

Bibliometric Study of Bureaucratic Culture, Leadership, and Educational Psychology in ASEAN (2010–2024)

Muhammad Hisyam Syafii¹, Rudyn Alaldaya², Nurlaela Hamidah³,

¹Universitas Muhamamdiyah Yogyakarta, Indonesia.

²Mindanao State University Tawi-Tawi College of Technology and Oceanography,
Philippines.

³Universitas Muhammadiyah Bandung, Indonesia.

Corespodence: hisyamsyafii02@gmail.com¹

Received: April 02, 2025 | Revised: April 15, 2025 | Accepted: April 29, 2025

<https://doi.org/10.31629/jgbr.v2i1.7431>

ABSTRACT

This study offers a thorough bibliometric examination of scholarly articles concerning bureaucratic culture, leadership, and educational psychology in the ASEAN area from 2010 to 2024. The study examines the necessity for a comprehensive comprehension of the intellectual framework and knowledge architecture in various interrelated domains within the Southeast Asian educational milieu. This work employed a quantitative bibliometric methodology to systematically examine scientific output from several databases, including Web of Science Core Collection, Scopus, and Google Scholar. The methodology utilized performance analysis, scientific mapping, and visualization tools such as Three-Field Plot, Reference Publication Year Spectroscopy (RPYS), theme mapping, and keyword co-occurrence network analysis. The findings indicate notable trends in research development, demonstrating that the literature is predominantly shaped by Western theoretical frameworks, especially from the United States, with few contributions from ASEAN nations despite the regional emphasis. The study highlighted fundamental themes including organizational culture, human behavior, and psychological components, while emergent subjects such as wellness, empowerment, and organizational justice signify current research trajectories. The study illustrates a transition from individualistic methods to a more systemic and contextual comprehension of psychological dynamics inside educational organizations. These findings offer significant insights for researchers, policymakers, and educational practitioners in ASEAN nations, emphasizing opportunities for enhanced regional collaboration and the incorporation of local cultural perspectives into global academic discussions on educational leadership and organizational psychology.

Keyword: Bureaucratic, Educational Leadership, Educational Psychology, Organizational

INTRODUCTION

The transformation of the education system in the Southeast Asian (ASEAN) region in the last two decades has presented new complexities in the dynamics of educational organizations, especially in aspects of bureaucratic culture, leadership, and strategic decision-making. This phenomenon is increasingly significant considering the unique

characteristics of ASEAN countries that have diverse cultural backgrounds, political systems, and bureaucratic structures but are interrelated within the framework of regional integration. In the context of educational psychology, understanding the interaction between bureaucratic culture and leadership style is crucial to optimizing the decision-making process that impacts the quality of education (Aung & Aye, 2024; Rautakivi & Yolles, 2024; Truong et al., 2017; Suryo & Syafi'i, 2024; Syafii et al., 2024; Syafii, 2024).

The development of research on bureaucratic culture in educational institutions has experienced a significant paradigm evolution, from the traditional structural-functional approach to a more holistic and multidimensional perspective. Previous studies have provided a strong theoretical foundation in understanding how cultural values influence organizational structure and leadership patterns (Ertosun & Adiguzel, 2018; Christensen et al., 2020). However, the application of these theories in the context of education in the ASEAN region still requires deeper exploration, given the socio-cultural complexity inherent in the regional education system (Gwagwa & Mollema, 2024; Zhang et al., 2025).

Leadership in the context of educational psychology is not only limited to managerial aspects, but also includes transformational dimensions that are able to integrate local cultural values with global educational standards. Transformational leadership is considered important in creating positive changes in educational organizations (Litz & Scott, 2017; Kwan, 2020), while instructional leadership plays a crucial role in improving academic achievement (Sun & Henderson, 2017). In the ASEAN context, the challenges of educational leadership become more complex because they must balance the preservation of traditional cultural values with the demands of modernization and internationalization of education (Saadiah et al., 2025).

Decision-making in educational organizations in ASEAN is often influenced by psychological factors related to social hierarchy, collectivism, and long-term orientation. Decision-making is not always based on pure rationality, but is also influenced by cognitive limitations and situational contexts (Tan, 2024; Cortina et al., 2017; Gigerenzer, 2020). In the context of ASEAN educational bureaucracy, the decision-making process often involves complex cultural considerations, including the concepts of "face-saving," consensus, and social harmony which are the main characteristics of Asian culture (Eranova & Prashantham, 2016; Merkin, 2018; M. H. Syafii & Azhari, 2025; Syafi'i & Mulya, 2024).

Bibliometric studies as a quantitative research method for analyzing scientific production have experienced rapid development in the last decade. Bibliometric analysis can provide in-depth insights into the structure of knowledge, research trends, and scientific collaborations in a field (Skute et al., 2019). In the context of research on bureaucratic culture, leadership, and educational psychology, a bibliometric approach can reveal hidden patterns in the evolution of knowledge, identify research gaps, and predict future research directions.

The period 2010–2024 was chosen as the research timeframe because it marks the era of significant digital transformation and globalization of education in the ASEAN region. The establishment of the ASEAN Economic Community (AEC) in 2015 and various regional initiatives such as the ASEAN University Network (AUN) have created new momentum in the development of regional education systems. In addition, this period

also marked a dramatic increase in scientific publications from the ASEAN region, which is reflected in various international citation indexes.

Although there are many individual studies on bureaucratic culture, leadership, and educational psychology, there has been no comprehensive study that uses a bibliometric approach to analyze the development of research in these three fields in an integrated manner in the ASEAN context. This lacuna is significant considering the importance of a holistic understanding of the dynamics of educational organizations in the era of globalization and digitalization. In addition, identifying patterns of research collaboration, topic trends, and theoretical evolution in this field can provide a roadmap for the development of more strategic and impactful future research. This study aims to fill this gap by presenting a comprehensive bibliometric analysis that not only identifies quantitative trends in scientific publications but also explores the knowledge structure, collaboration networks, and emerging themes in bureaucratic culture, leadership, and educational psychology research in the ASEAN region.

