

Waqf on Education: A Bibliometric Review based on Scopus

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14

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Waqf on Education: A Bibliometric Review based on Scopus

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Abstract

This study tries to review research about waqf on education in Scopus indexed journals. This analysis uses descriptive statistical analysis based on 56 articles or selected papers related to waqf on education from reputable journals. All samples of publication journals have been published for 25 years, from 1995 to 2020. The export data is then processed and analyzed using the VOSviewer application program to determine the bibliometric map of waqf on education research development. The results of this bibliometric mapping study show a map of the development of research in the field of waqf on education. The most popular authors are in the red cluster, which consists of 10 authors. The most popular institutions are the Department of Arabic Studies and Islamic Civilization, Universiti Kebangsaan Malaysia. The most popular country is Malaysia. The most popular keywords are Waqf, Education, Cash Waqf, Higher Education, Economic and Social Effect. Also, this research finds a link between waqf on education and various waqf schemes, SDCs, the history of civilization, and the state's responsibility.

Keywords: Educational waqf, Bibliometric analysis, VOSviewer, Scopus

INTRODUCTION

Waqf in education has been implemented since the time of the Prophet Muhammad Sallallahu Alaihi Wasallam. To be precise, when the Prophet Muhammad Sallallahu Alaihi Wasallam arrived in Medina, he built a mosque known as the Quba Mosque, which was not only a place of worship but also a second educational institution after the house of Al Arqam bin Abi Al Arqam. (Asuhaimi et al., 2017). At present, waqf for education has been developed in various countries to establish schools or universities. This is because higher education has an important role in the progress and development of a nation.

Therefore, to ensure that higher education institutions continue to function smoothly and efficiently, various important factors need to be considered. One of the most important factors in maintaining the sustainability of an educational institution is the availability of a constant and stable flow of funds received by educational institutions in carrying out their operations. (Usman & Ab Rahman, 2020).

For this purpose, the idea of waqf on education emerged. The consideration in applying this concept is the hope that the allocation of waqf funds in education will bring many benefits, such as free education for local and international students. (Hazriah Hasan & Ismail Ahmad, 2018). In the history of Islamic education, it is recorded that Jerusalem had 64 schools in the early twentieth century. All these educational institutions are funded by waqf funds used to buy books, libraries, teacher salaries and student allowances (Osmani & Hoque, 2018).

In the past, the community only knew that the practice of waqf in education was limited to fixed assets such as land and buildings, many of which donated their assets for the development of madrasas or other forms of school. However, in line with the rapid growth of the population, the amount of land and buildings was limited. In addition, there are operational financing problems that arise when schools have been established from fixed asset waqf, so the practice of cash waqf or cash waqf has developed to develop the education sector among the community (Huq and Khan 2017). Cash waqf that is managed properly will continue to grow and generate sustainable profits that can be used to finance education. In addition, the use of cash waqf is also more dynamic and can achieve further so that the optimization of community empowerment funds can be carried out more.

Waqf itself has a sustainable nature, where the property of waqf is permanent, but what is distributed is the result or benefit. In this case, the scholars agree that people or institutions who become nazir (waqf managers) must maintain the integrity of the waqf assets and maintain its benefits in the future. (Kasdi, 2018). Several studies have proven that the Islamic social fund instrument in the form of waqf is very suitable to support higher education programs in various ways, especially those related to financial and welfare aspects. (Firdaus et al., 2017).

This research is related to waqf on education which is related to Islamic economics from 1995-2020. This means that research on waqf on education in the literature has been more

than 20 years. Therefore, it is necessary to discuss the development of this research. This study aims to determine a map of research development related to waqf on education using bibliometric mapping. The things described in the mapping are related to authors, institutions, countries and keywords related to waqf on education.

RESEARCH METHODOLOGY

This study uses other research journals from 1995-2020 related to Waqf on Education. These journals are obtained or accessed online from published journals. The methodology used in this research is a qualitative method approach with descriptive statistical literature studies of 56 publications related to waqf on education. The qualitative research method is a research method based on the philosophy of postpositivism used to examine the condition of a natural object (as opposed to an experiment) where the researcher is the key instrument. Data collection techniques are carried out by triangulation (combined), data analysis is inductive/qualitative, and the results of qualitative research emphasize meaning rather than generalization (Furstenberger et al., 2017).

Then, this research was continued with bibliometric analysis. Bibliometric studies in information science can reveal patterns of document use, literature development or sources of information in a subject area. Bibliometrics include two types of studies, namely descriptive studies and evaluative studies. Descriptive studies analyze the productivity of articles, books, and other formats by looking at authorship patterns such as the gender of the author, the type of author's work, the level of collaboration, the author's productivity, the institution where the author works, and the subject of the article. Evaluative studies analyze the use of literature created by calculating references or citations in research articles, books, or other formats (Fahmi & Sugiarto, 2018).

Qualitative research is descriptive. The data analyzed is not to accept or reject the hypothesis (if any). The analysis results are in the form of descriptions of the observed symptoms and do not have to be in the form of numbers or coefficients between variables. Descriptive statistics is the field of statistics that studies collecting, compiling and presenting research data summaries. The data must be well summarized and organized, whether in the form of tables, diagrams or graphic presentations, as a basis for various decision making.

