

## **MAPPING TRENDS IN MULTICULTURAL EDUCATION PUBLICATIONS: BIBLIOMETRIC ANALYSIS**

**Laila Fatmawati<sup>\*1</sup>, Siti Irene Astuti Dwiningrum<sup>2</sup>, Emmanuel Kus Eddy Sartono<sup>3</sup>, Zadha Anggun Arsyndie<sup>4</sup>**

<sup>\*1,2,3</sup> Faculty of Education, Yogyakarta State University, Indonesia.

<sup>\*1,4</sup> Faculty of Teacher Training and Education, Ahmad Dahlan University, Indonesia.

**Abstract:** Multicultural education is essential to study in a pluralistic and prone to conflict state, so that later it can find the solutions to problems. This study aims to map trends in multicultural education publications over the past decade. Data search through data based scopus with the keyword "multicultural education", during 2014-2023. The results showed that searching for articles using keywords resulted in 1,004 articles from journals and conference papers. The results showed that the development of multicultural education publications experienced the highest increase in 2020. The highest author productivity is Aydin, H. The author with the most citations is Warren C.A. The most productive core journal is Multicultural Education Review. The subject of the largest area is the field of social sciences. The United States became the most productive country for research in the field of multicultural education. Mapping multicultural education publications analyzed by vosviewer application showed 10 clusters with 100 theme items. Seldom published themes are a reference as themes that will trend in the following years.

**Keywords:** bibliometric, multicultural education, publication, scopus.

## INTRODUCTION

Indonesia is a country with an extreme level of pluralism. This is shown by the so heterogeneous race, ethnicity, customs, culture, religion, and social strata of the community. The pluralism of the Indonesian nation is supported by world data banks that report in 2021 the number of Indonesian populations is approximately 276,361,790 Indonesia is the fourth largest country in the world (The World Bank, 2021). The Indonesian population is spread over 16,771 islands with diverse geographical conditions, so that the level of progress of the people also varies (Direktorat Jenderal Pengelolaan Ruang Laut, 2020). The Central Bureau of Statistics, stated that the number of ethnic groups in Indonesia is around 1331 tribal categories with 633 large tribes. The Javanese ranks first with a proportion of 40.05% of the total Indonesian population, and those in second place are the Sunda tribe with a proportion of 15.50%, the rest of the other tribes occupy a proportion below 5% of the total Indonesian population (Badan Pusat Statistik, 2015).

From the data above, it can be seen that Indonesia is diverse, but there is no unevenness, making the risk of conflict quite high. The nation has recorded hundreds of conflicts caused by friction between ethnic, racial, tribal, and religious groups. Based on the data of the Ministry of Social Affairs the number of social conflicts in Indonesia in 2010 amounted to 93 cases, decreased in 2011 to 77 cases, and in 2012 increased again to 89 cases. And there are 189 social conflict prone points in Indonesia (Sumarno, 2010).

Some ethnic, religion, race, and community conflicts are frequent happening in the country. Based on the results of research conducted by the SETARA Institute in 2015 there were 197 events with 236 acts of violations of religious freedom and beliefs that occurred throughout Indonesia. This number shows an increase when compared to 2014 there were 134 events and 177 intolerant acts. This is an indication of a slump in the Indonesian people's sense of tolerance (Nainggolan, 2016).

Cases of intolerance have spread to the level of elementary school students. The rise of bullying cases in elementary school students adds concern shows the number of children as perpetrators of violence (bullying) in schools increased from 67 cases in 2014 to 79 cases in 2015. Children as brawlers also increased from 46 cases in 2014 to 103 cases in 2015 (Rostani & Hazliansyah, 2015). This is reinforced by the results of research

conducted by NGO Plan International and the International Center for Research on Women (ICRW). There are 84% of children in Indonesia experience violence at school. The figure is higher than the trend in the Asian region of 70%. In addition, data from the United Nations Children's Fund (UNICEF) indicate that 1 in 3 girls and 1 in 4 boys in Indonesia experience violence. This data shows that violence in Indonesia is more often experienced by girls (Qodar, 2015).

In order to prevent conflicts from repeating again and causing greater losses, it is necessary to address the root of the problem, namely strengthening the character through multicultural education in schools. multiculturalism is a social characteristic of different cultural communities and living together and trying to build a common life and maintain their original identity (Rampersad, 2014).The purpose of multiculturalism education is explained by Klein students from various racial, ethnic, and social class groups will experience the quality of education and provide opportunities for male and female students to gain success and educational mobility (Banks, 2015).

The objectives of this study are to identify: (1) the development of multicultural education publications, (2) the author's productivity, (3) the core journal of multicultural education, (4) the subject of the publication area about multicultural education publications, (5) the most widely disseminated articles (6) the most productive countries in publications about multicultural education, (7) bibliometric mapping of the development of multicultural education research.

## **METHOD**

### 1. Article selection process for bibliometric analysis

This study uses publication data from the Scopus database ([www.scopus.com](http://www.scopus.com)). Data search used the keyword "multicultural education". Inclusion criteria in this study are: (1) descriptor category of article title, abstract, keyword, (2) 2014-2023 period, (3) limited to journal articles and conference papers, (4) published in English, Portuguese, and Spanish. The data obtained from Scopus was exported in the form of csv and microsoft excel.

