# Local Culture and Character Education Research Trends: A Decade-Long Bibliometric Study

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| Sections Info | ABSTRACT |
|---|---|
| | *Objective:* This article presents the findings of a literature review on research publications in the field of local culture and character education over the past decade (2014-2024). The study aimed to map the growth of publications, identify major contributions of authors and countries, analyze keyword networks, and pinpoint emerging research themes. *Method*: A bibliometric approach was employed, analyzing 189 Scopus-indexed articles using VOSviewer software. *Results*: The study indicates a significant rise in publications during the 2014-2024 period. Indonesia emerged as the most productive country with the highest number of citations. Dominant keywords such as "local wisdom," "character education," and "local culture" highlight growing academic interest in character education rooted in local values. The evidence suggests that local cultural values provide a strong foundation for character development, contributing to moral resilience and cultural identity amidst globalization. This study recommends further research into newly identified areas, particularly emerging intersections such as digital age character education, ethnopedagogy, and sustainability, while encouraging stronger international collaboration. These findings have implications for policymakers, curriculum designers, and researchers seeking to promote culturally based character development in diverse learning environments. *Novelty:* Unlike previous reviews focused on specific areas such as phisics or science education, this study offers a comprehensive mapping of the instersection between character education and local culture across educational domains. Through a systematic network analysis of 189 Scopus-indexed articles, it highlights interdisciplinary convergence and identifies emerging themes such as character education in the digital age, ethnopedagogy, and sustainability—that suggest promising direction for future research. |

## INTRODUCTION

In the last decade, educational systems worldwide have seen a renewed interest in character education. This resurgence is particularly relevant as societies grapple with increasing concerns about civic disintegration, ethical relativism, and the erosion of cultural roots due to globalization (Lapsley & Narvaez, 2007; Yacek et al., 2023). The renewed focus on values-based education is especially evident in the Asia-Pacific region, where diverse cultural heritages offer rich resources for developing context-based character development models (Arthur, 2016; Benavot, 2021; Chen et al., 2024; L. Lim, 2016).

Character education, broadly defined as the systematic development of ethical values, social responsibility, and personal integrity, is increasingly recognized as a crucial 21st-century competency (Lickona, 1997). It provides a fundamental basis for individual personality formation, laying the groundwork for ethical behavior, responsibility, and the readiness to navigate various life challenges (Sauri, 2015). Local culture, a legacy of values and norms passed down through generations, provides a

relevant foundation for such education (Ramlan et al., 2023). In this sense, cultural values reflect the deeply embedded values, norms, and traditions that flourish within a society (Nurfadhillah et al., 2021). The integration of local cultural values into character education is a dimension gaining increasing attention (Lu & Chien, 2023; Sakman & Syam, 2020).

The concept of cultural values carries profound meaning, encompassing the belief systems, norms, and traditions that evolve within a society (Geertz, 1973). These values reflect the identity of a social group and form the basis for upheld behavioral norms (Andriyanto et al., 2022). Integrating cultural values into education aims to bridge the gap between formal instruction and the rich local values inherent in a community (Jamaluddin et al., 2022). By incorporating cultural values, character education becomes more contextual and relevant, fostering a strong connection between individuals and their social environment (Suidat et al., 2022).

Education, serving as a formal medium for transmitting values, provides an opportunity to align character principles with the richness of local culture. This alignment helps in forming a good and strong character in the younger generation (Sari et al., 2020). The concept of "good and strong character" encompasses not only moral aspects but also courage, resilience, and adaptability (Faiz & Kurniawaty, 2022). Good character is about more than just correct behavior; it also involves maintaining integrity and engaging in positive actions for the common good. Strong character enables individuals to overcome challenges and crises with composure and a positive attitude (Soewardi, 2001). Research has consistently shown that students exposed to culturally rooted values demonstrate stronger moral reasoning and identity formation (Chan et al., 2022; Doan et al., 1991; Suparjan et al., 2024; Yusuf et al., 2019).

While numerous studies have explored the value of character education within local culture (Ibrahim & Sundawa, 2023; Suswandari, 2017), there hasn't been extensive mapping of publication trends for this specific research area. Some existing bibliometric analyses include reviews of local wisdom in physics education during the 2016−2021 and 2018−2022 periods (Misbah et al., 2022; Zainuddin et al., 2021). Another article presents a bibliometric analysis of local wisdom-based learning publications from 2012−2021 (Muhammad et al., 2022). Additionally, there's a review of international publication trends on rituals and local wisdom in Indonesian society (Chakim, 2022), and another on research trends concerning local wisdom in science learning at the junior high school level (Setianingrum et al., 2023). Previous bibliometric studies have explored local wisdom in isolated fields, however, asystematic synthesis that bridges local cultural values with character education as an integrated pedagogical domains remains limited.

