

Mapping of global citizenship research in Indonesia 2011-2025: A bibliometric study

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Abstract

This study explores the landscape of global citizenship education (GCE) in Indonesia from 2011 to 2025. Despite being a critical issue closely linked to national values such as Pancasila and religious moderation, the current discourse remains fragmented. Using a bibliometric approach with the Bibliometrix R package and Scopus data, the research maps publication trends, keywords, and collaboration networks. Findings reveal a significant surge in publications since 2019, peaking in 2023, driven by Sustainable Development Goals (SDGs) and national policy shifts. While character education and democracy remain dominant themes, newer topics like digital citizenship and religious moderation are emerging. However, research is heavily concentrated in Javanese teacher-training institutions and lacks global collaboration. Vital gaps include a low integration of ecological issues and a limited interdisciplinary focus. The study concludes that future research must bridge these gaps by prioritising digital literacy and environmental sustainability within the framework of Indonesian citizenship education.

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Introduction

The concept of global citizenship is gaining attention in educational, social, and political discourses. Recognising Global Citizenship Education (GCE) in UNESCO's SDGs agenda has encouraged many countries, including Indonesia, to integrate its principles into educational policies and social programmes. In Indonesia, the understanding and application of GCE still vary, depending on the cultural context, local policies, and public awareness of global issues. However, there has been no systematic mapping of the development of GCE research in



Indonesia, including the number and patterns of publications, dominant themes, and researcher collaboration networks.

Global Citizenship Education (GCE) is an important framework for preparing individuals to face 21st-century challenges, such as environmental sustainability, digital transformation, cultural diversity, and democratic participation (Oxley & Morris, 2013; UNESCO, 2015a, 2015b). International studies show that GCE is developing through various perspectives. Oxley & Morris (2013) distinguish two typologies of GCE: cosmopolitan (based on human rights, social justice, and equality) and advocacy (based on the environment, sustainable development, and global engagement). L. Davies (2006) emphasises the role of global citizenship education in shaping critical participation, while Rizvi (2009) highlights the importance of the transnational dimension in understanding citizenship identity. Studies in Indonesia emphasise the integration of local values in character education and civic education, but they have not yet been conceptually linked to global citizenship literature.

Global citizenship refers to an individual's identity that is not only tied to a particular nation-state but also demonstrates an awareness of their connection to the global community (Schattle, 2008). This concept encompasses an understanding of global issues such as human rights, social justice, environmental sustainability, and world peace (Oxley & Morris, 2013). Global citizenship is a dynamic and evolving concept influenced by globalisation (Dower & Williams, 2016; Reysen & Katzarska-Miller, 2013). This concept emphasises global responsibility, cultural diversity, and social justice (Hameed, 2020; Haynes, 2019; Hong, 2020; Langran & Birk, 2016). Education, particularly GCE, plays a crucial role in fostering global citizenship, although its implementation can be challenging due to local variations and policy inconsistencies (Franch, 2020). Understanding and addressing these challenges is essential for promoting effective global citizenship education and fostering a more interconnected and responsible global community (I. Davies & Pike, 2010).

In Indonesia, the adoption of this concept has developed through education policy, particularly after the integration of GCE into the Sustainable Development Goals (SDGs), specifically Target 4.7, which emphasises education for sustainable development and global citizenship (UNESCO, n.d.). In Indonesia, research on global citizenship is a relatively new field and has seen an increase in the last decade. International research on global citizenship has developed rapidly since the 2010s, particularly in education, social studies, and the environment (LDavies, 2006; Soft versus Critical Global Citizenship Education | Development Education Review, n.d.). Various studies have explored how global citizenship is taught in schools and universities, as well as how public perceptions of global issues are formed (González-Valencia et al., 2022; Santamaría-Cárdaba et al., 2024). Although research on global citizenship in Indonesia is increasing, a comprehensive bibliometric analysis is still lacking. Most studies tend to be fragmented on local and regional issues without strong connections to global discourse or cross-institutional and researcher collaboration.

