

Research Trends on Parenting Styles in Children's Education (2016–2025): A Scopus-Based Bibliometric Analysis with an Islamic-Thematic Lens

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ABSTRACT

Parenting styles play a crucial role in children's educational development, yet global research on this topic remains dominated by secular psychological frameworks, with limited attention to Islamic parenting constructs. This study aims to map research trends on parenting styles in children's education from 2016 to 2025 and examine the extent to which Islamic parenting themes appear in the global literature. A bibliometric analysis combined with thematic review was conducted using Scopus-indexed journal articles. Data were retrieved using the query "parenting style*" AND "education" AND "child," limited to English-language journal articles published between 2016 and 2025. Following PRISMA-based screening, 264 articles were included for bibliometric analysis, while 10 studies were selected for in-depth thematic review. Data were analyzed using Biblioshiny in R-Studio and VOSviewer 1.6.20 to identify publication trends, influential contributors, collaboration patterns, keyword clusters, and Islamic parenting themes. The findings show rapid growth in publications, with an annual growth rate of 19.04% and a notable increase after 2021. The United States, China, Brazil, and the United Kingdom emerged as major contributors, while dominant keyword clusters focused on mental well-being, parent-child relationships, and adolescent development. Islamic parenting themes appeared only marginally and were not established as major clusters in the global dataset. The study highlights a significant research gap in integrating Islamic parenting concepts, such as *tarbiyah*, *uswah hasanah*, and holistic moral education, into mainstream parenting research. Future studies should develop validated Islamic parenting instruments and conduct empirical research linking Islamic parenting values with children's educational outcomes.

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1. INTRODUCTION

Child education is a fundamental foundation in shaping character and individual contributions in the future (Ginting, 2024; Rumbidzai & Achebe, 2023). Amidst the complexity of global educational challenges, the quality of child development is highly dependent on the domestic environment, particularly through parenting styles (Ali et al., 2023; Leyendecker et al., 2006; September et al., 2016). Many factors influence the quality of children's education, ranging from socioeconomic conditions and culture to the parenting styles children experience in their family environment (Ali et al., 2023; Leyendecker et al., 2006; September et al., 2016). Parental patterns will directly influence the formation of a child's character, emotional intelligence, and attitude in facing life (Rakhma, 2023; Saxena & Aggarwal, 2010; Sitepu, 2024; Șițoiu & Pânișoară, 2023). Theoretically, the discourse on parenting is dominated by Baumrind's classical framework, which categorizes parenting styles into four main types: authoritative (balance of control and warmth), authoritarian, permissive, and neglectful (Salavera et al., 2022; Yao, 2023). Although this Western construct has provided a strong foundation for psychological research, its representation in diverse cultural and religious contexts, particularly Islamic parenting, remains very limited in global empirical mapping.

Islamic parenting, or *tarbiyah*, is defined not merely as a set of normative rules, but as a holistic educational construct that encompasses physical, intellectual, emotional, and spiritual (*al-janib al-ruhi*) dimensions (Irpan & Sain, 2024; Palinge et al., 2022). Within this framework, parents play a dual role as educators and spiritual role models (*uswah hasanah*) (Harahap, 2023). Despite the richness of these spiritual values, there is a significant research gap regarding how the construct of Islamic parenting is positioned in global literature. Current studies on parenting and education are often fragmented across different disciplines, such as psychology, public health, and sociology, making it difficult to see a cohesive trajectory of how religious values interact with modern educational outcomes (Borer & Weidinger, 2024; Singh & Agarwal, 2024).

The need for bibliometric methods in this field has been driven by the rapid growth of literature and cross-disciplinary dissemination over the past decade. Traditional literature reviews are often subjective and limited in scope, while bibliometric mapping allows for rigorous quantitative synthesis of thousands of publications to identify *blind spots* in the current academic landscape. In particular, there is an urgent need to bridge the gap between universal parenting theories and the specificity of Islamic pedagogical values, which are often overlooked in large-scale metadata analysis.

