

Study of the Concept of Educational Research Methodology: Research Problem, Variables, Literature Review and Hypothesis

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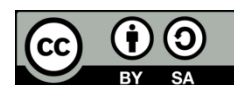
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ABSTRACT

Islamic Education research faces fundamental methodological problems, where its four main pillars, namely problem formulation, variables, literature review, and hypothesis, still often adopt secular research paradigms without adequate adaptation. This causes the research to lose its Islamic authenticity. This study uses a qualitative approach with the type of library research. The data analysis techniques used are qualitative content analysis and conceptual analysis. The results of the study show that: 1). Authentic research problems are that research problems in Islamic education are formulated by identifying gaps between Islamic values (Tawhid, Maqashid Sharia) and the empirical reality of Muslim education. Authentic problems arise from the intersection of normative criticism and field observations. 2). Variable Ontology is that theocentric variables (such as sincerity, piety) are operationalized through a hybrid model that combines behavioral indicators (observed) and spiritual indicators (psychometrics) to maintain their conceptual validity without reducing meaning. 3). Naqli-aqli integration is that the literature review is constructed through the integration of three models: confirmation (naqli and aqli agree), correction (naqli criticizes aqli), and construction (the synthesis of the two gives birth to a new theory). This builds a solid and contextual theoretical foundation. 4). Reflective hypothesis is that the hypothesis is formulated as a bridge that unites normative premises (from naqli) with empirical assumptions (from aqli) in a deductive framework (from general principles to specific assumptions) and inductive (testing through data). The findings of this study can be implemented through the preparation of operational guidelines for Islamic education research methodology that contain a complete framework of the four key elements. This guideline contains practical procedures for formulating problems based on the gap between Islamic values and reality, a hybrid theocentric variable operationalization model, a naqli-aqli integrative literature review template, and the formulation of reflective hypotheses.

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1. Introduction

Research methodology in Islamic education within a development context requires an understanding of various components, such as the research problem, variables, literature review, and hypothesis. These four elements are the foundation of any valid research study. Through a systematic approach, research in Islamic education can produce significant and applicable findings. Research problems in the context of Islamic education can encompass various aspects such as relevant curriculum, teaching challenges, and student achievement. According to research by Pereira et al., several methodologies proven effective in education, including case studies, grounded theory, and problem-based learning, can be adapted to explore specific issues in Islamic education (Pereira et al., 2018). Through this approach, researchers can formulate clear and focused problems that reflect the needs of Islamic education at both the local and global levels.

Variables in Islamic education research can be divided into two categories: independent and dependent variables. These variables must be clearly defined at the outset of the research. Gandomani and Nafchi state that although in Grounded Theory (GT) hypothesis formulation is not considered a preliminary step, it is still important to conduct an in-depth literature review to support the identification of relevant variables in the study (Gandomani & Nafchi, 2016). By understanding the existing literature, researchers can identify variables that may influence learning outcomes in the context of Islamic education, such as the influence of teaching methods on student motivation.

A literature review is a crucial component that clarifies the context and relevance of research. This activity not only allows researchers to understand what has been previously researched and produced but also helps identify existing gaps. Lafkihi et al. emphasize the importance of a systematic literature review, which is a crucial first step in understanding what previous researchers have offered in a specific field (Lafkihi et al., 2019). By using a systematic literature review method, Islamic education researchers can collect relevant data and develop a solid theoretical framework.

Hypotheses in Islamic education research need to be developed after conducting a thorough literature review. Alismail suggests that hypothesis development should be based on the findings of the previously reviewed literature, which serves to establish a solid foundation for the research (Alismail, 2023). By considering data and findings from previous studies, hypotheses can be formulated for testing to better understand phenomena in Islamic education.

Thus, developing a research methodology in Islamic education requires a clear understanding of the research problem, selecting appropriate variables, conducting a thorough literature review, and developing informed hypotheses. By systematically applying this approach, research in this field will contribute not only to academic development but also to improved educational practice.

The underlying problem of this research is the methodological gap in Islamic education research, where the four main pillars of methodology research problem, variables, literature review, and hypothesis often adopt secular research paradigms without adequate adaptation

to the ontological and epistemological characteristics of Islamic scholarship. This causes Islamic research to lose its authenticity, become uprooted from its intellectual tradition, and become merely a "user" and "former" of scientific discourse. Concrete problems include problem formulations that do not reflect the concerns of the community, theocentric variables reduced to mere behavioral indicators, unequal literature reviews that ignore the naqli treasury, and hypotheses disconnected from the normative premises of Islam.