## 2. Data analysis

In writing this article, the analysis used is bibliometric analysis using Pop software. Then use the Vos viewer software to visualize the bibliometric network. The software can work efficiently by collecting extensive data and providing unique visuals, analysis and investigations. The Vos viewer can create publication maps, author maps based on co-citations, and keyword maps. In addition, this study presents a classification based on those used to analyze selected articles. This analysis consists of methodological trends and data collection. Then processed with VosViewer software to map the publication of multicultural education. Search results with keywords obtained 1,004 articles with a composition of 96.6% are journal articles, and 3.4% are conference papers.

## RESULT AND DISCUSSION

### 1 RESULTS

#### a. The development of multicultural educational publications.

The first article search used the keyword "multicultural education", during the last decade produced 1,004 articles. The development of multicultural education theme publications in the world since 2014-2023 has fluctuated. Data on the development of publications on the theme of multicultural education in the world can be seen in table 1 below:

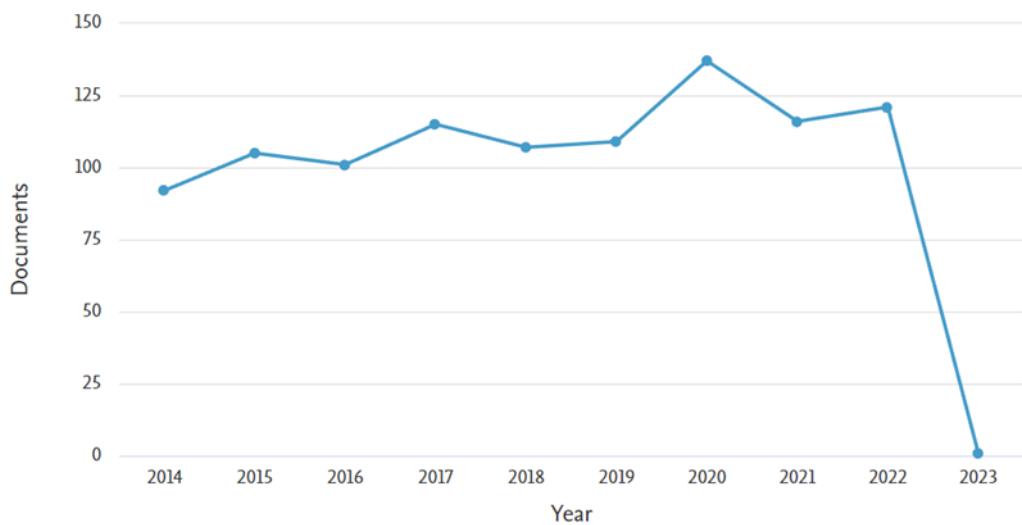
**Table 1.** Publication Progress Per Year

YEARS	DOC	%
2014	92	9.163346614
2015	105	10.45816733
2016	101	10.05976096
2017	115	11.45418327
2018	107	10.65737052
2019	109	10.85657371
2020	137	13.64541833
2021	116	11.55378486
2022	121	12.05179283
2023	1	0.099601594
<b>TOTAL</b>	<b>1004</b>	

From the table, the diachronic productivity of multicultural education in the world shows that most documents are concentrated in 2020 with an increase in the number of articles

by 28 articles, and the most population in 2020 with 137 articles. The percentage decrease in the number of articles occurred in 2021, decreasing by 21 articles. The trend of multicultural education research needs special attention so that solutions can be found to the root causes of the problem. To make visualization easier, it is illustrated in Figure 1 below:

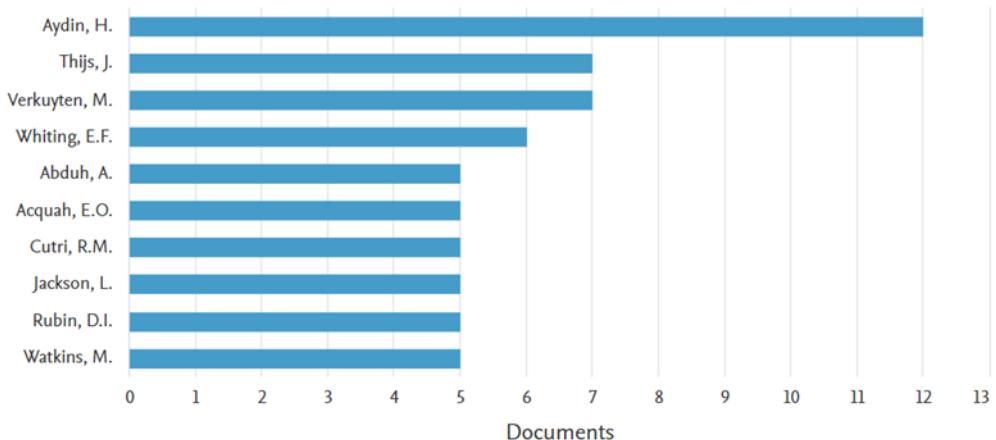
**Figure 1.** Publication progress per year



