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Mapping Global Trends and Scholarly Networks in Multicultural Education Curriculum: A Bibliometric Study

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Abstract

Objective: This study aims to analyze global trends, collaboration, and scientific contributions in the multicultural education curriculum during 2000–2024. **Theoretical framework:** This research is based on the concept of multicultural and inclusive education and uses a bibliometric approach to map the development and structure of research. **Literature review:** The literature review comes from Scopus publications that discuss multicultural education, curriculum, and inclusivity, which shows an increasing concern for diversity in education. **Methods:** The method used was a bibliometric analysis of 532 Scopus publications, with analysis of keywords, authors, institutions, publication trends, and state contributions. **Results:** The results show an increase in publications by 13.05% per year. Collaboration is quite high, but international cooperation is still limited. The United States is a major contributor, with key themes such as cultural competence, diversity, and intercultural education. **Implications:** This research is useful for curriculum developers and policymakers to strengthen inclusive and diversity-based education, including in the context of Islamic education. **Novelty:** The novelty of this research lies in a comprehensive bibliometric analysis in mapping global trends, themes, and collaborations in multicultural education.

Keywords: multiculturalism, diversity, intercultural education, islamic education, bibliometric analysis.

INTRODUCTION

Overview of Multicultural Instruction in order to prepare pupils to succeed in a world that is becoming more diverse and interconnected, the curriculum is essential. In addition to giving pupils the information and abilities they need to function in a multicultural society [1]–[4], it seeks to promote cultural awareness, respect, and appreciation in them. The necessity of tackling diversity [5]–[8], equity, and inclusion issues in education has led to a major increase in research on this topic in recent years. In order to obtain a thorough grasp of the development of the field, important players, and research subjects [9]–[11], this study uses bibliometric analysis to look at trends and networks in the field of multicultural education curriculum research. This study aims to map research networks, identify growing areas of interest in Multicultural Education Curriculum research [12]–[16], and identify important trends by examining publication patterns, author contributions, institutional affiliations, and the co-occurrence of keywords. The results of this study will give scholars,

educators [17]–[19], and legislators important information to guide future investigations, instructional strategies, and curriculum creation.

This study offers a significant novelty by applying a comprehensive bibliometric approach to map the intellectual structure, global trends, and collaborative networks in multicultural education curriculum research over a twenty-four-year period. Unlike previous studies that primarily rely on conceptual or case-based analyses, this research systematically visualizes the evolution of knowledge, identifies key thematic clusters, and uncovers relationships among authors, institutions, and countries. The novelty also lies in integrating network analysis tools such as VOSviewer and R-based mapping to reveal emerging research fronts, thematic shifts, and knowledge gaps within the field. Furthermore, this study uniquely connects global bibliometric findings with the context of Islamic education, highlighting the relevance of multicultural curriculum development in faith-based educational settings [20]–[22].

The implications of this study are both strategic and practical. For researchers, it provides a clear roadmap of influential topics, key contributors, and underexplored areas, encouraging more collaborative and interdisciplinary research. For educators and curriculum developers, the findings offer evidence-based insights into dominant themes such as cultural competence, diversity, and intercultural engagement, which can inform the design of inclusive curricula. Policymakers can utilize these insights to support international collaboration and strengthen educational policies that promote equity and inclusion. In Islamic educational contexts, the study underscores the importance of aligning multicultural values with religious principles to foster globally competent and culturally sensitive learners [23]–[25].

LITERATURE REVIEW

Multicultural education curriculum has emerged as a significant area of inquiry in response to increasing global diversity, migration, and intercultural interaction. It is broadly understood as an educational approach that seeks to integrate diverse cultural perspectives into curriculum content, pedagogy, and institutional practices. The primary aim is to promote equity, inclusivity, and respect for cultural differences while preparing students to function effectively in pluralistic societies. Over time, the concept has evolved from a focus on cultural representation to a more transformative approach that addresses issues of power, identity, and social justice within educational systems [26]–[28].

Scholarly discussions emphasize that curriculum plays a central role in shaping students' perspectives on diversity. A multicultural curriculum is not limited to adding cultural content but involves restructuring knowledge frameworks to include multiple viewpoints and experiences. This includes integrating culturally responsive teaching, fostering critical thinking, and encouraging dialogue across differences. Such approaches aim to develop cultural competence, defined as the ability to understand, communicate, and interact effectively with people from diverse backgrounds [29], [30].

In recent years, there has been growing attention to the intersection of multicultural education with inclusive education and global citizenship. These frameworks share common goals of promoting equality, participation, and social responsibility. As a result, research has increasingly explored how curricula can address issues such as discrimination, marginalization, and intercultural conflict. The role of teachers has also been highlighted as crucial, particularly in implementing inclusive pedagogies and facilitating meaningful intercultural engagement in the classroom [31]–[33].

Despite the expansion of research in this field, the literature remains fragmented, with studies often focusing on specific contexts, regions, or themes. There is a lack of comprehensive mapping of global research trends and scholarly networks that can provide a holistic understanding of the field's development. Therefore, a bibliometric approach is necessary to systematically analyze the growth, patterns, and intellectual structure of

multicultural education curriculum research, offering deeper insights into its evolution and future directions [34]–[36].

