

The Trend of “Multicultural Education” in 2021-2022: Bibliometrics Mapping in Scopus

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Abstract: The Trend of ‘Multicultural Education’ in 2021-2022: Bibliometrics Mapping in Scopus.

Objectives: The purpose this research explained research trends and the global scientific field’s general view on multicultural education by using bibliometrics in 2021-2022. **Methods:** the VOSviewer software was used to examine 91 documents, including articles, books, and book chapters. The research method is the qualitative approach through VOS viewer. **Findings:** the keywords (KW+) were used as the analytical units in this work, and bibliometric maps were created from them utilizing co-word analysis, grouping approaches such as clustering and visualization techniques, and database analytics. **Conclusion:** the study reveals the importance of enhancing those experiences and methods aimed at creating educational experiences that allow for the development of cognitive and socio-emotional abilities, as well as encouraging the construction of peace and preventing violence through education and increasing its visibility in the scientific community.

Keywords: multicultural education, bibliometrics, scopus database.

Abstrak: Tren ‘Pendidikan Multikultural’ pada Tahun 2021 sampai 2022: Pemetaan Bibliometrik pada Database Scopus. Tujuan: Penelitian ini menjelaskan tren penelitian dan pandangan umum bidang ilmiah global tentang pendidikan multikultural menggunakan pemetaan bibliometrik pada tahun 2021-2022. **Metode:** penelitian yang digunakan adalah pendekatan kualitatif melalui VOS viewer. Perangkat lunak VOSviewer digunakan untuk memeriksa 158 dokumen, termasuk artikel, buku, dan bab buku. **Temuan:** Hasil yang diperoleh dari penelitian ini adalah kata kunci (KW+) digunakan sebagai unit analisis, dari mana peta bibliometrik dibangun menggunakan analisis co-word, teknik pengelompokan seperti teknik clustering dan visualisasi, serta analisis database. **Kesimpulan:** Penyelidikan mengungkapkan pentingnya mengintensifkan pengalaman dan metode yang bertujuan untuk menciptakan pengalaman pendidikan yang memungkinkan pengembangan kemampuan kognitif dan sosial-emosional, serta mendorong konstruksi perdamaian dan mencegah kekerasan melalui pendidikan dan meningkatkan visibilitasnya dalam sains. pembentukan.

Kata kunci: pendidikan multikultural, bibliometrik, database scopus.

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■ INTRODUCTION

Multicultural education is a method used to ensure that all children are treated equally. Multicultural education, in particular, is “a method of school education reform aimed at achieving educational equity for pupils from various racial, ethnic, cultural, socioeconomic, and linguistic groups.” As a result, multicultural education promotes equality, which promotes justice and allows for diversity in the classroom (Lash 2021). Multicultural education also promotes the principle of social justice for all people, regardless of their ethnic or cultural origin (Anon n.d.).

Multicultural education topics appear to have become ingrained in Indonesian cultures. The cultural preservation paradigm, social justice paradigm, equality paradigm, unity in diversity paradigm (Choi and Mao 2021), and social interaction paradigm are all part of the multicultural education paradigm (Silva 2022). The more Indonesians promote and follow these ideals in their daily lives, and the better and faster their communities will live in peace and harmony (Jayadi, Abduh, and Basri 2022). This meta-analysis looks at documents and articles about intercultural values from the perspective of public colleges (Lash 2021). As a result, a larger population and sample size may be used to explore the values and conceptions of multicultural education from private and religious institutions (Maciej Serda 2013). And then multicultural education has been implemented worldwide to equip teachers with the skills they need to meet the diverse educational needs of students (Hummelstedt et al. 2021a). This paper will show how teachers incorporate multicultural education into the curriculum to combat the anti-immigrant national climate and promote cultural citizenship (Hashim 1996).

Bibliometrics includes elements for strategic evaluations and decision-making, such as grants

for specific research, collection enhancements, analysis of scientists’ and publications’ performance, prospection of emerging research themes, analysis of invisible colleges and collaboration networks, and many other possibilities (Tumiran, Rahmadi, and Harahap 2020). The current study was written in this light, taking into account the growing relevance of “multicultural education,” particularly in the recent decade (Parker and Bickmore 2020). It was seen as a fantastic chance to characterize the current state of production on the given subject and demonstrate to the scientific community how it is progressing (Hummelstedt et al. 2021b). The findings demonstrate that applied social sciences and environmental sciences, as well as many other science sectors, are increasingly interested in “multicultural education ion.” (Adebayo 2021). The study’s practical implications include serving as a resource for researchers, assisting them in navigating the available literature, and demonstrating the best method to communicate their findings (Silva 2022).

