

A systematic literature review on civic engagement program through citizenship education

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Abstract

Essentially, project-based learning, currently referred to as a method for citizenship education in higher education, is rooted in the concept of civic engagement, which is the most critical determinant of success in transitioning to adult citizenship. Given the limited involvement of the younger generation in public life, which often remains tokenistic and lacks significant impact on change. With their current capacity, young citizens are considered insufficiently equipped to address the challenges of Indonesia's democratic transition, including the dissemination of disinformation and diminishing political efficacy. Giving precedence to civic engagement programs in citizenship education becomes imperative to fortify democracy. Thus, the refinement of concepts and instructional methodologies for citizenship education requires a comprehensive review of scholarly articles. This research attempts to bridge the gap in systematic literature reviews on this subject, which have not thoroughly examined articles addressing civic engagement programming in terms of concepts and methods. The study employs a systematic literature review methodology, using articles published in Scopus-indexed journals over the past decade as primary sources. This systematic literature review effectively underscores the extensive progress in the concepts and methodologies of civic engagement programs within citizenship education, signaling a promising trajectory in this field. Furthermore, the review identifies pivotal areas for future research, including the fine-tuning of assessment models for experiential-based instruction and a critical reevaluation of the role of civics education in heightening citizens' political consciousness.

Keywords: citizenship education; civic engagement; systematic literatur review

Introduction

Zemelman (2016) has proposed an educational framework grounded in civic engagement with the aim of preparing students not just to be "career ready," but also "citizen-ready." Central to this proposal is the notion of positioning students as catalysts for societal change, which underscores the essence of project-based learning. Civic engagement, in this context, serves as a crucial indicator of the successful transition to adult citizenship, as highlighted by the National Research Council and Institute of Medicine (2005). Therefore, efforts to enhance education



involving students must be developed to facilitate the promotion of democracy in Indonesia. This is particularly pertinent given the prevailing ethos of youth civic engagement, even in cities like Bandung, where it has been identified as existing at a tokenistic level (Maulana & Suryadi, 2019).

Decree of the Minister of Education and Culture Number 3/M/2021 establishes project-based learning as one of the main performance indicators for higher education institutions. This policy has implications for citizenship education. Project-based learning in citizenship education courses can be implemented through civic engagement programming, with its potential in shaping character and morals (Shumer et al., 2012; Sokol et al., 2021).

The urgency of civic engagement programming in citizenship education lies in its support for the consolidation of democracy in Indonesia (Saud, 2020). Previous research has identified democracy-related issues facing the Indonesian nation, including: firstly, issues of disinformation and media control for power motives (Iannone, 2022; Rahman & Tang, 2022); secondly, the decline in democratic capacity (Siregar et al., 2022); thirdly, the strengthening of politic of identity (Amal, 2020; Sawitri & Wiratmaja, 2021); fourthly, the weak party cadre system (Purwaningsih & Widodo, 2021); and fifthly, an inclusive political system has not yet been achieved (Adnan & Amri, 2021; Ahmad, 2021; Barton et al., 2021; Bate'E, 2022; Kadir et al., 2021; Sebastian, 2021; Sugiaryo & Trisiana, 2020; Testriono & Schraufnagel, 2020). The cultivation of young citizen engagement is crucial for democracy consolidation, considering their potential both as individuals and as institutions in addressing these problematic situations (Maulana & Suryadi, 2019).

Civic engagement in citizenship education is relevant in addressing the marginalized young citizens' issues as an effort to optimize their potential in community development (Dyson & Jeffrey, 2018; Saud, 2020; Sulimani-Aidan et al., 2019; Watson & Beymer, 2019). Civic engagement programs expose students to citizen issues in the field as a deep learning process in the affective domain while also providing emancipatory opportunities (Pederson et al., 2022). One notable best practice in citizenship education development in higher education is the Highlander Education and Research Center in Tennessee, USA, which in 2004 was recognized as a successful model of adult citizenship education that had a long-term impact on individual and societal transformation, as noted by researchers from Harvard University (Loberg, 2022).

The progression of previous research, along with the methodological similarities and related discussions to the proposed research, is crucial in identifying the research gap that will be addressed through this study. Journal articles found demonstrate the richness of discourse and the breadth of context within this topic, including: 1) systematic literature reviews of civic education on Sustainable Development Goals concepts and contexts (Edwards et al., 2020); 2) systematic literature reviews of citizenship education in the context of Global Citizenship Education (Goren & Yemini, 2017; Myoung & Liou, 2022); 3) systematic literature reviews of citizenship education in political science fields covering political engagement and political polarization (Donbavand & Hoskins, 2021; Feitosa, 2020; Fitzgerald et al., 2021; Manning & Edwards, 2014); 4) systematic literature reviews of citizenship education in Latin America (Bramwell, 2020); 5) systematic literature reviews of citizenship education in the context of environmental awareness and disaster safety education (Adamou et al., 2021; Ardoin et al., 2023; Seo et al., 2021); and 6) systematic literature reviews of citizenship education in the context of gamification method development (Aura et al., 2022). Among these 11 systematic literature review articles, the research gap identified is the absence of a similar study addressing the theme of civic engagement programming in citizenship education .

Thus, this study aims to show the urgency of civic engagement programming in civic education through a systematic literature review on concepts and methods. The benefits of this research include: (1) Benefits for the development of Citizenship education practices in higher education: through enriching the reference of best practices in civic engagement programming

that have evolved in many countries; (2) Benefits for policymakers: understanding the urgency of the existence of Citizenship education in higher education as a means of democracy education for young citizens; and (3) Benefits for future researchers: identifying the research gap for further development of research in the field of civic engagement programming.

Method

This research is a systematic literature review based on guidelines proposed by Kitchenham (Kitchenham, 2004; Kitchenham et al., 2009). The purpose of this review is to identify recent developments in empirical studies on civic engagement programming in Citizenship Education worldwide. The research stages encompass: a) formulating research questions; b) establishing inclusion and exclusion criteria; c) determining data sources; d) defining the search string; e) conducting initial searches; f) source selection; g) data extraction and collection; h) analysis and discussion.

