**A Bibliometric Analysis of the Integration of Local Wisdom and Indigenous Knowledge in Early Childhood Education (ECD)**

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**Abstract:**

In recent years, the issue of indigenous knowledge and local wisdom has received high attention and has been integrated into the Early Childhood Education system. This is one of the efforts of UNESCO and various educational bodies to preserve cultural identity and promote the holistic development of children. The articles related to local wisdom and indigenous knowledge integrated in early childhood education were investigated through the analysis method of bibliometrics. The aim of the study was to identify trends, main contributors, most used keywords, most cited articles, most cited journals and most actively collaborating countries. Data were collected from Scopus database from 1993 to 2026 and a total of 219 documents were matched with keywords including “early childhood education”, “local wisdom”, and 'Indigenous Knowledge”. Then documents were selected that used English with a total of 207 documents and analyzed using software from Vosviewer and R Bibliometrics. The findings of the study show that there is an increasing scientific interest in the integration of local wisdom and indigenous knowledge year by year. This encourages many culturally relevant ECD practices. Discussion findings focused on pedagogical approaches, community engagement and curriculum development. However, there is a lack of academic collaboration between researchers in this area. Thus, the study highlighted the need for more interdisciplinary and related collaborative studies. This study also highlights directions for future research and policy implications in enhancing ECD with culturally responsive pedagogy.

**Keywords**: Early childhood education, kindergarten, indigenous knowledge, local wisdom, bibliometric analysis.