METHODOLOGY

This study employs a quantitative methodology that incorporates document and network analysis as part of a thorough bibliometric analysis technique. On December 12, 2024, at 20:00, a Boolean search was performed on the database from 2000 to 2024 in order to gather data. Microsoft Excel, VOSViewer, and R/R-Studio applications were utilized for networking, document analysis, and citations.

The stages of the study include: The researcher conducts a literature review to ensure the relevance of the research and identify gaps in bibliometric topics. The study also helped determine the right keywords for the scope of the study. Then, a search using the Boolean operator in Scopus (TITLE-ABS-KEY (multicultural) AND TITLE-ABS-KEY (education) AND TITLE-ABS-KEY (curriculum)) < produced 2,031 documents. Furthermore, filtration uses the Boolean operator from Scopus (TITLE-ABS-KEY (multicultural) AND TITLE-ABS-KEY (education) AND TITLE-ABS-KEY (curriculum)) AND PUBYEAR > 1999 AND PUBYEAR < 2025 AND (LIMIT-TO (EXACTKEYWORD,"Multicultural Education") OR LIMIT-TO (EXACTKEYWORD,"Curriculum") OR LIMIT-TO (EXACTKEYWORD, "Cultural Diversity") OR LIMIT-TO (EXACTKEYWORD, "Multiculturalism") OR LIMIT-TO (EXACTKEYWORD,"Teaching") OR LIMIT-TO (EXACTKEYWORD,"Students") OR LIMIT-TO (EXACTKEYWORD,"Cultural Competence") OR LIMIT-TO (EXACTKEYWORD,"Culture") OR LIMIT-TO (EXACTKEYWORD,"Cultural Factor") OR LIMIT-TO (EXACTKEYWORD,"Pedagogy") OR LIMIT-TO (EXACTKEYWORD,"Methodology") OR LIMIT-TO (EXACTKEYWORD,"Multilingualism") OR LIMIT-TO (EXACTKEYWORD,"Qualitative Research") OR LIMIT-TO (EXACTKEYWORD,"Education Computing") OR LIMIT-TO (EXACTKEYWORD, "Education Program") OR LIMIT-TO (EXACTKEYWORD, "Citizenship Education") OR LIMIT-TO (EXACTKEYWORD,"Multicultural Environment") OR LIMIT-TO (EXACTKEYWORD, "Curriculum Studies") OR LIMIT-TO (EXACTKEYWORD, "Multicultural Curriculum") OR LIMIT-TO (EXACTKEYWORD, "Educational Model") OR LIMIT-TO (EXACTKEYWORD, "Teacher Education Curriculum") OR LIMIT-TO (EXACTKEYWORD, "Multicultural/diversity Education") OR LIMIT-TO (EXACTKEYWORD, "Inclusive Education") OR LIMIT-TO (EXACTKEYWORD, "International Education") OR LIMIT-TO (EXACTKEYWORD, "Cross-Sectional Studies") OR LIMIT-TO (EXACTKEYWORD, "Education Policy") AND (LIMIT-TO (SUBJAREA,"SOCI") OR LIMIT-TO (SUBJAREA,"ARTS")) AND (LIMIT-TO (DOCTYPE,"ar") AND (LIMIT-TO (LANGUAGE,"English"))) in total it produced 532 documents.

In the end, bibliometric analysis was used in this study to determine the annual quantity of documents based on journals, authors, affiliations, nations, and fields of study. Scopus analyzer and R/R-Studio were utilized for this purpose. VOSViewer was used to study the document network visualization, and Microsoft Excel was used to handle the data. This is shown in Figure 1 of the Research Flow.

