

Ethnopedagogy in Modern Education: An Analysis Bibliometrics about Wisdom Local and Mutual Cooperation

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ABSTRACT

Ethnopedagogy is approach education that emphasizes integration values culture local to in the learning process as part from strengthening character and identity participant educate. In the context increasingly modern education influenced by globalization, ethnopedagogy No only functioning as means preservation wisdom local, but also plays a role strategic as bridge for build Work The same social between individuals and communities. This research aim for analyze related research trends and contributions ethnopedagogy through approach analysis bibliometrics to relevant literature. Focus study directed at implementation values wisdom local in education as well as the impact to development Work The same social. Analysis results show that integration mark culture local in curriculum and practice learning capable increase awareness social, attitude tolerance, as well as ability collaboration between students. In addition, ethnopedagogy proven can strengthen identity culture students, so that they more value diversity and having a sense of responsibility answer social. With Thus, ethnopedagogy own potential big as approach relevant and contextual education in build harmonious society.



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INTRODUCTION

Education in the modern era faces complex challenges, including threatening globalization existence values local. In the context of this, ethnopedagogy appear as relevant solutions. Approach This put forward wisdom local as an integral part of curriculum education, which is not only teach knowledge academic, but also form character and identity students. According to Sakti et al. (2024), revitalization wisdom local in education character can done through approach ethnopedagogy, which provides room for student for understand and appreciate culture they Alone.

Data from Syafiulia et al. (2025) showed that integration learning based culture local in education base can increase motivation Study students. Through approach this, students No only Study about material lessons, but also about the values contained in culture they. As for example, in Yogyakarta, the approach This applied in the garden children, where children taught about tradition local through games and activities everyday. This is No only strengthen the feeling of love to cultural, but also constructive Work The same social among they.

Importance ethnopedagogy in modern education does not can ignored. In the context of an increasingly diverse society diverse approaches This can become tool for build tolerance and understanding intercultural. Hendrawan et al. (2025) emphasizes that ethnopedagogy can functioning as a transformation strategy social, especially in face challenge society 5.0, where technology and culture must walk side by side. With integrate values local in education, students taught for value differences and work the same in diversity.

Definition and Concept Ethnopedagogy Ethnopedagogy as discipline knowledge education try integrate values culture local to in the learning process. According to Fatmi and Fauzan (2022), ethnopedagogy No only functioning as teaching about culture, but also as method for increase awareness social and identity students. Approach This put forward importance context culture in learning, which allows student for understand and appreciate inheritance culture they.

In practice, ethnopädagogy can be implemented through various methods, such as learning based projects involving community local. As for example, in Cireundeu, students taught about wisdom local through activities involving society, such as processing food traditional (Hendrawan et al., 2025). Activities kind of This No only strengthen knowledge student about culture them, but also build Work The same between schools and communities.

In a global context, ethnopädagogy can also contribute to development more education inclusive. With integrate values local, education can become more relevant and responsive to need students. As stated by Prasetyo et al. (2024), education based wisdom local can help student for more understand context social and cultural they, who in turn can increase involvement they in public.

Wisdom Local in Wisdom Education local own role important in education, especially in context ethnopädagogy. Wisdom local No only covers traditions and culture, but also the values that have been inherited from generation to generation. According to Zannah et al. (2025), wisdom local can become source inspiration in education, especially in teaching eye lesson social. For example, the values contained in Tor-Tor Naposo dance Nauli Feather can taught to student as part from learning history and culture

Although many studies have been done about ethnopädagogy, still there is lack in matter analysis comprehensive bibliometrics. Therefore that, this research aim for fill in emptiness the with analyze trends and patterns in existing literature. With use method bibliometrics, this research will identify publications key, author leading, as well as frequently asked topics discussed in context ethnopädagogy and wisdom local.