The absence of comprehensive mapping hinders understanding of Indonesia's academic contributions to the global citizenship discourse and the formulation of evidence-based education policies. The development of GCE in Indonesia is unique because it intersects with local values such as Pancasila and Bhinneka Tunggal Ika, as well as national programmes such as the 2013 Curriculum, Merdeka Belajar, and the Pancasila Student Profile, which emphasise character, multiculturalism, and global competence. However, GCE research in Indonesia remains normative, qualitative, and fragmented, limiting systematic mapping of its intellectual landscape. This study aims to analyse trends, main themes, and collaboration between researchers and institutions in global citizenship studies in Indonesia.

Previous studies have also tended to be limited to case studies in specific schools or universities (González-Valencia et al., 2022; Santamaría-Cárdaba et al., 2024). There have not been many studies that use a bibliometric approach to map trends, collaborations, and the direction of GCE research in Indonesia. In fact, the bibliometric method enables a more

comprehensive identification of a field of study's *knowledge base*, *thematic structure*, and *research front* (Aria & Cuccurullo, 2017). The bibliometric analysis method used has also been proven effective in mapping the development of research closely related to the Higher Education Research Strategic Plan, especially in education, social affairs, and sustainable development. The results of this study will make an important contribution to academics, policymakers, and education practitioners in designing more effective programmes to improve the understanding and application of the concept of global citizenship. Based on these gaps, this study aims to map the landscape of global citizenship research in Indonesia for the period 2011–2025. Specifically, this study seeks to answer the following five research questions: (1) What are the trends in publications on global citizenship in Indonesia during the period 2011–2025? (2) What are the main themes and keywords that dominate research on global citizenship in Indonesia? (3) What are the patterns of collaboration among authors, institutions, and countries in this field? (4) Which journals and fields of study are most influential in these research publications? (5) What are the research gaps and future directions for global citizenship research in Indonesia?

Method

This study uses bibliometric methods to explore publication patterns, author collaborations, and thematic trends in global citizenship research in Indonesia. This method is a quantitative approach to analysing scientific literature based on publications, citations, and relationships between authors or institutions (van Eck & Waltman, 2010). The analysis was conducted using *the Bibliometrix R-package*, which maps citation patterns and research networks over a specific period (Donthu et al., 2021).

Data was extracted from the Scopus database using a combination of keywords related to "*global citizenship*" and "*citizenship education*" in the period 2011–2025. Inclusion criteria included articles in English or Indonesian with abstracts and relevant keywords, indexed in Scopus in the field of social sciences. Editorial articles or those without full access were excluded from the analysis. The extracted data was cleaned and prepared using *OpenRefine*, an open-source software tool for correcting duplications, spelling errors, and inconsistent formatting (Sterner, 2019). The main functions of OpenRefine include *data cleaning* to correct spelling errors and inconsistencies, such as duplications, misspellings, or formatting issues; *data transformation* to change data structures, combine columns, and extract information; and *data reconciliation* to integrate with external databases, such as Wikidata (Ham, 2013). In addition, OpenRefine supports *exploratory data analysis* with *faceting* and *clustering*, enabling users to uncover deeper data patterns through filters, facets, and clustering (Verborgh & De Wilde, 2013).

The analysis was conducted using the *Biblioshiny* interface in *Bibliometrix* to produce descriptive analyses (number of publications, author productivity, affiliations, and major journals), thematic analyses (keyword co-occurrence, thematic evolution, thematic map), and analyses of author and country collaborations. This approach enables the mapping of *intellectual structures*, *knowledge bases*, and *research fronts* in global citizenship studies (Aria & Cuccurullo, 2017). Interactive visualisations that are easy to export are very useful for researchers who want to comprehensively map the literature and present the results in an attractive visual form.

Table 1.