This study used a purposive non-probability sampling method. Purposive samples are samples that have the aim of understanding certain information. This sample can be grouped into sample decisions (judgment) which select sample members who fit certain criteria based on records or research objectives to be achieved, and the quota sample is the sample selected based on a specific quota or category, which describes the dimensions (proportion) of the population. In this study, the criteria referred to in this study are 56 publications related to Waqf Education in the theme of halal tourism in the 1995-2020 period.

Here is a detailed description of the process and a description of each stage for the stages in this bibliometric research.

Table 1: Research stages with bibliometric analysis

No	Stages	Stages
1	Selection of the object of analysis and scientific basis	(a) Determine the scientific and theoretical fields of the work (b) Limit job goals (c) Select the scientific basis on which the article research will be carried out
2	Search procedure	(a) Define a search term (b) Specify engines for advanced search (c) Define search filters
3	Collect and organize data	(a) Select reference manager software (b) Define bibliometric analysis software (c) Download references from reference managers, bibliometrics and electronic spreadsheet formats (d) Import files into reference manager software
4	Contextual analysis of scientific output to sample	(a) Analysis of the temporal volume of selected journals (b) Citation analysis of selected articles (c) Analyze the country of origin of the selected articles (d) Keyword analysis of selected articles (e) Scientific field analysis of selected articles
5	The citation network analysis was carried out by the sample	(f) Detailed keyword analysis (complete) (g) Future direction research analysis (h) Methodology classification & nature of articles

Source: Adjusted from Costa et al. (2017)

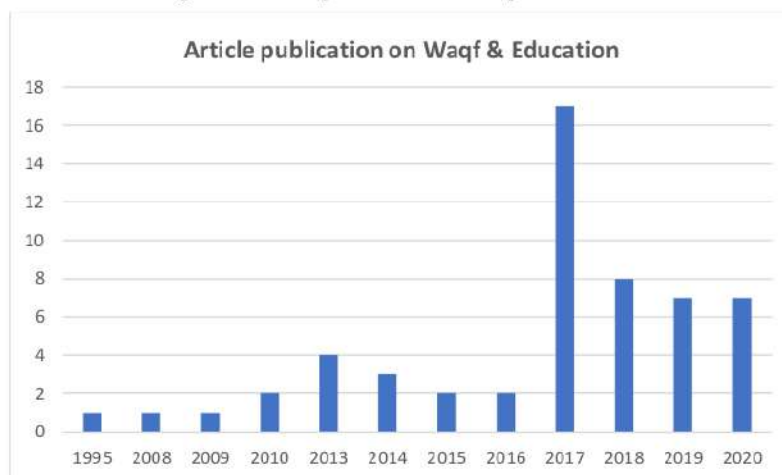
Then this journal is analyzed using VOSviewer software. VOSviewer is a program we developed to build and view bibliometric maps. This program is freely available to the bibliometric research community (see www.vosviewer.com). VOSviewer can display maps in a variety of ways, each emphasizing a different aspect of the map. It has functions for zooming, scrolling, and searching, which facilitate detailed inspection of the map. The viewability by VOSviewer is especially useful for maps containing at least a large number of items (e.g., at least 100 items).

VOSviewer uses the VOS mapping technique (Van Eck et al., 2010; Van Eck & Waltman, 2009), where VOS stands for similarity visualization. For previous studies in which the VOS mapping technique was used, we refer to (Van Eck et al., 2006; Van Eck & Waltman, 2007). VOSviewer can display maps built using suitable mapping techniques.

RESULTS AND DISCUSSION

Based on the analysis conducted on 56 journals with Waqf Education's theme from various backgrounds of authors, institutions, and sources. The analysis results show that there has been a growth in journal publishing in the theme of Waqf Education from 1995-2020. 2017 is the year for most journals on this theme. Even though the following years have decreased, it may rise again.

Figure 1: Article publication on Waqf & Education



Bibliometric Graphic Analysis

⁹ Bibliometrics is based on the calculation and statistical analysis of scientific output in articles, publications, citations, patents, and other more complex indicators. It is an important tool in evaluating research activities, laboratories and scientists, and scientific specialization and country performance. After establishing the background for bibliometric development, the report presents the database on which the bibliometrics are generated and the main indicators used.