This study offers novelty by integrating systematic bibliometric mapping with thematic interpretation focused on the construction of Islamic parenting. By analyzing the evolution of keywords and thematic clusters, this study seeks to reveal the extent to which Islamic values have entered the global education discourse and where the gaps lie for future research. To guide this investigation, the following research questions (RQ) are formulated:

- RQ1: What are the publication trends regarding parenting styles in child education from 2016 to 2025?
- RQ2: Which countries, institutions, sources, and researchers exert the highest influence in this field?
- RQ3: What are the main thematic clusters in this literature, and how have these themes evolved over the past decade?
- RQ4: To what extent does the theme of Islamic parenting appear in global literature, and where are the main research gaps?

2. METHODS

This study applies a dual methodological approach that combines bibliometric analysis and *Systematic Literature Review* (SLR). These two methods are used complementarily: bibliometric analysis serves to map macro trends and the intellectual structure of 264 articles, while SLR is used to conduct an in-depth qualitative analysis of 10 selected articles that are most relevant to the focus on Islamic parenting.

2.1 Search Strategy and Data Sources

Research data was extracted from the Scopus database on January 6, 2026. Scopus was chosen because of its reputation as one of the most comprehensive global citation databases with strict journal curation standards. The search strategy was carried out using *Boolean* queries in the title, abstract, and keyword fields (TITLE-ABS-KEY) as follows:

TITLE-ABS-KEY ("parenting style*" AND "education" AND "child")

The inclusion criteria applied were: (1) documents in the form of original journal articles; (2) published between 2016 and 2025; (3) in English; and (4) within the subject scope of social sciences, psychology, and education.

2.2 Selection Procedure and PRISMA Protocol

The data screening process follows the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) protocol to ensure transparency and validity of the selection results. The selection stages are described in detail in Figure 1:

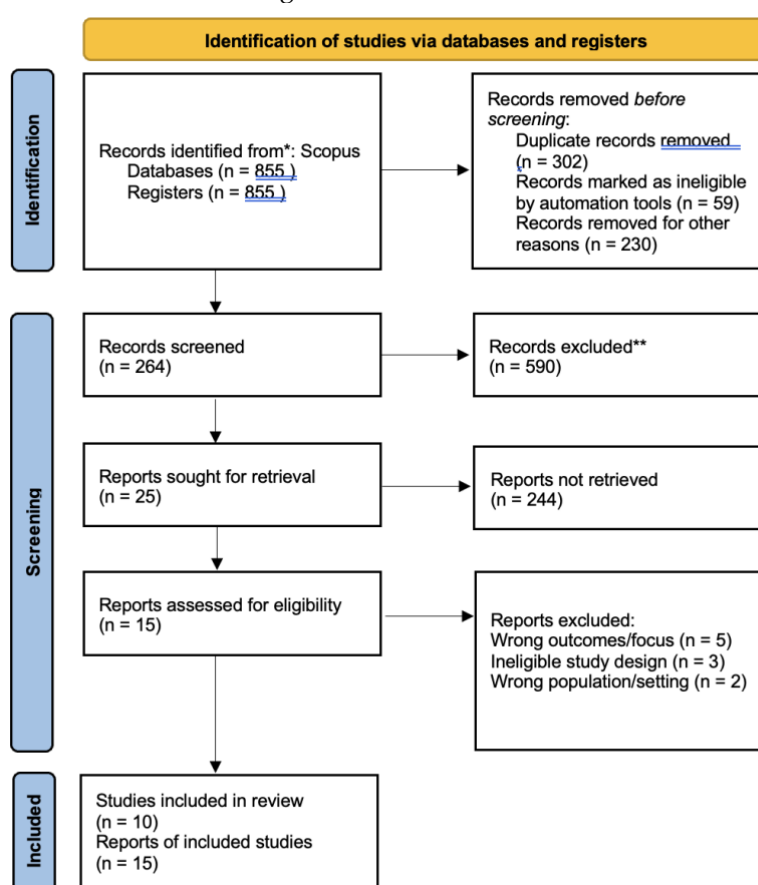


Figure 1. PRISMA Flow Diagram

1. Identification: A total of 855 records were identified from the Scopus database.
2. Cleaning: A total of 591 records were removed through automation tools because they were duplicates, documents that did not meet language criteria, or unsuitable document types (errata, short proceedings).
3. Bibliometric Screening: A total of 264 articles were declared to meet the criteria for bibliometric analysis using Biblioshiny and VOSviewer.
4. Feasibility (SLR): From this subset, a *full-text* assessment was conducted. A total of 254 articles were excluded due to irrelevance to the focus of the study, irrelevant study design, or failure to address specific aspects of parenting values.

