

## Research Trends for Digital-Based Civic Education Learning on Scopus Data-Based Period 2004 - 2025: Bibliometric Analysis

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### ABSTRACT

Technology integration in education has changed learning, including Civic Education (PKn). This change raises the need for a systematic study to understand the direction and development of digital-based civil society research. This study uses a bibliometric approach to scientific publications indexed in the Scopus database from 2004 to 2025. The data was analyzed with the help of R-Biblioshiny, OpenRefine, and VOSviewer software to visually map research trends and patterns. There has been a significant increase in publications since 2017, with an average annual growth of 16.78%. Spain, the United States, and Indonesia are the countries with the highest publication contributions. The *Journal of Citizenship Teaching & Learning* and *the Journal of Civics* are the main sources of publications. The dominant keywords include *digital citizenship*, *civic engagement*, *critical thinking*, and *values education*. Global collaboration between researchers and institutions has been identified, although cross-border collaboration is still limited. This study provides a comprehensive overview of the dynamics of digital-based PKn research. The findings can be a strategic basis for education policy development, learning innovation, and further research.

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## 1. INTRODUCTION

The learning process, including Civic Education (PKn), has undergone significant changes as a result of the shift to digital-based education [1], [2]. In addition to changing the way content is presented, technology in learning also influences the focus and direction of future studies in this field [3]. Digital transformation redefines instructional strategies and demands a new framework for evaluating civic engagement in virtual spaces. Amid the rapid

digitalization of the world, there is a need to rigorously analyze how trends, subjects, and collaboration patterns in digital-based civic learning research change over time [1]. However, despite this urgency, trends, subjects, and collaboration in digital-based PKn learning research at Scopus have not been well investigated, leaving a research gap in understanding its global and local evolution.

Digital-based civil society education now uses a variety of technologies, including learning management systems (LMS), interactive media, virtual reality, and augmented reality [4], [5]. This technology improves access to learning and creates a more contextual and individualized learning experience. These innovations enable learners to actively participate in civic discourse beyond traditional classrooms. Thus, there is no need to worry about saving costs online [6]. Digital platforms can lower infrastructure barriers, making civic education more inclusive and scalable. You can read it and use it to read the link for the first time. However, the availability of resources online also requires systematic curation and scholarly attention to ensure their pedagogical quality and relevance..

Thousands of materials related to online citizenship education are stored in Scopus, a globally recognized scientific database. However, the potential of this data has not been fully utilized to comprehensively track scientific progress. The number of annual publications, popular keywords, author-institution partnerships, and subject dynamics over time are important elements that can be discovered through bibliometric analysis [7]. This analytical approach offers a strategic lens to uncover the field's knowledge production patterns and collaborative networks. These elements also tend to be academically inclined to a particular country due to the large number of individuals with access to the information they need to describe developing regions' social and geographical relations [8]. Consequently, existing literature may reflect regional biases that limit a more comprehensive global understanding of digital civic education.

The study, which includes Scopus papers from 2004 to 2025, is one of the few studies to bibliometrically examine global trends in digital-based citizenship education. Further, given the possibility of gaps in studies that do not adequately reflect the diversity of social, cultural, and educational contexts, it is important to investigate these research trends. This becomes particularly crucial in light of emerging educational technologies such as the metaverse, which demand new pedagogical insights and empirical validation. Bias in the global perspective of civic education may result from greater attention to a particular country or methodology. Therefore, bibliometric analysis is useful for mapping the scientific environment and reflecting on the ways and places of research progress. Thus, this study contributes to knowledge mapping and is a reflective tool for evaluating equity and inclusiveness in civic education discourse. This study aims to identify the trends of digital-based PKn learning research on the Scopus database, hoping that it can become a conceptual and methodological reference for researchers and education practitioners.

The main objective of this study is to conduct a bibliometric analysis of the available literature on digital-based civic education learning indexed in the Scopus database from 2004 to 2025. This analysis will be carried out using the R-Biblioshiny package in the R software, which allows researchers to process and display data in visual form that can provide a deeper understanding of existing trends and patterns. By adopting this software-based method,

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researchers can identify key actors, knowledge clusters, and thematic evolutions with greater precision. This research is classified into several types of bibliometric analysis: (1) Descriptive: annual scientific production, most relevant sources, most relevant authors, most relevant affiliations, country scientific production, and documents. (2) Scientific mapping: Trend Topics, Co-Accuracy Networks, Thematic Maps, Three-Field Plots, Collaboration Networks, and Collaboration World Maps. These components will collectively inform the current landscape of digital civic education and its global diffusion.

Based on previous studies, this article attempts to: The main objective of this study is to provide a bibliometric analysis of the literature on teaching digital citizenship indexed in the Scopus database from 2004 to 2025. The study will use the R-Biblioshiny software package in R format, allowing researchers to visually examine and display data to understand contemporary trends and patterns better. This study included the following bibliometric analysis categories: (1) Descriptive: annual scientific outputs, most relevant affiliations, most relevant authors, most relevant sources, and national scientific productions and documents. (2) To study how the metaverse can be improved in civic learning to instill civic ideals in the digital age, scientific mapping using collaborative global maps, trend themes, co-accurate networks, thematic maps, three-plane plots, and collaborative networks. This expanded scope reflects the dynamic interplay between digital innovation and civic values in education. In addition to discussing the potential and difficulties of using the metaverse as a teaching tool, this research will offer practical advice for educators and other education stakeholders. This essay is expected to help find creative ways to revolutionize civic education in the digital age. Ultimately, it aims to serve as a foundation for future innovations and equitable practices in the digital civic education ecosystem

## 2. METHOD

This study uses a bibliometric approach to analyze publications in the field of civic education learning in the Scopus database. This approach was chosen for its ability to objectively and systematically identify trends and patterns in the scientific literature, making it possible to uncover a particular topic's development and dominance over time [9].

