



## BIOGRAPHY AS A LEARNING RESOURCE IN MULTICULTURAL EDUCATION: A LITERATURE REVIEW STUDY IN THE CONTEXT OF INCLUSIVE CHARACTER FORMATION

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### ABSTRACT

*This study examines the potential of biography as a learning resource in multicultural education for strengthening students' inclusive character. Using a literature review supported by bibliometric mapping with VOSviewer, the study analyzed publication metadata obtained through Publish or Perish from Google Scholar within the 2016–2026 period. The review focused on the relationship between biography, education, literature, teaching, schools, students, and the Indonesian context. The findings show that education is the most central concept in the mapped literature, while biography appears as a relevant but still underdeveloped theme. Biography can function as a narrative-based pedagogical medium that introduces students to lived experiences, cultural diversity, moral struggle, empathy, tolerance, and social responsibility. The study concludes that biography-based learning has strong relevance for multicultural education, particularly in plural societies such as Indonesia, but further empirical research is needed to test its classroom implementation and impact on students' inclusive attitudes and character development directly.*

**Keywords:** *Biography, Multicultural Education, Inclusive Character, Literature Review, VOSviewer.*



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## 1. INTRODUCTION

Contemporary social reality shows that schools can no longer be understood as homogeneous spaces, but rather as arenas of identity encounters that bring together students from diverse religious, ethnic, linguistic, social class, gender, and family-experience backgrounds (Kholil et al., 2024; OSSAI, 2023). This diversity provides an

important reason why education must be directed toward the formation of inclusive character, because without proper pedagogical management, differences can easily turn into stereotypes, prejudice, exclusion, and even social conflict. UNESCO's report emphasizes that education systems still face social, economic, and cultural mechanisms that may marginalize certain groups of learners; therefore, the agenda of inclusion needs to be placed at the core of educational transformation (Ampofo et al., 2026; Nesterova, 2023). Thus, multicultural education is present not merely as a normative response to plurality, but as a social necessity for preparing students who are able to respect differences, build empathy, and participate fairly in shared social life (Suhendar et al., 2023; Sukardi et al., 2025).

The literature on multicultural education shows that learning processes that respect diversity require learning resources that are not only informative but also transformative (Elias & Mansouri, 2023; Suhendar et al., 2024). This is because the formation of inclusive character cannot be achieved merely through memorizing the concept of tolerance; rather, it must be developed through narrative experiences that enable students to understand life struggles, values, moral choices, and the contributions of figures from various sociocultural backgrounds. Banks identifies content integration, knowledge construction, prejudice reduction, equity pedagogy, and an empowering school culture as important dimensions of multicultural education (Akcaoğlu & Aarsal, 2021). Within this framework, biography can be positioned as a learning resource that brings together historical facts, human experiences, and value reflection. Therefore, examining the use of biography in multicultural education is important in order to understand how the life stories of figures can develop empathy, cross-cultural perspectives, and students' awareness of social justice.

This article aims to systematically examine the role of biography as a learning resource in multicultural education, particularly in the context of forming students' inclusive character. This objective is based on the academic need to connect studies on learning resources, character education, and multicultural education within a more integrated, clear, and contextual analytical framework that is relevant to the needs of contemporary schools. Various studies on inclusive education and culturally responsive teaching show that the success of diversity education is strongly influenced by teachers' ability to present materials that are close to students' social experiences, create spaces for dialogue, and encourage critical reflection on injustice (Guberina, 2023). On this

basis, this literature review is directed toward mapping research trends, key concepts, implementation opportunities, and the pedagogical contributions of biography as a learning medium that can strengthen respect for differences, social concern, and openness toward other groups.

The main argument of this paper is that biography has strong relevance as a learning resource for multicultural education because it is able to connect knowledge, values, and lived experiences in a concrete way. The reason is that biographical narratives do not only provide information about a figure, but also present the process of identity formation, struggles against discrimination, ethical choices, and social contributions that can serve as reflective mirrors for students in understanding shared life. From the perspective of multicultural education, this type of learning resource can broaden students' perspectives from merely knowing differences to being able to understand the experiences of others and evaluate social reality more fairly. Conceptual evidence from Banks' theory and the culturally responsive teaching approach shows that materials representing diversity can reduce prejudice and strengthen equal participation in the classroom (Ghaemi & Boroushaki, 2025; Heinz et al., 2025). Therefore, biography deserves to be developed as a strategic learning resource for forming inclusive character in multicultural education, especially when students live in a digital society marked by identity encounters and the flow of cross-cultural information.

