

Global Trends in Character and Civic Education: A Hybrid Bibliometric Review

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Article History

Received: 28 November 2025;

Revised: 14 June 2026;

Accepted: 19 June 2026.

Keywords:

Character education;
civic education;
civic engagement;
moral development;
democratic participation.

ABSTRACT

This study aims to map global research trends in Character Education and Civic Education through a hybrid systematic literature review and bibliometric analysis. The dataset consisted of 201 Scopus-indexed articles published between 1989 and 2025. Article selection followed the PRISMA guidelines (Preferred Reporting Items for Systematic Reviews and Meta-Analyses). At the same time, bibliometric data were visualized using VOSviewer, a software tool for mapping publication networks and keyword relationships. The analysis examined publication growth, country distribution, institutional contributions, author productivity, journal sources, and keyword co-occurrence patterns. The findings indicate that scholarly interest increased substantially after 2017 and reached its highest level during 2023–2024. The United States and Indonesia emerged as the leading contributors to this research field. Keyword co-occurrence analysis revealed a strong conceptual convergence between Character Education and Civic Education through themes such as morality, citizenship, civic virtues, democracy, and civic engagement. These findings confirm that both domains have evolved as complementary educational frameworks for fostering ethical reasoning, civic responsibility, and democratic participation in contemporary society.

ABSTRAK

Tren Global dalam Pendidikan Karakter dan Pendidikan Kewarganegaraan: Tinjauan Bibliometrik Hibrida. Penelitian ini bertujuan memetakan tren global penelitian Pendidikan Karakter dan Pendidikan Kewarganegaraan melalui pendekatan Hybrid Systematic Literature Review (SLR) dan analisis bibliometrik. Data penelitian terdiri atas 201 artikel terindeks Scopus yang diterbitkan pada periode 1989–2025. Seleksi artikel dilakukan menggunakan pedoman PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses), sedangkan visualisasi data bibliometrik dilakukan dengan perangkat lunak VOSviewer. Analisis mencakup perkembangan publikasi, distribusi negara, kontribusi institusi, produktivitas penulis, sumber jurnal, dan keterkaitan kata kunci. Hasil penelitian menunjukkan bahwa publikasi mengalami peningkatan signifikan sejak 2017 dan mencapai puncaknya pada 2023–2024. Amerika Serikat dan Indonesia menjadi kontributor publikasi terbesar dalam bidang ini. Analisis ko-okurensi kata kunci menunjukkan konvergensi konseptual yang kuat antara Pendidikan Karakter dan Pendidikan Kewarganegaraan melalui tema moralitas, kewargan, kebajikan kewargan, demokrasi, dan keterlibatan kewargan. Temuan ini menegaskan bahwa kedua bidang berkembang sebagai kerangka pendidikan yang saling melengkapi dalam membentuk penalaran etis, tanggung jawab kewargan, dan partisipasi demokratis.

Kata-kata kunci:

Pendidikan karakter;
pendidikan kewarganegaraan;
keterlibatan kewargan;
perkembangan moral;
partisipasi demokratis.

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How to Cite : Sari, D. A., Marzuki., & Agustin, A. H. (2026). Global Trends in Character and Civic Education: A Hybrid Bibliometric Review. *Jurnal Moral Kemasyarakatan*, 11(1), 1098–1113. <https://doi.org/10.21067/jmk.v11i1.13275>



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Introduction

The importance of conducting a Hybrid Systematic Literature Review and Bibliometric Analysis on global trends in Character Education and Civic Education lies not only in methodological sophistication but also in its strategic relevance for advancing contemporary value-based education research. From an epistemological perspective, both fields have expanded rapidly across a wide range of disciplines, including education, moral psychology, policy studies, and even educational technology and metaverse studies, making it very challenging to track their evolution with conventional narrative review methods. Bibliometric analysis enables researchers to visualize patterns in publications, keywords, citations, and intellectual structure, among other indicators (Leitão et al., 2023; Wider et al., 2025). On the other hand, a systematic review of the literature provides depth by examining theoretical perspectives, methodological approaches, and empirical results from these publications, enabling meaningful interpretation of trends in quantitative research (Chan & Nurrosyidah, 2025; McKenna, 2024). Thus, when these two methods are used together, a combination emerges that is both comprehensive and profound, which is typical of modern educational methodology (Amarathunga, 2024; Gómez et al., 2025).

