A Bibliometric analysis of multicultural education in international and Indonesian contexts using Vosviewer

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Article Info

ABSTRACT

The research aims to analyze and describe the theme of multicultural education more comprehensively and in-depth. The method in this study uses a bibliometric analysis approach. Data is sourced from the Scopus publication database. The data search on title-abs-key uses *"multicultural education"* with limited articles and reviews. Publication years between 2013 -2022 or the last ten years. Data analysis using VOSviewer software. The results of this study show that in the international and Indonesian contexts, the theme of multicultural education has received significant attention and will continue to grow along with the needs and advances of science and technology. In this theme, the United States has the most immense contribution at the international level, and Indonesia contributes the most in South East Asia. In the future, the theme of multicultural education will continue to evolve, especially in the following topics: model, critical multicultural education, multicultural competency, responsive teaching, teacher candidate, preservice teacher, ethnic minority student, self-efficacy, diverse student, multicultural content, responsive pedagogy, critique, intercultural education, peace, dan personality. The implications of these findings are for the development and improvement of future multicultural education research and publications.

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Introduction

Multicultural education has developed in various countries, including Indonesia. The development rate depends on multiple factors, including government policies and teachers' implementation at the school level (Connerley & Pedersen, 2014; Harjatanaya & Hoon, 2020; Miftah, 2016; Putra, 2021). By comparing one country, for example, Indonesia, in the context of other countries (International) can inspire Indonesia and other countries to help Indonesia grow and develop more, especially in the multicultural education context (Patras, 2022). Indonesia can be motivated by the productivity or perseverance of another country in implementing multicultural education. We can identify how other countries are tackling the same problems and applying some of their solutions to our struggles. We can avoid problems in the first place by looking at how other countries are failing. Therefore, this article is essential in the context of the development of multicultural education.

Advances in communication technology in every nation bring increasingly complex challenges (Burbules et al., 2020; Fukuda, 2020). Every day, society faces differences that must be addressed appropriately and wisely. The complexity is higher in a plural society like Indonesia (Firdaus et al., 2020; Wasino, 2013). Indonesia has

hundreds of ethnic groups and various local languages (Putra, 2021). Indonesia has declared itself as a multicultural country in terms of culture, religion, and ethnicity exists to this day(Arauf, 2022). Technological advances, such as the existence of various types of social media, add complexity to the challenges for society. Through social media, people are crammed with multiple confusing pieces of information, making it easy to conflict with different ones (Koc-Damgaci & Aydin, 2018). Such a situation is not only a problem in Indonesia; other countries face increasingly complex issues due to advances in communication technology. Therefore, Indonesia must learn from other countries to implement multicultural education (Patras, 2022). This situation requires the general public and educators to have multicultural competence (Chaika et al., 2021). These competencies come from multicultural education in schools and non-schools (Jayadi et al., 2022; Koh & Harris, 2020). Multicultural education creates harmonious interaction between people (Saihu et al., 2022).

The need for multicultural education is in line with the demands of change in society, especially for the young generation today (Barton & Ho, 2020). Being a multicultural society cannot be rejected by any society(Arbabi et al., 2017). Therefore there is a strong urge to implement multicultural education (Email, 2017). Multicultural education activists argue that monocultural education can no longer arouse students' curiosity about other cultures and hinders the growth of students' critical attitudes (Canen & Peters, 2005). Monocultural education produces graduates who like to potentially judge different cultures with their cultural perspectives to foster arrogant traits potentially (Raihani, 2018). The implementation of monoculturalism education causes many opposing sides in society, so the model's education is abandoned a lot (Arbabi et al., 2017; Canen & Peters, 2005). As a new alternative to education, multiculturalism is widely adopted by various countries worldwide. Although some politicians or figures in a country weaken multicultural education (Thomas, 2020), there are still discriminatory teachers and principals (D'hondt et al., 2021). Multicultural education has bridged differences to create a conducive plural community environment (Sahibudin et al., 2020).

