



Mapping Global Diversity Research in Elementary School (2016-2025): A Scopus Based Bibliometric Analysis

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Abstract

Global diversity is a crucial aspect in elementary education to form a generation that can adapt in a multicultural society while maintaining local cultural identity. Although this topic is increasingly relevant in the era of globalization, there has been no comprehensive mapping of the development of research on it at the elementary school level. This study aims to analyze research trends on global diversity in elementary schools through a bibliometric approach. Data were collected from the Scopus database (2016-2025) using the keywords "Global Diversity AND Elementary School", then analyzed with VOSViewer to map publication productivity, geographical distribution, researcher collaboration, and research theme networks. This study reveals several challenges, such as the inequality of research distribution between countries and the lack of exploration of contextual learning strategies. The implication is that it is necessary to strengthen international collaboration, develop local culture-based learning models, and education policies that support the implementation of global diversity in elementary schools. These findings open up opportunities for further research to explore the integration of local wisdom in the curriculum or the impact of technology on understanding diversity. Global diversity is an important aspect of primary education in shaping an adaptive generation in a multicultural society without losing local cultural identity. However, there has been no comprehensive mapping of research trends at the primary school level. This study analyzes the development of global diversity research through a bibliometric approach using Scopus data (2016–2025) with the keywords "Global Diversity AND Elementary School." The analysis using VOSViewer maps publication productivity, geographical distribution, researcher collaboration, and research themes. The study reveals two main findings: (1) disparities in research distribution among countries, and (2) limited studies on contextual learning strategies. The study's implications emphasize the need for international collaboration and the development of culturally-based learning models. Additionally, this research identifies opportunities for further research, such as integrating local wisdom into the curriculum and the role of technology in diversity education.

Kata Kunci: *bibliometric, elementary school, global diversity*

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Introduction

The development of modern technology has provided easy access to various sources of learning and global information. However, technological advances in the era of globalization have actually triggered moral degradation in elementary school students. The flow of globalization brings the penetration of foreign cultures that have the potential to erode national identity, as seen from the

increasing number of student behaviors that no longer reflect the noble values of Pancasila (Ritonga et al., 2024; Susilawati et al., 2025). Like a double-edged sword, technology does provide efficiency in various aspects of life, but without proper supervision, it can actually have a detrimental impact on its users (Prihatmojo & Badawi, 2020).

In today's era of globalization, the ability to interact, respect, and collaborate with people from different cultural backgrounds is essential to achieving success (Denson & Bowman, 2013; Wood et al., 2023). Global diversity in Indonesia includes tolerance, respect, caring, and cooperation among the various ethnic, religious, and cultural groups in the country (Anggito et al., 2024; Mavridis, 2015; Mazya et al., 2024). However, the expansion of this diversity also raises global challenges, such as intolerance. (Mercury, Talha, & Nasim, 2025). Forms of intolerant attitudes that often appear in schools include the habit of not respecting friends' opinions, mocking other people's weaknesses, and disturbing friends who are expressing their views (Dayanti, 2017). Furthermore, physical differences such as skin color are often used as a source of ridicule which can affect the victim's self-esteem (Sukawati et al., 2021). Students' difficulties in accepting diversity in the school environment need to be understood as a reflection of the challenges they may experience in a more heterogeneous society. Therefore, a wise and constructive approach is needed to address this issue.

This is in line with Indonesia which integrates character education as the foundation of national development, while strengthening global diversity which is an important component that continues to be pursued (Anggito et al., 2023; Soebagyo & Saamah, 2023). Since its independence, Indonesia has built a strong foundation for enhancing global diversity (Larastuti et al., 2024; Pardo & Setyaningrahayu, 2023; Sadiyah et al., 2024). Global diversity in the Pancasila student profile is fundamental, emphasizing the importance of valuing diversity to foster tolerance, appreciation, and cooperation among citizens from different cultural backgrounds. This value of global diversity is important not only in the domestic context of Indonesia but also in preparing society to become an integral part of the global community (Mariyono, 2024; Sadiyah et al., 2024).

