

Trends in Indigenous Psychology Research and Education: A Bibliometric Analysis (2010-2024)

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ARTICLE INFO	ABSTRACT
Article history Received Sept 2, 2024 Revised Sept 1, 2025 Accepted Dec 19, 2025	<p>This paper explores the evolving trends in the education and teaching of Indigenous Psychology through a comprehensive bibliometric analysis. As a discipline, Indigenous Psychology has increasingly emerged as a strategic and indispensable subject within higher education, offering a paradigm that situates psychological knowledge within the lived realities, cultural contexts, and wisdom traditions of local communities. Its integration into academic curricula not only broadens the scope of psychology education but also strengthens efforts to decolonize knowledge production and foster culturally responsive pedagogy. The primary objective of this study is to map and critically examine research and educational trajectories in Indigenous Psychology published between 2010 and 2024. Employing bibliometric methods, the study utilizes VosViewer software to visualize patterns, networks, and thematic clusters. Data were systematically retrieved from the Scopus and Web of Science (WoS) databases, with carefully selected keywords and timeframes to ensure rigor and representativeness. The data collection was conducted on July 12, 2024, providing a robust foundation for trend analysis. The findings reveal that recurring themes in Indigenous Psychology remain foundational yet enduringly influential within the broader field of psychology. These themes spanning identity, cultural resilience, community-based knowledge, and indigenous epistemologies continue to shape scholarly discourse and pedagogical practices. By interpreting these themes through the lens of Indigenous Psychology, this study underscores the discipline's role in bridging global psychology with local wisdom traditions, thereby advancing a more inclusive, contextually grounded, and socially impactful psychology education.</p>
Keywords Education Indigenous Psychology Research	

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I. Introduction

Indigenous psychology was introduced by the Asian psychologist Uichol Kim and his European colleague, John Berry, in 1933. At that time, it was defined as the scientific study of the mind and behavior rooted in the experiences of individuals within their own communities, developed specifically for their own cultural contexts and not imported from other regions (Kim, Uichol, Yang, K. S., and Hwang, K. K., 2006; Sarwono, 2012). As a discipline, indigenous psychology emerged as an academic response to the need for innovative approaches in education, pedagogy, and research that draw upon the local potential and indigenous knowledge systems of societies. Its significance lies in its capacity to integrate psychology with indigenous cultural wisdom, anthropology, and philosophy, offering a distinct approach to analyzing and exploring non-Western knowledge frameworks. The field challenges the dominance of

Western-centric paradigms in psychology foster the development and validation of knowledge systems rooted in non-Western perspectives. Indigenous psychology, in this regard, is closely aligned with indigenous philosophy, cultural philosophy, and intercultural psychology, marking a pivotal contribution to the diversification of psychological theory and practice.

In response, this article positions Indigenous Psychology not only as an alternative framework, but also as a critical corrective to the epistemological imbalance in global psychological science. In the context of higher education, Indigenous Psychology has become increasingly institutionalized as a subject that supports culturally responsive curricula, locally grounded research methodologies, and ethical engagement with indigenous and marginalized communities.

Indigenous philosophy is a collective term for the philosophical frameworks developed by indigenous communities. These communities, having lived in long-standing harmony with their environment, cultivate a profound connection to their surroundings, which, in turn, has shaped distinct philosophical systems unique to their culture (Grange and Mika, 2018). In contrast, cultural philosophy is not merely a subfield of philosophy, but rather the application of general philosophical principles within specific cultural contexts. It serves to integrate and articulate cultural expressions across various domains and localities, highlighting cultural experiences and worldviews (Ding, 2008). Intercultural psychology, on the other hand, seeks to engage in dialogue among cross-cultural psychology, culture, and indigenous psychology (Li, Hodgetts, and Foo, 2019). Cross-cultural psychology explores the relationships between cultural contexts and behaviors shaped by individual development within those contexts (Berry, 1997).