Education multiculturalism, according to Ivenicki (2021), refers to teaching and learning strategies aimed at understanding and respecting cultural diversity, recognizing the specificity of cultural identity, including individual identity, and combating inequality. According to Doucette et al. (2021), Multicultural education is a learning practice that frees students from oppressive structures in society, so educators need a deep understanding of the complexity of different cultures and the intersectionality inherent in race, gender, and social class.   Multicultural education is related to teacher competence in mastering foreign languages, communication skills without discrimination, and proactivity in a multiethnic environment (Chaika et al., 2021). Multicultural education is the behavior of teachers who strive to earnestly instill tolerance, mutual respect, and mutual respect for differences between people, provide material taught containing insights about diversity, problem-solving skills that will be faced by students, build gender sensitivity and apply anti-discrimination attitudes to differences in abilities possessed by students (Rachmadtullah et al., 2020). Multicultural education emphasizes that together with others, we can develop our culture, identity, and society into the future, so we must identify our ability to nurture and view togetherness as a quality parameter (Lee et al., 2020).

Many factors determine the success of multicultural education in a nation. The research results show that the success of multicultural education depends on the quality of the educational process, promotion, and social media (Putra, 2021). Furthermore, multicultural education should be implemented under transformative civic education (Nakaya, 2018). The success of multicultural education is determined by six factors: the frequency of joining other cultural activities, living in a multicultural environment, the experience of interacting with people from different cultures, friendships, and learning experiences in cross-cultural understanding courses(Uyun, 2022). The results also show that traditional toys based on multicultural education can improve critical thinking in students (Dewi et al., 2020), and a multicultural environment could positively affect students' working abilities (Karacsony et al., 2022).

Multicultural education is needed to improve society (Akarcay Ulutas et al., 2022; Latypova et al., 2021; Ozbilgehan & Celenk, 2021; Żammit, 2021). Research on multicultural education has also been widely published. The publication is recorded in both Scopus and non-Scopus publication databases. Knowledge of multicultural education can help decision-makers and researchers in the field. However, no research on multicultural education has used in-depth and comprehensive bibliographic analysis in terms of countries, organizations, authors, and hotspots in the forefront.   This research contains novelty in the form of in-depth and comprehensive bibliographic analysis using VOSviewer software (Cheng et al., 2021; Hu et al., 2019).

This study describes multicultural education from various perspectives, including an overview of multicultural education publications; trends; countries; organizations; sources; authors and relationships between authors; and future multicultural education hotspots, both in the international and Indonesian

contexts. In connection with these objectives, this study makes the following research question (Q) as follows Q1: What are the general trends in multicultural education research publications?; Q2: Which countries/regions have the most publications in multicultural education?; Q3: Which research organizations have a significant influence in the field of multicultural education?; Q4: Which authors are the most productive in multicultural education, and what is the level of cooperation among authors?; Q5: What is the picture of the future multicultural Education research hotspot?

Method

This study aims to describe the development of multicultural education in the international and Indonesian contexts. Hopefully, this research will provide inspiration and motivation, especially for Indonesia, to continue implementing multicultural education better. Multicultural education is necessary for Indonesians who face advances in science and technology and a plural Indonesian society. This study uses a bibliometric review process to analyze and describe publications with multicultural education, especially in the international and Indonesian contexts. Researchers used VOSviewer visualization software to analyze the data(Han & Gong, 2021; Hirawan et al., 2022; Lazzari et al., 2022). With the Vosviewer tool, researchers describe the general description of the publication, the relationship of the authors, institutional cooperation, grouping of keyword co-events, and the path of hot spot evolution on the theme under study (Finandhita et al., 2022; van Eck & Waltman, 2017). The stages of this research are as follows:
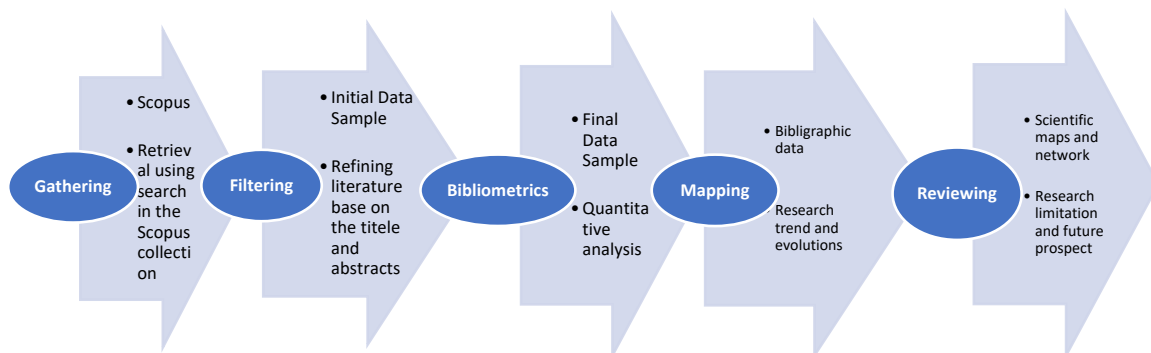