In the current 21st-century learning era, the Pancasila student profile supports student character. The Global Diversity dimension emphasizes that students must know and appreciate culture, be able to communicate and interact across cultures, reflect and be responsible for diverse experiences, and have an attitude of social justice. The global diversity element is expected to be able to realize Indonesian students who can maintain noble culture, identity, and locality, but still have an open mind when interacting with other cultures, so that they can foster a sense of mutual respect and can form a new culture that is not contradictory to the ancestral culture of the nation. (Kahfi, 2022).

The global diversity dimension requires students to recognize, appreciate, and be able to communicate and interact with various cultures. (Patria & Abduh, 2023). This global diversity means a form of respect for diversity, where a person still respects the culture of origin while accepting influences from other cultures. In addition, the dimension of global diversity also plays a role in maintaining noble values, local identity, and cultural locality. (Irmawati et al., 2024). The goal is to foster an attitude of mutual respect and enable the creation of positive interactions that do not conflict with the nation's cultural values.

Aurelly (2023) explains that the concept of global diversity closely correlates with the formation of student identity and their ability to position themselves as part of Indonesian society as well as world citizens. The development of this aspect runs parallel to the increasing sense of nationalism, where students realize their dual role in both national and international contexts. As stated (Lubaba & Alfiansyah, 2022) This dimension teaches the principles of cultural recognition, mutual respect, and appreciation of cross-cultural perspectives. Global diversity in this perspective includes two main components: a deep understanding of multilevel identities (individual, group, cultural) and competence in managing diversity at both local and global levels. There are three main pillars in this dimension: (1) cultural knowledge and appreciation, (2) cross-cultural communication skills, and (3) critical reflection skills and social responsibility in the context of diversity.

Irawati (2022) adds that the experience of diversity can equip Indonesian students with the ability to prevent the emergence of negative prejudice, stereotypes, bullying, intolerance, and

culturally-based violence. Thus, they will be able to actively contribute to realizing a democratic and socially just society.

Learning in the independent curriculum of elementary schools, which supports the implementation of the Pancasila student profile – especially the global diversity element – is focused on science and natural sciences. Natural and Social Sciences is a combination of Natural Sciences and Social Sciences subjects into Natural and Social Sciences (NSS). According to the Ministry of Education and Culture (2022a), one of the reasons for combining science and social sciences subjects into an integrated NSS subject is because elementary school children tend to see everything as a whole and integrated. In addition, they are still in the stage of concrete or simple thinking, holistic and comprehensive, but not detailed. NSS helps students grow their curiosity about the phenomena that occur around them (Adnyana & Yudaparmita, 2023; Listyaningsih et al., 2021; Rohman et al., 2023). This curiosity can trigger students to understand how the universe works and interacts with human life on earth. With this understanding, students can identify the problems faced and find solutions to achieve sustainable development goals.

In addition, learning of science, especially social studies, has a role in realizing the Pancasila Student Profile as an ideal picture of the profile of Indonesian students. It is expected that Indonesian students will not only excel in knowledge alone but also be able to become students with character as in the global diversity dimension. With the global diversity dimension, Indonesian students are expected to be able to preserve the nation's culture, identity and locality in culture so that they have a sense of tolerance between cultures (Rusnaini et al., 2021). In realizing the skills of the Pancasila Student Profile, especially the global diversity dimension, it can be done innovatively and effectively, such as integrating local wisdom in the learning process. Integration of social studies learning with local wisdom can encourage the introduction of noble local cultural values to students while opening their insights to global cultural diversity.

To date, no studies have been found that specifically map research on global diversity at the elementary school level using bibliometric data from Scopus within a specific time frame. This is an important novelty, considering that most similar studies still focus on higher or secondary education levels, and few have examined the relationship between global diversity issues and the strengthening of social studies values in elementary school-aged children.

Additionally, the author will strengthen the gap analysis between theory and practice by adding references that indicate the limited integration of the concept of global diversity in elementary school teaching practices. Several recent studies from indexed international journals will also be added to the literature review to broaden the theoretical foundation and emphasize the urgency of this research in a more systematic manner. Thus, the relationship between the results of bibliometric mapping and actual needs in the field will become more apparent, while strengthening the theoretical and practical contributions of this study in the context of inclusive and globally-minded elementary education.