The conceptual basis of this research, in its initial stages, still demonstrated the dominance of Western theories, particularly those developed in the United States. In the context of studying educational bureaucracy in ASEAN, this approach is enriched through the integration of local perspectives and relevant cultural wisdom, such as the values of *gotong royong* (collective cooperation), *musyawarah-mufakat* (context-based decision-making), and the tradition of communitarian leadership that has long been rooted in educational practices in Southeast Asia. This integration broadens the theoretical scope and establishes a conceptual foundation that better aligns with the characteristics of collectivist and high-context cultures that characterize the region.

The theoretical contribution of this research lies in the conceptual development model that connects organizational culture theory with educational leadership within a collectivist-oriented administrative framework. Practically, the bibliometric findings can serve as a strategic reference for policymakers in designing leadership training programs, organizational structure reform, and educator professional development that adapts to the socio-cultural realities of education in ASEAN.

METHODOLOGY

This study uses a quantitative bibliometric approach to analyze scientific production related to bureaucratic culture, leadership, and educational psychology in the ASEAN context for the period 2010–2024. The design of this study is descriptive-analytical by utilizing systematic mapping techniques to identify, analyze, and map research developments in a predetermined domain. The bibliometric approach was chosen because of its ability to reveal knowledge structures, collaboration patterns, and thematic evolution objectively and comprehensively through the analysis of scientific publication data.

The data search strategy was carried out through a multiple database approach to ensure optimal coverage of relevant literature. The primary databases used include the Web of Science Core Collection, Scopus, and Google Scholar, which were selected based on their reputation and scope of international scientific publication indexing. The selection of this database refers to the recommendations of (Koc & Boz, 2014), who emphasized the importance of triangulation of data sources in bibliometric studies to minimize bias and increase the validity of the results. The search period was set from

January 1, 2010 to December 31, 2024, taking into account the availability of the latest data at the time of data collection.

The construction of search queries was designed systematically using a combination of controlled vocabulary and free-text terms to optimize precision and recall. The search string was developed based on the PICO (Population, Intervention, Comparison, Outcome) framework adapted for the bibliometric context. The main query used was: (("bureaucratic culture" OR "organizational culture" OR "administrative culture") AND ("leadership" OR "educational leadership" OR "transformational leadership" OR "instructional leadership")) AND ("educational psychology" OR "psychology of education" OR "educational behavior")) AND ("ASEAN" OR "Southeast Asia" OR "Brunei" OR "Cambodia" OR "Indonesia" OR "Laos" OR "Malaysia" OR "Myanmar" OR "Philippines" OR "Singapore" OR "Thailand" OR "Vietnam"). Boolean operators and wildcards were used to broaden the search scope while maintaining topic relevance.

The inclusion criteria were set as follows: publications in the form of peer-reviewed journal articles, conference proceedings, and book chapters published in the period 2010–2024; publications that discuss at least two of the three main research themes (bureaucratic culture, leadership, educational psychology); studies conducted in the ASEAN geographic context or involving educational institutions in the Southeast Asian region; and publications available in English or the national languages of ASEAN countries with English abstracts. Exclusion criteria included publications that were editorials, letters to the editor, or commentaries without empirical data; duplicate publications; and articles that were not fully accessible or had incomplete metadata.

The screening and selection process of publications was carried out in three stages based on the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) protocol. The first stage involved screening based on titles and keywords to eliminate publications that were clearly irrelevant. The second stage included reviewing abstracts to assess their suitability to the research theme and inclusion criteria. The third stage involved full-text reading to confirm the final eligibility of the publication. To ensure the reliability of the selection process, two researchers conducted independent screening with a minimum inter-rater agreement of 85%, and disagreements were resolved through discussion or consultation with a third reviewer.

Data extraction was carried out using a standard template developed based on the bibliometric framework of (Gan et al., 2022). The extracted variables include publication metadata (title, author, year of publication, publication source, DOI); bibliographic information (number of citations, h-index, journal impact factor); geographical characteristics (author's country of origin, study location, institutional affiliation); and thematic information (keywords, abstract, research methodology).

Data extraction was performed using specialized bibliometric software such as Bibliometrix R-package and VOSviewer to ensure accuracy and consistency of the process. Bibliometric data analysis was performed through multiple analytical approaches to provide a comprehensive perspective. Performance analysis was performed to identify publication trends, author productivity, and citation impact using indicators such as total publications, total citations, average citations per document, and h-index. Science mapping analysis was applied to reveal knowledge structures and conceptual relationships through co-citation analysis, bibliographic coupling, and co-word analysis.

The use of Google Scholar in data collection complemented Scopus and Web of Science, particularly in reaching regional literature that is under-indexed in international databases. Data validity was maintained through cross-checking with other sources, excluding non-peer-reviewed publications, and automated deduplication using bibliometric software. This source triangulation approach ensured breadth of data coverage while maintaining the quality of the analysis.

The study's inclusion criteria were limited to publications that not only covered at least two of the three main domains (bureaucratic culture, leadership, educational psychology) but also demonstrated substantial interconnections between them. This strictness enhanced thematic coherence and the precision of research trend mapping.

RESULTS AND DISCUSSION

1. Bibliometric Mapping and Intellectual Structure

Before presenting the visualization, it is important to highlight the relevance of bibliometric mapping in understanding the intellectual landscape of a research field. By linking cited references, contributing authors, and recurring keywords, a three-field plot provides a comprehensive overview of how knowledge has evolved and interconnected over time. In the context of educational leadership research from 2010 to 2024, this mapping not only illustrates the influential works and scholars shaping the field but also reveals the thematic directions and conceptual clusters that underpin ongoing academic discourse.