RESEARCH METHODS

This research, the process of searching and selecting literature done with apply criteria strict inclusion, including article scientific speaking English published until January 29, 2026 through the Scopus database. Selected literature in a way special focus on discussion connection between wisdom local and mutual cooperation values, so that only relevant sources with focus analyzed studies more carry on.

this study, the approach bibliometrics used for analyze trends and patterns in related literature with ethnopädagogy, wisdom local, and development Work The same social. This method allows researchers for identify and evaluate relevant works in field This in a way systematic. For reach objective mentioned, we follow PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines that have been updated, which provides framework Work For compile and report results analysis in a way transparent (Parums, 2021).

First step in analysis This is do search comprehensive literature on the Scopus academic database, Search This focused on the keyword, " wisdom" local ", " mutual cooperation". Criteria inclusion covers published articles in peer-reviewed and relevant journals with the topic discussed. On the other hand, articles that do not available in Language English or Indonesia, and those that do not fulfil standard clear methodology, issued from analysis (Husaeni & Nandiyanto , 2021).

After data collection, we use device soft VOSviewer for visualize connection between authors, institutions, and keywords. VOSviewer allows researchers for make map bibliometrics that show network collaboration and research trends in ethnopädagogy. With use device soft this, we can analyze data with a better way structured and in-depth, providing more insight clear about development in field this (Du et al., 2024).

Data analysis was performed with categorize article based on year publication, type of research, and focus thematic. We also count amount citation for every article for evaluate impact and relevance of research in community academic. Analysis results This Then served in form tables and graphs that illustrate emerging trends in ethnopädagogy and wisdom research local during decade last (Kuzior & Sira, 2022).

Finally writer do analysis qualitative to selected articles for delve into context and application practical from wisdom local in education. With approach this, it is hoped can produced useful recommendations for educators and makers policy in integrate wisdom local to in curriculum modern education, as well as strengthen Work The same social in society (Pacheco et al., 2025).

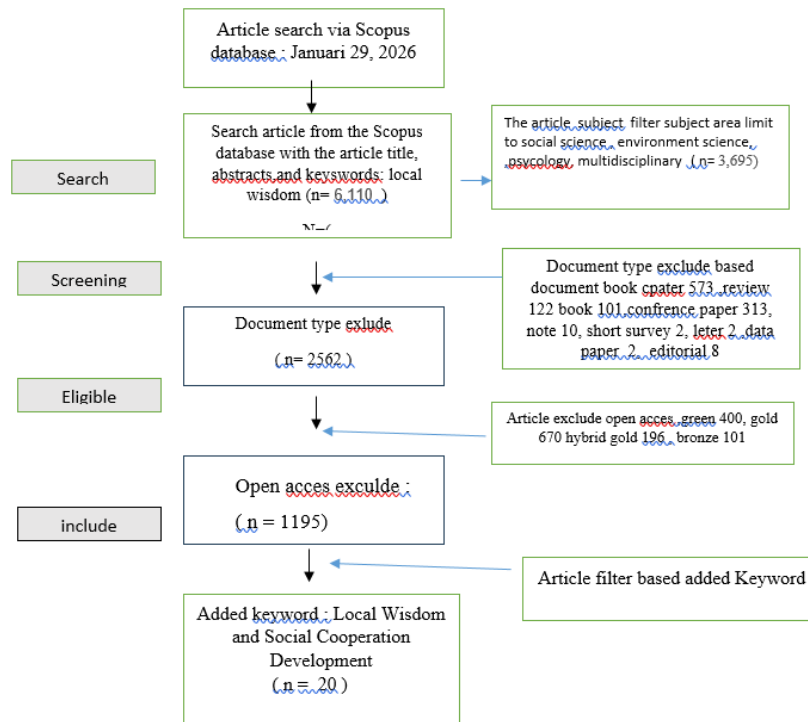
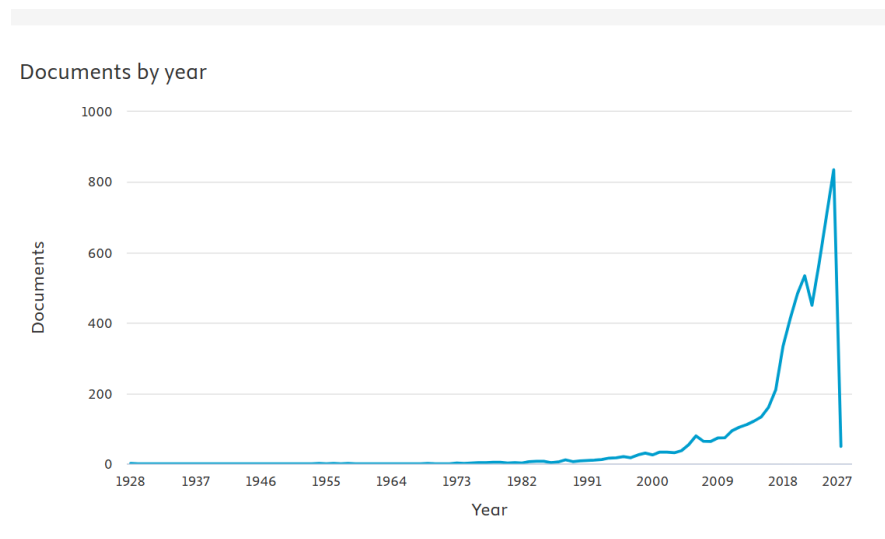