Screening Criteria

Screening Criteria	Description	Number of Documents
Search String	"global citizenship" OR "global citizenship education" OR "citizenship education" OR "education for global citizenship" OR "global civic engagement" OR "world citizenship" OR "international citizenship" OR	104,515

Screening Criteria	Description	Number of Documents
	"cosmopolitan citizenship" OR "global competence" OR "global competencies" OR "global mindedness" OR "global minded" OR "global citizen*" OR "cosmopolitanism" OR "cosmopolitan identity"	
Year	2011 to 2025	90,054
Subject Area	Social Sciences	67,294
Document Type	Article	50,612
Source Title	Not selected	
Publication stage	Final	37,628
Keywords	Exclude implementation and article	
Affiliation	Not selected	
Funding sponsor	Not selected	
Country/territory	Indonesia	924
Source Type	Journal	924
Language	English	924
Open Access	All types	924
TOTAL		924

Results And Discussion

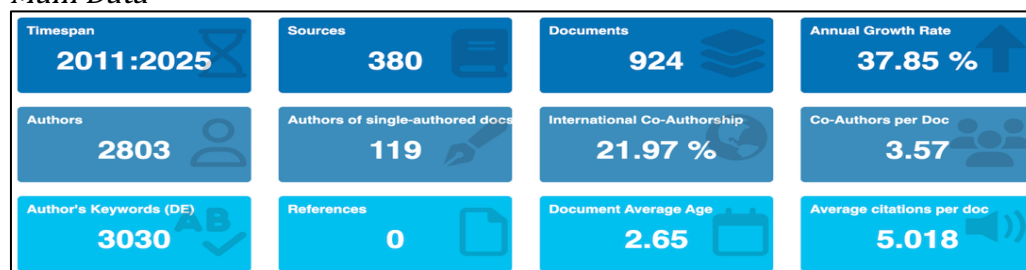
Research Results

Publication Trends on Global Citizenship in Indonesia for the Period 2011–2025

Bibliometric analysis shows that research on global citizenship in Indonesia has produced 924 scientific documents spread across 380 publication sources, with an annual growth rate of 37.85%. This surge indicates that global citizenship studies have transformed from a normative discourse into an established and dynamic field of research. A total of 2,803 authors were involved, with an average of 3.57 authors per document and only 119 single-author publications, indicating a strong pattern of collaboration.

Figure 1 .

Main Data



Source: *Biblioshiny, 2025.*

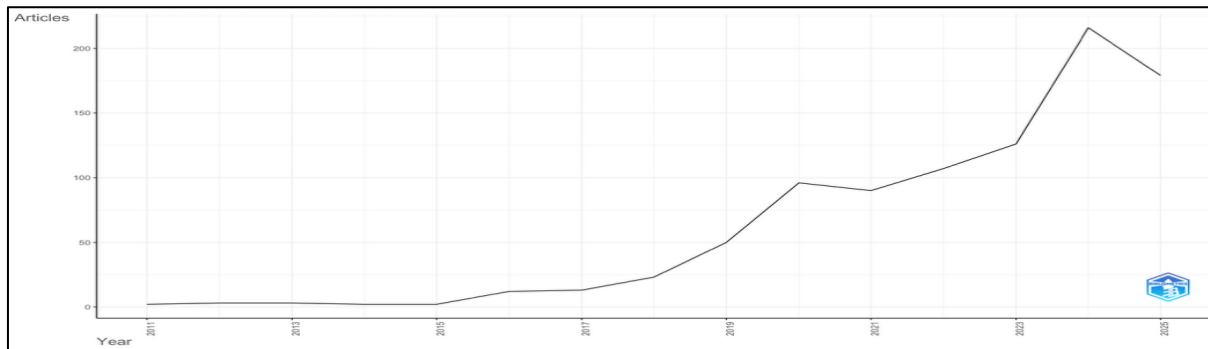
However, international collaboration remains limited, accounting for only 21.97%. This fact shows that global citizenship research in Indonesia remains inward-looking and lacks connections to international networks. A total of 3,030 keyword variations reflect the broad spectrum of studies. The average age of documents is 2.65 years, indicating that this field is still young and dynamic, with ample room for exploration. An average of 5 citations per document shows that this research is beginning to gain academic recognition. However, the quality of publications and international networks still needs to be improved so that Indonesia's contributions are more widely recognised globally.

Bibliometric analysis of annual scientific production (Figure 2) shows that, during 2011–2015, global citizenship studies in Indonesia remained low and stagnant, reflecting the dominance of normative approaches and a lack of institutional support. A significant surge

occurred since 2016, in line with the implementation of the 2013 Curriculum and the emergence of the Merdeka Belajar (Freedom of Learning) agenda. The increase in publications in 2019–2020 was also influenced by the SDGs agenda and UNESCO's global push.