Figure 1. Research process (Hidayat, 2023)

In the first stage, search document data from the Scopus database as follows: using keywords in title-abstract-keywords using the word "*multicultural education*," then limited to: "*articles,*"; "*review,*"; and "*English.*" The search results were 2,124 documents. The second step, search Scopus data as follows the word: "*multicultural education*," then limited to: "*articles,*"; "*review,*"; "*English,*"; and then altered to publication years between 2022 to 2013 or the last ten years. The search results are 1,048 documents. This number is then used in bibliographic analysis using VOSviewer software.

VOSviewer is software that creates and visualizes bibliometric networks (Kurniati et al., 2022; Luckyardi et al., 2022; Putri et al., 2021). The network covers various sides, including journals, researchers, institutions, and countries. Networks in VOSviewer can be built on citations, bibliographic coupling, shared citations, or co-authorship relationships (Hirawan et al., 2022; Lazzari et al., 2022; Nurdin et al., 2021). VOSviewer also offers text mining functionality that can be used to build and visualize co-occurrence networks of important terms extracted from the body of scientific literature (Dubyna et al., 2022; Vittori et al., 2022). Various publication themes have been widely analyzed using VOSviewer; among them is ethical behavior in education (Hidayat, Patras, Usman, et al., 2023) and teacher leadership (Hidayat, Patras, & Sampaleng, 2023), including multicultural education in this study.

Results and Discussion

Before describing publications on multicultural education in the international and Indonesian contexts, some findings will be presented among them: (1) Based on year publication and research interest; (2) Based on the country; (3) Based on Publication Organizations and Journals; (4) Based on Source; (5) Based on the Author of Multicultural Education; (6) Hotspot map by title; and (7) Hotspot maps based on the abstract. Then, based on these findings, the author will discuss multicultural education in the international and Indonesian contexts and its implications for the development of multicultural education based on the hotspots found in this study.

Based on general information. Searching publication documents using the title keyword "multicultural education," articles, reviews, and English in the Scopus database obtained 2,124 documents. Searching papers based on the keyword "multicultural education," articles, reviews, and English language in the Scopus database limited to publication between 2013 and 2022 obtained 1,048 documents. The author used some 1,048 papers to analyze multicultural education bibliometrics using the VOSviewer application.

Based on year publication and research interest. The author ranks the productive year of publication on multicultural education into five ranks. 2020 is the first rank or the most productive year with 125 documents. Year 20 22, with 118 papers, ranked second, and year 20 21, with 113 documents ranked third. In 2017 with 112 documents ranked fourth, and in 2015 was ranked 5th with 103 documents (see Figure 2). Based on these data, publications on multicultural education at the Scopus indexing institution are classified as receiving stable attention from education researchers. This situation is indicated by data on the number of publications of multicultural education documents in 10 years at an average of 106 documents per year.
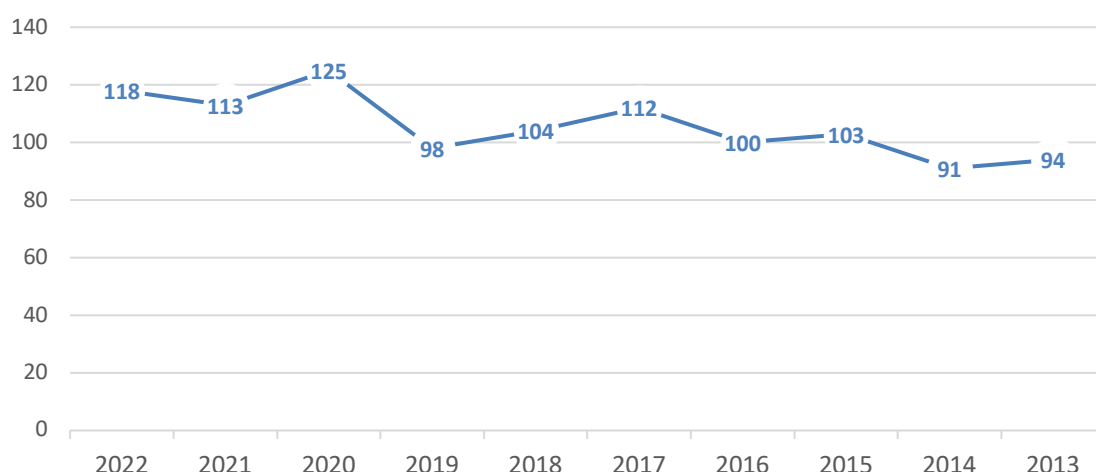