This study aims to analyze the trends and developments of digital-based civic education learning research indexed in Scopus using a bibliometric approach through R-Biblioshiny. The main focus is to identify dominant topics, authors, and leading institutions and map the position of the main themes in the study of digital-based civic education learning visually and systematically. The data collection process begins with accessing the Scopus database and conducting a literature search using keywords or queries. The keywords used are:

```
( TITLE-ABS-KEY ( "digital " ) AND TITLE-ABS-KEY ( "citizenship" ) AND TITLE-ABS-KEY ( "learning" ) AND TITLE-ABS-KEY ( "education" ) ) AND ( LIMIT-TO ( DOCTYPE , "ar" ) ) AND ( LIMIT-TO ( SRCTYPE , "j" ) ) AND ( LIMIT-TO ( PUBSTAGE , "final" ) )
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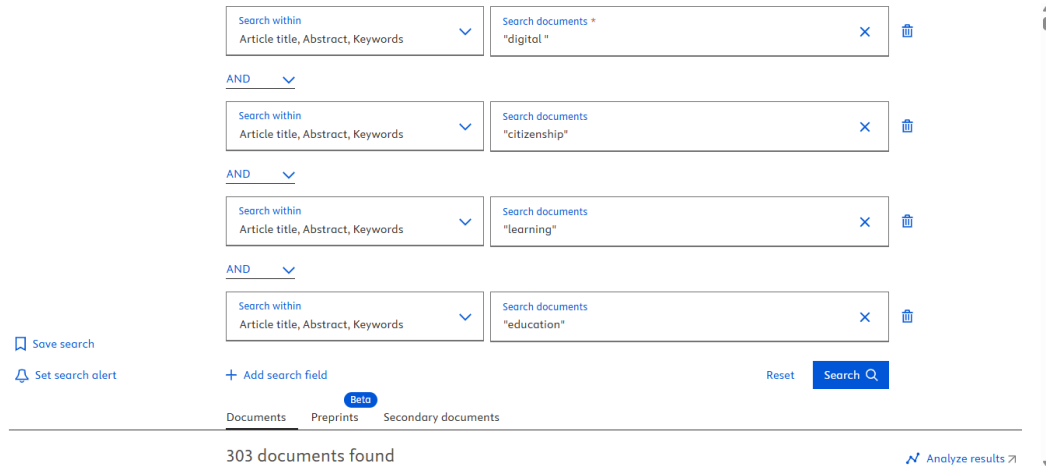


Figure 1. Scopus Database Keywords

This step is important to ensure that the data collected is appropriate for the research topic. The example query used is shown in a framework created using the following draw.io:

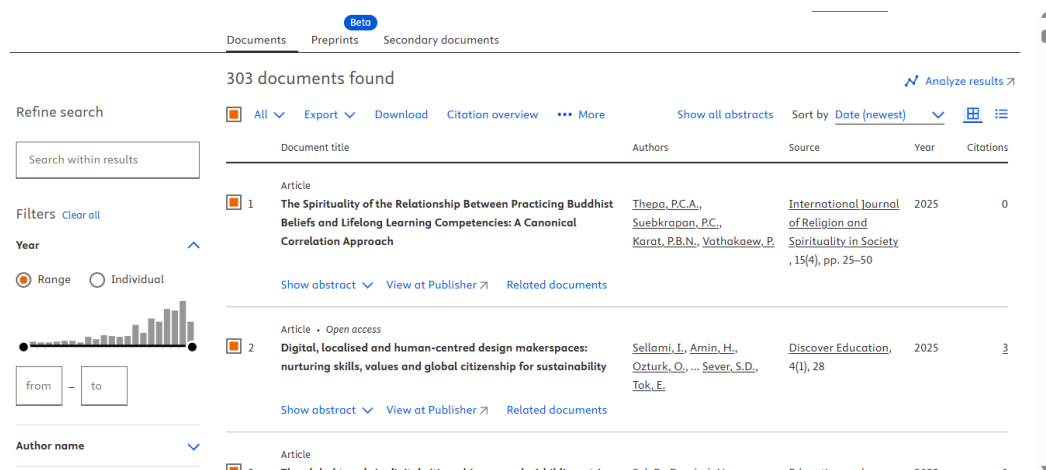


Figure 2. Keyword Search Results

After the data was collected, 303 documents corresponded to the keywords on the research topic, from 2004 to 2025. The validation process was carried out using OpenRefine, an effective tool in cleaning and restructuring data for further analysis. The use of OpenRefine strongly supports this study in addressing duplication and entry errors, which are often found on large datasets [10]. This validation process ensures the analysis is based on accurate and reliable data, making the research results more valid.

This study combined the data analysis techniques using VoS Viewer, OpenRefine, RStudio, and BiblioShiny. VoS Viewer is used to visualize a network of keywords and quotes, while OpenRefine serves to clean up data [11]. RStudio is used for statistical data manipulation, and BiblioShiny is applied for in-depth bibliometric analysis. This approach aims to provide a comprehensive understanding of trends and patterns in digital-based civics education research contained in the Scopus database and identify relationships between topics that may not have been previously unrevealed. The analysis process begins with data

cleansing using OpenRefine, followed by data analysis using RStudio and BiblioShiny, and finally, the results are visualized with VoS Viewer.

### 3. RESULTS AND DISCUSSION

#### Results

##### *Annual Scientific Production*

This table shows 303 documents relevant to the theme of digital-based civic education from 2004 to 2025 from the Scopus database.

Table 1. Main Information

Description	Results
MAIN INFORMATION ABOUT DATA	
Timespan	2004:2025
Sources (Journals, Books, etc.)	225
Documents	303
Annual Growth Rate %	16,78
Document Average Age	4,31
Average citations per doc	15,42
References	13866
DOCUMENT CONTENTS	
Keywords Plus (ID)	317
Author's Keywords (DE)	1037
AUTHORS	
Authors	789
Authors of single-authored docs	51
AUTHORS COLLABORATION	
Single-authored docs	53
Co-Authors per Doc	2,82
International co-authorships %	15,84
DOCUMENT TYPES	
article	303

From Table 1, it can be seen that in this study, there are 303 documents relevant to the theme of digital-based citizenship learning indexed in the Scopus database from 2004 to 2025. The annual growth of publications shows a significant growth rate of 16.78%, which indicates a consistent increase in interest in this topic. The average age of the document is 4.31 years, which means that most of these publications are relatively new and constantly evolving. The average citation per document is 15.42, suggesting that each article receives considerable academic attention. The study involved 789 authors, with only 51 papers written by a single author, indicating a fairly high level of collaboration in this area.