## 2. RESEARCH METHODE

This study employed a literature review method assisted by bibliometric mapping using VOSviewer (Martins et al., 2024). This method was selected because the main focus of the study was to examine, classify, and synthesize scholarly literature related to biography as a learning resource in multicultural education, particularly in the context of inclusive character formation. The use of a literature review enabled the researcher to identify conceptual developments, thematic tendencies, and academic gaps in previous studies. Meanwhile, bibliometric mapping using VOSviewer was used to strengthen the review process by visualizing the relationship among concepts, keywords, and research themes that emerged from the selected literature.

The data for this study were obtained through Publish or Perish using Google Scholar metadata as the source of publication records. The main keyword used in the search process was “*biography*” “*multicultural education*” “*character education*”, because

this combination represents the three core dimensions of the article: biography as a learning source, multicultural education as the pedagogical framework, and character education as the outcome orientation. The search was limited to publications from 2016 to 2026 to ensure that the reviewed literature reflected recent scholarly developments over the last decade. Based on the RIS file exported from Publish or Perish, the initial dataset consisted of 227 publication records, including journal articles, books, PDF documents, citation records, and other scholarly sources. Of these records, 211 publications contained complete publication-year metadata within the 2016-2026 range.

The literature selection process was carried out through several stages. The first stage was identification, in which all records exported from Publish or Perish in RIS format were collected as the initial dataset. The second stage was screening, which involved examining titles, abstracts, keywords, and publication information to ensure that the literature was relevant to the focus of the study. The third stage was eligibility assessment, in which publications were reviewed based on their connection to biography, biographical learning, multicultural education, character education, inclusive character, diversity education, tolerance, empathy, social justice, and culturally responsive teaching. The fourth stage was inclusion, in which relevant publications were retained for thematic synthesis and bibliometric visualization.

The inclusion criteria in this study covered publications that discussed at least one of the following themes: biography or life narrative as a learning resource, multicultural education, character education, inclusive education, inclusive character formation, culturally responsive pedagogy, tolerance education, empathy development, and social justice-oriented learning. Publications were also included if they provided theoretical, conceptual, or empirical contributions to understanding how learning materials can support students' awareness of diversity and respect for differences. Meanwhile, the exclusion criteria included publications with incomplete bibliographic information, sources that were not academically relevant, duplicate records, publications that only mentioned biography or multicultural education without substantive discussion, and writings that were not related to learning processes or inclusive character formation.

Data analysis was conducted in two complementary ways. First, bibliometric analysis was performed using VOSviewer. The RIS file exported from Publish or Perish was imported into VOSviewer to generate visual maps of the literature. The bibliometric analysis focused on keyword co-occurrence and term co-occurrence derived from titles

and abstracts. This analysis was used to identify dominant concepts, thematic clusters, and the relationship among key terms such as biography, multicultural education, character education, inclusive education, tolerance, empathy, diversity, culturally responsive teaching, and social justice. The VOSviewer outputs were interpreted through three main visualizations: network visualization, overlay visualization, and density visualization.

Network visualization was used to identify clusters of related concepts within the literature. Through this visualization, the study examined how terms related to biography, multicultural education, character education, and inclusive character were connected to one another. Overlay visualization was used to observe the development of research themes over time, particularly to see whether recent studies showed a shift toward inclusive character, culturally responsive pedagogy, or social justice education. Density visualization was used to identify the most dominant and frequently discussed themes in the dataset. The combination of these visualizations helped the researcher determine which themes were already well established and which areas still required further academic exploration.

Second, qualitative content analysis was used to interpret the substance of the selected literature. This analysis was conducted by identifying main ideas, theoretical arguments, research findings, and conceptual contributions from the reviewed publications. The literature was then categorized into several analytical themes: biography as a representation of lived experience and social identity; biography as a medium for internalizing multicultural values; biography as a means of fostering empathy and tolerance; biography as a contextual learning resource; and biography as a strategy for forming inclusive character. Through this thematic categorization, the study sought to explain the pedagogical relevance of biography in multicultural education.

To maintain the quality and credibility of the review, this study applied the principles of relevance, transparency, and interpretive consistency. Relevance was maintained by selecting literature that was directly connected to the research focus. Transparency was ensured by using a clearly defined search keyword, publication-year range, and bibliographic dataset exported from Publish or Perish. Interpretive consistency was maintained by comparing and synthesizing findings from different publications so that

the analysis did not rely on a single perspective. In this way, the review process was not only descriptive but also analytical and reflective.