This research proposed using multicultural education (Richter, Brunner, and Richter 2021) defined and discussed below in detail. The texts were taken from journals that were heterogeneous as a consequence of cultural diversity, ethnicity, ethnicity, and sect or religion (Hashim 1996). As is the case in Indonesia, a cultural plurality places multicultural education into a very urgent need (Ur Rehman, Aslam, and Iqbal 2021). No one can deny that cultural diversity in Indonesia is a historical and social fact. The uniqueness of these diverse cultures has implications for the mindset, behavior, and personal character as a tradition that lives in society and the region. The traditions formed will differ from one tribe/region to another. The struggle between cultures provides conflict when there is no mutual understanding and respect for one another (Sokatch 2017). The process to

minimize this conflict requires educational efforts with multicultural insight in empowering a pluralistic and heterogeneous society so that they understand and respect each other and form a character that is open to differences (Nguyen 2021). Therefore, multiculturalism views society as having a generally accepted culture in a society whose style is like a mosaic. The mosaic includes all the cultures of the smaller societies that make up the creation of the larger society, which has a culture like a mosaic

■ METHOD

Bibliometrics, a part of scient metrics that examines scientific publications, is the research methodology for reaching the given objectives (Parker and Bickmore 2020). The assumed area of methodology is based on the possibility of research papers, which is defined as the statistical and sociometric examination of scientific literature using social models, particularly questions about the process of finding, recording, analyzing, and forecasting academic literature (Dogra et al. 2021). This study was created with the help of specialists in the field of research methods.

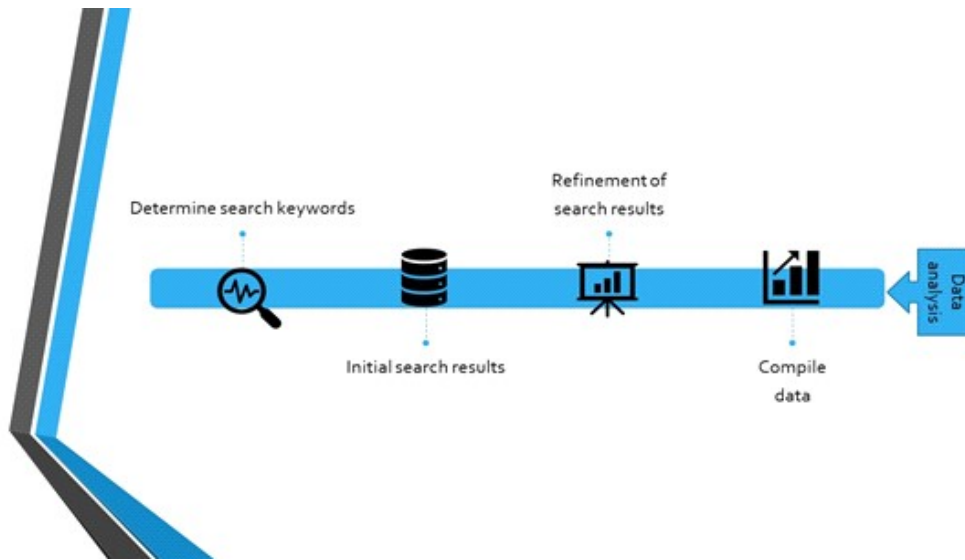
The steps of research method as the author determines the definition of keywords by reviewing several articles first so that keywords can be determined, namely the keyword ‘government accounting.’ All articles analyzed are from the Google Scholar database published in 2021–2022. Article search is done with Publish or Perish (PoP) software. Publish or Perish is designed to help individuals or academics to find and analyze the sources of information needed. PoP (Publish or Perish) can also help select articles in online databases according to the quality of the article. This software is used to retrieve and analyze academic citations. So not only searching, but PoP can also filter the quality of

articles or information and then present them in good metadata. Articles collected using Publish or Perish (PoP) software are then analyzed or filtered to determine which articles will be analyzed further. and then compiles the Initial Search Data Statistics generated after the fix is downloaded, stored in the Mendeley software. All important information related to the paper, including title, author’s name, abstract, keywords, and journal specifications (journal of publication, year of publication, volume, issue, and pages) is exported to RIS format for analysis so that articles can be classified by year, journal ranking country of origin of publication and source of publication.

