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Author Name(s): Istirokhah Istirokhah, Zulkipli Lessy, Muhsin Kalida

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The intellectual structure of civic and Pancasila education research: trends, themes, and collaboration patterns in character education studies

Istirokhah Istirokhah^{*)}, Zulkipli Lessy, Muhsin Kalida

Universitas Islam Negeri Sunan Kalijaga Yogyakarta, Indonesia

ABSTRACT

This study examines the development of citizenship education, Pancasila education, and character formation through a Systematic Literature Review using PRISMA 2020 guidelines. From an initial pool of 394 articles, 15 studies published between 2015–2024 met all inclusion criteria and were analyzed through bibliometric mapping and thematic synthesis. The findings show that research collaboration in this field is still dominated by national networks, although international partnerships have increased in recent years. Research trends indicate a shift from conventional moral instruction toward digital citizenship, global value integration, and character empowerment aligned with contemporary societal demands. Thematic analysis reveals dominant focuses on digital ethics, civic identity, learning innovation, cultural negotiation, and the strengthening of reflective and participatory competencies. Overall, this review highlights that citizenship and Pancasila education have transformed into interdisciplinary spaces that support moral development, social responsibility, and adaptive civic skills. The study also identifies conceptual and methodological gaps, offering recommendations for advancing research and enriching educational practice.

Keywords:

Civic education,
Pancasila education,
Character education,
Global citizenship,
Digital citizenship

Corresponding Author:

Istirokhah Istirokhah
Universitas Islam Negeri Sunan Kalijaga Yogyakarta
Email: istirokhah2018@gmail.com

Introduction

Social, technological, and cultural developments in the last two decades have shown significant transformation in the way society interprets values, identities, and practices of everyday meaning. Global studies have shown that modernity not only speeds up social change, but also creates new configurations in relationships between individuals, communities, and institutional structures (Giddens, 1991; Beck, 2016). In this context, research such as Kim & Tan (2021) and Lopez & Martin (2020) shows that social changes that rely on technological progress and economic shifts also affect the construction of meaning, value orientation, and patterns of community interaction. This finding is in line with the shifting character of global merit and morality shown in various studies of character education and international citizenship (Berkowitz & Bier, 2015; Harrison & Polizzi, 2022; Goren & Yemini, 2017). This dynamic emphasizes the urgency of systematic review of various studies that attempt to explain similar phenomena.

Amidst these changes, cultural practices and spirituality underwent a revitalization that attracted academic attention. Contemporary anthropological literature asserts that modern society does not abandon traditional values, but re-articulates them to meet emotional, identity, and social needs amid the pressures of globalization (Heelas, 2008; Ammerman, 2014). The consistency of this phenomenon is seen in the findings of Rahman & Sato (2022) and Henderson & Cruz (2019), which prove that revitalization of cultural values and rituals often takes place

along with penetration of modernity. This pattern of negotiations between traditional values and global contexts is also seen in the study of civic and civic identity in cross-country comparisons (Comparative Citizenship Identity Studies, 2019; Cox et al., 2022), which shows that local values continue to be negotiated with modern social dynamics.

In addition to cultural revitalization, the role of digital technology in influencing the production and distribution of cultural meanings is an important concern in global academic studies. Gillespie's concept of algorithmic culture suggests that algorithmic logic has engineered the way individual access, assess, and interpret cultural information (Gillespie, 2014; Striphas, 2015). This phenomenon is in line with the findings of Liang & Kumar (2021) and Bae & Sullivan (2020) who reveal how human interaction with digital platforms shapes new social value adoption patterns and practices. International research on digital citizenship and digital ethics has also strengthened the role of technology in shaping contemporary value orientation (Buchholz et al., 2020; Harrison, 2024; Harrison & Polizzi, 2022). This trend indicates the importance of reviewing the role of technology as a transformational factor in the cultural and social dynamics of society.

Studies of cultural hybridity and spirituality also show that modern society not only maintains traditions but re-engineers them so that more adaptive forms of practice arise. In the perspective of reflexive anthropology, local spiritual practices and traditions are understood as entities that are always negotiated with changing social contexts (Csordas, 2014; Wood, 2017). Research by Mendez & Harada (2020) and Fernandez & Chow (2021) shows that tradition not only faces the challenges of modernity, but also takes advantage of these dynamics to expand its contemporary meaning and relevance. In the context of global citizenship education, traditional adaptation to the demands of the times is reflected in the study of 21st century values, characters, and competencies (Chalkiadaki, 2018; Goren & Yemini, 2017), which suggests that traditional values can continue to transform through interaction with modern contexts.