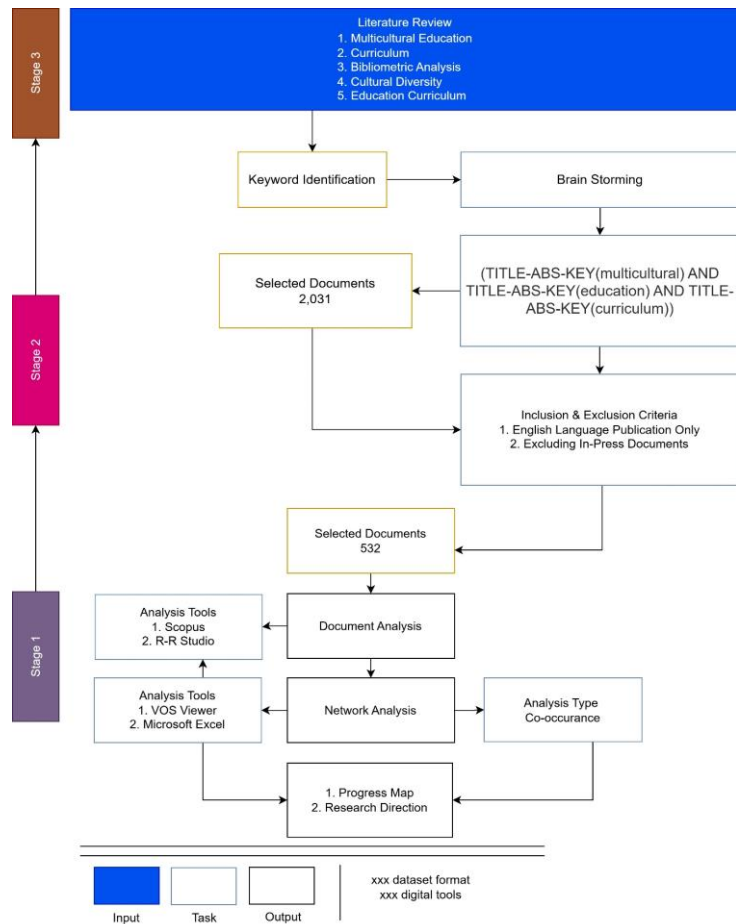


Figure 1. Research Flow

RESULTS AND DISCUSSION

Documents Analysis

Table 1. Main Information

Timespan	2000:2024
Sources (Journals, Books, etc.)	287
Documents	532
Annual Growth Rate %	13.05
Document Average Age	8.5
Average citations per doc	13.8
References	22697
DOCUMENT CONTENTS	
Keywords Plus (ID)	709
Author's Keywords (DE)	1438
AUTHORS	
Authors	1155
Authors of single-authored docs	208

AUTHORS COLLABORATION	
Single-authored docs	230
Co-Authors per Doc	2.28
International co-authorships %	8.835
DOCUMENT TYPES	
Article	532

Table 1 presents a comprehensive overview of the bibliometric analysis conducted on 532 documents related to Multicultural Education Curriculum, spanning the period from 2000 to 2024. A notable finding is the substantial growth of research within this field, evidenced by an average annual growth rate of 13.05%. This indicates a consistent increase in scholarly output, suggesting a growing interest and attention to the critical role of multicultural education in diverse learning environments [37]–[39].

Furthermore, the table underscores the collaborative nature of research in this area. With an average of 2.28 co-authors per document, it is evident that researchers frequently engage in collaborative efforts. This collaborative approach likely enriches research by fostering interdisciplinary perspectives and expanding the scope of inquiry [40]–[42]. While international co-authorship, at 8.835%, suggests a moderate level of global collaboration, there is potential for further fostering international research networks to enhance the global understanding and implementation of effective multicultural education curriculum [43], [44].

The analysis also reveals the significant impact of research in this field. With an average of 13.8 citations per document, the body of research on Multicultural Education Curriculum demonstrates substantial influence within the academic community. This high level of citation suggests that the findings and insights generated by this research are valuable and influential in shaping educational policy, practice, and future research directions [45]–[48].

In conclusion, Table 1 provides a valuable snapshot of the research landscape in Multicultural Education Curriculum, highlighting key trends such as substantial growth, collaborative research efforts, and significant scholarly impact [49], [50]. This analysis serves as a foundation for further exploration of research trends, identifying knowledge gaps, and informing future research agendas in this crucial area of educational inquiry.

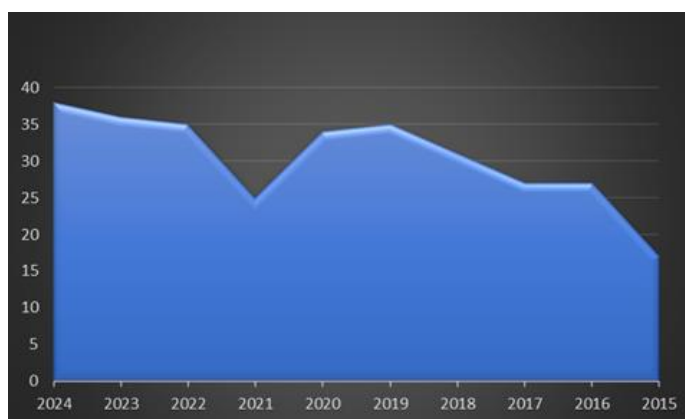


Figure 2. Yearly Occurrences Trend

The figure presents a visual representation of the trend in research publications related to Multicultural Education Curriculum from 2015 to 2024. A general decline in the number of publications is observed over this period. Starting with a relatively high number of publications in 2015, the trend exhibits a sharp decrease in 2016. Following this initial drop, the number of publications remains relatively stable throughout 2017 and 2018. However, a

second significant decline is observed in 2019, after which the trend fluctuates slightly with a minor increase in 2020, followed by a decrease in 2021. A slight upward trend is discernible in 2022 and 2023, but the overall trajectory continues to suggest a decreasing trend [51], [52].

Several factors could contribute to this observed decline in research publications. Changes in academic priorities, shifts in funding availability, or evolving research interests within the broader field of education might have influenced the focus of research away from Multicultural Education Curriculum [53], [54]. Additionally, the global pandemic and its associated disruptions to research activities might have played a role in the observed decline in publications.

It is important to note that this analysis is based on a specific dataset and time frame. Further investigation is needed to determine whether this trend is specific to the Multicultural Education Curriculum or reflects broader trends in educational research.

In the context of a bibliometric analysis, Figure 2 provides valuable insights into the dynamics of research production in the field of Multicultural Education Curriculum. The observed decline in publications raises important questions about the factors influencing research activity and the potential implications for the advancement of knowledge and practice in this critical area of education.