Figure 1. Systemic Literature Review Information Flow using PRISMA

RESULTS AND DISCUSSION

Publication Trend Analysis



Source: Scopus database

Figure 2. Number Local Wisdom publication

The picture show trend amount document publications per year (documents by year) related with topic study in article “Ethnopedagogy in Modern Education: An Analysis Bibliometrics about Wisdom Local and Development Social Cooperation”. Graph This describe development quantitative research on ethnopedagogy, wisdom local, and work the same social in range a long time, since end the 1920s to the year latest.

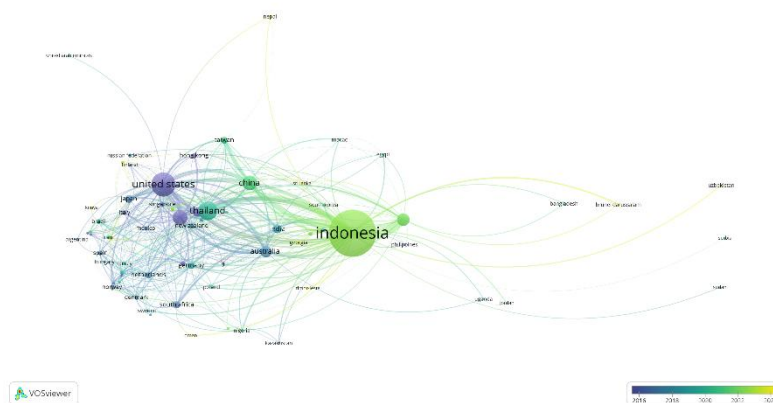
In the period early (around 1928 to 1980s), the number identified publications still very low and relative stagnant. This is show that study about ethnopedagogy and wisdom local in education Not

yet become focus the main scientific research of that period. Entering 1990s to early 2000s, graph start show improvement in a way gradual, which marks growth attention academic to issue culture local, education contextual, and values social in learning.

The most significant improvement seen after 2010, especially in the period 2015 to 2022, where the number of publication experience very sharp spike. Condition This indicates that theme ethnopedagogy, wisdom local, as well as development Work The same social the more relevant in context modern education, along with with strengthening issue sustainability, education based culture and challenges globalization. Peak amount publication looks happened at the beginning the 2020s decade, which reflects very high research intensity during the period.

The decline seen in the most recent year possibility due to limited annual data walking, where not yet all over publication indexed in a way complete. In overall, graph This confirm that study ethnopedagogy in modern education shows trend rapid and progressive growth, and become an increasingly growing field of research strategic in support strengthening wisdom local and work the same social at the level national both global and international.

