



Research Article

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Priorities of Scientific Research in Islamic Education in Light of Theses and Peer-Reviewed Scientific Research

Emad Abdullah Al-Sharifeen^{1*}

Ahlam Mahmoud Matalkah¹

Asma Abdalmutaleb Bani Younis¹

Youssef Abdullah Al- Sharifeen²

Mohammad Nayel Al-Azam³

¹Professor Dr.,
Department of Islamic Studies,
Faculty of Sharia, Yarmouk University,
Shafiq Irshidat st, Irbid, Jordan

²Professor Dr.,
Department of Al-Fiqh and its origins,
Faculty of Sharia, Yarmouk University,
Shafiq Irshidat st, Irbid, Jordan

³Professor Dr.,
Department of Curriculum and Teaching Methods,
College of Educational Sciences, Jordan
*Corresponding Author

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Abstract

This study investigates the thematic distribution and trends within Islamic educational research, aiming to identify predominant and underrepresented areas to inform future academic and practical initiatives. Employing a descriptive research design complemented by content analysis, the study scrutinizes 170 master's theses and 344 research papers from Dar Al-Munazama and Yarmouk University between 2007 and 2021. The findings indicate a significant focus on Educational Process Studies, Contemporary Reality Studies, and Fundamental Studies, with deviations between observed and expected frequencies suggesting potential overemphasis on certain topics. These results underscore the necessity of diversifying research topics and methodologies to cover less-explored areas. The study advocates for the integration of varied research themes into educational curricula and policies, enhancing the scope and impact of Islamic education. However, the research is limited by its concentration on specific institutions and published works, which may not reflect broader global trends. Recommendations include encouraging methodological innovation and hosting workshops to increase scholarly engagement with neglected research areas.

Keywords: Distribution of scientific research, Islamic education, Research priorities

1. Introduction

Islamic educational research merges the disciplines of educational sciences and Islamic jurisprudence, creating a dynamic field of scientific inquiry that addresses topics rooted deeply in Islamic tradition. This field, given its integration of religious principles with pedagogical practices, stands as a unique and intricate area within academic research. The perspectives on Islamic education vary widely, ranging from viewing it as familial upbringing to considering it as an exploration of Islamic educational heritage and pedagogical thought, with each perspective highlighting different issues related to Islamic principles and roots (Abdel Salam, 2020).

Despite the growing body of literature, there remains a notable deficiency in the quantity and quality of studies within Islamic educational research. This deficiency becomes particularly significant as the Muslim community faces the challenges of ideological shifts and doctrinal deviations (Morad, 2020), underscoring the urgent need for robust scientific inquiry that not only engages with contemporary realities but also innovatively addresses these challenges.

The concept of hedging in academic writing is relevant here, allowing researchers to present findings with a prudent level of certainty, acknowledging the complexities inherent in interpretive research fields such as Islamic education. Examples of hedging include phrases like "the results suggest" or "it is possible that," which help frame research outcomes as informed conjectures rather than definitive truths (Alharthi, 2020).

A primary concern of this study is the lack of clarity in the map of scientific research in Islamic education, as evidenced by the repetitive themes across research journals and the uneven distribution of focus within the field. Such repetition and focus imbalance restrict the exploration of diverse educational themes and methodologies, potentially limiting the field's response to contemporary educational demands.

1.1 Research Questions

1. What are the priorities of scientific research in Islamic education as discussed in university theses and published scientific research at Dar Al-Munazama and Yarmouk University?
2. Does the distribution of scientific research priorities in Islamic education published at Dar Al-Munazama between 2017 and 2021 deviate from expected patterns?
3. Does the distribution of scientific research priorities in Islamic education as determined by publications at Dar Al-Munazama between 2019 and 2021 differ from expected patterns?
4. Based on university theses at Yarmouk University, does the distribution of priorities for scientific research in Islamic education between 2007 and 2016 differ from expected patterns?
5. Does the distribution of priorities for scientific research in Islamic education differ based on the classification of studies (university theses vs. peer-reviewed scientific research)?

The objectives of this study are strategically designed to deepen our understanding of the landscape of scientific research in Islamic education. Firstly, the study aims to identify the research priorities as they are reflected in university theses published at Dar Al-Munazama between 2017 and 2021. Secondly, it seeks to determine the research priorities noted in peer-reviewed scientific publications from the same institution spanning the years 2019 to 2021. Additionally, the study assesses the research priorities discussed in university theses at Dar Al-Munazama, looking back from 2007 to 2016. These targeted objectives serve to enhance our grasp of the current state of Islamic educational research, spotlighting areas that may require further investigation and development to foster growth and innovation within the field.