This study aimed to demonstrate the international production of scientific publications on “multicultural education,” and it was carried out with the help of a bibliography. The following information was extracted from all 91 articles: names, affiliations, and countries of authors, document title, year of publication, source title/ journal name, volume, Issue, pages, citation count, abstract, and keywords.

It was feasible to assess how the research subject “multicultural education” is developing and its prospects using this survey approach and data analysis. Ninety-one publications from 87 different authors from 16 countries were studied using the search phrase “multicultural education” (applied to the title, abstract, and keywords). The following are the outcomes of processing these data, presented and discussed.

The Bibliometric Analysis (BA) approach is used in this study. The approach for bibliometric analysis was used. The use of bibliometric approaches helps get a broad picture of academic research in an area or journal and identify significant trends in terms of publications, citations, authors, keywords, and institutions. Figure 1 depicts the entire procedure of this study.



RESULTS AND DISCUSSION

In this result and discussion, we investigate the characteristics of publications in multicultural education from three angles: an annual analysis of publications, who is paying attention to the journal, and the most cited publications, respectively.

The result of Publish or Perish of the term of 'multicultural education. The trend of publication in 2021-2022 about the phases of

the systematic process in multicultural education.

The original search results generated 91 bibliographies, filtered into 91 chosen bibliographies using the publish or perish tool. Ten bibliographies were not chosen because they did not match the set criteria. Figure one shows the total number of bibliographies generated by each year's publishing or perish application. Citation 71, h-index 5, g-index 6, hI, annual 3.00, hI, norm 3, and hA index 5.

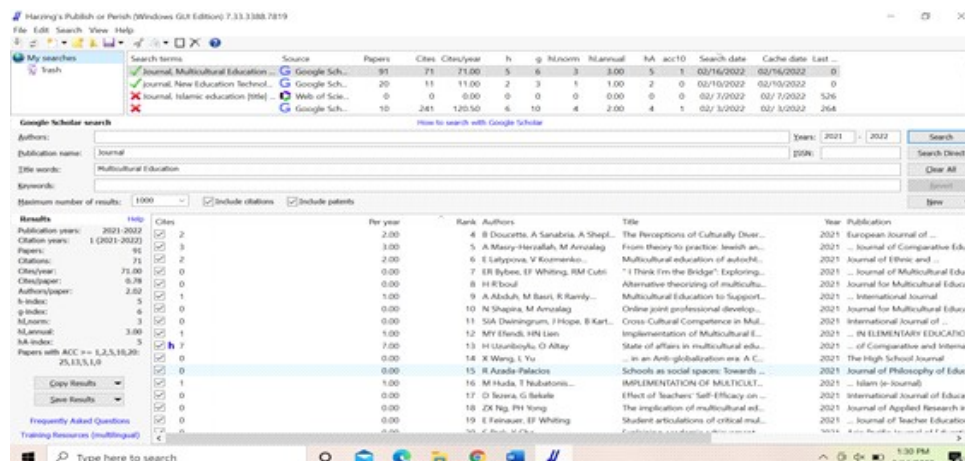


Figure 1. Publish or perish (multicultural education)

Table 1. Bibliographic selection results

Year Publication	Inclusion	Exclusion	Total
2021	77	10	87
2022	4	0	4
	91	10	91

According to Table 1, the number of articles published increases in a tiered fashion. There will be 77 articles published in 2021, with four published in 2022. The most publication occurred in 2021 about the phases of the systematic process of the term “multicultural education.”

Figure 2. Connected papers (multicultural education) showed that connected publications are a visual tool that assists researchers and applied scientists in locating academic papers relevant to their field of study, especially multicultural education. Figure two shows an annual analysis of publications about authors