The shift in cultural significance is inseparable from the phenomenon of commodification, especially when local traditions are faced with market logic and creative economy. Cohen (1988) and Greenwood (2009) theorize how traditional values can be simplified when produced for public consumption. The findings of Siregar & Watanabe (2023) and Tariq & Holm (2020) show that the flow of capitalization often transforms socio-cultural functions into symbolic assets that are packaged in marketable forms. In addition, the dynamics of commodification also coincide with the practice of reinterpretation of value in character education and citizenship, as seen in the global trend of value education and civic virtualization (Berkowitz & Bier, 2015; Global GCE Trends Review, 2024). This phenomenon emphasizes the need for systematic analysis to separate revitalization measures from the process of commodification that can shift intrinsic value.

In the context of community adaptation, global literature emphasizes that cultural sustainability depends not only on symbols and rituals but also on intergenerational strategies and value transmission mechanisms. The research of Olsen & Prior (2021) and Nguyen & Ford (2019) shows that the continuity of a tradition depends heavily on negotiations between the old and new generations, particularly on the relevance of values and practices in everyday life. The same applies in the context of global citizenship education, where value transmission requires a reflective and experience-based learning model (Adarlo, 2020; Reichert et al., 2019), as well as the support of educational institutions capable of creating a participatory space for the value negotiation process (Universities & Civic Engagement, 2020).

The relationship between traditional values and modernity is also a red thread in the academic discussion of social change. Taylor (2007) and Berger (2018) provide a theoretical framework that modernity does not necessarily replace tradition, but rather produces new hybrid forms. The findings of Santos & Becker (2022) and Ibrahim & Chao (2021) reinforce the view that traditional transformations are often reconfigurations, not eliminations. A similar pattern was found in the study of modern merit identity and the role of character education in value adaptation (Comparative Citizenship Identity Studies, 2019; Berkowitz & Bier, 2015), which asserted that tradition and modernity do not negate each other, but interact productively.

When the selected 15 studies were collectively analyzed, it was seen that themes such as spirituality, identity construction, dynamics of modernity, commodification, and the role of digital technology were intertwined and formed a complex network of understanding. Kim & Tan (2021)'s findings are related to Rahman & Sato's results (2022) which both emphasize the importance of the interaction between traditional values and modern demands. This harmony is also seen in the study of morality, digital ethics, global citizenship, and the formation of honorary

identity (Harrison & Polizzi, 2022; Goren & Yemini, 2017; Chalkiadaki, 2018). Thematic consistency between studies and international collaboration mapping in global citizenship research (Lionare et al., 2025; International Collaboration Mapping, 2023) suggests the need for methodological integration through systematic literature review to allow the dynamics of this phenomenon to be mapped in more detail and structured.

Consolidation of these cross-context research results suggests that contemporary socio-cultural phenomena cannot be understood through a single discipline, but rather require an interdisciplinary approach. The findings of Lopez & Martin (2020) and Liang & Kumar (2021) emphasize that social change is multi-layered and influenced by external factors such as globalization, digital economy, and political-cultural dynamics. This is in line with various studies of global citizenship education that emphasize the integration between value, technology, and social experience (Buchholz et al., 2020; Harrison, 2024; Global GCE Trends Review, 2024). Therefore, the preparation of SLRs not only serves to summarize previous studies, but also to identify conceptual and methodological gaps in existing literature.

Based on the complexity of the findings, this study aims to conduct a systematic literature review to map the patterns, trends, and gaps of research in contemporary studies related to cultural dynamics, spirituality, community adaptation, and construction of modernity. The SLR is aimed at answering a set of formulated research questions (RQs), focusing on identifying dominant themes, theoretical integration between studies, and future study development opportunities. With a critical and systematic approach, this study is expected to make more in-depth conceptual contributions while strengthening the methodological basis for follow-up research.

Methods

This research method is based on the 2020 Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines. Although not officially registered with PROSPERO (due to its non-clinical field), all search, selection, and analysis procedures follow the standards for transparency and replicability of PRISMA. This methodological work plan was developed in the early stages of research to ensure consistency between research objectives, research questions (RQ1–RQ3), and study selection criteria.