In general, the research procedure began with determining the focus of the study, selecting the main search keyword, collecting publication metadata through Publish or Perish, exporting the data in RIS format, importing the data into VOSviewer, conducting bibliometric mapping, screening relevant literature, performing content analysis, and synthesizing the findings. This methodological design enabled the study to combine bibliometric evidence and conceptual interpretation in order to provide a more systematic understanding of biography as a learning resource in multicultural education and its contribution to the formation of students' inclusive character..

### **3. RESULT AND DISCUSSION**

#### **BIBLIOMETRIC MAPPING OVERVIEW**

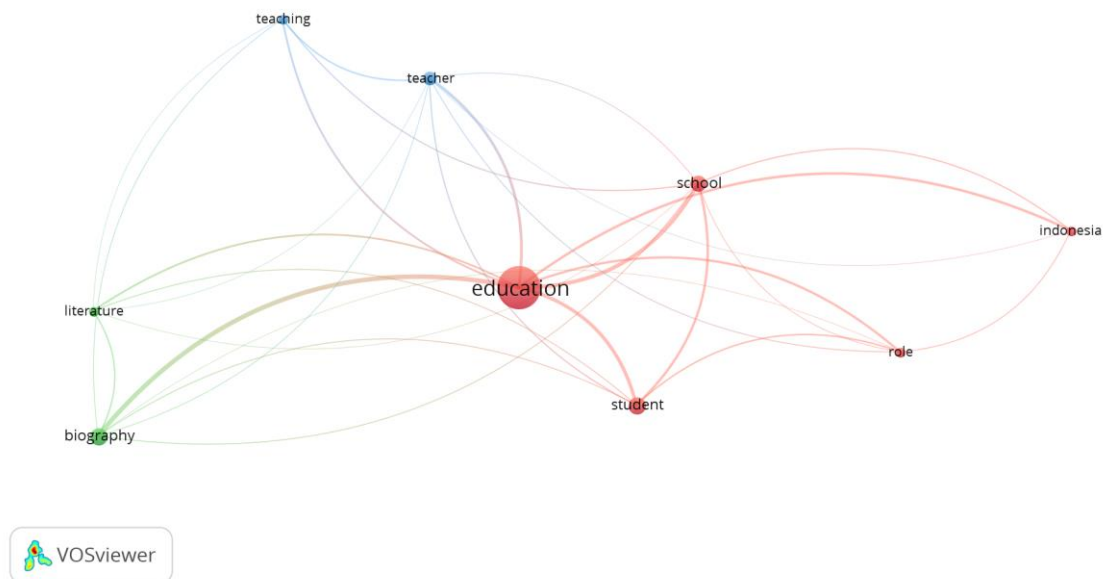
The bibliometric mapping in this study was conducted using VOSviewer to identify the conceptual structure, thematic density, and temporal development of the literature related to biography, education, multicultural learning, and character formation. VOSviewer was selected because this software is able to visualize bibliometric relationships in the form of networks, density maps, and temporal developments, thereby helping researchers interpret patterns of conceptual relationships within a particular field of study (Guo et al., 2024; Kirby, 2023). In this study, the visualization was generated from metadata obtained through Publish or Perish and then analyzed through three main forms: network visualization, density visualization, and overlay visualization.

The mapping results show that several dominant terms appeared in the bibliometric map, namely education, biography, literature, teaching, teacher, school, student, role, and Indonesia. Among these terms, education emerged as the most central and dominant node. This indicates that the reviewed literature is strongly rooted in educational discourse. The presence of the terms biography and literature shows that biographical narratives are closely related to learning materials and textual sources. Meanwhile, the terms teacher, teaching, school, and student indicate that the use of biography is not only related to learning content, but also to pedagogical practice, classroom interaction, and students' character formation.

This finding is relevant to the concept of multicultural education, which emphasizes the importance of content integration, knowledge construction, prejudice reduction, equity pedagogy, and an empowering school culture (Azhari et al., 2024; Suhendar & Halimi, 2023). Within this framework, biography can be positioned as a learning resource that introduces students to the lived experiences of figures from different social, cultural, religious, ethnic, gender, and historical backgrounds. Thus, biography does not merely function as an informative text, but also as a pedagogical medium for instilling empathy, tolerance, respect for differences, and social awareness.