Figure 2. Multicultural Education Publication in 10 Years

Table 1. Distribution of Multicultural Education Publications in Various Countries

No.	Country	Document	Citations
1	United States	507	4280
2	Russian Federation	60	264
3	South Korea	59	172
4	Turkey	54	354
5	Indonesia	41	81
6	Australia	32	27
7	Israel	26	168
8	Finland	22	333
9	United Kingdom	22	165
10	Spain	21	102
11	Canada	20	115
12	Netherlands	20	427
13	China	18	41
14	Hongkong	16	101
15	Malaysia	15	58
16	Cyprus	12	57
17	South Africa	12	10
18	Kazakhstan	11	31
19	Norway	11	66
20	New Zealand	10	186
21	Taiwan	10	24

Based on the country. The United States (US) published the most articles on multicultural education with 507 documents, followed by the Russian Federation (60 documents), South Korea (51 documents), Turkey (54 documents), Indonesia (41 documents), and Australia (32 documents). Based on these data, the United States

dominates the publication of multicultural education themes. For the Southeast Asia region, Indonesia and Malaysia contributed 56 documents to the publication of the theme, and Indonesia became the most productive country in the area with 41 documents. Regarding citations, the multicultural education document from the United States was cited 4280 times, ranking first out of all countries. This was followed by the Netherlands (20 documents, 427 citations) and Finland (22 documents, 333 citations). At the same time, multicultural education publications from Indonesia are cited 81 times and Malaysia 58 times.

In the regional context, the theme of multicultural education in Indonesia is still relatively new. This can be seen in the results of VOSviwer mapping (Figure 3). Based on Figure 2, Indonesia's position is yellow, meaning that the theme of multicultural education emerged in the 2020s. However, yellow is also seen in Saudi Arabia, Portugal, and Belgium. This situation is a challenge for education researchers to make multicultural education an alternative theme for research and publication in the future.
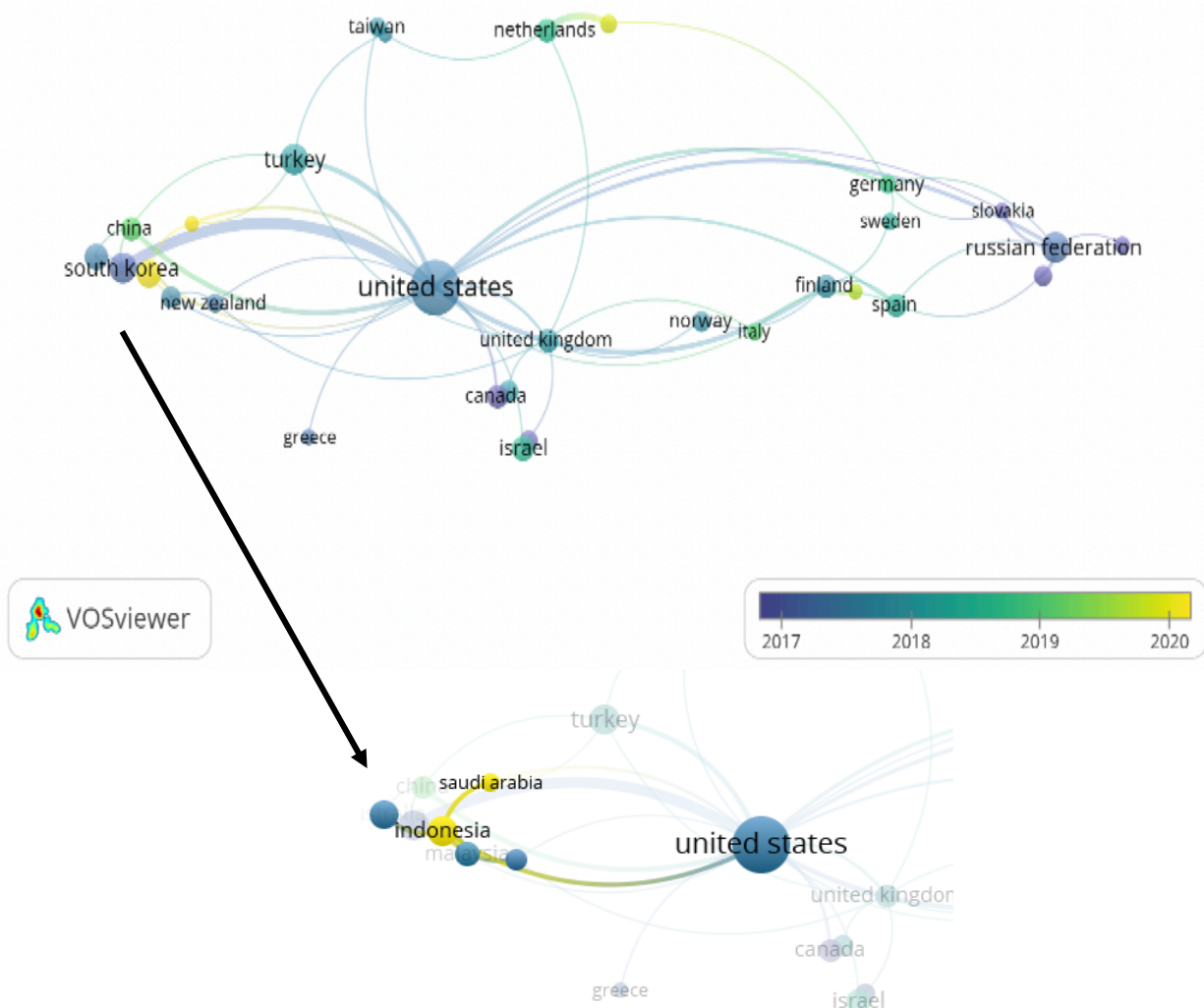