Figure 3 shows an increasing trend in the number of publications over time. At the beginning of the period, the number of publications tended to be low but increased sharply after 2010. This shows that digital-based citizenship learning is gaining attention along with the development of technology and the increasing number of research studies conducted in this field.

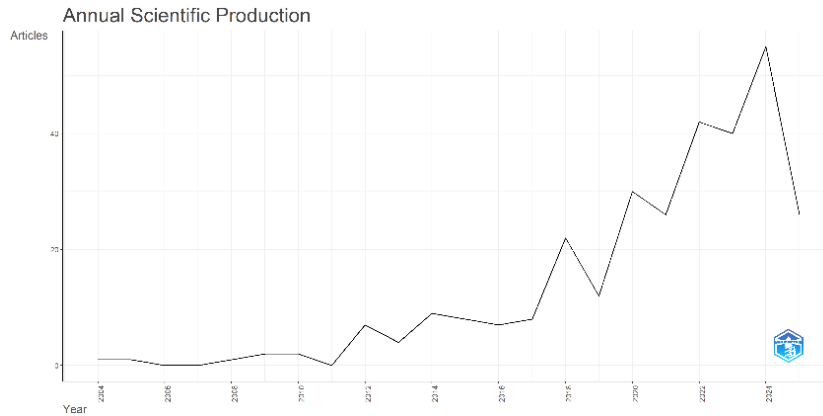


Figure 3. Annual Scientific Production

### Dominant Sources and Authors

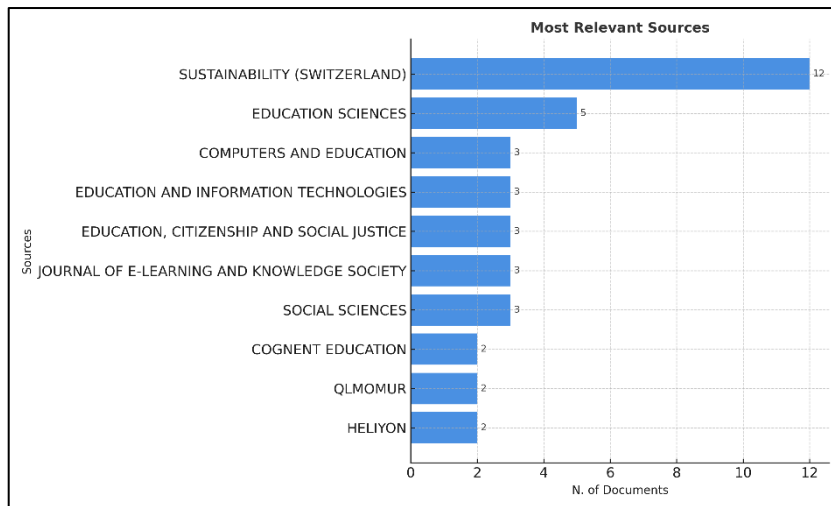


Figure 4. Most Top 10 Relevant Sources

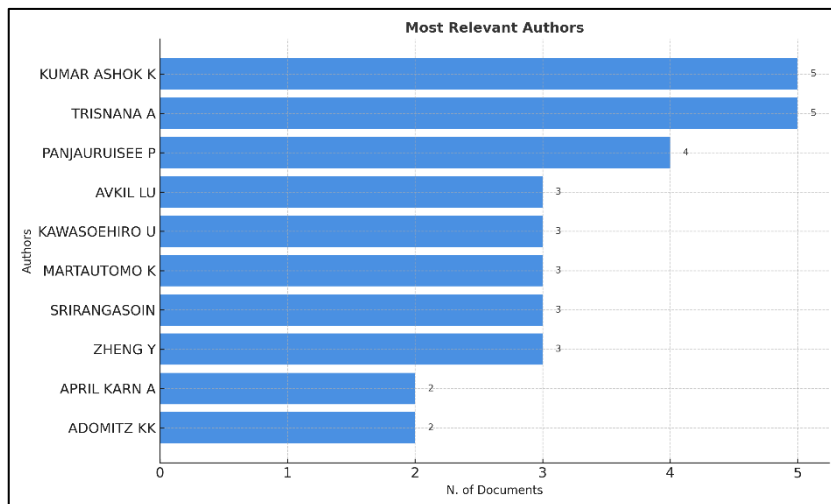


Figure 5. Most Top 10 Relevant Author

Figure 4 shows the ten journals or sources that most often publish articles related to digital-based civic learning. From the image, it can be seen that some particular journals dominate publications, which indicates that this field already has a dedicated and relevant publication channel. These journals are the main reference for researchers who want to develop similar topics.

Figure 5 shows the ten authors who have contributed the most in this field. These dominant authors have many publications demonstrating their influence in developing literature related to digital-based civic education. The many publications of these authors also reflect their dedication to developing and disseminating knowledge in this field.

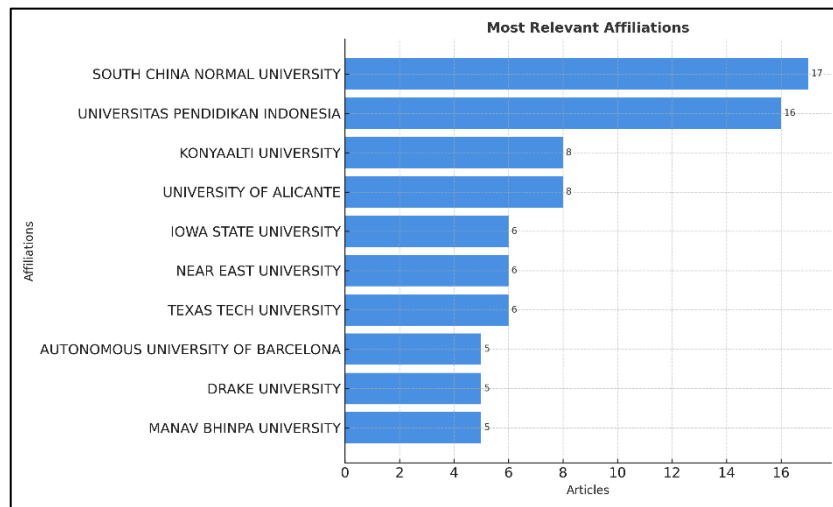


Figure 6. Most Top 10 Relevant Affiliation

Figure 6 shows the ten affiliates or institutions most involved in the study. The affiliates generally come from universities or research institutions that play an important role in developing digital-based civic education research. The existence of these institutions reflects the centralization of research in several countries and shows the great contribution of these institutions in enriching this study.

Table 2. Top 10 Country Scientific Production

Country	Freq
SPAIN	135
USA	89
INDONESIA	60
THAILAND	46
BRAZIL	44
UK	44
CHINA	38
PORTUGAL	27
AUSTRALIA	23
GERMANY	23

Table 2 shows that Spain (135 publications) is the country with the largest contribution in this field, followed by the United States (89 publications) and Indonesia (60 publications). High scientific production reflects strong policy support and research infrastructure in these countries. Although Indonesia is ranked third, this achievement does not fully reflect research leadership, as international collaboration is still limited. This shows the need for more active academic diplomacy so that Indonesia can expand its global research network and improve the quality of research.

These countries showed leadership in digital-based citizenship research, while countries such as Thailand (46), Brazil (44), and the United Kingdom (44) showed significant contributions in this area. The high scientific production in these countries reflects the great interest in this topic and the strong support from governments and educational institutions to introduce digital-based civic learning.

Table 3 shows the ten most-cited documents in this field. Bennett WL's [12] article topped the list with 270 citations, which shows this article's great influence in forming a theoretical basis for digital-based civic education. Other highly cited articles show that researchers and practitioners still refer to important existing works to develop approaches and theories in this learning.

Table 3. Most Top 10 Global Cited Documents

