



Bibliometric Research Trends on Globalization and Socio-Cultural Issues in Elementary Education

Helga Merilla Zafirah Widad¹, Aulia Damayanti², Eko Handoyo³, Indriana Eko Armaid⁴

Primary Education, Postgraduate School, Universitas Negeri Semarang, Semarang, Indonesia^{1,2,3,4}

Corresponding Author's Email: helgamerilla@gmail.com

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ABSTRACT

Globalization has influenced elementary education by bringing socio-cultural issues such as cultural diversity, multicultural education, global citizenship, empathy, collaboration, and cultural identity into classroom practices. This study aims to analyze research trends on globalization and socio-cultural issues in elementary education using a bibliometric approach. The data were obtained from the Scopus database using selected keywords related to globalization, global citizenship, cultural diversity, multicultural education, and elementary education. After applying filters based on publication year, subject area, document type, and language, 223 Scopus-indexed articles published between 2022 and 2026 were analyzed. Data analysis was conducted using the Scopus Analyze feature and VOSviewer software. The findings show that publications increased notably from 2024 to 2025. Indonesia and Spain were the most productive countries, while Social Sciences became the dominant subject area. Keyword co-occurrence analysis identified several major themes, including globalization in primary education, multicultural education and culture, and global citizenship education with character-related values. The overlay and density visualizations indicate that recent research trends have moved toward global citizenship education, empathy, collaboration, gender, textbooks, and educator roles. This study provides an overview of research development and future directions related to globalization and socio-cultural issues in elementary education.

Keywords: *Bibliometric Analysis; Elementary Education; Globalization; Multicultural Education; Socio-Cultural Issue.*

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INTRODUCTION

Globalization has brought significant changes to education systems by expanding cross-cultural interaction, accelerating the flow of information, and increasing the need for learners to understand diversity in a more critical and reflective way (Zalli, 2024). In the context of elementary education, globalization is not only related to technological and economic transformation, but also to socio-cultural issues such as cultural identity, multicultural awareness (Sugiharto et al., 2024). Elementary education plays an important role in introducing these values because students at this level begin to develop basic social attitudes (Saputra et al., 2025), cultural awareness, and ways of interacting with people from different backgrounds.

Socio-cultural issues in elementary education have become increasingly relevant because schools are expected to prepare students to live in diverse and interconnected societies (Nada et al., 2026). Concepts such as global citizenship, global competence, cultural diversity, and multicultural education are now frequently discussed as part of educational responses to globalization. These concepts emphasize the importance of helping students understand global issues while maintaining respect for local and national cultural values. Therefore, elementary schools are not only responsible for developing academic knowledge, but also for strengthening students' ability to appreciate diversity, build empathy, and participate responsibly in social life (Devi et al., 2026).

Several recent studies have examined topics related to globalization, culture, diversity, and education. Sutrimo et al., (2025) conducted a bibliometric study on local wisdom in science education and found that local wisdom research is closely connected with science learning, character education, and ethnoscience. Febriani et al., (2025) mapped global diversity research in elementary schools using a Scopus-based bibliometric approach and showed that this topic is important for developing students' ability to adapt in multicultural societies while maintaining local cultural identity. Ramadhan et al., (2025) reviewed strategies for implementing multicultural education and local wisdom in Indonesia's border areas under globalization and emphasized that socio-cultural learning can support cultural identity, inclusive character, tolerance, cooperation, and respect among students.

Although previous studies have provided valuable insights, several research gaps remain. Existing bibliometric studies have mostly focused on specific themes, such as local wisdom in science education or global diversity in elementary schools, while systematic review studies have discussed multicultural education and local wisdom in particular socio-cultural contexts. These studies have not specifically mapped broader research trends on globalization and socio-cultural issues in elementary education by integrating keywords related to globalization, global citizenship, global competence, cultural diversity, multicultural education, and elementary education. Therefore, a broader bibliometric study is needed to present publication trends, country contributions, subject areas, keyword relationships, research clusters, and emerging themes in this field.

Bibliometric analysis is an appropriate approach for addressing this gap because it allows researchers to examine a large body of scientific literature quantitatively and visually (Alvarez et al., 2025). Through bibliometric analysis, research development can be identified based on publication growth, subject distribution, country contribution, and keyword co-occurrence patterns. This approach can also reveal dominant themes and emerging trends in a specific research field. Therefore, bibliometric analysis is useful for understanding the intellectual structure of research on globalization and socio-cultural issues in elementary education.