In the phase of formulating research question specifications, three research questions were put forward. These inquiries were explicitly detailed in Table 1, providing a clear framework for the specific data elements to be sought in order to address each of the posed questions. This systematic approach ensured a comprehensive exploration of the chosen topics and facilitated a focused and structured data collection process.

Table 1
Research Questions and Data Matrix

Code	Research question	The data sought	Code
RQ1	How were civic engagement research activities in the context of citizenship education and civic engagement disseminated over the past decade?	1. Source (journal) and complete references	RQ1.1
		2. Main topic areas	RQ1.2
		3. Classification of study type and scope (research or model/method/program)	RQ1.3
RQ2	Who led the research on civic engagement programming in citizenship education that was disseminated over the past decade?	1. Author, institution, and country where the institution is located.	RQ2.1
RQ3	What are the limitations of current research?	1. Problem/research questions.	RQ3.1
		2. Does the study refer to the idea of character education?	RQ3.2
		3. Does the study propose practical guidelines?	RQ3.3

Source: Processed by researchers in 2023

In the subsequent stage, inclusion and exclusion criteria were established with the intention of guiding the search for research data sources towards relevant articles. The reviewed articles encompass the following topics, which have undergone peer review and were published between January 1, 2012, and February 30, 2023, regarding:

- Inclusion: Studies on citizenship education or citizenship education, as well as civic engagement, encompass topics related to the impact of educational programs, teaching methods, educational policy studies, curriculum, and implementation in various aspects of life.
- Exclusion: Political studies research with topics on power relations, elections, political parties, and other topics not related to education context are excluded.

The research data source for this study comprises articles published in Scopus-indexed journals. The search process utilized the search and filtering features available on the Scopus search engine. Each identified article underwent evaluation according to the PRISMA stages and standards (Page et al., 2021), based on the screening criteria applied to address the research questions.

Furthermore, data analysis was performed descriptively and thematically, guided by the research questions. Additionally, the researcher utilized VOSviewer 1.6.19 software for

bibliometric analysis, which enabled the examination of interconnections among each data source used in addressing the research questions. This comprehensive approach ensured a robust and systematic exploration of the chosen topics.

To establish the search string, preliminary search attempts were made using the Scopus search engine with the query "civic education" AND "civic engagement." Through this initial search, 168 sources were found within the last decade. However, the use of this search string appeared to be ineffective as it did not encompass studies primarily focused on citizenship education. Therefore, the researcher refined the search string to:

TITLE-ABS-KEY ("civic education" OR "citizenship education") AND "civic engagement")

Through the search with this query, a total of 329 documents were found for the span of one decade. The increase in the number of sources appearing in the search after refining the search string indicates that the formulation used was accurate. The researcher then decided to calibrate the search string to target sources that are substantively related to educational programs or teaching models/methods. The researcher attempted with the following formulation:

TITLE-ABS-KEY (('civic AND education' OR 'citizenship AND education') AND 'civic AND engagement' AND 'program')

The formulation significantly narrowed down the articles to a total of 74 sources for the last decade. Upon reviewing the search results, it was decided that it needed to be expanded to include articles discussing teaching models/methods. Therefore, the researcher refined the formulation once again as follows:

TITLE-ABS-KEY (('civic AND education' OR 'citizenship AND education') AND 'civic AND engagement' AND 'program OR method')

Finally, the search results increased to 133 sources. The researcher decided to use this final formulation as the search instrument. The search results were then utilized for the first stage of source selection.

Result and Discussion

Selection of Research Data Sources

After establishing a proportional search string, 133 articles were found and then filtered using the available filtering features on the Scopus search engine. The selection process focused on aspects that distinguished between relevant and irrelevant articles, as outlined in Table 2 below.

Table 2
Data Source Selection Based on Scopus Filtering Criteria

Screening Criteria	Description	Number of Documents
Search String	TITLE-ABS-KEY (('civic AND education' OR 'citizenship AND education') AND 'civic AND engagement' AND 'program OR method')	133
Year	2012 to 2023	89
Subject Area	Does not include articles with the subjects 'Chemical Engineering', 'Chemistry', 'Mathematics', 'Pharmacology, Toxicology and Pharmaceutics', 'Energy', 'Engineering', 'Health Professions', 'Medicine', and 'Computer Science'	78
Document Type	Article	64
Source Title	Not selected	64
Publication stage	Finals	
Keywords	Unrestricted, exclusion criteria are filtered through objective screening	
Affiliation	Not selected	
Funding sponsor	Not selected	
Country/territory	Not selected	