Paper	DOI	Total Citations	TC per Year	Normalized TC
BENNETT WL, 2009, CITIZSH STUD [12]	10.1080/13621020902731116	270	15,88	1,89
LEE HJ, 2022, SUSTAINABILITY [13]	10.3390/su14084786	191	47,75	16,78
CHENG G, 2016, BR J EDUC TECHNOL [14]	10.1111/bjet.12243	182	18,20	4,55
TEJEDOR S, 2020, PUBL [15]	10.3390/publications8040048	167	27,83	4,94
CHOI M, 2017, COMPUT EDUC [16]	10.1016/j.compedu.2017.01.002	160	17,78	4,72
MIHAILIDIS P, 2013, AM BEHAV SCI [17]	10.1177/0002764213489015	159	12,23	3,23
GLEASON B, 2018, EDUCATIONAL TECHNOLOGY AND SOCIETY [18]		152	19,00	5,11
FRAILE MN, 2018, EDUC SCI [19]	10.3390/educsci8030104	142	17,75	4,78
MARTZOUKOU K, 2020, J DOC [20]	10.1108/JD-03-2020-0041	134	22,33	3,96
DOMINGO-COSCOLLOLA M, 2020, REV INVEST EDUC [21]	10.6018/rie.340551	106	17,67	3,14

### Trending Topics and Keywords

Figure 7 shows the trends of topics developing in digital-based citizenship research. Some key topics, such as digital citizenship, have increased significantly over time, reflecting researchers' attention to the importance of citizenship education in the digital age. New topics such as digital citizenship are starting to emerge as part of innovations in digital-based learning design.

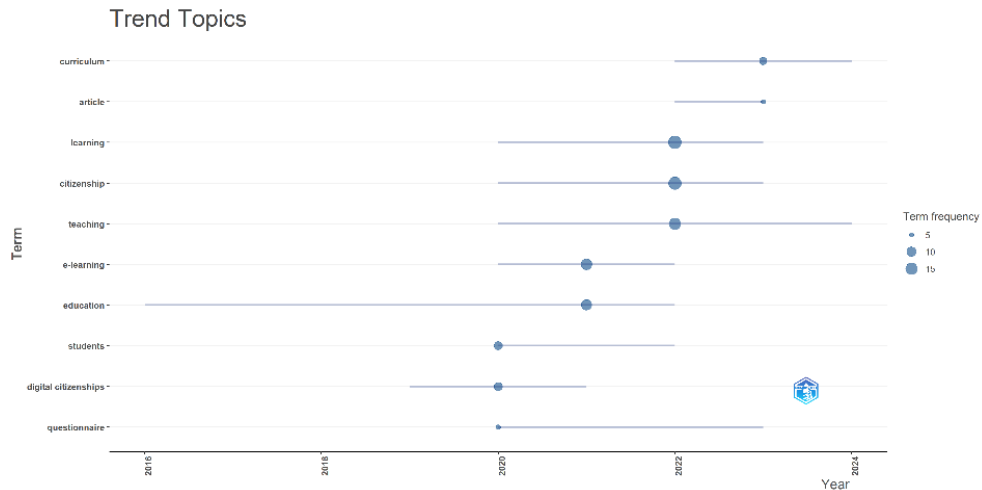


Figure 7. Research Topic Trends

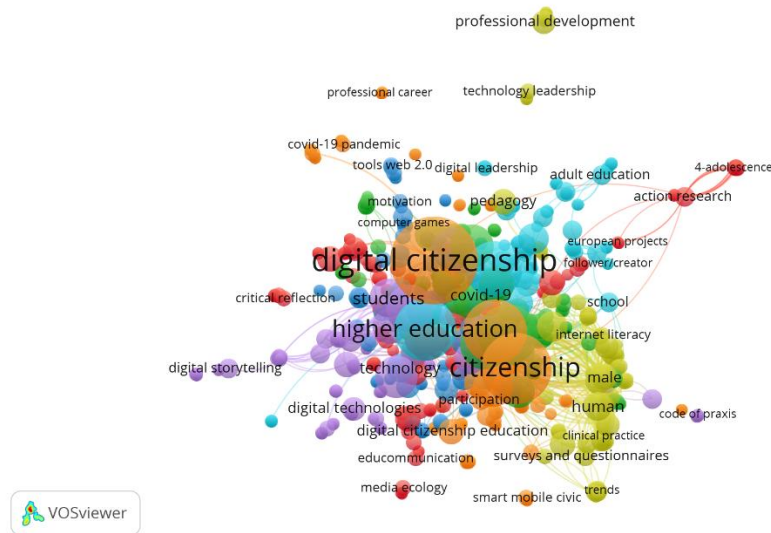


Figure 8. Co-Accuracy Network

Figure 8 shows the Co-Accuracy Network of keywords from the article under review [22]. The network is divided into several main clusters marked with different colors. Each cluster represents a collection of terms that often appear together in a single document and can be interpreted as a sub-topic area in the research.

- 1. Orange Cluster:** The orange cluster illustrates the relationship between civic education and the use of technology in teaching. The dominant keywords in this cluster include *digital citizenship education, digital learning, and technology in education*. The research in this cluster focuses on how digital technology can be used to support the teaching of citizenship more interactively and engagingly for students. The digital citizenship-based approach shows the importance of equipping students with the skills to participate actively and responsibly in the digital society. This cluster emphasizes the need for innovation in civic education, with technology being a tool that enables the application of civic concepts in cyberspace.

2. **Light Blue Cluster:** The light blue cluster focuses on collaborative learning approaches in civic education. The dominant keywords in this cluster include *student engagement, collaborative learning, and peer learning*. The research in this cluster highlights the importance of student involvement in collaborative citizenship learning, where students are invited to interact, discuss, and work together in resolving citizenship-related issues. This suggests that civic education should provide a space for students to actively engage in social and political discourse and use technology to strengthen such collaboration in the context of the digital world.
  3. **Dark Blue Cluster:** The dark blue cluster depicts integrating civic values and character education. Dominant keywords such as *civic values, ethics, and moral education* show that this research focuses on teaching civic values through an approach that integrates ethics and morals in education. This cluster shows that civic education teaches knowledge about rights and obligations and how students can internalize important social and ethical values in state life. The emphasis on the character of education underscores that civic learning must involve a deeper moral and social dimension.