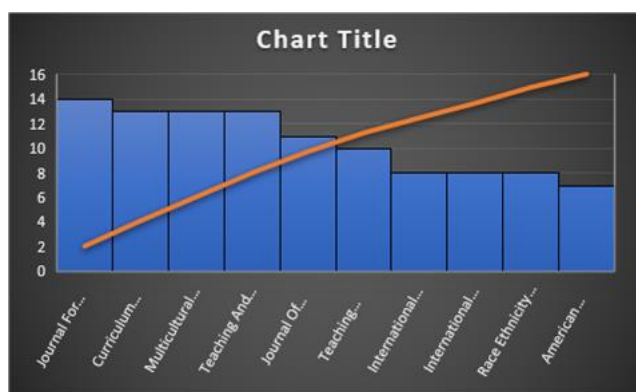


Figure 3. Top 10 Academic Sources by Number of Contributions

This figure presents the relative contribution of the top 10 academic sources, likely journals, in the field of Multicultural Education Curriculum research. The sources are represented on the x-axis, and the number of contributions (presumably articles or research papers) is depicted on the y-axis. The blue bars visually represent the number of contributions from each source, while the orange line likely represents a cumulative or running total of contributions as we move from left to right across the sources.

The visual representation suggests a few key observations. Firstly, there appears to be a significant disparity in the contribution levels among the top 10 sources. The first few sources on the left seem to have made substantially more contributions to the field compared to the sources towards the right end of the chart. This indicates that a small number of sources are likely to be highly influential and prolific in generating research within this domain [55].

Secondly, the orange line, likely representing the cumulative total of contributions, shows a gradual upward trend as we move from left to right. This suggests that the top 10 sources, when considered collectively, contribute a significant portion of the overall research output in Multicultural Education Curriculum.

Specifically, the top 10 sources, in descending order of contribution, appear to be:

Journal for Multicultural Education, Curriculum Inquiry, Multicultural Education Review, Teaching and Teacher Education, Journal of Curriculum Studies, Teaching Education,

International Journal of Music Education, International Journal of Music Education, Race, Ethnicity and Education, American Annals of the Deaf.

In the context of a bibliometric study, Figure 3 provides valuable insights into the key sources of scholarly information in the field. It highlights the relative importance of different journals or publications in shaping the discourse and driving research in Multicultural Education Curriculum. This information can be useful for researchers, educators, and policymakers in identifying key sources for literature reviews, staying updated on the latest research developments, and understanding the influential networks within the field.

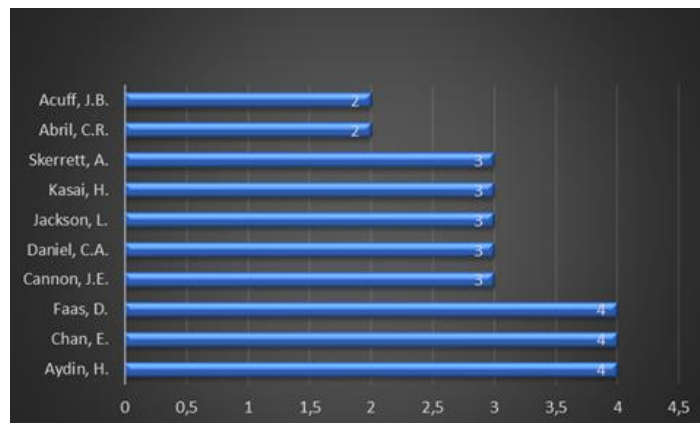


Figure 4. Top Authors by Number of Contributions

This figure presents the relative contribution of the top authors in the field of Multicultural Education Curriculum research. The authors are listed on the y-axis, and the number of contributions (presumably articles or research papers) is depicted on the x-axis. The length of the blue bars visually represents the number of contributions from each author.

The visual representation suggests a few key observations. Firstly, there appears to be a significant disparity in the contribution levels among the top authors [56]–[58]. A few authors at the top of the chart have made substantially more contributions to the field compared to those towards the bottom. This indicates that a small group of authors is likely to be highly prolific and influential in generating research within this domain.

Secondly, the distribution of contributions appears to be relatively skewed, with a few authors having a significantly higher number of publications compared to others. This suggests that research in Multicultural Education Curriculum may be concentrated among a relatively small group of active researchers.

In the context of a bibliometric study, Figure 4 provides valuable insights into the scholarly landscape of Multicultural Education Curriculum. It highlights the key authors who have made significant contributions to the field, shaping the research agenda and influencing the direction of inquiry. This information can be useful for researchers, educators, and policymakers in identifying leading experts, establishing collaborations, and understanding the intellectual networks within the field.

Furthermore, the analysis of author contributions can help to identify potential areas of focus and research gaps. For instance, if a particular author has consistently published on a specific sub-topic within Multicultural Education Curriculum, it might suggest a need for further research or exploration in that area.