Figure 2 .

Annual Scientific Production



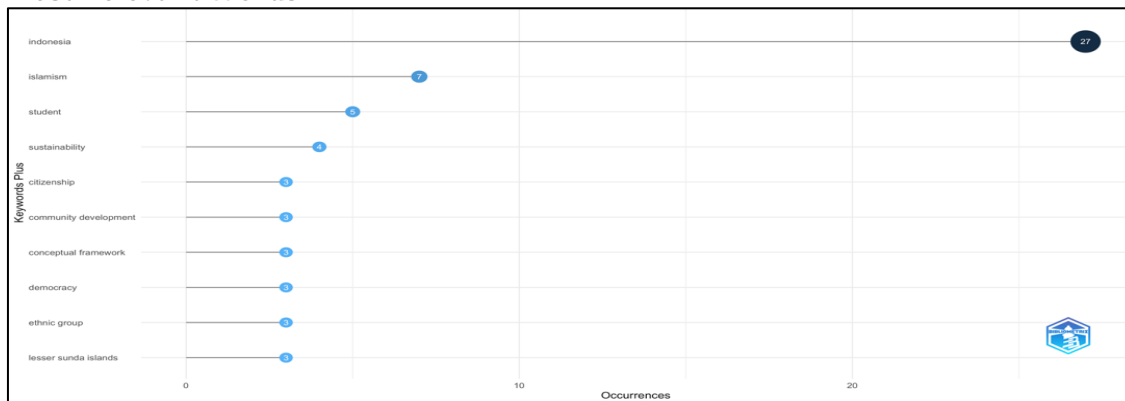
Source: Biblioshiny, 2025.

Although the COVID-19 pandemic disrupted educational practices, academic interest actually increased, with many studies highlighting the relevance of GCE in crisis situations. The number of publications exceeding 200 articles in 2023 marks the consolidation of GCE as an established field of study in Indonesia. The decline in publications in 2024–2025 does not reflect a decline in interest, but rather a shift in focus towards new subtopics such as ecological citizenship and digital citizenship. Overall, this trend confirms the exponential growth of global citizenship research, which is becoming increasingly interdisciplinary and contextual.

Thematic Patterns and Keyword Co-occurrence

Figure 3 .

Most Relevant Words

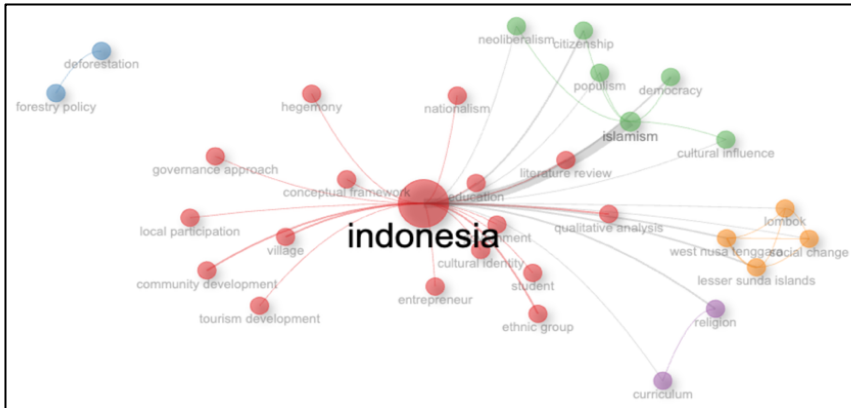


Source: Biblioshiny, 2025.

Thematically, global citizenship research in Indonesia has shifted from a normative focus on character education and civic education to contemporary issues such as digital literacy, sustainability, and religious moderation. This shift signals a more context-driven research direction aligned with the global agenda. However, there are still important gaps for future research, particularly in *strengthening digital and ecological citizenship*, and in articulating local Indonesian values as a theoretical contribution to the *global citizenship* literature.

