

International Journal of Learning, Teaching and Educational Research
Vol. 25, No. 1, pp. 310-331, January 2026
<https://doi.org/10.26803/ijlter.25.1.16>
Received Oct 29, 2025; Revised Dec 5, 2025; Accepted Dec 8, 2025

Mapping of Local Wisdom-Based Education Management Studies in the Last Decade: A Bibliometric Analysis

Dewi Ningsih*^{ID}, Agus Pahrudin^{ID}, Koderi^{ID} and Ahmad Fauzan^{ID}
Universitas Islam Negeri Raden Intan Lampung,
Indonesia

Abstract. The integration of local wisdom into education management is a relevant issue for fostering an education system that is contextually relevant and sustainable. This study aimed to map the publication landscape and research development on local wisdom-based educational management over the past decade. Using a quantitative-descriptive bibliometric design, 702 metadata records indexed in Scopus (2016–2025) were analyzed after systematic filtering and data cleaning. Data were processed using Biblioshiny (R) to identify publication trends and VOSviewer to visualize keyword co-occurrence networks and thematic structures. The results show a significant rise in scholarly output, with peak productivity in 2024, reflecting growing academic interest in integrating cultural values, ethics, and social contexts into education management and leadership practices. The leading publication sources were Sustainability (Switzerland), Educational Management Administration and Leadership, International Journal of Environmental Research and Public Health, and Journal of Ethnobiology and Ethnomedicine. Productive authors Arifin, I., Bafadal, I., Effend, Y.R., and Imron, A., while Hallinger, P., Sanga, K., and Ens, E.J. were the most influential. Keyword mapping revealed five core themes: (1) integration of local wisdom and sustainability, (2) cultural and psychological dimensions, (3) community empowerment, (4) links between local knowledge and public policy, and (5) decolonization-based leadership and learning. Emerging directions focus on behavior, multicultural management, sustainable development, and mental health rooted in local culture. Despite limitations related to the single Scopus database and quantitative design, the findings provide a foundation for culturally grounded yet globally adaptive education management strategies and promote opportunities for international collaboration.

Keywords: bibliometric analysis; cultural values; educational management; local wisdom; sustainable development

*Corresponding author: Dewi Ningsih; dewiningsih1972@gmmail.com

1. Introduction

The integration of local wisdom in educational development has become a significant concern in many countries, particularly in the field of education management. Local wisdom encompasses values, norms, and practices that have been nurtured and passed down within communities through prolonged interaction with their social and natural environments (Firngadi, 2020; Pratama et al., 2024). These values serve as moral and cultural foundations that strengthen collective identity, ethics, and social cohesion within society (Famella et al., 2023; Sugiarti et al., 2024).

In the context of education, local wisdom serves not only as a cultural heritage but also as a valuable source that can be integrated into policy, institutional management, and learning practices. By reinforcing values such as cooperation, social responsibility, and respect for diversity, local wisdom can shape students' character and foster contextual awareness of their culture and environment (Hindaryatiningsih et al., 2025; Sakti et al., 2024). The management of education based on local wisdom can therefore serve as a strategic approach to building an education system that is deeply rooted in community values while remaining adaptive to global changes (Haetami, 2024; Qurtubi, 2024).

In the realm of education management, integrating local wisdom is closely linked to the relevance, sustainability, and effectiveness of institutional governance. Education management oriented toward local wisdom does not merely emphasize administrative efficiency but also considers cultural values as the foundation for decision-making, policy formulation, and program implementation (Effendi et al., 2020; Hindaryatiningsih et al., 2025). Such an approach enables educational institutions to operate in a context-specific manner, aligned with local community needs, while strengthening a shared sense of ownership among educational stakeholders.

In the context of globalization, which tends to standardize value systems and educational practices, the incorporation of local wisdom serves as a constructive form of cultural resistance aimed at maintaining national identity while fostering culture-based innovation (Sugiarti et al., 2024; Yaqin et al., 2024). Therefore, reinforcing local wisdom values in education management is a strategic effort to build an inclusive, sustainable, and culturally contextualized education system that aligns with the character of Indonesian society (Atmojo et al., 2018; Sarbaini et al., 2022).

Several studies have investigated the relationship between culture and educational leadership across various national contexts. A study by Truong et al. (2017) highlights how Confucian values in Vietnam, such as power distance and collectivism, influence school principals' decision-making practices, demonstrating the importance of local perspectives in understanding educational leadership. The research of Tan (2023) extends this discussion through a systematic examination of school leadership in Singapore, demonstrating that Asian cultural values and distinctive Singaporean characteristics—such as meritocracy, strategic pragmatism, and long-term orientation—shape complex

and contextually nuanced leadership patterns. In the Indonesian context, Huda et al. (2024) conducted a literature review emphasizing that multicultural education can be effectively implemented through subjects, school culture, and local wisdom values. However, its implementation has not yet been optimally structured. Meanwhile, a study by Yang and Radzi (2025) reveals, through a literature review, that traditional culture and patriarchal values in China continue to restrict women's access to educational leadership, illustrating how cultural dimensions shape power relations and identity within educational management.

Although these studies have deepened the understanding of cultural influences on education management and leadership in Asia, they do not yet provide a comprehensive map of this research landscape. Research that explicitly examines knowledge structures, publication trends, and thematic developments in local wisdom-based education management remains limited. Existing studies tend to focus on specific national contexts and employ qualitative approaches (Truong et al., 2017) or systematic reviews, without integrating bibliometric analysis to trace conceptual relationships and the evolution of research over time (Huda et al., 2024; Tan, 2023; Yang & Radzi, 2025).

Consequently, there is still no comprehensive overview of how research on local wisdom-based education management has developed globally or who the foremost contributing scholars are. In addition, the dominant and emerging topics that define this field, along with the potential opportunities for further study, have yet to be clearly mapped. This gap underscores the need for bibliometric mapping to comprehend the scientific landscape and research directions in this domain. The novelty of the present study lies in the application of bibliometric analysis as a quantitative approach to systematically map the development of research on local wisdom-based education management.

Unlike previous studies that focus on conceptual descriptions or systematic reviews within a particular country's context, this study maps the broader scholarly publication landscape on local wisdom-based education management. It examines temporal trends, publication sources, and authors. It also identifies the conceptual and thematic structures of the field through keyword analysis to determine key and emerging themes. This study is guided by three research questions: (1) What are the trends and landscape of publications regarding local wisdom-based education management in the last decade? (2) What are the main themes that reflect the structure and direction of development in local wisdom-based education management studies over the past decade? and (3) What potential themes can be explored further in future research on local wisdom-based education management?

2. Methodology

2.1 Research Design

This study employed a bibliometric approach with a quantitative-descriptive design to analyze the landscape of studies and emerging research themes in the field of local wisdom-based educational management from 2016 to 2025. The bibliometric approach was chosen because it enables the mapping of knowledge

structures, author relationships, international collaborations, and the evolution of research themes based on bibliographic data indexed in international academic databases (Donthu et al., 2021; Salido et al., 2025). The analysis focused on publications examining the relationship between the concepts of local wisdom, cultural values, and educational management or leadership practices.

2.2 Data Source and Search Query

The data for this study were obtained from the Scopus database managed by Elsevier. Scopus was selected as the primary data source due to its credibility and extensive multidisciplinary coverage, encompassing internationally reputable journals in education, management, and the social sciences relevant to this research topic (Nasrum et al., 2025). Scopus provides standardized and well-structured publication metadata, including author information, affiliations, publication year, abstracts, keywords, and citation counts, allowing for high-accuracy bibliometric analysis. Furthermore, Scopus supports data export in formats compatible with bibliometric analysis software such as Biblioshiny within the Bibliometrix R package and VOSviewer.

Data collection was conducted on October 18, 2025, using the following search query: (“local wisdom” OR “indigenous knowledge” OR “cultural values” OR “local culture”) AND (education OR school) AND (management OR leadership OR administration). The metadata collection process follows the PRISMA guidelines by Moher et al. (2016) as presented in Figure 1. The initial search yielded 1,380 documents. To obtain more relevant data, several filtering stages were conducted in Scopus. First, the publication year was restricted to the period between 2016 and 2025, as the past decade reflects recent developments in local wisdom-based educational research, particularly following increased attention to contextual education issues in the era of globalization.