The urgency of this research lies in the urgent need to develop a comprehensive and authentic methodological framework for Islamic education research. Without a clear framework, it is impossible to produce knowledge that is truly relevant to the problems of the community and contributes to the development of a body of knowledge that is distinctly Islamic. This methodological development serves as a foundation for improving the quality and relevance of research in Islamic education, as well as an effort to decolonize methodologies that have been dominated by Western paradigms. Furthermore, this is an effort to realize the integration of knowledge that is not only at the level of discourse, but also embedded in rigorous research practices.

The purpose of this study is to analyze and reconstruct the concept of Islamic Education research methodology by offering an integrative operational formulation for its four key elements. This study aims to formulate a research problem formulation strategy that arises from the dialectic of Islamic values and empirical reality, develop an operationalization model of theocentric variables that maintain construct validity, build an integrative framework for literature review that combines naqli and aqli dialogically, and design a reflective hypothesis formulation that bridges normative and empirical premises. Ultimately, this study aims to produce a coherent methodological model that can be used as a guideline in producing authentic, relevant, and contributing Islamic Education research for the benefit of the community.

2. Method

This study, entitled "A Study of Research Methodology Concepts in Islamic Education: Research Problem, Variables, Literature Review, and Hypothesis," uses a qualitative approach with a library research approach. This research method was chosen based on the characteristics of the research material, which consists of abstract and theoretical methodological concepts in Islamic Education, requiring in-depth exploration of existing texts and ideas. Library research is deemed appropriate for uncovering and reconstructing these key concepts through critical analysis of various relevant written sources. This research does not involve collecting empirical data directly from the field, but rather focuses on a critical-theoretical review of the discourse on research methodology established in the literature (Sugiyono, 2021).

The data sources in this study consist of three main categories. First, primary books on research methodology, both general and specific to Islamic Education, published within the last 10 years to ensure compliance with current developments. Second, articles from nationally accredited and internationally reputable scientific journals that specifically discuss research problems, variables, literature reviews, and hypotheses in the context of

Islamic Education. Third, research reports (theses and dissertations) in Islamic Education study programs relevant to the study focus to analyze the application of the methodology. The selection of data sources was carried out purposively with the following inclusion criteria: (1) substantive relevance to the research focus, (2) credibility of the authors and publishers, (3) publication timeframe 2015-2023 to ensure topicality, and (4) depth of conceptual analysis (Satori & Komariah, 2020).

The data collection technique employed was a systematic documentary study. This technique was operationalized through several stages. The first stage was a literature search using structured keywords in journal databases and library catalogs. The second stage was document selection based on predetermined inclusion criteria. The third stage was content exploration with preliminary reading to map main ideas. The fourth stage was comprehensive recording using data cards containing document identities, content summaries, key quotes, and the researcher's analytical notes. This technique allowed researchers to track the development of concepts and identify patterns of thought emerging from various written sources (Mahmud, 2022).

The data analysis techniques used were qualitative content analysis and conceptual analysis. Qualitative content analysis was applied to identify patterns, themes, and trends in thinking about the four methodological elements in the literature reviewed. Meanwhile, conceptual analysis was used to explore the meaning, relationships, and development of key concepts such as "theocentric variables" or "reflective hypotheses." The analysis process was carried out interactively through three simultaneous activity streams: data reduction by filtering relevant information, presenting data in the form of a conceptual category matrix, and drawing verifiable conclusions. The analysis was also conducted comparatively between various perspectives found in the literature to identify similarities, differences, and conceptual gaps (Sugiyono, 2021).

The data validity testing techniques in this study refer to the criteria of credibility, dependability, confirmability, and transferability. Credibility was tested through source triangulation techniques by comparing information from various types of documents (books, journals, research reports). Dependability was maintained with an audit trail through systematic and detailed documentation of the research process. Confirmability was ensured by maintaining objectivity through openness about the researcher's positionality and journal reflexivity. Transferability was achieved by presenting rich and thick descriptions of the research context. Validity testing was also conducted through peer discussions and consultations with experts in Islamic Education research methodology to obtain input on the preliminary findings (Satori & Komariah, 2020).