  4. **Light Green Cluster:** The *light green* cluster applies interdisciplinary approaches in civic education. Keywords such as *interdisciplinary learning, social studies, and civic engagement* indicate that this cluster emphasizes the importance of combining social sciences and civic education with other disciplines, such as history, sociology, and economics. This cluster reflects that civic learning should be holistic and include a broad perspective on the role of the individual in society. It also shows that students need to understand how social and political issues interact with other fields, and how they can affect their lives in global and local contexts.
  5. **Dark Green Cluster:** The dark green cluster emphasizes the importance of *critical thinking and problem-solving* in civic learning. The research in this cluster aims to train students in analyzing complex social issues and solving problems related to community life, as well as helping them make decisions based on a deep understanding of their rights and obligations.
  6. **Red Cluster:** The *red* cluster focuses on *social justice and equity* in civic education. This cluster shows the importance of teaching social justice values to students, so that they understand and fight for equal rights in society, and how they can play a role in creating a more just and inclusive society.
  7. **Purple Cluster:** The *purple* cluster focuses on implementation and evaluation in civics learning. Dominant keywords such as *learning outcomes, evaluation, and assessment methods* illustrate that this study emphasizes the importance of evaluating learning outcomes from digital-based citizenship education. The research in this cluster examines how assessments and evaluation methods can be used to measure how effective civic learning is in shaping active and responsible citizens. The cluster also shows that proper and effective evaluation is important to improve curriculum and teaching strategies in the future.
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### Thematic Maps and Networks

The Thematic Map divides research themes into four quadrants based on centrality and density. In the upper right quadrant, *the Motor Themes* include dominant topics such as "e-learning, digital citizenship students", "learning citizenship teaching", "educational development, sustainability", which show the main themes that are most researched and driving in this field. In the lower right quadrant, *the Basic Themes* include topics such as "questionnaire", "medical education", and "surveys and questionnaires", which, while important, still have the potential to be further developed. The bottom left quadrant, *Emerging or Declining Themes*, shows themes that are evolving or declining, such as "social media", "decision making", "social networking (online)", "digital ethics", and "virtual citizenship", which, while relevant, still need more research. Finally, in the top left quadrant, *Niche Themes* includes niche topics such as "artificial intelligence" and "learning outcomes", which have great potential although they have not been researched much. This analysis helps us to understand existing research trends and opportunities that can be further explored in digital-based citizenship learning.

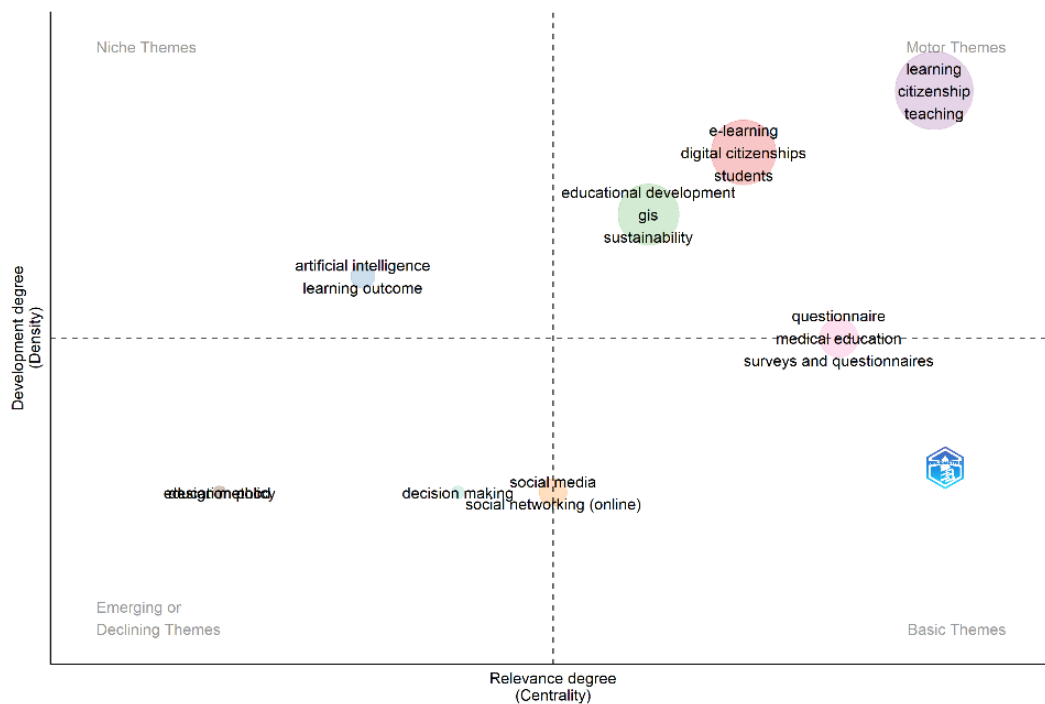


Figure 9. Thematic Map

The Three-Field Plot in Figure 10 clearly shows the relationship between three important digital-based citizenship learning research elements: Keywords, Country, and Affiliation. This diagram maps the linkages between the main themes discussed in the literature, the countries that contributed to the study, and the institutions or universities involved. From this map, we can see how keywords such as "digital citizenship", "online education", and "citizenship education" are connected to certain countries, for example, Spain, Indonesia, and the United States, which shows the significant contribution of these countries to the development of this topic. These countries have a major role in driving

