Research Article

Bibliometric Study Concerning Multicultural Competence And Intercultural Competence Of Preservice Teacher At Reputable International Journals

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ARTICLE INFO	ABSTRACT
	This research aims to know research articles distribution on multicultural competence and Intercultural competence of preservice teacher. Besides, it is to see the distribution collaboration map among researchers, multicultural competence research trends in education, and to know topics can be investigated in further research. This research is a literature study using the bibliometric analysis method in analyzing the citation. The sample of articles processed is multicultural competence research articles in education that are included in the Scimago version of the Q4-Q1 journal criteria since 2019-2023 that are processed using Publish Or Perish (PoP) software; 26 journals. The research topic experienced an increasing trend despite the fluctuating increase. Based on the distribution mapping of the author's keywords through the co-author, it can be concluded that collaboration among researchers is still very minimal. There were only two researchers with 1 cluster. At the same time, the *co-occurrence* of *author keywords* was obtained by 38 keywords divided into 7 clusters. The most appearing were *comparative analysis, higher education, multiculturalism, nationality, and teaching attitude*. The most dominant research trend was in cluster 1, which consisted of eight keywords. Those keywords those were *counselor training, counselor in training, longitudinal, msjcc, multicultural competence, pedagogy, self-perceptions, social justice advocacy*. **Keywords:** Bibliometric,Intercultural Competence, Multicultural competence

1 INTRODUCTION

It is essential to equip instructors with intercultural knowledge, attitudes, and abilities in the twenty-first century (Balakrishnan et al., 2013; Idris & Widyantoro, 2019). Racial, ethnic, linguistic, and religious diversity in schools and communities is rising because of increased migration both within and between countries. According to several studies, it is dubious to train educators to deal with students from diverse backgrounds or to conform to restrictive viewpoints and educational practices to serve conventional or dominant student groups(Oktavia Vidiyanti et al., 2019). According to recent studies, programs preparing instructors for the teaching profession should include multicultural competency.

It is thought that educators who possess multicultural competency interact with students from a variety of backgrounds in an effective and courteous manner(Abacioglu et al., 2022; Asrianti et al., 2022a; Syifaa et al., 2021). Furthermore, they play crucial roles in imparting in kids the intercultural values necessary in an increasingly globalized world.Numerous studies have been done on the best ways to train educators to be multiculturally competent. Examples of field-based learning experiences include studying abroad (H. Kim & Lim, 2019; Romijn et al., 2021), participating in a multicultural education course (Made et al., 2020), completing a short- or long-term training program, and incorporating multicultural education concepts and issues into existing curricula(Hong & Han, 2022; Prakash, 2021). These are just a few examples of field-based learning experiences(Kravets et al., 2021). This study investigated the most recent method of training future teachers. To develop intercultural competency in pre-service teachers, it specifically suggested using the multicultural notion of what (Erdem, 2020; Pavlova et al., 2022)refer to as culturally responsive teaching and

culturally relevant pedagogy, respectively. The words "culturally relevant pedagogy" and "culturally responsive teaching" are used interchangeably in this study. Since the 1990s, there has been broad support for the integration of culturally responsive pedagogy into teacher education programs(Harris et al., 2019).

In order to effectively interact with people who have different norms, values, ways of thinking, and perspectives, intercultural education aims to: a) raise awareness of the extent to which our thoughts, values, and behaviors are products of our own culture and may not always be functional; b) increase capacity and skill for doing so; and c) increase our ability to control our behavior in order to maximize its effectiveness in our relationships with people from different cultures

The purposes of this research are:

a) To understand the distribution of articles on multicultural competence and intercultural competence research results specific in Education that is included in the Scimago version of the Q4-Q1 journal criteria since 2018-2023.
b) To find out the map of collaboration among researchers.
c) To describe the trend of multicultural competence and intercultural competence research of preservice teachers.
d) To know the topics that have the opportunity to be researched in further research.

2 Literature Review

Bibliometric analysis is the application of statistical and quantitative approaches to publication research (Pendlebury & Reutersfollow, 2012) This analysis has been used for various purposes, areas, and topics (Aribowo, 2019; Iqbal et al., 2019) or in specific journals (Barik & Jena, 2017; Jain et al., 2015; Khanna et al., 2018; Wei, 2019). Bibliometric analysis often uses data (or metadata) that comes from the Web of Science (WoS) or Scopus. These two locally well-known foreign databases are used because of the large amount of data available, and the vast scope of research fields.