Indigenous psychology has thus far been introduced primarily at the graduate level, particularly in master's programs. Several higher education institutions in Indonesia offer indigenous psychology as both a mandatory and an elective course for master's students, notably within the master's Program at the Faculty of Psychology at Mercu Buana University, Yogyakarta. In the past 15 years, indigenous psychology has gained prominence as a methodological approach in research, as exemplified by Hanafi's (2023) study. This research, which investigated the application of indigenous psychology to teacher rewards for high school students, demonstrated that these rewards elicited positive student responses. (Hanifi, 2023).

Additionally, Nurjaman (2021) conducted a study examining the attributes of an ideal leader, focusing on variables such as gender, levels of trust, and information processing. This research also aimed to predict participation decisions, such as voting or abstaining, involving 211 respondents through an indigenous psychology framework. The study identified seven key attributes of an ideal leader: personality, integrity, public orientation, capability, assertiveness, productivity, and intellectuality, with trust level emerging as the most significant attribute.

Indigenous psychology also examines local beliefs, as illustrated by the research conducted by Dumpratiwi, Cahyadi, and Ardani (2023). This study elucidates how the Javanese community, influenced by prevailing cultural beliefs, perceives individuals with mental disorders (ODGJ) as suffering from karmic retribution, regarding them as dangerous or even criminal. Such perceptions significantly affect the management of ODGJ, often leading to their exclusion from the general community, which exacerbates their condition. Furthermore, beliefs also impact the management of patients with chronic illnesses, as demonstrated by the study of Putri and

Anganthi (2023). This research highlights the phenomenon of death anxiety among chronic illness patients and identifies religious beliefs and spiritual entities as crucial factors in alleviating this anxiety. The study thus advocates for healthcare professionals to consider spiritual factors as integral in mitigating death anxiety in patients with chronic conditions.

Conversely, indigenous psychology also delves into cultural values, as explored by Himawan (2024). This study investigates collective values using a relational approach within the context of psychological research and practice in Indonesia. It fundamentally argues that no single approach is universally applicable for understanding the behavior and attitudes of local communities from a psychological standpoint. Although various social and cultural theories have been developed to analyze cultural and societal phenomena, this study contends that to fully grasp the collective character of Indonesian society, psychology must embrace a relational approach. (Himawan, 2024)

Themes related to psychology, such as happiness, family education, group work, leadership, organizational effectiveness, and societal decision-making, are increasingly being explored through the framework of indigenous psychology rather than traditional Western approaches. Research conducted by Vitria Lilian Purba, Rahmawati Prihastuty, and Sugeng Haryad (2014) examines group work from an indigenous psychology perspective among Javanese employees on Java Island. The study reveals that Javanese employees' behaviors and thought processes regarding team-based tasks highlight the importance of collaborating and sharing responsibilities. This approach underscores the necessity of interaction and cooperation, with teamwork perceived as a means of achieving collective objectives. (Vitria Lilian Purba, 2014). A further study by Mudafiatun Isriyah and Qurroti A'yun (2022) examines the implementation of indigenous psychology in the educational practices of a pesantren in Situbondo. The results indicate that the application of indigenous psychology at this pesantren is grounded in Islamic values and local cultural principles. It emphasizes the orientation towards communal welfare and character development, consistently encouraging virtuous behavior, deterring misconduct, and fostering piety towards the Almighty God. (Mudafiatun Isriyah, 2022).

Research has also explored Indonesian multiculturalism through the lens of indigenous psychology. Multiculturalism is an ideology that emphasizes intercultural interactions, which are considered to reduce potential conflicts. In Indonesia, various cultures engage with one another to acquire new and diverse cultural experiences, establish social relationships with individuals from diverse cultural backgrounds, and promote tolerance. This is facilitated by factors such as geographical proximity, environmental conditions, and varied community values (Khasanah, N.,

Mashuri, M. F., & Karmiyati, D., 2021). Moreover, indigenous psychology approaches are utilized to investigate the sources of adolescent happiness and their efforts to cultivate it. The research indicates that the primary sources of happiness for most adolescents are derived from family (50.1%), friends (27%), and acceptance from peers (20.8%) (Hamka et al., 2015).