Referring to the introduction of the research that has been presented, the research focuses on exploring publication trends on Global Diversity research in elementary schools. Thus, the purpose of this research is to answer: How has the development of Scopus indexed publications on the topic of Global Diversity in Elementary Schools been over the past 10 years?, What is the distribution of countries by publisher for the Global Diversity in Elementary School topic?, and How is the development of bibliometric networks and research trends on the topic of Global Diversity in Elementary School?

Methodology

This study uses a bibliometric analysis approach to analyze the development of research in the field of Global Diversity in elementary schools. Bibliometric analysis was chosen and used in this study because it can explore publication trends, conceptual relationships between keywords, collaboration between authors, and the development of research topics in scientific literature. This method is quantitative and relies on the processing and analysis of metadata from indexed academic publications (Primaestri et al., 2022).

The data in this study were collected from the Scopus database, which is one of the largest and most reputable scientific literature databases. The selection of Scopus is based on its wide international

journal coverage and strict indexing criteria, thus providing assurance of the quality and relevance of the data analyzed. The database was chosen because Scopus is one of the providers of scientific publication metadata that offers broad access and has features that enable connection to academic journals in various parts of the world (Brown et al., 2024). The selection of the Scopus database takes into account the provision of metadata directly linked to DOIs to ensure the validity of the data to be analysed (Baas et al., 2020). The search was conducted in April 2025 by searching for titles, abstracts, or keywords in the Scopus database. The inclusion criteria used were publications from 2016 to 2025 with the document type of article. Researchers also used the keywords "Global Diversity" AND "Elementary School."

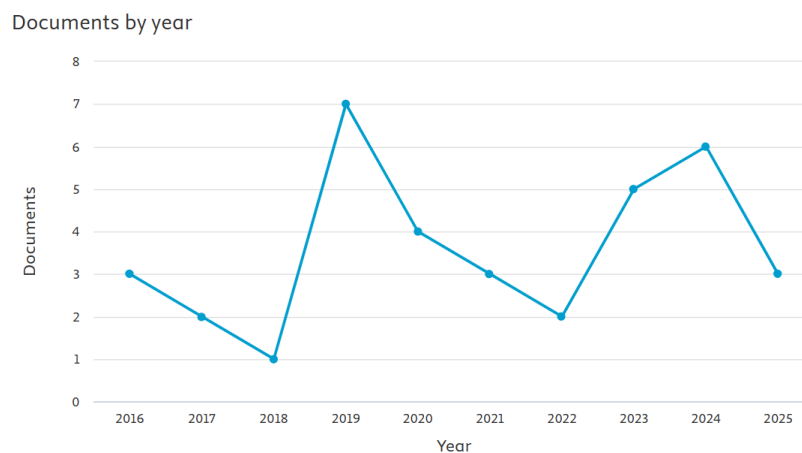
Bibliometric stages and analysis have four stages, namely 1) Determining objectives; 2) Data collection; 3) Analysis and visualization; and 4) Interpretation of research findings and results (Öztürk et al., 2024). Bibliometric analysis of this study began with data collection using Scopus.com by entering the keywords "Global Diversity AND Elementary School". The range was limited by selecting the years 2016 to 2025 only to limit articles published in the last 10 years. Scopus was used to extract metadata from articles found such as the number of published documents, year of publication, author name, name of the dominant country of publication and its affiliation. Data obtained through the Scopus web was then exported in RIS format and then further processed through VOSViewer. The selection of using the VOSViewer application is due to the advantages of this application for using text mining to find combinations of noun phrases related to mapping. In addition, VOSViewer also applies an integrated clustering approach to analyze data co-citation networks and co-occurrence (N. J. Van Eck & Waltman, 2011; N. Van Eck & Waltman, 2010)

With the help of VOSViewer, this study maps several important aspects, namely publication productivity, geographical distribution of publications and visualization of key findings. The final stage of this analysis on the VOSViewer network map is exported in image format. The mapped data is then analyzed descriptively and interpretively to provide a comprehensive picture of trends, focus, and direction of research development in the field Global Diversity in elementary schools.