3. Result and Discussion

Strategy for Formulating Authentic Research Problems in Islamic Education

This research reveals that formulating a research problem (*al-mas'alah al-bahts*) in Islamic Education requires an approach different from the secular research paradigm. Authentic research problems do not arise from a mere theoretical vacuum, but from a dynamic dialectic between the empirical reality of the world of Muslim education and the framework of

normative Islamic values. The formulation strategy is deductive-inductive. Deductively, the problem is formulated by starting from fundamental Islamic principles such as Tawhid (the oneness of God), which demands the integration of knowledge and faith, and maqashid sharia (the goals of Islamic law), especially in safeguarding religion (hifzh ad-din), reason (hifzh al-'aql), and lineage (hifzh an-nasl). From here, researchers can question, for example, the extent to which contemporary educational practices actually encourage the fragmentation of knowledge or weaken the faith. Inductively, the problem is explored from observations of concrete phenomena in the field, such as the low character of students, the dichotomy of the curriculum, or the mismatch of educational output with the needs of the community. The authentic problem lies at the intersection of these two approaches: when an empirical phenomenon is viewed not merely as a technical-pedagogical issue, but as a symptom of a disconnect with transcendental Islamic values. Thus, the research problem becomes value-laden, contextual, and relevant to the welfare of the community, while also being scientifically testable (Al-Faruqi, 2021).

This process requires operational steps. First, identify the gap between the ideals of Islamic education (as stated in the Qur'an, Hadith, and the works of classical scholars) and the reality. Second, transform this gap into specific, measurable, and meaningful research questions. For example, from the gap between the ideal of developing noble morals and the prevalence of bullying behavior, the question can be formulated: "How does the implementation of a story-based learning model (Qashash Al-Qur'an) reduce the intensity of bullying behavior among Madrasah Tsanawiyah students?" This strategy ensures that Islamic Education research is not merely a "user" of Western theory, but actively contributes to building a body of knowledge that is uniquely Islamic, born from its own concerns and perspectives (Bakar, 2023).

Formulating an authentic research problem in Islamic Education requires a comprehensive approach, encompassing an understanding of the context, the use of modern technology, and a thorough understanding of curriculum hydration. In this context, it is crucial to identify key elements that can guide this strategy. First, understanding teachers' needs and perceptions regarding the use of digital learning platforms is crucial. One study found that teachers had positive attitudes toward adopting platforms like DELIMa for online mathematics teaching, indicating a readiness to transition from traditional teaching methods to more modern ones that meet the demands of the 21st century (Hui & Mahmud, 2022). In Islamic Education, the use of e-learning platforms can provide broader access to education, especially for students in remote areas or those facing physical challenges (Issa et al., 2023). Therefore, a strategy for formulating a research problem can begin by exploring teachers' readiness to adapt to this technology and how this may impact the way they teach Islamic material.

Second, an effective information system is needed to support the management of research topics by students in higher education. In the context of Islamic education, this approach can help identify relevant and trending issues in society related to religious contexts (Abidin, 2023). For example, students researching issues in the "red zone" may face greater

challenges in marketing and gaining acceptance. Therefore, it is necessary to formulate a concrete research problem that can provide practical solutions.

Furthermore, in a pedagogical context, learning strategies that emphasize a deeper understanding of memorization methods in Islamic education must be clarified. Memorization methods are not merely learning techniques but also an essential part of the educational culture in many Islamic educational institutions, including madrasas (Ali & Tahir, 2023). Further research into this methodology and how it can be refined in a modern context is a relevant challenge.

The aspect of authenticity in education is crucial. Research shows that students are more engaged and able to apply their knowledge when their learning experiences are perceived as more authentic and relevant to real life (García-Domínguez et al., 2025). Therefore, research strategies that address educational issues must focus on integrating theory and practice so that students learn not only as a ritual but also experience the positive impact of Islamic education in their daily lives.

Thus, formulating an authentic research problem in Islamic education is a process that involves recognizing the need for innovation in teaching, effective topic management, understanding pedagogical traditions, and implementing relevant learning. This requires a collaborative approach, involving various stakeholders in the educational field to create a productive and sustainable learning environment.