The novelty of this study lies in its specific focus on globalization and socio-cultural issues in

elementary education within the 2022–2026 period using Scopus-indexed publications. Unlike previous studies that focused on local wisdom in science education, global diversity in elementary schools, or multicultural education in specific socio-cultural contexts, this study provides a broader bibliometric mapping of globalization and socio-cultural issues in elementary education. This study analyzes publication distribution, subject areas, contributing countries, keyword co-occurrence, thematic clusters, and emerging trends by integrating several related concepts, including globalization, global citizenship, global competence, cultural diversity, multicultural education, and elementary education. Therefore, this study is expected to provide a more comprehensive overview of current research developments and serve as a reference for future studies related to globalization, cultural diversity, multicultural education, and global citizenship in elementary education.

Based on this background, this study aims to analyze research trends on globalization and socio-cultural issues in elementary education using a bibliometric approach. The research questions guiding this study are as follows:

- (1) How are publications on globalization and socio-cultural issues in elementary education distributed by year, country or territory, and subject area during 2022–2026?
- (2) What are the results of keyword co-occurrence analysis related to globalization and socio-cultural issues in elementary education?
- (3) What dominant research themes and emerging trends can be identified from bibliometric mapping on globalization and socio-cultural issues in elementary education?

THEORETICAL

A. Globalization in Elementary Education

Globalization has changed the way education responds to social, and cultural. In elementary education, globalization is not only understood as the spread of information and technology across countries, but also as a condition that brings students into contact with different values, identities, languages, and ways of life. It influenced education at many different levels (Pang, 2014). Globalization becomes an important educational issue because it shapes the way children learn about diversity, citizenship, culture, and social responsibility. In the classroom context, globalization encourages schools to introduce learning experiences that are more open to cultural differences and social plurality. Students are expected to understand that they live in communities that are connected to broader national and global contexts. However, globalization can also create challenges when students are exposed to cultural influences without sufficient guidance from teachers, families, and schools. Elementary education therefore has an important role in helping students develop balanced attitudes, namely being open to global perspectives while still respecting local and national cultural values (Batu et al., 2026).

B. Socio-Cultural Issues in Elementary Education

Socio-cultural issues in elementary education refer to topics related to culture, identity, diversity, social interaction, values, and ways of living together in society. These issues are important because elementary schools are spaces where students begin to develop social awareness, cultural understanding, and attitudes toward difference through daily learning experiences. In diverse classrooms, students may encounter differences in language, religion, ethnicity, family background, and cultural practices. (Mastur,

2023; Mustafida, 2021).

C. Bibliometric Analysis as a Research Approach

Bibliometric analysis is a research approach used to study patterns in scientific publications (Donthu et al., 2021). This approach allows researchers to examine how a topic develops through publication data, including publication year, country contribution, subject area, author keywords, and relationships among terms. Bibliometric analysis is useful when a research topic has produced many publications and needs to be mapped systematically. Through this approach, researchers can identify dominant themes, research clusters, and new directions in a field. Science mapping is one important part of bibliometric analysis (Kirby, 2023).

Aria & Cuccurullo (2017) emphasize that bibliometric analysis can support structured science mapping by organizing bibliographic data into meaningful research patterns. In this study, bibliometric analysis is used to map research trends on globalization and socio-cultural issues in elementary education. The analysis focuses on publication distribution, country or territory contribution, subject area, keyword co-occurrence, research clusters, and emerging topics. This approach is relevant because globalization and socio-cultural issues in elementary education involve various related concepts, including global citizenship, global competence, cultural diversity, multicultural education, culture, teacher development, and student values.

METHODS OF RESEARCH

This study used a bibliometric analysis approach to examine research trends on globalization and socio-cultural issues in elementary education. Bibliometric analysis was selected because this method enables researchers to identify publication patterns, research development, and thematic structures within a specific field of study. In addition, bibliometric analysis can be used to map scientific publications based on publication year, country or territory, subject area, and keyword relationships. In this study, bibliometric analysis was combined with science mapping to identify dominant themes and emerging trends in the selected literature (Wulandari et al., 2025).