The visualization also shows that specific terms such as multicultural education and inclusive character did not appear as dominant labels in the map. This does not mean that these concepts are irrelevant; rather, it indicates that these terms may not have reached the minimum occurrence threshold in the analyzed metadata. This finding reveals an important research gap. Biography has been discussed in relation to education and literature, but its explicit connection with multicultural education and inclusive character formation has not yet been strongly developed. Therefore, this study positions biography as a pedagogical resource that can bridge educational literature, multicultural values, and inclusive character development.

**Figure 1.** Network Visualization of Terms Related to Biography, Education, and Character Learning



### NETWORK VISUALIZATION: RELATIONSHIPS AMONG KEY CONCEPTS

Figure 1 presents the network visualization of the dominant terms in the dataset. In this visualization, each node represents a term, while the size of the node indicates the frequency or strength of its occurrence. The lines connecting the nodes indicate relationships or co-occurrences between terms. The larger the node and the thicker the connecting line, the stronger the relationship among terms in the analyzed literature. This principle is in line with the function of VOSviewer as a mapping tool that displays proximity, relationship strength, and cluster structure in bibliometric networks (McAllister et al., 2022).

The term education appears as the largest and most central node in the network. This position indicates that education functions as the main conceptual axis connecting other terms in the dataset. Discussions of biography, literature, teacher roles, school contexts, and student learning are situated within the broader framework of educational studies. This finding is relevant because biography as a learning resource cannot be separated from the goals of education, particularly in shaping students' knowledge, values, attitudes, and character.

The terms biography and literature appear on the left side of the network map. These two terms are closely related to each other and are also connected to education. This relationship shows that biography is generally positioned as part of literature-based learning resources. In an educational context, biography can be used as a textual source that presents the lived experiences, struggles, identities, and values of particular figures. Biography has pedagogical power because it enables students to understand social reality through concrete human experiences. Life narratives can provide reflective spaces that help students interpret values, conflicts, moral choices, and the social meanings of a figure's life (Gasser et al., 2022).

The terms teacher and teaching appear in another interconnected area of the map. These terms indicate the importance of pedagogical mediation in the use of biography as a learning resource. Biography does not automatically produce meaningful learning outcomes if it is only presented as reading material. Teachers need to design reflective, dialogical, and contextual learning activities so that students can interpret the values embedded in biographical narratives. This is in line with the culturally responsive teaching approach, which emphasizes the importance of connecting learning materials with students' cultural, social, and lived experiences (Berlian & Huda, 2022).

The terms school and student also appear as important nodes connected to education. This shows that biography-based learning is closely related to the institutional context of schools and students' learning experiences. Schools are strategic spaces for multicultural education because they bring together students from different social, cultural, religious, and ethnic backgrounds. In this context, biography can be used to introduce students to figures who represent diversity, social struggle, moral courage, and inclusive values.

The appearance of the terms role and Indonesia in the network is also significant. The term role indicates that many studies discuss the function or contribution of certain elements in education, such as the role of teachers, schools, curricula, learning resources, or cultural contexts. Meanwhile, the term Indonesia indicates that the Indonesian educational context appears in the dataset. This is important because Indonesia is a plural society that requires educational approaches capable of strengthening students' multicultural understanding and inclusive character. Inclusive education itself emphasizes the importance of overcoming barriers that may marginalize

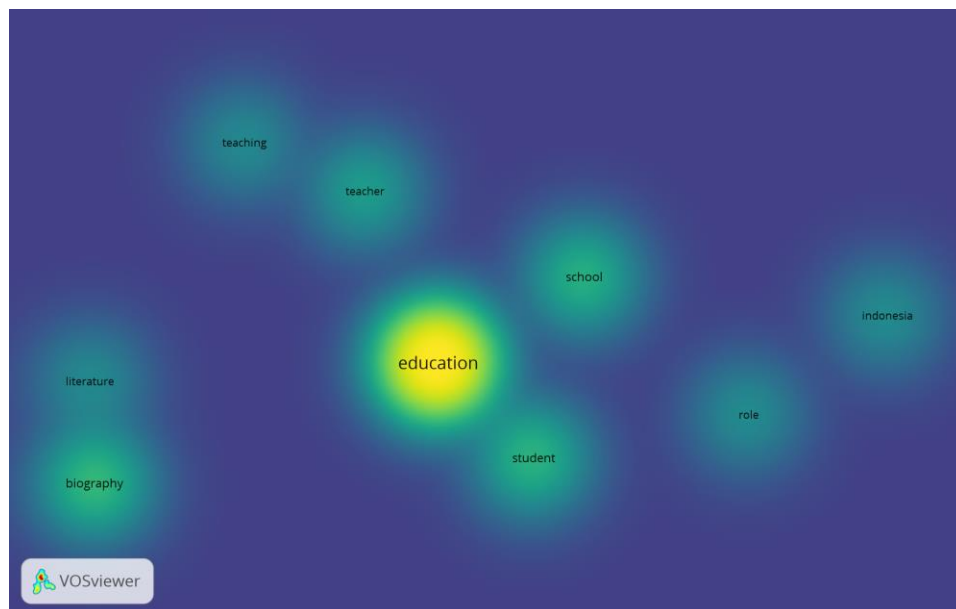
students due to their social, cultural, economic, identity-based, or ability-related backgrounds (Dixon et al., 2025).