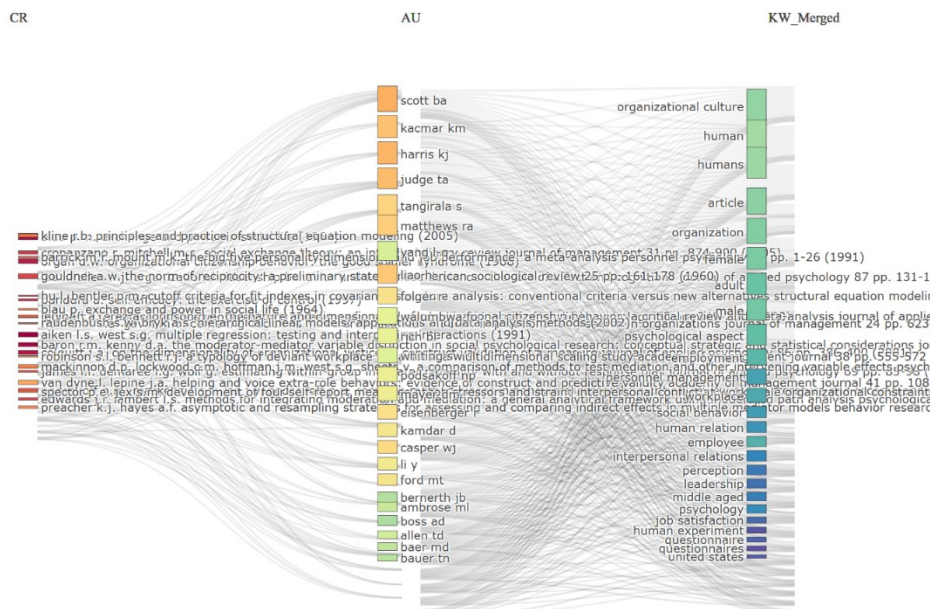


Figure 1. Three-Field Plot of Cited References (CR), Authors (AU), and Keywords (KW) in Educational Leadership Research (2010–2024)

Source: Author Analysis, 2025

This figure displays a Three-Field Plot visualization representing the relationship between Cited References (CR), Authors (AU), and Keywords (KW) in scientific studies on bureaucratic culture, leadership, and educational psychology in the ASEAN region during the period 2010–2024. This visualization shows that the literature in the field is heavily influenced by major theoretical works, such as Fan et al (2016) on structural equation

modeling and Ahmad et al (2023) on social exchange theory, which are often used as primary references by the authors. Dominant authors such as Scott BA, Kacmar KM, and Judge TA appear to play a central role in the production of knowledge, especially in bridging organizational theory with aspects of individual psychology in an institutional context.

The most frequently used keywords, such as organizational culture, human, interpersonal relations, and leadership, indicate that the main themes in these studies revolve around human interactions in bureaucratic organizational systems and how leadership plays a role in creating healthy psychosocial adaptation. The pattern of relationships between these three components underlines the research trend that emphasizes the integration of structural and psychological approaches in understanding the dynamics of institutional decision-making. Thus, this visualization not only reflects the intellectual map of the field of study, but also reveals the dominant directions and potential research gaps that can be further explored, especially in the context of the ASEAN region which is still developing theoretically and practically in the realm of leadership and organizational culture of education.

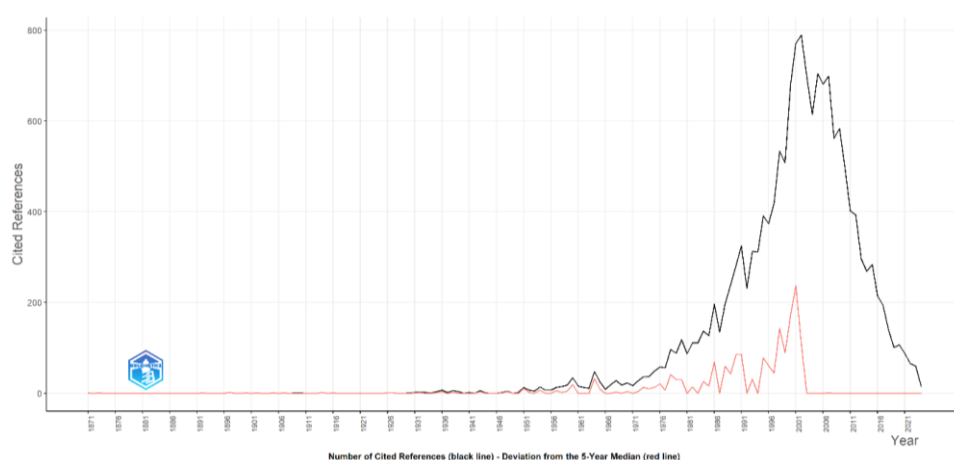


Figure 2. Reference Publication Year Spectroscopy (RPYS) in Bureaucratic Culture and Educational Psychology Research
Source: Author Analysis, 2025

The figure above is a visualization of Reference Publication Year Spectroscopy (RPYS) showing the distribution of publication years of the most cited references in the analyzed research corpus. The graph consists of two main elements: a black line representing the number of cited references by publication year, and a red line showing the deviation from the five-year median, indicating years with high citation anomalies (a kind of "peak years" of important literature).

Based on the graph, it can be seen that the largest peak in citation frequency occurred between 1995 and 2005, with the most significant spike around the year 2000. This shows that most of the theories, conceptual frameworks, and methodological approaches underlying research on bureaucratic culture and leadership in educational psychology still rely heavily on seminal works from the previous two to three decades.

The period before 1980 shows a very low citation intensity, indicating that classical works before that era are not the main references in contemporary discourse. However, the graph shows that some peaks of deviation (red lines) also appear in those years, which

may originate from classical sociological organizational theory literature such as Max Weber's work or Blau (2017) on exchange and power in social life.