This study is of paramount importance given the growing demand for and the contribution of indigenous psychology to understanding one's identity in both academic and societal contexts. It seeks to explore the evolution of research and educational themes in indigenous psychology, with particular focus on the prevalence of specific topics and trends from 2010 to 2024. The objective of this research is to comprehensively describe and analyze emerging trends in indigenous psychology research and education, as well as the ways these issues are conveyed to the public. Furthermore, this study aims to evaluate the potential impacts of these developments on the advancement of indigenous psychology.

Despite this growing institutional recognition, there has been limited systematic evaluation of how Indigenous Psychology research and education have developed globally over time. Previous studies tend to focus on specific empirical cases or theoretical discussions, while comprehensive mapping of publication trends, dominant themes, and research gaps remains scarce. Therefore, this study aims to address this gap by conducting a bibliometric analysis that identifies patterns, thematic structures, and emerging issues in Indigenous Psychology research and education from 2010 to 2024.

II. Method

The methodology employed in this study is bibliometric analysis. Bibliometric analysis is used to reveal trends in article and journal performance, collaboration patterns, research constituents, and to explore the intellectual structure within specific domains of literature (Verma & Gustafson, 2020). The data extracted in bibliometric analysis are typically extensive and objective, encompassing metrics such as citation counts, publications, keywords, and topics. Bibliometric analysis is valuable for delineating the landscape of scientific knowledge and the subtleties of established fields that remain unstructured, thereby offering insights through meticulous analysis.

Bibliometric analysis employs quantitative techniques to assess bibliographic data from scholarly articles and journals. This method is used to examine references in scientific articles published in journals, to map the scientific domain of journals, and to classify scholarly articles by specific research areas. Such methods are applicable across disciplines, including sociology, humanities, communication, and marketing. The

bibliometric analysis approach utilized in this study follows the framework established by Effendy et al. (2021).

Bibliometrics is a method that examines a large volume of scientific publications and their interrelationships, particularly through citations and references. Citation databases are fundamental infrastructures within bibliometrics. This methodological approach has a rich historical background. It has since expanded to cover various topics, including scientific productivity, citation networks, collaborative efforts, institutional discipline profiles, researcher mobility and career trajectories, and performance indicators (Taubert, 2021).

Several steps can be applied to conduct a bibliometric analysis: 1. Define the objectives and scope of the bibliometric study. 2. Select the bibliometric analysis techniques. 3. Collect data for the bibliometric analysis by designing search terms based on the scope, choosing a database based on its coverage adequacy, retrieving bibliometric data according to the selected analysis techniques, and cleaning the data to remove errors, duplicates, or inaccuracies. 4. Conduct the bibliometric analysis and write a report of the findings, including performance analysis or scientific mapping (Donthu et al., 2021).

The primary objective of this study is to investigate trends in the growth of publications in indigenous psychology from 2010 to 2024. The analysis encompasses various subject areas, including psychology, social science, multidisciplinary psychology, social psychology, educational research, educational psychology, applied psychology, and developmental psychology, using the keyword ("indigenous psychology" AND education). Data for this analysis were sourced from Scopus and Web of Science and were restricted to specified temporal and keyword constraints. The data search was conducted on July 12, 2024, followed by identifying and verifying service requests using the employed keywords.

Based on the identification and verification of keywords, a search was conducted in the Scopus database using the term ("indigenous psychology" AND education), constrained by year and subject area (psychology and social science), yielding 21 articles. Conversely, a search using the same keywords within the Web of Science database, with constraints on year and subject areas such as multidisciplinary psychology, social psychology, educational research, educational psychology, applied psychology, and developmental psychology, yielded 32 documents.

In the second phase of this study, a suite of scientific mapping techniques is employed to uncover structural and thematic patterns within the literature. These techniques include co-occurrence analysis of author keywords and overlay and density visualizations, which collectively illuminate the intellectual landscape and temporal

evolution of research in Indigenous Psychology. The mapping framework integrates multiple bibliometric strategies, citation analysis, co-citation analysis, bibliographic coupling, co-word analysis, and co-authorship analysis alongside network analysis, clustering algorithms, and advanced visualization tools to reveal interconnected research domains and collaborative networks.