According to(Xu et al., 2016; Султанова & Прокоф'єва, 2021), multiculturalism is the societal condition brought about by immigration, whereas intercultural education refers to the educational initiatives made in response to the issues brought about by immigration(Asrianti et al., 2022b; Jayles et al., 2022) .Stated differently, intercultural education is viewed as the "means" of fostering conditions that facilitate cross-cultural contact, whereas multiculturalism is seen as a given social fact (Al-Sumait et al., 2022; Varela, 2019)

Using the cultures, experiences, and viewpoints of students from a variety of ethnic backgrounds to enhance learning is what(Han et al., n.d.)refers to as culturally responsive teaching. It is assumed that placing academic information and abilities in the context of students' daily life makes them more relatable, interesting, and understandable. Five characteristics of culturally responsive education are listed by (Shim, 2021; Thongaram et al., 2022). grasp the numerous cultures that are present is the first step, and it calls for educators to have an appreciation for the cultural values and contributions of these communities as well as a grasp of the historical and contemporary cultural distinctions among different ethnic and cultural groups. Creating a curriculum that is appropriate for the student's culture is the second element. Instructors need to develop the ability to integrate their understanding of racial and cultural diversity into the creation of curricula and culturally relevant teaching methods. The third is about creating surroundings that are suitable for learning for pupils with different cultural backgrounds. This can be accomplished, for example, by setting high standards for students, implementing cutting-edge strategies to guarantee academic success for kids from a variety of ethnic backgrounds, and creating learning communities where students assist one another.(Witayarat, 2023) Effective cross-cultural communication is the subject of the fourth. It places a strong emphasis on understanding how different ethnic groups communicate, how communication styles reflect cultural values and impact learning, and how to employ students' communication styles while interacting with them or facilitating their learning. Adapting instructional tactics to the diverse learning styles of pupils is the last section. It is assumed that students' varied learning methods are influenced by their cultural origins to some extent. For improved learning outcomes, culturally responsive teaching should therefore adjust its curriculum to each student's particular learning style.

3 Methods

This research is a literature study using the bibliometric analysis method in analyzing the citation of scientific articles. Analysis of literature or literature studies is systematic, explicit and the methods used are reusable (de Carvalho et al., 2017). The study population is the primary data of scientific articles on multicultural competence and intercultural competence in education from 2019-2023 which are taken from Google Scholar search results with the keyword *multicultural competence and intercultural competence* which was conducted in December 2023 through the Publish or Perished (PoP) software. The sample of articles processed is multicultural competence and intercultural competence research articles in education that are included in the Scimago version of the Q4-Q1 journal criteria, the next step the data is processed using Mendeley software, VOS viewer, and Microsoft Excel. The research process can be seen in Figure 1
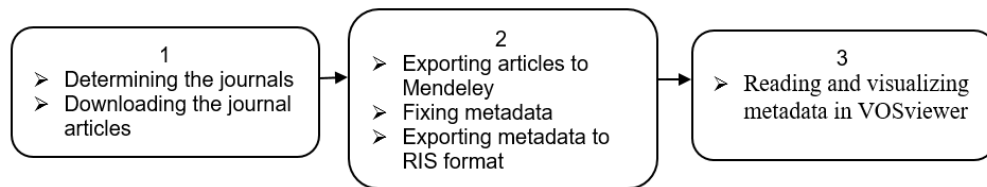
Fig. 1: The research processes

In this study, 92 articles were included in the initial selection with the keyword *multicultural competence and intercultural competence*. These journals undergo a further selection process, namely by opening the citation link, 25 journals cannot be accessed, leaving 53 journals. Furthermore, sorting journals in the public sector category, it was found that 53 cannot be used because they are included in the non-education research. The next selection was the sorting of articles that had quartiles in Scimago so that 52 articles were disqualified and leaving 26 journals (seen in table 1 and table 2) that were included in the criteria for the Q1-Q4 journals in Scimago.

Table 1. Data Sorting for 92 journals

Journal Screening	Number of Articles
Initial search journal totals	92
Unidentified/citation link	25
Non-Education Research	53
Articles which are not categorized in the quartile at Scimago	52
Q1-Q4 journal at Scimago	26

Source: Processed data from PoP, 2023

Table 2. Initial Data Metrics and After Data Sorting

Data Metrics	Initial Search	Final Search Data
Publication Years	2018-2023	2019-2023
Citation Years	5(2018-2023)	4(2019-2023)
Papers	92	26
Citations	945	278
Cites/year	189.00	69.50
Cites/paper	10,27	10.69
Author/paper	47.68	2.62
H-index	15	9
G-index	29	16
hI,norm	10	6
hI,annual	2.00	1.50
Paper with ACC	>=1,2,5,10,20:46,34,18,6,1	>=1,2,5,10,20:18,12,7,2,0
Year_first	2018	2019
Year_last	2023	2023

Source: Processed data from PoP, 2023

4 Results and Discussion

The Distribution of Multicultural competence and Intercultural Competence Articles in the Public Sector by Quartile at Scimago

Based on the search results on the google scholar database using PoP, scientific articles that are included in the *multicultural competence* and Intercultural Competence category in education and entered in reputable journals with the Q1-Q4 criteria in Scimago are 26 article titles (table 3 and figure 2). It can be seen that the majority of articles are in quartile 3 with 11 article titles (16.67%) and quartile 2 with 8 article titles (33.33%). Meanwhile, the number of articles in the first quartile was only 4 article titles (16.67%).