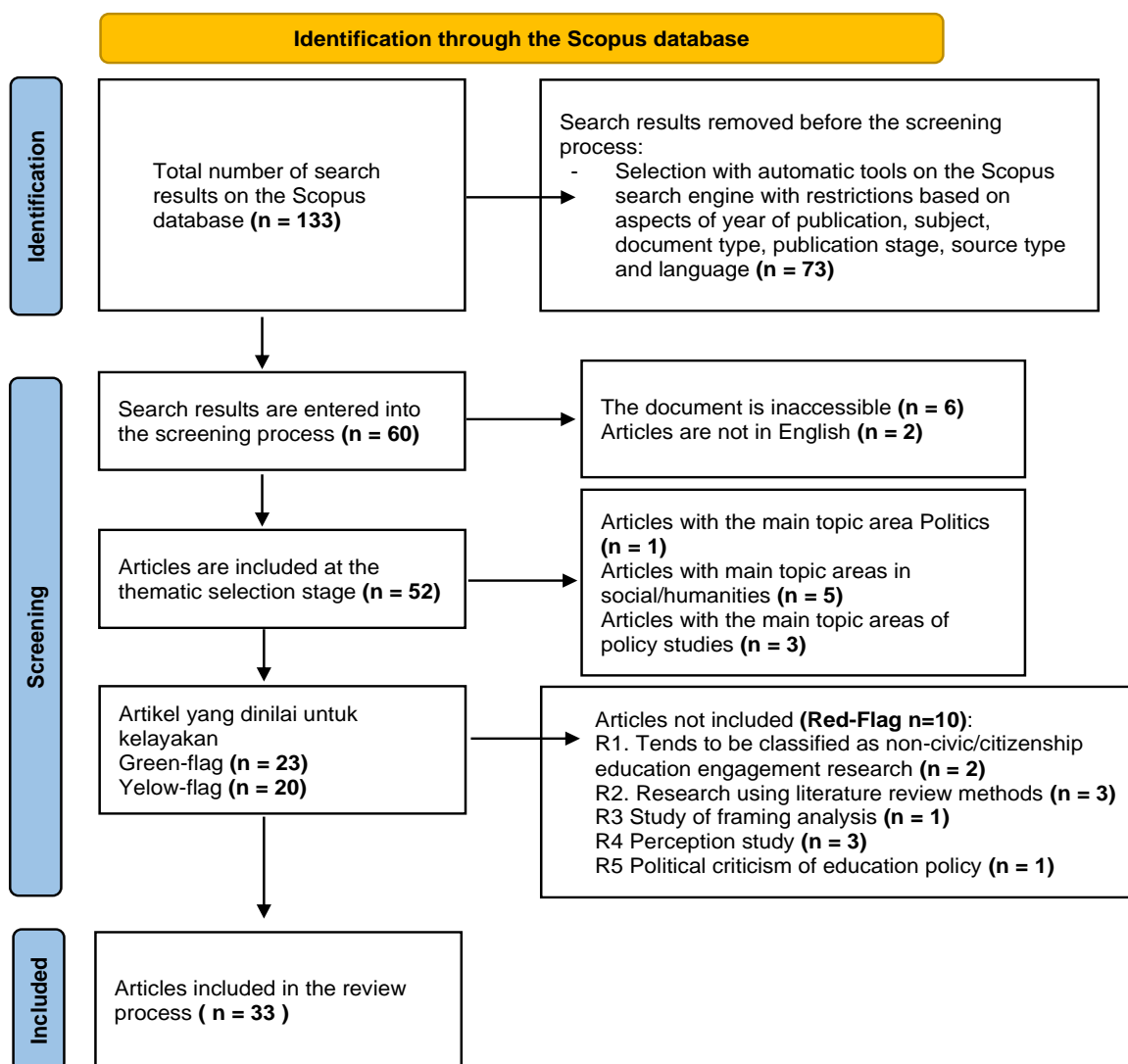
Screening Criteria	Description	Number of Documents
Source Type	Journal	62
Language	English	60
Open Acces	Not selected	
TOTAL	60 journal articles	

Source: processed by researchers in 2023

There were 60 articles discovered pertaining to civic engagement within civic education or citizenship education. However, it cannot be assumed that these articles specifically address the advancement of concepts or instructional methodologies. This is due to the researchers not implementing keyword filters. Nevertheless, this refined dataset implies a judicious selection through constraints on search formulation.

The subsequent selection of data sources follows the PRISMA stages and standards for systematic literature reviews and is based on a multi-stage procedure consisting of three sequential stages, as follows: (a) Identification, (b) Screening, and (c) Feasibility. The results of the second stage selection can be seen in Figure 1.

Figure 1
Selection Stage According to PRISMA Standards



Selection at this stage begins with tracking the availability of documents and the language of instruction used. This first step found 6 (six) journal articles whose full manuscripts could not be accessed and 2 (two) journal articles whose full manuscripts were not in English.

The next step is thematic selection which includes selection stages based on categories: (1) Civic engagement relates to the field of study of citizenship education (organizations, communities, co-curricular programs, government programs, etc.) or the field of study of

education in schools/universities (civic education); (2) Main Topic: Curriculum; Learning methods/models; Educational programs/activities; and Survey (civic engagement in the educational context). These two categories were traced in the title, keywords and abstract of each journal article found. The identification results are then grouped into 3 statuses: Green-flag, meets categories (1) and (2); Yelow-flag, Meets category (1) or (2) only; and Red-flag, Does not meet both.

The subsequent phase involves thematic selection, which encompasses several selection stages based on specific categories: (1) Civic engagement pertaining to either the realm of citizenship education (such as organizations, communities, co-curricular programs, government initiatives, etc.) or citizenship education within educational institutions (civic education); (2) Principal Subject Areas: Curriculum; Learning methods/models; Educational programs/activities; and Survey (pertaining to civic engagement in an educational context). These two classifications were examined within the title, keywords, and abstract of each journal article located. The findings from this identification process are subsequently categorized into three statuses: Green-flag, fulfilling both categories (1) and (2); Yellow-flag, fulfilling either category (1) or (2); and Red-flag, failing to fulfill both.

The ultimate outcome consisted of 33 articles suitable for utilization as data sources in a systematic literature review. These chosen articles are subsequently subjected to processing during the extraction and data collection phases.

Research Activities in the Past Decade

Conducting searches solely within Scopus-indexed journals may not sufficiently capture the evolving research trends of the past decade. Adhering to PRISMA standards for comprehensive trend disclosure, searches should be more inclusive across various sources or database services for each scientific work. However, given that the primary objective of this research is to gather concepts, methods, and programs relevant to civic engagement within the context of civic/citizenship education, a search within the Scopus database is considered satisfactory for obtaining a balanced representation of scientific works.