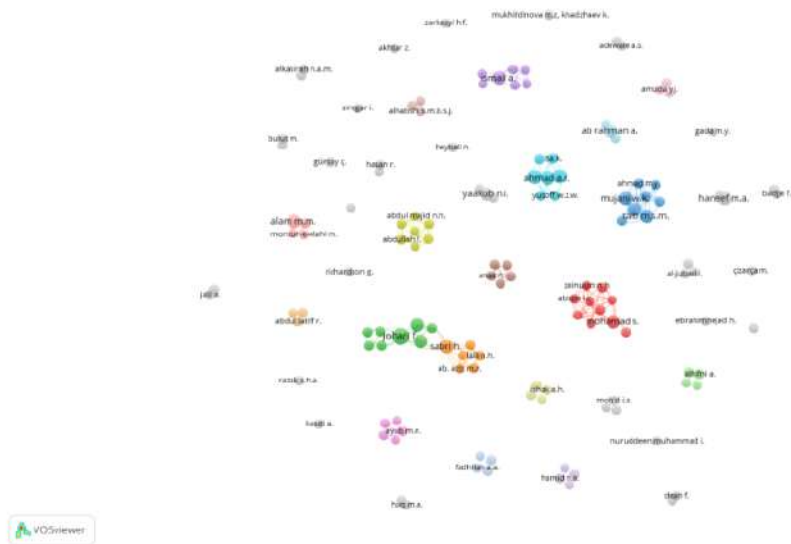
³⁵ To explore the meta-analysis results, this section presents a visual mapping chart of 56 journal publications with the theme Waqf education. ⁸ The results of the keyword mapping analysis form the basis of mapping together important or unique terms contained in certain articles. Mapping is a process that enables a person to recognize elements of knowledge and configuration, their dynamics, interdependencies, and interactions.

¹³ Regarding bibliometrics, mapping science is a method of visualizing the field of science. This visualization is done by making a landscape map displaying topics from science (Royani et al., 2013). The results of the network visualization of 56-word map journals with the theme Waqf education are:

1. Bibliometric of Co-Authorship

Using the VOSViewer software, we find the bibliometric mapping of the author as in the following figure.

Figure 2: Co-authorship Authors



Co-authorship analysis is a form of analysis based on the linkages between items determined based on the number of documents co-authored by the authors. One type of co-authorship is unit analysis authors. In this analysis, the software will process the entire literature to find a cluster description of authors who have published their research on the theme of waqf on education.

The results of the software processing will display the author's name in a colored circle according to the type of co-authorship, also known as network visualization. Related writers are marked with the same color, and there are lines between one another. The names that appear in the cluster indicate that they are collaborating in their research. The size of the circles also indicates the number of papers written by the authors. The bigger the circle shows, the more papers written by the author.

Based on the picture above, the results show that many clusters are generated if the literature is grouped based on the author's name in the Waqf Education themed study. More specifically, several clusters of writers collaborate in writing journals with the theme of Waqf education. Among them are clusters of red, blue, orange, green, purple, and so on. The authors listed in the gray circle and not related to the other circles indicate that the authors conducted individual research and did not have a co-author.

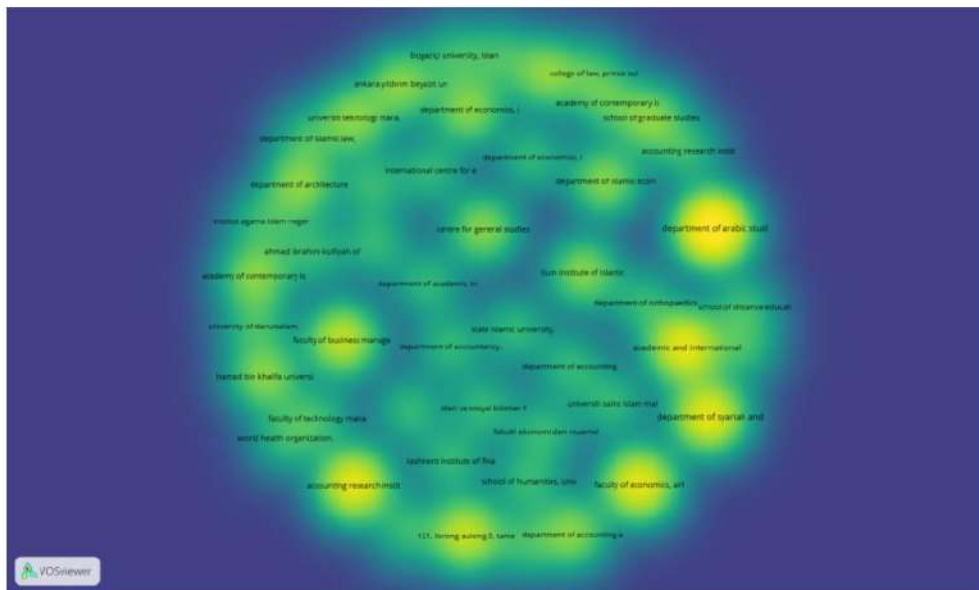
Based on the results displayed, the red cluster is the largest cluster with 10 authors, namely, Ariff M, Mohamad S, Yusof A, Hashim H, Wan Yusof W.S, Shamsudin A.F, Abidin I.Z, Hashim J, Yusof A.M, and Zainudin H.

The name most visible in the bibliometric co-authorship results of this author is Zainudin N.H. He wrote a paper entitled 'Image Influence on The Intention of Waqf to HEI'. This study proves that waqf funds used for higher education are the best alternative as the best alternative for the development and management of Higher Education. Funding through waqf funds can also reduce the dependence of universities on government grants.

2. Bibliometric of Co-authorship Organizations

The VOSViewer software can find bibliometric maps of the organizations of writers on Waqf Education themes related to Islamic economics and finance. The bibliometric mapping of the origin of the organization can be seen in the image below. Organizations that are larger in shape and lighter in color indicate that many authors come from these organizations and produce journals on themes related to Waqf Education.