Table 3. The distribution of the number of articles published by quartile in Scimago

No	Quartile of Scimago	Number of Articles	Percentage
1	Quartile 1	6	23.08 %
2	Quartile 2	13	50.00 %
3	Quartile 3	6	23.08 %
4	Quartile 4	1	3.84 %
Total		26	100 %

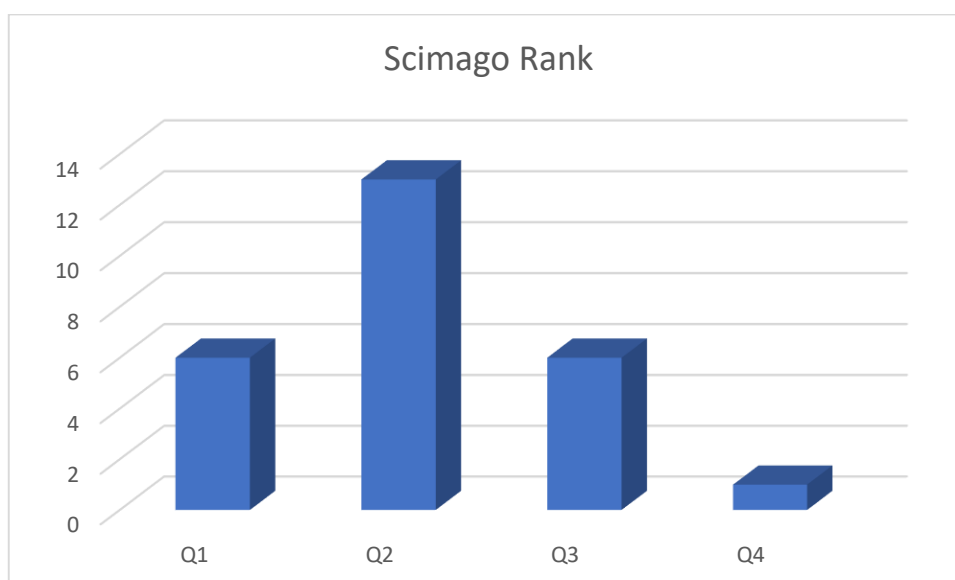**Source:** Processed data from PoP, 2023

Fig. 2. The graph of the distribution of reputable articles for *multicultural competence* in education at Scimago

The following shows the top ten reputable articles based on the Scimago ranking. The article that received the top rating, namely quartile 1 was an article E Delgado-Algarra, C Bernal-Bravo with the title Multicultural competence and Cosmopolitan citizenship in the Hispanic-Japanese context of Higher Education,MS Doğru, İ Demirbaş article title The relationship between perceptions of multicultural competence and democratic values: Examining science teachers working with international students and articles R Kravets, V Vykhrushch, O Romanyshyna with article entitled Pedagogical Design of the Technology of Students' Multicultural Competence at Higher Education Institutions.
The complete data can be seen in table 4.

Table 4. The top ten articles identified by PoP fit the Scimago criteria

No	Author	Article Title	Quartile
1	E Delgado-Algarra, C Bernal-Bravo	Multicultural competence and Cosmopolitan citizenship in the Hispanic-Japanese context of Higher Education	Q1
2	MS Doğru, İ Demirbaş	The relationship between perceptions of multicultural competence and democratic values: Examining science teachers working with international students	Q1
3	R Kravets, V Vykhrushch, O Romanyshyna	Pedagogical Design of the Technology of Students' Multicultural Competence at Higher Education Institutions	Q1
4	C Puhy, N Prakash, C Lacson, J Bradt	Multicultural teaching competence among undergraduate faculty: a convergent mixed methods study	Q1
5	ME Delphin-Rittmon, ES Boynton, J Ortiz…	The Organizational Multicultural Competence Assessment (OMCA): A tool to assess an organization's multicultural competence and adherence to the National	Q1
6	M Said Doğru, İ Demirbaş	The Relationship Between Perceptions of Multicultural Competence and Democratic Values: Examining Science Teachers Working with International Students.	Q1
7	N Thongaram, J Luangubol, S Glangkarn	The Exploratory Factor Analysis: The Multicultural Social Competence Of The Community College Students In The Three	Q2
8	SW Shim	Between two cultures: an autoethnographic reflection on multicultural competence as a science educator	Q2
9	O Pavlova, O Khukhlaev, A Buchek…	Intercultural Competence and Self-Efficacy of Teachers in a Multicultural Environment	Q2
10	S Oh, CY Chang, A Priest…	Relationship between orientation toward multicultural competence, multicultural competent behaviors, and working alliance: Examining a multigroup mediation model	Q2

Source: Processed data from PoP, 2023

The Distribution of Multicultural competence and Intercultural Competence Articles Education by Year

Based on the data obtained, the distribution of 26 reputable articles on *multicultural competence* and *Intercultural Competence* in Education was published in the 2019 to 2023 period, as seen in table 5. The oldest article published in 2019 was six articles. Most publications were in 2021 with eight articles (30.77%). The latest articles for 2023 are three articles that discuss the multicultural competence category.