The third phase focuses on data aggregation and cleansing, wherein outputs from the scientific mapping are consolidated and meticulously refined to eliminate redundancies, inconsistencies, and erroneous entries. This ensures the integrity and reliability of the dataset used for interpretation.

In the fourth phase, the study transitions to analytical synthesis, culminating in a comprehensive report that articulates key findings, thematic trends, and their broader implications for the development of Indigenous Psychology as an academic discipline.

The initial bibliometric search (see Table 1), constrained to the publication years 2010–2024 and filtered by the relevant subject areas of multidisciplinary psychology, social psychology, educational research, educational psychology, applied psychology, and developmental psychology, yielded a modest corpus of 32 documents. This limited output underscores both the emergent nature of Indigenous Psychology within mainstream academic discourse and the need for continued scholarly attention to its integration across diverse psychological subfields.

Table 1. Search using the WOS database with the keyword

No	Information Retrieval	Total
1	Using the Scopus database based on the keyword(s) (TITLE-ABS-KEY ("indigenous psychology") AND TITLE-ABS-KEY (education)) https://www.scopus.com/results/results.uri?sort=plf-t&src=s&st1=%22indigenous+psychology%22&st2=education&sid=44abded23315e7e0d56a19f6d5d9fe8f&sort=b&sdt=b&sl=69&s=%28TITLE-ABS-KEY%28%22indigenous+psychology%22%29+AND+TITLE-ABS-KEY%28education%29%29&origin=searchbasic&editSaveSearch=&yearFrom=Before+1960&yearTo=Present&sessionSearchId=44abded23315e7e0d56a19f6d5d9fe8f&limit=10	27 documents
2	With the limitation of the year. (TITLE-ABS-KEY ("indigenous psychology") AND TITLE-ABS-KEY (education)) AND PUBYEAR > 2009 AND PUBYEAR < 2025 https://www.scopus.com/results/results.uri?sort=plf-t&src=s&st1=%22indigenous+psychology%22&st2=education&sid=44abded23315e7e0d56a19f6d5d9fe8f&sort=b&sdt=cl&sl=69&s=%28TITLE-ABS-KEY%28%22indigenous+psychology%22%29+AND	24 documents

No	Information Retrieval	Total
	+TITLE-ABS-KEY%28education%29%29&origin=resultslist&editSaveSearch=&yearFrom=2010&yearTo=2024&sessionSearchId=44abded23315e7e0d56a19f6d5d9fe8f&limit=10	
3	With the restriction of the subject area → psychology and social science. (TITLE-ABS-KEY ("indigenous psychology") AND TITLE-ABS-KEY (education)) AND PUBYEAR > 2009 AND PUBYEAR < 2025 AND (LIMIT-TO (SUBJAREA , "PSYC") OR LIMIT-TO (SUBJAREA , "SOC1")) https://www.scopus.com/results/results.uri?sort=plf-t&src=s&st1=%22indigenous+psychology%22&st2=education&sid=44abded23315e7e0d56a19f6d5d9fe8f&sort=b&sdt=cl&sl=69&s=%28TITLE-ABS-KEY%28%22indigenous+psychology%22%29+AND+TITLE-ABS-KEY%28education%29%29&origin=resultslist&editSaveSearch=&yearFrom=2010&yearTo=2024&sessionSearchId=44abded23315e7e0d56a19f6d5d9fe8f&limit=10&cluster=scosubjabbr%2C%22PSYC%22%2C%2C%22SOC1%22%2Ct	21 documents
4	Using the WOS database: Refine results for 'Indigenous Psychology' (All Fields) AND education (All Fields) and 2010 or 2011 or 2012 or 2013 or 2014 or 2015 or 2016 or 2024 or 2023 or 2022 or 2021 or 2020 or 2019 or 2018 or 2017 (Publication Years) and Psychology Multidisciplinary or Psychology Social or Education Educational Research or Psychology Educational or Psychology Applied or Psychology Developmental (Web of Science Categories). https://www.webofscience.com/wos/woscc/summary/c2c29d78-8521-4dbe-8502-6e33a213291a-faf8d1da/relevance/1	32 documents