Table 3
Data Extraction Research Question 1

Code	Reference	Topic	Topic Areas	Study Type
	RQ 1.1	RQ 1.2		RQ 1.3
[1]	(Horn & Fry, 2013)	International education	Correlation between study abroad and volunteerism	Correlational survey
[2]	(Jakubiak & Iordache-Bryant, 2017)	global citizenship	Volunteer tourism	participant observation and qualitative interviews
[3]	(Andolina & Conklin, 2021)	civic education	empathic listening in democratic education	case studies
[4]	(Expósito, 2014)	Citizenship education	political participation	Theoretical studies
[5]	(Green et al., 2016)	environmental citizenship	teacher education	case studies
[6]	(Estellés et al., 2021)	Citizenship education	teacher education	mixed-method study
[7]	(Golubeva & Guntersdorfer, 2017)	Global/intercultural citizenship	Intercultural development course/certificate program	Theoretical studies
[8]	(Schoorman et al., 2019)	global education	critical multicultural education	analytical autoethnography
[9]	(Blevins et al., 2014)	civic education	civics education gaming program	mixed-method study
[10]	(Lorenzini, 2013)	global citizenship	grounding global knowledge in concepts of citizenship	analytical description

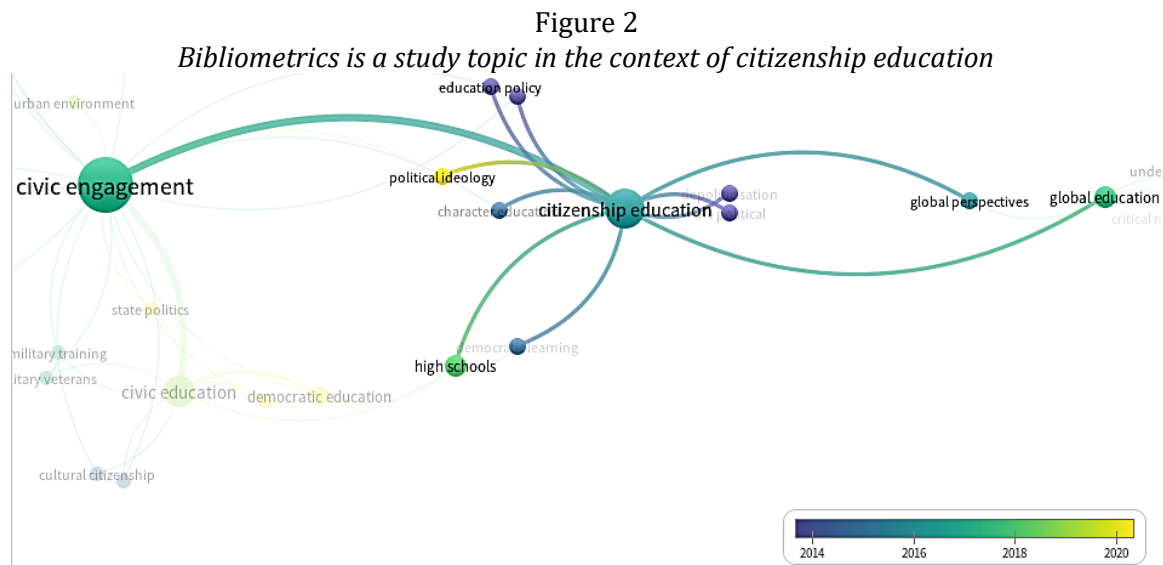
Code	Reference RQ 1.1	Topic RQ 1.2	Topic Areas	Study Type RQ 1.3
[11]	(Glover et al., 2021)	civic education	experiential learning	survey
[12]	(Hodges, 2017)	civic education	military training and increased civic capacities	semi-structured, in-depth interviews
[13]	(Prasetyo et al., 2019)	environmental citizenship	community-based housing	semi-structured, in-depth interviews
[14]	(Lewis, 2014)	civic education	Higher education reform	case studies
[15]	(Haigh et al., 2014)	Citizenship education	Implementation of citizenship education policy	semi-structured, in-depth interviews
[16]	(Poole et al., 2022)	Citizenship education	Implementation and development of community-based learning	Theoretical studies
[17]	(Voight, 2015)	Citizenship education	School-Climate Improvement	case studies
[18]	(Chan et al., 2021)	global citizenship	Implementation of International Service-Learning (ISL)	mixed-method study
[19]	(Geier & Hasager, 2020)	civic education	Implementation of Service Learning and Active-Citizenship Learning	mixed-method study
[20]	(Hardin-Ramanan et al., 2018)	Citizenship education	Implementation of a Service-Learning Project	focus group methodology
[21]	(Lin, 2015)	Citizenship education	teaching practices designed	literature review
[22]	(Mann & Casebeer, 2016)	Citizenship education	student perceptions of a co-curricular service-learning project	Mapping study, social cartography
[23]	(Tichnor-Wagner et al., 2016)	global citizenship	Teacher competencies	case studies
[24]	(Kuttner, 2015)	cultural citizenship	process of developing cultural citizenship	ethnographic case study
[25]	(Cohen et al., 2015)	citizenship education	citizenship education project	case studies
[26]	(van de Werfhorst, 2017)	civic education	institutional educational structure	explanatory study
[27]	(Blevins et al., 2020)	civic education	Action civics program	mixed-method study
[28]	(King, 2018)	Citizenship education	methodological framework for studying citizenship education	case studies
[29]	(Bish & Lommel, 2016)	global citizenship	co-curricular service-learning project	case studies
[30]	(Ahrari et al., 2014)	Citizenship education	civic development program	semi-structural interview
[31]	(Henderson & Tudball, 2016)	Education for sustainability	Action competence	conceptual paper
[32]	(Peterson & Bentley, 2017)	Citizenship education	curriculum civic and citizenship education	conceptual paper
[33]	(Au & Kennedy, 2017)	Citizenship education	curriculum civic and citizenship education	mixed-method sequential explanatory research

Source: processed by researchers in 2023

Table 3 data reveals a diverse array of articles spanning themes in education, social issues, politics, and tourism, all contributing to the discourse on civic engagement studies. This underscores the multidimensionality of the civic engagement field. Additionally, it indicates rapid evolution in the study topics over time. The table further illustrates that alongside the primary three topics in this study, there are related subjects like international education, global citizenship, environmental citizenship, and intercultural citizenship, as well as global education