Figure 3: Co-authorship Organizations



Co-authorship organization itself is a unit of analysis in the type of co-authorship analysis determined based on the number of documents co-authored by the authors. This bibliometric result provides an overview of the most popular authors' affiliated institutions in the literature on the theme of waqf on education. In other words, this figure shows the most productive institutions in the publication of waqf on education papers.

Processed software results can be shaped like a bibliometric in general, which is a colored circle with links between items if there is a link or collaboration between the two items. However, in the co-authorship organization image, the form used is generally in the form of density visualization. This means that each item of the institution's name is depicted in a yellow light circle without showing the relationship between the items. The greater the glow, the higher the density and the greater the number of papers produced by authors affiliated with the institution.

The picture above basically shows the cooperation between organizations in publishing waqf education-themed journals without considering the links between institutions. The results show that the Department of Arabic Studies is the institution that publishes the most papers on the theme of Waqf Education, which is shown in the brightest yellow color.

This institution, which has the full name of the Department of Arabic Studies and Islamic Civilization, Faculty of Islamic Studies, Universiti Kebangsaan Malaysia, 43600 UKM Bangi, Selangor, Malaysia, has produced many writers on the theme paper waqf on education. One of them is Wan Kamal Mujani, who wrote a paper entitled 'Strengthening and enhancing economy and education through waqf in Malaysia'.

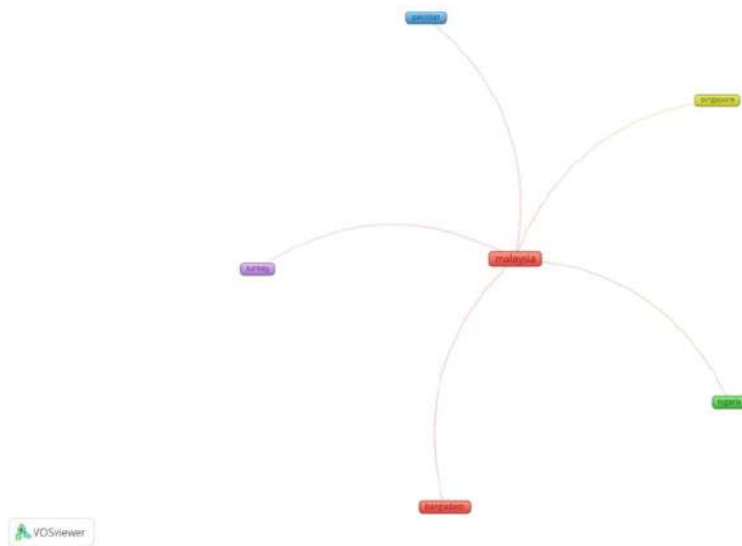
The research was conducted to determine and analyze the influence of economic power in developing the education system in Malaysia, especially in the Negeri Sembilan area. This study indicates that the development of waqf in Malaysia has progressed very rapidly since before national independence. Academic studies also conclude that the development of waqf has a positive impact on human and social welfare in society.

The next most popular institutions are then occupied by Academic and International, Department of Sharia, Faculty of economics, and Accounting Research Institute. Other institutions with low density are indicated by their circle size, which is not significant or not even registered at all.

3. Bibliometric of Co-authorship Countries

Next is the Co-Authorship Countries, which show the relationships established by countries in the publication of a paper on the theme of Waqf Education.

Figure 4: Co-authorship Countries



In the type of co-authorship analysis, another unit of analysis that can be produced is co-authorship countries which show the names of the most popular countries in the publication of a paper with the theme of Waqf on Education. The most popular countries can be counted either based on the number of authors who come from that country or based on the number of papers conducting studies in that country, meaning that it is calculated from the number of times the number of countries is the object of study.

In this study, countries registered and emerging from software processing are based on the number of authors originating from that country. Based on the co-authorship country above, the result displayed is a network visualization with a rectangular shape that is a frame for each item, different from the usual results that are circular. But just as in general, each item has a relationship and is colored based on the division of the clusters.

Based on the picture above, Malaysia, which is in the middle position, is the most popular country. These results indicate that the authors from Malaysia collaborated a lot in making papers on the theme of waqf on education with authors from other listed countries, namely Nigeria, Turkey, Bangladesh, Singapore, and Pakistan. Meanwhile, other countries are not related to each other.