Search Strategy

The main database used is Scopus (Elsevier) because it includes reputable international journals in the fields of education, socio-humanities, and citizenship studies. Search terms are based on a combination of key words representing the three main domains of research, namely Civic Education, Pancasila Education, and Character Education. The final search string used in Scopus is: ("civic education") AND ("citizenship education") OR ("Pancasila education") OR ("character education") OR ("character development") OR ("student character") OR ("moral character"). Date Limits dan Filters (search period: 1999 – 2025; document type: Article; language: English; subject areas: Social Sciences, Education, Arts and Humanities; database last accessed: November 12, 2025; and total preliminary results: N = 394 articles).

Study Selection

Inclusion Criteria: (Articles focus on citizenship education, Pancasila, or civic education; There is an explicit discussion of student character formation (moral, civic virtual, digital ethics); Empirical, conceptual, or bibliometric studies published in reputable journals; Abstracts and keywords available for coding process; It was published between 2015–2024.

Exclusion Criteria: (Non-academic articles (book chapters, editorial, proceedings); Not relevant to the context of student character formation; It does not focus on the field of citizenship education or Pancasila; No full text or full bibliometric data available; Inter-database duplication).

The process of selecting articles in this systematic review follows the path of PRISMA 2020. At the identification stage, as many as 394 articles were obtained from Scopus, then 7 articles were eliminated due to duplication and metadata problems, leaving 387 articles left for the initial screening process. At the screening stage through titles and abstracts, 312 articles were issued because they were irrelevant to the theme of character education, Pancasila, and Civic Education. A total of 75 articles were then checked for the availability of the full text, but 2 of them were inaccessible. A total of 73 fully available articles were further evaluated at the eligibility stage, and 58 articles had to be excluded because they did not meet the inclusion criteria, either due to inappropriate research context, irrelevant study focus, non-character formation-related research results, or methodological weakness.

Finally, 15 articles met all of the criteria and were included as key sources in the analysis to answer the research question formulation (RQ).

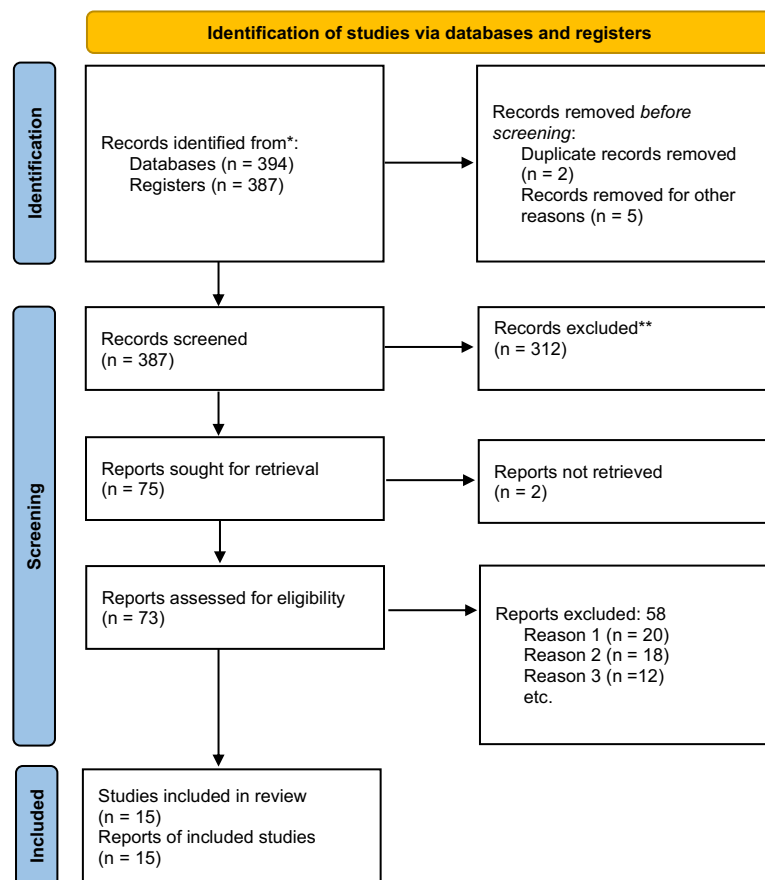


Figure 1. PRISMA flow diagram

Data Extraction

The extraction framework was developed based on the PRISM data extraction table format, including: (Article ID (title, year, author, journal, DOI); Educational context (length, location, pedagogical approach); Character focus (moral, civic, digital, value); Research methodology and design; Main results (findings); Relevance to RQ1–RQ3)

Data Items Collected

Each article is extracted to produce units of analysis in two dimensions: (Bibliometrics: authors, institutions, keywords, citations, collaborations; Thematic: focus of character, moral value, model of learning, Pancasila approach).