Substantively speaking, Character Education and Civic Education have become the focal points of global discussion of democratic crisis, polarization, and moral fragmentation. As was recently found, character education has become increasingly associated with the idea of cultivating just and responsible citizens. In contrast, the development of civic education has shifted from a focus solely of civic knowledge towards the cultivation of civic competence, dispositions, and reflective democratic practice (Mortari et al., 2021; Myoung & Liou, 2022). At the same time, research trends in both disciplines are highly influenced by their socio-political background. For instance, civic education in China faces difficulties due to contradictions between national ideology and the discourse of global citizenship (Wu & Tse, 2025). Please provide the complete text that you would like me to rewrite for clarity and correctness, as the current text is incomplete. Hand, character education in some regions of Latin America includes negotiations of universal moral values and national identity (Arbués & Servin, 2019). A systematic global mapping of research on this topic can help reveal trends and understand which regions emphasize moral virtues, civic participation, and the influence of religious or cultural values on citizenship education. Additionally, it can clarify the extent to which concepts of character education and civic education have been integrated. The hybrid approach of bibliometric SLR allows researchers to analyze thematic clusters, theoretical orientations, and shifts in research focus over time (Almohaimed & Amzah, 2025; Sumargono et al., 2024).

Reviewing the hybrid literature is very important for pinpointing research gaps and defining future directions. Studies of bibliography show some highly productive fields and underdeveloped ones, such as the lack of empirical research about civic education based in classrooms, the absence of research regarding character formation in multicultural environments, and the necessity to conduct studies about digital citizenship and mediation of technologies in character building (Awaludin, 2024; Mora et al., 2020; Wider et al., 2025). By means of an interpretive approach of SLR, the researcher will be able to estimate the quality of evidence, detect some geographical bias (for example, prevalence of Western literature), make

a methodological assessment (excessive prevalence of survey studies, the absence of longitudinal research, and so on) and create a research agenda responsive to modern challenges (digital disruption, climate crisis, and global citizenship). This point is especially relevant in relation to Indonesia because of strong connections between education policy, national identity, and citizenship formation in the context of values education based on philosophical traditions such as Pancasila.

On a pragmatic level, Hybrid Systematic Literature Reviews and Bibliometric Analyses may be used in developing curriculum and instructional policies. For example, research into the field of civic engagement reveals that pedagogical techniques such as service learning, reflective dialogue, and collaborative projects positively affect students' empathy, participation, and social responsibility (Mortari et al., 2021). of identifying global trends in pedagogy, it is possible to implement the most efficient educational practices in any setting. Therefore, performing hybrid SLR–bibliometric analysis to identify global trends in Character Education and Civic Education is not just another way to gather information for the sake of research. It is also the means of constructing a scientific basis for further studies and ensuring the sustainability and relevance of innovations in value-based and citizenship education in an increasingly complex world.

Some of the recent studies have shown great potential in applying bibliometric and systematic review methods to identify progress in educational research areas. For instance, Leitão et al. (2023) have explored the history of hybrid civic universities. Similarly, Wider et al. (2025) conducted a study to identify trends in the metaverse within educational research. Studies on other topics, including global citizenship education, multicultural education, civic engagement, and educational technology, have been examined using bibliometric analysis (Almohaimeed & Amzah, 2025; Sumargono et al., 2024). These studies have made an important contribution towards the identification of trends in their respective areas. The only drawback of these studies is that they concentrate only on one topic, but do not explore the field of Character Education and Civic Education together.

While there have been many studies on Character Education and Civic Education, previous research typically focuses on studying these disciplines independently or in particular national or disciplinary contexts. Previous review studies tend to cover either one topic area, including moral development, citizenship education, civic engagement, and value-based education, without looking at how the two areas of Character Education and Civic Education overlap and develop together in the international research arena. Hence, little knowledge exists about the structure of the disciplines, growth in publications, geographic diffusion, institutional contributions, and connections between themes over time in both disciplines. Unlike previous bibliographic studies that examine character education and civic education separately, this paper, for the first time, maps the relationship between the two disciplines through an SLR–bibliometric analysis of the Scopus database from 1989 to 2025.

Based on the research gap, the objective of the current study is to analyze the global development of research on Character Education and Civic Education and to examine how these two areas have evolved together as interconnected fields within the current framework of educational studies. Namely, this study analyzes publication trends, contribution of countries and institutions, authorship, sources of journals, and connections between topics expressed

through keyword networks. Additionally, the goal of the current study is to reveal the implications of this intersection of Character Education and Civic Education for the future of educational research and practice. Thus, the following research questions are formulated for the current study: RQ1: How have global trends in Character Education and Civic Education changed from 1989 to 2025 according to publications indexed by Scopus? RQ2: How is research on Character Education and Civic Education distributed in terms of publication trends, country, institution, authorship, and journal sources? RQ3: What theoretical and practical implications can be identified from the bibliometric analysis and systematic review to guide future research on Character Education and Civic Education?