The keyword network map (Figure 4) shows that *global citizenship* studies in Indonesia are rooted in the national social, cultural, and political context. The red cluster (*education, conceptual framework, cultural identity, student, ethnic group, entrepreneur, local participation, governance approach, community development, village, and tourism development*) indicates a focus on education, cultural identity, and local community development. The presence of *tourism development* indicates the connection between socio-economic issues and the dimension of global citizenship.

Figure 4.
Co-Occurrence



Source: Biblioshiny, 2025.

The green cluster (*citizenship, neoliberalism, populism, Islamism, and cultural influence*) represents political and ideological dimensions. The dominance of *Islamism* confirms that religious aspects are an integral part of the discourse on citizenship in Indonesia. Meanwhile, the orange cluster (*Lombok, West Nusa Tenggara, Lesser Sunda Islands, and social change*) indicates a locality-based research direction that seeks to understand global citizenship practices through the dynamics of social change in the region. The purple cluster (*religion and curriculum*) shows the interconnection between research on citizenship education, curriculum, and religion. In the context of a multicultural and religious Indonesia, this indicates that the formulation of global citizenship curricula is often influenced by religious values. Meanwhile, the blue cluster, which contains *deforestation* and *forestry policy*, shows that environmental issues have entered the discourse of global citizenship in Indonesia, although they are still on the periphery. In fact, in international literature, the theme of *ecological citizenship* occupies a central position in line with increasing awareness of the climate crisis and sustainability.

In general, research on global citizenship in Indonesia focuses on five main areas: education and community development, politics and ideology, locality and social change, religion-based curricula, and environmental issues. However, exploration of *digital citizenship* and *ecological citizenship* is still limited. In the future, the integration of digital, ecological, and local values such as Pancasila and religious moderation needs to be strengthened so that Indonesia can make a distinctive theoretical contribution to the international *global citizenship* literature.

Figure 5.
Density



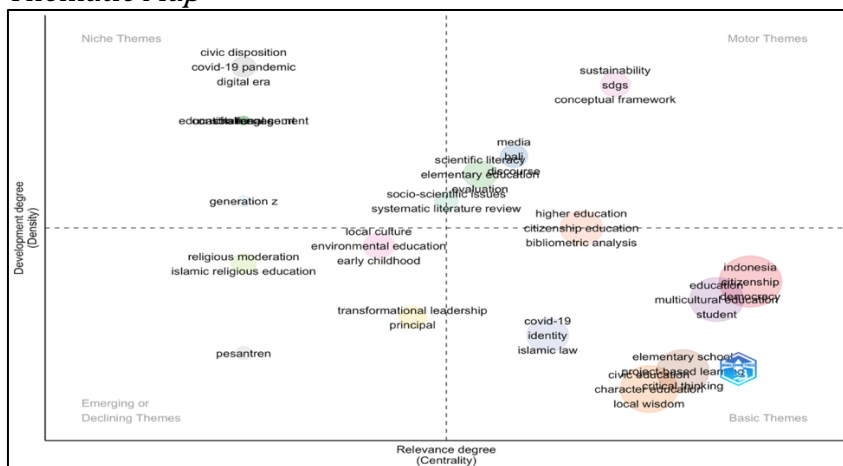
Source: Biblioshiny Data, 2025.

Figure 5 shows a density visualisation of global citizenship research in Indonesia. Red/orange areas indicate high density, while yellow or white areas indicate themes that are still rarely researched. High-density keywords such as *Indonesia*, *education*, *nationalism*, *democracy*, *cultural identity*, *Islamism*, and *community development* indicate the main focus of this study. Meanwhile, terms such as *forestry policy*, *deforestation*, and *local wisdom* are still on the periphery of the discourse but have the potential to become emerging themes. The dominance of red in the theme of "Indonesia" confirms that the discourse on global citizenship in Indonesia remains rooted in the national context, with global citizenship values integrated into community development, the strengthening of national identity, and social governance.