After this restriction, the number of documents decreased to 911 publications. The following filtering stage was based on document type. Only journal articles and review articles were included in the analysis because these document types possess high academic validity and undergo a peer review process. Attempts to include other document types, such as conference proceedings, revealed data inconsistencies, including incomplete author names, titles, or keywords. Consequently, a total of 702 documents were retained for the primary analysis. The data were then exported in Comma Separated Values format to ensure compatibility with the analysis software used.

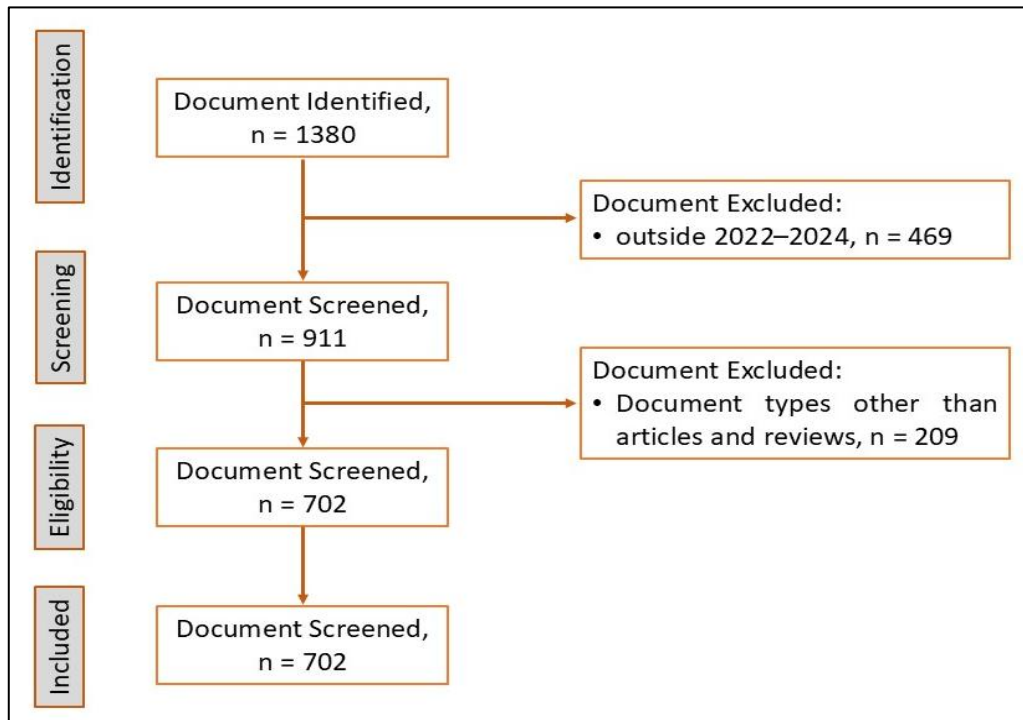


Figure 1: PRISMA workflow

2.3 Data Analysis and Tools

The first stage of data analysis involved cleaning and standardizing metadata using OpenRefine. This process ensured the consistency of author name spellings, uniformity of affiliations, consolidation of synonymous terms, and removal of duplicate records. After cleaning, the data were imported into Biblioshiny, a web-based interface of the Bibliometrix package in the R environment, for descriptive bibliometric analysis. The initial descriptive analysis in Biblioshiny R involved identifying annual publication trends, journal source distribution, impactful documents, and the number of productive and impactful authors (Aria & Cuccurullo, 2017).

The results of this stage provide insight into how the field has developed by identifying several relevant journals. The analysis process then involved network analysis and bibliometric visualization using VOSviewer software. This tool is used to identify conceptual relationships between keywords through co-word analysis (Salido et al., 2024). In this analysis, a thesaurus file was used to combine synonyms or terms with similar meanings, while irrelevant keywords unrelated to educational management or local wisdom were excluded. To ensure that the results reflect important topics in the literature, only terms that appeared at least five times were included in the thematic mapping.

The results of the keyword analysis were visualized using a network map and an overlay map generated by VOSviewer. The network map illustrates the relationships among items within the network, while the overlay map displays these interconnections based on their temporal occurrence. The color clusters shown in the visualization represent groups of interrelated themes or concepts

that form the underlying knowledge structure. The interpretation of these maps was carried out inductively, considering the pattern of connections between themes, the size of nodes representing frequency of occurrence, and the distance between items indicating conceptual proximity.

To ensure the validity and reliability of the findings, this study employed a triangulation approach, using multiple analytical tools to compare the results obtained from Biblioshiny and VOSviewer. All analytical parameters, including search queries, search dates, data limitations, and filtering criteria, are explicitly reported to enable future replication of this study. Moreover, the analytical results are presented not only in quantitative terms but also with a qualitative interpretation to provide a deeper understanding of the conceptual meanings behind the emerging patterns.

Data interpretation was conducted by integrating the results of descriptive analysis and thematic mapping. Quantitative results, such as the number of publications per year and collaboration networks, were interpreted to understand the dynamics of scientific development and the distribution of research activity across countries. Meanwhile, co-word analysis results were examined to reveal how key terms are interconnected to form thematic clusters. Through this interpretation, the researchers identified core or dominant themes that shape the discourse, as well as emerging or new themes that hold potential for guiding future research in local wisdom-based educational management. Two additional researchers validated the interpretation results, and any differences in perspective were resolved through consensus among the research team.

3. Results

3.1 Trends and Landscape of Publications on Local Wisdom-Based Education Management

The annual trend of scientific publications on local wisdom-based education management from 2016 to 2025, as presented in the Scopus database, is shown in Figure 2.

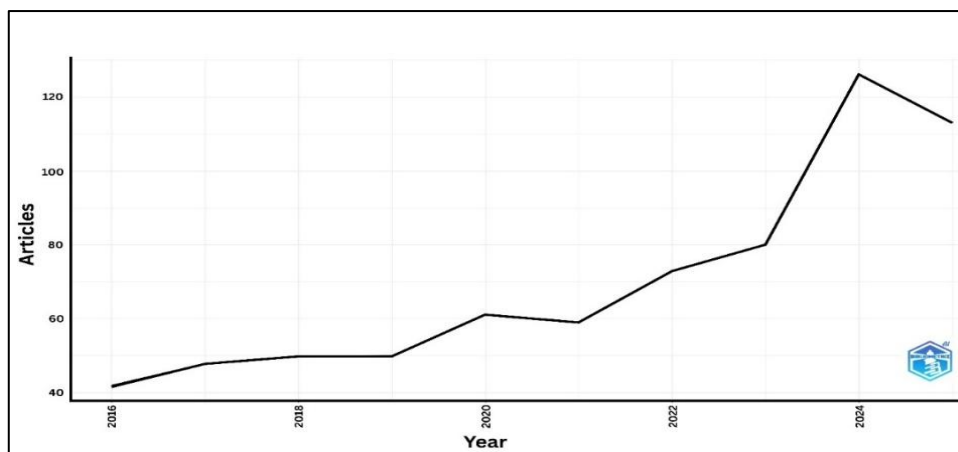


Figure 2: Annual trend of publications on local wisdom-based education management (2016–2025)

Figure 2 shows that the number of articles has increased steadily since 2016, starting with approximately 42 publications, and gradually rising during the 2017–2019 period to around 48–50 articles per year. A sharper increase began in 2020, when the number of publications reached about 61 articles, continuing to grow until 2023 with 80 publications. The peak of productivity occurred in 2024 with more than 120 publications, indicating a significant rise in scholarly attention to the integration of local values into education management.

Although the number of articles slightly decreased to around 110 in 2025, the overall trend still demonstrates positive growth over the last decade. This pattern suggests that the topic of local wisdom in education is gaining increasing global attention, particularly alongside the growing awareness of cultural context and sustainability in educational practices. Furthermore, 10 relevant journal sources in this field are presented in Figure 3.