In order to answer these questions, this study utilizes the methodology of a Hybrid Systematic Literature Review (SLR) combined with Bibliometric Analysis. This method of research is ideal for synthesizing the literature, identifying key themes, pinpointing research gaps, and proposing areas for future research, providing evidence-based answers that can help formulate educational policy and improve curricula and teaching practices (Gómez et al., 2025; McKenna, 2024). It ensures that conclusions are drawn from a wide range of representative studies and highlights areas that require further research (Mortari et al., 2021; Myoung & Liou, 2022; Sumargono et al., 2024).

The bibliometric section supplements the systematic literature review (SLR) of analyzing the distribution, trends, and impact of publications related to Character Education and Civic Education. In this study, VOSviewer is used along with publications indexed in Scopus up to November 27, 2025, to examine relevant publications from different journals. The combination of these two methodologies enables a deeper mapping of the intellectual evolution of these areas.

The expanding academic literature on the topic clearly demonstrates that character education and civic education are closely connected concepts that form a mutually reinforcing basis for raising individuals to be ethical and socially responsible citizens. In all kinds of settings and educational systems, researchers repeatedly point out that the development of virtuous dispositions and capacities to think and act ethically cannot be separated from the acquisition of civic knowledge and skills. Although the two concepts are treated quite separately in most of the research papers, the connection between them is very strong and evident: character education creates the base of morality of each person, while civic education gives the context of democracy in which these dispositions can become actions. Nowadays, the link between the two concepts is increasingly significant, as it becomes necessary to address various educational problems, ranging from building a democratic life to shaping students' identity and morality. The following review will show how character and civic education connect in theory, practice, and methodology of modern education.

Scholars have noted the link between Character Education and Civic Education as two important approaches toward cultivating ethical, responsible, and socially conscious citizens. Scholars have noted that Character Education plays an important role in nurturing the virtues, ethics, and moral reasoning that form the basis of an active citizen. At the same time, Civic Education provides the context in which such virtues may be put into practice (Fernández Espinosa et al., 2025). In a similar vein, studies on civic disposition have shown that values such

as responsibility, empathy, respect, and engagement are key aspects of not only of character development but also of democracy, further suggesting significant theoretical overlap between the two fields (Montessori et al., 2024). The incorporation of moral and civic education has been linked to ethical decision-making and the avoidance of moral failure, among other outcomes (Monteverde, 2024).

The convergence of Character Education and Civic Education is evident in the implementation of curricula across various countries. According to research conducted in Indonesia and Malaysia, character education is integrated within various subjects, and Civic Education acts as one of the major tools for the development of moral virtues, civic-mindedness, and ethics of the learners (Mahanani et al., 2022). Similarly, assessments of civic education curricula show that character education is one of the major goals of citizenship education, especially during reforms aimed at encouraging active learning and character development (Afriadi et al., 2024). Research findings have shown that moral character plays an important role in determining the success of civic education (Xu, 2024).

In addition to the significance of Character Education's role in education and pedagogy, other scholars emphasize its political and democratic aspects. For example, Peterson (2020) states that character development must be seen not only as an aspect of personal moral growth but also as a tool for developing civic virtues of justice, responsibility, public discourse, and democracy. In other words, this point of view holds that Character Education and Civic Education are not two distinct educational programs but rather complementary educational approaches.

Recent empirical studies further support this convergence. Rahayu et al. (2025) found that the integration of moral values into Civic Education promotes responsibility, ethical awareness, and socially responsible behavior in professional and industrial contexts. Similarly, Tanszil & Lestari (2025) demonstrated clear improvements in students' civic competency, civic participation, tolerance, and resistance to radical ideologies resulting from the moral internalization of values through citizenship education. Altogether, the research reveals that Civic Education goes beyond civic knowledge and participation as it promotes moral dispositions and ethics, thus reconfirming the strong connection between Character Education and Civic Education. Altogether, these studies show increasing alignment between Character Education and Civic Education at both the theoretical and practical levels. Nevertheless, while the fields become more and more integrated, there are still few studies on how they have developed in a global context.

Method

A Hybrid SLR (Systematic Literature Review) along with a bibliometric analysis was used to quantify and analyze available literature on Character Education and Civic Education globally, thereby facilitating the identification of trends, themes, seminal works, and research entities within both domains. Using the PRISMA guidelines, this approach provides a comprehensive and rigorous analysis of the available literature, thus providing a clear understanding of the evolution of research within the realms of Character Education and Civic Education (Gómez et al., 2025; McKenna, 2024). The inclusion criteria that were identified for

this research are as follows: (1) Scopus-indexed literature between 1989 and November 27, 2025; (2) publications in the English language; and (3) literature focusing on either Character Education, Civic Education, or both. The bibliometric analysis of the selected literature was performed using VOSviewer in order to visualize bibliometric networks such as citations, co-authorships, keyword co-occurrences, and research clusters (Leitão et al., 2023; Wider et al., 2025).