Data were retrieved from Scopus and Web of Science (WOS), as these databases are internationally recognized for their academic rigor and comprehensive coverage of peer-reviewed publications. The search was conducted on July 12, 2024, using the keywords "indigenous psychology," "indigenous psychology education," and related variants. Publications were limited to articles and reviews published between 2010 and 2024.

The collected data were exported in RIS format and analyzed using Vosviewer software. Vosviewer enables visualization of bibliometric networks, including co-authorship, keyword co-occurrence, and density mapping (Van Eck & Waltman, 2014). This method allows for the identification of dominant themes, research clusters, and underexplored areas within the field

III. Results and Discussion

The keyword co-occurrence analysis reveals several dominant clusters within Indigenous Psychology research. Core keywords such as "indigenous psychology," "mental

health," "education," and "culture" appear with high frequency, indicating their central role in the literature

The search results indicate a trend of growth in publications from 2010 to 2024, with the highest number in 2015, at six. The fewest publications were in 2021, with only 1. In other years, there were five publications in 2014, 2018, and 2019. Meanwhile, four publications were recorded in 2011, 2016, 2020, 2022, and 2024. Additionally, three publications were noted in 2012 and 2023, and 2 publications in 2010, 2013, and 2017. The further analysis of the search is presented in Figure 1.

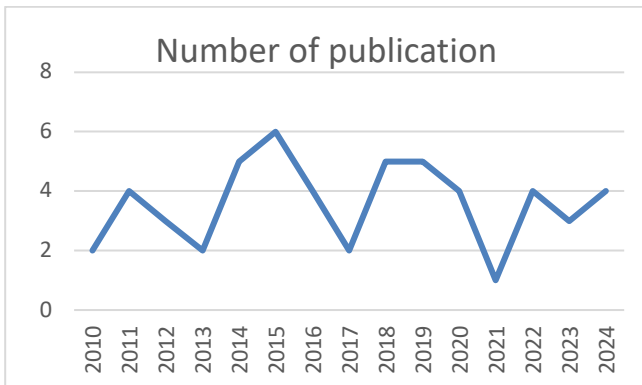


Fig. 1. The trend of publication growth

Table 2. Publication growth 2010-2024

Year	Total
2010	2
2011	4
2012	3
2013	2
2014	5
2015	6
2016	4
2017	2
2018	5
2019	5
2020	4
2021	1
2022	4
2023	3
2024	4

Density visualization analysis shows that topics such as "indigenous psychology," "career counseling," "classic of changes (Yi Jing)," and "Chinese philosophy" occupy the highest-density areas (dark yellow). This suggests that these themes are frequently cited and exert a strong influence within the research network. In contrast, keywords such as "social and emotional well-being," "critical psychology," and "cultural psychology" appear in lower-density regions (green to blue), indicating relatively limited scholarly attention.

The subsequent findings highlight key citation metrics that underscore the scholarly impact of select publications within the field of Indigenous Psychology and its adjacent domains. The most frequently cited article is Culturalizing

Achievement Goal Theory and Research by Zusho and Clayton (2011), published in *Educational Psychologist* (Vol. 46, Issue 4). This seminal work has significantly shaped discourse around culturally contextualized motivation and learning theories. The second-most-cited article is *Perceptions of the Long-Term Influence of Mindfulness Training on Counselors and Psychotherapists: A Qualitative Inquiry* by John Chambers, Christopher et al. (2010), featured in the *Journal of Humanistic Psychology* (Vol. 51, Issue 3), which offers deep insights into the enduring effects of mindfulness practices in therapeutic contexts. The third-most-cited article is *Current Perspectives in the Study of Personality Across Cultures* by A. Timothy Church (2010), published in *Perspectives on Psychological Science*, contributing to the cross-cultural understanding of personality constructs.