5. Inclusion: Finally, 10 main studies were obtained and analyzed in depth for a qualitative synthesis of the Islamic perspective.

2.3 Analysis Tools and Indicators

The analysis was conducted using two main tools:

1. R-Studio Biblioshiny: Used to extract research performance metrics, including annual growth rate, author productivity based on Lotka's Law, source (journal) productivity, and citation impact (h-index and total citations).
2. VOSviewer (Version 1.6.20): Used for bibliometric map visualization. Keyword *co-occurrence* analysis uses the *fractional counting* method to mitigate the influence of documents with excessively long reference lists. Mapping normalization is performed using *association strength*.

Islamic Thematic Analysis: To answer RQ4, secondary *keyword filtering* techniques (such as "Islamic," "education," "parenting," and "Muslim") were applied to the main dataset to identify the presence and absence of Islamic-based parenting themes in global literature.

This study has limitations in terms of its *database*, as it only uses Scopus as its sole source. In addition, the restriction to English-language articles may overlook relevant publications in local languages (such as Indonesian or Arabic) that are not indexed in Scopus globally.

3. FINDINGS AND DISCUSSION

Based on the selection process with criteria established to achieve the objectives of the study, the following are the results of the study that will be discussed in this study

3.1 Findings

3.1.1 RQ1 Trends in Publications on Parenting Styles in Child Education from 2016 to 2025



Figure 1. General Information

Based on data extracted from the Scopus database on January 6, 2026, there were 264 documents that met the selection criteria for the 2016–2025 period. This metadata includes contributions from 1,227 authors, of which 12 documents were written by a single author (*single-authored documents*). The international collaboration indicator shows a figure of 20.88%, with an average of 5.09 authors per document, reflecting a high level of teamwork in this research. This data collection has an *Annual Growth Rate* of 19.04% with an average of 9.731 citations per document. Overall, there are 795 author keywords that form the basis of thematic analysis.

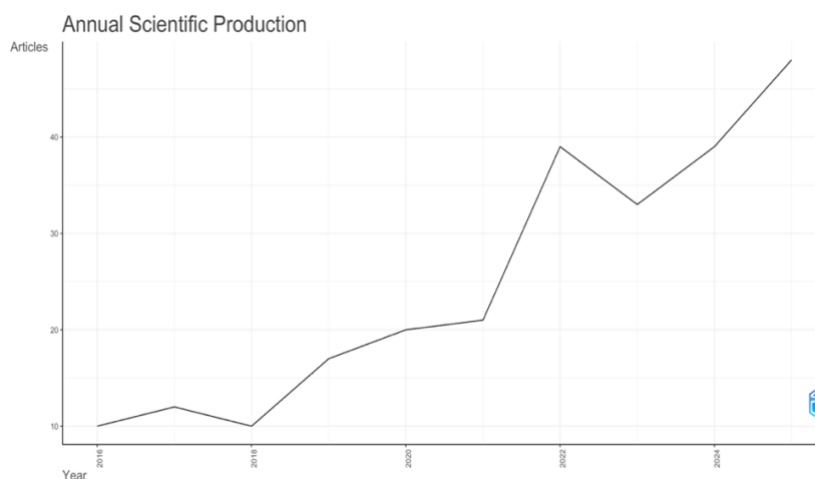


Figure 2. Publication Trends (2016-2025)

Analysis of Figure 2 shows the dynamic evolution of scientific productivity. At the beginning of the period (2016), only 10 publications were recorded, but this number increased consistently, reaching a peak in 2025 with 48 publications. A significant surge was seen in 2022 (39 articles), marking an increase in global research interest in the impact of parenting styles in the post-pandemic era. Despite fluctuations in 2023 (33 articles), the trend rose sharply again from 2024 to 2025, proving that parenting and child education remain priority issues in global literature. Based on these trends, the following are the most productive authors on this research topic:

3.1.2 RQ2 Researchers, Countries, and Affiliations of Parenting Styles in Child Education

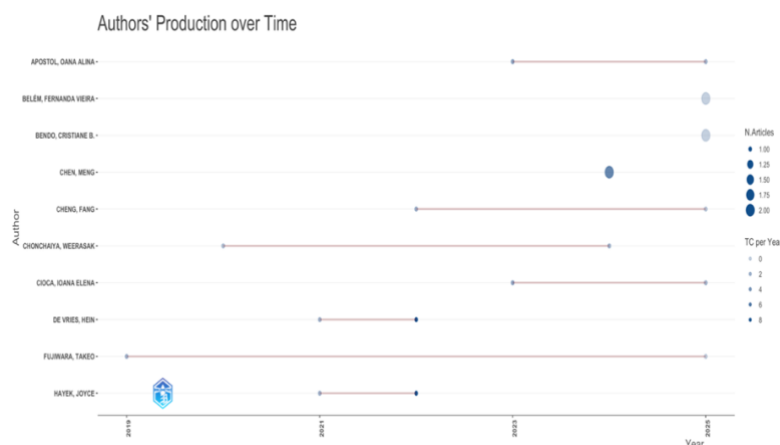


Figure 3. Author Productivity

Figure 3 data, the distribution of author productivity over the past decade shows diversity in terms of publication frequency and citation impact. Based on author performance analysis, figures such as Joyce Hayek and Ioana Elena Ciuca are recorded as authors who have a significant impact, with a total of citations (*Total Citations/TC*) of 42 and 11, respectively, in the 2022–2023 period. On the other hand, authors such as Fang Cheng and Meng Chen demonstrate very high research effectiveness with average citations per year (*Total Citations per Year/TCpY*) reaching 8.4 and 5.0, respectively. Although new authors such as Fernanda Vieira Belém and Cristiane Bendo have emerged in the 2025, their contributions are currently still in the early stages of citation accumulation. Overall, this data reflects that the intensity of research on parenting styles is not only based on the number of documents, but also on the quality of works that are the main references in the academic community. Based on the author data, we will discuss country collaboration related to the research topics discussed:

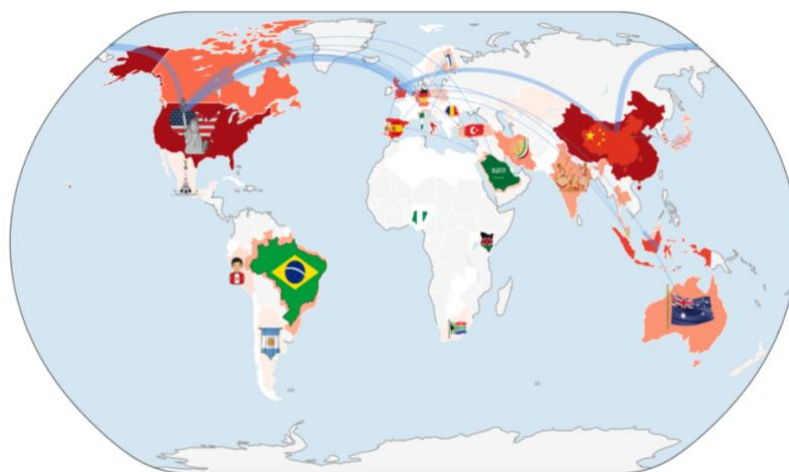


Figure 4. Country Collaboration

Based on Figure 4, the world collaboration map reveals strong international relationships in the development of science in the field of childcare and education. Developed countries such as the United States, China, and Australia act as major research hubs with very active collaboration flows, especially from China to various institutions in Asia and America. In addition, the role of developing countries such as Brazil, Nigeria, and Indonesia is becoming increasingly prominent, indicating that this topic has become a cross-cultural concern that is no longer limited to Western perspectives.

Table 1. Productivity Affiliations

Affiliation	Articles
University of California	9
School of Medicine	6
Federal University of Goiás	6
Federal University of Minas Gerais	6
University of Cincinnati College of Medicine	6
Chiang Mai University	5
Chongqing Medical University	5
Guangxi Medical University	5
King's College London	5
Trisakti University	5
Yonsei University	5
Chulalongkorn University	4
Hasanuddin University	4
National Institute of Mental Health and Neurosciences	4
Qazvin University of Medical Sciences	4

At the institutional level, as shown in Table 1, the University of California leads in productivity with 9 articles, followed by the Federal University of Goiás and the Federal University of Minas Gerais, each contributing 6 articles. The presence of Asian institutions such as Yonsei University and Indonesian institutions such as Trisakti University and Hasanuddin University (with 4-5 publications) reinforces the inclusive global contribution to enriching the literature on child education.