Analysis country or territory



Source: Vosviewer database

Figure 3. Network Country Visualization

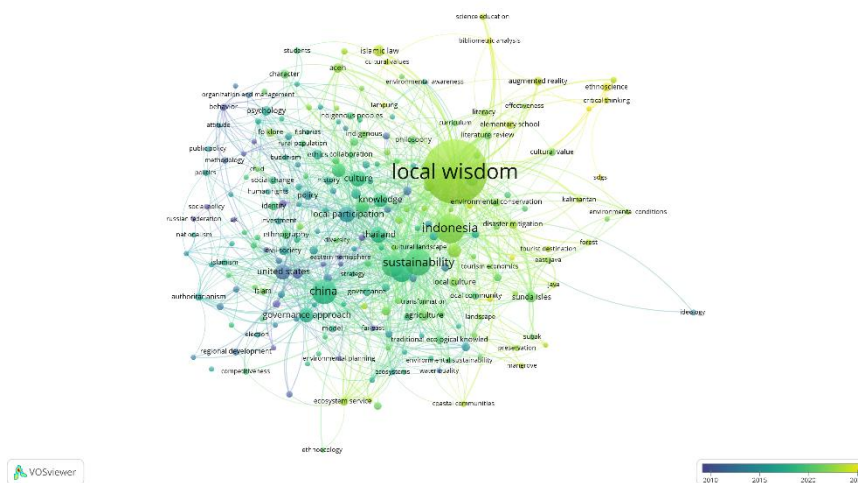
Figure 1 is map visualization network Work The same international (co-authorship by country) produced through application VOSviewer in context article entitled " Ethnopedagogy" in Modern Education: An Analysis Bibliometrics about Wisdom Local and Development Social Cooperation". This map describe connection collaboration between countries in publication scientific discussion ethnopedagogy, wisdom local, and development Work The same social.

Visually, Indonesia looks as the node is the largest and is in the center network, which shows that Indonesia has amount publication and intensity collaboration international highest in topic this. Size circle represent productivity or contribution publication, whereas line thickness indicates strength connection collaboration between countries. Indonesia establishes Work the same strong with various countries, especially Malaysia, Thailand, the United States, Australia, China, and Taiwan, which are marked with thick and dense connecting lines.

Different colors on nodes and lines indicate cluster collaboration, which reflects group of countries with pattern Work the same and relatively similar research focus similar. For example, the Southeast Asian cluster (Indonesia, Malaysia, Thailand, Philippines) appears dominant and mutual connected closely, indicating strong attention area This to issue wisdom local and values social in education. Meanwhile In that case, countries such as the United States, Canada, and Australia play a role as partners strategic cross area, expanding perspective ethnopedagogy to realm global modern education.

In a way overall, visualization This confirm that research on ethnopedagogy and work the same social No nature local only, but has develop become global discourse with Indonesia as actor key. This is show contribution Indonesia 's significant integrate wisdom school local to in modern education through network collaboration broad and diverse international.

Analysis by keyword



Source: Vosviewer database

Figure 4. Analysis by keyword

Figure 3 is map visualization of keyword co - occurrence generated use VOSviewer in study entitled " Ethnopedagogy" in Modern Education: An Analysis Bibliometrics about Wisdom Local and Development Social Cooperation". Visualization This show structure conceptual, theme dominant, and relatedness interconcept in literature scientific discussion ethnopedagogy and wisdom local.