Overall, the network visualization confirms that biography, literature, teachers, schools, students, and education are interconnected concepts. Biography provides narrative content, literature provides the textual foundation, teachers provide pedagogical mediation, schools provide the institutional context, and students become the subjects of character formation. This relationship supports the argument that biography can be developed as a strategic learning resource in multicultural education.

### DENSITY VISUALIZATION: DOMINANT AND UNDEREXPLORED THEMES

Density visualization provides an overview of the intensity of term occurrence in the dataset. In VOSviewer density visualization, brighter areas indicate terms that appear more frequently or have stronger relationships with other terms. Conversely, darker areas indicate terms with lower density or weaker relationship concentration. Thus, density visualization helps researchers identify dominant themes as well as themes that still have potential for further development.

**Figure 2.** Density Visualization of Terms Related to Biography, Education, and Character Learning



As shown in Figure 2, the term education has the highest density, marked by the brightest area at the center of the visualization. This confirms that education is the most dominant concept in the dataset. The high density of the term education indicates that

the analyzed literature is strongly related to educational themes, including learning, teaching, schools, students, and the role of education.

The terms biography and literature show moderate density. This indicates that both terms are present and relevant, but not as dominant as education. The moderate density of biography suggests that biography has been discussed in educational literature, yet its role as a specific learning resource for multicultural education and inclusive character formation still requires further exploration. This finding strengthens the novelty of this study because it highlights an area of inquiry that has conceptual relevance but has not yet become a dominant research focus.

The term literature also appears as an important supporting term. Its position close to biography indicates that biography is often understood as part of literature- or text-based teaching materials. In educational practice, this connection is meaningful because literature-based materials can help students engage with values, experiences, and social realities. Biography, as a form of life narrative, can present stories containing moral lessons, cultural meanings, and social struggles. Such narrative-based learning can strengthen students' ability to understand the experiences of others and develop a more empathetic perspective (Xue et al., 2023).

The terms teacher, teaching, and student show lower but visible density. This indicates that pedagogical and learner-related aspects are present in the dataset, but still need to be further developed in relation to biography-based learning. The relatively lower density of these terms suggests that future research should pay greater attention to how teachers use biography in the classroom, how students respond to biographical narratives, and how biography-based learning contributes to inclusive character formation.

The density visualization also shows that school, role, and Indonesia are not located in the highest-density areas. Nevertheless, the presence of these three terms remains important. The term school indicates the institutional context of learning, while role indicates the functional orientation of educational studies. The term Indonesia indicates contextual relevance, particularly for studies examining education in multicultural societies. In the Indonesian context, biography-based learning has strong potential because Indonesia has various historical, religious, cultural, and local figures whose life stories can be used to strengthen students' multicultural awareness.

Based on the density visualization, it can be concluded that the literature is still dominated by general educational discourse. Biography appears as a relevant but not yet dominant theme. This indicates an academic gap that needs to be addressed. This article responds to that gap by offering a conceptual discussion of biography as a learning resource in multicultural education, particularly in forming inclusive character.

### OVERLAY VISUALIZATION: TEMPORAL DEVELOPMENT OF RESEARCH THEMES

Overlay visualization shows the development of terms over time. In this visualization, colors indicate the average publication year of the terms that appear. Darker colors represent earlier themes, while brighter colors indicate more recent themes. This visualization helps identify how the research focus has shifted within the analyzed literature.