### **b. Productivity author**

The ranking of the top 10 most productive authors in Scopus publications that raised the theme of multicultural education was between 5-12 articles. With the most publications, namely Aydin, H. as many as 12 articles, followed by Thijs, J and Verkuyten, M. as many as 7 articles, next Whiting, E.F. as many as 6 articles, and the least with 5 articles, namely Abduh, A., Acquah, E.O., Cutri, R.M., Jackson, L., Rubin, D.I., Watkins, M. The following is the author's productivity data according to the scopus based data in Figure 2:

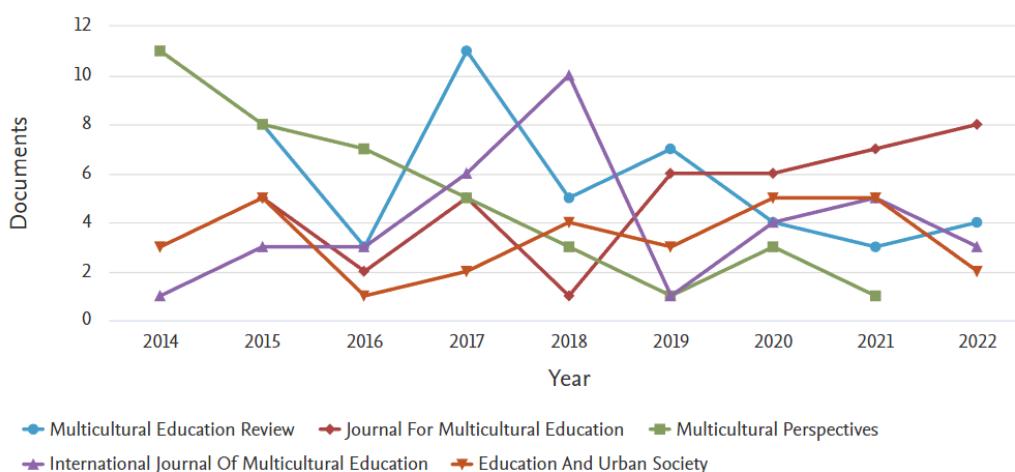
**Figure 2.** Productivity author



**c. Core journal of multicultural education publications.**

Based on the search results with the keyword "multicultural education" on Scopus database, 5 Scopus journals were obtained that discussed the keywords most. Referring to Figure 3, there are 45 articles in the Multicultural Education Review, 40 articles in the Journal For Multicultural Education, 39 articles in Multicultural Perspectives, 36 articles in the International Journal of Multicultural Education, 30 articles in the Education and Urban Society. The journal can be used as a reference for the author if he wants to publish his article related to the theme of multicultural education, or find the most references.

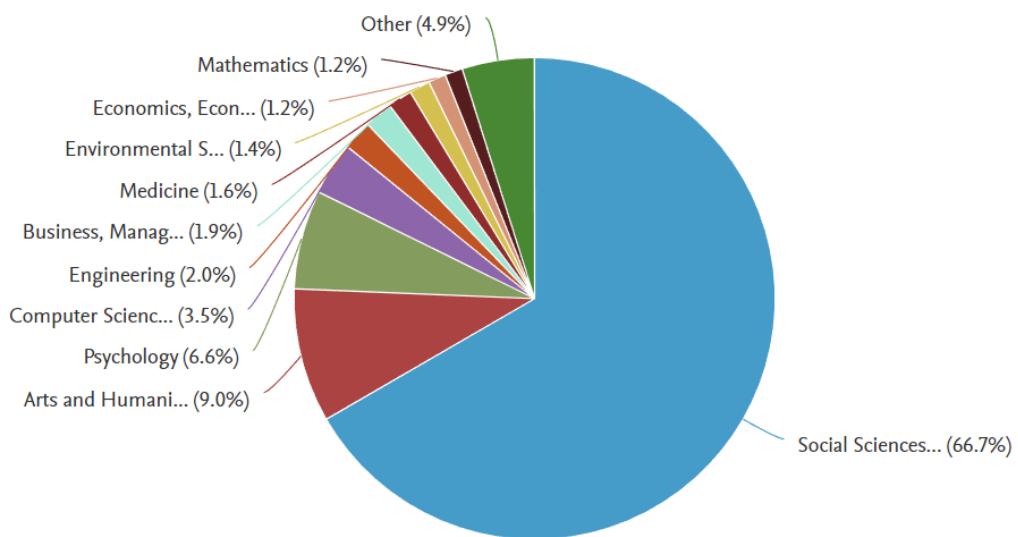
**Figure 3.** Core journal of multicultural education publications.



**d. The subject of the publication is the area of publications on multicultural education.**

The highest percentage of subject area for publications on multicultural education was in the subject area of social sciences (66.7%), followed by art and humanities (9%), and psychology (6.6%). This data is visualized in figure 4.