The decline in citations since 2010 onwards also indicates that newer literature has not yet gained a significant accumulation of citations, possibly due to the limited time of publication and the ongoing scientific diffusion period. Overall, this pattern suggests that despite advances in cutting-edge topics, the conceptual basis of related research is still heavily influenced by older works that serve as the intellectual base in the development of this field.

2. Scientific Production and Global Contributions

To contextualize the visualization, it is essential to examine how scientific production reflects the global distribution of research efforts across countries. Mapping national contributions highlights which regions have played a dominant role in advancing scholarship on bureaucratic culture and educational psychology, while also uncovering emerging research hubs. This perspective not only showcases the geographic diversity of knowledge creation but also underscores the collaborative and comparative dimensions that shape the evolution of the field.

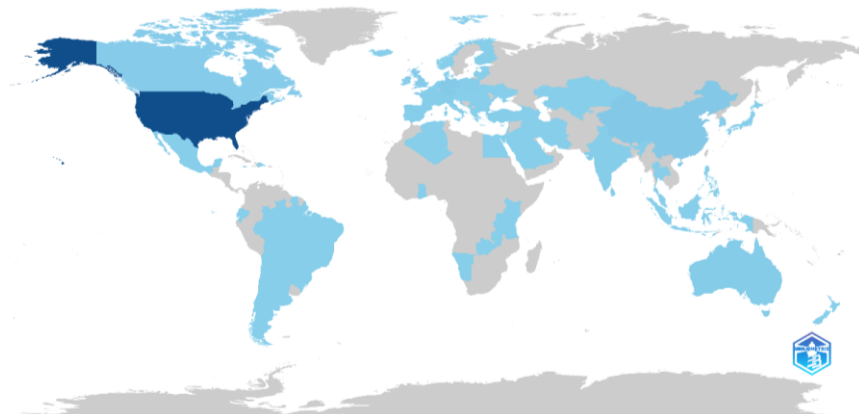


Figure 3. Country Scientific Production in Bureaucratic Culture and Educational Psychology Research
Source: Author Analysis, 2025

The figure above shows a world map visualizing the level of scientific production by country in the field of bureaucratic culture studies and educational psychology during the period 2010–2024. The blue color indicates the intensity of scientific contributions, where the darker the color, the higher the number of publications produced by the country.

It can be seen that the United States (US) is the country with the most dominant scientific contribution, marked in dark blue. This indicates that most of the articles, theories, and methodological approaches used in this study still come from academic institutions in the US. This dominance can be attributed to the strong tradition of research in organizational psychology, educational management, and leadership at major universities in the country.

Other countries with quite high contributions, although lower than the US, include the UK, Canada, Australia, Germany, and China, which also show active involvement in international literature on this topic. Meanwhile, countries in the ASEAN

region, including Indonesia, appear to contribute but are still at a moderate to low level, marked in light blue. This opens up a great opportunity for researchers in the Southeast Asian region to increase their scientific contributions to global discourse, especially through a contextual approach that illustrates the dynamics of bureaucratic culture and leadership in developing countries.

This map also shows that there are still many regions in the world (especially in Central Africa and parts of South Asia) that have not been significantly involved in the production of related literature. Thus, this visualization not only provides an overview of the geographical distribution of knowledge, but also shows the inequality of global scientific contributions that can be used as material for reflection and opportunities for international collaboration in the future.

3. Research Trends and Thematic Development

Understanding research trends and thematic development is crucial for capturing how scholarly attention shifts over time within a given field. By analyzing the evolution of topics in bureaucratic culture and educational psychology, trend mapping reveals which themes have gained prominence, which have declined, and which new areas are emerging. Such insights help identify the dynamic nature of academic inquiry, illustrating how researchers respond to evolving theoretical debates, educational needs, and societal challenges.

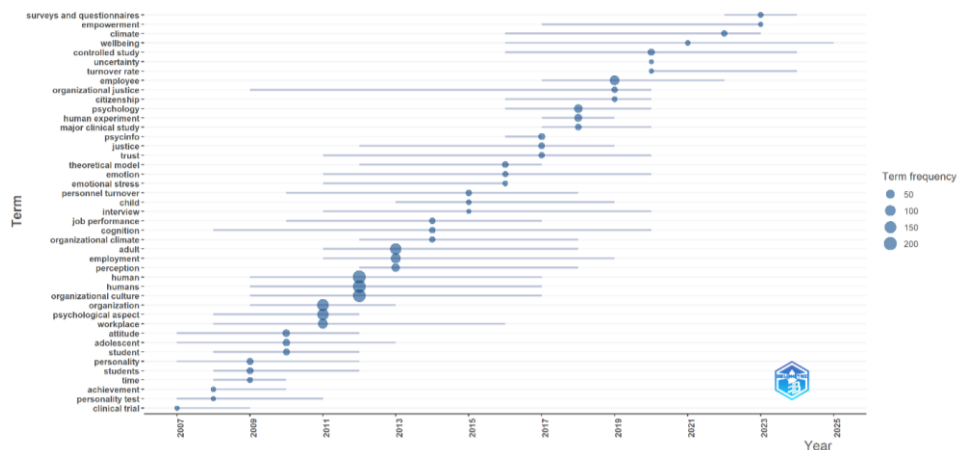


Figure 4. Trend Topics in Bureaucratic Culture and Educational Psychology Research

Source: Author Analysis, 2025

This figure displays the Trend Topics Map, a bibliometric visualization that shows the temporal development of the main terms or keywords (terms) that are often used in scientific publications in the field of bureaucratic culture and educational psychology during the period 2007 to 2025. Each term is displayed in a horizontal line indicating the time span of its appearance, while the size of the circle reflects the frequency of the term's appearance in the literature corpus (the larger the circle, the more frequently the term is used).