**Figure 3.** Overlay Visualization of Terms Related to Biography, Education, and Character Learning

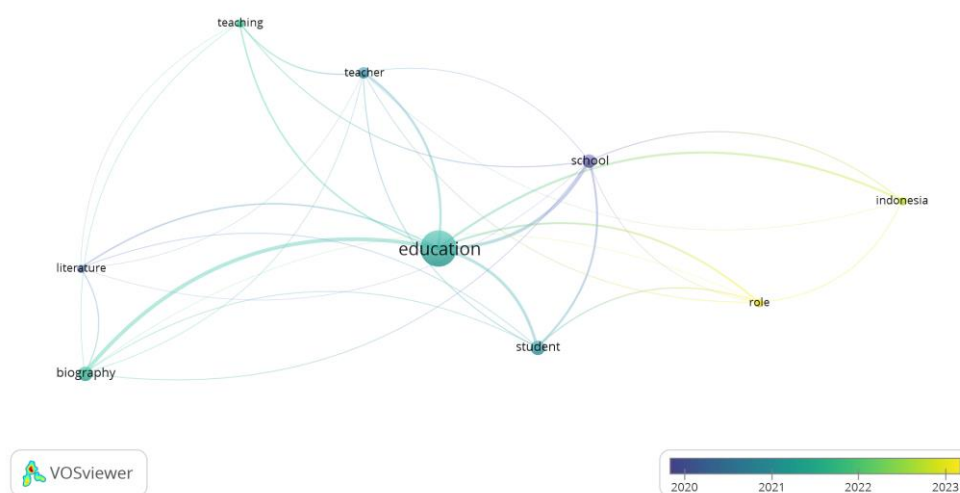


Figure 3 shows that several terms appeared in different temporal phases. Terms such as literature, teacher, and school tend to appear in earlier periods. This indicates that the early studies in the dataset focused more on general educational contexts, teaching processes, school environments, and literature as a learning resource. These terms serve

as a foundation for understanding how learning materials and teacher practices are discussed in educational research.

The terms education, biography, teaching, and student appear in the middle period of the visualization. This indicates that the relationship among education, biography, teaching, and student learning has become increasingly visible in more recent literature. The position of biography in this temporal structure shows that biography has gradually gained attention as a relevant concept in education, although it has not yet become a dominant theme.

The terms role and Indonesia appear in brighter colors, indicating that both are relatively newer themes in the dataset. The emergence of role as a more recent term shows that current studies increasingly pay attention to the function or contribution of particular elements in education. In relation to this article, this finding supports the importance of examining the role of biography as a learning resource in multicultural education. Meanwhile, the emergence of Indonesia as a newer term indicates increasing attention to educational studies in the Indonesian context.

This finding is important because Indonesia is a multicultural country with diverse ethnic, religious, linguistic, and cultural backgrounds. The appearance of Indonesia in the overlay visualization strengthens the contextual relevance of this study. In a plural society, education requires learning resources that can foster tolerance, empathy, respect for differences, and inclusive character. Multicultural education seeks to prepare students to understand differences, reduce prejudice, and participate fairly in diverse social life (Banks, 2021). Biography can fulfill this function by presenting the life stories of figures who represent diversity, social struggle, national unity, and moral responsibility.

Thus, overlay visualization shows a shift from general discussions of education and literature toward more contextual and role-oriented studies. This shift supports the relevance of this article, which seeks to explain the role of biography in multicultural education and inclusive character formation. In addition, this finding also indicates that biography-based multicultural learning has the potential to become a developing topic in future educational research.

## **BIOGRAPHY AS A LEARNING RESOURCE IN MULTICULTURAL EDUCATION**

The bibliometric findings show that biography is connected to literature and education. This relationship indicates that biography can be understood as a literature-based learning resource with educational relevance. In multicultural education, biography has distinctive pedagogical value because it presents human experience through narrative. Students do not only learn about facts, achievements, and historical events, but also about identity, struggle, moral choices, and social contribution.

Biography enables students to understand diversity as lived experience. Through biography, students can encounter the stories of figures from different ethnic, religious, cultural, gender, regional, or social backgrounds. These stories can help students realize that every individual and community has experiences, values, and contributions that deserve respect. This is important in multicultural education because students need to learn not only about diversity, but also from diversity.