The combination of bibliometric analysis and systematic literature review helps synthesize empirical findings and identify the landscape of scholarly work, including key contributors, influential works, and recent trends (Chan & Nurrosyidah, 2025). The combination of these two techniques provides an overall picture of the history of development, research intensity, change in themes, and future directions of research on Character Education and Civic Education (Mortari et al., 2021). Furthermore, bibliometric analysis plays a strategic role in scientific publications where citation and network analyses can be performed to measure the impact and distribution of scientific output.

Preliminary stages of the analysis entailed the systematic selection of keywords through the process of refinement from broad macro-level terms ("character education") to more specific themes. A top-down approach of keyword selection is used to ensure that the search encompasses not only broader trajectories but also specific research trajectories. In view of shortcomings noted in past studies, including a lack of coherence and the fragmentation of concepts related to character and civic education, the current study employed the keywords "character education" and "civic education" as main topics in database searches, including the titles, abstracts, and keywords of articles. The Scopus database was used due to the wide application of this database in worldwide academic activities such as conducting literature reviews, domain expert identification, international collaboration, and research trend monitoring (Almohaimeed & Amzah, 2025; Sumargono et al., 2024). Through the utilization of SLR and bibliometrics approaches, this study offers a detailed map of the research trajectory of Character Education and Civic Education.

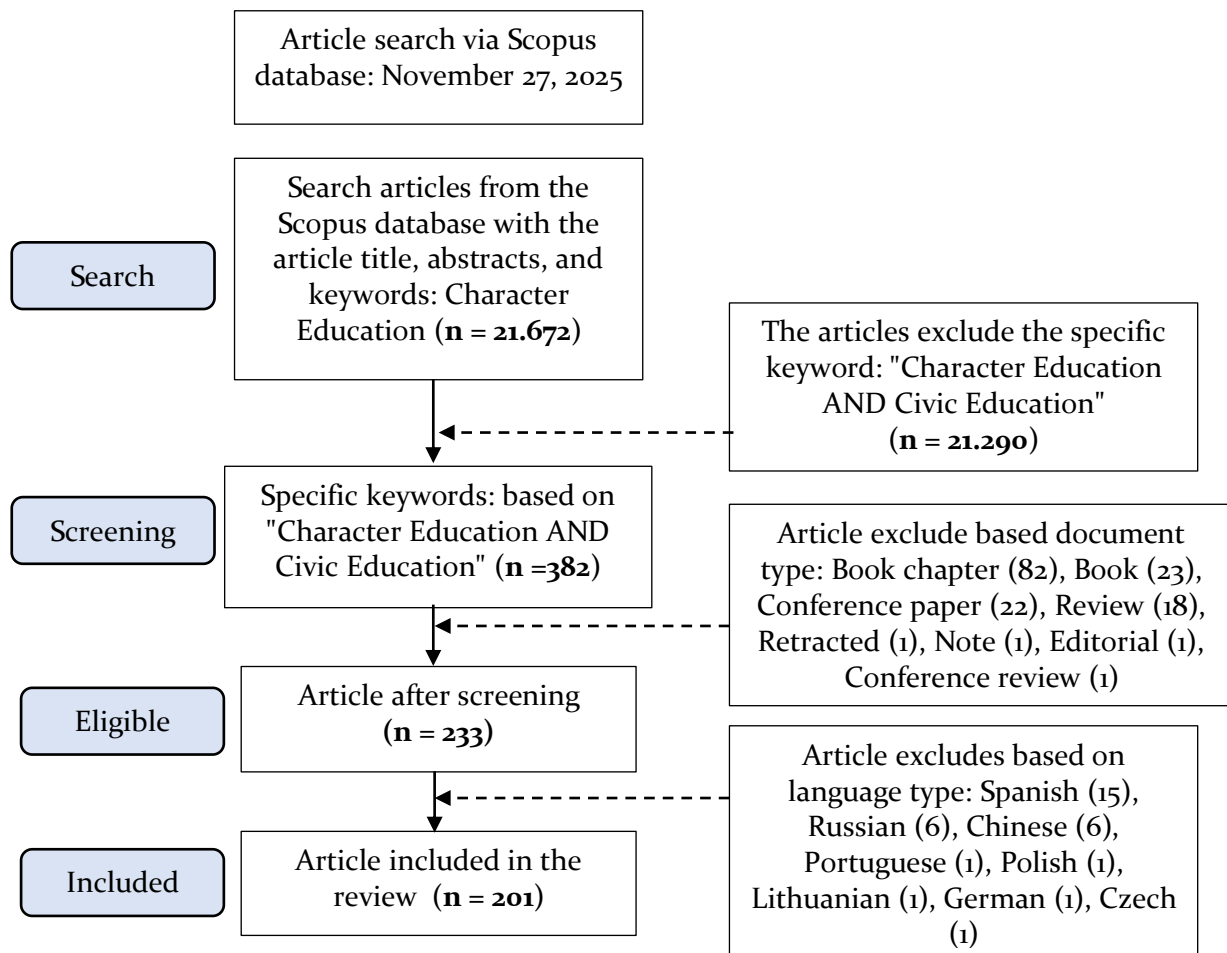
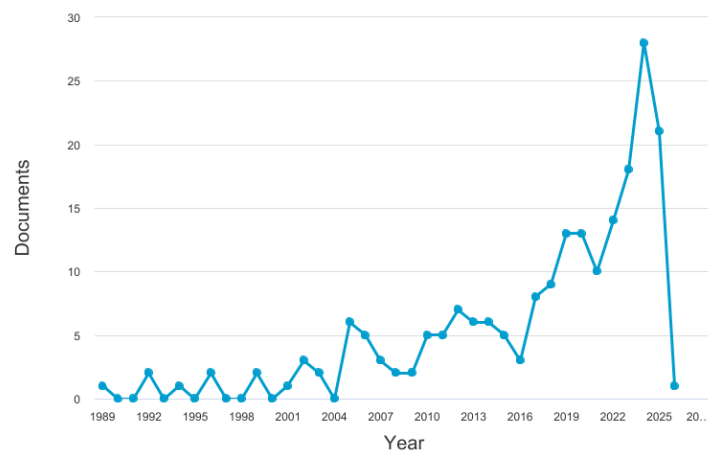