Although bibliometric analyses have been conducted on education and cultural identity (Ismail et al., 2025; Shuangyun & Hongxia, 2020) or local wisdom-based learning (Muhammad et al., 2022), a comprehensive bibliometric review specifically examining the research relationship between character education and local culture has been limited. A systematic literature review offers an effective approach to understanding the conceptual framework and empirical findings related to integrating local cultural values into character education. By systematically analyzing scientific publications, we can identify knowledge gaps, research trends, and consistent findings (Ellegaard & Wallin, 2015). This study addresses this gap by using bibliometric methods to systematically examine how these two fields have evolved over the past decade in

global scholarly publications. Utilizing Scopus-indexed data and the VOSViewer application, this study aims to identify leading countries, research groups, and emerging themes that characterize the current literature, thereby mapping global trends in scholarly publications related to the integration of local culture and character education during the 2014–2024 period.

## RESEARCH METHOD

This study employs a bibliometric analysis design to systematically examine the research landscape concerning local culture and character education. This type of literature review effectively delineates the scope of knowledge on a particular topic (Ninkov et al., 2022). Bibliometrics aids in analyzing various characteristics of the literature, including publication and citation counts, research trends, publication sources, author networks, and specific domain clusters (Cappelletti-Montano et al., 2021). This approach has proven effective in providing direction for complex and rapidly evolving fields, such as local culture-based character education (Chung et al., 2020). The steps followed in this study adopt the bibliometric analysis procedure outlined by Donthu et al. (Donthu et al., 2021).

**Step 1:** Literature Search
In this initial phase, the research objectives and scope were defined: to identify trends in research on local culture and character education. The literature search was conducted using Scopus, a leading scientific database recognized as one of the largest (Baas et al., 2020; Zhu & Liu, 2020). To ensure search was accuracy and reproducibility, the exact search string employed was: TITLE-ABS-KEY ("local culture" AND "character education"). This query yielded 265 documents. Publication metadata including titles, abstracts, and author-supplied keywords—were systematically extracted. Step first is illustrated in Figure 1 below:
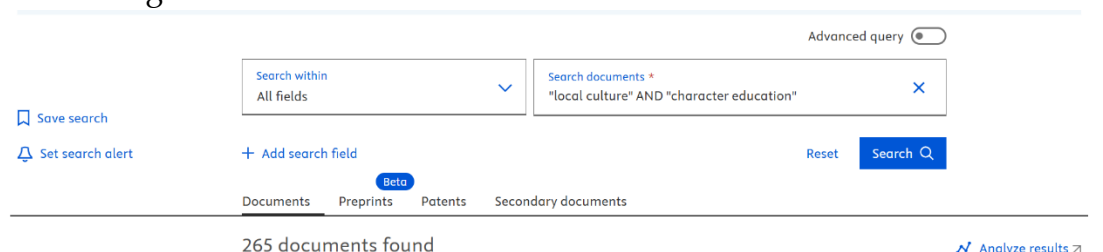


**Figure 1.** Literature Search Results

**Step 2:** Document Restrictions
Data filtering began by setting a year limit, specifically for the period from 2014 to 2024. The study included all articles indexed in Scopus up to December 31, 2024, to ensure consistency and completeness within the selected decade (2014–2024). This step resulted in the collection of 235 documents. Furthermore, only published journal articles were selected, as this document type offers comprehensive coverage (Altmami & Menai, 2022; Hérubel, 2020; Rallison, 2015). Journal articles were selected due to their stringent quality control, stable accessibility, and higher academic credibility compared to other forms of publication such as conference papers or book chapters (Donthu et al., 2021; Rallison, 2015). This limitation narrowed the documents to 192. English was chosen as the preferred language, given its status as an official UN language and its widespread recognition within the international community. The outcome of this second step was a final dataset of 191 documents. The data sorting process is detailed in

Table 1. All documents were then exported in RIS and CSV formats and stored on a drive.

**Table 1.** Documents Selection

| Limitation | Selection | Number of Documents |
| --- | --- | --- |
| Year | 2014 — 2024 | 235 |
| Document Type, Publication Stage, and Source Type | Article, Final, and Journal | 192 |
| Language | English | 191 |

**Step 3:** Data Check

Documents stored in RIS format were imported into Mendeley reference management software to facilitate verification of metadata completeness. The verification focused on key bibliographic elements, including the title, author name, abstract, keywords, and author affiliation or country of origin. Incomplete entries were either manually amended using available content or excluded from further analysis. Of the initial set 191 documents, two lacked abstracts and did not indicate author affiliation or country of origin. Consequently, 189 documents fulfilled the completeness criteria. The results of this verification process are summarized in Figure 2.

| | Inclusion | Exclusion | Total |
| --- | --- | --- | --- |
| 2024 | 58 | 1 | 59 |
| 2023 | 41 | 0 | 41 |
| 2022 | 28 | 0 | 28 |
| 2021 | 21 | 0 | 21 |
| 2020 | 16 | 1 | 17 |
| 2019 | 5 | 0 | 5 |
| 2018 | 6 | 0 | 6 |
| 2017 | 13 | 0 | 13 |
| 2016 | 1 | 0 | 1 |
| 2015 | 0 | 0 | 0 |
| 2014 | 0 | 0 | 0 |
| Jumlah | 189 | 2 | 191 |