research related to digital-based citizenship learning, with much of the research directly linked to leading institutions in those countries.

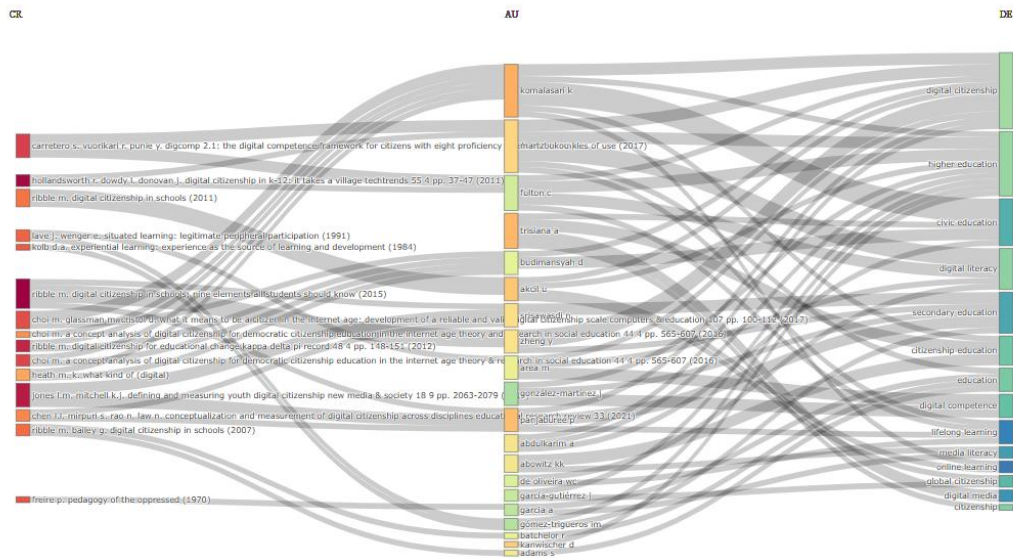


Figure 10. Three-Field Plot (Keyword, Country, and Affiliation)

Affiliates or institutions also play an important role in this research ecosystem. This map shows that universities in more developed countries, such as Spain and the United States, are actively involved in developing research on digital citizenship education. These institutions are often the main centers of research that link keywords and countries in their studies, reinforcing their contribution to global trends in this field.

Overall, this Three-Field Plot provides in-depth insights into patterns of international collaboration, topic distribution, and affiliate engagement in research on digital-based civic education. This analysis shows how collaboration between countries and institutions is increasingly important in expanding the understanding and application of themes such as "digital citizenship" in various global education contexts. Nonetheless, it's important to remember that the data used comes from limited databases, and the results may differ if they include literature from a wider range of sources. However, these results still provide a useful overview of the structure and direction of research in this area.

## Collaboration Mapping



Figure 11. Collaboration Network

The collaboration network between authors in this field shows a growing cooperation between researchers from different countries, although most research is conducted locally. Some lead authors act as hubs connecting researchers from different affiliations and countries, indicating opportunities to expand international collaboration in this research.

Country Collaboration Map

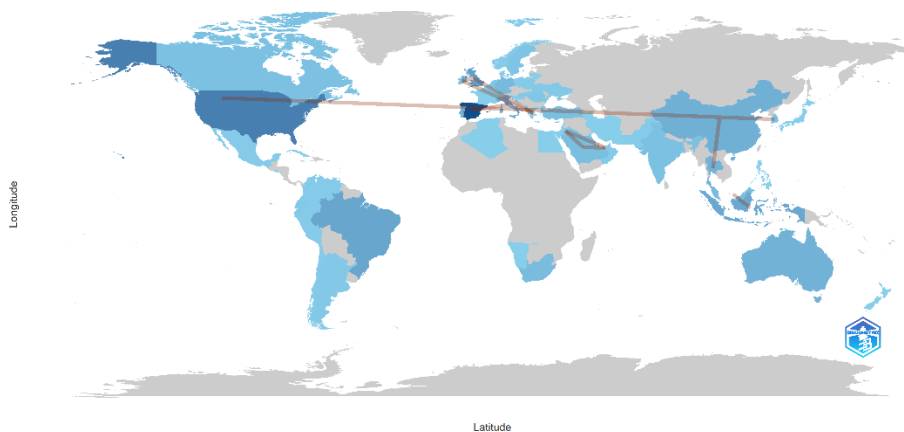


Figure 12. Collaboration World Map

This map illustrates international collaboration between countries. Countries such as Spain, the United States, and Indonesia have stronger connections, which shows the high level of collaboration between these countries in digital-based citizenship research. Although there are some connections with other countries, this map shows that international collaboration can still be strengthened, especially with countries in Asia and Africa.

## Discussion

This research provides important insights into developing studies in Civic Education through an R-Biblioshiny-based bibliometric approach. The findings show a consistent

increase in the number of publications from 2017 to 2025, reflecting growing academic attention to the relevance of Civic Education in responding to the dynamics of the global society. This surge suggests a paradigm shift in educational priorities, where Civic Education is no longer seen as peripheral but as a vital response to sociopolitical complexity in the digital era. This tendency indicates that PKn has gone beyond just the transfer of cognitive knowledge to forming citizens who think critically, participally, and responsibly [23], [24]. s such, the role of PKn is increasingly aligned with the goals of transformative education and the cultivation of democratic values.