Figure 1. Systematic Literature Review: Information flow using PRISMA

Based on the article search conducted on 27 November 2025 using the Scopus database with the article title, abstract, and keyword field "Character Education," a total of 21,672 documents were identified, spanning from 1989, the earliest year of publication, to 2025, the most recent. From this total, the first screening stage was performed by adding the specific keyword combination "Character Education AND Civic Education," which reduced the dataset to 382 documents matching the refined search criteria. The second screening stage was conducted by filtering documents by publication type. Documents that did not fall under the category of journal articles, such as book chapters (82), books (23), conference papers (22), reviews (18), retracted articles (1), notes (1), editorials (1), and conference reviews (1), were excluded from the dataset. After filtering, the number of eligible articles was brought down to 233. The last phase consisted of the screening of the articles by language. Articles in languages that were not English, like Spanish (15), Russian (6), Mandarin (6), Portuguese (1), Polish (1), Lithuanian (1), German (1), and Czech (1), were excluded from the study. After doing so, a total of 201 articles were left.

Results and Discussion

Publication trend analysis shows a considerable increase in academic interest in Character Education and Civic Education over the last ten years. According to Scopus data for this paper, the oldest publication in the dataset dates to 1989. This paper was written by Wright (1989), who studied issues of access and exclusion in continuing education in England. Even though this paper does not focus on the topics of character and civic education, it laid the foundations of some important concerns in value and citizenship education studies that later became popular. The publication trend remained low until the mid-2000s; however, since then, it has increased. The biggest increase was observed in 2024, when the number of publications peaked at 28.



Source: Scopus database

Figure 2: Number of Character Education and Civic Education publications

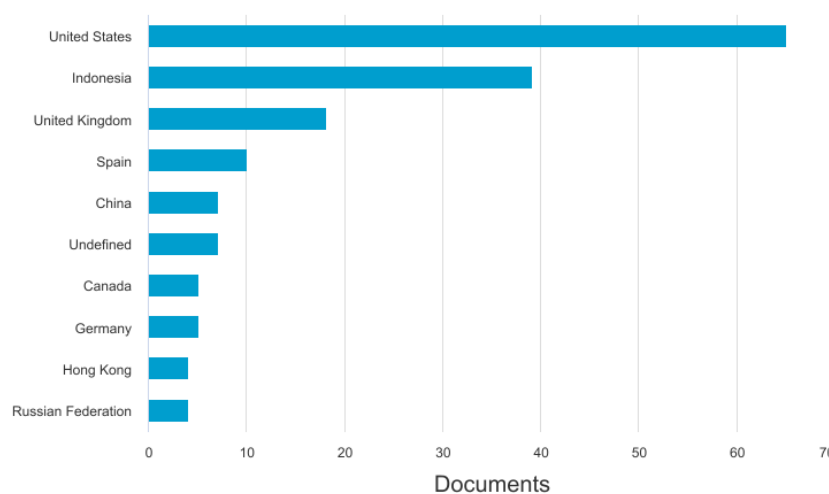
Figure 2 illustrates the yearly publication rates of the research on Character Education and Civic Education from 1989 to 2025. As the results show, there have been relatively few publications in the early years; however, starting in 2017, the rate has increased significantly. There has been a peak of publications during 2023-2024, demonstrating increasing academic interest in the subject. The global concern about democratic resilience, social polarization, the spread of misinformation, and the erosion of civic trust in many countries most likely caused the significant growth of the number of publications starting in 2017. In particular, during that time, several countries experienced the emergence of populist movements and political polarization, which sparked renewed interest in educational processes aimed at fostering civic virtues and critical thinking.