**Figure 2**. Document Filtering Results

**Step 4:** Bibliometric Analysis Process

The analysis focused on seven dimensions: publication trends, the number of publications based on authors' countries of origin, article citations per country, author collaboration, article titles, author-provided keywords, and abstracts. The VOSviewer application was used to conduct the bibliometric analysis and visualize the research results. VOSviewer is equipped with functions that allow for the analysis of co-authorship, keyword co-occurrence, citations, bibliographic coupling, and co-citations (Bukar et al., 2023; Kirby, 2023).

| Step 1: Literature Search | Step 2: Document Limitation | Step 3: Data Checking | Step 4: Bibliometric Analysis Process |
| --- | --- | --- | --- |

**Figure 3**. Steps of Bibliometric Analysis

## RESULTS AND DISCUSSION

### *Results*

### Local Cultural Publication Trends in Character Education

A total of 189 documents, obtained through the data collection process, were mapped by yearly production to illustrate the development of publications on the relevance of local culture in character education.
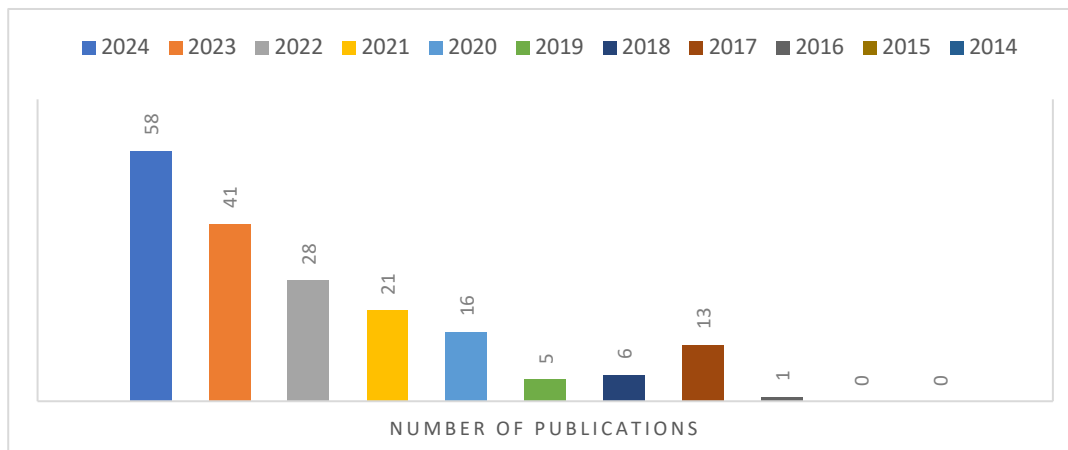


**Figure 4**. Publication Trends by Year

Figure 4 presents the trend of publications and citations from 2014 to 2024. During this period, publications concerning local culture and character education showed a general increasing trend, peaking in 2024 with a total of 58 published articles. However, development in the earlier years fluctuated. There were no articles produced from 2014 to 2015, with only one appearing in the following year. From 2016 to 2019, the development experienced fluctuations after a drastic increase to 13 articles in 2017. Subsequently, the number of publications demonstrated a significant annual increase. Scientific publications can serve as a catalyst for quality assurance within a university, and, of course, for the authors themselves (Abidin et al., 2023). In some social institutions, publications also hold socio-economic value, as published research can attract developers, thereby benefiting the institution (Rousseau et al., 2021).

### Publication by Country

Figure 5 provides an overview of the top ten countries in terms of publication output. Indonesia leads significantly with 181 out of 189 articles, demonstrating the highest research productivity related to local culture and character education. The other nine countries Malaysia, China, Egypt, Japan, the Philippines, Thailand, Australia, Hong Kong, and Iraq—also show interest in the topic but their contributions remain low compared to Indonesia. The lower publication numbers from these countries could indicate a diversity in research resources and variations in scientific capabilities across different nations.

As shown in figure 5, this Indonesian dominance raises an important question: what themes, approaches, and educational contexts characterize these publications? To address this, we examined author-supplied keywords and thematic content. Table 2 present ten representative Indonesian publications that most explicity align with the study's core focus. These works span a variety of regions, educational levels, and cultural frameworks, illustrating the depth and divesity of Indonesia's engagement with culturally rooted character education.
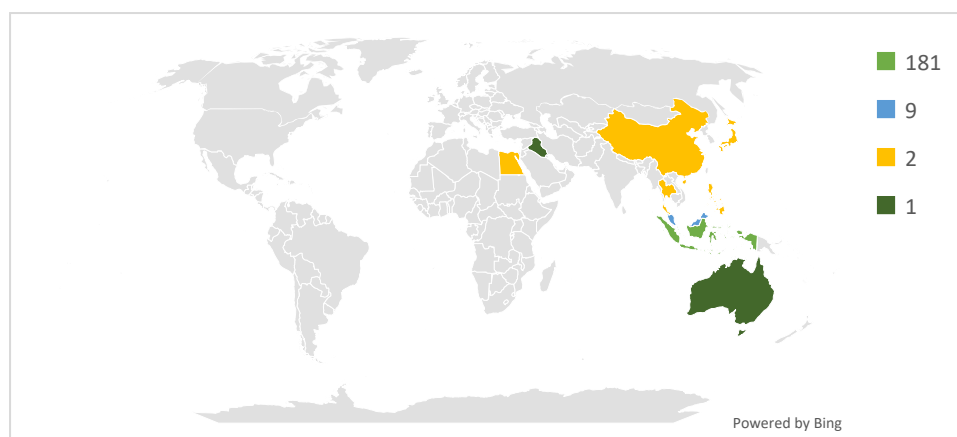
**Figure 5**. Distribution of Publications by Country