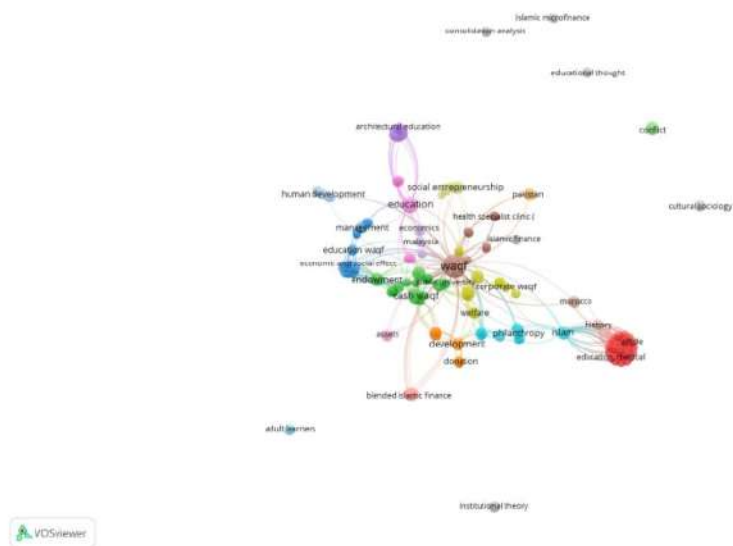
However, red Malaysia is identified as being in the same cluster as Bangladesh, so it can be concluded that many Malaysian authors collaborated with authors from Bangladesh in researching the theme of waqf on education, for example, a paper entitled 'The role of cash waqf in the development of Islamic higher. Education in Bangladesh 'written by M. Azizul

Huq from Bangladesh with the Eminent Islamic Banker institution collaborated with Foyasal Khan from Malaysia with the International Islamic University Malaysia institution.

The paper is written by the two who also took a case study in Bangladesh, where Bangladesh is the third-largest Muslim country by population. This study aims to evaluate the role of cash waqf in developing Islamic higher education in Bangladesh. Because it turns out that Bangladesh has madrasas (religious institutions) which are the main providers of Islamic higher education, which have long been funded by waqf and are free.

4. Bibliometric of Co-occurrence All Keywords

Figure 5: Co-Occurrence All Keywords



Apart from co-authorship, VOSviewer software can display bibliometric results with co-occurrence analysis type. This type of analysis is performed based on item relatedness determined based on the number of documents they appear together. So that in the results of the co-occurrence image with the all keywords analysis unit, all words used in each paper will be analyzed by the software to then be classified as the level of appearance quantity, the relationship between words and the division of word grouping clusters.

The results of the co-occurrence of all keywords are generally displayed in the form of network visualization. Each item in the form of keywords is placed in a colored circle. Each color has its cluster, which indicates that the keywords in that color are related to one another. Then, between keywords, some links are depicted by colorful lines that connect one item to another, both in the same and different clusters.

The image above is the most popular general keyword in writing a paper on the theme of Waqf Education and has links with other keywords as an extension of the theme being discussed. One example is the waqf keyword related and has a relationship with other keywords such as Morocco, history, social finance, health specialist clinic, and framework and guidelines, which are included in the brown cluster.

Interestingly, because the focus of this research is to discuss waqf on education, in the co-occurrence of all keywords, the waqf keyword in the chocolate cluster is not directly connected to the education keyword contained in the purple cluster. However, suppose each keyword is examined one by one in the blue cluster. There is the keyword education waqf which is then related to the keywords management and economic, social effect.

Based on the analysis of all these keywords, bibliometrics generates keywords related to various innovations in waqf, which are proclaimed by the literature paper, which is the object of research. For example, the keywords education waqf in the blue cluster, corporate waqf in the yellow cluster and cash waqf in the green cluster, of course, have the potential to continue to be developed.

Likewise, several country names that are often mentioned in various papers on the theme of waqf on finance, for example, Malaysia in the purple cluster, Pakistan in the orange cluster and Morocco in the brown cluster, indicate the popularity of these countries so that they can appear in the results of software processing along with keywords. Other, even though there is a separate type of analysis to produce the most popular country bibliometrics.

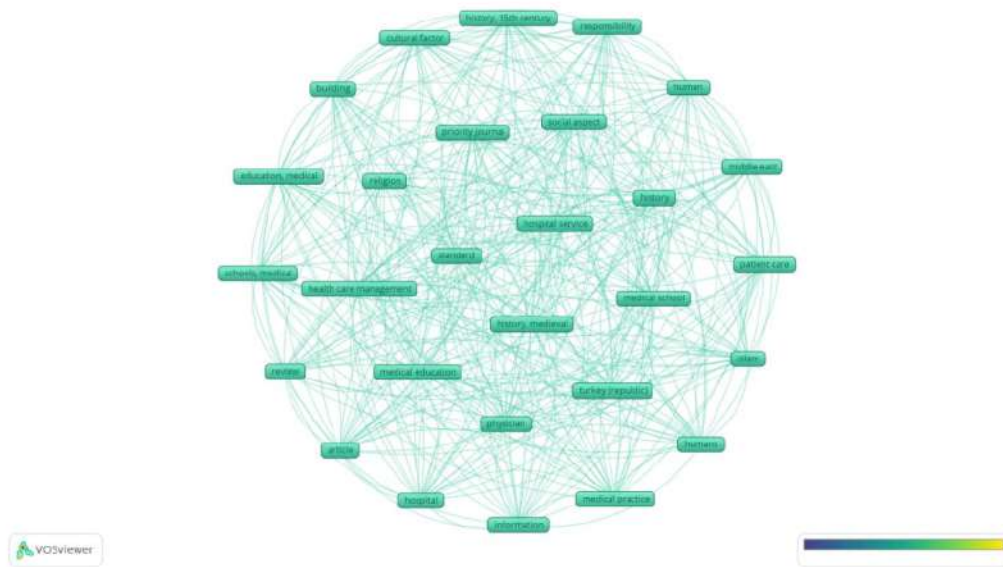
5. Bibliometric of Co-occurrences Authors Keywords