Table 5. The list of articles number published each year

Publication Year	Number of Articles	Percentage
2019	6	23.07 %
2020	5	19.23 %
2021	8	30.77 %
2022	4	15.39 %
2023	3	11.54 %
Total	26	100 %

Source: Processed data from PoP, 2023

The growth of reputable articles is shown in Figure 3, and the fluctuations and increases are not very significant. It proves that research on the topic of multicultural competence in education is still very minimal.
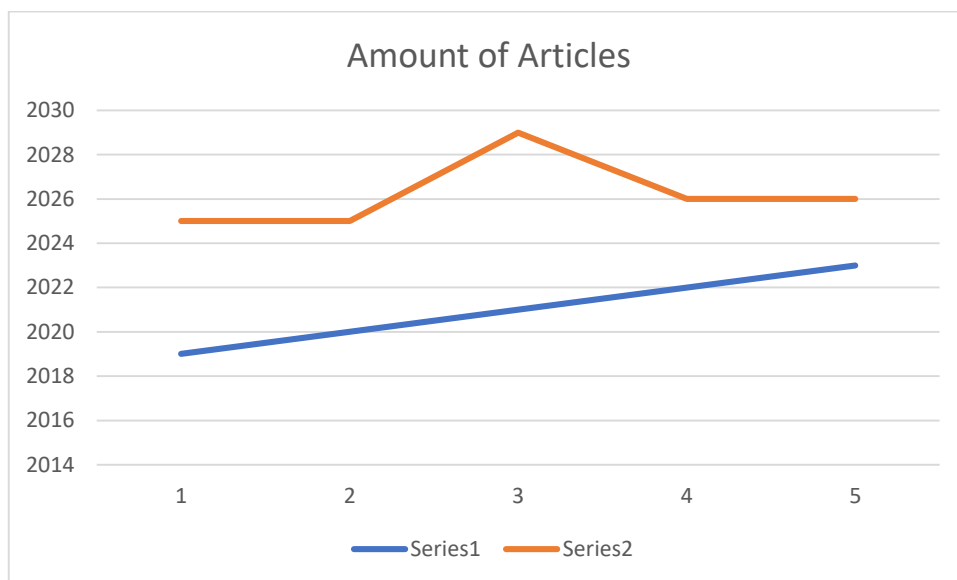

Fig. 3. The graph of the growth of the reputable articles *multicultural competence* in education

The Distribution of Multicultural competence and Intercultural Competence Articles in Education by Publishing Country

After observed from the publisher, it can be seen that from 26 articles that fall into the Q1-Q4 criteria in Scimago published by reputable publishers. The publisher that published the most articles on *multicultural competence and Intercultural Competence* in education was Wiley Online Library Ltd with 5 articles (19.23%), then Thailor & Francis Ltd with four articles (15.38%). In contrast, other publishers had an article each (table 6 and figure 4).

Table 6. The list of publishers who published *multicultural competence* and Intercultural Competence articles

No	Publisher	Number of Articles	Percentage
1	archives.palarch.nl	1	3.84 %
2	books.google.com	1	3.84 %
3	ceeol.com	1	3.84 %
4	dbpia.co.kr	1	3.84 %
5	dergipark.org.tr	1	3.84 %
6	edulearn.intelektual.org	1	3.84 %
7	ejournal.undiksha.ac.id	1	3.84 %
8	emerald.com	1	3.84 %
9	ijlter.net	1	3.84 %

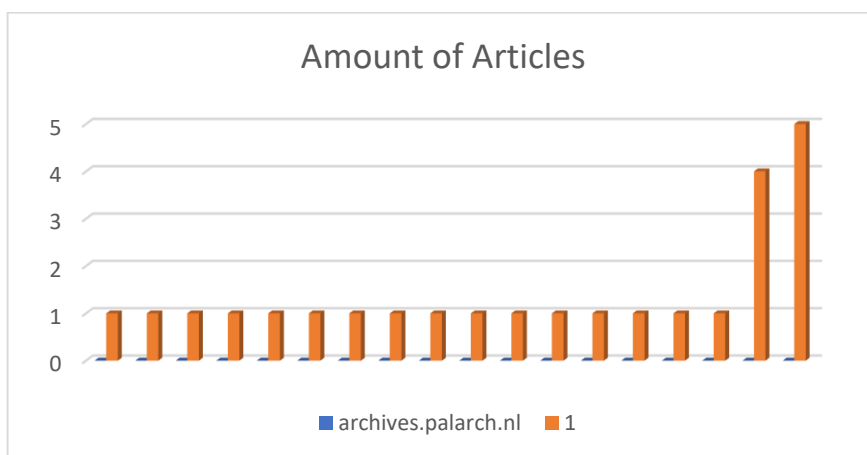| 10	immi.se	1	3.84 %
11	jsju.org	1	3.84 %
12	KoreaMed	1	3.84 %
13	learntechlib.org	1	3.84 %
14	psycnet.apa.org	1	3.84 %
15	psy-journal.hse.ru	1	3.84 %
16	search.ebscohost.com	1	3.84 %
17	soo4.tci-thaijo.org	1	3.84 %
18	Taylor &Francis	4	15.38
19	Wiley Online Library	5	19.23
	Total	26	100 %