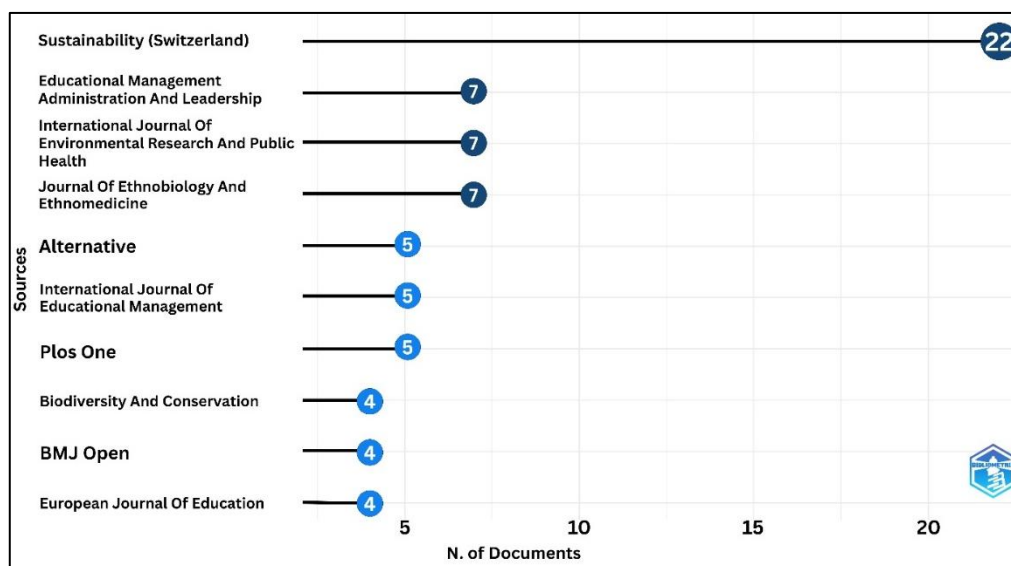


Figure 3: Top 10 journal sources on local wisdom-based education management

Figure 3 presents the top 10 publication sources that have contributed to research on local wisdom-based education management in the Scopus database over the last decade. The journal *Sustainability (Switzerland)* dominates with the highest number of publications, totaling 22 documents, reflecting its role as a significant forum for academic discourse connecting education, management, and local wisdom within a sustainability framework. Furthermore, three journals—*Educational Management Administration and Leadership*, *International Journal of Environmental Research and Public Health*, and *Journal of Ethnobiology and Ethnomedicine*—each contributed seven publications, showing a strong interdisciplinary orientation among education, public health, and ethnopedagogy.

Several other journals, including *Alternative*, *International Journal of Educational Management*, and *PLOS ONE*, contributed five documents each. Meanwhile, *Biodiversity and Conservation*, *BMJ Open*, and *European Journal of Education*

each recorded four publications. This pattern demonstrates that research on education management based on local wisdom is disseminated across multidisciplinary journals, highlighting the interrelation between education, culture, health, and sustainability. Furthermore, the results of the document impact analysis are presented in Table 1.

Table 1: Top 10 most-cited documents in local wisdom-based education management research

| Paper | DOI | TC | TC/Y |
|---|-------------------------------|-----|-------|
| Magni, 2017, Eur. J. Educ. | 10.1111/ejed.12238 | 202 | 22,44 |
| Carr, 2020, Tour. Geogr. | 10.1080/14616688.2020.1768433 | 164 | 27,33 |
| Truong et al., 2017, Educ. Manag. Adm. Leadersh. | 10.1177/1741143215607877 | 158 | 17,56 |
| Chekole, 2017, J. Ethnobiol. Ethnomedicine | 10.1186/s13002-017-0182-7 | 144 | 16,00 |
| Porter et al., 2022, Nat. Rev. Psychol. | 10.1038/s44159-022-00081-9 | 133 | 33,25 |
| Jima et al., 2018, Evid.-Based Complement. Altern. Med. | 10.1155/2018/8602945 | 120 | 15,00 |
| Reo et al., 2017, Alternative | 10.1177/1177180117701028 | 117 | 13,00 |
| Franzke, 2022, Asian Bus. Manag. | 10.1057/s41291-022-00186-2 | 108 | 27,00 |
| Fisher, 2019, PLOS ONE | 10.1371/journal.pone.0209279 | 108 | 15,43 |
| Bush, 2018, Manag. Educ. | 10.1177/0892020618761805 | 96 | 12,00 |

Table 1 presents the 10 most impactful documents in the research domain of local wisdom-based education management, based on total citations and citation ratio per year (TC/Y). The top-ranked document, authored by Magni G. (2017) in the European Journal of Education, received 202 citations and an average of 22.44 citations per year. Furthermore, Carr (2020) and Truong et al. (2017), published respectively in *Tourism Geographies* and *Educational Management Administration & Leadership*, obtained 164 and 158 citations. Chekole (2017) and Porter et al. (2022), published in the *Journal of Ethnobiology & Ethnomedicine* and *Nature Reviews Psychology*, respectively, achieved 144 and 133 citations.

Jima et al. (2018) and Reo et al. (2017), published in *Evidence-Based Complementary and Alternative Medicine*, recorded 120 and 117 citations, respectively. Meanwhile, three other influential works—Franzke (2022), Fisher (2019), and Bush (2018)—appeared in *Asian Business & Management*, *PLOS ONE*, and *Management in Education*, gaining 108, 108, and 96 citations respectively. These documents demonstrate their significant influence in scholarly discussions addressing issues of local wisdom, educational management, and cultural contexts across various disciplines. Furthermore, the analysis of productive and impactful authors is presented in Figures 4 and 5.

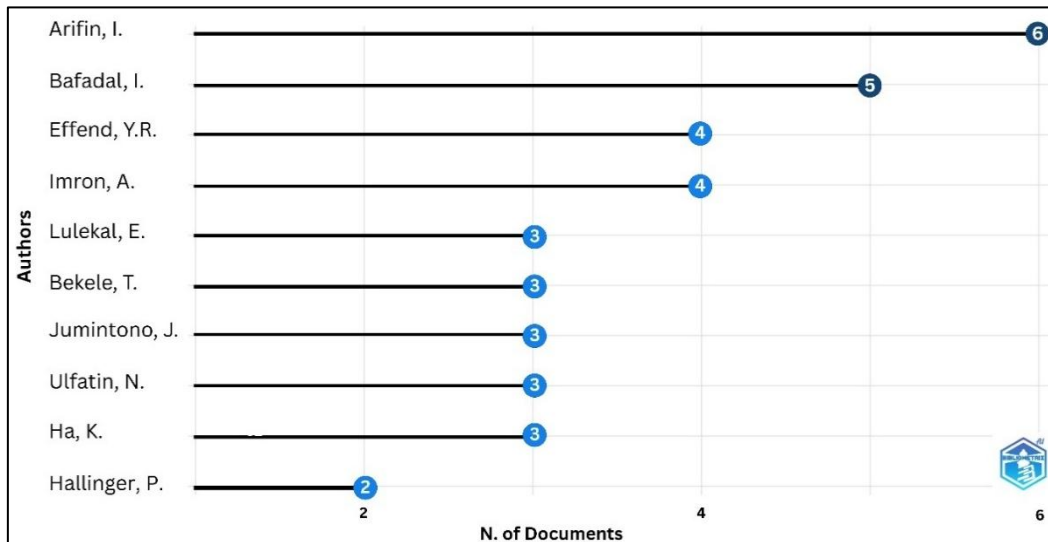


Figure 4: Ten most productive authors in local wisdom-based education management research