Results and Discussion

Distribution of Scopus Indexed Scientific Publications on the Topic Global Diversity Research in Elementary Schools Over the Last 10 Years

The results of the analysis reveal a clear-dynamics of increase and decrease in published documents on Global Diversity. The results of the Scopus database on keywords and publication ranges in the last 10 years show results of 36 documents which can be seen in the image below.



Picture 1. Publication Development Based on Year of Publication

Figure 1. Shows in general the number of studies related to research trends on Global Diversity in elementary school learning in the period 2016 to 2025. Details of the number of publications per year can be seen in the following table.

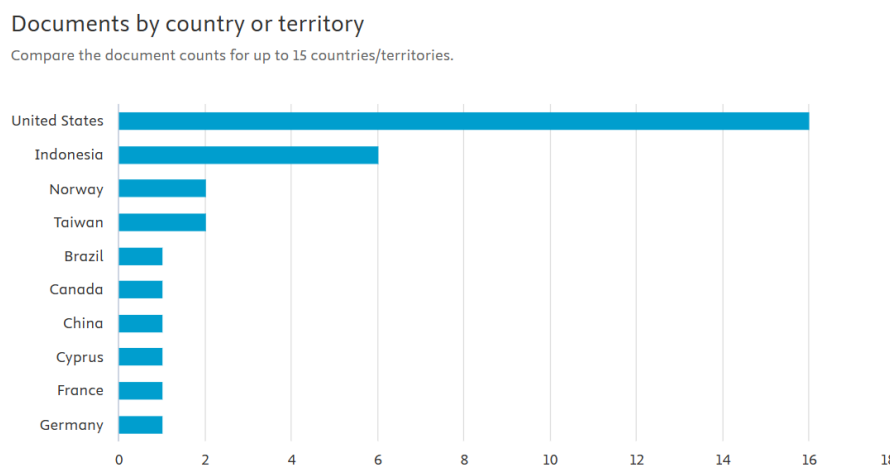
Table 1. The number of publications per year

Publication Year	Number of Publications	Presentation
2025	3	7.9%
2024	6	15.8%
2023	5	13.1%
2022	2	5.2%
2021	3	7.9%
2020	4	10.5%
2019	7	18.4%
2018	1	2.6%
2017	2	5.2%
2016	3	7.9%
Total	38	100%

Table 1. Data shows that in 2016 to 2017 there was a decrease from the publication of 3 documents to only 2 documents. In 2017 to 2018 there was also a significant decrease. In 2018 to 2019 there was a drastic increase from the publication of 1 document to the publication of 7 documents in one year. Then starting in 2020 to 2022 there was a decrease in the number of publications. The decrease in the number of publications was influenced by the outbreak of the Covid-19 pandemic which encouraged research towards the development of technology and analysis of technology-based learning innovations and creativity to support distance learning. In 2023 to 2024, the number of publications began to increase from 2 documents to 5 published documents and to 6 published documents in the following year. These years there began to be a recovery in the learning process in the classroom after the Covid-19 pandemic. In early 2025, 3 documents were published discussing global diversity in elementary school learning.

Country Distribution by Publisher Global Diversity in Elementary School Topics

Based on the results of the database analysis from Scopus related to the distribution of publications by region, there were 38 identified publication documents. The 10 countries with the largest number of publications are presented in the figure below.



Picture 2. Publications by Country

Based on the geographic distribution diagram of Global Diversity research in elementary school learning, it can be seen that the United States dominates significantly with a total of 16 published documents. The United States is so far the country that ranks first and is followed by Indonesia with a total of 6 published documents. In third place are Norway and Taiwan in equal positions, each publishing 2 documents. The rest of the countries such as Brazil, Canada, China, Cyprus, France, and Germany are in equal positions, each contributing 1 published document on Global Diversity in Elementary School. The overall data is presented in the following table.