**Table 2**. Selected Indonesian Publications on Local Culture and Character Education

| No | Title | Author Keywords |
|---|---|---|
| 1. | Contextual Character Education for Students in The Senior High School (Hermino & Arifin, 2020) | Character Education; Local Wisdom; Remote Indigenous Community |
| 2. | Revitalizing Local Wisdom Within Character Education Through Ethnopedagogy Apporach: A Case Study on a Preschool in Yogyakarta (Sakti et al., 2024) | Character Education; Ethnopedagogy; Kindergarten; Local Wisdom; Revitalization |
| 3. | Ethic Values in Modern Javanese Literature Works: Identity and Character Education in The Digital Era (Andriyanto et al., 2022) | Character Education; Ethical Values; Identity; Javanese Literature |
| 4. | Islamic Values and Sasak Local Wisdoms: The Pattern of Educational Character at NW Selaparang Pesantren, Lombok (Nashuddin, 2020) | Character Education; Islam; Local Culture; Pondok Pesantren |
| 5. | The Use of Malays-Sambas Expressions in Developing Character Education in Sambas Primary Madrasah in Millennial Era (Putra et al., 2021) | Local Wisdom; Character Education; Malays-Sambas; Millennial Era |
| 6. | The Existence of *Malaqbiq Tau Mandar* Local Culture to Empower Students' Educational Character (Ramadhana et al., 2023) | Character Education; Learning Model; Local Culture; *Malaqbiq Tau Mandar* |
| 7. | Values of Local Wisdom in *Rambu Solo'* From The Perspective of Pentecostal Spirituality and Character Education (Pantan et al., 2024) | Character Education; Orthodoxy; Orthopathy; Orthopraxy; Pentecostal Spirituality; *Rambu Solo'* |
| 8. | Local Culture-Based Storybook and its Effect on Reading Competence (Ratminingsih et al., 2020) | Fable; Local Culture; Reading; Reading Competence; Storybook |
| 9. | Enhancing Students' Science Literacy Through *Megedong-Gedongan*: A Balinese Local Culture-Based Flipbook (Dewi & Wibawa, 2024) | Flipbook; Local Culture; *Megedong-Gedongan*; Science Literacy |
| 10. | Teaching Materials Development for Basic General Course of Indonesian Language Class Based on Culture Values *Elompungi (Elong)* Bugis Literature (Hamsiah et al., 2017) | Character Education; Development of Teaching Materials; The Values of the Local Culture |

These entries were chosen based on author keywords and thematic relevance, representing various such as Sasak, Malay, Javanese, Balinese, Bugis, and Toraja cultures. The studies span multiple educational contexts—from early childhood and Islamic boarding school to multimedia-enhanced senior high learning—and reflect diverse pedagogical approaches including ethnopedagogy, storytelling, and digital integration.

**Citation by Country**

Citations indicate an article's influence on subsequent research, serving as a parameter for its importance to the scientific community. Of the 18 countries included in this study, ten were found to have cited publications. Indonesia garnered the highest number of citations, with 988 from its 181 articles. Malaysia followed, far behind, with 22 citations from 9 articles. Other countries showed significantly fewer citations and documents compared to Indonesia.

The citation ratio per publication varies among countries, indicating the fluctuating impact of citations relative to the number of publications. This ratio is calculated by dividing the number of citations by the number of publications from a given country. The highest citation ratio was observed in publications from Indonesia (5.5), followed by Thailand (4.5) and China (4.0). This suggests that articles from these countries have a high citation impact, signifying that research conducted by authors from these nations has received substantial recognition. A low citation ratio, conversely, indicates that publications from those countries have received less attention from the scientific community. Figure 6 maps the number of publication citations based on the author's country of affiliation, detailing the number of documents, citations, and the citation ratio for each country.
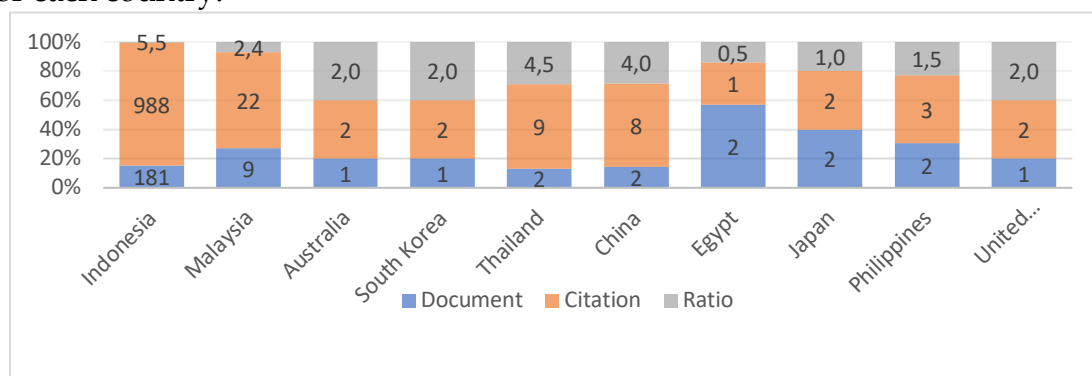


**Figure 6**. Publication Trends by Country

Presenting research results through publications enhances the breadth and depth of scientific knowledge by adding new resources. Published research also provides valuable recommendations for the scientific community (Chatfield, 2020). A core aspect of this framework involves conducting document analysis and synthesizing similar literature (Morgan, 2022). This technique helps mitigate concerns about overlapping research and the risk of plagiarism.