Source: Processed data from PoP, 2023

Fig. 4. The graph of the publisher that published the reputable articles on multicultural competence in education

The Distribution of Multicultural competence and Intercultural Competence Articles in Education by Publisher

A total of 24 articles on the topic of *multicultural competence* and *Intercultural Competence* that falls under the Q1-Q4 criteria in Scimago come from several countries. The country that published the most articles was the United States, with 14 articles (53.84%), while the United Kingdom had three articles (11.53%), three articles from Turkey (11.53%), Korea, Mauritius, China, Netherlands, Spain and Thailand respectively 1 article (3.85%). It is shown in Table 7 and Figure 5 below.

Table 7. The list of countries that published reputable articles on multicultural competence and Intercultural Competence

No	Publisher Country	Number of Articles	Percentage
1	United States	14	53.84 %
2	United Kingdom	3	11.53 %
3	Turkey	3	11.53 %
4	Korea	1	3.85 %
5	Mauritius	1	3.85 %
6	China	1	3.85 %
7	Netherlands	1	3.85 %
8	Spain	1	3.85 %
9	Thailand	1	3.85 %
	Total	26	100 %

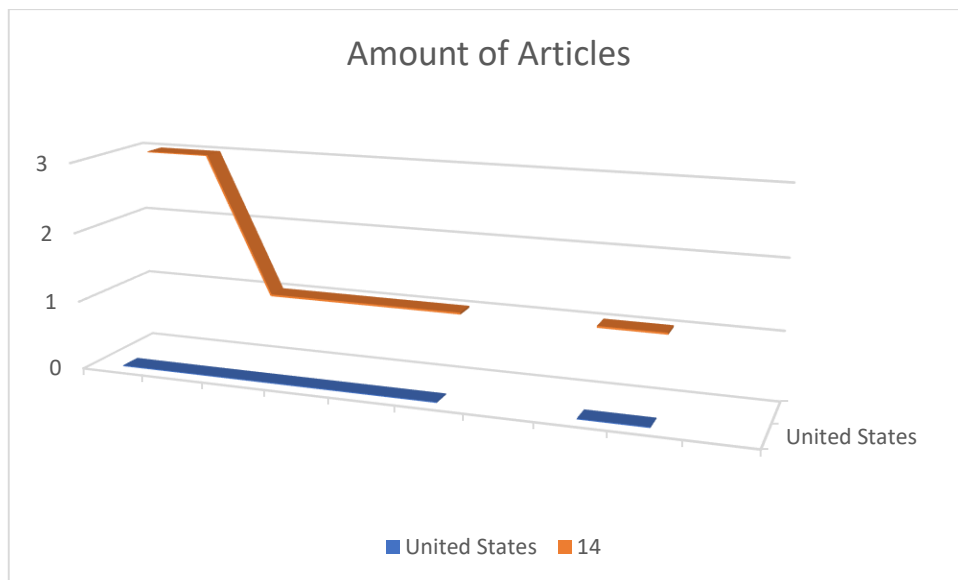**Source:** Processed data from PoP, 2023

Fig. 5. The graph of publisher countries publishing reputable articles on multicultural competence in Education.

The Distribution of Multicultural competence and Intercultural Competence articles in Education by Journal Name

Twenty-two reputable journals published articles on the topic of multicultural competence and Intercultural Competence in education. The journals which published the most articles were Journal of Counseling & Development, there were four articles. In comparison, the second position was Journal of International Students with two articles. The complete data can be seen in table 8.

Table 8: The list of Journals that publish Multicultural competence and Intercultural Competence Articles in Education Sector.

No	Journal Name	Number of Articles
1	Journal of Counseling & Development	4
2	Journal of International Students	2
3	Eurasian Journal of Educational Research	1
4	International Journal of Early Childhood Education	1
5	*International Journal of Elementary Education*	1
6	International Journal of Learning, Teaching and Educational Research	1
7	International Journal of Qualitative Studies in Education	1
8	Journal for Multicultural …	1
9	Journal of College Counseling	1
10	Asia Pacific Journal of Education	1
11	Journal of education and learning	1
12	Journal of Intercultural Communication	1
13	Compare: A Journal	1
14	Journal of Korean Academic Society of Nursing	1
15	*Journal of New Approaches in Educational Research*	1
16	Journal of Southwest Jiaotong …	1
17	Journal of Student …	1
18	Kasetsart Journal of Social Sciences	1
19	PalArch's Journal of Archaeology of Egypt …	1
20	*Psychiatric Rehabilitation Journal*	1
21	Psychology. Journal …	1
22	The Journal of Education, Culture, and Society	1
	Total	26

Source: Processed data from PoP, 2023

The Distribution of Citation Productivity of Multicultural competence and Intercultural Competence Topic Articles in Education

Based on bibliometric data, it shows that the most cited articles are those written by VW Harris, M Kumaran, HJ Harris, D Moe entitled Assessing multicultural competence (knowledge and awareness) in study abroad experiences The article had been cited by 311 other studies published by Compare: A Journal. Followed by T Killian, M Floren, cited 54 times, entitled Exploring the relationship between pedagogy and counselor trainees' multicultural and social justice competence, published by Journal of Counselling &Development.
The complete data can be seen in table 9.