The density map shows medium density on political and ideological themes, such as *democracy*, *populism*, *neoliberalism*, *Islamism*, and *hegemony*, indicating that global citizenship research in Indonesia not only discusses education but also the dynamics of democracy, global ideology, and the influence of religion on citizenship orientation. The themes of education and *methodology*—*student*, *education*, *curriculum*, *literature review*, *qualitative analysis*—confirm the dominance of studies in the context of formal education. Meanwhile, the themes of locality and *culture*—*local participation*, *tourism development*, *cultural influence*, *ethnic group*, *religion*, *Lombok*, *West Nusa Tenggara*, *Lesser Sunda Islands*—remain marginal, even though they have the potential to enrich Indonesia's unique perspective.

Environmental themes, such as *deforestation* and *forestry policy*, are at the lowest density, indicating that the ecological dimension of *ecological citizenship* is still minimally studied in Indonesia, despite its urgency in relation to global and local ecological crises. Overall, the density map confirms that research on global citizenship in Indonesia continues to focus on education, national identity, and political ideology, while new issues such as ecology, digitalisation, and local wisdom remain marginal. This situation opens opportunities for future research that integrates digital citizenship, ecological citizenship, local wisdom, and Indonesian values (Pancasila and religious moderation) as a new conceptual foundation for global literature.

Figure 6.
Thematic Map



Source: *Biblioshiny Data, 2025.*

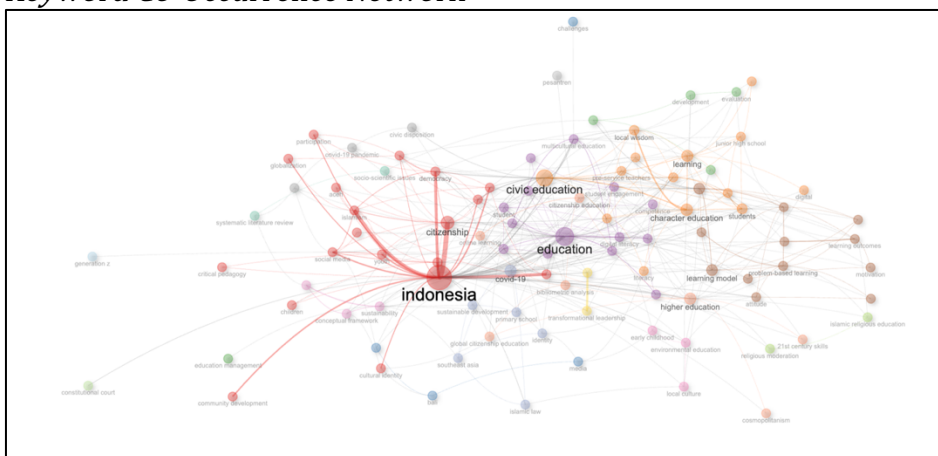
The thematic map (Figure 6) shows the distribution of global citizenship research keywords in Indonesia into four quadrants: *motor themes*, *basic themes*, *niche themes*, and *emerging or declining themes*. In the upper right quadrant (*motor themes*), themes such as *sustainability*, *the SDGs*, and the *conceptual framework* are highly *central* and *dense*. This shows that sustainability and the conceptual framework of *global citizenship* are the main drivers of literature in Indonesia, in line with global trends that position the SDGs as the foundation for integrating citizenship education and sustainable development.

The bottom right quadrant (*basic themes*) includes keywords such as *Indonesia*, *citizenship education*, *education*, *multicultural education*, *student*, *primary school*, *character education*, *project-based learning*, *critical thinking*, and *local wisdom*. These themes have high connectivity but low density, indicating that global citizenship research in Indonesia still focuses on formal education, character building, and multiculturalism, but has not been explored much conceptually or methodologically.

In the upper left quadrant (*niche themes*), themes such as *civic disposition*, *the digital era*, *the Covid-19 pandemic*, *educational engagement*, and *Generation Z* emerge. These themes have high density but low connectivity, indicating strong contextual relevance but not yet integrated into the mainstream of research. The presence of digital issues and Generation Z signifies a new interest in linking *global citizenship* with the challenges of the digital era and the dynamics of the younger generation. The thematic map shows the dominance of *basic themes* such as basic education, character, and multiculturalism, with a shift towards *sustainability* and *SDGs* as *motor themes* in line with the global agenda. Meanwhile, themes specific to Indonesia, such as *Islamic boarding schools*, *local culture*, *religious moderation*, and *local wisdom*, remain marginal but have the potential to become theoretical contributions that distinguish Indonesian global citizenship literature in the international arena.