Identification of major journals, such as *Citizenship, Teaching & Learning, Journal of Social Studies Education Research*, and *Journal of Civics*, shows that global academic forums continue to expand contemporary civic discourse. The concentration of studies in these journals indicates a maturing body of knowledge and a growing interest in civic themes worldwide. The dominant topics include digital democracy, political literacy, and the integration of Pancasila values in the curriculum. In the context of digital globalization, the main challenge for PKn in Indonesia is to ensure that the values of Pancasila remain the foundation in dealing with external ideological currents that can influence the younger generation's thinking. Therefore, Civic Education in Indonesia must function as an academic subject and a cultural safeguard that protects the nation's ideological identity. Thus, this research records scientific dynamics and reflects the urgency of protecting national identity during global changes.

The analysis of the collaboration between authors and institutions shows an academic network involving Southeast Asia, Europe, and North America. Universities such as Yogyakarta State University, University of London, and Michigan State University are contribution centers that show global engagement in citizenship issues. This international collaboration underscores the universal nature of civic education, which transcends national boundaries and fosters mutual learning. This cross-border collaboration confirms that Civic Education has become a universal issue, not limited to a specific national context, and opens up intercultural learning opportunities that enrich educational approaches in each country [25]. Such networks provide opportunities to share best practices, build joint initiatives, and contextualize civic education in diverse sociopolitical realities.

The analysis of keywords and thematic maps shows that the main focus of research has shifted towards more value-oriented approaches, such as *civic engagement, political literacy, moral education, and values education*. The emergence of themes such as *critical thinking, participatory learning, and digital citizenship* indicates a paradigm shift from an instructional approach to a transformative and reflective one. This shift implies a deeper awareness among researchers and educators of the need to empower students as active citizens capable of ethical reasoning and civic action. This aligns with efforts to build awareness and active participation in democratic life, which is the spirit of Civic Education. Practically, the results of these findings can be the basis for policy recommendations, especially for the Ministry of Education, Culture, Research, and Technology (Kemdikbudristek), in designing and developing digital-based PKn modules that are contextual, relevant, and oriented to Pancasila values. Such initiatives are pivotal in ensuring that civic education remains responsive, culturally grounded, and effective in preparing

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students for the demands of the digital age. This kind of module is essential to bridge the gap between pedagogical needs in the field and the challenges of today's digital society.