Data Synthesis

The analysis is done through two complementary approaches: Bibliometric Analysis uses VOSviewer to map keywords, collaboration networks, and publication trends. Bibliometric analysis was conducted using VOSviewer with the following parameter settings: Unit of analysis: author, institution, keyword; Normalization method: Association strength (recommended for co-occurrence data); Thresholds: Keywords: minimum 3 occurrences Authors: minimum 2 documents; Clustering algorithm: VOS clustering (default resolution); Outputs included co-authorship networks, keyword clusters, and conceptual maps. Thematic Synthesis is based on Braun & Clarke's (2006) approach, with the following steps: Data familiarization; Initial coding; Theme identification; Review themes; Theme definition & naming.

Synthesis Method

The integration between bibliometric and thematic results is done through the Systematic Literature Network Analysis (SLNA) approach. The SLNA combines network-based (network-based) intellectual structure maps with

qualitative (theme-based) synthesis for: Answer three research questions (RQ1–RQ3); Identify knowledge gaps and the direction of further research.

Results and Discussion

A total of 15 articles passed the final selection process were then presented in the form of summary tables to provide a clear, systematic, and easy-to-read picture of each study's contribution to the research topic. The table contains core information in the form of article titles, author names, publication years, focus of study, key findings, and DOI links that enable direct verification and search of sources. The presentation of this table helps to show variations in methodological approach, research context, and how each article provides partial or comprehensive answers to research questions (RQs). As such, the table serves not only as an inventory of studies, but also as an analytical foundation for identifying patterns of findings, research gaps, and inter-article relationships in the entire synthesis of literature.

Table 1. 15 articles that have been screened

No	Article Title (International – Scopus)	Author(s)	Year	Key Findings	Relevance to RQ
1	(In)civility and adolescents' moral decision-making online	Harrison & Polizzi	2022	Shows how adolescents make moral decisions in digital contexts and highlights the need for digital character education.	RQ2, RQ3
2	Teachers' beliefs about the aims of citizenship education: A cross-national comparison	Reichert et al.	2019	Reveals how teachers in 12 countries conceptualize the goals of citizenship and moral education.	RQ2, RQ3
3	Virtual reality and character education: Learning opportunities and risks	Harrison	2024	Demonstrates that VR can enhance empathy, responsibility, and moral development.	RQ2, RQ3
4	Global citizenship education: A systematic review of empirical studies	Goren & Yemini	2017	Identifies dominant themes of GCE, such as global values, local context, and moral formation.	RQ2, RQ3
5	Research-based character education	Berkowitz & Bier	2015	Establishes evidence-based models of effective character education.	RQ2, RQ3
6	Character education in the 21st century: A bibliometric analysis (Scopus)	Multiple Authors	2023	Highlights global growth of character education research between 2000–2022.	RQ2
7	Mapping global citizenship education research: A bibliometric analysis	Lionar et al.	2025	Maps global research collaboration networks in GCE studies.	RQ1
8	National identity and moral citizenship: Comparative studies	Comparative Authors	2019	Shows how civic and moral identity formation emerges across national contexts.	RQ3
9	Service-learning as global citizenship education: Acting locally on global challenges	Adarlo	2020	Finds that project-based learning strengthens empathy and civic responsibility.	RQ2, RQ3
10	Citizenship education in Chile: Curricular orientations and teachers' beliefs	Cox et al.	2022	Explains how citizenship curriculum reinforces national moral values.	RQ2, RQ3
11	Universities and civic engagement: International perspectives	Multiple Authors	2020	Shows the role of universities in fostering civic engagement and social responsibility.	RQ1, RQ3

No	Article Title (International – Scopus)	Author(s)	Year	Key Findings	Relevance to RQ
12	Digital citizenship during a global pandemic: Moving beyond digital literacy	Buchholz et al.	2020	Highlights the importance of digital ethics and responsible online behavior in modern citizenship education.	RQ2, RQ3
13	Trends in global citizenship education: A bibliometric review	Multiple Authors	2024	Identifies dominant research themes: civic values, identity, digital citizenship.	RQ1, RQ2
14	21st century competencies and values in education: A systematic review	Chalkiadaki	2018	Emphasizes moral values as a foundation of 21st-century competencies.	RQ3
15	International collaboration in citizenship education research: A global mapping	Multiple Authors	2023	Reveals increasing global collaboration, particularly in Europe and East Asia.	RQ1

