

## ANALYSIS OF POSTCOLONIAL, INDIGENOUS KNOWLEDGE AND SUSTAINABLE HUMAN DEVELOPMENT

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### Abstract

*This article aims to analyze the growth and thematic trends of research studies on postcolonial, indigenous, and sustainable development in Indonesia. The study used a bibliometric and material analysis approach using data obtained from the Scopus database. An in-depth examination was conducted on publications between 1992 and 2025. The research study used Title-Abs-Key (postcolonial AND Indonesia), and out of 370 articles accessed through a Bibliometric database, 100 articles were critically analysed. Study identified patterns in educational institutions, distribution of scientific disciplines within articles produced, and how productive scholars are in publishing articles related to postcolonial, indigenous knowledge and sustainable human development. The study also aimed at exploring various topics conducted by researchers, efforts to strengthen postcolonial, indigenous knowledge, and sustainable development. In addition, the research study examined the advancements in postcolonial perspectives, indigenous knowledge, and sustainable human development in Indonesia. The results contribute to understanding the strengths and weaknesses of these areas and their implications for the country. The findings will enable policy-makers to forge collaboration with educational institutions in developing educational policies and promote collaboration between Indonesia scholars and international scholars. Publication trend indicates that postcolonial research within educational institutions in Indonesia would double.*

**Keywords:** Postcolonial; Indigenous Knowledge; Sustainable Development.

### Abstrak

*Artikel ini bertujuan untuk menganalisis pertumbuhan dan tren tematik studi penelitian tentang pascakolonial, pengetahuan adat, dan pembangunan berkelanjutan di Indonesia. Penelitian ini menggunakan pendekatan analisis bibliometrik dan material dengan menggunakan data yang diperoleh dari basis data Scopus. Pemeriksaan mendalam dilakukan pada publikasi antara tahun 1992 dan 2025. Penelitian ini menggunakan Title-Abs-Key (pascakolonial DAN Indonesia), dan dari 370 artikel yang diakses melalui basis data Bibliometrik, 100 artikel dianalisis secara kritis. Penelitian ini mengidentifikasi pola dalam lembaga pendidikan, distribusi disiplin ilmu dalam artikel yang dihasilkan, dan seberapa produktif para akademisi dalam menerbitkan artikel yang terkait dengan pascakolonial, pengetahuan adat, dan pembangunan manusia berkelanjutan. Penelitian ini juga bertujuan untuk mengeksplorasi berbagai topik yang dilakukan oleh para peneliti, upaya untuk memperkuat pascakolonial, pengetahuan adat, dan pembangunan berkelanjutan. Selain itu, penelitian ini mengkaji kemajuan dalam perspektif*

*pascakolonial, pengetahuan adat, dan pembangunan manusia berkelanjutan di Indonesia. Hasilnya berkontribusi untuk memahami kekuatan dan kelemahan bidang-bidang ini dan implikasinya bagi negara. Temuan ini akan memungkinkan para pembuat kebijakan untuk menjalin kolaborasi dengan lembaga pendidikan dalam mengembangkan kebijakan pendidikan dan mendorong kolaborasi antara akademisi Indonesia dan akademisi internasional. Tren publikasi menunjukkan bahwa penelitian pascakolonial di lembaga pendidikan di Indonesia akan berlipat ganda.*

**Kata kunci:** *Pasca-kolonial; Pengetahuan Asli; Pembangunan Berkelanjutan.*

## INTRODUCTION

Over 21<sup>st</sup> century, world academic, and policy discourses have progressively considered the significance of combining existing traditional perspective into methods of sustainable human development. The western domination in policy and in academics, are now under critical examination through postcolonial, indigenous and the growth of sustainable development goals globally has highlights inclusion of traditional knowledge, cultural beliefs, and society-based wisdom to shape sustainable future. A country like Indonesia, is one of the globe's most linguistically and culturally diverse country, provides a rich society for discovering the relationship between postcolonial, indigenous knowledge and sustainable human development. Indonesia has over 1000 ethnic groups and hundreds of indigenous languages; the country has both challenges and capabilities of combining diverse knowledge within national development plans. The nation has its own historical experience of colonialization and its solutions to reclaim its cultural identity within postcolonial. Similarly, traditional and Indigenous knowledge systems enhance climate adaptation (SDG13) and highlight that by monitoring local climate changes, adapting to their impacts, and contributing to mitigation (Shafik, 2025). These ideas look at how non-Western epistemological theories have shaped policies. The Intergovernmental Panel on Climate Change (IPCC)'s fifth assessment discovered that "Indigenous, local, and traditional knowledge systems are a significant resource for adapting to climate change," even though they remain underused in formal planning (Mugabirwe & Turyamureeba, 2025).