At the institutional level, Oregon State University leads with 42 citations, followed by the University of Pretoria with 16 citations, and the Mental Health Research and Education Center, Shanghai Ocean University (China) with 13 citations. These figures reflect the geographic and institutional diversity of scholarly contributions to Indigenous and culturally grounded psychological research.

In terms of journal impact, the *Asian Journal of Social Psychology* ranks as the most cited, with 44 citations, closely followed by the *American Journal of Community Psychology*, with 43 citations. This suggests a strong regional and community-oriented emphasis in the dissemination of Indigenous Psychology scholarship.

The documents with the highest citation counts are presented in Table 3, while Figure 2 visualizes a curated selection of 54 papers that meet a minimum citation threshold of 5, yielding 23 qualifying titles. To identify specific articles within the visualization, readers may refer to the authors' names and publication years, displayed in the lower-left corner beneath each title. For multi-authored studies, hyperlinked references are provided to facilitate direct access to the original publications.

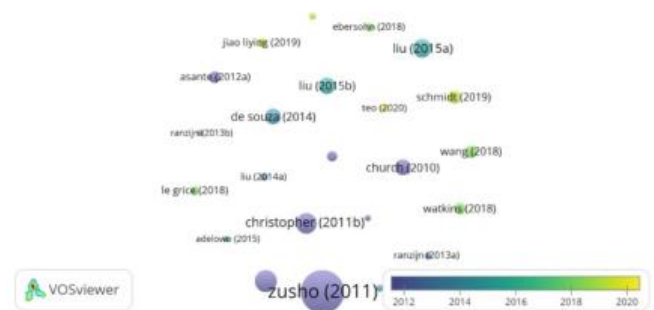


Fig. 2. Visualization of the most-cited documents by authors over the past five years.

Table 3. The highly cited documents/articles

https://www.tandfonline.com/doi/abs/10.1080/00461520.2011.614526
https://journals.sagepub.com/doi/10.1177/0022167810381471
https://journals.sagepub.com/doi/10.1177/1745691610375559
https://www.tandfonline.com/doi/abs/10.1080/14330237.2012.10820557
https://www.tandfonline.com/doi/full/10.1111/ap.12035
https://onlinelibrary.wiley.com/doi/10.1111/jtsb.12058
https://onlinelibrary.wiley.com/doi/10.1111/ajsp.12052
https://journals.sagepub.com/doi/10.1017/prp.2014.11
https://onlinelibrary.wiley.com/doi/10.1002/ajcp.12295
https://onlinelibrary.wiley.com/doi/10.1111/ajsp.12212
https://journals.sagepub.com/doi/10.1177/1359105317739909
https://onlinelibrary.wiley.com/doi/10.1002/ajcp.12365
https://www.sciengine.com/APS1/doi/10.3724/SP.J.1041.2019.011128;JSESSIONID=1b6ec45a-8405-461c-8f10-a753ee149ef4
https://onlinelibrary.wiley.com/doi/10.1002/ajcp.12374
https://onlinelibrary.wiley.com/doi/10.1002/casp.2371

Table 4. Universities with high citation counts

Organizations	Weight <Citations>
Oregon State University	42
University of Pretoria	16
Mental Health Research And Education Center, Shanghai Ocean University, Shanghai, China	13
National Changhai University of Education	13
Shanghai Ocean University	10
Australian Catholic University	5
La Trobe University	3
University Of Western Australia	3

Table 5. Journals with high citation counts

Source	Weight <Citations>
American Journal Of Community Psychology	43
Asian J Soc Psychol	44
J Pac Rim Psychol	10
J Psychol Afr	17
Journal Of Pacific Rim Psychology	13
Theor Psychol	10

Accordingly, this pattern suggests that research in Indigenous Psychology tends to embed Indigenous perspectives within established psychological frameworks rather than foregrounding the development of distinctly Indigenous concepts, theories, or constructs. Although such an integrative strategy may enhance legitimacy, visibility, and acceptance within mainstream academic discourse, it also risks positioning Indigenous knowledge as supplementary rather than foundational. Consequently, this orientation may constrain the epistemological growth of Indigenous Psychology as an autonomous knowledge

system, limiting its potential to challenge dominant paradigms and to contribute original theoretical insights grounded in Indigenous worldviews, ontologies, and ways of knowing.