Next are the keywords most used by writers in the theme of waqf education. As the bibliometric co-occurrence results in the all keywords analysis unit, the keyword authors analysis unit also displays the description of keywords in network visualization. However, in the authors of these keywords, the words analyzed by the software were only specific to the keywords mentioned by the authors. The author's keywords are many words that are placed on the start page under the abstract section, which are included to make it easier for readers to see what words are widely discussed in the entire contents of the paper.

The results displayed are the same as most bibliometric results, namely network visualization with an overview of items placed on an interconnected colored circle to show the relationship between keywords. Although separate from the co-occurrence all keywords analysis, the results of the co-occurrence analysis are not much different. This can be seen from some of the most popular keywords and visualizing the relationship between items and having a similar pattern.

6. Bibliometric of Co-Occurrence Index

Figure 7: Co-occurrence Index



This study also obtained the results of co-occurrence with the index analysis unit that is often used by the author and is related to each other, as shown in the picture above. This type of analysis still displays keywords, but specifically only those keywords that are a list of bookmarking or identifying words in certain web search boxes or certain journals.

The results shown in the co-occurrence index image are different from the previous images. This is a form of overlay visualization that displays images in a certain frame (either circle or rectangle) and is colored not based on the cluster but based on the year of publication. The purpose of the overlay visualization is to provide an overview of keywords based on their evolution each year. It will appear which keywords have been used for a long time and used recently.

In the overlay visualization, the color division is adjusted to the division of the year, where the darker the color, the farther the year of publication and the lighter the color, the newer the year of publication. Meanwhile, the size is adjusted according to the number of appearances in the literature. However, the sizes of all the items in this picture are entirely the same. None are bigger and nothing smaller. So it can be concluded that the quantity of occurrence of this indexed keyword is quite even, and the amount is not much different from one keyword to another.

The bibliometric co-occurrence index results with an overlay visualization form on the theme of waqf on education also appear flat. That is, there is no information about the year and the color difference. This might happen and indicates that the index keyword appears

from papers published in the same year, so the colors that appear are all the same, namely turquoise green. Toska green itself is a neutral color in the middle position in the available color range, between dark blue and light yellow.

In detail, 53 indexes are widely used in research on the theme of Waqf Education, namely article, building, cultural factors, education, medical, health care management, history, history 15th century, history, medieval, hospital, hospital service, human, humans, information, Islam, medical education, medical practice, medical school, middle east, patient care, physician, priority journal, religion, responsibility, review, schools, medical, social aspect, standard, turkey, architectural education, collaborative learning, collaborative learning environment, collaborative work, computer-aided instruction, data handling, education, empirical studies, learning and teachings, open-ended questions, qualitative data, students, teaching, economic and social effects, education sectors, endowment, funding, higher education institutions, information management, Dieting, mixed methods, public universities, records management, sustainable development, and waqf.

FINDINGS

Waqf can have a very big role in various fields, especially when waqf is used for education. Waqf itself can be moving objects or immovable objects, which are then used and provide benefits to the community. The role of waqf, especially in improving the quality of education, is mostly purchasing land and building construction. So, waqf can continue to be optimized to improve the community's welfare through quality educational institutions (Herianingrum & Widiastuti, 2016).

Also, many schemes can be used in implementing waqf on education, one of which is by utilizing cash waqf, which is relatively easier to manage than other forms of waqf. The benefits are also felt more quickly by the community, especially in the field of education. The allocation scheme can be applied in the form of providing scholarships to students studying at home and abroad, providing educational loans to those who need assistance, improving school infrastructure and facilities, and so on. (Aziz et al., 2014).

Waqf on education is expected to contribute to the social and economic development of the community and contribute to sustainable development (Anuar et al., 2019; Mujani et al., 2018). This sustainable nature aligns with various countries' programs to mobilize development towards sustainable development goals (SDGs) (Khaliq et al., 2019).

Currently, waqf on education can play an important role in improving the quality of public education. For this purpose, waqf can collaborate and coordinate with the SDGs proclaimed by the United Nations. Through the SDGs, various international communities aim to achieve SDGs gradually but consistently, one of which is in the field of education (Abdullah, 2018). In this mission, the potential for waqf on education can be very significant. Given the

importance of this development mission, waqf on education can adopt these goals, especially in goal number 4, namely quality and quality education.

Quality education is important considering its role, which in the long term can encourage advanced civilization. If you look at history, during the reign of the Ummayah Abbasid, Fatimid, Ayyubid, Mamluk and Utsmanid caliphates, educational institutions such as Kuttab (elementary school), Madrasah (college) and Baitul Hikmah (House of Wisdom) continued to experience steady growth (Mujani et al., 2018). Waqf-based educational institutions continue to grow with the establishment of thousands of schools, libraries and universities.