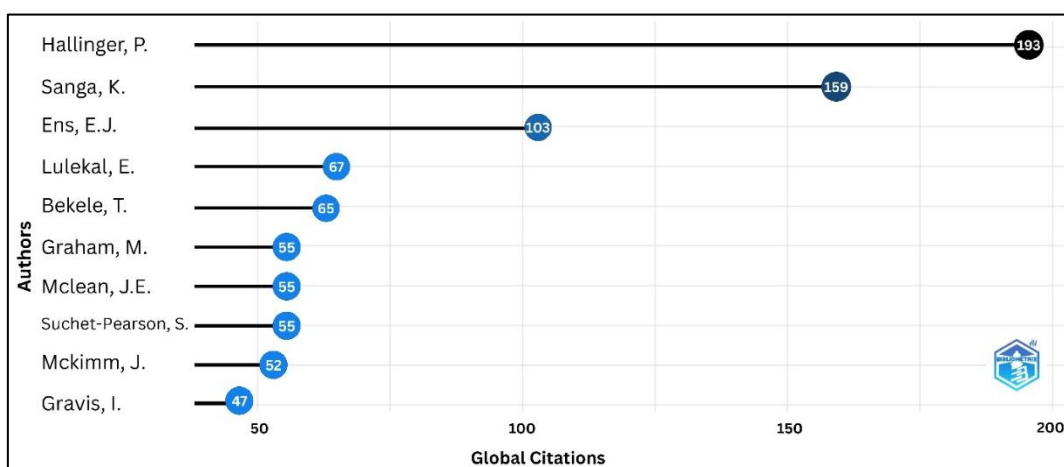


Figure 5: Ten most impactful authors in local wisdom-based education management research

Figure 4 presents the results of the productivity analysis of the 10 most active authors during the period 2016–2025, showing that Arifin, I. occupies the top position in the field of local wisdom-based education management with a total of six publications. Bafadal, I., followed by five publications, and Effend, Y.R., and Imron, A., each with four publications. Furthermore, a group of authors with three publications includes Lulekal, E., Bekele, T., Jumintono, J., Ulfatin, N., and Ha, K., while Hallinger, P. occupies the tenth position with two publications.

Meanwhile, the analysis of the most impactful authors based on total global citations shows that Hallinger, P., ranks first with 193 citations, followed by Sanga, K., with 159 citations and Ens, E.J., with 103 citations, as shown in Figure 5. Other influential authors include Lulekal, E. (67 citations), Bekele, T. (65 citations), Graham, M., McLean, J.E., and Suchet-Pearson, S. (55 citations each), as well as McKimm, J. (52 citations) and Gravis, I. (47 citations). A comparison between

prolific and impactful authors reveals that not all highly productive authors achieve equally high citation impacts, indicating differences in scholarly influence and global visibility across individual researchers.

3.2 Central Themes in the Development of Local Wisdom-Based Education Management Studies

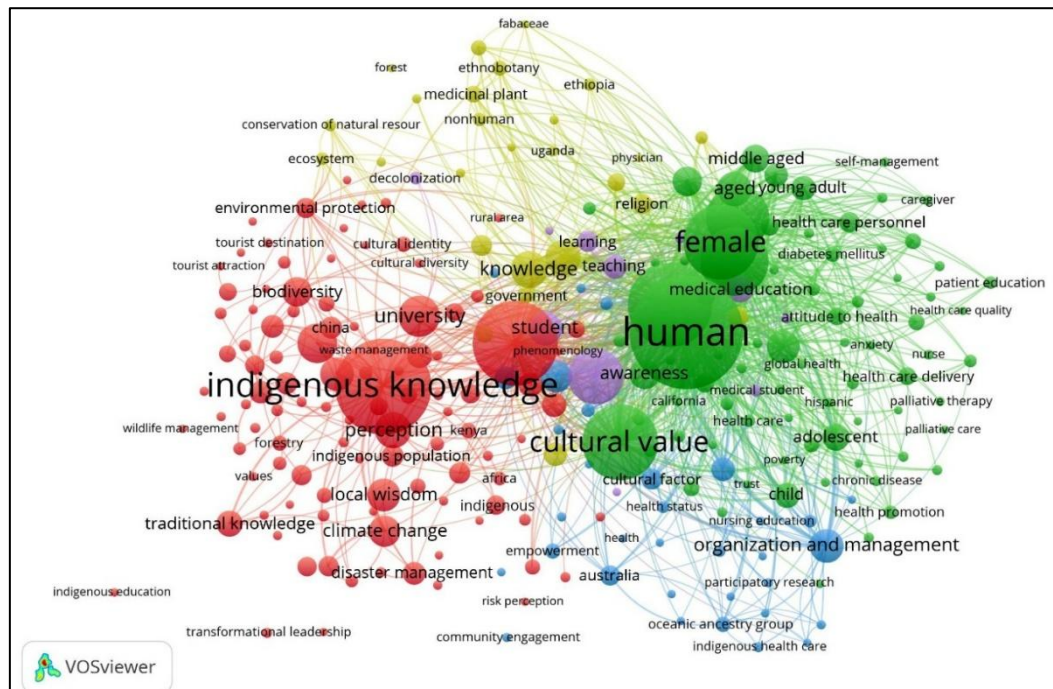


Figure 6: Network visualization of keyword co-occurrence analysis

Figure 6 presents the results of a network visualization of keyword co-occurrence analysis conducted using VOSviewer with a minimum occurrence threshold of five. The analysis maps the thematic relationships in studies of local wisdom-based education management from 2016 to 2025, as recorded in the Scopus database. The visualization reveals five main clusters that illustrate the direction of research development in this field. The first cluster (red) focuses on integrating local wisdom into education and sustainable development through terms such as indigenous knowledge, traditional knowledge, local wisdom, education, sustainability, and climate change.

The second cluster (green) reflects attention to cultural values and human psychological dimensions in education, represented by terms such as human, cultural value, awareness, and health promotion. The third cluster (blue) highlights the application of cultural values in organization and management, as well as empowerment and community engagement. The fourth cluster (yellow) connects local knowledge with public policy and natural resource management through terms such as knowledge, religion, government, and ecosystem. Meanwhile, the fifth cluster (purple) features emerging themes related to students, leadership, teachers, learning, and decolonization, which indicate a growing focus on leadership and learning development grounded in local values,

as well as decolonization efforts within the education system. Overall, these findings affirm that the development of this research area is increasingly transdisciplinary, integrating cultural, ecological, social, psychological, and epistemological dimensions to strengthen the relevance of education in the broader context of sustainability and humanity.

3.3 Potential Themes in Local Wisdom-Based Educational Management

The results of the overlay visualization, which illustrate the shift in research focus in the field of local wisdom-based education management from classical themes toward more contemporary and applied issues, are presented in Figure 7.

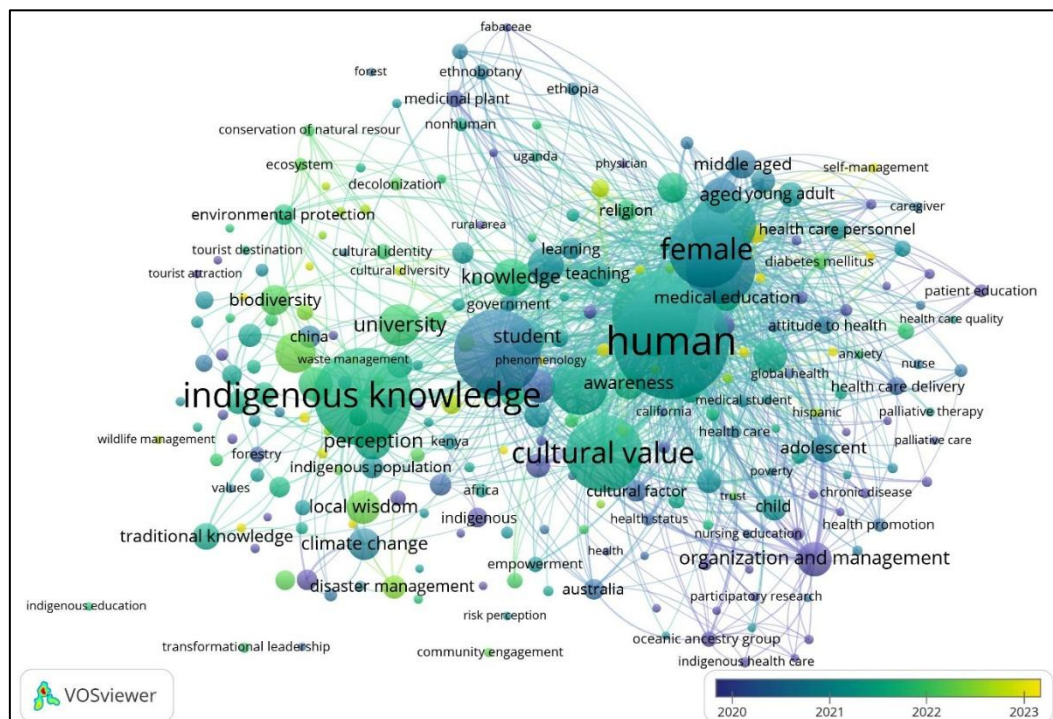


Figure 7: Overlay visualization of keyword co-occurrence analysis

Figure 7 illustrates the direction of thematic shifts in the field, where the dark blue areas represent earlier themes with larger node sizes, such as education, organization and management, culture, cultural value, leadership, and human, including female, male, and adult. These themes indicate the foundational phase of the field, which was oriented toward developing basic concepts concerning the relationship between cultural values, management practices, and educational leadership. Studies from this earlier period generally focused on culture-based leadership models, the integration of local values in character education, and the governance of educational institutions rooted in community wisdom.