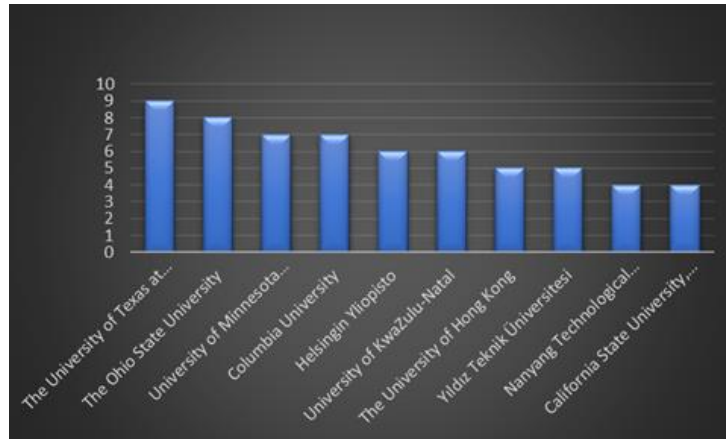


Figure 5. Top University Affiliations by Number of Contributions

This figure presents the relative contribution of the top universities in the field of Multicultural Education Curriculum research, based on the number of publications affiliated with each institution. The universities are listed on the x-axis, and the number of contributions (presumably articles or research papers) is depicted on the y-axis. The height of the blue bars visually represents the number of contributions associated with each university.

The visual representation suggests a few key observations. Firstly, there appears to be a significant disparity in the contribution levels among the top universities. A few institutions at the top of the chart have made substantially more contributions to the field compared to those towards the bottom. This indicates that a small group of universities is likely to be highly influential and prolific in generating research within this domain.

Secondly, the distribution of contributions appears to be skewed, with a few universities having a significantly higher number of publications compared to others. This suggests that research in Multicultural Education Curriculum may be concentrated within a relatively small group of institutions with strong research programs and faculty expertise in this area.

In the context of a bibliometric study, Figure 5 provides valuable insights into the institutional landscape of Multicultural Education Curriculum research. It highlights the key universities that are driving research and shaping the field. This information can be useful for researchers, educators, and policymakers in identifying potential collaborators, identifying centers of excellence, and understanding the flow of knowledge and expertise within the field [59]–[62].



Figure 6. Top 10 Countries by Dataset Contributions

This figure presents the relative contribution of countries to the research output in Multicultural Education Curriculum, represented as a pie chart. The size of each slice of the pie corresponds to the proportion of contributions originating from that country.

The chart reveals that the United States holds a dominant position in research contributions to this field. The slice representing the United States is significantly larger than those of other countries, indicating a substantial share of research output originating from the country.

While the United States appears to be the leading contributor, the chart also highlights the presence of other countries actively engaged in research on Multicultural Education Curriculum. These include countries like the United Kingdom, Canada, and Australia, which have sizable slices in the pie chart, suggesting a notable level of research activity in these regions as well.

In the context of a bibliometric study, Figure 6 provides valuable insights into the global landscape of research in Multicultural Education Curriculum. It reveals the relative influence of different countries in shaping the field and highlights the geographical distribution of research activity. This information can be useful for researchers, educators, and policymakers in identifying potential international collaborators, understanding the global flow of knowledge, and fostering international research networks to advance the field of Multicultural Education Curriculum [63]–[67].

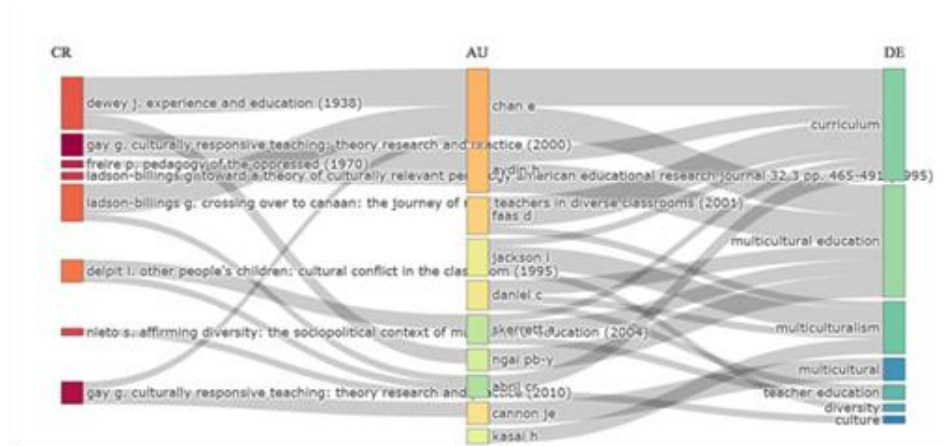


Figure 7. Three field Plot

This figure provides a visual representation of the relationships between key concepts, authors, and descriptors (potentially keywords or subject terms) within the field of Multicultural Education Curriculum.

The plot is likely constructed using a network analysis approach, where nodes (represented by boxes or circles) represent different elements (authors, concepts, descriptors) and the links between nodes (represented by lines) indicate relationships or connections between them.

By visually mapping these connections, the plot helps to identify clusters or groups of related concepts, authors, and descriptors. For instance, we can observe that certain authors are frequently associated with specific concepts or descriptors. Similarly, we can see how different concepts are interconnected and form a network of related ideas.