The data source used in this study was the Scopus database. Scopus was selected because it provides structured bibliographic information and allows researchers to analyze scientific documents based on year, country or territory, subject area, document type, language, and keywords (AIRyalat et al., 2019). The search was conducted at 9th July 2026 using the following search query: ("globalization" OR "globalisation" OR "global citizenship" OR "global competence" OR "cultural diversity" OR "multicultural education") AND ("elementary education" OR "elementary school" OR "primary education" OR "primary school")

Based on the initial search, 1,015 documents were identified. Several filters were then applied to obtain documents that were more relevant to the focus of this study. First, the publication year was limited to 2022–2026, resulting in 361 documents. Second, the subject areas were limited to Social Sciences, Arts and Humanities, and Psychology, resulting in 314 documents. Third, the document type was limited to articles, resulting in 260 documents. Finally, the language was limited to English, resulting in 223 articles. These 223 articles were used as the final dataset for bibliometric analysis.

The data analysis was conducted in two stages. The first stage was descriptive bibliometric analysis using the Scopus Analyze feature. This analysis was used to examine the distribution of publications by

year, country or territory, and subject area. The results of this stage were presented in the form of graphs and descriptive explanations to answer the first research question.

The second stage was bibliometric mapping analysis using VOSviewer. The bibliographic data obtained from Scopus were exported and processed in VOSviewer to identify keyword co-occurrence and visualize the relationship among terms. The analysis was based on terms extracted from the title and abstract of the articles. The minimum occurrence threshold was set at 10 in order to include terms that appeared frequently enough in the dataset. The VOSviewer analysis produced three types of visualization: network visualization, overlay visualization, and density visualization. Network visualization was used to identify clusters of related terms, overlay visualization was used to examine the temporal development of research topics, and density visualization was used to identify the most dominant research areas.

In interpreting the results, terms were examined based on their relevance to globalization, socio-cultural issues, and elementary education. The interpretation focused on major concepts such as globalization, globalisation, global citizenship, global citizenship education, multicultural education, culture, primary education, elementary school students, elementary school teachers, empathy, collaboration, professional development, and related educational themes. The findings from Scopus Analyze and VOSviewer were then synthesized to describe publication trends, dominant research themes, and emerging directions in studies on globalization and socio-cultural issues in elementary education.

RESULT AND DISCUSSION

Result

A total of 223 Scopus-indexed articles were analyzed in this study after applying several selection criteria. The selected articles were published between 2022 and 2026 and were related to globalization and socio-cultural issues in elementary education. The results are presented based on descriptive bibliometric analysis using Scopus Analyze and bibliometric mapping using VOSviewer.

Distribution of Publications by Year

The distribution of publications by year shows that research on globalization and socio-cultural issues in elementary education fluctuated during the 2022–2026 period. In 2022, there were 34 documents, followed by a slight decrease to 32 documents in 2023.

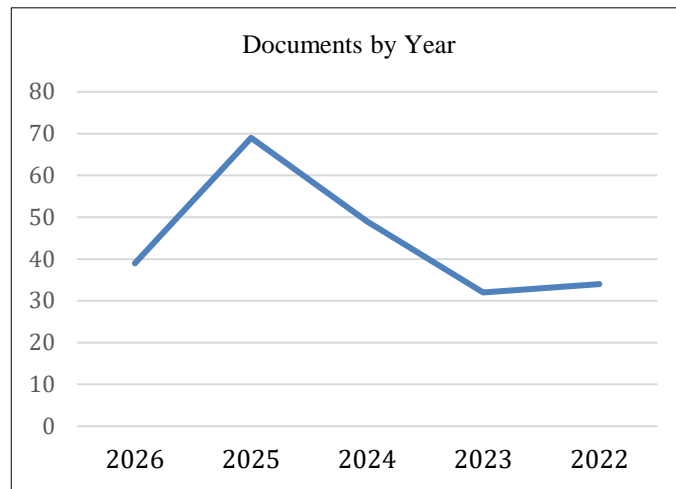


Figure 1. Documents by Year

The number of publications then increased to 49 documents in 2024 and reached its highest point in 2025 with 69 documents. Meanwhile, 39 documents were recorded in 2026. However, the number of publications in 2026 should be interpreted carefully because the data collection was conducted before the end of the year. Overall, the publication trend indicates that scholarly attention to globalization and socio-cultural issues in elementary education increased, especially from 2024 to 2025.