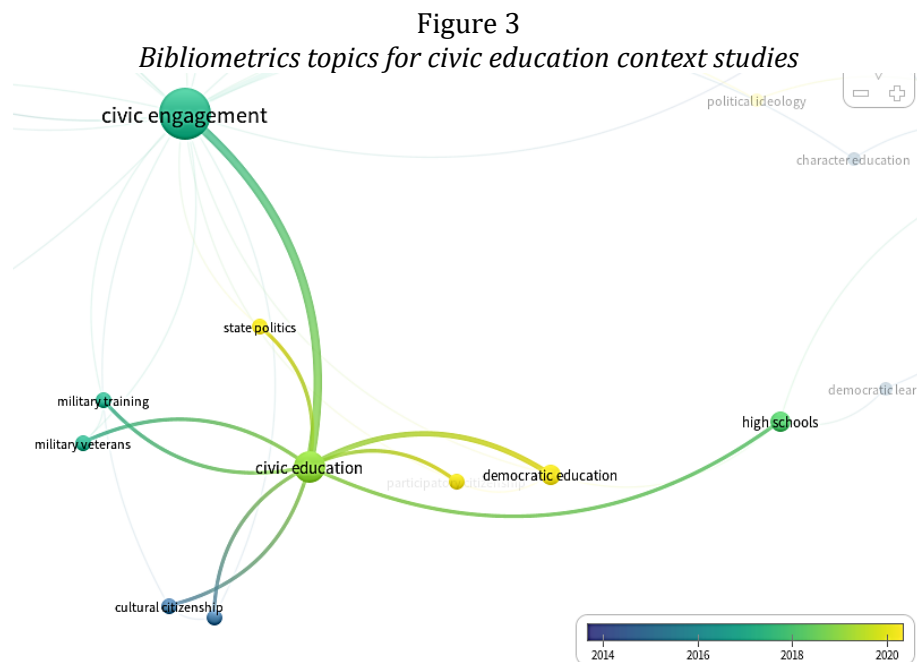
and sustainability education. This showcases the extensive range of topics that fall under the umbrella of civic engagement programming within the context of civic/citizenship education, encompassing a spectrum from policy-making to learning assessment.

To assess the status of the research theme in this area, a bibliometric analysis was conducted using the VOSviewer application version 1.6.19. The outcomes are depicted in Figure 2 below.



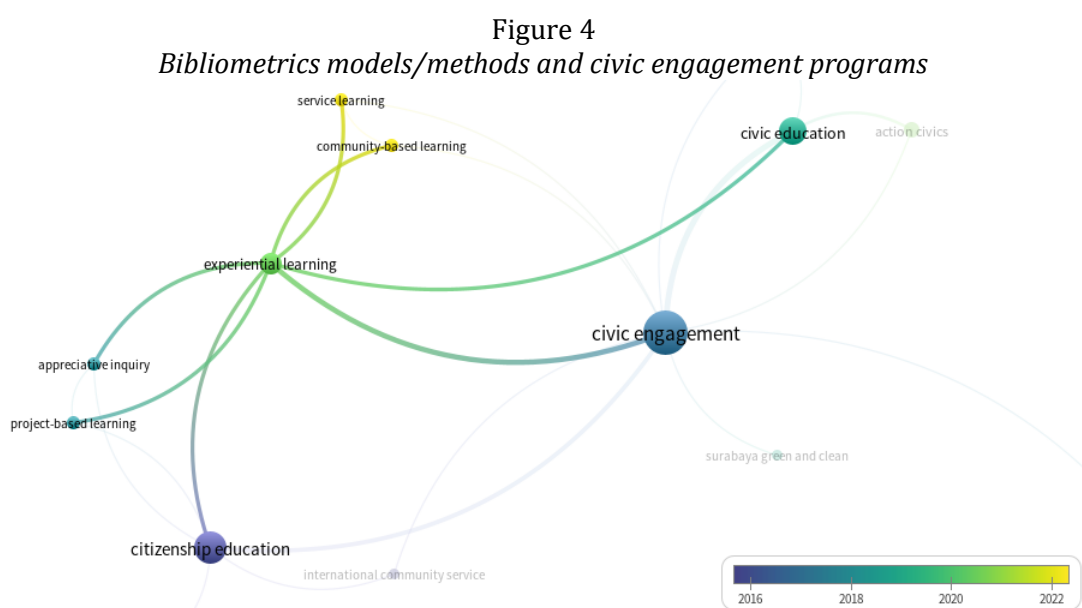
The generated map displays several clusters, with the depicted cluster specifically charting study themes associated with civic engagement programming within citizenship education. This encompasses areas such as education policy, political ideology, character education, global perspective, global education, politics, and depoliticization. The map underscores citizenship education's unique role as an educational concept that spans across diverse segments of society. Notably, the latest research delves into the theme of political ideology, which is intriguing, considering that this topic has been relatively neglected, particularly by scholars within the critical school of thought. Hence, this subject holds promise for future exploration. Additionally, there are emerging and highly relevant themes concerning global citizenship.

Following that is a visualization depicting the study topic within the realm of civic engagement programming as it pertains to citizenship education. This graphical representation is presented in Figure 3 below.



Within the cluster centered around civic engagement in the context of civic education, various subjects emerged, including democratic education, cultural citizenship, military training, and state politics. It is noteworthy that the topics within the civic education cluster are not as diverse as those within citizenship education. This indicates a more confined scope of study in civic education, primarily focused on teaching and learning practices.

Having gained insight into the evolving landscape of research topics, we now proceed to examine the current trends and discussions surrounding the development of methods or programs in the following figure 4. In the examination of learning methods and programs, a notable finding emerged. The experiential learning model has become a cornerstone in civic engagement programming, making its mark in both civic and citizenship education. This model, versatile in nature, can be molded into various forms of instruction such as project-based learning, community-based learning, and service learning. Furthermore, a promising pedagogical strategy known as appreciative inquiry has been proposed, demonstrating its potential applicability in the realm of civic engagement programming within classroom environments.