The significance of this study is deeply rooted in its subject matter and the ambitious objectives it seeks to achieve. This research is expected to significantly enhance various aspects of educational development within the realm of Islamic education. By identifying underexplored areas of research, it assists researchers in selecting rare and impactful topics, fostering innovation and depth in scholarly

inquiry. Moreover, the study provides valuable insights into the domains of educational research in Islamic education over the specified years, uncovering the strengths and weaknesses in various research areas. This insight is instrumental in facilitating the development of clear and effective research policies, which are crucial for the strategic planning and advancement of academic departments, faculty members, and researchers. Ultimately, this study aspires to contribute to achieving a more balanced and inclusive approach in future scientific research within Islamic education, promoting a diverse and comprehensive educational landscape.

2. Literature Review

The literature on scientific research in Islamic education highlights several persistent themes and notable gaps that guide the current investigation. This review synthesizes empirical and theoretical contributions from various studies, each emphasizing the unique facets of educational research within the Islamic context.

Firstly, (Al-Rifai and Hassanein, 2022; Hassan, 1996) have both noted the repetitive nature of themes within Islamic educational research, pointing towards a significant concentration on traditional areas of study without adequate attention to emerging issues. (Hassan, 1996; Keita, 2017) descriptive analysis of graduate students at Umm Al-Qura University underscores this pattern, revealing a tendency towards certain topics at the expense of others, potentially stifling innovation in educational methodologies and content.

Furthermore, (Al-Ta'I, 2011) emphasizes the need for enhanced clarity and definition in research problem statements within the field. This is critical for developing focused research agendas that contribute effectively to the discipline. (Al-Mahdawi, 2013), using a Delphi method among experts at Saudi universities, identified key underrepresented topics that require more scholarly attention, including methodological diversification and the integration of contemporary educational challenges (Al-Ayafi, 2008).

(Al-Zahrani, 2013) contributed a structured approach to categorizing Islamic educational research, proposing a matrix that aligns research methodologies with educational principles. This framework suggests a structured pathway for addressing the diverse educational needs within Islamic contexts but also highlights the lack of research addressing practical educational implementation (Darwish, 2018).

Despite these contributions, the literature reveals a substantial gap in addressing contemporary issues such as the integration of modern educational technologies and pedagogies in Islamic education settings. Most studies are theoretical in nature, with few empirical studies examining the outcomes of innovative educational practices.

2.1 Research/Literature Gap

The review indicates a significant concentration on traditional pedagogical approaches and a notable deficiency in empirical research exploring innovative educational practices in Islamic education. There is a pressing need for studies that not only theorize but also empirically validate educational innovations within diverse Islamic educational settings. Addressing this gap could lead to more dynamic educational practices that are informed by both Islamic principles and contemporary educational research.

2.2 Concepts of the Study

2.2.1 Concept of Scientific Research:

A researcher conducts a methodical inquiry and investigation to discover truth, establish relationships between information, develop or correct existing knowledge, or achieve what is already

known. The researcher employs appropriate methods and tools within the research field to accomplish this (Alian et al., 2018). Similarly, (Matar and Sayed, 2020) indicates that scientific research is a scientific process that gathers facts and studies, involving material and immaterial elements around a specific subject in the field of specialisation, examined through established scientific methodologies, where the researcher takes a specific stance to arrive at new conclusions.

Given the above definitions, the following specifications are significant and definitive in any research:

Scientific research necessitates the existence of a problem that the researcher seeks to solve using a scientific method and agreed-upon approach.

In scientific research, the researcher must maintain objectivity and reject illusions and conjectures.

Definitions of scientific research vary among researchers due to the different specialties from which researchers view scientific research.

Scientific research involves various mental processes, including observation, analysis, contemplation, thinking, and inference.

Scientific research encompasses all different specialised fields in the natural sciences, humanities, religious sciences, and social sciences (Madkur, 2001).

Scientific research employs a variety of methods and techniques that differ depending on the subject.

Scientific research includes quantitative studies based on statistical operations and qualitative studies based on analysis, thinking, and inference (Najati, 1989).