Ontology of Variables in Islamic Education Research: From Theocentric Concepts to Measurable Empirical Indicators

A key finding from this literature review is the ontological challenge in defining research variables in Islamic Education. This study distinguishes two types of variables: theocentric variables and anthropocentric variables. Theocentric variables are those derived from and directed toward divine values (Ilahiyyah), such as Faith, Piety, Sincerity, Trust, and Noble Morals. They are abstract, multidimensional, and rich in value content. Meanwhile, anthropocentric variables are conventional variables derived from the humanist-empirical paradigm, such as learning motivation, cognitive outcomes, or anxiety. The greatest challenge is operationalizing transcendental theocentric variables into observable and measurable empirical indicators without reducing them to mere physical behavior (Nazir, 2022).

To address this challenge, this study proposes a hybrid operationalization model. This model rejects reductionism and acknowledges the complexity of theocentric variables by dividing them into two indicator domains: internal-spiritual and external-behavioral. For example, the variable "Taqwa" cannot be measured solely by the frequency of sunnah prayers (a behavioral indicator). Internal indicators, such as psychological measurement scales that validate the level of submission, fear of Allah, and patience in facing trials, are also needed, designed based on the concept of taqwa in the Qur'an and Hadith. This operationalization process requires an in-depth hermeneutical review of the original concept in the sacred texts, then reduced to dimensions, aspects, and finally valid and reliable questions or observations. Thus, the research instrumentation becomes richer, maintains construct validity that is in

accordance with the nature of the theocentric variable, and does not betray its basic meaning (Bakar, 2023).

In investigating the ontology of variables in Islamic education research, an in-depth study is needed to examine the shift from theocentric concepts to measurable empirical indicators. Islamic education focuses on character formation through the concept of divinity, which is the foundation of education. In this regard, the ontology of variables serves to establish a strong theoretical foundation for comprehensively understanding educational phenomena and generating empirical data. Islamic education, as explained by Arifin et al. (Arifin et al., 2023), has a solid foundation based on the Qur'an and Sunnah and aims to develop individual potential holistically, encompassing spiritual, mental, and social dimensions. By considering theocentric elements in education, educators can utilize a measurement framework that allows for the formulation of more empirical indicators.

This aligns with the approach outlined by Al-Ani and Al-Zadgali regarding the need to improve teaching methods and standardize the curriculum in Islamic schools to improve the quality of Islamic education (Al-Ani & Al-Zadgali, 2017). While rooted in theological principles, these measurements need to be supported by measurable and relevant indicators in the field, so that understanding of educational outcomes can be evaluated quantitatively and qualitatively.

Furthermore, Irfan et al. emphasized that implementing a strategic entrepreneurship planning model in Islamic schools requires a deep understanding of the local context and the integration of Islamic values into entrepreneurship education and skills development (Irfan et al., 2024). This holistic approach encompasses not only educational aspects but also economic ones, which in this context can be measured through various indicators such as student performance in entrepreneurship learning and their involvement in economic activities based on Islamic principles.

Actualizing these theories requires measurement that does not rely solely on a single indicator or aspect. As Fakkal suggests, educational research requires the use of multiple indicators to capture the broader socioeconomic dimensions of students (Fakkal, n.d.). By using a multi-indicator approach, researchers can more accurately represent variations in student backgrounds and their impact on the learning process. This is crucial to ensure that Islamic education is not only conducted formally but also encompasses the social realities faced by students.

Thus, developing an ontology of variables in the context of Islamic education by exploring theocentric concepts and transforming them into measurable empirical indicators requires collaboration between educational theory, teaching practice, and representative data collection. This way, Islamic education can be more relevant to modern challenges and fulfill the broader educational goal of developing individuals with character and responsibility.

Integration of Naqli and Aqli in Construction Literature Review : Building a Solid and Contextual Theoretical Foundation

This study found that the main weakness of many Islamic education studies lies in an unbalanced literature review, relying solely on Western/modern rational-empirical (aqli) sources without balancing them with Islamic textual sources. A robust and contextual literature review requires a dialogical integration of the naqli and the aqli. Naqli sources, including the Qur'an, Hadith, and classical Islamic intellectual treasures such as the works of Al-Ghazali, Ibn Khaldun, and Al-Attas, serve as philosophical, ethical, and paradigmatic foundations. Aqli sources, in the form of educational theories, psychology, sociology, and contemporary empirical research findings, serve as technical and comparative analysis tools (Nazir, 2022).