From this graph, it can be observed that terms such as "attitude," "psychological aspect," "organizational culture," and "students" began to appear in 2009–2011 and continued to show a stable trend in their use until recent years. This reflects that the psychological dimension of individuals in the context of educational organizations is a

conceptual foundation that is consistently discussed. On the other hand, terms such as “turnover rate,” “organizational justice,” “empowerment,” and “wellbeing” have increased significantly in recent years, especially from 2018 to 2023. This trend indicates a shift in the focus of the literature towards more practical and applicable issues in human resource management, as well as increasing attention to well-being and organizational justice in the educational bureaucratic system.

New terms that emerged post-2020 such as “surveys and questionnaires,” “controlled study,” and “empowerment” indicate that quantitative methodological approaches are increasingly used in contemporary research. Meanwhile, classic terms such as “achievement,” “students,” and “personality test” tend to show a decrease in frequency, indicating a paradigm shift from individual cognitive measurements to more holistic social-psychological studies.

Overall, this graph shows that research in the field of bureaucratic culture and educational psychology is developing dynamically, with a shift in topics from individualistic approaches to approaches based on organizational context and collective well-being. This visualization also helps researchers identify key terms that are on the rise as potential focuses for further research.

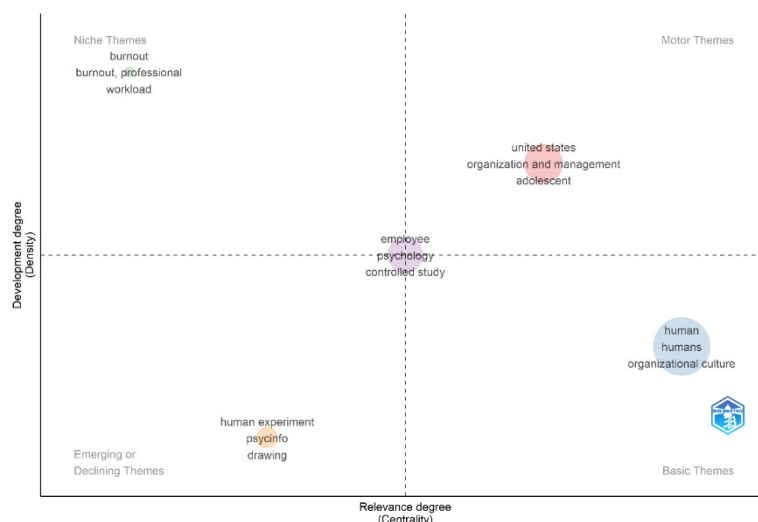


Figure 5. Thematic Map of Research on Bureaucratic Culture and Educational Psychology
Source: Author Analysis, 2025

The figure depicts the Thematic Map of scientific studies on bureaucratic culture and educational psychology in the period 2010–2024, which is divided into four main quadrants based on two dimensions: centrality (the relevance of the theme to the whole field) and density (the level of internal development of the theme). In the upper right quadrant (motor themes), topics such as organization and management, adolescent, and United States indicate that issues of organizational management and adolescent psychosocial dynamics in the context of developed countries are the main drivers in the literature.

Meanwhile, in the lower right quadrant (basic themes), there are terms human, humans, and organizational culture which indicate that the dimensions of humans and organizational culture are important foundations but are still general and have not been developed in depth. On the other hand, the upper left quadrant (niche themes) contains

terms such as burnout, workload, and professional burnout, which indicate that these themes develop in a specific context, especially related to work pressure in educational bureaucracy, but are not yet strongly connected to other main themes.

The bottom left quadrant (emerging or declining themes) includes terms such as human experiment, psycinfo, and drawing, indicating that these themes are still marginal, either because they are in the early stages of development or are starting to be abandoned in the mainstream discourse. This map strategically directs researchers to strengthen the integration of basic themes, develop promising themes, and be aware of underdeveloped themes so that the study remains contributive to the broader scientific discourse.

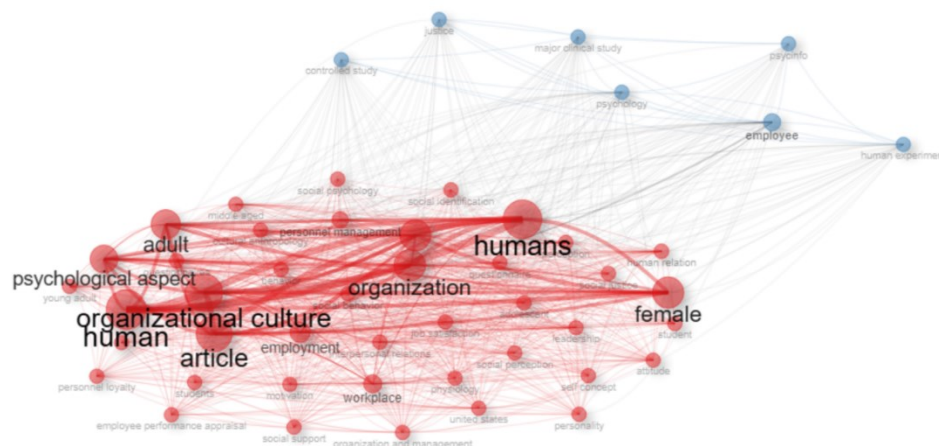


Figure 6. Keyword Co-Occurrence Network Map
Source: Author Analysis, 2025

The figure above shows the Keyword Co-Occurrence Network Map in scientific studies on bureaucratic culture and educational psychology. This visualization maps the interconnectedness between keywords based on the frequency of co-occurrence in scientific articles. The size of the circles represents the frequency of keywords, while the thickness of the connecting lines indicates the strength of association between terms. It can be seen that the main cluster (in red) is dominated by the terms “humans,” “organization,” “organizational culture,” “female,” “adult,” and “psychological aspect.”

This confirms that the main focus of the literature is on the human dimension in organizational systems, with an emphasis on gender roles, the social structure of organizations, and the psychological aspects of individuals. Meanwhile, the more discrete blue clusters such as “controlled study,” “justice,” “employee,” and “psycinfo” indicate topics that are more methodological or experimental, but less central to the main conceptual network.