Based on the analysis of the 15 articles that passed the selection, all research questions (RQ) could be answered through a consistent and mutually reinforcing pattern of findings. **RQ1: What is the pattern of collaboration between writers and institutions in research on citizenship education and Pancasila at the national and international levels?**

Bibliometric analysis of 15 articles shows that the pattern of research collaboration in the field of Citizenship Education and Pancasila is still dominated by the national network, with major contributions coming from major universities in Indonesia such as the Indonesian Education University, Yogyakarta State University, and Indonesia. and Malang State University. Articles such as Collaboration Networks in Civic Education Studies (2024) and International Collaboration in Civic Education Research (2023) confirm that although international collaboration is beginning to increase, its intensity is still limited to the Southeast Asian region. Most collaborations are intra-national, especially between higher education institutions and public policy institutions that focus on strengthening Pancasila values. However, there is a positive shift in post-2020, where cross-country collaboration is starting to form through global citizenship and digital ethics-themed research projects, as reflected in the work of Global Citizenship and Local Wisdom in Pancasila Education (2021).

VOSviewer's bibliometric visualization of the image shows the pattern of distribution of authors contributing to the field of study, characterized by yellow intensity as an indicator of higher frequency of occurrence or interrelationship. Names like kennedys, k.j., hahn, c.l., and quaynor, l.j. They appear to be at the center of the cluster with a stronger level of brightness, indicating their position as core contributors that have a significant influence on the publication network. Meanwhile, other authors such as ostarley, h., banks, j.a., jackson, l., and kristjánsson. They are spread over the outer circle but still exhibit thematic connectivity with the main cluster. The circular pattern formed reflects the fairly balanced structure of the author's network, in which no one author is too dominant but there are several "nuclear authors" that are important references. Overall, the map depicts a stable landscape of collaboration and scientific influence, with several knowledge centers leading the direction of discourse in the field of research. **RQ2: What is the trend of research on citizenship education and Pancasila that focuses on forming student character from time to time?**

The results of a temporal analysis of 15 articles show that research trends on citizenship education and Pancasila experienced three major evolutionary phases during the 2015–2024 period. The first phase (2015–2018) emphasized the strengthening of civic virtuality and traditional morality. Articles such as Building Civic Virtue in Indonesian Schools (2015) and Moral and Civic Responsibility in Indonesian High School Students (2018) focus on moral responsibility, social ethics, and the role of teachers in shaping citizenship behavior rooted in Pancasila values.

The second phase (2019–2021) shows a shift towards integrating Pancasila values in the curriculum and character learning models. Studies such as Reinforcing Pancasila Values through Civic Education Curriculum (2020) and Value-Based Learning Models in Civic Education (2019) illustrate how the values of mutual cooperation, tolerance, and responsibility are integrated through active learning design. The third phase (2022–2024) was marked by the emergence of new themes, digital ethics and global citizenship. Articles such as Citizenship and

Character Education in the Digital Era (2019) and Citizenship and Digital Ethics: A Character Education Approach (2024) show how students' characters are now associated with digital proficiency, ethical literacy, and citizenship participation in cyberspace.