**Figure 4.** Subject area: publication on multicultural education



**e. Most cited articles**

Of the 1,004 articles that have been filtered, there are 10 articles that are most often refuted by other researchers over 50 citations, this certainly shows that this article gives ideas that are the subject of discussion to be developed by other researchers and also the quality that is highly credible because it has a positive impact on the renewal of science scientifically(Ellegaard & Wallin, 2015). The following are the most widely used article data presented in table 2:

**Table 2.** Most cited articles

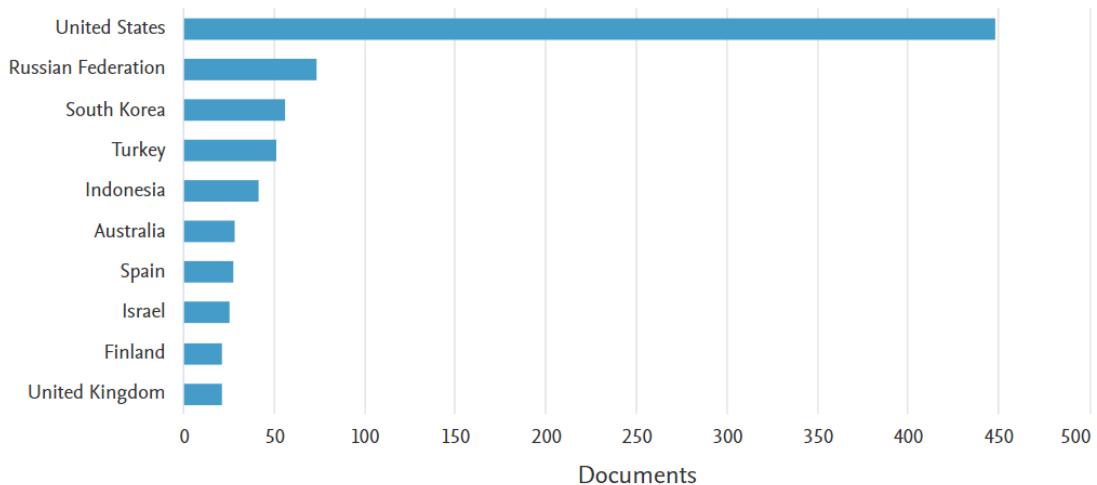
Author	Title	Year	Journal	Cite by
Warren C.A.	Empathy, Teacher Dispositions, and Preparation for Culturally Responsive Pedagogy	2018	Journal of Teacher Education	119
Thijs J., Verkuyten M.	School ethnic diversity and students' interethnic relations	2014	British Journal of Educational Psychology	113
Santamaría L.J.	Critical Change for the Greater Good: Multicultural Perceptions in Educational Leadership Toward Social Justice and Equity	2014	Educational Administration Quarterly	106
Banks J.A.	Failed Citizenship and Transformative Civic Education	2017	Educational Researcher	97
Byrd C.M.	The associations of intergroup interactions and school racial socialization with academic motivation	2015	Journal of Educational Research	71
Agirdag O., Merry M.S., Van Houtte M.	Teachers' Understanding of Multicultural Education and the Correlates of Multicultural Content Integration in Flanders	2016	Education and Urban Society	58
Clauss-Ehlers C.S., Chiriboga D.A., Hunter S.J., Roysircar G., Tummala-Narra P.	APA multicultural guidelines executive summary: Ecological approach to context, identity, and intersectionality	2019	American Psychologist	57
Brockenbrough E.	"The Discipline Stop": Black Male Teachers and the Politics of Urban School Discipline	2015	Education and Urban Society	56
Gorski P.	Rethinking the Role of "Culture" in Educational Equity: From Cultural Competence to Equity Literacy	2016	Multicultural Perspectives	54
Aldana A., Byrd C.M.	School Ethnic–Racial Socialization: Learning About Race and Ethnicity Among African American Students	2015	Urban Review	52

### f. Most productive countries in publications on multicultural education

From the data obtained, there are 10 countries with the highest number of Scopus documents and the most citations. The most productive countries with the highest citations are the United States, then Russia, South Korea, Turkey, Indonesia, Australia,

Spain, Israel, Finland, the United Kingdom. For the number of documents and citations are visualized in figure 5. Of the 10 countries, Indonesia is ranked 5th, meaning that the theme of multicultural education is indeed in high demand and researched.