A. Mapping Based On Research Trends

1) Co-occurrence - author keywords

Co-occurrence focuses on analyzing the quantity of interrelated data within a collective unit. In this analysis, the data are represented in a matrix, with the rows and columns serving as headings and indicating the relationships among them. In bibliometrics, co-occurrence analysis is employed to explore potential correlations between bibliographic data (Ahlgren, P., Jarneving, B., Rousseau, R., 2003; Zhou, X. et al., 2022). The co-occurrence of author keywords is used to identify and examine relationships between keywords used by authors in their articles or publications.

Research trends were analyzed using the keywords "indigenous psychology" AND education. The analysis utilized co-occurrence methods, focusing on author keywords as the unit of study, which identified a total of 205 keywords. Subsequent refinement was carried out by selecting keywords that appeared at least twice, yielding 44 keywords. Among these, the 28 most significant keywords were chosen for detailed presentation.

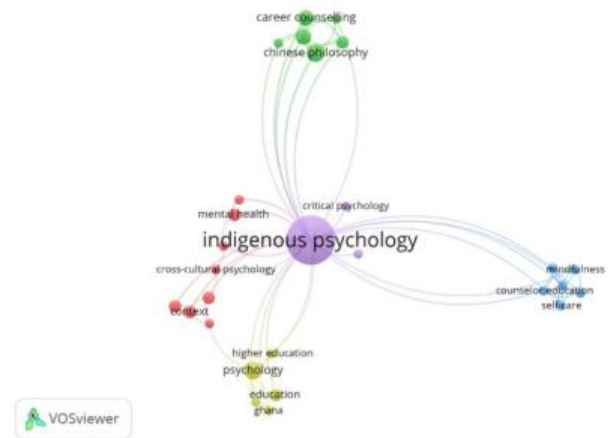


Fig. 3. Visualization based on network keywords from author keywords

Table 6. Network of keywords from author keywords

Clusters	Keywords
1 (red)	Context, culture, mental health, well-being, cross-cultural psychology, cultural psychology, indigenous, social and emotional wellbeing
2 (green)	chinese philosophy, career counselling, classic of changes (yi jing), career theory, career development, career information system
3 (blue)	counselor education, mind-body medicine, mindfulness, mindfulness-based stress reduction, self-care, training
4 (yellow)	Psychology, education, ghana, higher education, practice

Clusters	Keywords
5 (purple)	indigenous psychology, critical psychology, resilience

2) Overlay Visualization

Overlay visualization is a method for identifying contemporary trends in a specific academic domain by categorizing data according to temporal or periodic parameters (Shvindina, 2019). It depicts the historical trajectory of research. In bibliometric analysis, darker shades in the visualization correspond to older publication dates, whereas lighter shades signify more recent studies (Komarudin et al., 2023).

This approach facilitates the identification of publication years for the articles, as illustrated in Figure 4. The keyword "indigenous psychology" is represented by a green node, indicating that research on this topic began in 2016.