**Author Collaboration**

Collaboration between authors was analyzed by combining the "co-authorship" type with the "author" unit in VOSviewer. From the 189 selected bibliographic records, 632 distinct authors were identified. By focusing on authors with at least two documents, 51

intersections (collaborations) between authors were found. Figure 7 illustrates this collaboration network, with Divayana appearing as the central concentration point.
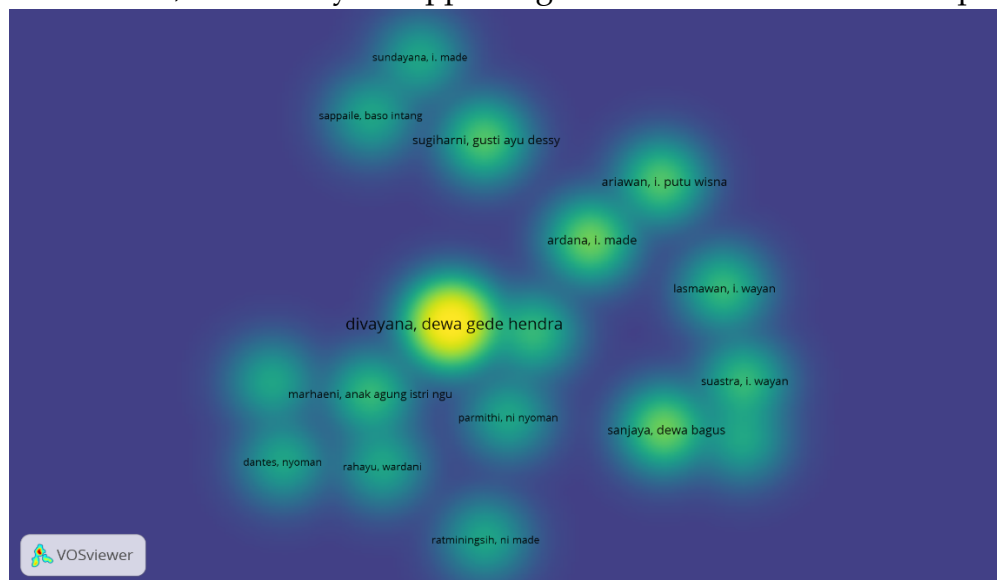


**Figure 7**. Visualization of Author Collaboration Concentration

Divayana is the author with the highest number of documents and citations, significantly surpassing other authors. Table 3 provides detailed data on documents, citations, and the strength of the collaboration network for each author with at least two published documents.

**Table 3**: Strength of Author Collaboration Network

| Authors | Documents | Citation | Total Link Strength |
| --- | --- | --- | --- |
| Divayana | 17 | 307 | 32 |
| Marhaeni | 3 | 70 | 8 |
| Ardana | 5 | 69 | 13 |
| Sugiharni | 4 | 62 | 11 |
| Arifin | 5 | 60 | 7 |
| Sanjaya | 5 | 58 | 5 |
| Ariawan | 4 | 55 | 8 |
| Dantes | 2 | 45 | 6 |
| Arnyana | 2 | 40 | 5 |
| Sappaile | 2 | 39 | 6 |
| Sundayana | 2 | 39 | 6 |
| Mahendra | 3 | 30 | 9 |
| Ratminingsih | 2 | 28 | 1 |

Collaboration among authors in research publications can enhance the quality of the content. Interdisciplinary collaboration, in particular, improves the depth and precision of a publication, leading to a more comprehensive outcome. This type of author collaboration also strengthens the scientific community at both regional and global levels (Castañer & Oliveira, 2020).

**Title Analysis**

The analysis was conducted based on the titles used and the frequency of keyword occurrences to explore thematic relationships within the field of local culture research and character education. Using the VOSviewer application, 123 keywords were identified in the publication titles. All these keywords were set to appear at least twice.

The analysis yielded seven terms with strong networks: "Indonesia," "learning systems," "students," "Greater Sunda Islands," "Sunda Isles," "article," and "teaching." The keyword "article" likely reflects metadata conventions rather than thematic content. Its inclusion may not offer conceptual significance and can be filtered in the future refinements. Table 4 presents the occurrence of these terms in the authors' titles and the strength of their networks.