Furthermore, this system was also introduced to Eastern Europe by the Ottoman Turks (Elesin, 2017). European countries have witnessed various educational institutions based on waqf on education, for example, like Al-Azhar in Cairo, Al Qarawiyyin in Fez and Zaitouna in Tunis, which continue to produce experts, great experts. This fact has inspired the establishment of modern schools and universities in Europe by applying waqf on education (Kasdi, 2018).

Education as a public sector is certainly a right for all people. Opportunities to learn should not be commercialized, and it is the responsibility of the state to bear it. This concept needs to be done so that students, teachers, and scholars can focus on their search for knowledge without worrying about daily finances. Those who are poor also need to get assistance from the government. Therefore, the role of waqf on education is very much needed in becoming a sustainable funding solution.

The country with a culture of waqf in general and waqf for education in particular is the Turkish state (Ottoman). Since the era of the Ottoman Caliphate, many waqf objects have become public goods. Some of them are Kuttab, Bimaristan, Imarat, Caravansarai and so on. Specifically in the education sector, some of the objects of waqf are Kuttab or Katatib (elementary school), Madrasa (middle and high school), Bayt Hikma (library), Zawiya (a special Islamic school) to Maristan (hospital) specifically for health and medicine education.

In the contemporary world, Malaysia is one of the countries that applies the concept of waqf a lot in the world of education. This success cannot be separated from the development of educational waqf in Malaysia which is growing rapidly due to the diversity of the implementation of waqf which is utilized optimally and efficiently (Annuar et al. 2019). Waqf management in Malaysia itself is regulated and managed by a national institution, namely the State Islamic Religious Councils (SIRC) and supports empowerment in the education sector.

What needs to be noted is the waqf-based educational institution that was started by the Seljuk dynasty, known as Madrasah Nizamiyya. After that, many higher education institutions were able to color world civilization in general. The following are some of the waqf-based educational institutions in the era of Islamic civilization.

Table 2. Waqf-based higher education institution (madrasah) in Islamic history

No	Educational Institution Name/Founder	Period [AD]	References
1	Madrasah al-Nizamiyya di Baghdad & Merv [Nizam al-Mulk]	1064, Seljuk	Kohlberg (1992)
2	Madrasat al-Sabirin al-Lamtuniyya di Fez [Yusuf bin Tashfin]	1096, Almoravid	Benjelloun-Laroui (1990)
3	Madrasah al-Zajjiyya di Aleppo [Badrudhin Sulayman]	1123, Zangid	Mahamid (2013)
4	Madrasah al-Muqaddamiyya di Aleppo [Izzuddin Abdul Malik]	1150, Zangid	Mahamid (2013)
5	Madrasah al-Nuuri di Syria [Nuruddin Zangi]	1167, Zangid	Mahamid (2013)
6	Madrasah al-'Asruniyya, al-Halawiyya, dan Madrasah al-Nafariyya di sekitar Syria [Nuruddin Zangi]	12 th C, Zangid	Mahamid (2013)
7	Madrasah al-Salaahiyya di Cairo [Salahuddin al-Ayyubi]	1180, Ayyubid	Bloom et al. (2009)
8	Madrasah al-Fadiliyya di Cairo [al-Qadi al-Fadil Asqalani]	1184, Ayyubid	Eche (1967)
9	Madrasah al-Adliyyah di Damaskus	12 th C, Ayyubid	Gianni (2016)
10	Madrasah al-Badriyyah di Basrah [Imaduddin al-Mawsili]	12 th C, Abbasid	Eche (1967)
11	Madrasah al-Mustansiyya di Baghdad [khalifah al-Mustansir]	1227, Abbasid	Pedersen et al. (2012)
12	Madrasah al-Kamil di Cairo [Malik Kamil Nasiruddin]	1229, Ayyubid	Bloom et al. (2009)
13	Madrasah al-Firdaws di Aleppo [Dayfa Khatun]	1235, Ayyubid	Terry (2003)
14	Madrasah al-Salihiyya di Cairo [Malik Salih Najmuddin]	1242, Ayyubid	Bloom et al. (2009)
15	Madrasah al-Jiliiyyah di Baghdad [Abu Fadl bin Nasir]	12 th C, Seljuk	Eche (1967)
16	Madrasah al-Fakhriyyah di Baghdad [Ibn al-Sawabi]	12 th C, Seljuk	Gianni (2016)
17	Madrasah di Marrakesh [Abdul Mu'min bin Ali]	12 th C, Andalus	Benjelloun-Laroui (1990)
18	Madrasah al-Turki di Wasit	13 th C, Seljuk	Kohlberg (1992)
19	Madrasah al-Shari di Ceuta [Abu al-Hasan al-Shari]	13 th C, Andalus	Benjelloun-Laroui (1990)
20	Madrasah al-Zahiriyyah di Aleppo [Al-Malik al-Zahir Ghazi]	13 th C, Ayyubid	Eche (1967)
21	Madrasah al-Sahibiyyah di Cairo [al-Sahib Safiuddin Abdullah]	13 th C, Ayyubid	Eche (1967)
22	Madrasah al-Sayfiyyah di Damaskus [Sayfuddin Baktamar]	13 th C, Ayyubid	Eche (1967)
23	Madrasah al-Shibliyyah di Damaskus [Kafur bin Abdillah al-Husami Shibl al-Dawla] bermazhab Hanafi	13 th C, Ayyubid	Eche (1967), Gianni (2016)
24	Madrasah al-Rawahiyyah di Damaskus [Zakiuddin Hibatallah]	13 th C, Ayyubid	Eche (1967)
25	Madrasah Sabahiyyah al-Bahaiyyah di Cairo [Bahauddin Ali]	1256, Mamluk	Eche (1967)
26	Madrasah a-Zahiriyya di Cairo [Al-Zahir Baybars]	1263, Mamluk	Pedersen et al. (2012)
27	Madrasah al-Badriyyah di Damaskus [Najmuddin al-Badra'i]	13 th C, Mamluk	Eche (1967)
28	Madrasah al-Mansuri di Cairo [Mansur Qalawun al-Salihi]	13 th C, Mamluk	Gianni (2016)
29	Madrasah al-Mankutamariyyah di Cairo [Sayfuddin Mankutamar al-Husami] bermazhab Hanafi dan Maliki	1296, Mamluk	Eche (1967), Gianni (2016)
30	Madrasah al-Taybarisiyyah di Cairo [Alauddin Taybars]	14 th C, Mamluk	Eche (1967)
31	Madrasah al-Mirjaniyyah di Baghdad [Aminuddin Mirjan]	1357, Abbasid	Gianni (2016)
32	Madrasah al-Bashiriyyah di Cairo [Sa'uddin Bashir al-Nasiri]	1359, Mamluk	Eche (1967)
33	Madrasah al-Manjakiyya di Jerusalem [Sayfuddin Manjak]	1361, Mamluk	Mahamid (2013)
34	Madrasah Sultan Hassan di Cairo [Sultan al-Nasir Hasan]	1363, Mamluk	Williams (2018)
35	Madrasah al-Jay di Cairo [Sayfuddin al-Jay]	1366, Mamluk	Eche (1967)
36	Madrasah al-Lukalaniyyah di Cairo [Al-Husayn al-Lukalani]	14 th C, Mamluk	Gianni (2016)
37	Madrasah al-Ashrafiyya di Cairo [Malik al-Ashraf Sha'ban]	14 th C, Mamluk	Gianni (2016)
38	Madrasah al-Mahmudiyya di Cairo [Jamaluddin Mahmud]	1394, Mamluk	Eche (1967)
39	Madrasah al-Jamaliyyah di Cairo [Jamaluddin Mahmud]	14 th C, Mamluk	Pourhadi (1994)
40	Madrasah Ulugh Begh di Samarkand [Ulugh Begh]	1421, Timurid	Peter (2006)
41	Madrasah al-Ashrafiyya di Jerusalem [al-Ashraf Qaytbay]	1482, Mamluk	Shammalah (2019)
42	Madrasah Ikhlasiyya di Herat [Ali Shir Nava'i]	15 th C, Timurid	Subtelny (1991)