The dominance of terms such as “organizational culture” and “human” indicates that research in this field has a strong tendency to explore the relationship between identity, social roles, and organizational dynamics. This network depicts a relatively dense and interconnected conceptual structure, indicating that the literature on this topic is developing interdisciplinary, with a blend of psychology, organizational sociology, and gender studies in the context of education and bureaucracy.

This bibliometric study provides a comprehensive overview of the intellectual landscape and direction of research development on bureaucratic culture and educational psychology in the ASEAN region in the last two decades (2010–2024). Initial

findings from the Three-Field Plot indicate that the literature on this topic is heavily influenced by fundamental works in organizational theory and social psychology, such as Mueller & Hancock (2018) in the Structural Equation Modeling methodology, and Colquitt et al., (2006) in social exchange theory. Names such as Scott BA, Kacmar KM, and Judge TA emerge as dominant authors, indicating that the direction of research is largely developed from the context of organizations and work behavior in corporate and educational environments, with a focus on the psychological aspects of individuals in bureaucracy.

The integration of visual analysis is strengthened by linking each bibliometric result such as Reference Publication Year Spectroscopy (RPYS), thematic maps, and keyword networks to the actual dynamics of education in ASEAN. The thematic map, for example, is linked to the phenomenon of teacher burnout in under-resourced rural schools, while the keyword network reflects the development of discourses on psychological well-being and empowerment within the education bureaucracy. This approach deepens the connection between bibliometric results and the empirical reality of the region, thus providing a stronger foundation for the development of education policies and practices in Southeast Asia.

4. Methodological Shifts and Contextual Dimensions

The increased use of quantitative methods such as surveys needs to be balanced with critical reflection on their appropriateness to the region's cultural context. While surveys provide measurable and comparative data, this approach has the potential to overlook nuances of meaning that emerge from social interactions, cultural norms, and institutional practices unique to Southeast Asia. Combining quantitative methods with qualitative approaches such as in-depth interviews or focus group discussions can provide a more holistic understanding and accommodate the diversity of socio-cultural interpretations in the region.

Reference Publication Year Spectroscopy (RPYS) analysis confirms that most of the important references in this field were published between 1995 and 2005, indicating a reliance on classical literature in developing modern conceptual models. The surge in citations during this period indicates a phase of articulation of theoretical paradigms that form the foundation of contemporary research. This phenomenon supports (Koren & Bar, 2009) opinion on the importance of "classical literature" in shaping the structure of scientific revolutions.

Furthermore, the results of the scientific production map by country show significant geographical disparities, with the United States dominating academic contributions, followed by countries such as the United Kingdom, Australia, and China. Southeast Asian countries, including Indonesia, show limited involvement even though local potential in educational research is very large (Barrot, 2023). This indicates the need to strengthen cross-country research collaboration and policy investment that supports the domestic research ecosystem.

The results of the trend topics visualization reveal a shift in the dynamics of the focus of studies from basic topics such as attitude, achievement, and students to more complex and systemic issues, such as wellbeing, empowerment, and organizational justice. This trend reflects a paradigm shift from an individualistic orientation to a more collective and contextual approach in understanding psychological well-being in educational institutions and organizations (Hosseini, 2023; Cappiali, 2023). The increasing

frequency of the terms climate, controlled study, and surveys and questionnaires also indicates an increasing tendency towards quantitative approaches in measuring psychosocial and structural indicators.

Findings from the thematic map show that themes such as organizational culture, humans, and human behavior are in the basic themes quadrant indicating that although these concepts are fundamental and frequently used, they still require deeper conceptual development. Meanwhile, topics such as organization and management and adolescent are in the motor themes quadrant, meaning they have developed intensively and have strong connectivity in the literature. On the other hand, topics such as burnout and workload appear to be niche themes that develop in a specific space but have not yet become widely rooted conceptually. Themes that appear in the emerging or declining themes quadrant such as drawing and psycinfo show the potential for new research that is still marginal or starting to be abandoned.

Network visualization through the Keyword Co-Occurrence Network further strengthens these findings, by showing that terms such as organizational culture, psychological aspect, employee, and female have a high frequency of coexistence in scientific publications. This indicates a close relationship between organizational issues, gender identity, and psychological dynamics in bureaucratic structures. The dominant cluster centered around keywords such as humans, organization, and adult shows that anthropological and psychological approaches to individuals in organizational systems are the main axis of scientific discourse.

The research timeframe of 2010–2024 provides an adequate longitudinal overview, but bibliometric analysis also needs to consider the influence of major events shaping the dynamics of regional research. The formation of the ASEAN Economic Community (2015) opened opportunities for broader academic exchange, while the COVID-19 pandemic triggered a surge in research related to online learning, the resilience of educational organizations, and mental health. Integrating this temporal dimension will enrich the interpretation of research trends and provide a stronger context for reading bibliometric patterns.

Strengthening the synthesis between the theoretical framework and empirical results is necessary to deepen interpretations. Bibliometric results that indicate the dominance of certain themes need to be explicitly linked to relevant theoretical paradigms, for example, linking wellbeing trends to psychological well-being theory, or connecting organizational justice discourse to social exchange theory. This integration will strengthen the meaning of the findings, ensure alignment between conceptual analysis and empirical data, and provide a sharper theoretical contribution to the study of educational leadership and bureaucratic culture in Southeast Asia.

This is in line with (Alhazmi & Kaufmann, 2022) argument that organizational cultural values cannot be separated from the social context and psychological experiences of individuals in the system. Overall, the results of this analysis confirm that studies on bureaucratic culture and educational psychology have developed in an increasingly complex and interdisciplinary direction. However, there is still a need to strengthen the local contextual dimension, especially in the ASEAN region, in order to enrich theories that have tended to be dominated by Western perspectives.