Colonial definition According to Sepie, A.J. (2024). Colonization is a process of establishing control over territory and its people, often involving the settlement of

colonizers and the exploitation of resources. This has a long history and has been shown in many forms, including settler colonialism. Colonialization has impacted the daily life of traditional people everywhere in the world, for instance, through land dispossession, family separation, divorce, single life, forced labor, cultural degradation, self-governance, looting of resources, and native language. It has also contributed to socioeconomic and political conflicts in current societies. While, Boata, M. (2016). Post-colonialism is a political concept that blurs distinctions between colonizers and the colonized.

According to Borolla et al. (2024), who examined indigenous knowledge and sustainable resource development, the output has fluctuated, and the main themes center on “Ethnobotany” and “Climate Change,” reflecting the growing importance of Indigenous perspectives in environmental studies. Similarly, Syukron (2021) also analyzed sustainable livelihoods of Indigenous communities, highlighting that research is heavily dominated by North American and European authors, with key themes such as food security, climate change, and traditional ecological knowledge. The International Conference on Sustainable Agriculture of Socioeconomic, Agribusiness, and Rural Development (ICSASARD 2021) adds to this understanding. Additionally, Judijanto *et al.* (2024), through their bibliometric analysis on culture and sustainability, conclude that although culture is important for sustainable development, existing literature remains divided across many disciplines.

The statement of the problem International interest in decolonizing western knowledge and promotion of indigenous knowledge and sustainable human development is rapidly growing. Despite all this, similarly less focus has been put to how these frameworks show within the Indonesia academic context. More researches on indigenous knowledge and sustainable human development have paid attention on theoretical development particularly in Latin America, South Asia and Africa. Indonesia and specifically Southeast Asia region lag behind in world bibliometric analysis. Most of the current literature tends to showcase localized researches on ethnopedology, cultural sustainability, and community-based environment management and less have been done to examine Indonesian scholars’ collective contribution in shaping postcolonial, indigenous knowledge and sustainable human development. There is lack of comprehensive bibliometric mapping of postcolonial, indigenous and sustainable development goals

although bibliometric and web of science as databases index highlight a progressive trend on indigenous knowledge in Indonesia.

To help address this gap, the reach article carried a bibliometric analysis approach on postcolonial, indigenous knowledge and sustainable human development in Indonesia, based on data from Web of Science and Scopus databases. The research objectives include; identification and analysis of the main authors, educational institutions involved, and collaboration network in the discipline, discover the dominant scholars in shaping postcolonial, indigenous knowledge and sustainable human development, examine the progressive trends, volume, and distribution of publications beginning from 1989 to 2025, types of research carried, and identify the key disciplines and research clusters.

## **RESEARCH METHOD**

The study used this formula TITLE-ABS-KEY (postcolonial AND Indonesia), and the formula led to access to 370 articles and conference papers, using Indonesia articles, 115 articles and conference papers remained. By selecting only articles from Indonesia, 100 articles remained, and these articles were analyzed using Scopus tool and VOSviewer and the results informed this article. The bibliometric analysis approach was deployed because it can give a scientific systematic process and quantitative approach for evaluation of authors acknowledge facts, publication trend, scholars' collaboration and various citations impacts. Hassan, W., & Duarte, A. E. (2024). The research study will deploy qualitative and quantitative bibliometric analysis. The article used qualitative approach for exploring dominant disciplines and quantitative data helped in description of postcolonial, indigenous knowledge and sustainable human development, educational institution effectiveness, authors, and citation performance.