This integration is not carried out mechanically, but rather through three models: 1) Confirmation, where modern scientific findings confirm the truths conveyed in the naql (for example, the benefits of charity for psychological health). 2) Correction and Criticism, where the naql serves as a critical filter against theories or findings of the aqli that contradict basic Islamic values (for example, psychological theories based on materialism). 3) Construction, which is the highest level, where the synthesis between the naqli and the aqli produces a new, authentic theoretical framework or model. For example, building a theory of learning motivation that is based not only on psychological needs (Maslow) but also on the concepts of *riya'* (showing off) and *mujahadah* (seriousness) in Sufism. With this integrative approach, the theoretical framework constructed is not only academically sound but also deeply rooted in the traditions and identity of Islamic scholarship, thus capable of producing solutions that are not uprooted from their context (Al-Faruqi, 2021).

Integrating the naqli (revelation-based) and aqli (reason-based) approaches in constructing a literature review is crucial for establishing a solid and contextual theoretical foundation. In this context, it is crucial to understand how a literature review can serve as a tool for combining both approaches. One initial step is to utilize a theoretical framework that integrates empirical data and evidence-based knowledge. For example, Vieira et al. noted that a literature review not only provides a common starting point but also strengthens participants' perceptions of the evidence-based process, thus supporting the integration of naqli and aqli in the nursing context (Vieira et al., 2020). A solid theoretical framework, as proposed by You et al., suggests that a clear structure and research objectives can be achieved through a well-structured literature review, enabling research findings to contribute significantly to the field (You et al., 2025). This is a concrete example of how the aqli approach can be enriched with naqli insights.

On the other hand, Rapin et al. demonstrated that a theoretical framework derived from a systematic review can unify the indicators used to measure nursing care performance (Rapin et al., 2015). Systematic thinking means considering all components, considering their respective roles and their interactions with each other, so that the stated objectives can be fully achieved. Harmonious or heterogeneous interactions between elements will influence outcomes and the success or failure of these objectives (Azmi et al., 2022).

Data obtained from naqli and aqli studies can be expressed in measurable performance indicators, establishing coherence between empirically obtained knowledge and principles derived from existing revelations or teachings. Research by Vidyatmoko and Hastuti emphasizes the importance of developing a multidimensional theoretical framework based on empirical observations and literature reviews, which can include relevant psychological and behavioral dimensions in the context of entrepreneurial success (Vidyatmoko & Hastuti, 2017). This is another example of the successful integration of naqli and aqli.

In the health context, as explained by Razmus et al., there is also a need to develop a theoretical framework that integrates the findings of the literature review with concepts of physiology and newborn care (Razmus et al., 2008). This integration demonstrates how religiously based beliefs can be combined with valid empirical evidence to generate new meanings and insights for clinical practice.

Thus, the integration of naqli and aqli in literature reviews allows research to be more structured and relevant to the realities encountered. By combining empirical factors with norms and values derived from revelation, researchers can build a theoretical foundation that simultaneously considers both domains of knowledge. This, in turn, not only strengthens the validity of the research but also encourages reconciliation between modern scientific understanding and traditional teachings in various fields, including health and entrepreneurship.

Reflective Hypothesis Formulation: Bridging Normative Premises with Empirical Conjectures in an Inductive-Deductive Framework

Based on the synthesis of the three previous discussions, this study concludes that hypotheses in Islamic Education research must be reflective. This means that hypotheses are not simply statements of hypothesized relationships between variables, but rather bridges normative premises (derived from the naqli) with empirical assumptions (derived from the aqli and observations). The formulation of reflective hypotheses follows deductive-inductive logic. Deductive logic works from the general to the specific: from general Islamic principles or values (normative premises) to logical implications that can be tested in the real world. For example, from the normative premise "Gratitude increases blessings" (QS Ibrahim: 7), researchers can speculate that "Implementing a gratitude-based learning model will improve student achievement." (Al-Faruqi, 2021).

However, this hypothesis should not remain a normative statement. This is where inductive logic comes into play. The hypothesis must then be formulated operationally based on positive psychology theories (aqli) and previous findings on the relationship between gratitude and well-being, which supports learning. The end result is a statistically testable hypothesis, for example: "There is a significant difference in learning achievement between the group of students who received a gratitude-based learning model and the group who received conventional learning." If this hypothesis is confirmed, the research results not only provide an empirical contribution but also strengthen and contextualize our understanding of this Qur'anic verse. Conversely, if it is not confirmed, it triggers in-depth discussion as to whether the failure lies in the operationalization of variables, the intervention method, or our

understanding of the verse's context, which in turn raises new problems and hypotheses. Thus, the formulation of a reflective hypothesis creates a dynamic and meaningful cycle of knowledge, connecting revelation with reality, and building an integrated science (Bakar, 2023).