Therefore, scientific research is a conscious and organised process conducted by researchers with the aim of solving a problem or delving into a subject using diverse methods and approaches according to the subject of research to reach acceptable relationships, conclusions, or clarifications in the time and place where the research is conducted.

2.2.2 Concept of Islamic Education:

Recent work by researchers has approached the concept of Islamic education from various perspectives, depending on their reference framework and considering Islamic education as a modern, complex, and multifaceted concept that emerged because of the modern Islamic awakening as a reaction to modern Western education. Also, researchers have identified multiple approaches to defining Islamic education (Qadour, 2021; Al-Ghamdi, 2024).

One approach considers Islamic education as synonymous with family upbringing (Yaljan, 2004). Another approach focuses on its role in adhering to and practicing Islamic principles in real life (Al-Nahlawi, 2018). A third approach introduces a new concept of Islamic education based on Islamic ideology and roots, viewing it as the study of educational issues from an Islamic perspective (Al-Sawi, 1999; Al-Sunai, 1995). Furthermore, a fourth direction expands the concept of Islamic education to include the study of Islamic educational heritage or Islamic educational thought. Additionally, a fifth perspective examines Islamic education through its typical application in schools and universities, encompassing diverse Islamic knowledge such as the Quran, Sunnah, Islamic jurisprudence, Prophet's biography, Islamic ethics, and more (Al-Naqeeb, 2003; Al-Qahtani, 2004). The final perspective considers Islamic education as an Islamic educational system with its philosophy, nature, organisational structure, educational policies, objectives, and goals, aiming to achieve servitude to Allah (Al-Jalad, 2004).

2.2.3 Areas of Scientific Research in Islamic Education:

Results from earlier studies demonstrate a strong and consistent association between scientific research and Islamic education. Researchers have classified the scientific research areas in Islamic education into multiple categories. They rely on their understanding of Islamic education, as well as

their familiarity with studies and research conducted in the field (Al-Tayi, 2011).

According to Abdul Rahman Al-Naqib, the areas of scientific research in Islamic education include foundational studies, philosophical studies, historical studies, contemporary studies, evaluative studies, and interdisciplinary studies. Furthermore, (Al-Kilani, 2005) categorises the fields of scientific research in Islamic education into creed, purification of behaviour, and vocational preparation. Similarly, Al-Jalad classifies the areas of scientific research in Islamic education according to research topics, including Islamic educational heritage, Islamic education curricula, teaching methods, rooting Islamic educational thought, contemporary educational issues, Islamic educational administration, Islamic psychology, the teacher in Islamic education, Islamic educational institutions, children and youth, Islamic educational bibliography, and Islamic educational philosophy (Abd Al-Salam, 2020; Al-Ridwan, 2019).

Thus, the fields of scientific research include studies on Islamization and Islamic roots in psychology and sociology, historical studies, contemporary reality studies, educational practice studies focusing on curriculum, students, and teachers, future studies, comparative studies, methodological studies, and critical and evaluative studies.

3. Methodology

3.1 Research Design

This study employs a descriptive research design with content analysis, aimed at systematically examining scientific research within Islamic education. This approach allows for a comprehensive analysis of themes, trends, and gaps in the research produced at Dar Al-Munazama and Yarmouk University over the specified periods. The design is structured to support the identification of dominant research priorities and to evaluate the distribution of these priorities against expected patterns based on existing literature and historical data.

3.2 Data Collection Methods

The study's data consists of two primary sources:

1. University Theses: A total of 170 master's and doctoral theses from the Islamic Education department at Dar Al-Munazama, published between 2017 and 2021.
2. Peer-Reviewed Scientific Research: A corpus of 344 articles from the field of Islamic education published by Dar Al-Munazama between 2019 and 2021, and 142 theses defended at Yarmouk University between 2007 and 2016.

The selection of these sources was guided by the availability and relevance to the research questions, focusing specifically on works that address or reflect the priorities of scientific research in Islamic education.

3.3 Procedure

The procedure involved several steps:

Identification and Selection: Relevant theses and articles were identified through database searches using specific keywords related to Islamic educational research. Each document was vetted to ensure it met the inclusion criteria focusing on content related to the scope of Islamic educational research.

Data Extraction: Key information such as study focus, methodology, findings, and recommendations were systematically extracted from each thesis and article. This data formed the basis of the content analysis, facilitating a structured review of the collected documents.