**Figure 5.** Most productive country



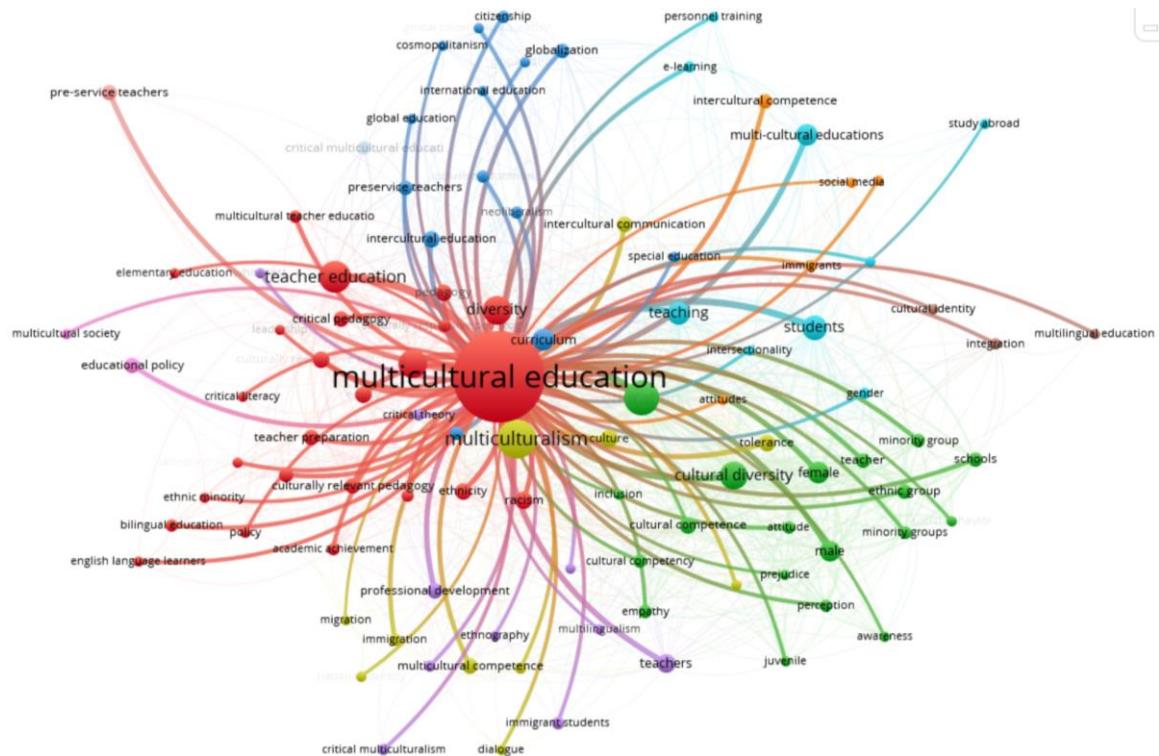
#### **g. Bibliometric Mapping of the Development of Multicultural Education Research**

To illustrate the relationship of several articles, visualization is used in the VOS Viewer software which using text analysis tools can map the relationship of articles with various types of displays, such as using a zoom system, scrolling and also searching to obtain a relation . Mapping the development of research is largely obtained from binary studies.

##### **1) Network Mapping Co-Word Visualization**

The network map between keywords reflects the resulting relationship with other topics directly related to multicultural education. Word size indicates the frequency with which it appears and more connections with other descriptors. In this case, multicultural education is related to different groups of descriptors exemplified by different colors. There are 10 clusters with 100 items. The following is presented visualization of network mapping with co-word in Figure 6 below:

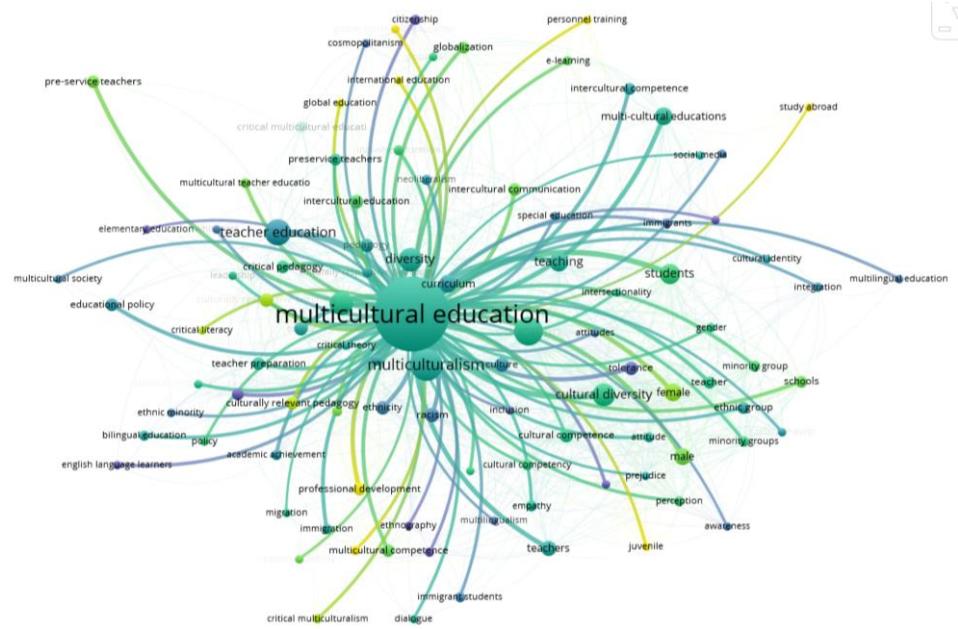
**Figure 6.** Network Mapping Co-Word Visualization



## 2) Visualization Overlay of Co-Word Map

Based on the results of the Overlay Visualization software frame in Figure 7, it shows the trend of writing articles in Scopus indexed journals based on the novelty of the year. The old years were marked by dark colors, purple, dark blue, dark green. The latest year is marked by bright colors, namely light green and the most recent by yellow. The latest themes discussed in multicultural education are global citizenship education, professional development, juvenile, personal training, study abroad. In global citizenship education, it is closely related to the themes of cosmopolitans, globalization, international education. In professional development, it is closely linked to the themes of ethnography, multicultural competence, critical multiculturalism, culturally relevant pedagogy. In juvenile themes are closely associated with themes of prejudice, perception, empathy, tolerance.