**Table 4**. Terms that Frequently Appear in the Titles of Publications on Local Culture and Character Education

| Keyword | Occurrences | Total Link Strength |
|---|---|---|
| Indonesia | 6 | 4 |
| learning systems | 2 | 3 |
| students | 3 | 3 |
| Greater Sunda Islands | 2 | 2 |
| Sunda Isles | 2 | 2 |
| article | 2 | 1 |
| teaching | 2 | 1 |

Additionally, the appearance of geographic keywords such as "Greater Sunda Islands", "Sunda Isles", and "Central Malay" indicates specific regional concentracions where local wisdom is deeply embedded in cultural and educational practices. In Central Malay regions, folklore such as *Sang Kancil, Siput,* and *Lengkukup, Puyang Belang,* and *Bukit Puyang Ripin* transmit aesthetic, ethical, and spiritual values across generations (Youpika et al., 2024). In West Sumatra, the Minangkabau Community emphasizes *musyawarah* (deliberation) and *mufakat* (consensus) within its matrilineal system (Aziz et al., 2020). The Sundanese context promotes *silih asih, silih asah, silih asuh* (mutual love, learning, and care), closely aligned with Islamic religiosity (Shuhufi & Purkon, 2023; Suryadi & Kusnendi, 2016). Traditional games like *bebentengan* and *congklak* nurture curiosity and patriotism among children (Toharudin et al., 2021; Yantoro et al., 2021), while expressions such as *ketullahan* in the Sambas Malay community serve as moral deterrents (Putra et al., 2021).



**Figure 8**. Visualization of Title Analysis Results

In Figure 8, the lower right corner of the image displays a year description where darker colors indicate earlier years and gradually brighten towards the current year. It appears that the trend of similar terms in publication titles began to spread among authors around 2022. Furthermore, the analysis reveals that the term "Indonesia" serves as a central intersection point with other keywords, specifically: "students" and "learning system."

**Keyword Analysis**

Keywords serve as indicators for identifying the main content and themes within articles on local culture and character education. Mapping the research network of character education and local culture using VOSviewer, with a minimum co-occurrence of five, revealed 11 selected terms from a total of 621 keywords. These terms were organized into 4 clusters and demonstrated 13 networks. Each cluster, represented by a colored circle, signifies distinct themes within local culture and character education research. "Local wisdom," "character education," and "local culture" are the most frequently used terms. Trending keywords in bibliographic publications are patterned in Table 5 below:

**Table 5**. Keyword Trends by Cluster

| Cluster | Items | Occurrences | Total Link Strength |
|---|---|---|---|
| red | character building | 6 | 2 |
| | culture | 5 | 1 |
| | Indonesia | 5 | 3 |
| | local culture | 13 | 4 |
| green | blended learning | 5 | 5 |
| | cse-ucla | 6 | 8 |
| | evaluation | 12 | 11 |
| blue | character education | 20 | 7 |
| | local wisdom | 26 | 7 |
| yellow | character | 7 | 1 |
| | learning | 8 | 5 |

Visualization of trending research network in local culture and character education in this study is presented in Figure 9 below:
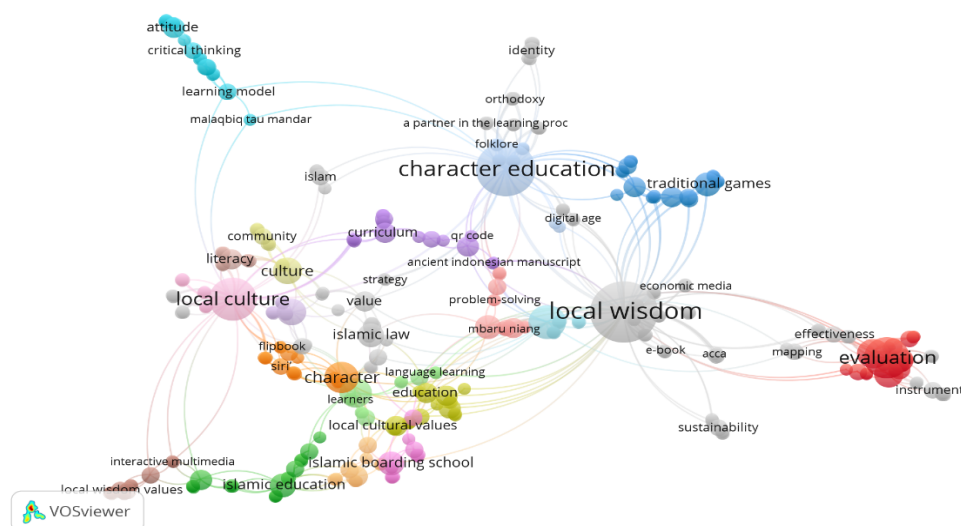


**Figure 9**. Visualization of Local Culture and Character Education Research Network

This network mapping shows the diversity of topics in local culture and character education research. The prominent term is local wisdom, which has 80 networks with other keywords. Next is the term character education with 58 networks. Followed by the term local culture, which has 47 networks with other keywords. These three terms show that local wisdom values are very attached and often associated with character education in various studies over a decade.

A shared network analysis framework can contribute to maintaining data confirmability and scalability (Chung et al., 2020). Cross-sectional, inter-item, and inter-cluster analyses provide insights into research dynamics while allowing for similar studies with different focuses and environments (Goldsmith, 2021). Integrating various literatures from similar fields is akin to a reflective process for researchers, fostering a relational awareness to understand the content of their own research (Palaganas et al., 2017).