Distribution of Publications by Country or Territory

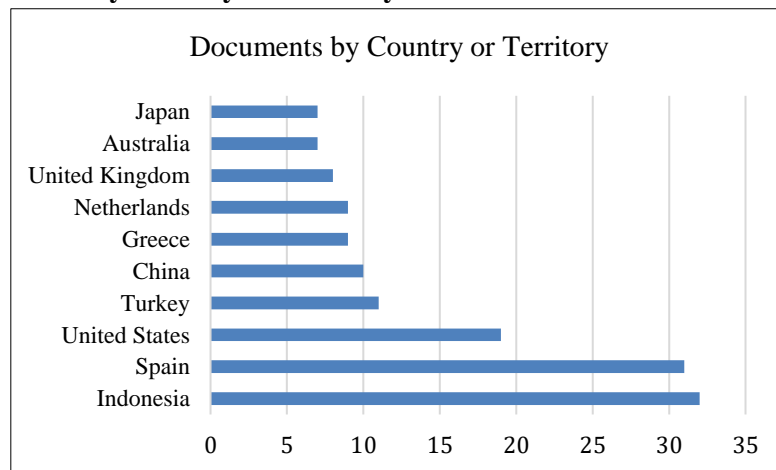


Figure 2. Documents by Country or Territory

The distribution of publications by country or territory shows that Indonesia became the most productive country with 32 documents, followed closely by Spain with 31 documents. The United States ranked third with 19 documents, followed by Turkey with 11 documents and China with 10 documents. Other contributing countries included Greece and the Netherlands with 9 documents each, the United Kingdom with 8 documents, and Australia and Japan with 7 documents each. These findings indicate that research on globalization and socio-cultural issues in elementary education is not concentrated in one specific region, but is distributed across Asian, European, and Western countries. The high contribution

from Indonesia suggests that issues related to culture, multicultural education, and globalization are highly relevant in the context of elementary education in Indonesia.

Distribution of Publications by Subject Area

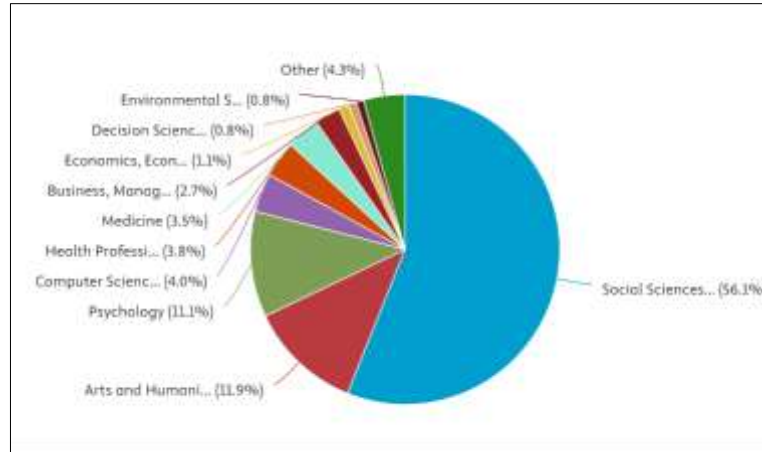


Figure 3. Documents by Subject Area

The distribution by subject area shows that Social Sciences dominated the dataset with 208 documents, representing 56.1% of the total subject area distribution. Arts and Humanities ranked second with 44 documents or 11.9%, followed by Psychology with 41 documents or 11.1%. Other subject areas included Computer Science with 15 documents, Health Professions with 14 documents, Medicine with 13 documents, and Business, Management, and Accounting with 10 documents. The dominance of Social Sciences indicates that research on globalization and socio-cultural issues in elementary education is mainly discussed from educational, social, cultural, and pedagogical perspectives. The presence of Arts and Humanities and Psychology also shows that this topic is closely related to cultural values, identity, empathy, diversity, and student development.

Keyword Co-Occurrence Network Visualization

The keyword co-occurrence analysis using VOSviewer shows that research on globalization and socio-cultural issues in elementary education forms several interconnected clusters. The network visualization indicates that the terms appearing in the dataset are related to globalization, global citizenship, multicultural education, culture, primary education, elementary school students, elementary school teachers, and other socio-cultural themes.