The spike in publications seen during 2023-2024 can be interpreted as a response to the societal and educational issues stemming from the coronavirus pandemic. Due to the emergence of numerous issues related to social cohesion, civic commitment, and the socio-emotional development of students, teachers and politicians have begun to consider the role of character formation, moral strength, and civic education. With the beginning of the post-coronavirus period in the sphere of education, scientists began focusing on how educational institutions could help their students resume their education in an ethical, empathetic, and civic manner.

This research is consistent with theories that view Character Education and Civic Education as connected aspects of democratic education. While Character Education is concerned with moral virtues and ethical dispositions, Civic Education involves the application of these virtues in a democratic society. That is why the rising number of publications can be regarded as a reflection of a new understanding of effective citizenship that includes not only knowledge and skills in this area but also virtues, empathy, integrity, and social responsibility.

Aside from growth in publication numbers, the geographical distribution of research is another way to understand how Character Education and Civic Education have evolved in various parts of the world. The study of the geographical distribution of research on Character Education and Civic Education was conducted by classifying publications based on the country of publication, the authors' institutions, the journal of publication, and scholarly collaboration. This provides a clear picture of the geographical spread of academic interest in the two disciplines and highlights the intellectual centers that play a major role in shaping them. Such a map is vital for academics who need to be aware of future trends in the field and identify rapidly developing areas of academia.

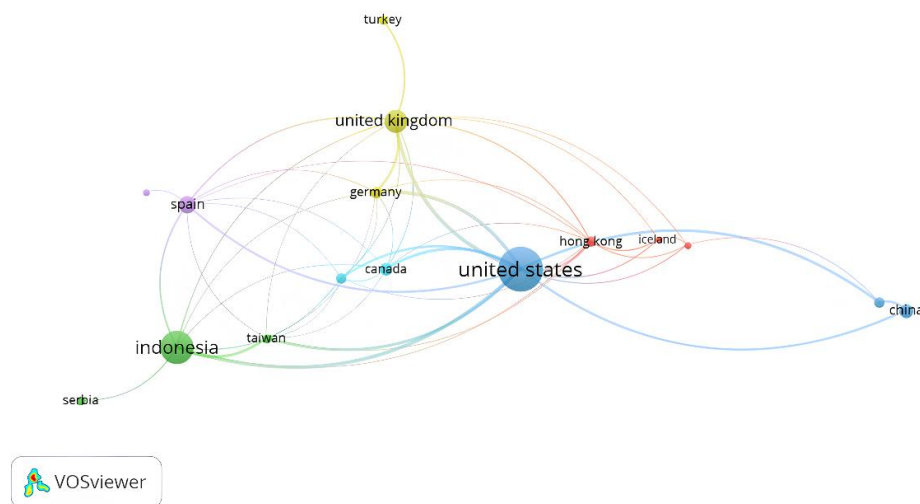
Based on findings from the Scopus database, the United States stands out as the country leading global scholarly production in the fields of character formation, democracy, and civic engagement, with 65 documents. Indonesia ranks second with 39 documents owing to the increasing focus on values-oriented education and the incorporation of moral, religious, and civic competencies into the national curriculum. The United Kingdom ranks third, with 18 documents, as a result of continued scholarly interest in the topic of citizenship education, social responsibility, and the moral education framework. Fourth is Spain with 10 documents, and then China with 7 documents, showing recent scholarly interest in the topics of civic identity, moral education, and values-oriented education in East Asia. Other countries contributing include Canada (5 documents), Germany (5 documents), Hong Kong (4 documents), and the Russian Federation (4 documents), with some publications remaining undefined.



Source: Scopus database

Figure 3. Number of articles by country or territory (top 10 countries)

The network of collaboration depicted using the VOSviewer tool further highlights the interconnectedness of global research. In particular, the United States is the largest and the most centrally located node, signifying extensive collaboration with other nations, including the United Kingdom, China, Canada, and Hong Kong. Moreover, another important collaboration center is Indonesia, which engages in research collaborations with Germany, Spain, Turkey, Taiwan, and Serbia. Such collaboration patterns point to the growing internationalization of research in character and civic education, which includes issues of common pedagogy, agendas for global citizenship, and discourse on moral development. Overall, the geography of this research area and its collaboration networks indicate a field of research that is interconnected globally and diverse regionally (see Figure 4).