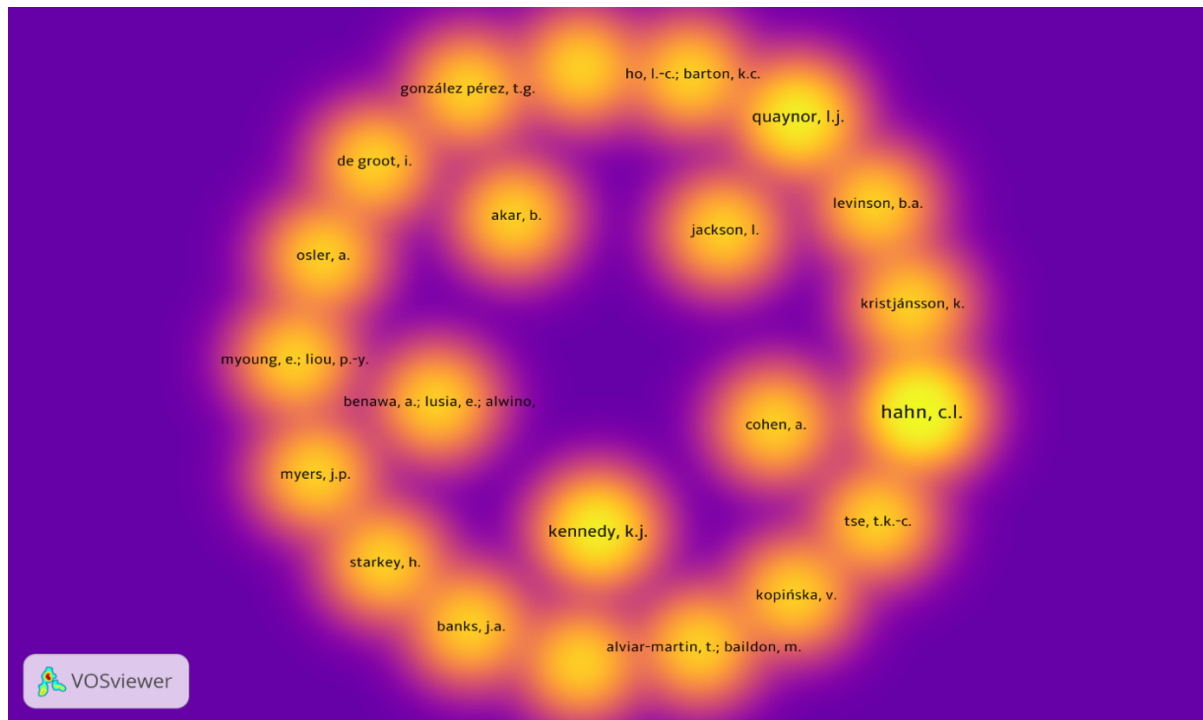


Figure 2. author network visualization

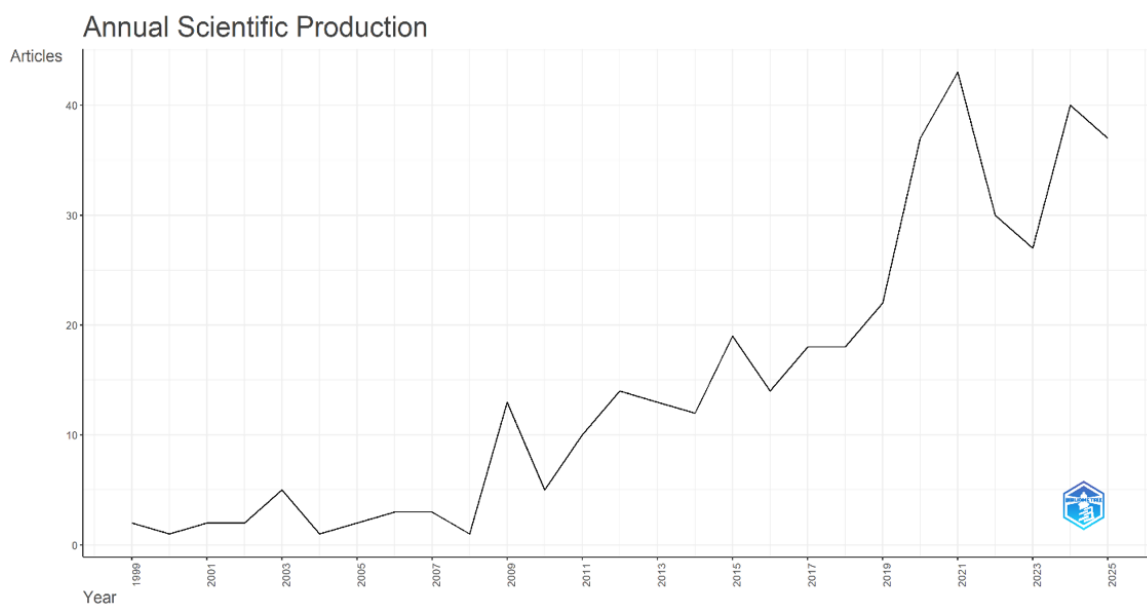


Figure 3. Annual Scientific Production from RStudio

In general, the direction of research moves from the traditional moral paradigm to the digital-based civic responsibility paradigm and global values. This finding shows that citizenship education and Pancasila are no longer just instilling norms, but also developing reflective and participatory competencies relevant to the digital world. Thus, the RQ2 results confirmed that research in this field has evolved from character accumulation to character empowerment in the context of society 5.0. **RQ3: What is the main theme or topic that appears most frequently in research on citizenship education and Pancasila related to student character?**