Cross-country academic collaboration, exploration of mixed methods, and integration of Islamic perspectives and Southeast Asian localities are strategic

opportunities in forming a new epistemological basis that is more inclusive and relevant (Crocco 2021; Farah et al., 2025).

An analysis of regional research collaborations shows that the contribution of ASEAN researchers to the international literature remains relatively limited. This study identifies the need to map key actors, research networks, and policies that can strengthen cross-border collaboration in Southeast Asia. Future efforts should include co-authorship network analysis to identify centers of knowledge production, prominent research figures, and bridging institutions that play a strategic role in expanding the reach of cross-border research. This approach is expected to provide a more comprehensive picture of the region's research ecosystem and opportunities to optimize policy-based collaboration in education and research.

5. Implications for ASEAN Education and Future Collaboration

Emerging themes such as empowerment, organizational justice, and wellbeing demonstrate high relevance in the ASEAN education context, though their implementation and priorities vary across countries. In education systems that continue to face challenges of disparities in access, heavy teacher workloads, and the demands of curriculum reform, empowerment is often understood as granting educators greater professional autonomy. At the same time, organizational justice is closely linked to ensuring transparency, fairness, and equal opportunities for promotion within the education bureaucracy. Meanwhile, wellbeing has become a particularly critical concern in the post-COVID-19 era, especially regarding the mental health of educators and students navigating changing learning patterns. As schools and universities adapt to new demands, further research is needed to explore in greater depth how these themes are being implemented in practice and the extent to which they influence the overall quality of education across ASEAN countries.

CONCLUSION

The results of the bibliometric analysis of the literature on bureaucratic culture and educational psychology during the period 2010–2024 show that this field has experienced significant development, both in terms of the complexity of the issues studied and the methodological approaches used. The conceptual map shows that themes such as organizational culture, human behavior, and psychological aspects are the main foundations that consistently appear in the literature, although most are still in the theoretical development stage. The trend of topics that lead to issues of wellbeing, empowerment, and organizational justice indicates a shift in focus from an individualistic approach to a systemic and contextual understanding in viewing the dynamics of psychological well-being in educational organizations.

The dominance of literature from Western countries, especially the United States, is also an indicator that the epistemological construction in this study is still heavily influenced by the global north perspective. However, this condition opens up strategic space for researchers in the ASEAN region, especially Indonesia, to contribute more actively by strengthening local perspectives and integrating cultural values into the research framework. This study also underlines the importance of interdisciplinary collaboration and the use of mixed methods approaches to bridge the conceptual and practical gap, so as to encourage the formation of a new paradigm that is more contextual,

holistic, and transformative in understanding the relationship between bureaucracy, organizational culture, and individual psychological dynamics in the world of education.

ACKNOWLEDGEMENT

-

REFERENCES

- Ahmad, R., Nawaz, M. R., Ishaq, M. I., Khan, M. M., & Ashraf, H. A. (2023). Social exchange theory: Systematic review and future directions. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.1015921>
- Alhazmi, A. A., & Kaufmann, A. (2022). Phenomenological Qualitative Methods Applied to the Analysis of Cross-Cultural Experience in Novel Educational Social Contexts. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.785134>
- Aung, S. W., & Aye, T. T. (2024). Practicalities and dichotomies of education policy and practice of higher education in the Golden Triangle Area (Southeast Asia): Implications for international development. *Policy Futures in Education*, 22(7), 1421-1448. <https://doi.org/10.1177/14782103241229520>
- Barrot, J. S. (2023). Research on education in Southeast Asia (1996–2019): a bibliometric review. *Educational Review*, 75(2), 348–368. <https://doi.org/10.1080/00131911.2021.1907313>
- Blau, P. M. (2017). *Exchange and Power in Social Life*. Routledge. <https://doi.org/10.4324/9780203792643>
- Cappiali, T. M. (2023). A Paradigm Shift for a More Inclusive, Equal, and Just Academia? Towards a Transformative-Emancipatory Pedagogy. *Education Sciences*, 13(9), 876. <https://doi.org/10.3390/educsci13090876>
- Christensen, T., Læg Reid, P., & Røvik, K. A. (2020). *Organization Theory and the Public Sector*. Routledge. <https://doi.org/10.4324/9780367855772>
- Colquitt, J. A., Scott, B. A., Judge, T. A., & Shaw, J. C. (2006). Justice and personality: Using integrative theories to derive moderators of justice effects. *Organizational Behavior and Human Decision Processes*, 100(1), 110–127. <https://doi.org/10.1016/j.obhdp.2005.09.001>
- Cortina, K. S., Arel, S., & Smith-Darden, J. P. (2017). School Belonging in Different Cultures: The Effects of Individualism and Power Distance. *Frontiers in Education*, 2. <https://doi.org/10.3389/feduc.2017.00056>
- Crocco, O. S. (2021). *Developing Human Resources in Southeast Asia*. Springer International Publishing. <https://doi.org/10.1007/978-3-030-79697-6>
- Eranova, M., & Prashantham, S. (2016). Decision making and paradox: Why study China? *European Management Journal*, 34(3), 193–201. <https://doi.org/10.1016/j.emj.2016.03.002>
- Ertosun, O. G., & Adiguzel, Z. (2018). *Leadership, Personal Values and Organizational Culture* (pp. 51–74). https://doi.org/10.1007/978-3-319-77622-4_3
- Fan, Y., Chen, J., Shirkey, G., John, R., Wu, S. R., Park, H., & Shao, C. (2016). Applications of structural equation modeling (SEM) in ecological studies: an updated review. *Ecological Processes*, 5(1), 19. <https://doi.org/10.1186/s13717-016-0063-3>
- Farah, A. A., Mohamed, M. A., Ali Farah, M., Yusuf, I. A., & Abdulle, M. S. (2025). Impact of Islamic banking on economic growth: a systematic review of SCOPUS-indexed