Table 9. The ten Articles with the most PoP identified citations

Author	Article Title	Number of Citations	Yearly Citations
VW Harris, M Kumaran, HJ Harris, D Moe	Assessing multicultural competence (knowledge and awareness) in study abroad experiences	311	9.75
T Killian, M Floren	Exploring the relationship between pedagogy and counselor trainees' multicultural and social justice competence	54	18.00
JGonzalez-Voller, AE Crunk	A preliminary longitudinal study of multicultural competence in counselor education	47	15.67
N Kim, S Oh, J Mumbauer	Supporting international students: Enhancing college counselors' multicultural counseling competence	39	9.75
KM Soria, L Werner, N Chandiramani	Cocurricular engagement as catalysts toward students' leadership development and multicultural competence	22	5.50
S Melesse, D Mekonnen	The contribution of placement school experiences to prospective teachers' multicultural competence development: Ethiopian secondary schools in focus	15	5.00
E Delgado-Algarra, C Bernal-Bravo	Multicultural competence and Cosmopolitan citizenship in the Hispanic-Japanese context of Higher Education	12	3.00
D Erdem	Multicultural competence scale for prospective teachers: Development, validation and measurement invariance	10	3.37
K Balakrishnan, MB Harji, A Angusamy	Intercultural communication competence: Well-being and performance of multicultural teams	9	4.50
D Hilts, Y Liu	School counselors' perceived school climate, leadership practice, psychological empowerment, and multicultural competence before and during COVID-195	6	6.00

Source: Processed data from PoP, 2023

The Mapping Collaboration among Researchers based on Co-authorship

The mapping of co-authorship is carried out to find out the map of cooperation between researchers and other researchers. In Figure 6, it is shown that only four researchers were attached to one research cluster. This drawing shows that collaboration between researchers on the topic of multicultural competence in education is still minimal; the main factor is the lack of a trend of researchers researching this topic.
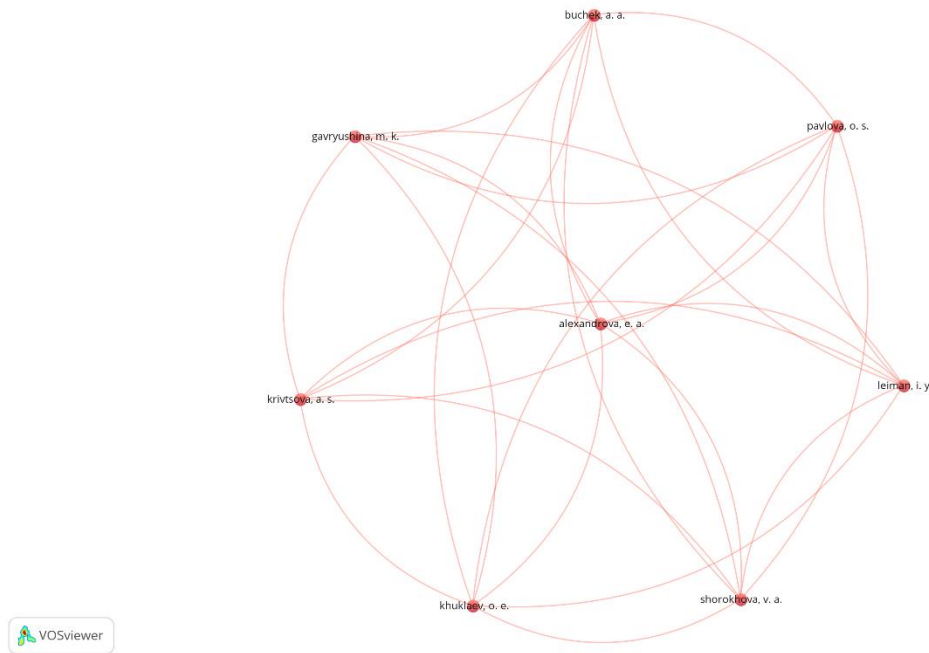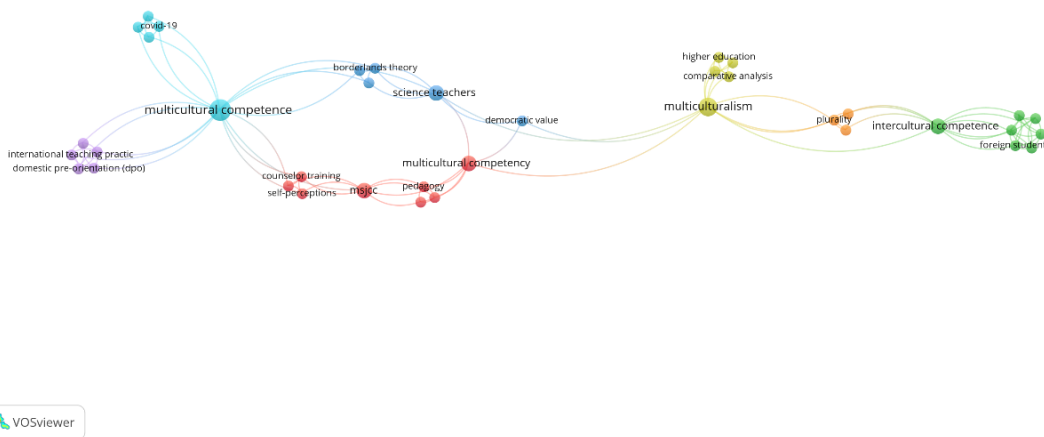
Source: Processed data from VOSviewer, 2023
Fig. 6. The map of the collaboration network among multicultural competence researchers in education