In the context of a bibliometric study, Figure 7 provides a valuable tool for understanding the intellectual structure and key relationships within the field of Multicultural Education Curriculum. It helps to identify influential authors, key concepts, and emerging research themes. By visualizing the network of connections, researchers can gain a deeper understanding of the intellectual landscape of the field, identify potential areas for further research, and explore the evolution of ideas and research agendas over time.

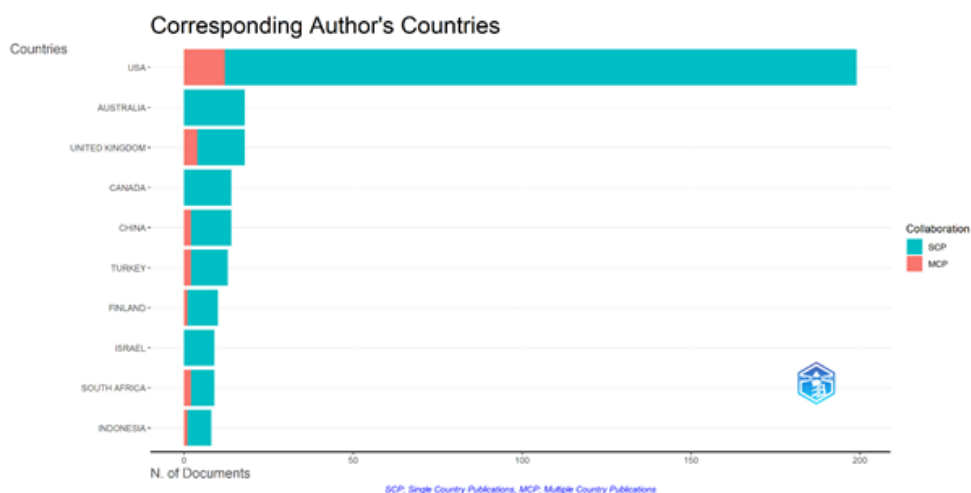


Figure 8. Author Corresponding country

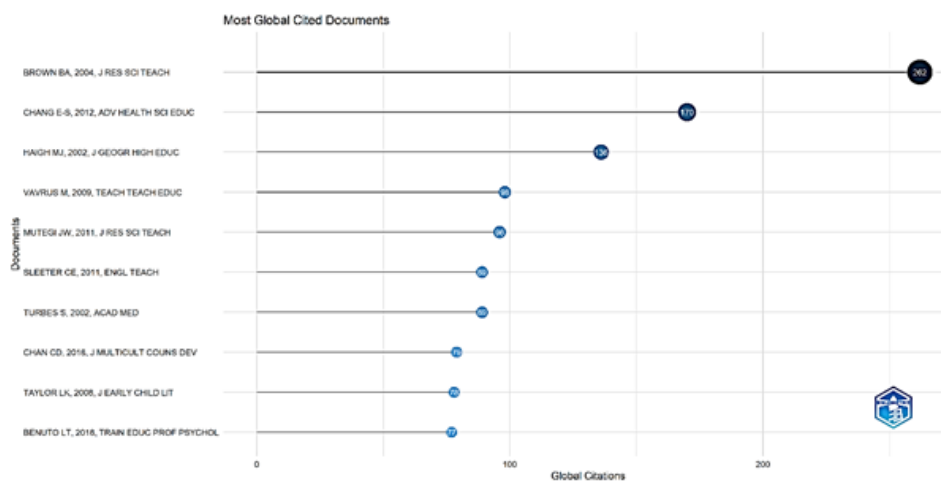
This figure presents the distribution of corresponding authors' countries for the research publications included in the study. The y-axis lists various countries, and the x-axis represents the number of documents. Each country is represented by two bars: a blue bar indicating "Single Country Publications" (SCP) and an orange bar indicating "Multiple Country Publications" (MCP).

The figure reveals that the United States is the leading country in terms of research output in Multicultural Education Curriculum, with a significantly higher number of publications compared to other countries. This is evident from the length of the blue and orange bars for the United States. While the United States has a substantial number of single-country publications, it also shows a considerable level of international collaboration, as indicated by the length of the orange bar for MCP.

Other countries like Australia, the United Kingdom, and Canada also contribute significantly to the field, albeit to a lesser extent than the United States. The presence of both SCP and MCP bars for these countries suggests a mix of single-country research and international collaborations.

In the context of a bibliometric study, Figure 8 provides valuable insights into the geographical distribution of research activity and international collaboration patterns in Multicultural Education Curriculum. It highlights the dominant role of the United States in the field while also acknowledging the contributions of other countries and the growing importance of international collaboration in driving research advancements.

Table 2. Global cited document



This table presents the most globally cited documents within the field of Multicultural Education Curriculum research. The table likely lists the top-cited articles, books, or other scholarly works based on their citation counts across various databases and sources.

The table reveals that a small number of documents receive a significantly high number of citations, indicating their significant influence and impact on the field. These highly cited documents likely represent seminal works or landmark studies that have shaped the discourse and research agenda in Multicultural Education Curriculum.

Analyzing the authors, publication venues, and publication dates of these highly cited documents can provide valuable insights into the evolution of the field and the key contributors who have shaped its intellectual trajectory.