As a learning resource, biography can also strengthen empathy. When students read about the struggles of figures who experienced discrimination, poverty, exclusion, or injustice, they are encouraged to understand the feelings and perspectives of others. This reflective process can reduce prejudice and support the development of inclusive character. Inclusive character is not formed only through the memorization of moral concepts, but also through meaningful encounters with stories that stimulate emotional and ethical reflection. From the perspective of culturally responsive education, learning materials need to be rooted in students' experiences, identities, and social contexts so that learning becomes meaningful and transformative (Jacobs & Haberlin, 2022).

Biography can also connect past and present social realities. The life story of a figure can be used to discuss contemporary issues such as intolerance, bullying, discrimination, gender inequality, social exclusion, and digital hate speech. Through this connection, biography becomes more than a historical text. It becomes a medium for critical reflection on contemporary multicultural challenges.

Therefore, the relatively peripheral position of biography in the visualization should not be understood as a weakness. Instead, it shows that biography is an emerging theme with strong potential for further study. This study contributes by placing biography at the center of discussion, namely as a learning resource that can support multicultural education and inclusive character formation.

## **TEACHERS AND TEACHING IN BIOGRAPHY-BASED LEARNING**

The presence of the terms teacher and teaching in the visualization emphasizes the importance of pedagogical design. Biography-based learning requires teachers who are able to select relevant figures, interpret the values contained in biographical narratives, and connect those values with students' social realities. Without teacher mediation, biography may become only factual reading material. However, with appropriate pedagogy, biography can become a transformative learning experience.

Teachers can use biography through various learning strategies. Students can be asked to read biographical texts, identify multicultural values, discuss moral dilemmas, compare different figures, write reflective essays, or present local figures who promote tolerance and social harmony. These activities can help students construct meaning actively rather than merely receive information passively. This strategy is in line with the principle of equity pedagogy in multicultural education, which emphasizes that the learning process should provide space for students from diverse backgrounds to participate equally (Kalogerogianni, 2025).

Teacher competence is also important to prevent biography from turning into one-dimensional hero worship. Biography should not only present figures as perfect individuals without contradictions. Instead, teachers need to guide students in examining the social context, challenges, values, and limitations of the figures being studied. This critical approach enables students to develop a more mature understanding of human experience and social diversity.

In the context of multicultural education, teachers need to select biographies that represent diversity. The selected figures should not only come from dominant groups, but also from various cultural, religious, ethnic, gender, and social backgrounds. This representation is important because inclusive character can be strengthened when students see that many groups have contributed to society and humanity.

## **SCHOOLS, STUDENTS, AND INCLUSIVE CHARACTER FORMATION**

The terms school and student in the visualization show that inclusive character formation takes place in concrete educational settings. Schools are important social spaces where students directly encounter differences. In this environment, students learn to interact, communicate, cooperate, and respect others.

Biography-based learning can support the role of schools in character formation. Through biography, students are introduced to models of moral courage, tolerance, empathy, solidarity, and social responsibility. These values are important for building inclusive character. Students who learn from diverse biographical narratives may become more sensitive to injustice and more open to differences.

Students need to be positioned as active interpreters of biographical narratives. They should not only read and memorize the life stories of figures, but also reflect on their meanings. For example, students can be guided to answer questions such as: What values can be learned from this figure? How did this figure respond to diversity or injustice? What is the relevance of this biography to contemporary society? How can these values be practiced in school life?

Through such reflective activities, biography can become a medium that connects knowledge, values, and action. Students can develop not only cognitive understanding, but also affective sensitivity and social responsibility. This is the core of inclusive character formation in multicultural education. Inclusive education requires schools to create learning spaces that respect all students and reduce barriers that exclude certain groups from the educational process (Deroncele-Acosta & Ellis, 2024).

## **THE INDONESIAN CONTEXT AND THE RELEVANCE OF BIOGRAPHY-BASED MULTICULTURAL LEARNING**

The emergence of the term Indonesia in the visualization is important for this study. Indonesia is a society characterized by cultural, ethnic, religious, and linguistic diversity. Therefore, multicultural education is not only relevant but also necessary. Education in Indonesia needs learning resources that can strengthen unity, tolerance, and respect for differences.

Biography-based learning is highly relevant in the Indonesian context because Indonesia has many figures whose life stories reflect multicultural values. National heroes, religious leaders, educators, women leaders, cultural figures, and local community leaders can be used as learning resources. Their biographies can help students understand that Indonesian society has been shaped by the contributions of diverse groups.