3.1.3 Keyword Analysis of Parenting Styles

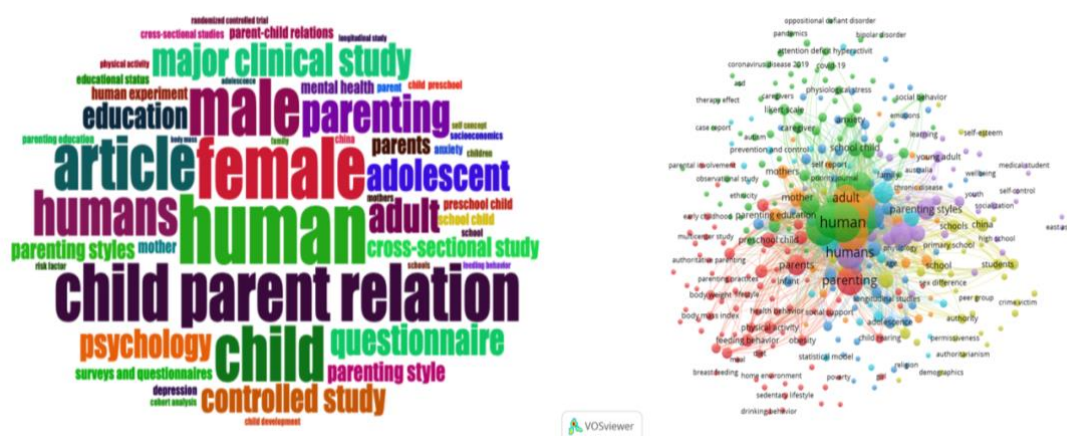


Figure 5. Keyword Trends

Based on Figure 5, keyword trend analysis provides an overview of the multidimensional focus of the research that has been conducted. The findings show the dominance of Scopus index terms such as "human" (155 occurrences), "female" (138), and "child parent relation" (129), which reflect a deep concern for the dynamics of parent-child relationships and gender perspectives. Specifically, the correlation between "parenting style" (44 occurrences), "education" (59), and "mental health" (30) confirms the strong correlation between parenting styles and psychological well-being as well as formal and informal educational outcomes. Although the use of *cross-sectional* study designs and psychological approaches still dominates, this analysis also reveals opportunities for future research. In particular, there is an urgent need to integrate these variables into a more specific value framework, such as Islamic-based parenting, to fill the gaps in the literature, which is currently dominated by general and universal concepts.

3.1.4 RQ4 Theme Parenting styles towards children's education in Islam and globally

Table 2. Literature review of parenting styles in Islamic and global child education

No	Author & Year	Key Findings
1	Zur Raffar et al., (2025)	Emphasizes strengthening the spiritual aspect of parenting to address juvenile delinquency issues. Suggests parenting guidelines based on Qur'an and Sunnah.
2	Mahfud et al., (2023)	Finding that authoritative parenting is more dominant and effective in the context of Islamic orphanages compared to permissive or authoritarian parenting for children with disabilities.
3	Ma'ruf et al., (2025)	Permissive parenting has a positive effect on Gen Alpha's emotional regulation in Islamic schools. Highly educated parents tend to avoid authoritarian parenting styles.
4	Mustakim et al., (2022)	Identifying the "Popular Islamist Authoritative Parenting" model through analysis of the animated film <i>Nussa</i> , which integrates Salafi values into authoritative parenting.
5	Yaffe, (2023)	Confirming that authoritative parenting remains the most dominant and preferred style across various cultural sectors (Jewish, Arab-Muslim, and Bedouin).
6	Tami & Reed, (2020)	There is a discrepancy between mothers' self-perception (feeling authoritative) and actual practice. Culture and fear are barriers to physical activity among Arab families in the US.
7	Xu & Gui, (2025)	Permissive parenting was found to be more conducive in helping children in China gain access to elite universities than other styles.