- studies (2009–2024). *Cogent Economics & Finance*, 13(1). <https://doi.org/10.1080/23322039.2025.2490819>
- Gan, Y., Li, D., Robinson, N., & Liu, J. (2022). Practical guidance on bibliometric analysis and mapping knowledge domains methodology – A summary. *European Journal of Integrative Medicine*, 56, 102203. <https://doi.org/10.1016/j.eujim.2022.102203>
- Gigerenzer, G. (2020). What is bounded rationality? In *Routledge Handbook of Bounded Rationality* (pp. 55–69). Routledge. <https://doi.org/10.4324/9781315658353-2>
- Gwagwa, A., & Mollema, W. J. T. (2024). How could the United Nations Global Digital Compact prevent cultural imposition and hermeneutical injustice? *Patterns*, 5(11), 101078. <https://doi.org/10.1016/j.patter.2024.101078>
- Hosseini, S. A. H. (2023). The well-living paradigm: reimagining quality of life in our turbulent world. *Discover Global Society*, 1(1), 19. <https://doi.org/10.1007/s44282-023-00022-8>
- Koc, E., & Boz, H. (2014). Triangulation in tourism research: A bibliometric study of top three tourism journals. *Tourism Management Perspectives*, 12, 9–14. <https://doi.org/10.1016/j.tmp.2014.06.003>
- Koren, P., & Bar, V. (2009). Science and its Images – Promise and Threat: From Classic Literature to Contemporary Students' Images of Science and "The Scientist." *Interchange*, 40(2), 141–163. <https://doi.org/10.1007/s10780-009-9088-1>
- Kwan, P. (2020). Is Transformational Leadership Theory Passé? Revisiting the Integrative Effect of Instructional Leadership and Transformational Leadership on Student Outcomes. *Educational Administration Quarterly*, 56(2), 321–349. <https://doi.org/10.1177/0013161X19861137>
- Litz, D., & Scott, S. (2017). Transformational leadership in the educational system of the United Arab Emirates. *Educational Management Administration & Leadership*, 45(4), 566–587. <https://doi.org/10.1177/1741143216636112>
- Merkin, R. S. (2018). Culture and Face Enactment. In *Saving Face in Business* (pp. 33–80). Palgrave Macmillan US. https://doi.org/10.1057/978-1-137-59174-6_3
- Mueller, R. O., & Hancock, G. R. (2018). Structural Equation Modeling. In *The Reviewer's Guide to Quantitative Methods in the Social Sciences* (pp. 445–456). Routledge. <https://doi.org/10.4324/9781315755649-33>
- Rautakivi, T., & Yolles, M. (2024). Diagnosing Complex Organisations with Diverse Cultures—Part 2: Application to ASEAN. *Systems*, 12(3), 107. <https://doi.org/10.3390/systems12030107>
- Saadiah, N. K., Syafii, M. H., & Ibragimov, S. (2025). Phonopragmatic and Perlocutionary Effects in Islamic Motivational Rhetoric: A Case Study of Mufti Menk's Preaching. *Journal of Islamic Communication and Counseling*, 4(2), 89–110. <https://doi.org/10.18196/jicc.v4i2.103>
- Skute, I., Zalewska-Kurek, K., Hatak, I., & de Weerd-Nederhof, P. (2019). Mapping the field: a bibliometric analysis of the literature on university–industry collaborations. *The Journal of Technology Transfer*, 44(3), 916–947. <https://doi.org/10.1007/s10961-017-9637-1>
- Sun, R., & Henderson, A. C. (2017). Transformational Leadership and Organizational Processes: Influencing Public Performance. *Public Administration Review*, 77(4), 554–565. <https://doi.org/10.1111/puar.12654>
- Suryo, N., & Syafi'i, M. H. (2024). The Effect of Al-Qur'an Recitation as Systematic Audio Therapy on Patients with Neurodegenerative Progressive Supranuclear Palsy

- (PSP): A Review. *Journal of Islamic Communication and Counseling*, 3(2), 112–131. <https://doi.org/10.18196/jicc.v3i2.80>
- Syafii, H. (2024). Integration of Islamic Psychotherapy and Self-Disclosure Methods for Mitigating Adolescent Suicidal Ideation: A Madrasah Study. *Educational Insights*, 2(2), 148–159. <https://doi.org/10.58557/eduinsights.v2i2.88>
- Syafii, M. H., & Azhari, H. (2025). Interaction Between Spiritual Development and Psychological Growth: Implications for Islamic Educational Psychology in Islamic Students. *Journal of Islamic Education and Ethics*, 3(1), 29–48. <https://doi.org/10.18196/jiee.v3i1.69>
- Syafii, M. H., & Mulya, A. (2024). Literature Study on the Impact of Congregational Morning Prayer on Academic Anxiety: A View on Psychospiritual and Psychoneuroimmunology in Students. *Journal of Islamic Communication and Counseling*, 3(1), 72–90. <https://doi.org/10.18196/jicc.v3i1.72>
- Syafii, M. H., Purnomo, H., & Alberto Valero Matas, J. (2024). The Relationship Between Nomophobia and Boredom Intolerance in the Use of Social Media among Generation Z Muslim Students. *International Journal of Islamic Educational Psychology*, 5(2), 309–321. <https://doi.org/10.18196/ijiep.v5i2.23563>
- Tan, C. Y. (2024). Influence of Cultural Values on Singapore School Leadership. *Educational Management Administration & Leadership*, 52(2), 280–303. <https://doi.org/10.1177/17411432211073414>
- Truong, T. D., Hallinger, P., & Sanga, K. (2017). Confucian values and school leadership in Vietnam. *Educational Management Administration & Leadership*, 45(1), 77–100. <https://doi.org/10.1177/1741143215607877>
- Zhang, Y., Li, X., & Liu, Q. (2025). Advancing urban resilience: A multi-hazard risk perspective on frontier evolution, research hotspots, and practical exploration. *Urban Climate*, 60, 102342. <https://doi.org/10.1016/j.uclim.2025.102342>