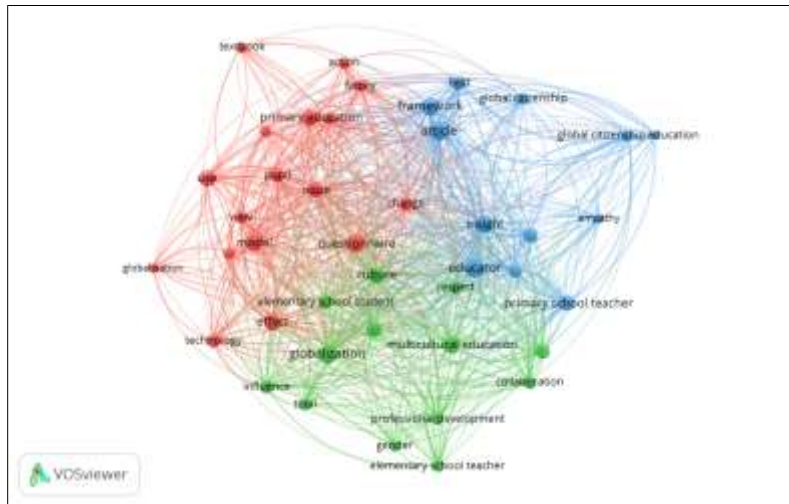


Figure 4. Network Visualization of Keyword Co-Occurrence

The first cluster is related to globalization and primary education contexts. This cluster includes terms such as globalization, globalisation, primary education, pupil, textbook, technology, model, and effect. The presence of these terms indicates that many studies discuss globalization as an educational issue that influences teaching materials, learning models, and technology use in primary education.

The second cluster focuses on multicultural education and socio-cultural interaction in elementary education. This cluster includes terms such as culture, multicultural education, collaboration, professional development, elementary school teacher, elementary school student, and primary school teacher. These terms show that socio-cultural issues in elementary education are often connected to teacher development, student diversity, collaborative learning, and the integration of cultural values in the learning process.

The third cluster is associated with global citizenship education and character-related values. This cluster includes global citizenship, global citizenship education, empathy, respect, educator, insight, and framework. The appearance of these terms indicates that research in this field increasingly connects globalization with the development of global citizenship, empathy, respect for diversity, and the role of educators in preparing students to live in multicultural and global societies.

Overlay Visualization of Keyword Co-Occurrence

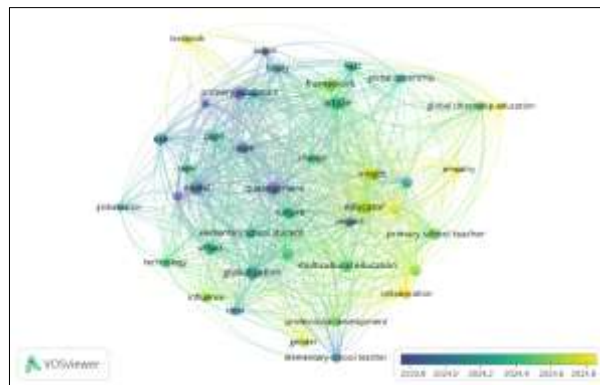


Figure 5. Overlay Visualization of Keyword Co-Occurrence

The overlay visualization presents the temporal development of research themes during the 2022–2026 period. Terms shown in darker colors, such as primary education, model, questionnaire, and elementary school teacher, represent earlier research trends. These terms indicate that earlier studies tended to focus on general educational contexts, research models, and teacher-related issues in elementary education.

Meanwhile, terms shown in green, such as globalization, culture, multicultural education, and global citizenship, represent themes that developed in the middle period of the dataset. These terms suggest that research began to pay greater attention to cultural diversity, multicultural education, and global perspectives in elementary education.

The most recent themes are shown in yellow, including global citizenship education, empathy, collaboration, educator, insight, gender, and textbook. These terms indicate that current research has begun to move toward character-related and value-based issues, particularly how elementary education can support students’ empathy, collaboration, respect, and global citizenship awareness. This trend suggests that globalization-related research in elementary education is no longer limited to cultural diversity, but has expanded toward the development of students’ social values, intercultural understanding, and citizenship competencies.