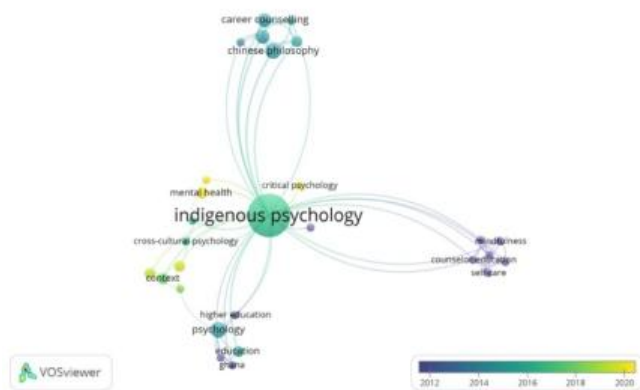


Fig. 4. The visualization of article publication dates

3) Density Visualization

After the previous analyses, density visualization is employed to identify regions of high node concentration. This technique utilizes color to represent nodes distributed within a two-dimensional space, forming the foundation of the visualization (Van Eck & Waltman, 2014). Density co-word mapping provides a broad overview of the bibliometric map's structure, highlighting which data are most pertinent to analysis (Muñoz-Leiva et al., 2021). In this visualization, clusters of data are colored by specific color groups, with each point colored according to the data density at a particular time. This approach also facilitates the identification of the relationships between points or data based on their color (Al Husaeni & Nandiyanto, 2022).

In this study, density visualization is employed with weighted topics, indicated by colors such as dark yellow, light yellow, dark green, and light blue. At the core of the map, topics including "indigenous psychology," "career counseling," "classic of changes" (Yi Jing), and "Chinese philosophy" are prominently featured in dark yellow, reflecting their highest density. This denotes that "indigenous psychology," "career counseling," "classic of

changes" (Yi Jing), and "Chinese philosophy" are the most frequently cited subjects and exert substantial influence within the research domain. The intensity of the yellow color signifies the prevalence of these keywords, with "indigenous psychology," "career counseling," "classic of changes" (Yi Jing), and "Chinese philosophy" being the most recurrent. Keywords appearing in light yellow, such as "culture," "mental health," "well-being," and "education," have received comparatively fewer citations. In contrast, keywords closer to the blue background, including "social and emotional well-being," "cultural psychology," "mental health," and "critical psychology," show lower density (light green), indicating that these topics have not been extensively explored or investigated, as depicted in Figure 5. This observation highlights potential areas or gaps for further research.

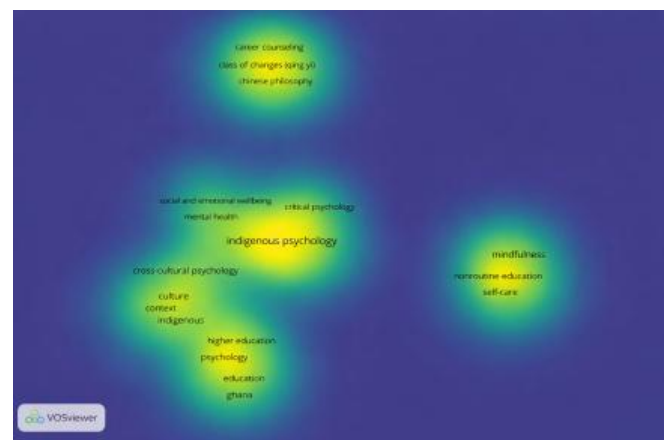


Fig. 5. Density visualization of author keywords

IV. Conclusion

Based on the analysis and discussion of research trends and indigenous psychology education, it is observed that the themes explored predominantly consist of classical and popular topics within the field of psychology. These themes are subsequently examined and discussed through the lens of indigenous psychology. However, there is a notable absence of specific, focused themes directly related to indigenous psychology, which are crucial for strengthening local communities' understanding of their own identities and self-concepts. The research materials and dominant issues addressed tend to focus more on prevailing popular topics in psychology rather than on new explorations by researchers or authors. Additionally, the emphasis within indigenous psychology education is primarily on developing research methodologies and psychological education frameworks that address broad psychological themes. Nevertheless, the cases discussed typically involve indigenous groups, cultural contexts, and marginalized communities within the framework of global cultural structures. This conclusion is strengthened by emphasizing that although Indigenous Psychology has gained visibility and institutional presence, there remains a notable lack of highly specific indigenous constructs and locally grounded theoretical innovations. Research trends

indicate a stronger focus on adapting popular psychological topics rather than advancing new conceptual frameworks derived directly from indigenous worldviews. Therefore, future research is encouraged to move beyond contextual application and toward the development of indigenous-based theories, methodologies, and educational models that empower local communities to define psychological knowledge on their own terms.

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