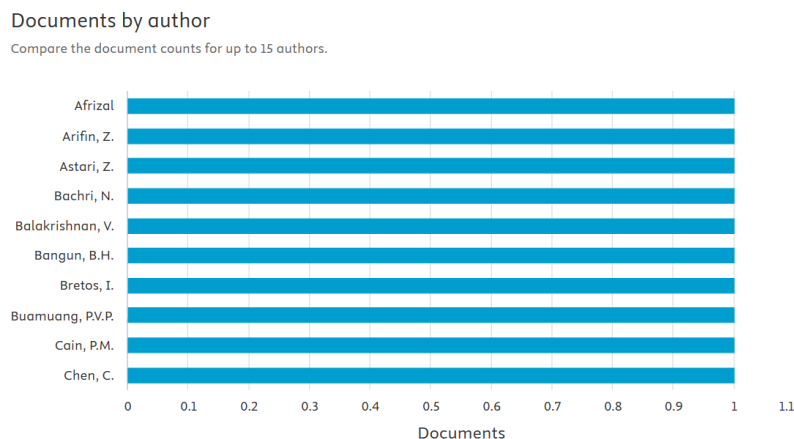
On the map said, "local wisdom" appears as the largest and most central node, indicating that wisdom local is core and most frequently used concepts appear in publications analyzed. Concept This connected close with other keywords such as Indonesia, sustainability, local culture, knowledge, environmental conservation, and disaster mitigation, which reflect role wisdom local in support sustainability environment, management source power, as well as resilience social public.

Different colors on the nodes show cluster research theme. Cluster green and yellow dominate map, depicting focus studies on integration wisdom local in education basic, literacy, ethnoscience, and development of critical thinking through approach ethnopedagogy. Meanwhile that, another cluster displays relatedness wisdom local with governance issues, policies public, identity culture, participation society and work the same social, which emphasizes dimensions social and collaborative from ethnopedagogy in modern education.

In addition, the emergence of term such as elementary school, curriculum, science education, augmented reality, and bibliometric analysis shows development research ethnopedagogy is increasingly adaptive to innovation pedagogical and technological learning. The presence of regional keywords such as Aceh, Java, Kalimantan, and Sunda Isles confirms context local Indonesian as laboratory main development ethnopedagogy based wisdom local.

In a way overall, visualization This show that ethnopedagogy in modern education is field interdisciplinary study, connecting education, culture, environment and work the same social. This map also emphasizes position wisdom local as foundation important in build contextual, sustainable education, and capable strengthen collaboration social at the level local both global and international.

Analysis by author



Source: Scopus database

Figure 5. Analysis by keyword

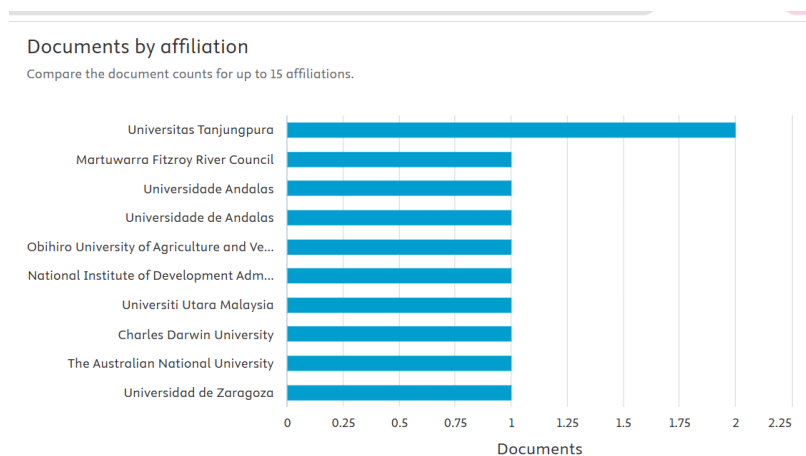
Figure 4 display visualization amount document based on related documents by author with topic study in article “Ethnopedagogy in Modern Education: An Analysis Bibliometrics about Wisdom Local and Development Social Cooperation”. Graph this horizontal bar used for compare productivity publication up to 15 authors top in field study ethnopedagogy and wisdom local.