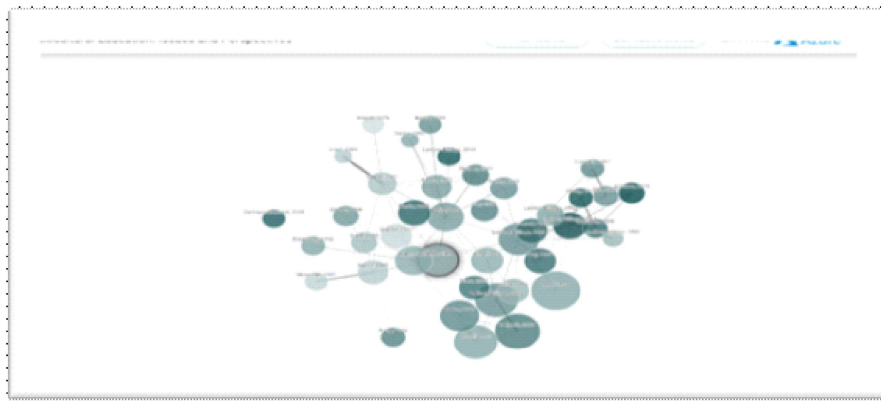


Figure 2. Connected papers (multicultural education)

connected. Figure 2 gives the number of authors distributed in the journal, books, and proceedings.

Referring to this definition authentic text is based on the source and the production contexts. This idea is agreed by (Parker and Bickmore 2020) multicultural is a solution to diverse cultural realities as a process of developing all potentials that respect plurality and education that is able to accommodate and provide learning to be able to create new cultures and be tolerant of other cultures is very important or in other words

Education that has a multicultural basis will be one solution in developing human resources who have a strong character and are tolerant of other cultures (Hossain et al. 2021).

This paper presents a connected “multicultural education” paper based on Scopus, WoS, and Google Scholar. According to a connected paper, the work mainly analyzes from three perspectives: characteristics of publications, influential regions and institutions, and science mapping analysis. The number of publications has almost been steadily increasing.

Multicultural Education: Issues and Perspectives

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Title	Authors	Year	Citations	References	Similarity to origin
Culturally Relevant Mathematics Teaching in a Mexican American Context	E. Gutstein, P. Lipman, P. Hernández, Rebeca de los Reyes	1997	212	72	3.9
Critical Race Theory: An Introduction	R. Delgado, Jean Stefancic	2001	3558	7	3.4
Challenges to Conceptualizing and Actualizing Culturally Relevant Pedagogy: How Viable Is the Theory in Classroom Practice?	Evelyn Y. Young	2010	233	48	3.8
But that's just good teaching! The case for culturally relevant pedagogy	Gloria J. Ladson-Billings	1995	2318	62	6.3
Black Students and School Failure: Policies, Practices, and Prescriptions	J. J. Irvine	1990	707	0	3.9
Approaches to Multicultural Education in the United States: Some Concepts and Assumptions	M. A. Gibson	1976	167	41	3.6
An Analysis of Multicultural Education in the United States.	C. Sleeter, C. Grant	1987	526	117	5.9
American Council of Educators. To touch the future: Strengthening the preparation of teachers for the next century, 1999. Banks, J. A., & Bank...	L. Darling-Hammond	2009	188	22	4
African American Scholarship and the Evolution of Multicultural Education.	J. Banks	1992	56	42	6.4
Affirming Diversity: The Sociopolitical Context of Multicultural Education. By Sonia Nieto. White Plains, N.Y.: Longman, 1992	J. Dougherty	1992	240	0	6
Affirming Diversity: The Sociopolitical Context of Multicultural Education	S. Nieto	1991	1567	0	11.2

Figure 3. Connected papers (multicultural education)

Table 2. The top ten most cited articles of the phases of the systematic process *in building a successful partnership “multicultural education.”*

No	Author(s)	Article Title	Year of Publication	Number of Citation
1	Khalfaoui, A., García-Carrión, R., & Villardón-Gallego, L	A systematic review of the literature on aspects affecting positive classroom climate in multicultural early childhood education.	2021	14
2	Yun M.S.M	Micro practices of multicultural education in online classes at PWU during the COVID-19 pandemic	2021	6
3	Miftahul Huda, Tahir Nubatonis, Uus Ruswandi	IMPLEMENTATION OF MULTICULTURAL EDUCATION IN EDUCATION PRACTICE IN INDONESIA	2021	1
4	Yang Y	An exploratory value-cost approach in predicting college students' achievement goals in multicultural education. (<i>International Journal of School & Educational Psychology</i>)	2021	1
5	Efendi, M. Y., & Lien, H. N.	Implementation of Multicultural Education Cooperative Learning to Develop Character, Nationalism, and Religious. <i>JOURNAL OF TEACHING AND LEARNING IN ELEMENTARY EDUCATION (JEE)</i>	2021	1