3.4 Data Analysis

There has been a substantial amount of epidemiological research that has given solid evidence of the connection between maternal hypertension and unfavourable outcomes during pregnancy.

Data analysis was conducted through qualitative content analysis, utilizing both inductive and deductive approaches to categorize and interpret the data. The main steps in the analysis were:

Coding: Initial codes were generated based on predefined categories derived from the literature review, such as educational methodologies, curricular innovations, pedagogical strategies, and research gaps.

Theme Development: Codes were grouped into broader themes that represented significant areas of focus within the collected data. This thematic grouping helped identify dominant and underrepresented areas in Islamic educational research.

Frequency Analysis: To quantify the prominence of each theme, a frequency analysis was conducted, noting how often each theme appeared across the data set.

Comparative Analysis: The observed frequencies of research themes were compared with expected distributions, based on historical data and trends in the field, to identify deviations and emerging trends.

This methodological approach ensures a robust analysis of the data, providing clear insights into the research priorities within Islamic education and highlighting areas where further research is needed.

Table 1: Publishers used in this research.

Publishers	Quantity
Published University Theses at Dar Al-Mandhuma	170
Published Scientific Research at Dar Al-Mandhuma	344
University Theses Discussed at Yarmouk University	142
Total	656

3.5 Study Tool Design

The researcher created an analysis tool with the study's title as the unit of analysis. The analysis categories consisted of scientific research journals in Islamic education: foundational studies, philosophical studies, studies related to women, children, and families, studies of Islamic principles and roots, historical studies, contemporary reality studies, educational practice studies, future studies, comparative studies, methodological studies, critical and evaluative studies, experimental and quasi-experimental studies, and more.

Table 2: Categories of Analysis.

Analysis Categories						
Interdisciplinary Studies	Experimental and Quasi-Experimental	Critical and Evaluative Studies	Methodological Studies	Comparative Studies	Future Studies	Educational Process Studies
The fundamental Studies	The philosophical Studies	Women, Children, and Family Studies	Islamic Studies and Foundations	Historical Studies	Contemporary Reality Studies	Analytical Unit/ Thesis or Research

3.6 Validity of the Analysis Tool:

To assess the validity of the analysis tool, the researcher followed these steps:

A group of experts and researchers in Islamic education received the initial analysis tool, including the unit of analysis and the analysis categories, for assessment and evaluation.

We asked the reviewers to provide their opinions on the tool's suitability for achieving the

study's purpose, the appropriateness of the unit and categories of analysis, and to suggest any adjustments they deemed appropriate.

We decided to merge foundational and philosophical studies into two separate categories of analysis based on the feedback from the reviewers. We also added interventional studies to a separate analysis category. We also designated studies about Islamization and rooting as separate categories.

3.7 Reliability of the Analysis

The researcher estimated the reliability of the analysis tool by training investigators and experts in Islamic education to classify research papers according to the agreed-upon categories in the study. Then, the researcher calculated the agreement rate between the analysts and the researcher's analysis results using Cohen's kappa equation. The study deems the overall reliability coefficient of 88.89% as acceptable.

The reliability coefficient was calculated using the formula:

$$(\text{Agreement points} / \text{Agreement points} + \text{Disagreement points}) * 100\%$$

Table 3: Reliability coefficient.

Analyst	Agreement Points	Disagreement Points	Reliability Coefficient
Researcher and Analyst 1	600	56	91.46%
Researcher and Analyst 2	580	76	88.41%
Researcher and Analyst 3	570	86	86.89%
Overall	88.89%		

3.8 Study Procedures

We reviewed educational literature to pinpoint areas of scientific research in Islamic education and to elucidate the concepts of scientific research and Islamic education.

Dar Al-Mandouma published university theses between 2017 and 2021, and Dar Al-Mandouma published scientific research between 2019 and 2021, making up the study sample.

We designed the analysis tool to include the analysis unit and categories and presented it to the reviewers.

After verifying the validity and reliability of the data, analysts received training.

4. Results

Table 4: Frequencies and Percentages of the Distribution of Areas of Scientific Research in Islamic Education in Light of University Theses and Published Scientific Research.