Network Analysis

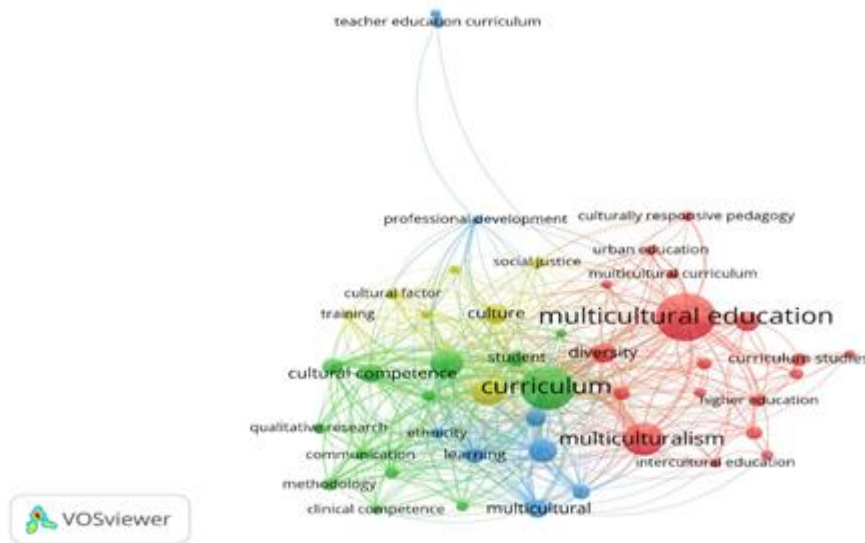


Figure 9. Network Visualization of Key Concepts in Multicultural Education Curriculum

Figure 9, which appears to be a network visualization generated by VOSviewer, likely depicts the co-occurrence of keywords in a corpus of literature related to Multicultural Education Curriculum. Figure 9 illustrates the interconnectedness of various concepts and themes within the field of Multicultural Education Curriculum. The nodes in the network represent different keywords or concepts, while the links between nodes indicate their co-occurrence in the literature. The size of the nodes typically corresponds to the frequency of the keyword, and the thickness of the links reflects the strength of the association between the connected concepts.

The visualization reveals several key clusters and relationships. For example, we can observe a strong cluster around "Multicultural Education" connected to terms like "Curriculum," "Culture," "Diversity," and "Student" [68]–[71]. This suggests that these concepts are closely intertwined and frequently co-occur in the literature. Other clusters can be identified around terms like "Teacher Education Curriculum," "Cultural Competence," and "Intercultural Education," indicating distinct areas of research within the broader field.

By visually mapping the connections between keywords, Figure 9 provides a valuable overview of the intellectual structure and key themes within the field of Multicultural Education Curriculum. This visualization can help researchers, educators, and policymakers understand the evolving landscape of research and identify potential areas for further exploration.

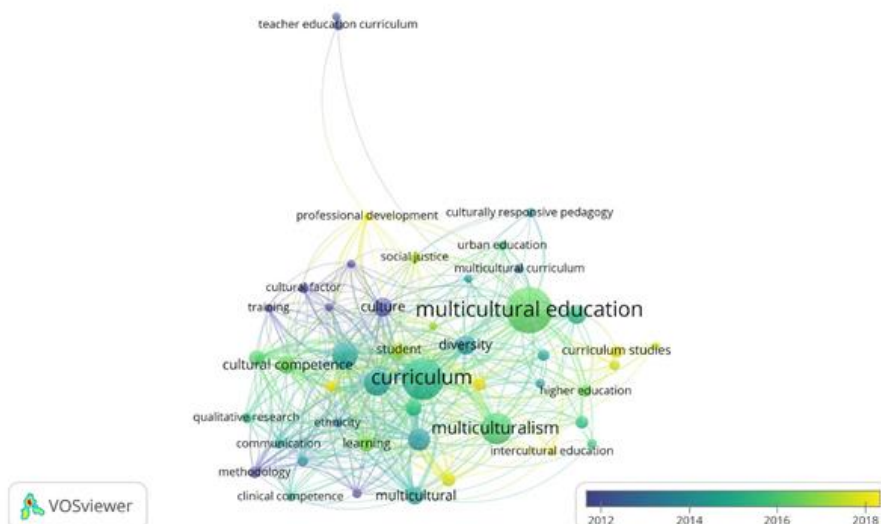


Figure 10. Overlay Visualization of Research Trends in Multicultural Education Curriculum

Figure 10, which appears to be a network visualization generated by VOSviewer, likely depicts the co-occurrence of keywords and their evolution over time in a corpus of literature related to Multicultural Education Curriculum.

Figure 10 provides a dynamic visualization of the interconnectedness of various concepts and themes within the field. The nodes in the network represent different keywords or concepts, and the links between them indicate their co-occurrence in the literature. The size of the nodes typically corresponds to the frequency of the keyword, and the thickness of the links reflects the strength of the association between the connected concepts. The color gradient likely represents the chronological evolution of these concepts, with earlier years represented by darker colors and more recent years by lighter colors.