Table 2. Percentage of Publication Distribution Data by Country

Country	Amount	Country	Amount	Country	Amount
United States	16	China	1	Malta	1
Indonesia	6	Cyprus	1	Pakistan	1
Norway	2	France	1	Russian Federation	1
Taiwan	2	Germany	1	Saudi Arabia	1
Brazil	1	Japan	1	South Korea	1
Canada	1	Lithuania	1	Spain	1

The data in table 2 shows that there are 4 countries with the most publications on the topic of Global Diversity in elementary schools. Each country has a percentage of publications, namely the United States with 16 publications (61.5%), Indonesia with 6 publications (23.07%), Norway and Taiwan with 2 publications each (7.7%). While the rest only published 1 publication each, namely in Brazil, Canada, Cyprus, France, Germany, Lithuania, Malta, Russian Federation, Saudi Arabia, and Spain in the European region. The rest in the Asian region are China, Japan, Pakistan, and South Korea, each of which only published one document.

The geographical distribution of this publication shows that research on Global Diversity in elementary schools is more dominated by European countries, especially the United States, because the issue of discrimination and imported diversity occurs more there. The European region, especially the US, often highlights race-based conflicts, political identity and issues of racial equality discrimination. This is what makes this country dominate research on the topic of Global Diversity. The United States is undergoing demographic changes due to gentrification, which is driving diversity in schools. This shows that the issue of diversity is very much alive in the American urban context (Ayscue et al., 2025).

In second place is Indonesia with the publication of 6 documents discussing Global Diversity. Research on the topic of Global Diversity began in 2021 to 2025. Global Diversity began to become a research topic, especially since Indonesia used the independent curriculum in 2020. However, there is still a gap in the distribution of publications from each country and an unbalanced number of publications between countries.

Focus Bibliometric Analysis Based on Keywords Global Diversity in Elementary School

Identifying data with the keyword "Global Diversity AND Elementary School" which is done through co-occurrence analysis through the VOSViewer application. The results of the analysis show a total of 1628 identified keywords that appear. The results of the co-occurrence analysis based on keywords are presented in the following figure.

with a TLS of 58 with five topics with the highest density of 75 items, namely "address harm", "authentic practice", "basal curriculum", "book bin" and brief introduction honor".

Furthermore, the co-occurrence network visualization data in Figure 3. above shows cluster 9, namely 74 items with 43 TLS with five topics with the highest density of 745 items, namely "access", "agent", "authenticity", "author" and "author briefly". Furthermore, the co-occurrence network visualization data in Figure 3. above shows cluster 10, namely 72 items with 71 TLS with five topics with the highest density of 72 items, namely "21st century education", "activity", "ceremony", "Character formation" and "curricular activity". Furthermore, the co-occurrence network visualization data in Figure 3. above shows cluster 11, namely 71 items with 50 TLS with five topics with the highest density of 71 items, namely "academic subject", "address social justice", "bridge", "Chinese background" and "Chinese ell".

Furthermore, the co-occurrence network visualization data in Figure 3. above shows that for cluster 12 there are 70 items with a TLS of 80 with five topics with the highest density of 70 items, namely "21st century christianity", "academic industrial moral", "academic world", "American education" and "aspiration". Furthermore, the co-occurrence network visualization data in Figure 3. above shows that for cluster 13 there are 67 items with a TLS of 81 with five topics with the highest density of 67 items, namely "academic qualification", "amalgamating diverse disciplinary insight", "bridging", "critical role" and "demographic trait".

In addition, furthermore, the co-occurrence network visualization data in Figure 3. above shows for cluster 14, namely 64 items with a total TLS of 336 with five topics with the highest density of 64 items, namely "analysis", "awareness", "benefit", "bilingual" and "board". The co-occurrence network visualization data in Figure 3. above shows for cluster 15, namely 61 items with a TLS of 92 with five topics with the highest density of 61 items, namely "ability", "area", "alliance", "area" and "assessment". Furthermore, the co-occurrence network visualization data in Figure 3. above shows for cluster 16, namely 58 items with a TLS of 70 with five topics with the highest density of 58 items, namely "appearance", "aspect", "assessment sheet", "assure model" and "audiovisual media engineering".