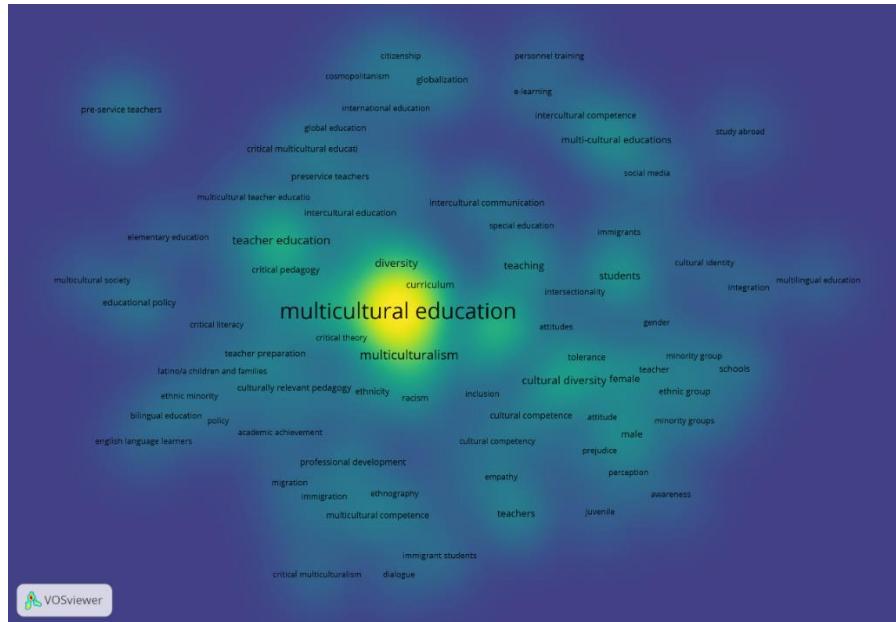
**Figure 7.** Visualization Overlay of Co-Word Map



### 3) Density Visualization of Co-word Map

Figure 8 shows the density between each theme in multicultural education research. The density of the research theme is shown in bold yellow which shows the number of studies on the theme or the relationship between themes. That is, the lighter the color density, the more research is done (Jan van Eck & Waltman, 2011). Themes that are still rarely examined such as multicultural society, education policy, critical multiculturalism, cultural identity, pre service teacher.

**Figure 8.** Density Visualization of Co-word Map



## 2. ANALYSIS

Multicultural education is a way used to recognize that all children are treated equally. Multicultural education is specifically a way to change school education aimed at realizing equitable education for students from various groups, ethnic, racial, religious, cultural, language and socio-economic groups . Multicultural education is a way to teach diversity in society. This multicultural education demands rationality, intellectual, ethical, and social (Anwar, 2021). Multicultural education is a teaching method that is carried out with the aim of enabling students to learn about existing ethnic diversity (Rosalina et al., 2014). Multicultural Education is an education system that follows general procedures to convey the basic concepts of education that are appropriate for all students. Where this system requires overall changes from school to face some practices of discrimination and racism in school and in society (Alghamdi, 2017). Multicultural education is a learning that provides an understanding and attitude of respect for diversity (Purba et al., 2019). Through multicultural education can be one way to introduce students to the meaning of ethnic, cultural and religious diversity. According to Nieto, in multicultural (El Ashamwi et al., 2018) education, it is anti-racist because multicultural education pays attention to all areas where "some students are preferable to others, curriculum, choice of materials,

sorting policy and interaction of teachers with students and their families. So the conclusion of some of these definitions is that multicultural education is an education or study of diversity in society towards the establishment of unity in diversity.

The purpose of multicultural education is to respect and tolerance of cultural diversity and to encourage real to know and eliminate existing suspicions and discrimination (Arifin & Hermino, 2017). Multicultural education has the aim of ensuring that students of various ethnic, racial, religious, and social groups will experience the equality of education (Janakiraman et al., 2019). The purpose of multicultural education is to realize justice for small groups or minorities such as indigenous peoples, national minorities or migrant groups that exist within the country or one part of its caregivers, such as certain cities (Osler, 2015). In addition, the purpose of multicultural education is to protect equality of opportunity, to solve problems arising from cultural conflicts and to support students in developing empathy so that students can know their culture. Thus, it can increase academic success for students (Tonbuloglu et al., 2016). The goal of multicultural education is not only to realize tolerance for diversity but also to change the structure that continuously lets intolerance, then oppression and inequality remain (Acar-Ciftci, 2016). Multicultural education is a process of understanding teaching materials in aspects of knowledge and aspects of attitudes. The essence of multicultural education is that there are five focuses. The first focuses is the educational process that can appreciate, celebrate and acknowledge all the differences that exist in human life. Secondly, the process of applying equilibrium equations in education and human rights. Third, multicultural education is based on pedagogical teachers, pedagogical here means based on human equality. The fourth, multicultural education focused on achieving intelligent human beings in ASEAN society, especially for students in the learning process and the last is the principles of globalization.