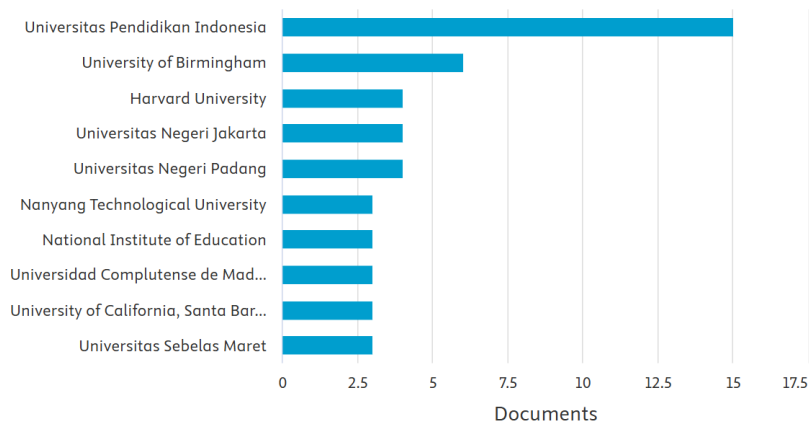
Source: Output VOSviewer software

Figure 4. Network country visualization

Overall, the map shows a dense, interconnected network, suggesting that global scholarship in Character Education and Civic Education is driven by cross-country collaboration rather than isolated national efforts.

Second, the distribution of publications across institutions supports the global diversification of research on Character Education and Civic Education. As demonstrated in the dataset, Universitas Pendidikan Indonesia (UPI) is the most productive institution, with 15 documents, which is evidence of a significant contribution by academia in Indonesia to the development of value-based and citizenship pedagogies. The second largest number of documents is 6, provided by the University of Birmingham, which is an indicator of a long-lasting relationship between the country and citizenship education. Such institutions as Harvard University, Universitas Negeri Jakarta, and Universitas Negeri Padang produce 4 documents each, revealing the common interest of research universities from the West and Indonesian teacher education institutions to work in this field. In addition, Asian institutions such as Nanyang Technological University and the National Institute of Education, as well as European universities such as Universidad Complutense de Madrid, are among the most active institutions in publishing documents, producing 3 documents each. Therefore, research

productivity of the area is not limited to any single region but includes contributions of different universities, which indicates increasing international attention to character formation and civic participation (Figure 5).



Source: Scopus database

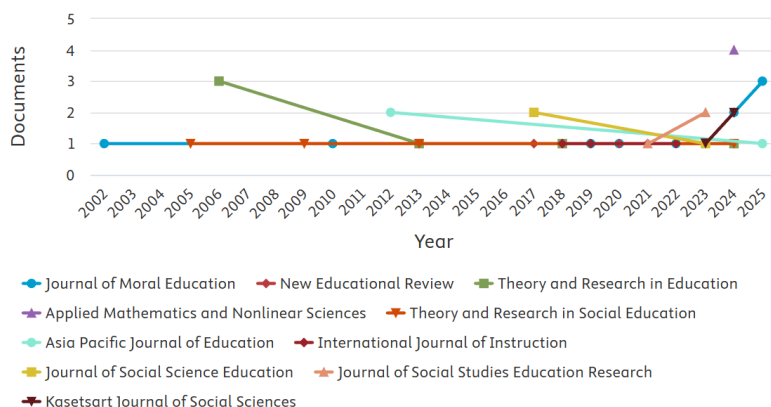
Figure 5. Number of articles by affiliation

This might be the reason why Universitas Pendidikan Indonesia (UPI), which has contributed 15 publications to the database, occupies a prominent position. Due to the focus of the institution on citizenship education, character education, and teacher education, UPI has been one of the leading institutions in Indonesia that has made notable contributions to scientific research in the area of civic values education, moral education, democratic citizenship education, and Pancasila education.

Apart from being productive publishers of research, the work of the University of Indonesia has significant implications for the future of Character Education and Civic Education in Southeast Asia. Being actively involved in promoting educational models which take into account the importance of moral values, civic-mindedness, cultural diversity and participation in democratic life in terms of education, UPI demonstrates that this issue is one of the priorities for the educational policy in Southeast Asian countries because social cohesiveness, multicultural citizenship and character formation are increasingly considered to be necessary reactions to the challenges brought by globalization and information era. Thus, UPI's research excellence demonstrates that Southeast Asia can be recognized as a significant contributor to the international discussion of character and civic education. In terms of theory, the significance of the University of Indonesia is another confirmation of the growing understanding that both character development and citizenship formation have to be considered in terms of interrelated educational issues.