In contrast, the yellow areas with smaller node sizes highlight the emergence of recent research issues, represented by terms such as behavior change, cultural influence, cultural diversity, sustainable development goals, agriculture, health care access, skills, mental health, therapy, and self-management. These themes reflect the expansion of more interdisciplinary research directions, linking local wisdom-based education to other domains such as health, well-being, and

sustainable development. The overlay visualization illustrates that research in local wisdom-based education management is evolving from a conceptual approach to an applied and transformative one, emphasizing human empowerment and the sustainability of socio-cultural systems.

4. Discussion

4.1 Trends and Landscape of Publications on Local Wisdom-Based Education Management

The increasing publication trend illustrated in the analysis results indicates a paradigmatic shift in the field of educational management. This shift reflects a growing emphasis on cultural values and local wisdom as both the conceptual and practical foundation of education. The significant rise in publications after 2020 is associated with the strengthening of the global discourse on contextualized education and Education for Sustainable Development (ESD). This increase is particularly evident following the COVID-19 pandemic, which underscored the urgency of developing adaptive education systems rooted in local values (Asmayawati et al., 2024; Cebrián et al., 2020). Astawa et al. (2025) also argue that integrating local wisdom with modern educational approaches can reinforce cultural identity, foster character development, improve academic achievement, and prepare students to face global challenges.

This phenomenon aligns with the findings of Tan (2023), who highlights the emergence of educational leadership grounded in Asian values and local wisdom in Singapore, as well as the study of Truong et al. (2017), which confirms the influence of cultural dimensions on decision-making practices in Vietnamese schools. Furthermore, the notable increase in recent years can be attributed to the development of education policies in several Asian and Pacific countries that have begun integrating indigenous knowledge systems into educational management frameworks. This trend demonstrates an epistemological shift from the dominance of Western education management models toward a more contextualized, community-based approach (Huda et al., 2024; Yang & Radzi, 2025).

The study of local wisdom-based education management is inherently cross-disciplinary and transcends the traditional boundaries of the education field. The dominance of the journal *Sustainability* (Switzerland) reflects the growing interconnection between educational issues, local wisdom, and global sustainability. This finding aligns with the academic trend that positions local wisdom as a key component in supporting ESD, particularly in shaping students' character and cultural identity, as emphasized by Andriyanti et al. (2024). The strong presence of *Educational Management Administration and Leadership* in second place further confirms that this issue has garnered substantial attention within modern educational leadership and management discourse, particularly in developing leadership models grounded in local values (Tan, 2023).

Meanwhile, the emergence of journals such as the *Journal of Ethnobiology and Ethnomedicine* and the *International Journal of Environmental Research and Public Health* indicate that local wisdom in education is also examined through

the perspectives of public health and ecological sustainability, thereby expanding the epistemological scope of this field (Damayanti et al., 2023; Ernawati et al., 2024).

In addition, publications in journals such as *Alternative* and *PLOS ONE* demonstrate the wide acceptance of the local wisdom theme within the broader scientific community, which emphasizes innovation and collaboration across disciplines. This finding is consistent with the studies of McMeeking et al. (2025) and Famella et al. (2023), which asserts that education grounded in local wisdom has the potential to bridge various domains of science through multicultural and contextual approaches. Similarly, research by Grant (2024) and Nedzinskaitė and Jurgilė (2023) highlights that the relationship between culture and educational leadership constitutes a central theme in building a culturally equitable and representative education system. The distribution of these publications confirms an ongoing transformation of the research paradigm in this field toward a more transdisciplinary, contextual, and socio-culturally sustainable model of knowledge.

An analysis of the 10 most globally cited documents shows that studies on local wisdom-based education management encompass a vast spectrum, spanning the fields of education, culture, ecology, health, and leadership. Magni (2017) occupies a pivotal position by emphasizing that indigenous knowledge and local community value systems can form an integral component of the Sustainable Development Goals (SDGs), particularly in the domains of education, social justice, and climate change adaptation. This study illustrates how traditional knowledge functions not only as cultural heritage but also as an adaptive system that contributes to resource management, disaster mitigation, and ecological justice.

The high number of citations and the consistent annual citation ratio indicate that this work provides a strong theoretical foundation for the argument that local knowledge should be recognized as an epistemic source in education and sustainable development policy. Furthermore, Carr (2020) demonstrates how Māori cultural values—such as *Whanaungatanga* (kinship), *Kaitiakitanga* (environmental stewardship), and *Manaakitanga* (social concern)—have shaped leadership models and education policies in the wake of the COVID-19 crisis. With the highest average number of citations per year (27.33), this study underscores the global significance of incorporating local cultural values into social and educational policies, particularly in fostering community resilience.

Furthermore, a study by Truong et al. (2017) expands this perspective by analyzing how national cultural contexts influence school leadership practices in Vietnam. Their findings reveal that the values of power distance and collectivism determine principals' decision-making styles, forming a key foundation for the theory of culture-based educational leadership. Chekole (2017) and Jima and Megersa (2018), whose studies are also influential in this field, affirm the linkage between local knowledge and public health education in Ethiopia by documenting the use of traditional medicinal plants and intergenerational

systems of knowledge transmission. Both studies demonstrate that education based on local wisdom not only fosters academic competence but also functions as a mechanism for cultural preservation and social resilience. On the other hand, Porter et al. (2022) offers a new perspective through the concept of intellectual humility as a universal value that enhances collaboration, leadership, and cross-cultural learning—an approach highly relevant in a globalized education system that values diversity. Meanwhile, Reo et al. (2017) emphasizes the importance of inclusivity in environmental collaborations between indigenous and non-indigenous communities, arguing that the success of such partnership's hinges on respecting local knowledge and ensuring equal participation.

Franzke et al. (2022) shifts the focus to women's entrepreneurship in Asia, showing how cultural values and social norms shape leadership styles and educational opportunities. Fisher et al. (2019) and Bush (2018) complement this spectrum by emphasizing the importance of gender equity, psychological well-being, and culturally adaptive leadership in higher education. Overall, the thematic variations across these 10 studies reveal that research on local wisdom-based education management extends beyond the formal education sector, evolving toward broader ecological, social, and psychological paradigms. The high total citations and annual citation ratios reflect global recognition of the significance of this topic in addressing contemporary challenges such as sustainability, social inequality, and global crises.

The analysis of productive authors indicates that most scholars in the field of local wisdom-based education management are part of strong collaborative research networks, particularly among Indonesian academics. The author Arifin, I. occupies the top position with six publications focusing on transformational school leadership and character education grounded in local wisdom, such as studies on the application of Lonto Leok cultural values and the integration of Tri Hita Karana principles in higher education management (Ariani et al., 2022; Effendi et al., 2020; Suci et al., 2018).

These studies emphasize that culture-based leadership can enhance character education and improve school quality by fostering community participation and appreciation of local values. Authors such as Bafadal, I., and Effend, Y.R., demonstrate similar thematic consistency through contributions that highlight transformational leadership strategies and communication innovations among school principals to enhance multi-stakeholder collaboration (Bumbungan et al., 2022; Juharyanto et al., 2020). Although they do not always serve as first authors, their active involvement in collaborative projects underscores their significant contributions to building the empirical foundation for education management grounded in Indonesian local values.