6	Haghanikar, T. M., & Hooper, L. M.	Teaching about homelessness through multicultural picture books and virtual reality in preservice teacher education. (<i>Journal of Educational Technology Systems</i>)	2021	3
7	McConnell, J. M., Liu, T., Brown, E. M., Fort, C. J., Azcuna, D. R., Tabiolo, C. A., ... & Winslow, A. B.	The Multicultural Peace and Justice Collaborative: Critical peace education in a research training environment. <i>Peace and Conflict: Journal of Peace Psychology</i> .	2021	3

Table 3 depicts the most frequently referenced publications on ‘multicultural education’ in 2021-2022. The writings of Khalfaoui, A., García-Carrión, R., & Villardón-Gallego, published in 2021, received the most citations in the first sequence, with 16 the second place was Yun M.S.M, with six citations. The third and fourth sequences had of Haghanikar, T. M., & Hooper, L. M. and McConnell, J. M., Liu, T., Brown, E. M., Fort, C. J., Azcuna, D. R., Tabiolo, C. A., ... & Winslow, A. B. a significant amount of citations since they were

greater than two and less than three citations, respectively. Meanwhile, the fifth through tenth places also had high enough citations by greater than two and less than three citations.

Author Keyword-based Analysis

The author keyword analysis was performed using the VOS viewer program for the phases of the systematic process in establishing a successful relationship with “multicultural education .”The 91 authors’ keywords were grouped into 4 clusters.

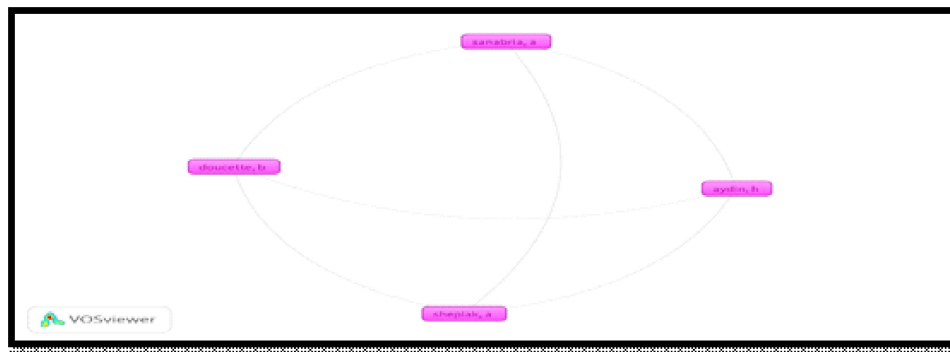


Figure 4. Author keyword-based analysis

The findings of an author cooperation study utilizing VOSViewer with the number of instances of at least one document from 91 writers yielded four authors who were significantly related. Each contributor was given five links and one document. Author cooperation was only organized into one cluster (pink) of fourth entries.

The keyword analysis was performed using the VOS viewer program for the phases of the systematic process in establishing a successful “multicultural education .”The 91 papers were grouped into 6 clusters, each with a distinct hue. Cluster 1 (red) consists of 6 items, cluster 2 (green) consists of 6 items,

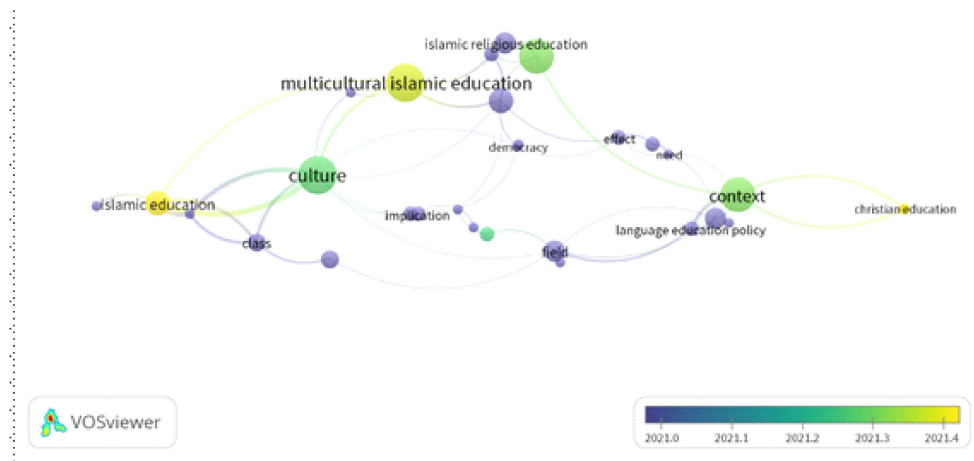


Figure 5. Keyword-based analysis of multicultural education

cluster 3 (blue) consists of 6 items, cluster 4 (yellow) consists of 5 items, cluster 5 (purple) consists of 5 items, cluster 6 (aqua) consists of 2 items.