Furthermore, the co-occurrence network visualization data in Figure 3. above shows for cluster 17, namely 47 items with TLS of 49 with five topics with the highest density of 47 items, namely "call", "child", "children's perspective", "community voice", and "cultural practice". Furthermore, the co-occurrence network visualization data in Figure 3. above shows for cluster 18, namely 44 items with TLS of 63 with five topics with the highest density of 63 items, namely "additional recognition", "big city", "capacitation", "central part" and "children's perception". Furthermore, the co-occurrence network visualization data in Figure 3. above shows for cluster 19, namely 44 items with TLS of 144 with five topics with the highest density of 44 items, namely "age group", "best model", "bisquare kernel function", "capita expenditure" and "center". Furthermore, the co-occurrence network visualization data in Figure 3. above shows that for cluster 20 there are 44 items with a TLS of 152 with five topics with the highest density of 44 items, namely "approach", "care", "case study", "case study design" and "childrens". Furthermore, the co-occurrence network visualization data in Figure 3. above shows that for cluster 21 there are 43 items with a TLS of 110 with five topics with the highest density of 95 items, namely "4cs perspective", "ajia", "analyze result", "Asian elf journal" and "Asian perspective".

Furthermore, the co-occurrence network visualization data in Figure 3. above shows for cluster 22, namely 37 items with TLS of 54 with five topics with the highest density of 37 items, namely "analysis process", "analytical category", "appreciation", "attitude" and "bumi aksara". Furthermore, the co-occurrence network visualization data in Figure 3. above shows for cluster 23, namely 31 items with TLS of 58 with five topics with the highest density of 31 items, namely "civic participation", "component teacher", "component teaching practice", "concrete practices teacher" and "content area". Furthermore, the co-occurrence network visualization data in Figure 3. above shows for cluster 24, namely 29 items with TLS of 40 with five topics with the highest density of 29 items, namely "age appropriate way", "attention", "cross", "current society" and "current study". Furthermore, the co-occurrence network visualization data in Figure 3. above shows that for cluster

A summary of research trends with the keyword Global Diversity and Elementary School, based on visualization overlay analysis, can be seen in the following table.

Table 3. A summary of research trends with the keyword Global Diversity and Elementary School

Year	Main Research Focus	Related Keywords	Description
2018-2020	The research focus is still centered on character education, religious values (Christianity), language context, and curriculum integration and basic literacy based learning.	"school", "aesthetic education environment", "society", "diversity issue", "christianity", "language", "context", "integration"	Research in this period is still conceptual and normative, with an emphasis on basic educational values. There is no strong direction towards responsive learning practices or digitization of education.
2020-2022	Demonstrates the emergence of new approaches emphasizing diversity, teacher responsiveness in teaching, and integration of STEM approaches.	"diversity", "student", "teacher", "social justice", "education", "STEM", "understanding", "experience"	In this period, research began to develop towards contextual and participatory approaches, taking into account students backgrounds and socio-cultural dynamics in the learning process.
2022-2024	Recent research has begun to focus on digital transformation, strengthening national identity in a global context, and developing creativity and attention to students as the center of learning (student-centered).	"digitalisation", "cultural diversity", "tolerance", "Pancasila student", "national identity", "attention", "learning", "creativity"	The focus of research is no longer only on the role of teachers and curriculum, but has begun to shift to the application of technology, creative learning, and active student empowerment according to the demands of the 21 st century and the digital era.

The overlay visualization results will be associated with the novelty aspect data visualized with density visualization as in the image below.