8	Fung & Deng, (2025)	There is no correlation between authoritative and authoritarian styles in Hong Kong due to cultural hybridity; parents can be both very democratic and very punitive.
9	He et al., (2023)	Parenting styles characterized by high control and high responsiveness (authoritative) significantly reduce bullying behavior through enhanced emotional intelligence.
10	Kong & Yasmin, (2022)	Authoritative parenting is positively associated with learning outcomes. <i>Parental self-efficacy</i> is a key mediator in children's learning success.

At this stage, secondary *keyword filtering* techniques (such as "Islamic," "education," "parenting," and "Muslim") were applied to the main dataset to identify the presence and absence of Islamic-based parenting themes in global literature. Analysis of ten selected articles shows a global trend that places authoritative parenting as the most dominant and effective parenting style in improving learning outcomes, regulating emotions, and suppressing bullying behavior in children (Kong & Yasmin, 2022; He et al., 2023). However, in the modern educational landscape, there has been a significant shift in which cultural and spiritual values are being integrated to enrich Western theory, particularly through an Islamic thematic lens. Research in Indonesia and Malaysia confirms that parenting is not merely a psychological interaction, but rather an instrument of spiritual strengthening based on the Qur'an and Sunnah to protect adolescents from moral decadence (Zur Raffar et al., 2025). The emergence of the concept of *Popular Islamist Authoritative Parenting* through digital media and the application of adaptive Islamic parenting models for children with disabilities shows that the integration of Islamic values—such as religiosity, responsibility, and compassion—can create a more hybrid and culturally relevant parenting model for the global Muslim community in the Alpha Generation era (Mustakim et al., 2022; Mahfud et al., 2023).

3.2 Discussion

The evolution of research trends on parenting styles in child education shows significant dynamics during the period 2016 to 2025, with a very noticeable surge in publications occurring after 2021. This increase in scientific productivity from 2022 to 2025 is analytically closely related to the COVID-19 global health crisis, which shifted the focus of research towards children's mental well-being in the home environment. This is evidenced by the emergence of the keywords "*mental health*" and "*anxiety*" in the VOSviewer cluster, which indicates that parenting styles are now assessed not only from an academic achievement perspective, but also from their ability to mitigate the psychological impact of the pandemic. The dominance of the keywords "*child parent relation*" with 129 occurrences reinforces that the quality of communication and interpersonal interactions have been the main determinants in the literature on child education over the past decade.

Bibliometric mapping using VOSviewer successfully identified three major thematic clusters covering the relationship between parenting styles and mental health, social behavior, and adolescent development. These findings indicate that global literature is still heavily dominated by Western psychological approaches, in which authoritative parenting styles are considered the gold standard in promoting emotional regulation and school engagement. However, even though the variable "*religion*" has begun to appear marginally in keyword networks, there is a clear disconnect between mainstream literature and the construct of Islamic Parenting. Theoretically, the principle of *Tarbiyah al-Azward*, which emphasizes compassion (*rahmah*) and exemplary behavior (*uswah hasanah*), has strong intersections with the aspects of warmth and control in authoritative parenting. However, in the Scopus dataset, Islamic spiritual values such as tauhid education and morality (*khuluq*) have not been widely operationalized as empirical variables integrated with children's educational outcomes.

In the context of Islam, children's education is not only seen as a transfer of knowledge, but also as an effort to shape children's character and moral values (Hafizi & Wiyono, 2023). Parenting in Islam strongly emphasizes the importance of love, attention, and parental role models, especially in teaching religious values and good ethics (Hafizi & Wiyono, 2023). Islamic parenting, also known as *Tarbiyah*

al-Awlad, is based on the principles of monotheism, faith, and good morals. Parents have a responsibility to educate their children in terms of morals, health, logic, and social responsibility (Jafari, 2023; Muzekki et al., 2024). According to Darajat (Madyawati et al., 2023), Islamic parenting involves a comprehensive approach, which is demonstrated through the attitudes and behavior of parents towards their children from an early age, with reference to the guidance of the Qur'an and Sunnah. The duty of parents is to provide positive guidance and direction to their children so that they can apply the correct Islamic educational values, by exemplifying good behavior. Based on these various views, it can be concluded that Islamic parenting is a method of parenting practiced by Muslims, who educate their children based on Islamic teachings, rules, and values, with a primary focus on the teachings of Islamic parenting found in QS Luqman verses 13-19 (Kusuma et al., 2024).