The author Imron A. broadens the orientation of this research area by connecting local wisdom with the heutagogy paradigm, autonomous learning, character education, and the values of Minangkabau and archipelagic cultures (Andriani et al., 2023; Redjeki et al., 2025; Setiawati et al., 2020). This line of research underscores the close relationship between culture-based education and national

identity formation through the internalization of local wisdom values. Although most prolific authors focus on the Indonesian context, their contributions are significant in enriching educational management practices that are grounded in community values and local spirituality. This pattern reflects that scholarly productivity in this field develops through a collaborative inquiry approach, in which ideas of educational leadership, character development, and local wisdom intertwine to produce educational models that are contextual and adaptive to cultural diversity (Effendi et al., 2020; Suci et al., 2018).

However, when compared with the most influential global authors, such as Hallinger, P., Sanga, K., and Ens, E.J., apparent differences emerge, including their scientific contributions. The works of Truong et al. (2017) describe how cultural values, including Confucianism, influence school leadership practices across Asian contexts. Meanwhile, Thang and Sanga (2016) focus on conflict management within educational leadership in Vietnam. These studies have been instrumental in establishing a conceptual foundation that links educational culture and leadership across diverse settings.

In contrast, Russell and Ens (2020) conducted a study integrating indigenous knowledge from Australian communities into environmental education and resource management, thereby extending the relevance of local wisdom to the domains of ecology and sustainability. These findings confirm that prolific authors contribute to strengthening the empirical and locally grounded foundations of local wisdom-based educational management. In contrast, high-impact authors play a crucial role in legitimizing its conceptual development at the international level. The interplay between these two groups creates opportunities for cross-border collaboration that can further enrich the theory and practice of culture-based educational management within diverse global contexts.

4.2 Central Themes in the Development of Local Wisdom-Based Education Management Studies

The clustering results indicate that the development of local wisdom-based education management studies is multidimensional and transdisciplinary. The first cluster highlights the integration of indigenous knowledge and local wisdom in education, conservation, and environmental sustainability. This theme aligns with the ideas of Magni (2017), who emphasizes that indigenous knowledge plays a vital role in achieving the SDGs, particularly in the areas of education, conservation, and social justice.

The focus on climate change, biodiversity, and disaster management also demonstrates that local wisdom-based education is not only oriented toward cultural preservation but also toward adapting to environmental crises and promoting sustainable community development. Several studies conducted in Indonesia, such as those by Effendi et al. (2020) and Suci et al. (2018), support this direction by demonstrating that integrating local cultural values into school management can enhance community participation and the resilience of education systems to social change.

The second cluster shows a shift in themes toward a humanistic and psychosocial approach. Terms such as human, female, adolescent, and cultural values reflect attention to human development, gender issues, and mental health within education. Porter et al.'s (2022) study on intellectual humility and psychological balance in cross-cultural learning exemplifies this research direction, where cultural values serve as the foundation for developing self-awareness, empathy, and individual well-being. The third cluster focuses on organization, management, and empowerment, linking culture-based management with community empowerment and social health.

This finding aligns with the findings of Truong et al. (2017) and Thang and Sanga (2016), who demonstrate that cultural values influence leadership practices and decision-making in educational institutions in Asia. Fourth cluster broadens this perspective by highlighting the relationship between local knowledge, government policy, and ecosystem management, reflecting the integration of science, ethnobotany, and public policy, as demonstrated in the studies of Chekole (2017) and Jima and Megersa (2018) in Ethiopia.

Meanwhile, the fifth cluster presents a new theme that marks the evolution of research toward educational leadership, teacher learning, and the decolonization of education. The emergence of terms such as student, teacher, and leadership demonstrates growing interest in the epistemological transformation of education based on local values, consistent with the views of Truong et al. (2017) and Bush (2018), who emphasize the need to adapt leadership and curriculum to cultural contexts. The theme of decolonization underscores efforts to shift educational paradigms from a standardized Western model toward a pluralistic approach that values local uniqueness and epistemological diversity (Famella et al., 2023; Weise et al., 2021).

In general, these findings suggest that local wisdom-based educational management studies are not only developing as a field that bridges culture and education, but also as a global discourse that seeks to reorganize the relationship between knowledge, power, and human values within the framework of sustainable education. The study of local wisdom-based education management is developing not only as a field that bridges culture and education, but also as a global discourse that seeks to reorganize the relationships among knowledge, power, and human values within the framework of sustainable education.

4.3 Potential Themes in Local Wisdom-Based Educational Management

The shift in research direction identified in the overlay visualization suggests that studies on local wisdom-based educational management are moving toward a more contextual and multidisciplinary trajectory. The first potential theme to be developed is cultural value-based behavior change, which explores how local value systems influence the formation of students' social, ethical, and ecological behaviors. Such research is essential for understanding how local wisdom can function as a pedagogical tool for internalizing character and social responsibility, particularly in community-based schools (Effendi et al., 2020; Yaqin et al., 2024).

The next potential theme concerns the influence of culture on educational management, which could extend existing studies, such as those by Truong et al. (2017), on the effects of cultural contexts on leadership styles and decision-making processes, expanding them into intercultural and cross-national educational contexts.

Another potential theme is cultural diversity in education, which is relevant to efforts to build an education system that is more inclusive and responsive to social diversity. In line with the findings of Huda et al. (2024), this topic can be explored to assess how schools manage multicultural practices and integrate local values in teaching across ethnic and religious differences. Furthermore, the theme of sustainable development based on local wisdom links education with the implementation of the SDGs, as supported by Magni (2017) and Chekole (2017). Such studies can investigate how educational institutions contribute to ecological awareness, conservation, and community-based resource management rooted in cultural traditions.

Meanwhile, themes such as access to health and welfare services, mental health and therapy grounded in local culture, and self-management informed by local values offer new directions for research that position education as a means of developing holistic well-being. These studies could explore how local cultural practices and spirituality contribute to strengthening students' psychological, moral, and social resilience. This emerging research direction not only broadens the scientific scope of local wisdom-based education management but also aligns it with global agendas such as sustainability, public health, and culture-based human development.

4.4 Research Contribution

Practically, the findings of this study have important implications for the development of educational policy and practice at both national and global levels. These results provide a foundation for developing education management strategies that are grounded in local cultural values while remaining responsive to global demands. Furthermore, the findings open opportunities for international collaboration in developing local wisdom-based education models that are inclusive, sustainable, and adaptive to socio-cultural dynamics.

5. Conclusion

The results of this study indicate that, over the past decade, research on local wisdom-based educational management has undergone significant development and has gained increasing recognition as a transdisciplinary field of scientific inquiry. Based on the bibliometric analysis of Scopus data from 2016 to 2025, it was found that scientific publications in this field have continued to increase, with peak productivity occurring in 2024. This growth indicates a rising level of academic attention to the integration of cultural values, local ethics, and social contexts into management practices and educational leadership. The relevant journal sources identified in this study include Sustainability (Switzerland), Educational Management Administration and Leadership, International Journal of Environmental Research and Public Health, Journal of Ethnobiology and

Ethnomedicine, *Alternative*, *International Journal of Educational Management*, *PLOS ONE*, *BMJ Open*, and the *European Journal of Education*. These journals are key publication venues for research in this field. The prolific authors identified include Arifin, I., Bafadal, I., Effend, Y.R., and Imron, A., while the most impactful authors are Hallinger, P., Sanga, K., and Ens, E.J.

Keyword analysis reveals that research in this area forms five main clusters: (1) the integration of local wisdom in education and sustainability, (2) cultural values and psychological aspects in education, (3) culture-based management and community empowerment, (4) the relationship between local knowledge and public policy, and (5) decolonization-based leadership and learning. These findings suggest that the field of local wisdom-based educational management is shifting from a primarily conceptual orientation to a more applied direction, one that integrates cultural, social, ecological, and psychological dimensions. This research also identified several potential themes for future studies, including behavior change based on cultural values, the influence of culture on educational management practices, managing cultural diversity in education, sustainable development rooted in local wisdom, and mental health and therapy grounded in local cultural traditions. These themes reflect the expanding scope of research aimed at integrating education, health, social welfare, and environmental sustainability.