**Abstract Analysis**

The abstract serves as the face of an article, showcasing its research characteristics and helping readers determine its relevance to their interests and knowledge. An analysis of the abstracts in these publications identified 715 terms. By setting a minimum occurrence of 10 times, five terms with strong networks emerged: character education, local wisdom, Indonesia, and local culture. Table 6 shows the frequency of occurrence of the selected terms and the strength of their network.

**Table 6**. Selected Terms in Abstract

| Keyword | Occurrences | Total Link Strength |
|---|---|---|
| character education | 20 | 8 |
| local wisdom | 26 | 6 |
| Indonesia | 20 | 3 |
| local culture | 13 | 3 |
| evaluation | 12 | 0 |

An overlay of the topic network of the four terms that have the strongest networks among the other keywords is presented in Figure 10 below:
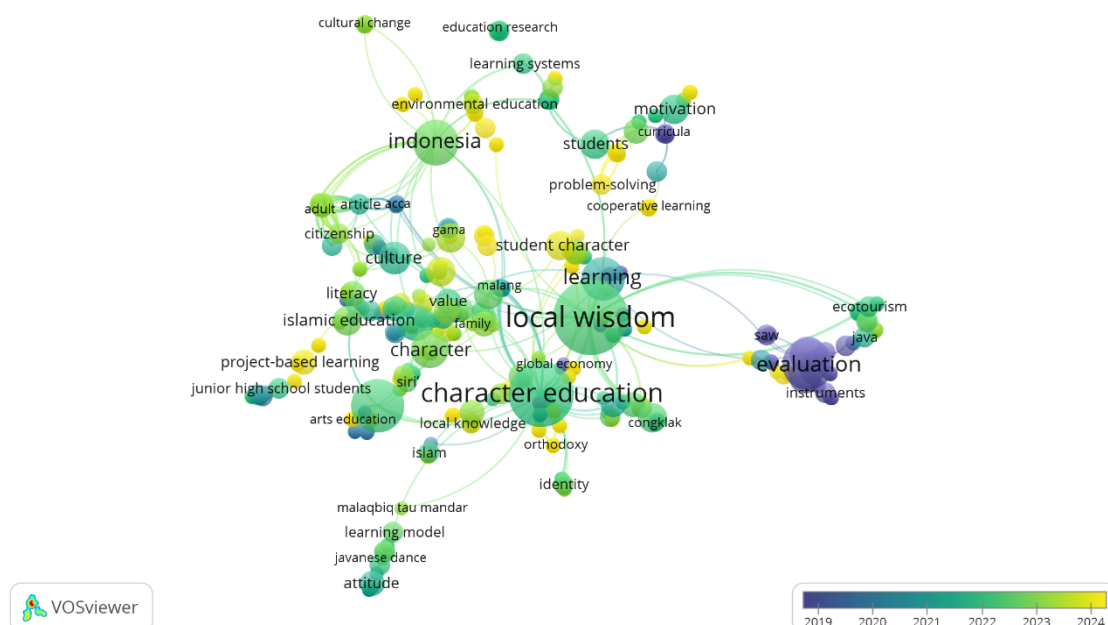


**Figure 10**. Visualization of Publication Trends

Figure 10 visualizes the topics in local culture and character education research, with newer topics indicated by yellow. Based on the overlay results, the last two years (2023−2024) still offer significant potential for the development of research on local culture and character education. The focus on character education can still be explored

across various domains, such as "project-based learning", "sustainability", "ethnopedagogy", "environmental education", and the "digital age". Several recent research topics that are still related to the topic of local culture and character education are presented in Table 7 below:

**Table 7**: Recent Research Topic Trends

| Items with the Strongest Network | New Items |
| --- | --- |
| character education | digital age, ethnopedagogy, Central Malay, locality development, teaching materials, a partner in the learning process, orthopaty, *rambu solo'*, natural science, *tri kaya parisudha*, orthodoxy |
| local wisdom | economic media, biology, digital age, asia |
| local culture | core competency, arts education, digital module, *bedhaya ketawang* dance |
| Indonesia | democracy, audio production, Dayak Paramasan tribe, Dayak local wisdom |

This cross-literature review communicates new ideas that warrant further development by researchers. Indeed, a cross-literature review is an effective way to organize and synthesize related articles under study, providing clear direction for subsequent research (Matteson & Warren, 2020).

*Discussion*

The results of this bibliometric study reveal a significant growth in publications discussing the relationship between local culture and character education over the last decade (2014−2024). The fact that Indonesia overwhelmingly dominates the number of publications (181 out of 189 articles) indicates that this issue has garnered substantial attention at the national level. This may be attributed to national policies emphasizing character education, strong emphasis on local wisdom in Indonesian educational discourse, and research incentives at higher education institutions. However, its presence in the broader global academic discourse remains relatively limited. This finding aligns with the observation that character education based on local wisdom is often highly contextual and has not yet been fully integrated into wider international discussions (Ismail et al., 2025; Shuangyun & Hongxia, 2020). It is widely acknowledged that local wisdom serves as a rich source of values for internalizing character, embodying principles of life, social ethics, and collective responsibility that have historically fostered social harmony (Layli et al., 2023; Mulyana, 2024).