Density Visualization of Keyword Co-Occurrence

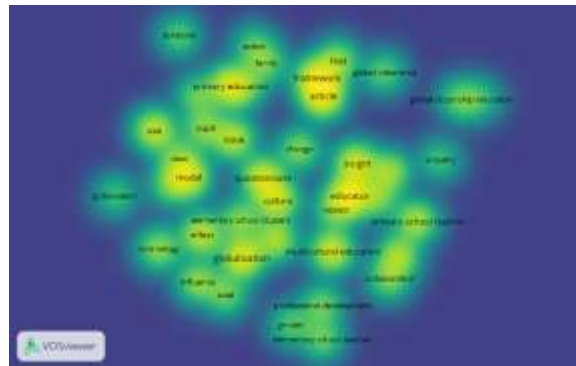


Figure 6. Density Visualization of Keyword Co-Occurrence

The density visualization shows the most frequently discussed and strongly connected themes in the dataset. The densest areas appear around primary education, culture, globalization, multicultural education, framework, educator, and insight. These terms represent the dominant focus of research in this field. The density map indicates that studies on globalization and socio-cultural issues in elementary education are mainly centered on the relationship between culture, multicultural education, global citizenship, and the role of teachers in elementary school contexts.

Meanwhile, terms located in the green and blue areas, such as empathy, global citizenship education, textbook, and professional development, indicate themes that are relevant but have not yet become as dominant as the main research hotspots. These terms can be interpreted as developing areas that may receive greater attention in future studies.

Discussion

The findings of this study show that research on globalization and socio-cultural issues in elementary

education has developed dynamically during the 2022–2026 period. The increase in publications from 2024 to 2025 indicates that this topic has gained stronger academic attention in recent years. Although the number of publications in 2026 was lower than in 2025, this result should be interpreted carefully because the data collection was conducted before the end of 2026. The increasing trend suggests that globalization-related issues in elementary education are becoming more relevant as schools face growing demands to prepare students for diverse, multicultural, and globally connected societies.

The distribution by country or territory shows that Indonesia and Spain contributed the highest number of publications in this dataset. Indonesia’s position as the most productive country indicates that globalization and socio-cultural issues are highly relevant in the context of Indonesian elementary education. This relevance can be connected to the diversity of Indonesian society and the growing attention to character education, cultural identity, and global citizenship within school practices. Utami et al. (2025) show that Indonesian primary school teachers promote global citizenship through Kurikulum Merdeka by connecting global values with the Pancasila Student Profile. This finding supports the idea that global citizenship in elementary education can be developed without ignoring national and local cultural values.

The strong contribution from Spain also shows that socio-cultural issues in elementary education are not limited to Asian contexts. Research from European countries often discusses cultural diversity, multicultural classrooms, citizenship, and inclusion as important educational concerns. The presence of the United States, Turkey, China, Greece, the Netherlands, the United Kingdom, Australia, and Japan among the top contributing countries indicates that globalization and socio-cultural issues in elementary education have become a cross-regional research topic. This distribution shows that different countries may approach the topic from different social and cultural contexts, but they share similar concerns regarding diversity, citizenship, and education in a global era.

The dominance of Social Sciences as the main subject area indicates that research on globalization and socio-cultural issues in elementary education is mostly examined through educational, cultural, social, and pedagogical perspectives. This is reasonable because the topic is closely related to how students learn social values, interact with cultural differences, and develop awareness of diversity. The presence of Arts and Humanities shows that cultural values, identity, language, and heritage are important parts of this research field. Meanwhile, the contribution of Psychology indicates that researchers also pay attention to students’ attitudes, empathy, motivation, and social development. Therefore, the subject area distribution confirms that globalization and socio-cultural issues in elementary education are interdisciplinary, although they remain strongly rooted in social and educational studies.

The keyword co-occurrence network reveals several important thematic directions. The first direction is related to globalization and primary education contexts. Terms such as globalization, globalisation, primary education, pupil, textbook, technology, model, and effect show that globalization is often discussed in relation to learning resources, educational models, and classroom practices. This indicates that globalization is not treated only as a broad social phenomenon, but also as an issue that influences the way elementary education is designed and implemented.

The second thematic direction is related to multicultural education and socio-cultural interaction. Terms such as culture, multicultural education, collaboration, professional development, elementary school teacher, elementary school student, and primary school teacher show that teacher roles and classroom practices are central in responding to diversity. This finding is in line with Mastur (2023), who argues that elementary school teachers need to manage classrooms in ways that integrate multicultural education and

support students' nationalism and multicultural attitudes. Therefore, the bibliometric mapping confirms that multicultural education is not only a theoretical issue, but also a practical concern in elementary school settings.