## **RESULTS AND DISCUSSION**

This visualization highlights and suggests a diverse research field connecting postcolonial discussion and dimensional, studies, and sociocultural deep analysis

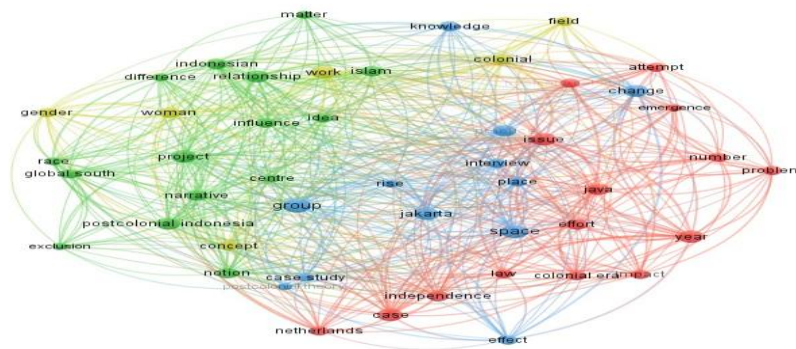


Figure 1. Conceptual Research Structure

The main co-occurrence network in figure above (1) maps all the conceptual connections among prevailing themes in existing literature regarding postcolonial, indigenous knowledge and human sustainable development. The grouping analysis shows 3 main research focus. The first group shows green the key center on postcolonial knowledge in Indonesia, gender and identity, consideration in sociocultural and conceptual approaches. The second cluster, presented by red combines postcolonial indigenous knowledge, space, highlighting structural dimensions, law in the country and educational institution analysis. The third group represented with yellow clusters Islam, integration, cultural values, and showcasing connections between colonial heritage and region. The interconnectedness among the clusters demonstrates developing and multidisciplinary research study background, where inquiry to local knowledge systems on postcolonial, and sociocultural knowledge connect.

### Authors

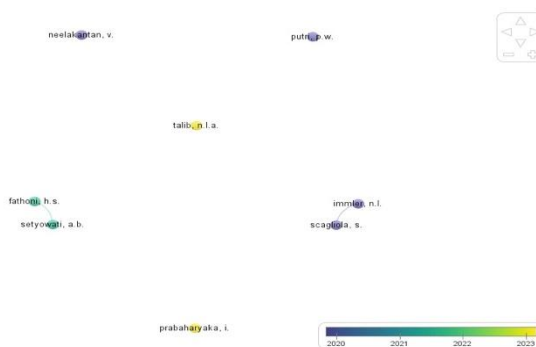


Figure 2. Demonstrates the Author Collaboration Network

A comparatively the divided authorship context, distinguished by multiple small groups instead of a unified collaboration network. The key contributors include; Fathoni, H.S., Neelakantan, V., and Talib, N.L.A. appear to take center stage, showing their important contribution in shaping postcolonial indigenous knowledge and human sustainable development. Nevertheless, the low level of connections illustrates limited cross-institutional and inter-national collaboration network. This result reflects that although research activity is growing, authors collaboration continues being local, presenting significant opportunities for future collaboration cross the world research societies and Indonesia. The figure also shows that a few scholars collaborate while the majority remains independence in their scholarly academic writing in relation to postcolonial, indigenous knowledge and sustainable human development.

### Publication trends

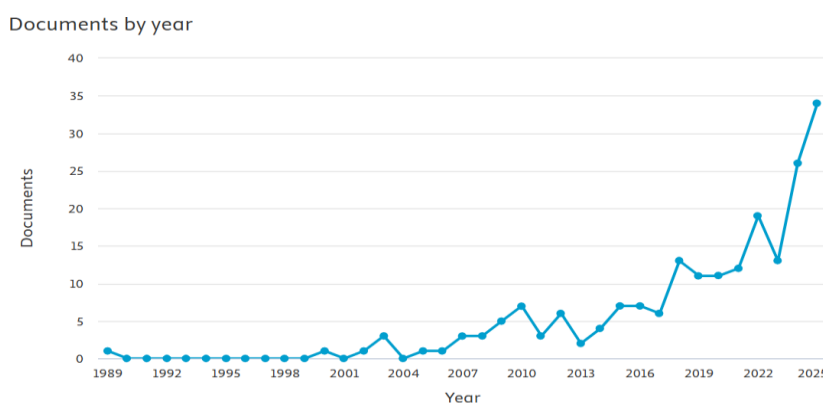


Figure 3. Show Publication

Looking at this figure 3, publication distribution on postcolonial in Indonesia from 1989 to 2005 was the lowest. The data on the same figure shows a gradual change in publication output from the beginning of 2000 to around 2010, coupled with a significant rise after 2018, and the publication reached its highest speak in 2025. This growth aligns with world recognition of decolonization and the significance of indigenous knowledge in social studies and in the humanities. The sudden increase after 2018 shows increased academic involvement in Indonesian postcolonial indigenous knowledge with multidisciplinary themes, directly

influenced by transnational research studies and cooperation among scholars, and in addition, wider interest from Southeast Asian postcolonial emerging.