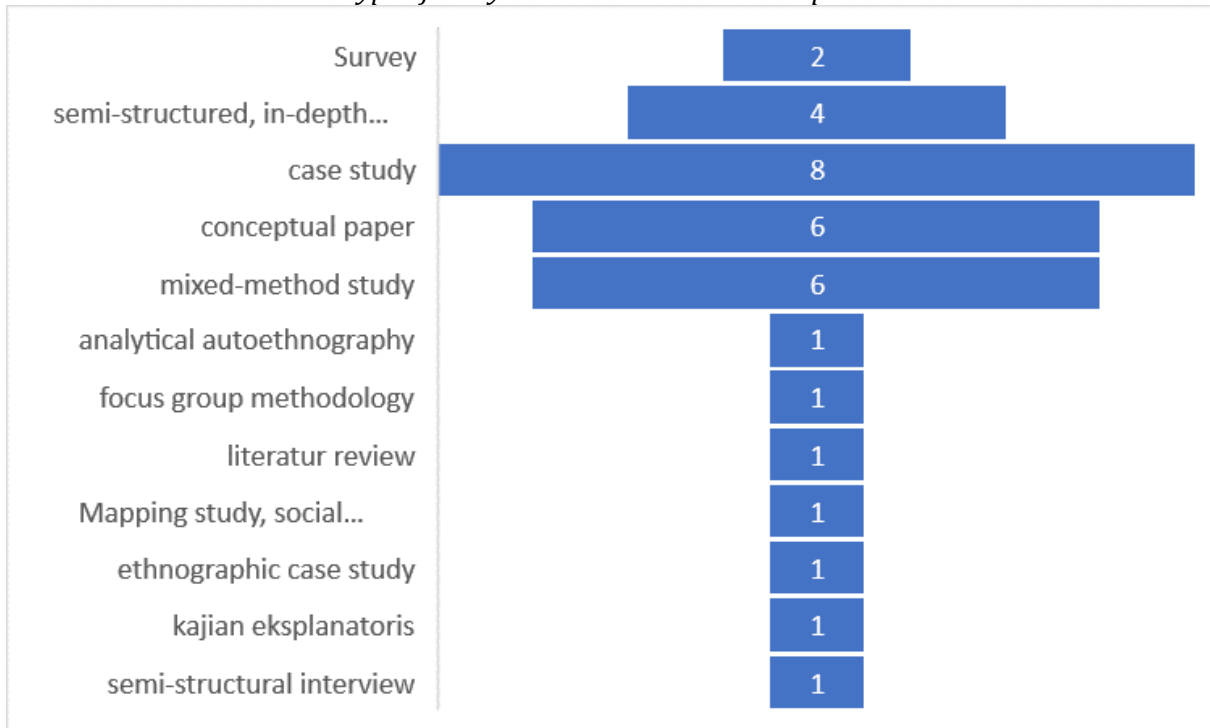
Transitioning our focus, we will now delve into a comprehensive mapping of the various studies conducted over the past decade, all centering on the pivotal theme of civic engagement studies. This extensive analysis is visually represented in the forthcoming Figure 5.

Figure 5 provides a comprehensive overview of the predominant types of studies conducted over the past decade. It is evident that case studies take precedence, followed by mixed-method approaches and semi-structured, in-depth interviews. While the breadth of each study's scope varies considerably, a consistent trend emerges: research predominantly involves participants who are actively engaged in the programs or the implementation of specific learning methods and models.

This observation underscores the meticulous nature of studies centered around civic engagement. Researchers demonstrate a keen focus on the contextual nuances surrounding the application of various approaches, methods, or programs. As a result, a common thread emerges from each data analysis, revealing that studies within the core realm of civic engagement programming, particularly within the context of civic and citizenship education, are multidimensional and interconnected.

Notably, the prevailing learning models are predominantly rooted in experiential learning, a subject that is scrutinized in depth and considered within its specific contextual framework. This highlights the depth of analysis and attention to detail undertaken by researchers in their pursuit of advancing civic engagement within educational contexts.

Figure 5
Type of study was carried out over the past decade

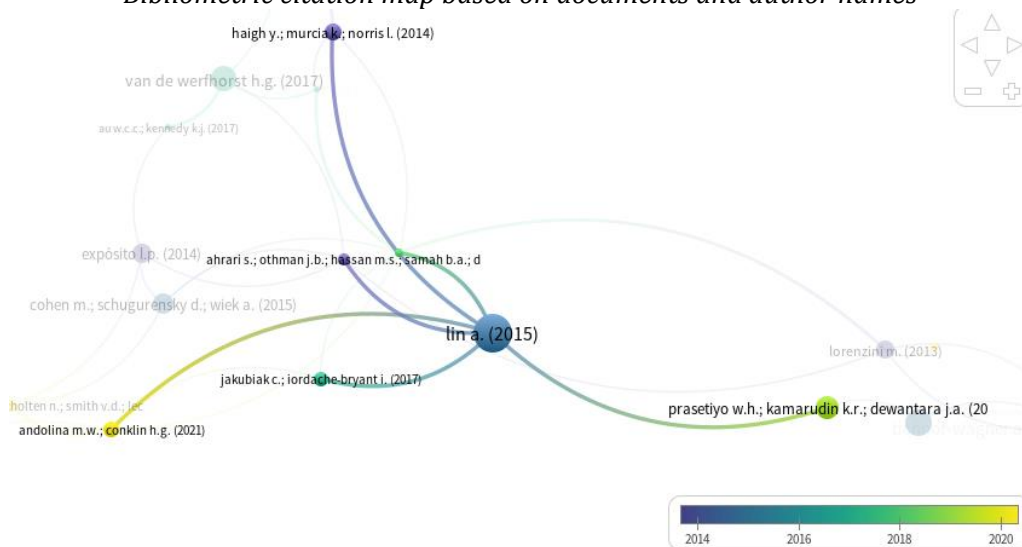


Who is leading Civic engagement programing in Citizenship education ?