Field	Yarmouk University Theses	Percentage	Dar Al-Mandouma Theses	Percentage	Dar Al-Mandouma Research	Percentage	Total	Overall Percentage	Rank
Studies of Educational Practice	28	19.7%	133	78.2%	252	73.3%	422	64.3%	1
Interdisciplinary Studies	23	16.2%	16	11.3%	28	8.1%	68	10.4%	2
Contemporary Reality Studies	19	13.4%	8	5.6%	29	8.4%	57	8.7%	3
Fundamental Studies	30	21.1%	1	0.6%	10	2.9%	41	6.3%	4
Islamization and Rooting Studies	10	7.0%	4	2.4%	3	0.9%	17	2.6%	5
Women, Child, and Family Studies	8	5.6%	1	0.6%	4	1.2%	13	2%	6

Field	Yarmouk University Theses	Percentage	Dar Al-Mandouma Theses	Percentage	Dar Al-Mandouma Research	Percentage	Total	Overall Percentage	Rank
Philosophical Studies	8	5.6%	1	0.6%	2	0.6%	10	1.5%	7
Historical Studies	8	5.6%	1	0.6%	2	0.6%	10	1.5%	8
Comparative Studies	4	2.8%	1	0.6%	1	0.3%	5	0.8%	9
Future Studies	1	0.7%	1	0.6%	4	1.2%	4	0.6%	10
Critical and Evaluative Studies	1	0.7%	1	0.6%	4	1.2%	4	0.6%	11
Experimental and Quasi-Experimental	1	0.7%	1	0.6%	3	0.9%	3	0.5%	12
Methodological Studies	1	0.7%	1	0.6%	2	0.6%	2	0.3%	13
Total	142	100%	170	100%	344	100%	656	100%	

To address the initial query, "What are the research priorities in Islamic education in light of?"

Dar Al-Mandouma and Yarmouk University discussed their university theses and published scientific research. Table 4 shows the frequencies and percentages of the studies published by Dar Al-Mandouma and Yarmouk University.

Based on the theses from Yarmouk University, Table 4 shows that the distribution of scientific research areas in Islamic education prioritizes Fundamental Studies, ranking first with a percentage of 21.1%. Conversely, future studies, critical and evaluative studies, experimental and quasi-experimental studies, and methodological studies rank last with a percentage of 0.7%. Additionally, the distribution of areas of scientific research in Islamic education, considering the theses from Dar Al-Mandouma, prioritises Studies of Educational Practice, ranking first with a percentage of 78.2%. Conversely, Fundamental Studies, Philosophical Studies, Women, Child, and Family Studies, Historical Studies, Future Studies, Critical and Evaluative Studies, Experimental and Quasi-Experimental Studies, and Methodological Studies rank last with 0.7%. Furthermore, the distribution of scientific research areas in Islamic education, considering research from Dar Al-Mandouma, prioritizes studies of educational practice, ranking first with a percentage of 73.33%, while comparative studies rank last with a percentage of 0.3%.

5. Discussion

The researchers interpret Islamic education, generally, as the curriculum of Islamic education. Additionally, faculties of education are not concerned with other scientific journals of Islamic education, making it easier to conduct relevant research on educational practice.

To answer the second study question, "Does the distribution of research priorities in Islamic education differ in light of the university theses published by Dar Al-Mandouma between the years 2017 and 2021 from what is expected?" the university theses published by Dar Al-Mandouma between the years 2017 and 2021 were classified, and then a test was used to detect statistically significant differences in the distribution of research priorities in Islamic education according to the field. We classified the frequencies and percentages of studies according to the fields and calculated them, as shown in Tables (5).

Table 5: Results of the χ^2 Test, Observed Frequencies, and Percentages within areas of scientific research considering university theses published by Dar Al-Mandouma.

Field	Expected Frequency	Expected Percentage	Observed Frequency	Observed Percentage	χ^2	Degrees of Freedom	Significance
Educational Practice Studies	13.07	7.69%	133	78.2%	1209.071	12	.001