Based on graph, visible that a number of writer like Afrizal., Arifin Z., Astari Z., Bachri N., Balakrishnan V., Bangun BH, Bretos I., Buamung PVP, Cain PM, and Chen C. were each listed own One document indexed publications in the analyzed dataset. The relative length of the stem the same show that contribution publications among writers the nature evenly, without existence One the author who significant more dominant compared to others.

Findings This indicates that research on ethnopedagogy, wisdom local, and development Work The same social Still spread across various researchers with relative individual contribution limited. This reflect character multidisciplinary and collaborative study, in which many writer contribute through One or a number of works, instead dominated by a handful writer productive.

In a way overall, visualization This show that development study ethnopedagogy in modern education is supported by diversity researchers from background different backgrounds and contexts. Conditions This open opportunity big for strengthening collaboration scientific and development network more research intensive to enrich perspective and depth study about wisdom local and work the same social in the future. In addition, diversity researchers and institutions involved reflect its area interest academic to ethnopedagogy as approach contextual and relevant education with need community. Collaboration cross discipline and cross- country also have potential push birth innovation methodological as well as more learning models adaptive and sustainable. With Thus, the study ethnopedagogy No only contribute to development theory education, beyond offering practical benefits, this initiative has a significant impact on strengthening cultural identity and fostering social solidarity within the community. At the same time, this step serves as a crucial instrument for raising educational quality standards, ensuring the nation's relevance and resilience in facing the increasingly complex challenges of globalization.

Analysis by affiliate



Source: Scopus database

Figure 6. Analysis by affiliation

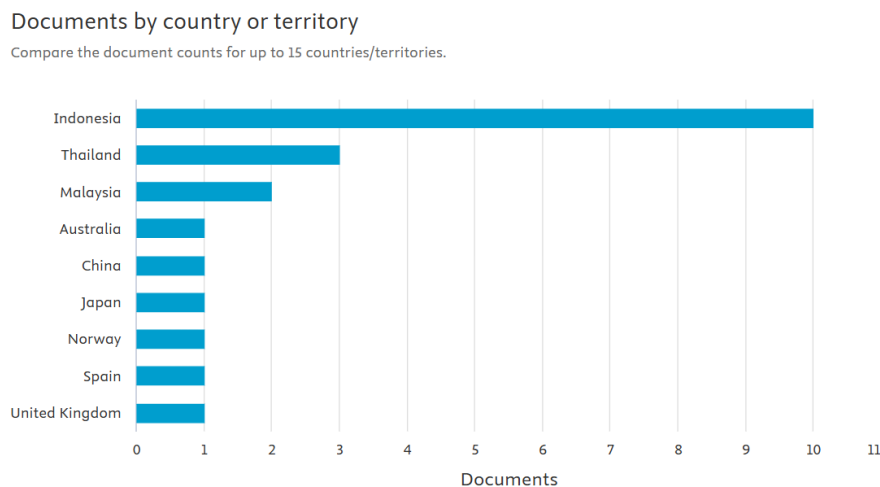
The picture display visualization amount document based on affiliate related institutions (documents by affiliation). with research topics in article “Ethnopedagogy in Modern Education: An Analysis Bibliometrics about Wisdom Local and Development Social Cooperation”. Graph this horizontal bar used for compare contribution publication from up to 15 institutions or affiliates involved in study ethnopedagogy and wisdom local.

Based on graphics, Tanjungpura University looks as affiliate with amount publication the most, namely two documents, so that show relative role more stand out compared to institutions others. Meanwhile that, other institutions such as Martuwarra Fitzroy River Council, Andalas University, Universidade de Andalas, Obihiro University of Agriculture and Veterinary Medicine, National Institute of Development Administration, Universiti Utara Malaysia, Charles Darwin University, The Australian National University, and Universidad de Zaragoza are each listed own One document publication.

Distribution affiliate This show that research on ethnopedagogy, wisdom local, and development Work The same social involving diverse institutions from various countries, including Indonesia, Malaysia, Japan, Australia, Thailand, and Spain. This reflect characteristic studies of a nature international and cross institutions, although contribution publication Still relatively limited to each affiliate.