Mapping of Multicultural competence and Intercultural Research in Education based on Co-words

Mapping using the VOSviewer application is based on co-words or co-occurrence keywords made through the author (author keywords) and standard keywords (indexes-keywords). This mapping is carried out to find out which multicultural competence topics in the public sector have been carried out by researchers so far until November 2023. Based on the mapping of the author's keywords through co-occurrence on author keywords, 18 keywords were obtained, most of which appear were *international teaching practice, multicultural competence, multicultural competency, intercultural competency* and other word can be seen in Figure 7.

Source: Processed data from VOSviewer, 2023
Fig. 7. The multicultural competence research cluster mapping in Education

Furthermore, based on the taxonomic cluster mapping, as shown in Figure 8, 7 clusters were obtained. The most dominant research trend was in cluster 1. Cluster 1 consisted of eight keywords. The keywords were *counselor training, counselor in training, longitudinal, msjcc, multicultural competence, pedagogy, self-perceptions, social justice advocacy*. Cluster 2 consisted of seven keywords, *foreign students, intercultural competence, intercultural interest, intercultural stability, management of intercultural, multicultural environment, self-efficacy*. Also, Cluster 3 consisted of five keywords, namely *autoethnography, borderland theory, democratic value, science education, and science teachers*. Cluster 4 consisted of five keywords, namely, *comparative analysis, higher education, multiculturalism, nationality, and teaching attitude*. Then, Cluster 5 consisted of five keywords, namely *domestic pre-orientation, international teaching practicum, multicultural knowledge, south Korea, and student-teachers*. Cluster 6 consisted of five keywords; those were *covid 19, leadership, multicultural competence, psychological empowerment, and school climate*. Cluster 7 consisted of three keywords, *a photo elicitation technique, plurality, subcultures*. The future research opportunities can be seen in the topics in the cluster that are still minimally studied, namely cluster 7. The data can be seen in table 10.
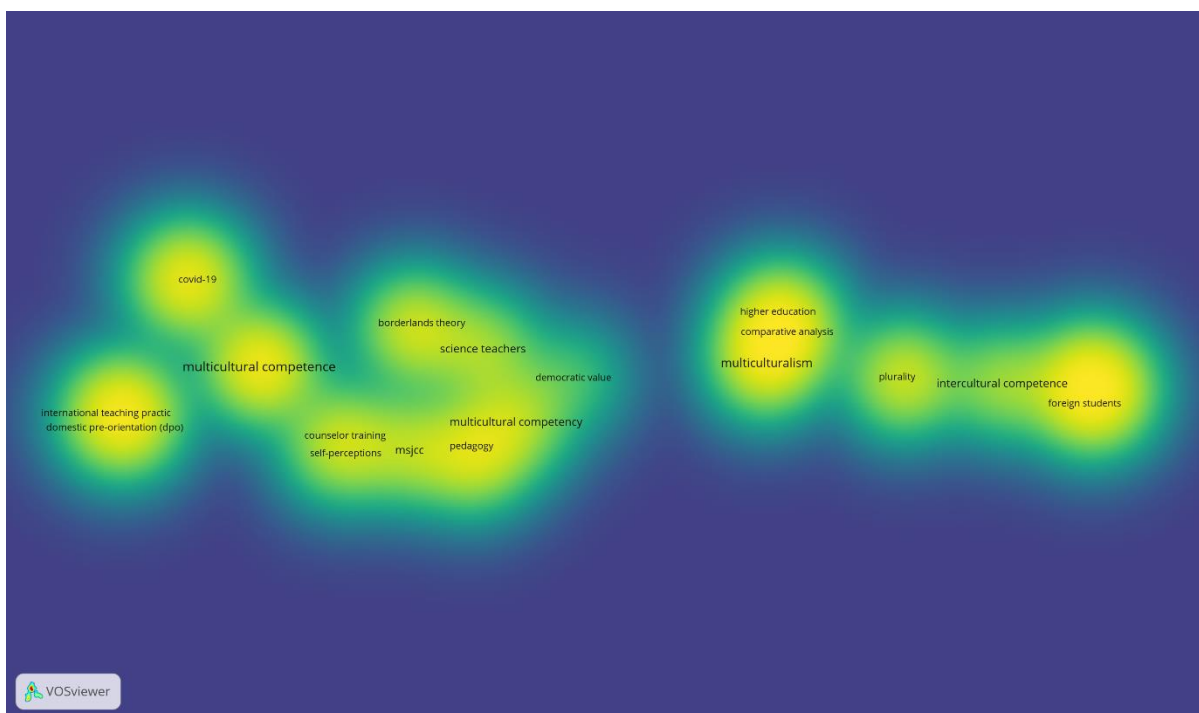
Source: Processed data from VOSviewer, 2023
Fig. 8. The density mapping the density of research on multicultural competence in education