Multicultural education is more of a process than a thing. It is organic and dynamic, and while it has a past founded in traditional conceptions of curriculum and schooling, its goals and objectives go beyond any preconceived notions of education (Ferine et al. 2021). Attempts for intercultural education were anchored in the beginning. These unchanging categories had some political clout, but as people's daily lives changed, they lost their social and symbolic significance (Hummelstedt et al. 2021b). Inequity and prejudice based on race and ethnicity significantly impacted contouring (Rodrigues, Franco, and Silva 2020). However, demographic developments, a growing appreciation of people's many identities, and an awareness of different oppression have made the divisions a restricted approach to discussing multiculturalism and multicultural education (Chan and Lee 2021). Perhaps this lack of understanding of diversity derives from a misunderstanding of culture. According to the most popular definition, culture is defined as an (M'mboga Akala 2021) "aesthetic phenomenon" or a way of life that comprises knowledge, values,

artifacts, beliefs, and other aspects of human activity unique to any community or collection of people. Multiculturalism is then linked to this last definition, (Jayadi et al. 2022)

The meta-analysis approach starts with recognizing key documents (education and basic rules), followed by a search for document availability. The scientists then find the position of the papers and do a Google search utilizing keywords to acquire a result. Finally, all relevant materials for this study are gathered and processed to identify intercultural themes as follows.

Figure five shows that multicultural education is about the expression of freedom, but ideas about freedom and liberation almost always involve contestation. Experts and practitioners design social movement activities to create curricula and instructional practices that reflect social, religious, cultural, economic, and political changes. To create a rubric for curriculum designers and teachers who take on the task of aligning school curricula with emerging scientific evidence about the history, culture, life, and experiences of various nations. This commonality has forced scholars and activists to begin pushing the boundaries of multicultural education and oppose how dominant ideologies can adapt



Figure 5. Describing of critical documents (multicultural education)

multicultural discourse. At the secondary school level, there is a series of courses (usually electives) and clubs that recognize the cultural contributions of various groups that were previously neglected by the school curriculum. However, these efforts typically represent a call to “marginalize knowledge,” which “is a form of a curriculum transformation that can include selected ‘multicultural’ curriculum content that simultaneously distorts the historical and social realities people experience.

Students should be positioned as subjects in learning, 2) learning methods are ascertained by their ethnic background 3) the based-on culture environment in society and students is a student’s cultural habit and 4) the cultural environment becomes a source of learning for students in the process of developing a multicultural curriculum. Learning about diversity should occur in environments where instructors, students, and people of the community support one another and contribute to a better knowledge of difference Stakeholder involvement will undoubtedly require effort, and it can inspire and support teachers, parents, and community members to collaborate to meet each child’s

educational requirements. Therefore, as a multicultural and multiracial entity, the cultural curriculum must be implemented in the educational unit. The multicultural curriculum encourages students to become representative democracy and humanistic individuals (Lubis et al. 2010); however, its implementation necessitates an emphasis and appreciation for students to become human beings of integrity and quality, not only competent but also ethical (Shyam, Daryani, & Samdershi 2021), so that they can respect and respect the rights with others in a democracy (Suratno, Narmaditya, & Wibowo 2021).

■ CONCLUSIONS

Because it is a research opportunity, the current study has a significant drawback that must be highlighted. The VOSViewer software automatically used the language of the abstracts of the articles to verify the methodological procedures used in this study. It is worth noting that, while this method provides an overview of the text’s essential procedures, it only allows for one approach. Multicultural education is an attitude of “caring” and wanting to understand (difference), or “politics of recognition,” the

politics of recognition of people from minority groups. Multicultural Education sees society more broadly, based on the fundamental view that “indifference” and non-recognition” are rooted in inequality in racial structures. However, the Multicultural Education paradigm includes subjects regarding injustice, poverty, oppression, and underdevelopment of minority groups. In various fields: social, cultural, economic, educational, and so on. A paradigm like this will encourage the growth of “ethnic studies” studies to find their place in the educational curriculum from elementary to tertiary levels. The recommendation from this research is to achieve empowerment for minority and disadvantaged groups. The ideal revision would include the entire text of each article and a recommendation for future research.

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