Reflective hypothesis formulation is an approach that seeks to connect normative premises with empirical conjectures within an inductive-deductive framework. In a research context, this involves establishing a hypothesis that relies not only on theoretical assumptions but also draws on a variety of empirical evidence to provide a stronger foundation for existing theory. This process requires a deep understanding of how social norms and individual behavior interact within a given context.

One approach to developing reflective hypotheses is through the use of normative premises rooted in existing social norms. For example, Ng and Clercq (2021) assert that individual beliefs about social norms can guide employee behavior related to creativity and initiative in an entrepreneurial context. In their study, they argued that social norms emphasizing collaboration can reduce individuals' plans to innovate or start new businesses, reflecting the impact of these norms on workplace behavior (Ng & Clercq, 2021). This research demonstrates that behaviors deemed appropriate in a social setting also influence individual decision-making in a broader context, creating a strong foundation for hypotheses linking social norms to entrepreneurial behavior.

On the other hand, research conducted by (Raghoebar et al., 2020) also provides insights into how social norms can be shaped and altered through small adjustments in the physical environment. They found that increasing the proportion of plant-based foods in food choices can alter social consumption norms among non-vegetarians, suggesting that available choices create normative descriptions of what others generally choose (Raghoebar et al., 2020). These findings demonstrate how the physical context can serve as a behavioral cue, supporting the formulation of hypotheses linking environmental changes to influences on social norms and consumption behavior.

When developing hypotheses rooted in normative premises based on empirical evidence, it is important to consider the accompanying cognitive processes. For example, Markovits and Doyon (2004) noted that individuals often use logical instructions to make empirically valid inferences even though the information they have is not always accurate (Markovits & Doyon, 2004). This suggests that in the context of social research, when individuals attempt to construct an understanding of norms or behavior, they may draw erroneous conclusions based on unfounded assumptions. Within the framework of hypotheses, this raises the question of how available information can shape individuals' understanding of social norms.

The combination of inductive and deductive approaches in research is also noteworthy, as exemplified by Elise et al., 2024, who used a hybrid approach to analyze the experiences of individuals with diverse neurological backgrounds. They combined an inductive approach focused on individual experiences with a pre-existing deductive framework to help structure their analysis. This demonstrates that reflective hypothesis formulation can incorporate both

lived experience and existing theories to achieve a richer and more comprehensive understanding.

Thus, in order to bridge normative premises with empirical conjectures, the value of incorporating multiple perspectives and complex understandings is crucial. Thus, reflective hypothesis formulation can make a significant contribution to the development of evidence-based theories and policies that are more relevant to existing social realities.

4. Conclusion

The methodology of Islamic education research requires a unique approach that fully integrates transcendental and empirical dimensions. Authentic problem formulation arises from the dialectic between Islamic values and educational realities, rather than simply adopting problematics from secular paradigms. Theocentric variables require a hybrid operationalization model capable of bridging abstract concepts with measurable indicators without reducing their meaning. The construction of a theoretical foundation must be built through a dialogical integration of the rational and rational, not simply the accumulation of Western theories. Ultimately, hypotheses serve as reflective bridges that unite normative premises with empirical assumptions in a dynamic scientific cycle. These four methodological elements form a coherent research ecosystem capable of producing knowledge that is not only academic but also meaningful for the benefit of the community.

The implementation of this research's findings can be realized through several strategic steps. First, develop operational guidelines for Islamic Education research methodology that include a problem formulation strategy based on the maqashid sharia (the principles of Islamic law), an operationalization model for theocentric variables, and an integrative literature review template. These guidelines can be adopted by Islamic Education study programs and related research institutions. Second, develop standard research instruments for theocentric variables such as piety, sincerity, and noble character, which have been tested for validity and reliability through a series of psychometric studies. Third, hold methodological workshops and training for lecturers and young researchers to build capacity in applying this comprehensive methodological framework. Fourth, encourage further research that tests the effectiveness of this methodological model in generating knowledge relevant to the problems of the community.

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