Multicultural education provides urgency in terms of providing support to prospective teachers about how an individual in a society can be cleared of suspicion or prejudice against other individuals, helping to change one's perspective and create a change in one's attitude (Başbay, 2014). Through multicultural education, it is expected to create an attitude of mutual understanding about existing cultural differences or diversity (Kholil, 2022). Multicultural education is very significant to continue to be developed because it

can be believed to create peace to overcome conflicts that have occurred recently. Multicultural education will develop citizens who have national values where this will help to maintain the unity of the nation from disintegration (Marzuki et al., 2020). Multicultural education should have been given early on to students starting from primary and secondary school levels so that students get inclusive and tolerant thinking early in their development. Multicultural education for students is very important because it is for the introduction of different cultures, the development of a sense of tolerance, the development of a sense of global thinking skills, expanding views, and developing empathy skills (Başarır et al., 2014). This multicultural education helps to change the oppressive power relationship so that it will create optimal conditions to develop critical awareness (Shim, 2014). With the implementation of multicultural education, teachers are expected to be able to motivate students to have awareness and understanding to always uphold the values of justice and humanity in association in the midst of plurality (Masamah & Huda, 2016).

Multicultural education will develop significantly in the future. It can be said that the quality of teacher training will increase and students' academic achievement will also increase through multicultural education. The provision of multicultural education at school can contribute in educating students to recognize and appreciate differences and not corner others and can build empathy. In the past multicultural education was only a tool to include cornered groups but recommended for the future multicultural education that involves someone in the sharing of power to be together, building an education and equality plan for all. Multicultural education intends to not only change teaching materials, but also pedagogy by improving the way classroom teachers teach and are trained to teach. Multicultural education must continue to develop so that the ideals of multicultural education do not disappear (Chang et al., 2018). Multicultural education as a view that informs teaching practice. Multicultural education as a perspective and action of a continuous process where it requires an attitude of liberation and a critical approach. It is essential that educators can develop a pedagogy that involves future teachers (El Ashamwi et al., 2018). Multicultural education uses the learning of other cultures where this will create a process of acceptance or at least a sense of tolerance from other cultures. It aims to achieve sustainable development and ways of living together in a multicultural

society through respect, understanding and dialogue between different cultural groups. Multicultural education as an important place for global organisation and strengthening global dialogue for the future (Sleeter, 2018)

## CONCLUSION

The results showed that the development of multicultural education publications experienced the highest increase in 2020. The highest author productivity is Aydin, H. The author with the most citations is Warren C.A. The most productive core journal is Multicultural Education Review. The subject of the largest area is the field of social sciences. The United States became the most productive country for research in the field of multicultural education. Mapping multicultural education publications analyzed by vosviewer application showed 10 clusters with 100 theme items. Seldom published themes are a reference as themes that will trend in the following years.

## ACKNOWLEDGMENT

We are grateful to the Center for Higher Education Funding and Assessment (PPAPT) and to Indonesian Endowment Fund for Education (LPDP), Education Scholarship (BPI), Ministry of Higher Education, Science, and Technology of Republic Indonesia, Ahmad Dahlan University for the financial support in this research and publication.

## REFERENCE

Acar-Ciftci, Y. (2016). The Critical Multicultural Education Competencies of Preschool Teachers. *Journal of Education and Learning*, 5(3), 258. <https://doi.org/10.5539/jel.v5n3p258>

Alghamdi, Y. (2017). Multicultural Education in the US: Current Issues and Suggestions for Practical Implementations. *International Journal of Education*, 9(2), 44. <https://doi.org/10.5296/ije.v9i2.11316>

Anwar, K. (2021). Pancasila Village, Multicultural Education and Moderation of Diversity in Indonesia. *Nazhruna: Jurnal Pendidikan Islam*, 4(2), 221–234. <https://doi.org/10.31538/nzh.v4i2.1238>

Arifin, I., & Hermino, A. (2017). The Importance of Multicultural Education in Schools in the Era of ASEAN Economic Community. *Asian Social Science*, 13(4), 78. <https://doi.org/10.5539/ass.v13n4p78>

Badan Pusat Statistik. (2015). *Mengulik data suku di Indonesia*. <https://www.bps.go.id/news/2015/11/18/127/mengulik-data-suku-di-indonesia.html>

Banks, J. A. (2015). *Cultural Diversity And Education Foundation, Curriculum and Teaching*. University Of Washington.