In this section, we explore the key studies that have exerted the most significant influence on discussions surrounding civic engagement within the domain of civic/citizenship education in the past decade. These studies are commonly referred to as "leaders," identified based on criteria such as their exceptional citation count and network connections, as elucidated in the ensuing discussion.

The mapping outcomes reveal a standout article titled "Citizenship education in American schools and its role in developing civic engagement: a review of the research," authored by Alex Lin (2015). It is evident that this particular study has garnered significant attention and numerous citations within the academic discourse. This outcome comes as little surprise, given that Lin's work represents a comprehensive literature review encompassing articles and reports concerning educational programs aimed at fostering civic engagement in the United States. Lin's research, therefore, plays a crucial role in shaping the understanding of citizenship education's impact on civic engagement within the American educational context.

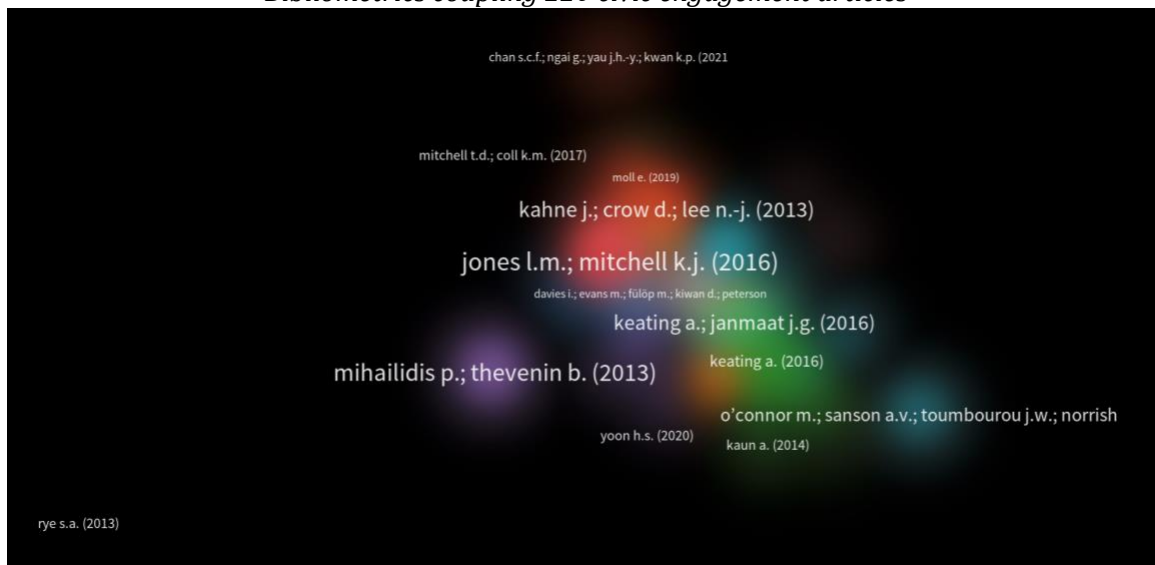
Figure 6
Bibliometric citation map based on documents and author names



Nonetheless, there are noteworthy recent contributions in this field of study. For instance, Blevins et al. (2014) have addressed the development of tools for digital citizenship education. Prasetyo, WH, et al. (2019) have examined the implementation of the Surabaya Green and Clean government program, representing a valuable addition to the discourse on environmental citizenship. Additionally, Andolina, Molly W. & Conklin, Hilary G. (2021) have proposed an empathetic listening pedagogical approach, aiming to ignite students' enthusiasm for participation. These studies hold promise for the future of discussions surrounding civic engagement programming within the context of civic/citizenship education.

In addition to identifying the previously limited scope of discourse leaders, it is imperative in this study to also encompass discourse leaders within a more extensive framework pertaining to civic engagement.

Figure 7
Bibliometrics coupling 220 civic engagement articles



Through this analysis, the author identified three significant articles within the realm of civic engagement studies published in Scopus-indexed journals over the past decade. The first is a journal authored by Kahne J., et al. (2013), titled "Different Pedagogy, Different Politics: High School Learning Opportunities and Youth Political Engagement." This article holds importance as it initiates the pedagogical discussion with a focus on political engagement as the foundational concept for civic engagement discourse.