Figure 3. Indonesia in Multicultural Education Publications

Based on Publication Organizations and Journals. Three publications organizations are most productive in publishing the theme of multicultural education. The most prolific institutions publishing multicultural education are Kazan (Volga Region) Federal University, Kazan, Russian Federation (7 documents, 18 citations), and New Mexico State University, United States (7 documents, 16 citations). Although most productive, these universities lost citations to Brigham Young University, United States (5 documents, 29 citations).

Based on Source. Based on Table 3, in the last ten years, there have been five journals that published the theme of multicultural education in more than 30 documents, namely: Multicultural Education Review (55 papers), Multicultural Perspectives (43 documents), Journal For Multicultural Education (41 documents), International Journal of Multicultural (40 documents), and Education and Urban Society (34 documents).

However, two journals have the most vital link: Multicultural Education Review and International Journal of Multicultural.

Table 2. Multicultural Education Publication Institute

No.	Organizations	Document	Citations
1	Brigham Young University, United States	5	29
2	Kazan (Volga Region) Federal University, Kazan, Rusian Federation	7	18
3	New Mexico State University, United States	7	16

Table 3. Multicultural Education Publication Resources

No.	Sources	Document	Citations	Link
1	Multicultural Education Review	55	408	35
2	Multicultural Perspectives	43	247	17
3	Journal for Multicultural Education	41	147	23
4	International Journal of Multicultural	40	147	26
5	Education and Urban Society	34	350	9
6	Intercultural Education	22	167	17
7	Journal of Latinos and Education	16	67	0
8	Journal of Teacher Education	16	61	14
9	Information Japan	11	2	1
10	Kappa Delta Pi Record	10	13	0
11	Race, Ethnicity, and Education	10	127	5
12	Teaching and Teacher Education	10	61	14