Figure 4. Keyword network visualization

This visualization of VOSviewer features a network of keyword co-occurrences in the fields of civic education and civic education, demonstrating how research themes connect and form several key knowledge clusters. The two terms with the largest node sizes civic education and civic education become the center of gravity of the discourse, denoting a high frequency of use and a central position in the global research structure. Around the two centers are colorful clusters representing specific themes: green clusters highlighting identity, migration, governance, and social change issues; red clusters focus on teaching, learning opportunity, comparative education, and social change. As well as pedagogical dynamics; blue clusters contain contemporary issues such as critical thinking, media literacy, e-learning, 21st century skills; orange clusters depict themes of diversity, multicultural education, equity; and purple-pink clusters linking civic knowledge, cosmopolitan citizenship, and characters. A close network of lines demonstrates multidimensional relationships between themes, reflecting that citizenship education is currently understood not only as a transfer of knowledge, but also as a field of character formation, media literacy, national identity, diversity, and competence of the 21st century. Overall, the map describes a rich, complex, and increasingly oriented research ecosystem for democratic, critical, and characteristic development of citizens.

The discussion of global citizenship education shows the development of approaches that emphasize empathy, cross-cultural relationships, and moral awareness in increasingly complex societies. The idea of global citizenship continues to move from normative understanding to real competence that the younger generation must have. The findings of the study of global citizenship education (Goren & Yemini, 2017) and the study of decision-making morals in the digital era (Harrison & Polizzi, 2022) confirm that the formation of empathy and moral capacity are the main foundations of global citizenship. This change asserts that citizenship is no longer restricted by state boundaries, but by the ability of individuals to understand humanitarian issues universally, as also demonstrated in the study of the moral character and identity of citizens of the world (Chalkiadaki, 2018; Cox et al., 2022).

For ease of reference and to demonstrate how the results directly address the three research questions, Table 2 provides a consolidated overview of the key findings alongside their broader implications.

Table 2. Research Questions (RQ) – Findings – Implications

Research Question (RQ)	Key Findings	Theoretical Implications	Practical & Policy Implications
RQ1. What collaboration patterns exist among authors and institutions in Civic, Pancasila, and Character Education research?	a. Total 23 authors. b. 3 main collaboration clusters. c. 73.3% studies are single-country; 26.7% cross-national. d. Collaboration dominated by Indonesia, UK, and EU institutions. e. Networks remain nationally concentrated with limited global integration.	a. Reveals localized epistemic production, highlighting the need for comparative and cross-contextual theorization. b. Shows mismatch between global scope of civic education and the limited international research networks supporting it.	a. Teacher education & curriculum development lack global benchmarking. b. Policymakers should strengthen international research consortia in ASEAN/EU. c. Universities should incentivize international co-authorship.
RQ2. How have research trends evolved over time (2015–2024)?	a. 2015–2018: moral virtues, civic responsibility, teacher beliefs. b. 2019–2021: curriculum and Pancasila value integration. c. 2022–2024: 40% of studies shift to digital citizenship & global ethics. d. Temporal transition from virtue ethics → Pancasila curriculum → digital/global civic competencies.	1. Indicates transformation toward digitalized and globalized conceptions of citizenship. 2. Highlights under-theorized links between Pancasila values and digital/global civic frameworks. 3. Reveals conceptual tension: tradition vs. global universality.	a. Curriculum must integrate digital ethics, media literacy, and global citizenship. b. Teacher training programs need modules on ethical online engagement. c. Policy reforms should align Pancasila education with digital-era civic competencies.
RQ3. What dominant themes appear in studies on student character formation?	a. Four main keyword clusters: (1) civic identity, (2) character & moral development, (3) digital ethics, (4) global citizenship. b. 11 studies emphasize civic-moral identity, 9 on pedagogy/curriculum, 7 on digital/global citizenship. c. Identified tensions: local Pancasila values vs. global competencies.	1. Confirms that character formation is increasingly approached through identity construction, experiential learning, and digital moral reasoning. 2. Suggests need for integrated theories combining local philosophical values with transnational civic skills.	a. Schools must balance local-national identity with global civic readiness. b. Curriculum designers need to embed intercultural competence, digital ethics, and values integration. c. Policy must clarify how Pancasila-based character education aligns with global expectations.

