selective process, not an identity replacement. Islamic boarding schools continue to maintain the yellow book, kyai-santri culture, moral values, and the tradition of tafaqquh fiddin, while adopting a national curriculum, ICT, foreign languages, and a quality evaluation system (Lathifah et al., 2022; Nuraeni & Irawan, 2021). Thus, this research provides a conceptual contribution by affirming that Islamic Religious Education can develop through an integrative paradigm, namely by maintaining the Islamic scientific heritage while responding to contemporary social, academic, and professional needs.

Research Implications

The theoretical implication of this study is the need to develop a more robust conceptual framework for integrating the pesantren curriculum into the field of Islamic Religious Education. The findings of the keywords show that "framework" is one of the important themes, so the development of the theory of integration of the pesantren curriculum needs to be directed at the relationship between the Salaf tradition, the national curriculum, KMI, SPMI, *kyai* leadership, and SDGs 4. The literature in the file shows that KMI can be an important model because it combines moral tarbiyah, Islamic science, general science, and intra-, co-, and extra-curricular activities (Asari et al., 2023; Ismail et al., 2023; Mukmin et al., 2023). Therefore, the results of this study can serve as a basis for formulating an integrated Islamic Religius Education curriculum based on pesantren that is not fragmented.

The practical implication is that pesantren need to strengthen integrative curriculum design in a more planned manner. Integration is not enough; it must be accompanied by a competency map that connects religious science, general science, life skills, digital literacy, language, and character formation. The literature emphasizes that curriculum integration is not just a "mix" of materials, but a reconfiguration of educational goals so that students are able to become religious, academic, social, and professional individuals (Azizah et al., 2023; Irfana et al., 2023; Taufiq, 2021). Thus, pesantren can use the results of this research to see which fields have developed and which fields still need strengthening.

The policy implications of this study include the need for support from the government, universities, and partner institutions to strengthen the quality of Islamic boarding schools. Collaboration visualizations show that institutional and state networks play an important role in knowledge production. The literature also emphasizes that partnerships with universities, industry, local governments, and communities are needed to strengthen ICT literacy, entrepreneurship, life skills, and the quality of graduates (Asdi, 2022; Ikhwan et al., 2023). Therefore, the results of this research can serve as a basis for policymakers to design Islamic boarding school assistance programs that are not only administrative but also academic, pedagogical, and quality-based.

Research Limitations

The first limitation of this study lies in its bibliometric nature, which depends on the metadata, keywords, and scope of the database used. VOSviewer visualizations can show general patterns, but they don't necessarily reflect the depth of each article's content. For example, the appearance of the words "interview" and "documentation" indicates the dominance of qualitative methods, but does not automatically explain the quality of the methodology design of each study. Therefore, bibliometric results need to be read as a preliminary map, not as a final assessment of the substantive quality of each publication. This limitation is important to note so that the discussion does not go beyond the available data.

The second limitation lies in the possibility of language, region, and indexation bias. Since pesantren is a very powerful institution in Indonesia, publications in Indonesian or publications from Indonesian institutions are likely to dominate search results. This can be seen in Indonesia's dominance in the visualization of the state and the State Islamic University's dominance in the visualization of institutions. This dominance is important as a finding, but it also shows that the study of Islamic boarding schools on a global scale may not be fully represented. Therefore, follow-up research can expand the database's scope, compare national and international publications, and examine differences in themes between Indonesian- and English-language articles.

The third limitation is that this study does not directly measure the impact of curriculum integration on student learning outcomes. Bibliometrics only show trends, keyword relationships, collaboration, and theme development. In fact, the literature in the file emphasizes the need for longitudinal studies to determine the impact of integration on character, science literacy, technology literacy, life skills, entrepreneurship, job readiness, and sustainability of the quality of graduates (Hadinata et al., 2023; Hanafi & Adin, 2024; Lathifah, 2022). Therefore, this research should serve as the basis for an initial mapping that can be continued with systematic reviews, field studies, or evaluative research based on pesantren education quality indicators.

CONCLUSION

This research shows that the study of the integration of the pesantren curriculum between the Salaf tradition and modernity towards Quality Education is advancing rapidly. The bibliometric findings show an increase in publications, especially in the 2022–2025 period, with the main themes centered on Islamic education, curriculum integration, identity, transformation, collaboration, evaluation, and character building. The visualization of keywords shows that pesantren is no longer only studied as a traditional educational institution, but also as an Islamic educational institution that is adaptive to the demands of quality, digital literacy, 21st-century skills, and SDGs 4. The findings of the collaboration also show that Indonesia is the main center for pesantren studies, with the involvement of Islamic higher education institutions and cross-border cooperation. Scientifically, this research contributes to clarifying the position of pesantren as an integration space between Islamic scientific heritage, Salaf values, and the needs of modern education. The main contribution of this research is to provide a conceptual and bibliometric map for the development of Islamic Religious Education studies that are more targeted, data-driven, and aligned with the quality education agenda.

Future research is suggested to expand the database's scope so that the mapping of pesantren studies becomes more comprehensive and less limited to specific sources. Follow-up studies also need to compare national and international publications to examine the differences in focus between the discourse on Islamic boarding schools in Indonesia and the study of global Islamic education. In addition, subsequent research can use a systematic literature review or meta-synthesis approach to

delve deeper into the content of articles mapped through bibliometrics. Empirical field research is also important to directly test the impact of curriculum integration on the quality of graduates, student character, digital literacy, life skills, and job readiness. Longitudinal studies are needed so that the transformation of pesantren is understood not only in terms of publication trends but also in terms of its real impact on the quality of education. Thus, future research can strengthen scientific evidence regarding the role of pesantren in building Islamic Religious Education rooted in tradition, adaptive to modernity, and that contributes to the achievement of Quality Education.

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