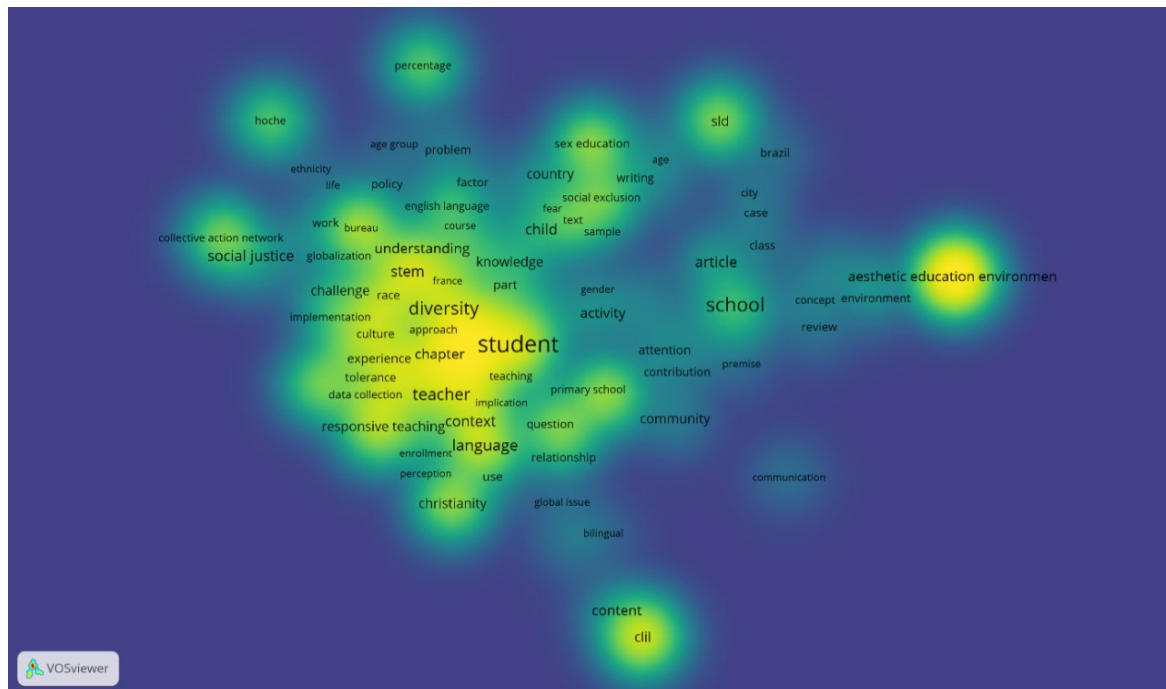


Figure 5. Co-Occurance Density Visualization with the keywords Global Diversity AND Elementary School

Based on the results of Figure 5, VOSViewer density visualization illustrates that the bright yellow color indicates the density of interrelated research topics, namely the keywords "diversity", "student", "teacher", "context learning", "chapter", "culture", "approach", "stem", "experience", "tolerance", "aesthetic education environment", and "clil". Then if you enlarge the image, you will see keywords in dark colors indicating areas of keywords that are still under-researched. This allows further research to use keywords that are still under-used such as "global issue", "attention", "class", "learning", "ethnicity", "cultural diversity", "national identity", "contribution", "concept environment", "age group", "bilingual", and "communication".

Referring to Figure 5 above, it strengthens this finding by showing the density of topics such as "diversity", "student", "teacher", "culture", "tolerance", and "aesthetic education environment" which reflect the dominant and interrelated research focus. The visualization results reveal the strength of this research, namely the diversity of topics that provide opportunities for further development, especially in the context of basic education. The current topics in the previous Figure 4 related to "Pancasila student", "digitalization" and "cultural literacy" show research directions that are relevant to global challenges. While topics with density such as "stem", "experience", "student", "diversity", "teacher", and "experience" indicate that this field has been widely explored.

Thus, from the findings it can be found that the development of research trends in the topic of global diversity AND elementary school shows fluctuating and varied developments that provide a visual and concrete picture that makes it easier to determine opportunities for new research in the social field, especially in educational practices at the elementary school level. Through the VOSViewer analysis, it has succeeded in comprehensively mapping the research landscape on global diversity in elementary school education. Network visualization shows a diversity of interconnected topics where the issues shown are related to cultural diversity, multicultural education, and student character development are widely explored.

The results of density visualization analysis using VOSViewer software, as shown in Figure 5, indicate a concentration of closely related research topics, marked by a bright yellow color. Keywords such as diversity, student, teacher, culture, tolerance, context learning, aesthetic education environment, and CLIL (Content and Language Integrated Learning) appear dominant and form the center of attention in the global research landscape on diversity in primary education. These findings reinforce a number of previous studies that emphasize the importance of a culturally diverse approach to learning. For example, research by Banks, (2015) regarding multicultural education, it has been shown that learning that integrates the values of diversity and tolerance can enhance cross-cultural understanding, strengthen student identity, and build social cohesion in a heterogeneous school environment. This aligns with the findings of several studies suggesting that a culturally responsive pedagogy approach needs to be consistently implemented in elementary schools to create a fair learning environment that values diversity and facilitates the academic potential of all students regardless of their ethnocultural background (Vakil et al., 2021; Zachos & Gkontzou, 2024).