This visualization reveals how the research landscape in Multicultural Education Curriculum has evolved. We can observe that certain concepts have gained prominence in recent years, while others have become less prominent. By visualizing the dynamic nature of these connections, Figure 10 helps to identify emerging research themes, track the evolution of scholarly discourse, and understand the shifting priorities within the field.

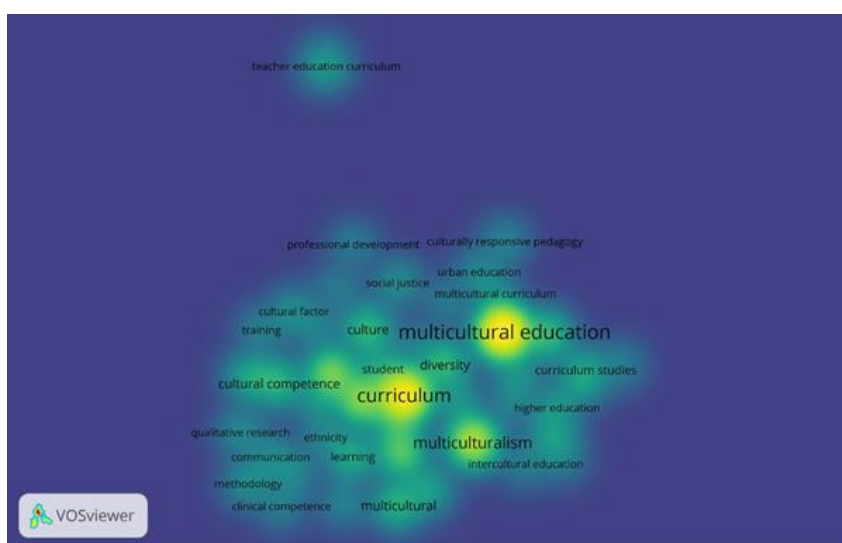


Figure 11. Density Visualization of Research Focus in Multicultural Education Curriculum

Figure 11, which appears to be a density visualization generated by VOSviewer, likely depicts the distribution of keywords and their co-occurrence in a corpus of literature related to Multicultural Education Curriculum.

Figure 11 provides a visual representation of the keyword distribution within the field. The density of the color gradient indicates the concentration of keywords in specific areas of the map. Areas with darker colors suggest a higher density of keywords and, therefore, a greater concentration of research activity and scholarly attention.

By visualizing the keyword distribution in this manner, Figure 11 helps to identify key clusters and themes within the field. We can observe that certain areas of the map have a higher density of keywords, suggesting that these areas represent core concepts and research foci within Multicultural Education Curriculum [72]–[77]. For example, the cluster around "Multicultural Education" and "Curriculum" appears to be a dense area, indicating a high concentration of research activity related to these core concepts [78]–[80]. Figure 11 provides a valuable tool for understanding the intellectual landscape of the field and identifying key areas of research activity. It can help researchers, educators, and policymakers gain a better understanding of the evolving research agenda and identify potential areas for further exploration.

CONCLUSION

This study provides a comprehensive bibliometric analysis of global trends and scholarly networks in multicultural education curriculum research. The findings reveal that this field has experienced significant growth over the past two decades, indicating increasing academic attention to issues of diversity, inclusion, and cultural competence in education. The steady rise in publication output reflects the growing recognition of multicultural education as a critical component in addressing the challenges of an interconnected and pluralistic world. One of the key findings is the prominent role of the United States as a leading contributor to the development of this research area. At the same time, the analysis highlights an increasingly collaborative research landscape, with strong evidence of international partnerships and cross-institutional cooperation. This trend suggests that multicultural education is not confined to a single national context but is instead shaped by global academic interactions and shared educational concerns. The study also identifies core research themes, including multicultural education, curriculum development, diversity, and cultural competency. These themes demonstrate the evolving focus of the field, moving from foundational theoretical discussions toward more applied and practice-oriented approaches. Emerging topics further indicate that the field remains dynamic, continuously adapting to new educational, social, and technological contexts. In addition, the network analysis underscores the importance of scholarly collaboration in advancing knowledge production. Strong research networks contribute to the dissemination of ideas, methodological innovation, and the development of more inclusive and context-sensitive educational models. This collaborative dimension is essential for addressing complex global challenges related to equity and inclusion in education. Overall, this study contributes to the literature by mapping the intellectual structure and development of multicultural education curriculum research. The findings provide valuable insights for researchers, educators, and policymakers in guiding future research directions, curriculum innovation, and evidence-based educational practices. However, further studies incorporating diverse databases and mixed-method approaches are recommended to deepen understanding and enhance the generalizability of findings across different educational contexts.

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Author Contribution

Jobeda Khanom led the study design, data collection, and manuscript drafting. Muthoifin contributed to conceptual framework development and supervision. Andri Nirwana AN assisted in data analysis and interpretation. Salma Nasrin supported literature review and manuscript editing. All authors reviewed, approved the final manuscript, and agreed to be accountable for all aspects of the work.

Conflicts of Interest

The authors declare no conflicts of interest related to this publication. This study was conducted independently without financial or commercial influence. All analyses and interpretations are based on academic integrity and ethical research standards. The authors confirm that the results presented are original, transparent, and free from any bias or external interference affecting the study outcomes.

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