Field	Expected Frequency	Expected Percentage	Observed Frequency	Observed Percentage	χ^2	Degrees of Freedom	Significance
Interdisciplinary Studies	13.07	7.69%	16	11.3%			
Contemporary Reality Studies	13.07	7.69%	8	5.6%			
Fundamental Studies	13.07	7.69%	1	0.6%			
Islamization and Rooting Studies	13.07	7.69%	4	2.4%			
Women, Child, and Family Studies	13.07	7.69%	1	0.6%			
Philosophical Studies	13.07	7.69%	1	0.6%			
Historical Studies	13.07	7.69%	1	0.6%			
Comparative Studies	13.07	7.69%	1	0.6%			
Future Studies	13.07	7.69%	1	0.6%			
Critical and Evaluative Studies	13.07	7.69%	1	0.6%			
Experimental and Quasi-Experimental	13.07	7.69%	1	0.6%			
Methodological Studies	13.07	7.69%	1	0.6%			
Total	170	100%	170	100%			

From Table 5, it is noted that the percentage of educational practice studies is 78.2% of the total studies, and the χ^2 value indicates that the percentage of educational practice studies differs significantly from what is expected, which was indicated to be 7.69%.

The researcher interprets Islamic education, generally, as the curriculum of Islamic education. Additionally, faculties of education are not concerned with other scientific journals of Islamic education, making it easier to conduct relevant research on educational practice. Interdisciplinary studies, which relate to more than one field of scientific research in Islamic education, indicate a lack of clarity in the fields of research among researchers.

The third study question asked, "Does the distribution of research priorities in Islamic education differ from what is expected in light of scientific research published by Dar Al-Mandouma between the years 2019 and 2021?" The published research by Dar Al-Mandouma between the years 2019 and 2021 was categorised, and then a test was used to see if there were any statistically significant differences in the distribution of research priorities in Islamic education based on the field. We classified the frequencies and percentages of studies according to the fields and calculated them, as presented in Table 6.

Table 6: Results of χ^2 Test, Observed Frequencies, and Percentages within fields of scientific research considering scientific research published by Dar Al-Mandouma.

Fields	Expected Frequency	Expected Percentage	Observed Frequency	Observed Percentage	χ^2	Degrees of Freedom	Significance
Educational Process Studies	26.46	7.69%	252	73.3%	2124.035	12	.001
Interdisciplinary Studies	26.46	7.69%	28	8.1%			
Contemporary Reality Studies	26.46	7.69%	29	8.4%			
Fundamental Studies	26.46	7.69%	10	2.9%			
Islamic Studies and Foundations	26.46	7.69%	3	0.9%			
Women, Children, and Family Studies	26.46	7.69%	4	1.2%			
Philosophical Studies	26.46	7.69%	2	0.6%			
Historical Studies	26.46	7.69%	2	0.6%			

Fields	Expected Frequency	Expected Percentage	Observed Frequency	Observed Percentage	χ^2	Degrees of Freedom	Significance
Comparative Studies	26.46	7.69%	1	0.3%			
Future Studies	26.46	7.69%	4	1.2%			
Critical and Evaluative Studies	26.46	7.69%	4	1.2%			
Experimental and Quasi-Experimental	26.46	7.69%	3	0.9%			
Methodological Studies	26.46	7.69%	2	0.6%			
Total	344	100%	344	100%			

From Table (6), it is observed that the percentage of Educational Process Studies is (73.3%) of the total studies, and the χ^2 value indicates a significant difference from what is expected, which suggests a percentage of studies up to (7.69%).

To answer the fourth study question, "Does the distribution of research priorities in Islamic education differ in light of university theses discussed at Yarmouk University between the years 2007 and 2016 from what is expected?" The university theses discussed at Yarmouk University between the years 2007 and 2016 were classified. We then used a test to identify statistically significant differences in the distribution of research priorities in Islamic education based on the field. The frequencies and percentages of these were classified according to the fields and calculated, as shown in Table 7.

Table 7: Results of χ^2 Test, Observed Frequencies, and Percentages within Fields of Scientific Research in Light of University Theses Discussed at Yarmouk University between 2007 and 2016.

Fields	Expected Frequency	Expected Percentage	Observed Frequency	Observed Percentage	χ^2	Degrees of Freedom	Significance
Educational Process Studies	10.92	7.69%	28	19.7%	122.211	12	.001
Interdisciplinary Studies	10.92	7.69%	23	16.2%			
Contemporary Reality Studies	10.92	7.69%	19	13.4%			
Fundamental Studies	10.92	7.69%	30	21.1%			
Islamic Studies and Foundations	10.92	7.69%	10	7.0%			
Women, Children, and Family Studies	10.92	7.69%	8	5.6%			
Philosophical Studies	10.92	7.69%	8	5.6%			
Historical Studies	10.92	7.69%	8	5.6%			
Comparative Studies	10.92	7.69%	4	2.8%			
Future Studies	10.92	7.69%	1	0.7%			
Critical and Evaluative Studies	10.92	7.69%	1	0.7%			
Experimental and Quasi-Experimental	10.92	7.69%	1	0.7%			
Methodological Studies	10.92	7.69%	1	0.7%			
Total	142	100%	142	100%			

Table 6 reveals that 21.1% of the total studies are fundamental studies. The χ^2 value indicates a significant difference from what is expected, which suggests a percentage of studies up to 7.69%.