Başarır, F., Sarı, M., & Çetin, A. (2014). Examination of teachers' perceptions of multicultural education. *Pegem Eğitim ve Öğretim Dergisi*, 4(2), 91–110. <https://doi.org/10.14527/pegegog.2014.011>

Başbay, A. (2014). Çok kültürlü eğitim kapsamı {dotless}ndaki derslerinin incelenmesi: Georgia State Üniversitesi Örneği. *Kuram ve Uygulamada Eğitim Bilimleri*, 14(2), 602–608. <https://doi.org/10.12738/estp.2014.2.2055>

Chang, H., Pak, S. Y., & Sleeter, C. (2018). Multicultural education: Using our past to build our future. *International Journal of Multicultural Education*, 20(1), 1–4. <https://doi.org/10.18251/ijme.v20i1.1530>

Direktorat Jenderal Pengelolaan Ruang Laut. (2020). *Luas Daerah dan Jumlah Pulau Menurut Provinsi, 2002-2016*. <https://kkp.go.id/djprl/artikel/22988-luas-daerah-dan-jumlah-pulau-menurut-provinsi-2002-2016>

El Ashamwi, Y. P., Sanchez, M. E. H., & Carmona, J. F. (2018). Testimonialista pedagogues: Testimonio pedagogy in critical multicultural education. *International Journal of Multicultural Education*, 20(1), 67–85. <https://doi.org/10.18251/ijme.v20i1.1524>

Ellegaard, O., & Wallin, J. A. (2015). The bibliometric analysis of scholarly production: How great is the impact? *Scientometrics*, 105(3), 1809–1831. <https://doi.org/10.1007/s11192-015-1645-z>

Jan van Eck, N., & Waltman, L. (2011). Text mining and visualization using VOSviewer. *SSI Newsletter*, 7(3), 50–55. [www.vosviewer.com](http://www.vosviewer.com)

Janakiraman, S., Watson, W. R., Watson, S. L., & Bawa, P. (2019). Instructional Design and Strategies for Multicultural Education: A Qualitative Case Study. *Journal of Educational Research and Practice*, 9(1), 300–315. <https://doi.org/10.5590/jerap.2019.09.1.21>

Kholil, M. (2022). Multicultural Education According to Azyumardi Azra's Perspective. *International Journal of Social Science and Human Research*, 05(04), 1518–1522. <https://doi.org/10.47191/ijsshr/v5-i4-43>

Marzuki, Miftahuddin, & Murdiono, M. (2020). Multicultural education in salaf pesantren and prevention of religious radicalism in Indonesia. *Cakrawala Pendidikan*, 39(1), 12–25. <https://doi.org/10.21831/cp.v39i1.22900>

Masamah, U., & Huda, M. (2016). Multicultural Education and the Nationalistic Reality (Photograph the Role of Teachers in Building a Multicultural Awareness in Indonesia). *QIJIS (Qudus International Journal of Islamic Studies)*, 4(1), 68–81.

Nainggolan, J. (2016). *Kasus intoleransi pada tahun 2015 meningkat*. [www.rmol.co](http://www.rmol.co)

Osler, A. (2015). The stories we tell: exploring narrative in education for justice and equality in multicultural contexts. *Multicultural Education Review*, 7(1–2), 12–25. <https://doi.org/10.1080/2005615X.2015.1048605>

Purba, A. S., Malihah, E., & Hufad, A. (2019). The Implementation of Multicultural Education in Senior High Schools in Medan. *Budapest International Research and Critics Institute (BIRCI-Journal) : Humanities and Social Sciences*, 2(3), 226–233. <https://doi.org/10.33258/birci.v2i3.411>

Qodar, N. (2015). *Survey ICRW:84% anak Indonesia alami kekerasan di sekolah*. <http://news.liputan6.com/read/2191106/survei-icrw-84>

Rampersad, I. (2014). Multiculturalism and the Challenge of Managing Diversity in Trinidad and Tobago. In *Journal of Social Science for Policy* (Vol. 2, Issue 1). Online.

Rosalina, M., Jimenez, M., Guzmán, N. A., & Maxwell, G. M. (2014). South Texas Teachers' and Leaders' Perceptions of Multicultural Education. *Journal of Instructional Pedagogies*, 15, 1–9.

Rostani, Q., & Hazliansyah. (2015). *KPAI:kasus bullying di sekolah meningkat selama 2015*. <http://nasional.republika.co.id/berita/nasional/umum/15/12/30/o067zt280-kpai-kasus-bullying-di-sekolah-meningkat-selama-2015>

Shim, J. M. (2014). Multicultural education as an emotional situation: Practice encountering the unexpected in teacher education. *Journal of Curriculum Studies*, 46(1), 116–137. <https://doi.org/10.1080/00220272.2013.834076>

Sleeter, C. (2018). Multicultural education past, present, and future: Struggles for dialog and power-sharing. *International Journal of Multicultural Education*, 20(1), 5–20. <https://doi.org/10.18251/ijme.v20i1.1663>

Sumarno. (2010). *Evaluasi program keserasian sosial dalam penanganan konflik sosial*. <http://ppuslit.kemsos.go.id/uploadpostfilesa047fc7729b61b11e5d298433d00b4de.pdf>

The World Bank. (2021). *WDI table of population*. [www.data.worldbank.org](http://www.data.worldbank.org)

Tonbuloglu, B., Aslan, D., & Aydin, H. (2016). Teachers' awareness of multicultural education and diversity in school settings. *Egitim Arastirmalari - Eurasian Journal of Educational Research*, 64, 1–28. <https://doi.org/10.14689/ejer.64.1>