Figure 7 illustrates the relationship between keywords used in publications on global citizenship in Indonesia. Larger *nodes* indicate keywords that are used more frequently, while lines (*edges*) indicate connections between keywords in the same article. Different colours in the clusters indicate related *thematic clusters*.

Figure 7.
Keyword Co-Occurrence Network



Source: Biblioshiny, 2025.

The largest node on the map (Figure 7) is Indonesia, accompanied by dominant keywords such as *citizenship*, *civic education*, *education*, *character education* and *learning*. This pattern shows that research on global citizenship in Indonesia remains domestically oriented, with an emphasis on integrating *global citizenship discourse* into national education. The dominance of formal education themes confirms the research focus on the role of schools, curricula, and learning in strengthening global citizenship values.

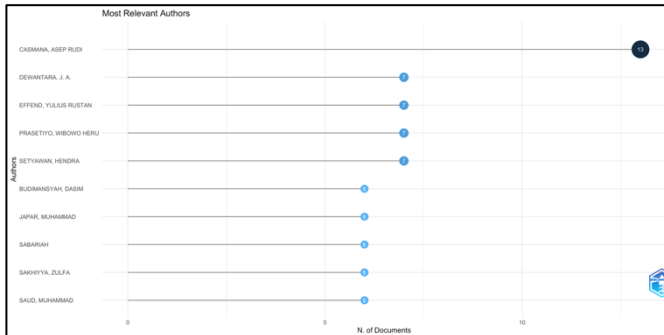
Cluster analysis shows differentiation in the direction of studies. The red cluster (*democracy, participation, governance, sustainability, social justice*) indicates an expansion of discourse towards issues of participation and sustainability. The purple cluster (*education, higher education, identity, environmental education, local culture*) shows the connection between education, identity, and local ecology. The blue cluster (*global citizenship, Southeast Asia, cultural diversity, cosmopolitanism*) represents efforts to connect Indonesian research with global discourse, though the scale remains limited. Meanwhile, the orange and green clusters (*local wisdom, religious moderation, Islamic education*) reflect Indonesia's contextual

contribution through the integration of local and religious values in the construction of global citizenship.

Authorship and Collaboration Networks

Authorship and Collaboration Networks are important for mapping who, where, and how global citizenship research is developed, as well as the extent to which it is connected within global research networks.

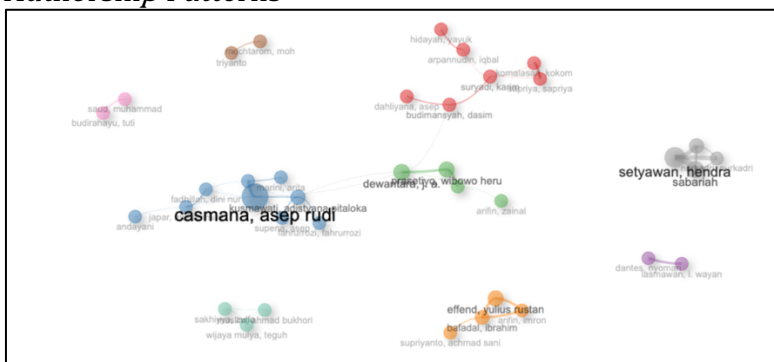
Figure 8.
Most Relevant Author



Source: *Biblioshiny Data, 2025.*

Casmana, Asep Rudi, ranks first with 13 publications, confirming his central role in shaping the global citizenship discourse in Indonesia, particularly in citizenship education. Below him, Dewantara, Effendi, Prasetiyo, Wibowo, and Setyawan (7 publications each) form a core group that consistently contributes to this research. Medium-productivity authors such as Budimansyah, Japar, Sabariah, Sakhyya, Zulfa, and Saud (5–6 publications) expanded the study's scope to include schooling, society, and policy. This inclusive and collaborative research network shows that global citizenship studies in Indonesia are developing through cross-generational contributions from senior academics focused on *civic* and *character education* to young researchers who raise issues of multiculturalism, democracy, and *global competence*. The inclusion of critical and multicultural perspectives, such as those of Sakhyya and Zulfa, enriches approaches that were previously more normative.