## RESULTS AND DISCUSSION

Looking at the red group in the visual map, it consists of concepts including years, changes, issues, and it shows analytical skills and theory development and methodologies within the discipline. The visual map indicates clusters that show inter-related themes connected postcolonial concerns or issues, race, gender, Indonesia cultural Identity and the Global South, proposing it reflection in cultural and social standpoints within postcolonial research.

Significant concepts including postcolonial indigenous knowledge Indonesia, race, gender, and women. The finding highlights connect indigenous knowledge, colonial concepts, disciplines, and focus on research study on postcolonial indigenous knowledge systems from epistemological standpoints.

The result in figure 2 indicates that scholars in Indonesia institutions have collaboration network regarding postcolonial, indigenous knowledge and sustainable development. The collaboration network among the authors highlights academic recognition within Indonesia and at the global level. The finding also shows some authors remain independence and this is very clear in the figure 2 where some scholars were having no collaboration network among the academic scholars. And this result indicates a balance between independence authors and scholars with collaboration network in the academia within educational Institutions in Indonesia.

Finding in figure 2 also shows author's progress from 2020 to 2023 in researching on postcolonial landscape in Indonesia. And this aligns with publication trend in figure 3 changing gradually from stagnant, low rise, sharp increase to the highest peak in 2025. All these reveal underlined factors that have contributed to the publication trend in Indonesia.

The result indicates that publication trend was stagnant for almost five years, and this is very clear from figure 3. The same figure shows the short rise from the year 2005 to 2010 marking it positive recognition of postcolonial, indigenous knowledge and sustainable human development in Indonesia.

Earlier years of postcolonial with stagnant publication proposes that there was low recognition and dissemination of postcolonial narratives in Indonesia. The finding highlights the progressive growth of publication trend from 2015 to 2019 indicating that there was increasing interest in educational institutions on postcolonial context in Indonesia that attracted scholars and this is seen by well in the increased publication in the figure 3. However, this could be attributed to research funding within educational institutions in the Indonesia.

The result also shows publication trend sharply increased after 2020 to 2025 indicating the highest peak of publication on postcolonial, indigenous knowledge, and sustainable human development in Indonesia. The positive growth could be attached to emerging educational technology, authors collaboration networking and national policies that support research within educational institutions in Indonesia. Finally, publication trend regarding postcolonial, indigenous knowledge and sustainable human development, reveal a clear record of progress in figure 3 and this can help to predict that in the future, there will be double publication trend in Indonesia.

### **Implications**

Collectively, the findings shows that postcolonial, indigenous knowledge and sustainable human development production within Indonesia is continuing a transitional process. Although still hindered by systematic disparities, the discipline is highlighting the clear signs of decolonialization changes noticed by progressive local scholarship, cultural diversification and the increasing world visibility. The future research studies could create a deeper transformation by discovering collaborative network on postcolonial standpoints among the countries in Southeast Asia, examining the significant of local language on academic spreading, and fostering multidisciplinary discussion. This path would not only help Indonesia postcolonial authorship and its contribution to more balanced global postcolonial indigenous knowledge systems.

## CONCLUSION

The combination of the 3 visualizations reveals a detailed overview of the postcolonial, indigenous knowledge and sustainable human development discipline within Indonesia. The results concerning publication trend indicates the discipline continue to emerge or develop, the scholarship collaboration network shows a divided and growing society of contributors, and the visual map elaborates the diverse themes, and a conceptual scope of continuing authorship.

Publication trend indicates that postcolonial research within educational institutions in Indonesia would double. The results from Scopus Bibliometric analysis and VOS viewer visualization map shows it clear, and the findings predicts the possible publication transformation trend. Collaboration network among the scholars, availability of research funding within educational institutions, willingness of research society to play significant part and global increased interests and recognition of postcolonial would lead to increased publication tend in Indonesia.

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