Local biographies are also important. Students often find it easier to connect with figures who come from their own region or cultural background. At the same time, they

can also learn about figures from different backgrounds to broaden their perspectives. The balance between local identity and openness to diversity is important in multicultural education. This principle is in line with culturally responsive learning, which emphasizes the recognition of students' identities while opening space for dialogue with broader social realities (Ajani, 2025).

The presence of Indonesia as a relatively recent term in the overlay visualization indicates that future studies need to pay greater attention to biography-based multicultural learning in Indonesia. Empirical research is needed to examine how biography can be integrated into subjects such as history, civic education, religious education, language learning, and social studies. Such studies can strengthen the practical contribution of biography-based learning in forming inclusive character.

## **SYNTHESIS OF FINDINGS**

Based on the network visualization, density visualization, and overlay visualization, this study identifies several important findings. First, education is the most central and dominant term, indicating that this topic is strongly rooted in educational discourse. Second, biography is connected to literature and education, showing its potential as a literature-based learning resource. Third, teacher and teaching indicate the importance of pedagogical mediation in transforming biography into meaningful learning. Fourth, school and student show that biography-based learning is relevant to formal education and student character formation. Fifth, the emergence of Indonesia indicates that biography-based multicultural education has strong contextual relevance in plural societies.

These findings support the main argument of this study that biography can be developed as a strategic learning resource in multicultural education. Biography provides concrete human stories that contain values of diversity, empathy, tolerance, justice, and social responsibility. However, the visualization also shows that biography has not yet become a dominant theme in the literature. This indicates a research gap and at the same time strengthens the novelty of this article.

Overall, the VOSviewer analysis confirms that biography holds a meaningful position in the broader field of education, although it still requires further conceptual and empirical development. The combination of bibliometric mapping and literature review strengthens the conclusion that biography can function as a relevant pedagogical

medium for multicultural education. Biography can help students understand diversity as lived experience, build respect for differences, and develop inclusive character in a plural society.

#### 4. CONCLUSION

This study concludes that biography has strong potential to be developed as a strategic learning resource in multicultural education, particularly in the context of inclusive character formation. Based on the literature review supported by bibliometric mapping using VOSviewer, the study found that the topic is strongly connected to several dominant concepts, including education, biography, literature, teacher, teaching, school, student, role, and Indonesia. The network visualization shows that education serves as the central concept connecting other terms, while biography and literature form an important conceptual relationship as textual and narrative-based learning resources. This indicates that biography can function not only as reading material, but also as a pedagogical medium that connects knowledge, values, lived experience, and character development.

The density visualization shows that general educational discourse remains the most dominant theme, while biography appears as a relevant but less dominant topic. This finding indicates that the explicit discussion of biography as a learning resource in multicultural education and inclusive character formation is still relatively underdeveloped. Therefore, the present study contributes to filling this conceptual gap by positioning biography as a meaningful source of learning that can introduce students to diversity, social struggle, moral responsibility, empathy, tolerance, and respect for differences. Through biographical narratives, students can understand diversity not merely as an abstract concept, but as a lived human experience.

The overlay visualization further indicates that several themes, particularly role and Indonesia, have emerged as more recent concerns in the literature. This finding strengthens the contextual relevance of biography-based multicultural learning in Indonesia, a society characterized by cultural, ethnic, religious, and linguistic diversity. Biography can be used to present the life stories of national figures, local leaders, religious reformers, educators, women leaders, and cultural figures whose experiences reflect multicultural values and inclusive social commitments. In this way, biography-

based learning can help students develop awareness of pluralism while strengthening their sense of social responsibility.

In pedagogical terms, the effectiveness of biography as a learning resource depends on the role of teachers in designing reflective, dialogical, and contextual learning activities. Biography should not be treated merely as a factual text about figures, but as a critical and reflective learning medium. Teachers need to guide students to analyze the values, struggles, identities, social contexts, and moral choices embedded in biographical narratives. Through this process, students can develop empathy, reduce prejudice, respect differences, and build inclusive character.

Overall, this study affirms that biography-based learning is relevant for strengthening multicultural education and character formation. However, the findings also indicate the need for further empirical research to examine how biography can be implemented in classroom learning, how students respond to biographical narratives, and how this approach influences their inclusive attitudes and behaviors. Future studies may also develop biography-based multicultural learning models across subjects such as history, civic education, religious education, language learning, and social studies. Thus, biography can become a transformative learning resource for preparing students to live responsibly, respectfully, and inclusively in plural societies.

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