In the context of the relationship between journals that have published the theme of multicultural education in the last ten years, with the help of mapping by VOSviewer we can see the oldest and newest journals in the publication of this theme. In Figure 4, a yellow journal shows the more recent year in the publication of the theme of multicultural education. For example, Journal for Multicultural Education, Teaching and Teacher Education, and Education Science. While the blue journal shows the most extended journal in the publication of the theme of multicultural education. Examples: Multicultural Education Review and Multicultural Perspectives.
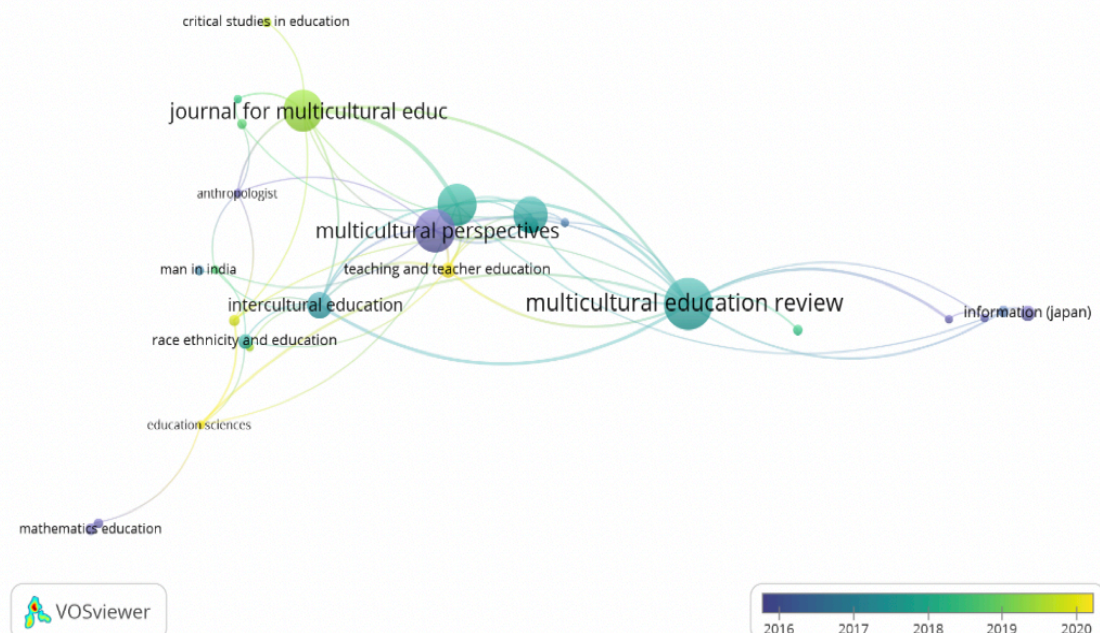

Figure 4. Journal in Multicultural Education Publications

Based on the Author of Multicultural Education. In the international context, this study determined the six most productive authors based on writing at least six documents on multicultural education. Aydin H., (14 documents, 204 citations), Thijs J. (8 documents, 299 citations), Verkuyten M. (8 documents, 299 citations),

and Acquah E.O. (6 documents, 84 citations), Rubin D.I. (6 documents, 38 citations), and Whiting E.F (6 documents, 43 citations). Although Aydin H., has the advantage in document quantity, the number of citations and the strength of publication links are surpassed by Thijs J., and Verkuyten M. (Table 4)

Table 4. The Authors of Multicultural Education

No	Author	Documents	Citations	Link
1	Thijs J.	8	299	8
2	Verkuyten M.	8	299	8
3	Acquah E.O.	6	84	0
4	Aydin H.	14	204	0
5	Rubin D.I.	6	38	0
6	Whiting E.F	6	43	0