In a way overall, visualization This show that development study ethnopedagogy in modern education is supported by participation institutions education height and institution research from various area. Condition the open opportunity for strengthen collaboration future inter-affiliations in order to improve quantity and quality publication scientific related wisdom local and work the same social in context global education. In addition, the involvement institutions from various countries reflect the more he admitted ethnopedagogy as relevant approach in answer challenge education multiculturalism and globalization. Strengthening network institutional expected can push exchange knowledge, methods, and practices best between researchers. With Thus, research ethnopedagogy No only develop in a way academic, but also provide contribution real for development policies and practices education rooted in values local wisdom.

Analysis by Country or territory



Source: Scopus database

Figure 7. Analysis by country or territory

The picture display visualization amount document based on the relevant country or territory (documents by country or territory). with research topics in article “Ethnopedagogy in Modern Education: An Analysis Bibliometrics about Wisdom Local and Development Social Cooperation”. Graph this horizontal bar used for compare contribution publication from various countries involved in study ethnopedagogy and wisdom local.

Based on graph, Indonesia occupies most dominant position with amount publication the highest, namely about 10 documents. This is show that Indonesia becomes contributor main at a time center study ethnopedagogy and wisdom local in modern education, which is in line with riches culture and diversity social owned. In position Next, Thailand contributed about 3 documents, followed by Malaysia with about 2 documents, which indicates strong Southeast Asian countries' interest in development education based culture local.

Temporary In addition, other countries such as Australia, China, Japan, Norway, Spain and the United Kingdom are each recorded own One document publication. The presence of these countries reflect expansion global attention to issue ethnopedagogy, although his contribution Still relatively limited compared to countries in the Southeast Asian region. Visualization This show that study ethnopedagogy in modern education still dominated by countries with riches wisdom strong local, especially Indonesia. However Thus, involvement various countries from cross area show existence potential big for expand Work The same international and enriching global perspective in development study wisdom local and work The same social in the field education.

CONCLUSION

Ethnopedagogy as approach in modern education has show significant potential in integrate wisdom local to in curriculum and practice education. Through analysis bibliometrics conducted, it can be seen that there is substantial improvement in publication related ethnopedagogy in two decades Lastly. Data from Scopus shows that amount publication about ethnopedagogy increase up to 150% between 2000 and 2020, with focus main focus on development context - oriented curriculum local and strengthening identity culture (Sukardi, 2021).

In the Indonesian context, wisdom local own a very important role remember diversity existing cultures and tribes. For example, research by Setiawan (2020) shows that implementation values wisdom local in education in the Bali area is not only increase understanding student about culture they

alone, but also strengthens the sense of togetherness and work the same social among student from various background behind. This is show that ethnopedagogy can become bridge for promote tolerance and mutual appreciate in the middle multicultural society.

More Furthermore, ethnopedagogy also contributes to the development Work The same social. In a study conducted by Rahman (2022), it was found that that schools that implement approach ethnopedagogical succeed create environment inclusive learning, where students pushed for collaborate in related projects with wisdom local. Projects This No only increase ability social student but also provide impact positive for community local, such as restoration environment and conservation culture.

However, the challenge still There is in implementation ethnopedagogy in formal education. Many teachers still not enough trained in apply principles ethnopedagogy, and existing curriculum often not give enough space for integration wisdom local. Research by Junaidi (2021) shows that only around 30% of teachers in the area rural feeling comfortable integrate wisdom local to in learning they. This shows the need more training and support big for educator for adopt approach This in a way effective.

As cover, ethnopedagogy offer promising solution for challenge modern education. With integrate wisdom local and encouraging Work The same social, education can become more relevant and impactful for students and community they. Through collaboration between government, institutions education, and society, it is hoped ethnopedagogy can implemented in a way more wide, so that create generation that does not only intelligent in a way academic but also rich in values cultural and social.

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