The study has the advantage of extensive data coverage and the utilization of various bibliometric analysis tools such as R-Biblioshiny, OpenRefine, and VOSviewer, allowing for a comprehensive visualization of research trends and networks. In addition, this study is one of the few studies that explicitly maps the dynamics of digital-based Civic Education from 2004 through 2025, providing a strong conceptual foundation for policy development and learning innovation. This long-range perspective enables the identification of historical trends, research gaps, and emerging themes over two decades. However, this study has limitations because it only uses one database (Scopus), which may not represent all local and regional publications, especially those in Indonesian. In addition, the quantitative bibliometric approach does not reveal the content and context of each article analyzed in depth. As such, the interpretation of thematic depth and socio-cultural nuance remains constrained. Advanced studies are recommended to combine bibliometric approaches with content analysis or systematic studies to strengthen the interpretation of the results. This integration would allow for a more holistic understanding of civic education research's structural and substantive dimensions.

This study's main contribution lies in providing a scientific map describing the structure and dynamics of global digital-based PKn research. These findings can be a theoretical reference for academics to design new conceptual frameworks, identify research gaps, and expand pedagogic perspectives in developing the PKn curriculum. In addition, this study can be a starting point for further research exploring the effectiveness of implementing digital technologies (including the metaverse and artificial intelligence) in internalizing civic values in schools. Such future explorations are necessary to ensure that civic learning methods remain relevant in an era shaped by rapid technological change. Thus, this study contributes not only to the academic level but also to the practical and strategic development of civic education that is responsive to the development of the times. This research bridges scholarly inquiry and educational innovation by offering theoretical insights and applied implications.

## CONCLUSION

This study reveals that the trend of digital-based Civic Education (PKn) learning research has increased significantly since 2017, with an average publication growth of 16.78% per year based on Scopus data for 2004–2025. The dominant topics include *digital citizenship*, *civic engagement*, *critical thinking*, and *values education*, signaling a shift from instructional to transformative and reflective. This evolution reflects a growing recognition of the need for civic education to address the complexities of democratic life in a digitally connected world.

Countries such as Spain, the United States, and Indonesia are major contributors in this area, although international collaboration still needs to be improved. The *Journal of Citizenship Teaching & Learning* and the *Journal of Civics* became the dominant platforms for the publication of this topic. The thematic mapping shows that digital civic learning not

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only targets mastery of technology but also emphasizes the formation of the character of citizens who think critically and responsibly.

Using analysis tools such as R-Biblioshiny, OpenRefine, and VOSviewer allows a comprehensive visualization of research dynamics regarding numbers, topics, and collaboration networks. Although this study has limitations because it only uses one database (Scopus), the findings provide a strong conceptual basis for curriculum development and pedagogic innovation in the digital age. In the future, further research is suggested to integrate bibliometric approaches with content analysis to better understand the meaning and context of existing research results. Such methodological enrichment is crucial to ensure that the next generation of studies can offer both breadth and depth in addressing the evolving landscape of civic education.

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