The exponential growth of publications since 2020, peaking in 2024, points to an increasing awareness of the importance of education rooted in local cultural values amidst the ongoing globalization of values (Benavot, 2021). This upward trends stands in contrast to the earlier absence of indexed publications in 2014-2015, which may reflect the nascent stage of interest in local culture-based character education within the global academic community. Local culture-based character education emerges as a response to the identity crisis and value fragmentation experienced by societies facing digital transformation and an increasingly homogeneous global culture (Lapsley & Narvaez, 2007; Yacek et al., 2023). In this context, character education is not sufficiently conveyed through normative and universal approaches alone; rather, it requires a concrete social and cultural context to possess strong internalization power (Suparjan et al., 2024).

An interesting aspect of the bibliometric results is the dominance of the keywords "local wisdom," "character education," and "local culture" in the analysis network. This signifies that the local culture-based character education approach plays a crucial role in strengthening cultural identity and shaping the morality of the younger generation within the framework of values inherent in society (Purwaningsih & Ridha, 2024). Values such as mutual cooperation, respect for elders, diligence, and social solidarity, which stem from local cultural practices, serve as sources of character values that can be internalized by students through contextual learning (Jamaluddin et al., 2022; Ramlan et al., 2023)

The keyword visualization also indicates the emergence of new themes such as "ethnopedagogy", the "digital age", and "sustainability". Emerging topics are intertwined, for example, digital platforms can function as a medium to disseminate ethnopedagogical values, while sustainability education based on local culture foster ecological awarness and moral responsibility. This suggests that the ethnopedagogical approach, rooted in local wisdom, has become a dominant framework in the discourse of character education. The ethnopedagogical approach is considered capable of bridging cultural heritage with contemporary educational needs, while digital integration provides an adaptive medium for reaching today's generation of learners (Hidayat et al., 2023; Sakti et al., 2024). Discussions on local culture and character education are no longer confined to traditional contexts but have begun to address global issues such as the digitalization of learning and the challenges of sustainable development (Faiz & Kurniawaty, 2022; Matteson & Warren, 2020). Consequently, ample opportunities exist for the development of further research using an interdisciplinary approach that combines local cultural values with the needs and challenges of global education.

These interdisciplinary approaches are particularly promising because they allow for character education to be contextualized in the real world settings. For instance, ethnopedagogy combined with digital pedagogy can preserve indigenous wisdom while ensuring relevance in technologically mediated classrooms (Syahfitri & Muntahanah, 2024). Likewise, integrating local environmental knowledge with sustainability education may strengthen students ecological awarness rooted in their community context (Lestari et al., 2024). Such approaches can address chalenges like cultural alienation, loss identity, and superficial character formation by rooting educational content in lived cultural realities.

Thus, this study underscores the importance of integrating local cultural values into character education as a contextual strategy that can strengthen the identity, integrity, and resilience of the younger generation. This strategy is also a vital component of curriculum and educational reform, particularly in Asian countries striving to build education systems aligned with their cultural roots (Lopez, 2021; UNESCO, 2018).

## CONCLUSION

**Fundamental Finding**: This study reveals that between 2014 and 2024, there was significant growth in scientific publications on the integration of local culture and character education. Indonesia's overwhelming contribution signals a unique academic momentum that could shape regional framework for culturally grounded character education, yet it also underscores the need for broader international engagement. Keyword analysis identified "local wisdom," "character education," and "local culture" as the most prevalent terms shaping the intellectual landscape of this field. Furthermore, new topics such as the "ethno-pedagogy," "digital age," and

"sustainability" have begun to emerge in the last two years, indicating a continuously developing and dynamic research area.

**Implications**: The study's findings confirm that local culture-based character education is not merely a contextual pedagogical strategy but also a vital component of curriculum reform agendas. These results have significant implications for education policymakers, urging them to design curricula that are deeply rooted in local values while remaining relevant to global challenges. Practically, educators and educational institutions can leverage these findings to develop culturally-based teaching materials, learning methods, and character assessments. Moreover, this study reinforces the urgent need to foster cultural literacy in the younger generation, enabling them to maintain their identity amidst the pervasive flow of globalized values.

**Limitations**: The primary limitations of this study stem from its reliance on the Scopus database and the restriction to English as the search language. Consequently, the analysis may have overlooked important literature published in local languages or in national journals not yet indexed by Scopus. Additionally, as a bibliometric approach, this study is inherently quantitative and does not delve deeply into the content or conceptual quality of the analyzed articles.

**Future Research**: Future research could employ a mixed-methods approach, combining bibliometrics with in-depth content analysis or educational ethnography to examine real-world practices. Newly emerging topics such as digital character education, ethno-pedagogy, and the integration of local culture into project-based learning or environmental education hold substantial potential for further exploration. Strengthening collaborative networks between researchers across countries is also essential to broaden the scope and enhance the global reach of this field of study. Furthermore, future studies should also incorporate regional databases (e.g., GARUDA, DOAJ, CNKI) and apply multilingual search strategies to capture overlooked scholarly contributions.

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