Furthermore, this visualization also reveals that keywords such as stem, approach, and experience have high density, indicating that the integration of science and technology in the context of diversity has also received considerable attention. This phenomenon reflects a global trend in basic education that emphasizes not only values but also the mastery of 21st-century competencies (Alismail & McGuire, 2015; Dewi, 2019; Secretariat, 2020). On the other hand, through the zoom feature on the visualization map, keywords with darker colors were found, such as global issues, attention, class, learning, ethnicity, national identity, bilingualism, and communication, indicating that these aspects have not been explored much in research. This finding highlights the existence of research gaps that could potentially serve as new directions in elementary education research, particularly in addressing global challenges such as the integration of national identity and cross-cultural awareness in the midst of the digital age and the globalization of education.

This imbalance indicates that despite significant progress in studies on diversity, there is still a need to explore how issues such as national identity, intercultural communication, and the role of ethnic diversity and bilingualism in shaping students' character at the elementary school level. Some

studies also emphasize that in the context of primary education, it is important to instill awareness of global issues that are inseparable from local and national identities (Dharma et al., 2020; Muñiz, 2019; Nurizka et al., 2020). This is in line with the spirit of Pancasila-based character education that is currently being promoted in Indonesia's Merdeka Belajar (Freedom of Learning) curriculum. The curriculum requires learning that integrates global and local diversity values so that students are not only academically competent, but also capable of critical thinking, intercultural communication, and contributing as responsible global citizens (Budimansyah & Dahliyana, 2024; Gurion, 2024; Larastuti et al., 2024).

Furthermore, when compared to the findings in Figure 4 above, which highlight keywords such as Pancasila student, digitalization, and cultural literacy, it appears that the direction of research is beginning to focus on the relevance between strengthening national values and global challenges. However, the limited exploration of keywords such as communication, global issues, and concept environment indicates that global discourse has not yet been fully internalized in basic education practices, particularly in the Indonesian context. Therefore, it is important for researchers, educators, and policymakers to use these visualization findings as a foundation for designing a more comprehensive research agenda focused on strengthening students' character in a global context, without neglecting local cultural identity.

Overall, the synthesis between the results of bibliometric visualization and previous literature shows that research on diversity in primary education has developed dynamically, but still shows fluctuating and uneven patterns. VOSViewer successfully provides a concrete visual representation of the density and relationships between research topics, which can be used to identify new opportunities and design more contextual studies. These findings indicate that future research in this field requires an interdisciplinary approach that not only combines pedagogical and sociocultural aspects but also an inclusive global perspective. Thus, opportunities to develop diversity-based curricula and learning strategies responsive to global issues are increasingly open, especially in the realm of primary education, which serves as the foundation for shaping the character of future generations.

Conclusion

Based on bibliometric analysis reveals that research on Global Diversity in elementary education has grown in relevance over the past decade, with fluctuating publication trends peaking in 2019 and rising again post pandemic in 2023-2024. The findings highlight a multidisciplinary focus encompassing education, cultural interaction, and social justice, yet show that certain areas such as ethnic and national identity, indigenous knowledge, and cross cultural communication remain underexplored. This study contributes theoretically by mapping how diversity themes intersect with global education discourses and practically by identifying specific gaps for future research. It suggests integrating local wisdom, language diversity, and global sustainability issues into elementary curricula to foster culturally responsive and globally aware learners. Future research should address these gaps by exploring topics like intercultural communication strategies, SDGs contextualization, and bilingual education practices. Additionally, advancing this field requires inclusive educational policies, international collaboration, and innovative pedagogical models that support early understanding of diversity. This study offers a foundation for developing inclusive, locally rooted, yet globally relevant elementary education systems. In addition, future research development trends need to be supported by inclusive education policies, international collaboration, and learning innovations that encourage an understanding of diversity from an early age. Thus, elementary schools can be the foundation for creating a generation that is not only academically intelligent but also has an open, tolerant character and is ready to face the local community.

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