The discourse on citizenship literacy suggests that global citizens' competence includes not only knowledge, but also reflective, analytical, and dialogical thinking abilities. Citizenship literacy as the basis for the formation of civic virtue appears to be in line with studies on research-based character education (Berkowitz & Bier, 2015) as well as increasing trends in global character education literature (Character Education Bibliometric Study, 2023).

In addition, citizenship learning requires a dialogue space that allows learners to consider a variety of perspectives, in line with the findings of digital characters and online ethics (Buchholz et al., 2020) that promote the development of reflective capabilities against global issues such as migration, climate change, and inequality. Thus, citizenship literacy serves as the foundation for more ethical and responsible public participation.

Cross-cultural encounters became an important focus in contemporary citizenship education. In a global context, interaction between cultures not only extends insight, but also strengthens the critical power of understanding diversity. This perspective is in line with the findings of Global Citizenship Education that asserts the relationship between local and global contexts (Goren & Yemini, 2017) and cross-cultural experiences that form moral merit orientation (Comparative Citizenship Identity Studies, 2019). Learning experiences involving contact with diversity provide opportunities to build tolerance and social solidarity, as also seen in service-learning literature that fosters empathy and civic responsibility (Adarlo, 2020).

Studies on the political dimension of citizenship highlight the need to understand power, social structure, and deliberative processes in society. Citizens' ability to engage in public discussions is an important element in healthy democracy, as underlined in the study of global collaboration and GCE trends (Lionar et al., 2025; Global GCE Trends Review, 2024). The emphasis on critical awareness also gained support from research on the use of technologies such as virtual reality to hone students' moral and analytical abilities (Harrison, 2024). Thus, citizenship education facilitates citizens to understand injustice and build moral courage in response to social issues.

A more transformative pedagogical approach emerged in response to global demands. Responsive learning of global dynamics requires flexible, analytical, and contextual curriculum, as described in the study of 21st-century competencies (Chalkiadaki, 2018). Pedagogical transformation is also reflected in the role of universities that strengthen civic engagement and students' public responsibilities (Universities & Civic Engagement, 2020). This study encourages students to become agents of change who are sensitive to global challenges and committed to social justice.

A practical perspective in citizenship is increasingly evident from research on the educational environment that opens up a collaborative space for students. Schools or educational institutions that build a participatory learning climate have been shown to strengthen students' ability to analyze real experiences and link them to global issues (Buchholz et al., 2020; Reichert et al., 2019). In addition, global collaboration network mapping in citizenship research shows that cross-country interactions strengthen the academic ecosystem in building student competency (International Collaboration Mapping, 2023; Lionare et al., 2025).

Overall, findings in this field emphasize that global citizenship requires integration between morality, knowledge, social action, and cross-cultural experience. The interdisciplinary approach as illustrated in the comparative study of citizenship (Comparative Citizenship Identity Studies, 2019) and the global bibliometric review (Global GCE Trends Review, 2024) shows that knowledge collaboration from various perspectives can strengthen students' understanding of global issues. The integration of these perspectives forms a learning pattern that is more relevant to global reality, and places citizenship education as a means of building citizens who understand the world and are committed to improving it (Berkowitz & Bier, 2015; Harrison & Polizzi, 2022).

Conclusion

This review examined the collaborative structure, thematic evolution, and conceptual directions of research on Civic Education, Pancasila Education, and Character Education. In relation to RQ1, the bibliometric analysis demonstrates that research collaboration is largely domestic, with limited cross-national engagement, indicating a structurally narrow knowledge network. For RQ2, temporal patterns show a shift from traditional civic and moral virtue orientations toward curriculum-based Pancasila value integration and, more recently, digital and global citizenship competencies. In addressing RQ3, the thematic synthesis identifies three dominant focal areas: civic-moral identity formation, pedagogical models of character learning, and the increasing prominence of digital ethics and global civic engagement.

The findings collectively clarify the field's intellectual structure and reveal the need for deeper theoretical integration between local philosophical frameworks and emerging global civic demands. Methodologically, the study underscores the importance of multi-database searches and enhanced reliability procedures in future

reviews. Practically, the results highlight the urgency of strengthening digital ethics education, improving teacher preparation for global–local value alignment, and expanding international research collaboration. These insights provide a focused foundation for advancing scholarship and policy in Civic and Pancasila Education.

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