We calculated the frequencies and percentages of studies (university theses, peer-reviewed scientific research) to answer the fifth study question, "Does the distribution of research priorities in Islamic education differ based on the classification of studies (university theses, peer-reviewed scientific research)?" Then, as shown in Table 8, a χ^2 test was used to find statistically significant

differences in the proportions of the distribution of research priorities based on the type of study (university theses vs. peer-reviewed scientific research).

Table 8: Observed Frequencies and Percentages within Levels of the Variable "Classification of Studies."

Fields	Study Classification	Theses	Published Research	Total
Educational Process Studies	Observed Frequency	31	10	41
	Expected Frequency	21.5	19.5	41.0
Interdisciplinary Studies	Observed Frequency	9	2	11
	Expected Frequency	5.2	5.8	11.0
Contemporary Reality Studies	Observed Frequency	161	252	413
	Expected Frequency	196.4	216.6	413.0
Fundamental Studies	Observed Frequency	39	28	67
	Expected Frequency	31.9	35.1	67.0
Islamic Studies and Foundations	Observed Frequency	27	29	56
	Expected Frequency	26.6	29.4	56.0
Women, Children, and Family Studies	Observed Frequency	14	3	17
	Expected Frequency	8.1	8.9	17.0
Philosophical Studies	Observed Frequency	9	4	13
	Expected Frequency	6.2	6.8	13.0
Historical Studies	Observed Frequency	9	2	11
	Expected Frequency	5.2	5.8	11.0
Comparative Studies	Observed Frequency	5	1	6
	Expected Frequency	2.9	3.1	6.0
Future Studies	Observed Frequency	2	4	6
	Expected Frequency	2.9	3.1	6.0
Critical and Evaluative Studies	Observed Frequency	2	2	4
	Expected Frequency	1.9	2.1	4.0
Experimental and Quasi-Experimental	Observed Frequency	2	4	6
	Expected Frequency	2.9	3.1	6.0
Methodological Studies	Observed Frequency	2	3	5
	Expected Frequency	2.4	2.6	5.0
Total	Observed Frequency	312	344	656
	Expected Frequency	312	344	656

This table presents the observed and expected frequencies and percentages within the levels of the variable "Classification of Studies".

6. Conclusion

This study has conducted a thorough examination of thematic priorities within the realm of Islamic education by analyzing academic works from Yarmouk University and Dar Al-Munazama. It has uncovered dominant research themes such as Educational Process Studies, Contemporary Reality Studies, and Fundamental Studies, which make up a significant portion of the research outputs. The use of χ^2 calculations to analyze the disparity between observed and expected frequencies has highlighted an overemphasis on certain topics, while others remain underexplored, suggesting an imbalance in the focus of current research efforts.

The research, however, faces limitations due to its focus on specific academic institutions which

may not adequately reflect the broader trends in Islamic educational research globally. Furthermore, the reliance on published theses and papers as data sources might exclude potentially insightful unpublished or ongoing research.

The study recommends several areas for future research. It encourages diversification of research topics to prevent thematic saturation and to foster a more comprehensive understanding of Islamic education. There is also a call for methodological innovation, suggesting that employing a variety of research methodologies could provide different perspectives and deeper insights. Additionally, there is a recognized need for more comparative research that spans different regions and educational systems to highlight unique challenges and best practices.

In terms of research and practice implications, the findings suggest that academic programs need to adjust their focus and allocate resources towards neglected areas of study to balance the research landscape. Such adjustments could foster the emergence of new scholarly inquiries and theories in Islamic education. For practitioners in educational policy and curriculum development, the insights from this study can be instrumental in better aligning educational initiatives with underrepresented research themes, thereby enhancing the relevance and impact of educational programs in Islamic contexts.

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