Table 10. Articles with their most frequently occurring keywords

Cluster	Keywords	Articles
Cluster 1 (8 Item)	*counselor training, counselor in training, longitudinal, msjcc multicultural competence, pedagogy, self-perceptions, social justice advocacy.*	(Hong & Han, 2022; H. Kim & Lim, 2019; N. Kim et al., 2019; Made et al., 2020)
Cluster 2 (7 Item)	*foreign students, intercultural competence, intercultural interest, intercultural stability, management of intercultural, multicultural environment, self-efficacy*	(Hong & Han, 2022; Pavlova et al., 2022)
Cluster 3 (5 Item)	*autoethnography, borderland theory, democratic value, science education, and science teachers*	(Doğru, 2021; Erdem, 2020; H. Kim & Lim, 2019; Y. O. Kim et al., 2022; Prakash, 2021; Witayarat, 2023)
Cluster 4 (5 Item)	*comparative analysis, higher education, multiculturalism, nationality, and teaching attitude.*	(Doğru, 2021; Erdem, 2020; H. Kim & Lim, 2019; Y. O. Kim et al., 2022; Melesse & Mekonnen, 2020; Pavlova et al., 2022; Shim, 2021)
Cluster 5 (5 Item)	*domestic pre-orientation,*	(Harris et al., 2019; Oh et al., 2023; Said Doğru

Cluster 6 (5 Item)	*international teaching* & Demirbaş, 2021; Thongaram et al., 2022; *practicum, multicultural* Tolbert, 2019) *knowledge, south Korea, and student-teachers*
Cluster 6 (5 Item)	*covid 19, leadership,* (Hilts & Liu, 2023) *multicultural competence, psychological empowerment, and school climate.*
Cluster 7 (3 Item)	*a photo elicitation technique,* (Delgado-Algarra et al., 2019; Puhy et al., 2021; *plurality, subcultures* Tolbert, 2019)

Source: Processed data from VOSviewer, 2023

Conclusion

This study analyzed 26 articles on the theme of multicultural competence in education using PoP software. The 26 reputable articles with the Q1-Q4 criteria in Scimago were the results of the sorting of the initial 92 articles obtained from searching the Google Scholar (GS) database using PoP. The oldest article entitled Assessing multicultural competence (knowledge and awareness) in study abroad experiences. *2019 publication by* VW Harris, M Kumaran, HJ Harris, D Moen.

Overall, the research topic experienced an increasing trend, even though the increase was fluctuating. Based on the mapping of the author's keywords through the *co-author*, it can be concluded that collaboration between researchers is still very low. There were only two researchers with 1 cluster. At the same time, the *co-occurrence* of *author keywords* was obtained by 38 keywords divided into 7 clusters. The most appearing were *comparative analysis, higher education, multiculturalism, nationality, and teaching attitude*. The most dominant research trend was in cluster 1, which consisted of eight keywords. Those keywords those were *counselor training, counselor in training, longitudinal, msjcc, multicultural competence, pedagogy, self-perceptions, social justice advocacy.*

Two limitations make this study not discuss things out of focus, namely the limited grouping of certain keywords in the Google Scholar database, and the author's subjectivity sometimes still makes this research biased, even though the author has used assistive recommended software such as Microsoft Excel, The VOSviewer, PoP, and Mendeley). So, the researchers suggest future researchers need to use specific education sector, more varied keywords, a more comprehensive sample in Indonesia specifically preservice teacher, as well as various other reputable journals that have been indexed by Thomson Reuters, Scopus, ISJD, DOAJ, EBSCO, Host, and the others. Besides, the next researcher also needs to use recommended other analysis software such as Hiss Cite and Bib Excel so that the analysis comparisons are more varied and rich.

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