However, this study has several limitations. First, the exclusive use of a single database, namely Scopus, may introduce potential bias in data coverage, as it excludes publications from other reputable sources such as the Web of Science. It is therefore recommended that future research broaden its scope by combining multiple databases to produce more comprehensive and representative findings. Second, the analysis in this study is entirely quantitative through bibliometric methods, which limits its ability to explore the conceptual and interpretive depth of the analyzed literature. Hence, it is suggested that future research complement this approach with a qualitative Systematic Literature Review to achieve a deeper understanding of the theoretical relationships and contextual implementations within this field.

6. Acknowledgment

The authors would like to express their sincere gratitude to Universitas Islam Negeri Raden Intan Lampung, Indonesia, for providing a supportive academic environment that fosters international research collaboration and publication. This study was developed as part of the authors' academic work within the Doctoral Program, reflecting the institution's continuous commitment to advancing scholarly excellence. The support and encouragement from the university have been instrumental in completing this article for publication in a reputable international journal.

7. Statement of Interest

The author affirms that there are no conflicts of interest in the composition and dissemination of this study.

8. References

- Andriani, N., Ulfatin, N., Imron, A., & Sumarsono, R. B. (2023). Heutagogy and indigenous knowledge in integrated thematic instruction and character education. *Revista de Gestao Social e Ambiental*, 17(7). <https://rgsa.openaccesspublications.org/rgsa/article/view/3692>
- Andriyanti, M., Suwandayani, B. I., & Amelia, D. J. (2024). The power of integrity of local wisdom in basic education: Sustainable development. *Journal of Learning Improvement and Lesson Study*, 4(2), 10–23. <https://doi.org/10.24036/jlils.v4i2.110>
- Aria, M., & Cuccurullo, C. (2017). Bibliometrix: An R-tool for comprehensive science mapping analysis. *Journal of Informetrics*, 11(4), 959–975. <https://doi.org/10.1016/j.joi.2017.08.007>
- Ariani, F., Ulfatin, N., Supriyanto, A., & Arifin, I. (2022). Implementing online integrated character education and parental engagement in local cultural values cultivation. *European Journal of Educational Research*, 11(3), 1699 – 1714. <https://doi.org/10.12973/eu-jer.11.3.1699>
- Asmayawati, Yufiarti, & Yetti, E. (2024). Pedagogical innovation and curricular adaptation in enhancing digital literacy: A local wisdom approach for sustainable development in Indonesia context. *Journal of Open Innovation: Technology, Market, and Complexity*, 10(1), 100233. <https://doi.org/10.1016/j.joitmc.2024.100233>
- Astawa, I. P. P., Wimba, I. G. A., & Apsaridewi, K. I. (2025). Development of a competitive and adaptive Hindu education model in the global era by integrating local wisdom values and modern education. *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 17(1), 13–28. <https://doi.org/10.37680/qalamuna.v17i1.6312>
- Atmojo, S. E., Rusilowati, A., Dwiningrum, S. I. A., & Skotnicka, M. (2018). The reconstruction of disaster knowledge through thematic learning of science, environment, technology, and society integrated with local wisdom. *Jurnal Pendidikan Ipa Indonesia*, 7(2). <https://doi.org/10.15294/jpii.v7i2.14273>
- Bumbungan, B., Bafadal, I., Ulfatin, N., & Supriyanto, A. (2022). School principal's Wanua Mappatuo Naewai Alena leadership: A strategy to develop school entrepreneurship. *Pegem Egitim ve Ogretim Dergisi*, 13(1), 309 – 318. <https://doi.org/10.47750/pegegog.13.01.34>
- Bush, T. (2018). Preparation and induction for school principals: Global perspectives. *Management in Education*, 32(2), 66–71. <https://doi.org/10.1177/0892020618761805>
- Carr, A. (2020). COVID-19, indigenous peoples and tourism: A view from New Zealand. *Tourism Geographies*, 22(3), 491–502. <https://doi.org/10.1080/14616688.2020.1768433>
- Cebrián, G., Junyent, M., & Mulà, I. (2020). Competencies in education for sustainable development: Emerging teaching and research developments. *Sustainability (Switzerland)*, 12(2). <https://doi.org/10.3390/su12020579>
- Chekole, G. (2017). Ethnobotanical study of medicinal plants used against human ailments in Gubalafto District, Northern Ethiopia. *Journal of Ethnobiology and Ethnomedicine*, 13(1), 1–29. <https://doi.org/10.1186/s13002-017-0182-7>
- Damayanti, N. A., Wulandari, R. D., & Ridlo, I. A. (2023). Maternal health care utilization behavior, local wisdom, and associated factors among women in urban and rural areas, Indonesia. *International Journal of Women's Health*, 15(March), 665–677. <https://doi.org/10.2147/IJWH.S379749>
- Donthu, N., Kumar, S., Mukherjee, D., Pandey, N., & Lim, W. M. (2021). How to conduct a bibliometric analysis: an overview and guidelines. *Journal of Business Research*, 133(May), 285–296. <https://doi.org/10.1016/j.jbusres.2021.04.070>
- Effendi, Y. R., Bafadal, I., Degeng, I. N. S., & Arifin, I. (2020). The principal's transformational leadership approach based on local wisdom in strengthening the

- character of students. *Malaysian Online Journal of Educational Management*, 8(4), 24 – 42. <https://doi.org/10.22452/mojem.vol8no4.2>
- Effendi, Y. R., Bafadal, I., Sudana, I. N. D., & Arifin, I. (2020). Investigating principal transformational leadership in strengthening Lonto Leok's cultural-based character education. In *The International Journal of Educational Organization and Leadership*. <https://doi.org/10.18848/2329-1656/cgp/v27i02/89-113>
- Ernawati, H., Syahlani, S. P., Siswomihardjo, S. W., & Dewi, I. J. (2024). Rooted in tradition: Exploring the integration of local wisdom with sustainability and education for future research. *Asian Journal of Education and Social Studies*, 50(12), 347–356. <https://doi.org/10.9734/ajess/2024/v50i121703>
- Famella, S., Marsidin, S., Hadiyanto, Gistituati, N., & Rifma. (2023). Implementation of local wisdom-based learning management in inclusive schools. *Journal of Higher Education Theory and Practice*, 23(15), 225–229. <https://doi.org/10.33423/jhetp.v23i15.6437>
- Firngadi, M. S. (2020). The statement of health and children growth behind Javanese local wisdoms. *Open Access Indonesia Journal of Social Sciences*, 3(2), 124–127. <https://doi.org/10.37275/oaijs.v3i2.29>
- Fisher, A. J., Mendoza-Denton, R., Patt, C., Young, I., Eppig, A., Garrell, R. L., Rees, D. C., Nelson, T. W., & Richards, M. A. (2019). Structure and belonging: Pathways to success for underrepresented minority and women PhD students in STEM fields. *PLOS ONE*, 14(1), 1–14. <https://doi.org/10.1371/journal.pone.0209279>
- Franzke, S., Wu, J., Froese, F. J., & Chan, Z. X. (2022). Female entrepreneurship in Asia: A critical review and future directions. *Asian Business and Management*, 21(3), 343–372. <https://doi.org/10.1057/s41291-022-00186-2>
- Grant, J. D. (2024). Relations of subordination: Canada's first indigenous dean of a law school. *Qualitative Research in Organizations and Management: An International Journal*, 19(1), 32–49. <https://doi.org/10.1108/QROM-08-2022-2379>
- Haetami, H. (2024). Local wisdom-based education management: Building identity in the midst of globalization. *Gestion Educativa*, 1(2), 9–17. <https://www.researchgate.net/publication/389234404>
- Hindaryatiningsih, N., Ahiri, J., Karno, E., Damhuri, & Munadi, L. O. M. (2025). How to apply local wisdom value systems in management practices and school culture? A study of internalization and implementation practices in school settings. *Journal of Ecohumanism*, 4(1), 899–910. <https://doi.org/10.62754/joe.v4i1.5892>
- Huda, M., Saeful, A., Rahim, H., Rosyada, D., Zuhdi, M., & Muttaqin, S. (2024). The implementation of multicultural education in Indonesia: Systematic literature review. In *Religion, Education, Science and Technology towards a More Inclusive and Sustainable Future* (pp. 83–89). Routledge. <https://doi.org/10.1201/9781003322054-13>
- Jima, T. T., & Megersa, M. (2018). Ethnobotanical study of medicinal plants used to treat human diseases in berbere district, bale zone of Oromia regional state, south east Ethiopia. *Evidence-Based Complementary and Alternative Medicine*, 1. <https://doi.org/10.1155/2018/8602945>
- Juharyanto, Bafadal, I., Arifin, I., Saputra, B. R., & Adha, M. A. (2020). The use of conventional communication technology as an effective principal leadership strategy in strengthening the role of multi-stakeholder's forum for school quality improvement. *Elementary Education Online*, 19(4), 1963 – 1973. <https://doi.org/10.17051/ilkonline.2020.762773>
- Magni, G. (2017). Indigenous knowledge and implications for the sustainable development agenda. *European Journal of Education*, 52(4), 437–447. <https://doi.org/10.1111/ejed.12238>
- McMeeking, S., Tetini-Timoteo, M., Hayward, B., Prendergast, K., Ratuva, S., Crichton-Hill, Y., Mayall-Nahi, M., Wood, B., Tolbert, S., Harré, N., & Macfarlane, A. (2025).