From the context of the authors of multicultural education themes, we can classify them based on the age of publications and their networks. We rank the publication age into old, middle, and young or new groups. Based on these classifications (see Figure 5, yellow indicates young, and blue indicates old/senior). Based on Figure 4, Whiting E.F., Abduh A., Nawarat N., including young or new authors. While Sleeter C., Rubin D.I., and Aydin H., including old or old writers. Meanwhile, from the context of the relationship between authors, only 2 have a strong relationship, namely the relationship between Thijs J., with Verkuyten M. and the relationship between Whiting E.F. and Cutri R.M.
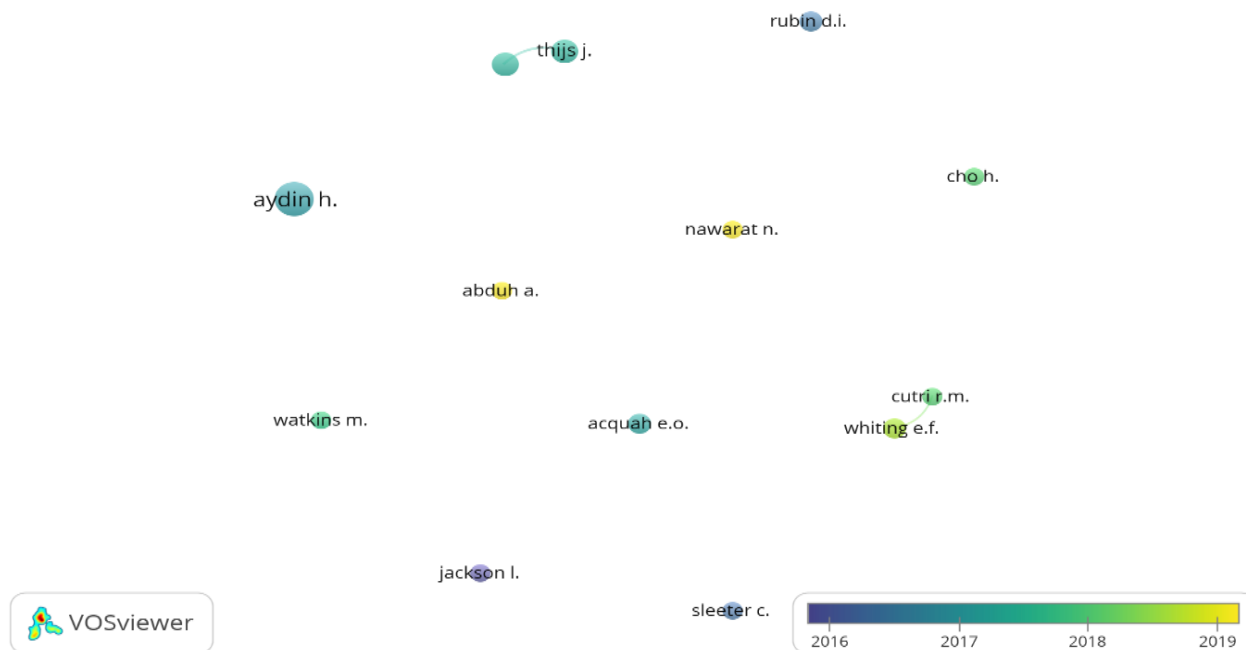

Figure 5. Relationships between Authors in Multicultural Education Publications

Hotspot map by title. Based on the construction of VOSviewer, if the analysis is based on words in the article's title, then the theme of multicultural education is connected to 68 words/phrases. The sixty-eight items of words/phrases are divided into 8 clusters. The first cluster contains words: community, dialogue, inclusion, intercultural education, problem, response, responsive teaching, and voice. The second cluster includes words: color, critical multicultural education, intercultural competency, lesson, relationship, resistance, and teacher candidate. The third cluster contains words: change, cultural competency, equity, international student, multicultural competence, perceptions, racism, self, and social justice. The third cluster includes words: application, discourse, higher education, policy, research, and strategy. The fifth cluster contains words: engagement, learning, model, preservice teacher, technology, tool, and view. The sixth cluster contains words: child, factor, formation, parent, story, and tolerance. The seventh cluster contains words: effect, ethnic minority student, immigrant, and multicultural curriculum. Finally, the eighth cluster contains words: ethnicity, impact, literature, race, and review. Suppose the construction map on Vosviewer uses Overlay Visualization (note the yellow color and the year). In that case, new items/phrases appear in

multicultural education publications: model, critical multicultural education, multicultural competency, responsive teaching, teacher candidate, preservice teacher, and ethnic minority student (Figure 6).

Figure 6. Hotspot Map By Title

Hotspot maps based on the abstract. If based on keywords on the abstract, then the theme of multicultural education is connected to 286 words/phrases. The 286 words/phrases are connected to 4 clusters. These clusters show a different focus in multicultural education publications. If using Overlay Visualization on Vosviewer, the 286 items can be included in old and new things/phrases in the context of multicultural education publications. Words/phrases that have long been associated with multicultural education (Figure 7, see the year and dark blue) include teacher education, pedagogy, discourse, race, justice, ethnicity, attitude, and problem. The new words/phrases connected to multicultural education publications (Figure 8, blue) include self-efficacy, diverse students, multicultural content, responsive pedagogy, critique, intercultural education, peace, and personality.