The third indicator is the distribution of journal sources, which demonstrates the wide variety of academic journals that help researchers of Character Education and Civic Education advance their field of study. According to the dataset provided, there is a wide range of reputable international journals where publications appear; however, the most active one appears to be the Journal of Moral Education, especially in 2025, underscoring its importance in disseminating research of moral development and values-based education. Besides, the other significant journals such as Theory and Research in Education, International Journal of Instruction, Asia

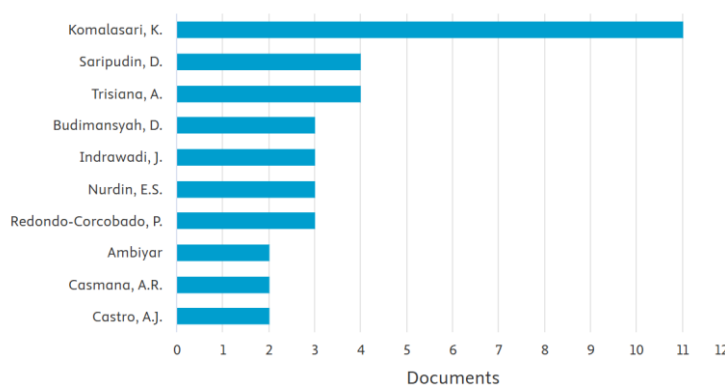
Pacific Journal of Education, and Journal of Social Science Education have been actively involved in the publication of various works. In addition, the increasing number of publications in Applied Mathematics and Nonlinear Sciences and in the Kasetsart Journal of Social Sciences demonstrates the growth of interdisciplinary approaches in these areas, as character and civic education are now combined with broader research.



Source: Scopus database

Figure 6. Number of articles by source (top 10 sources)

Fourth, the author distribution shows the important scholars who have greatly influenced the study of Character Education and Civic Education. Among all authors, Komalasari, K. is seen as the most prolific author with 11 papers, which shows the importance of her influence in the advancement of the integrated character education model and contextualized civic education. Next come Saripudin, D., and Trisiana, A., who each publish 4 papers, demonstrating consistent involvement with concepts such as civic competencies, community-based learning, and value internalization in schools. Scholars such as Budimansyah, D., Indrawadi, J., and Nurdin, E. S. publish 3 papers each, demonstrating consistent scholarly involvement in the topic of character development and citizenship education across different Indonesian educational settings. There are also international scholars such as Redondo-Corcobado, P., and Castro, A. J. in the list of top authors, showing the emergence of cross-regional viewpoints and globalization in the field. This distribution pattern clearly shows that research of Character Education and Civic Education involves scholars both old and new, whose cumulative efforts have helped expand the theoretical understanding, pedagogy, and interdisciplinary nature of the field (refer to Figure 7).



The keyword link-strength analysis further demonstrates the interconnectedness of Character Education and Civic Education by highlighting their convergence in terms of shared educational emphases. In this case, the keyword education ranks first in terms of total link strength (100), suggesting that it is the broad theoretical context within which other keywords operate. Character education (88) and civic education (85) are ranked second and third, respectively, which means that they are the core theoretical concepts of the research space under consideration. The significance of such keywords as morality (65), character (59), and citizenship (52) shows that the orientation of the theoretical field is towards moral philosophy, development of character, and formation of civic identity. At the same time, such keywords as citizenship education (46), civic virtues (41), morals (38), and democracy (37) show that the orientation of the practical field is towards implementing moral and civic knowledge through teaching and learning.

Table 1. Keywords by authors

Rank	Keyword	Total Link Strength
1	education	100
2	character education	88
3	civic education	85
4	morality	65
5	character	59
6	citizenship	52
7	citizenship education	46
8	civic virtues	41
9	morals	38
10	democracy	37

Source: Output VOSviewer software

This analysis shows clear connections between Character Education and Civic Education, as both concepts are linked by fundamental elements such as morality, citizenship, civic virtue, and ethical development. Bibliometrics and keywords suggest that future directions of the field should continue to combine moral development with civic action to create an integrated approach to democratic education. In general, the results reveal how the current scholarly focus is on integrating character formation and civic engagement.

Conclusion

The global development of Character Education and Civic Education research was examined using a combination of a systematic literature review and a bibliometric analysis of publications in the Scopus database from 1989 to 2025. From the results of the analysis, it is evident that interest in these topics has risen notably since 2017, with publication numbers peaking between 2023 and 2024. As for the influential countries in this topic, the US and Indonesia have shown considerable contributions, with Universitas Pendidikan Indonesia being the most prolific institution in this regard. Through keyword co-occurrence analysis, it was evident that Character Education and Civic Education exhibit a high level of conceptual

convergence on topics such as morality, citizenship, civic virtues, democracy, and civic engagement.

The innovation of the current study is that it combines Character Education and Civic Education into one systematic review and bibliometric study, which gives an overall picture of publication trends, collaborations, institutional affiliations, and themes on a global level in a time span of 36 years. From a theoretical point of view, the conclusions made from the research provide greater insights into the connections between moral and citizenship development in modern education studies. From a practical point of view, the results emphasize the growing importance of considering both the policy and the practice aspects of education. Future research should focus on the lack of geographical variety among published works as well as their interdisciplinary perspectives.

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