CONCLUSION

This research aims to try ¹⁵ to determine the extent of the development of the theme of waqf on education in the scientific literature. The results show that there have been several published papers on this theme in the last 25 years, from 1995 to 2020. There have been 50 published studies based on Scopus database.

The visualization of bibliometric mapping shows that the map of research development in the field of waqf on education is divided into types of co-authorship and co-occurrence, with the most popular authors in the results of this bibliometric research being in the red cluster consisting of 10 authors, namely Ariff M, Mohamad S, Yusof A, Hashim H, Wan Yusof WS, Shamsudin AF, Abidin IZ, Hashim J, Yusof AM, and Zainudin H. Then the most popular institutions are ¹⁵ the Department of Arabic Studies and Islamic Civilization, Faculty of Islamic Studies, Universiti Kebangsaan Malaysia. Malaysia occupies the most popular country.

Whereas in co-occurrence, the most popular keywords from the unit analysis of all keywords, author's keywords to index keywords range from 5 keywords, namely Waqf, Education, Cash Waqf, Higher Education, Economic and Social Effect.

The findings of this study are that there are many forms of waqf schemes in education. Their sustainable nature makes them very relevant to the SDGs, especially in the fourth goal. In the golden history of Islam, an advanced civilization had quality and quality education based on social funds, namely waqf, followed by European countries with an endowment fund. In the end, the provision of education as a public sector should be the state's responsibility. As for the problem of funding, waqf can be a solution.

It should be noted that ¹⁶ this study aims to present an overview of the research trends on the theme of waqf on education, but the limitation has only been in the last 25 years. Although research has been carried out using specific bibliometric indicators so that readers ¹⁶ obtain a ¹⁶ general representation of the most significant data, the results presented are still ¹⁶ dynamic and may change over time with emerging trends.

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PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8

PAGE 9

PAGE 10

PAGE 11

PAGE 12

PAGE 13

PAGE 14

PAGE 15

PAGE 16

PAGE 17

PAGE 18

PAGE 19

PAGE 20