The third thematic direction is related to global citizenship education and character-related values. Terms such as global citizenship, global citizenship education, empathy, respect, educator, insight, and framework indicate that research increasingly connects globalization with values education. Sant and Hanley (2022) emphasize that global citizenship education can be introduced in primary schools through curriculum and classroom practices. The presence of empathy and respect in the visualization suggests that global citizenship education in elementary schools is not only concerned with global knowledge, but also with students' social and moral development. This finding strengthens the idea that elementary education plays an important role in preparing students to understand diversity and act responsibly in society.

The overlay visualization provides further insight into the temporal development of research themes. Earlier terms such as primary education, model, questionnaire, and elementary school teacher indicate that previous studies were more focused on general educational contexts, teachers, and research models. In the middle period, terms such as globalization, culture, multicultural education, and global citizenship became more visible, showing that researchers began to pay greater attention to cultural and global perspectives in elementary education. The most recent terms, including global citizenship education, empathy, collaboration, educator, insight, gender, and textbook, indicate that current research has moved toward value-based and practice-oriented themes.

This shift is important because it shows that research on globalization in elementary education is no longer limited to discussing global exposure or cultural diversity in general. Recent studies increasingly focus on how schools can develop students' empathy, collaboration, respect, and global citizenship awareness through classroom practices, teaching materials, and teacher roles. The appearance of textbook as a recent term also suggests that learning materials may become an important medium for integrating socio-cultural and global citizenship values in elementary education.

The density visualization confirms that the strongest research hotspots are centered on primary education, culture, globalization, multicultural education, framework, educator, and insight. These terms represent the dominant structure of the field. In contrast, terms such as empathy, global citizenship education, textbook, and professional development are less dense but still relevant. This means that these topics are developing areas that may provide opportunities for future research. Future studies can further examine how global citizenship education is implemented in elementary classrooms, how textbooks represent cultural diversity and global values, and how teacher professional development supports multicultural and socio-cultural learning.

Overall, the findings answer the three research questions in this study. First, publications on globalization and socio-cultural issues in elementary education increased during the study period, were dominated by Indonesia and Spain, and were mostly situated within Social Sciences. Second, keyword co-occurrence analysis showed that the main research themes are related to globalization in primary education, multicultural education and culture, and global citizenship education with character-related values. Third, the emerging trends indicate growing attention to global citizenship education, empathy, collaboration, gender, textbook, and educator roles. These findings show that globalization and socio-cultural issues in elementary education are developing toward a more value-oriented, inclusive, and culturally responsive research direction.

Although this study provides a bibliometric overview of the research field, several limitations should be acknowledged. The data were obtained only from Scopus-indexed articles, so publications from other databases were not included. In addition, the keyword co-occurrence analysis still contained several general terms such as article, use, questionnaire, issue, view, total, field, effect, and influence. However, the interpretation focused mainly on substantive terms that were directly related to globalization, socio-cultural issues, and elementary education. Despite these limitations, this study offers a useful overview of publication trends, research themes, and emerging directions in the field

CONCLUSION

This study examined research trends on globalization and socio-cultural issues in elementary education using a bibliometric approach based on 223 Scopus-indexed articles published from 2022 to 2026. The findings show that the number of publications increased notably from 2024 to 2025, indicating growing scholarly attention to the relationship between globalization, cultural diversity, multicultural education, and elementary education. Indonesia and Spain were identified as the most productive countries, while Social Sciences became the dominant subject area. These findings indicate that globalization and socio-cultural issues in elementary education are mainly studied through educational, social, cultural, and pedagogical perspectives.

The keyword co-occurrence analysis revealed several main research directions. The first direction relates to globalization in primary education contexts, particularly in relation to learning models, textbooks, technology, and educational practice. The second direction focuses on multicultural education, culture, teacher roles, student diversity, collaboration, and professional development. The third direction is connected to global citizenship education and character-related values, including empathy, respect, and the role of educators in preparing students to participate in diverse and global societies.

The overlay and density visualizations indicate that recent research has begun to move toward value-based and practice-oriented themes, such as global citizenship education, empathy, collaboration, gender, textbook, and educator roles. These themes show that research on globalization in elementary education is no longer limited to broad discussions of cultural diversity, but has expanded toward the development of students' social awareness, intercultural understanding, and citizenship values. Therefore, future research is recommended to further explore how global citizenship education, multicultural education, and socio-cultural values are implemented in elementary school classrooms, learning materials, and teacher professional development programs.

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