Figures 7. Bibliometric Maps Based on Abstracts

Internationally, the research theme on multicultural education is fascinating. It is proven that many studies have published this theme. The publication of the theme "multicultural education", in the form of articles, reviews, and English language on the Scopus database received thousands of attention from researchers. Most of the themes of multicultural education are published in the fields of social sciences (969 documents), Arts and Humanities (124), and Psychology (94 documents). In the Indonesian context, 41 documents were found. From this, it can be concluded that internationally and nationally in Indonesia, the theme of multicultural education is very attractive to researchers, especially education researchers. This theme is exciting because monoculture education will no longer be adequate (Nurman et al., 2022; Raihani, 2018; Sahibudin et al., 2020; Zamroni et al., 2021); as a result of social changes and the advancement of science and technology education requires a multicultural process (Akcaoğlu & Arsal, 2022; Haque et al., 2017; Yang & Mindrila, 2020).

In the international context, the United States is the most productive country in this study. This study found that the number of publications on multicultural education in 10 years averaged 106 articles per year or eight articles per month. As in other fields of science, the United States (US) is the country that publishes the most articles on multicultural education—followed by the Russian Federation, South Korea, Turkey, Indonesia, and Australia. For Southeast Asia, Indonesia (Agustina, 2018; Hoon, 2013; Jayadi et al., 2022; Patras, 2022; Suyahman, 2016) and Malaysia is the most significant contributor to publications on the theme of multicultural education (Arphattananon, 2021; Lino & Hashim, 2019; Musa & Li Feng, 2016; Wong et al., 2016). Regarding citations, multicultural education documents from the United States were cited the most (4280 citations), and the second was the Netherlands (427 citations). This shows a lot of citation gaps. Based on this data, publications from the United States hold a significant share in the socialization of the theme of multicultural education. Because this theme is essential, researchers in regions other than the United States need to make this information a challenge to publish more multicultural education from their respective countries. Moreover, Indonesia, which is a plural country, must be able to improve multicultural education so that Indonesia continues to exist and progress (Jayadi et al., 2022; Muhajir et al., 2020; Ngiu, 2020).

The connection between authors on the theme of multicultural education is critical. This connection shows that the body of knowledge of multicultural education is formed in its direction and purpose (Orduña-Malea & Costas, 2021). In an international context, this study determined the six most prolific authors. Aydin H., Thijs J., Verkuyten M., Acquah E.O., Rubin D.I., and Whiting E.F. Although Aydin H. has an advantage in the number of documents, the number of citations and the strength of his publication links are surpassed by Thijs J. and Verkuyten M. In addition, from the context of authors based on their publication age, this study found authors classified as old, middle, and young or new. Based on this classification Whiting E.F., Abduh A., Nawarat N., including young or new writers. While Sleeter C., Rubin D.I., and Aydin H., including old or old writers.

One of the recommendations from this study is to pay attention to hotspots that are connected to words/phrases that are connected to the theme of multicultural education. This research from the point of the hotspot of new words/phrases connected to the theme of multicultural education includes:: model, critical multicultural education, multicultural competency, responsive teaching, teacher candidate, preservice teacher, ethnic minority student, self-efficacy, diverse student, multicultural content, responsive pedagogy, critique, intercultural education, peace, dan personality. These new words/phrases can be used to follow up on publications about multicultural education.

Conclusion

Based on the results of bibliometric analysis using VOSviewer software from Scopus data, multicultural education has received significant attention in the international and Indonesian contexts. It will continue to grow along with the needs and advances of science and technology. By far, the United States is the country, source, and author with the most significant contribution to multicultural education, although other countries also continue to develop publications on this theme. Indonesia in Southeast Asia is the country that contributes the most to this theme, followed by Malaysia. In the future, the theme of multicultural education will continue to evolve, especially in the following topics: *model, critical multicultural education, multicultural competency, responsive teaching, teacher candidate, preservice teacher, ethnic minority student, self-efficacy, diverse student, multicultural content, responsive pedagogy, critique, intercultural education, peace, dan personality*. These findings have implications that can be used to develop and improve multicultural education research and publications in Indonesia and elsewhere. The advantages of this study include automatic mapping of multicultural education by VOSviewer software for the productivity of countries, institutions, writers, author networks, and hotspots of multicultural education themes. However, in addition to these advantages, this study also has some limitations: multicultural education bibliometric analysis may not always reflect the actual situation. At the

same time, newly published publications are not cited due to the short publication time. In addition, several non-English and non-Scopus publications were not included in the study. This can lead to inaccurate conclusions about multicultural education.

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