Children are considered a trust from Allah to their parents, with hearts as pure as precious stones, free from negative influences (Al-Hawary et al., 2023). The Prophet taught that every child is born in a state of fitrah, and parents have a major role in shaping their children's religious beliefs (Fitri et al., 2024). According to the Sunnah of the Prophet, the process of educating children is divided into four stages. In the first stage (0-6 years), parents are taught to give unlimited love and create a sense of security in their children, avoiding physical punishment. In the second stage (7-14 years), the focus is on applying discipline and responsibility, teaching obligations such as prayer. In the third stage (15-21 years), a period of adolescence often filled with rebellion, parents are advised to be more like friends to their children and to maintain communication. In the fourth stage (21 years and above), parents begin to give their children complete trust to make their own decisions (Wahyudi, 2019).

For example, the focus on worship discipline in the second stage (7-14 years) can be a solution in strengthening children's character, but eschatological dimensions such as protection from "hellfire" have not been the main focus in reputable journals dominated by Western institutions such as the University of California and King's College London. This gap shows that publications from Muslim-majority countries, including Indonesia, need to be bolder in promoting religious variables as valid determinants in modeling children's education at the international level.

As an implication of these findings, there is an urgent need to fill the research gap through intervention studies linking QS. Luqman parenting methods with improved academic performance and emotional stability. The current bibliometric map shows that although the productivity of Indonesian institutions such as Trisakti University and Hasanuddin University is beginning to be seen, their global impact in terms of citations still needs to be improved in order to match the narrative of general psychology. In the future, research should be directed towards operationalizing Islamic Parenting variables into more modern quantitative research instruments, in order to bridge the gap between normative religious principles and the practical needs of child education in the modern era. Thus, Islamic parenting will no longer be viewed merely as a traditional practice, but as a holistic educational paradigm that is relevant and capable of making a significant contribution to global literature.

4. CONCLUSION

This bibliometric study confirms that discourse on parenting styles in child education has experienced rapid growth in literature over the past decade (2016–2025), with an annual growth rate of 19.04%. Performance analysis shows that research dominance is still centered on institutions in the United States and China, while institutions in Indonesia are beginning to show competitive productivity. Thematically, global literature is heavily focused on the relationship between parenting styles and mental health and adolescent development through a secular psychological approach. Key findings from this study reveal a significant gap at the global metadata level, where Islam-based parenting constructs have not emerged as a major cluster and remain fragmented as marginal sub-themes in the Scopus database.

However, an in-depth analysis of recent literature shows the emergence of hybrid parenting models, such as *Popular Islamist Authoritative Parenting*, which utilizes digital media to internalize Salafi values in early childhood. In addition, spirituality-based parenting practices in Southeast Asia have

proven to be a crucial instrument in mitigating the risk of adolescent social issues, while the application of authoritative Islamic parenting to groups with disabilities demonstrates the flexibility of Islamic values in responding to special education challenges. This indicates that authoritative parenting styles no longer stand alone, but are beginning to assimilate with the values of *tawhid* and *akhlak* to create more comprehensive resilience in children.

This study has several limitations, including reliance on a single data source (Scopus), restriction to English-language documents, and search keyword bias that may exclude locally published works that are not indexed internationally. Therefore, conclusions regarding these global trends should be interpreted within the scope of the indexing coverage.

As a follow-up, future research should focus on several strategic areas: (1) conducting a systematic meta-analysis that specifically compares the effectiveness of authoritative parenting styles with *Tarbiyah al-Awlad* parenting patterns; (2) developing and conducting psychometric validation of globally acceptable Islamic parenting measurement instruments; and (3) conducting empirical mixed-methods studies to longitudinally test the practical impact of Islamic values on children's educational achievements in various cultural contexts. This includes exploring the influence of digital Islamic educational content on parent-child interaction patterns in the Alpha Generation era. The integration of spiritual values and modern research methodologies is key to enriching the literature on a more holistic approach to child education in the future.

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