- Storytelling and good relations: Indigenous youth capabilities in climate futures. *Geographical Research*, 63(1), 75–90. <https://doi.org/10.1111/1745-5871.12670>
- Moher, D., Shamseer, L., Clarke, M., Ghersi, D., Liberati, A., Petticrew, M., Shekelle, P., Stewart, L. A., Estarli, M., Barrera, E. S. A., Martínez-Rodríguez, R., Baladia, E., Agüero, S. D., Camacho, S., Buhring, K., Herrero-López, A., Gil-González, D. M., Altman, D. G., Booth, A., ... Whitlock, E. (2016). Preferred reporting items for systematic review and meta-analysis protocols (PRISMA-P) 2015 statement. *Revista Espanola de Nutricion Humana y Dietetica*, 20(2), 148–160. <https://doi.org/10.1186/2046-4053-4-1>
- Nasrum, A., Salido, A., & Chairuddin, C. (2025). Unveiling emerging trends and potential research themes in future ethnomathematics studies: A global bibliometric analysis (from inception to 2024). *International Journal of Learning, Teaching and Educational Research*, 24(2), 206–226. <https://doi.org/10.26803/ijlter.24.2.11>
- Nedzinskaitė, R., & Jurgilė, V. (2023). Does school principals' leadership vary vis-a-vis cultural differences from West to East or South to North? *European Journal of Contemporary Education*, 12(1). <https://doi.org/10.13187/ejced.2023.1.118>
- Porter, T., Elnakouri, A., Meyers, E. A., Shibayama, T., Jayawickreme, E., & Grossmann, I. (2022). Predictors and consequences of intellectual humility. *Nature Reviews Psychology*, 1(9), 524–536. <https://doi.org/10.1038/s44159-022-00081-9>
- Pratama, A., Wahyudin, U., Hatimah, I., Sulistiono, E., Fuadi, D. S., Ferianti, F., Hidayat, T., Haryanto, H., & Sardin, S. (2024). From tradition to action: The potential of community empowerment through local wisdom for sustainable environmental protection practices. *The Eurasia Proceedings of Educational and Social Sciences*, 35(2), 271–282. <https://doi.org/10.55549/epess.820>
- Qurtubi, A. (2024). Local value based education management: A strategy for strengthening student character to face the global era. *Journal of Pedagogi: Jurnal Pendidikan*, 1(5), 138–145. <https://www.researchgate.net/publication/390084153>
- Redjeki, D. S. S., Imron, A., Rasdiana, R., Wiyono, B. B., Prestiadi, D., Wahed, A., Purwati, E., Dami, Z. A., Margariena, I. N., Maulina, S., & Sinon, I. L. S. (2025). The nexus of Nusantara archipelagic cultural values in pupil management and its activities on social harmony through national identity revitalization. *Frontiers in Education*, 10. <https://doi.org/10.3389/feduc.2025.1524105>
- Reo, N. J., Whyte, K. P., McGregor, D., Smith, M. A. (Peggy), & Jenkins, J. F. (2017). Factors that support indigenous involvement in multi-actor environmental stewardship. *AlterNative: An International Journal of Indigenous Peoples*, 13(2), 58–68. <https://doi.org/10.1177/1177180117701028>
- Russell, S., & Ens, E. (2020). Connection as country: Relational values of billabongs in indigenous northern Australia. *Ecosystem Services*, 45. <https://doi.org/10.1016/j.ecoser.2020.101169>
- Sakti, S. A., Endraswara, S., & Rohman, A. (2024). Revitalizing local wisdom within character education through ethnopedagogy approach: A case study on a preschool in Yogyakarta. *Heliyon*, 10. <https://doi.org/10.1016/j.heliyon.2024.e31370>
- Salido, A., Sugiman, Fauziah, P. Y., Kausar, A., Haskin, S., & Azhar, M. (2024). Parental involvement in students' mathematics activities: A bibliometric analysis. *Eurasia Journal of Mathematics, Science and Technology Education*, 20(10), 1–13. <https://doi.org/10.29333/ejmste/15179>
- Salido, A., Syarif, I., Suparjan, Wana, P. R., Sitepu, M. S., & Melisa, R. (2025). Mapping the landscape of critical thinking skills in higher education in the ai era: A bibliometric and systematic literature review. *Journal of Culture and Values in Education*, 8(2), 139–164. <https://doi.org/10.46303/jcve.2025.23>
- Sarbaini, S., Hernawan, A. H., Darmawan, D., & Ali, M. (2022). Environmental education based on local values: Its integration in the Indonesian elementary school

- curriculum. *International Journal of Education and Practice*, 10(4). <https://doi.org/10.18488/61.v10i4.3174>
- Setiawati, M., Imron, A., Wiyono, B. B., & Burhanuddin, B. B. (2020). An exploration of visionary leadership behaviours in Indonesia: The values of local Minangkabau Wisdom. *International Journal of Innovation, Creativity and Change*, 13(4), 1223–1240.
- Suci, I. G. S., Ahmad Sonhadji, K. H., Imron, A., & Arifin, I. (2018). Higher education management base on Tri Hita Karana: Case study Hindu higher education institution. *International Journal of Mechanical Engineering and Technology*, 9(8), 46–58. <https://www.researchgate.net/publication/327528932>
- Sugiarti, T., Purba, J. T., & Pramono, R. (2024). Enhancing human resource quality in Lombok model schools: A culture-based leadership approach with Tioq, Tata, and Tunaq principles. *Societies*, 14(12). <https://doi.org/10.3390/soc14120251>
- Tan, C. Y. (2023). Understanding Singaporean educational leadership: A sociocultural perspective. *Educational Leadership and Asian Culture* (pp. 1–21). Routledge. <https://doi.org/10.4324/9781003268055-10>
- Thang, T. D., & Sanga, K. (2016). Conflict management in Vietnamese educational leadership. *International Journal of Organizational Diversity*, 16(2), 1 – 12. <https://doi.org/10.18848/2328-6261/CGP/v16i02/1-12>
- Truong, T. D., Hallinger, P., & Sanga, K. (2017). Confucian values and school leadership in Vietnam: Exploring the influence of culture on principal decision making. *Educational Management Administration & Leadership*, 45(1), 77–100. <https://doi.org/10.1177/1741143215607877>
- Weise, C., Valdivia, I. M. Á., & Sarapura, N. (2021). Designing a deep intercultural curriculum in higher education: Co-constructing knowledge with indigenous women. *Alternative: An International Journal of Indigenous Peoples*, 17(2), 335–345. <https://doi.org/10.1177/11771801211019027>
- Yang, Y., & Radzi, N. M. (2025). Struggle and compromise: A systematic review of research on culture and women’s educational leadership in China. *International Journal of Leadership in Education*, 1–23. <https://doi.org/10.1080/13603124.2025.2536065>
- Yaqin, M. A., Suyahmo, M., Hardati, P., Atmaja, H. T., & Hamid, N. (2024). Sustainable “Gumuk” land management based on local wisdom in Jember, Indonesia. *International Journal of Environmental Impacts*, 7(1), 65–74. <https://doi.org/10.18280/ijei.070108>