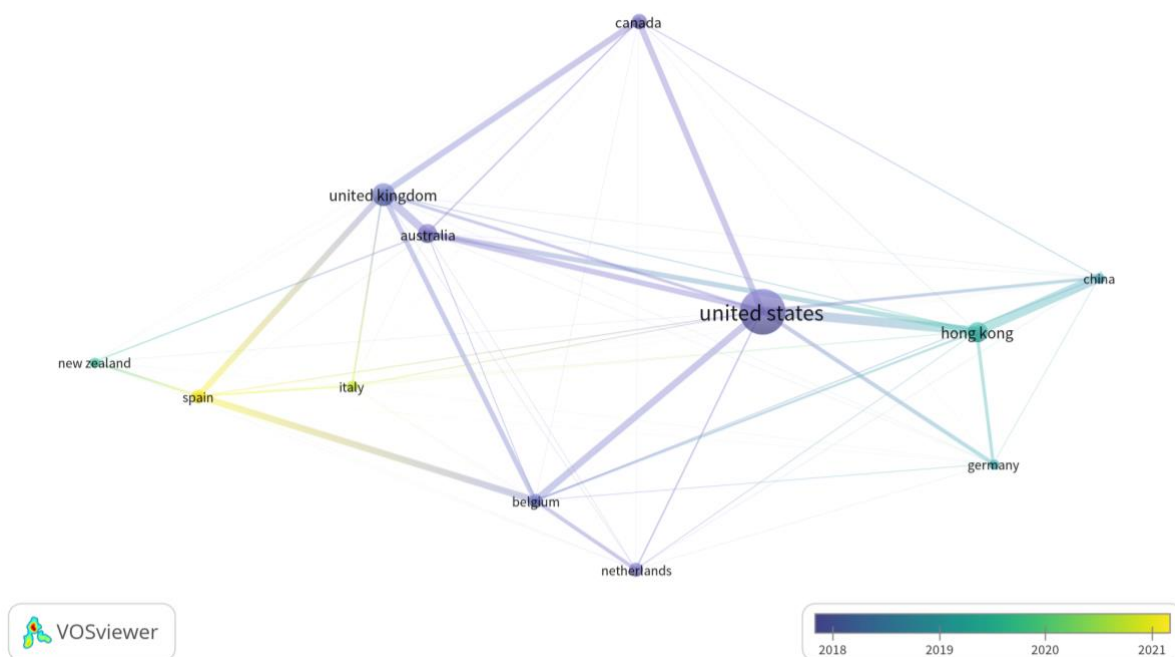
The second noteworthy article, written by Mihailidis P. & Thevenin B. (2013), is titled "Media Literacy as a Core Competency for Engaged Citizenship in Participatory Democracy." It is valuable for underscoring the fundamental competencies essential for fostering civic engagement. Lastly, an article penned by Jones LM & Mitchell KJ (2016), titled "Defining and measuring youth digital citizenship," emerges as significant for highlighting the emergence of a new dimension of citizenship within the digital realm.

In this segment, it is crucial to highlight the country that has been the most active in discussing civic engagement, serving as an inspiration for numerous countries in this study. This is illustrated in Figure 8.

The influence of the United States in the realm of civic engagement studies is undeniably substantial, despite the acknowledgment that an ideal democratic order is an ongoing aspiration rather than an established reality. This influence extends beyond the widely accepted literacy culture in America, which has been adopted as a model worldwide. It is also deeply ingrained in their democratic traditions, wherein the concepts of civic education and citizenship education have taken root. However, it is important to recognize that each developed country has its unique interpretation and framework regarding citizenship. For instance, in Australia, the term "active citizen" holds a significance that aligns closely with the

concept of civic engagement. Moreover, the nomenclature for citizenship education varies from country to country.

Figure 8
Mapping influential countries in civic engagement studies



In conducting the next phase of literature review, it is imperative to take these distinctive national perspectives into account. This consideration will undoubtedly contribute to the development of a more comprehensive and robust study in this field.

Limitations of Current Research

The study of civic engagement programming within the context of civic/citizenship education has undergone multifaceted development, encompassing both conceptual-theoretical and practical-methodological dimensions. Despite these advancements, when addressing the challenges within citizenship education that researchers have brought to the forefront, it becomes evident that the existing studies have certain limitations. These limitations primarily stem from a narrow focus on articles published in Scopus-indexed journals. This limitation becomes particularly salient when tackling the integration of civic engagement with character education, a topic that researchers argue can coexist harmoniously without conceptual or methodological segregation.

Table 5
Data Extraction Research Question 3

No	Aspect	Amount	Code
1	Character Education	3	[12], [19], [21]
2	Practical Guide	20	[3], [5], [7], [8], [9], [10], [11], [12], [13], [16], [17], [19], [21], [24], [25], [24], [25], [27], [28], [29]
3	Concept/Theory	10	[1], [2], [4], [6], [4], [15], [18], [22], [23], [26], [0], [31], [32], [33]

Source: processed by researchers in 2023

In the course of this study, three journal articles were identified that touched upon the idea of character education or concepts akin to it. However, these articles did not delve into a comprehensive exploration of character education in conjunction with civic engagement. Consequently, the current findings remain insufficient to provide a conclusive answer to this pivotal question. To address this gap, it is imperative that each collected data point undergoes further elaboration, culminating in the development of dedicated journal articles to provide a more comprehensive and nuanced perspective.

The researchers expressed contentment with the findings gleaned from articles providing practical guidelines, deeming them invaluable resources for future research endeavors. Each study exhibited a well-defined scope in the implementation of their respective programs. It is worth noting, however, that there remains a certain level of ambiguity surrounding the distinction between civic education and citizenship education. Additionally, the precise definition of civic engagement remains a subject of ongoing debate, with its conceptual integrity under intense scrutiny.

Among the collected articles, some voiced criticism towards the terminologies introduced by governmental bodies in relation to civic engagement. These terms were viewed as having undergone a process of depoliticization, consequently diluting the potency of citizenship education in stimulating citizens' political awareness and participation. This critique underscores the need for continued reflection on how terminology influences the efficacy of civic engagement initiatives.

Another constraint pertains to formulating assessment frameworks for each program rooted in experiential learning. Researchers have not yet identified a credible tool that reinforces the significant role of Citizenship Education within the national education curriculum framework. This deficiency could potentially be addressed by conducting a specialized literature review focused on assessment instruments for evaluating learning outcomes derived from experiential learning.

Conclusion

This systematic literature review illuminates the extensive development in both concept and methodology of civic engagement programming within civic education. The diverse array of research methodologies employed reflects the breadth of topics covered, painting a promising picture for the future of this field. The incorporation of various perspectives, stemming from scholars across different institutions and countries, underscores the global relevance and interest in this area of study.

While the United States remains at the forefront of research in this domain, the burgeoning interest displayed by Asian countries introduces fresh and innovative themes to the discourse. The trajectory of research in this field is poised for sustained growth. Even within the confines of this limited systematic literature review, new avenues for further exploration have surfaced. These include refining evaluation models for experiential learning-based instruction, reexamining the role of civic education in igniting citizens' political consciousness, and refining civic engagement programming to encompass the nurturing of citizens' character. These areas stand as recommended focal points for future research endeavors in this dynamic and evolving field.

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