Figure 9.
Authorship Patterns



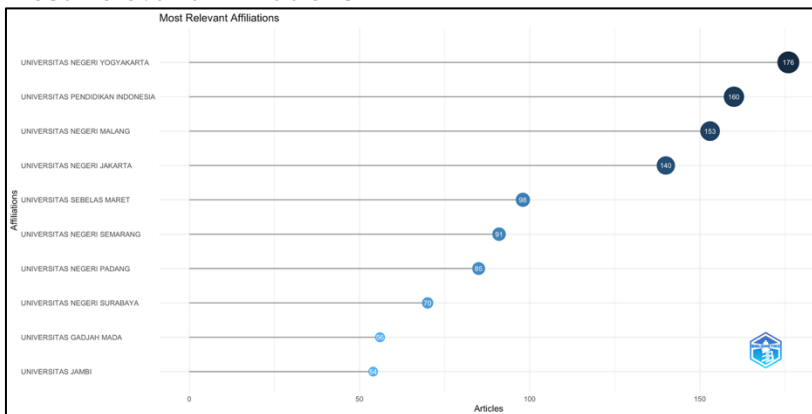
Source: *Biblioshiny Data, 2025.*

Based on Figure 10, the most productive affiliation is Yogyakarta State University (UNY), with 176 articles. It is followed by the Indonesian University of Education (UPI) (160 articles) and Malang State University (UM) (153 articles). These three institutions are clearly the main centres of global citizenship research in Indonesia.

The middle-ranking affiliations are Jakarta State University (140 articles), Sebelas Maret University (98 articles), Semarang State University (91 articles), and Padang State University (85 articles). These institutions strengthen research contributions, especially in citizenship and character education. The lower-tier affiliations are Surabaya State University (70 articles),

Gadjah Mada University (59 articles), and Jambi University (41 articles). Although smaller in number, these contributions remain important as they demonstrate the diversification of research actors, including both large research universities (UGM) and Universitas Jambi (Unja).

Figure 10.
Most Relevant Affiliations

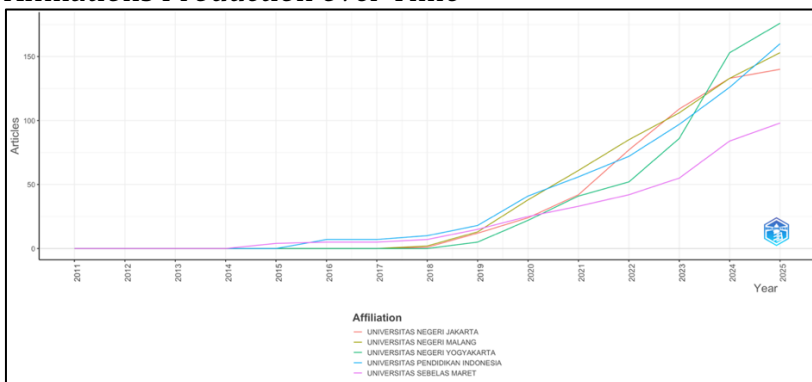


Source: *Biblioshiny, 2025.*

Affiliation analysis shows that state universities with LPTK (Teacher Training Institutions) status dominate global citizenship research publications in Indonesia. The highest concentration comes from UNY (176 articles), UPI (160 articles), and UM (153 articles). The dominance of LPTK aligns with its institutional mandate in Pancasila and Citizenship Education (PPKn), thereby leading to greater research on global citizenship from the perspectives of curriculum, learning, and character education. The geographical distribution of research is still concentrated on the island of Java, particularly at UNY, UPI, UM, UNJ, UNS, and UNNES, indicating limited contributions from universities outside Java. This situation indicates the need for cross-university and regional collaboration to expand the scope of research and enrich the perspective on global citizenship, making it more inclusive and representative of the Indonesian context.

Geographical disparities in research affiliations reveal asymmetries in knowledge production that can lead to regional representation gaps. Although universities outside Java, such as Padang State University and Jambi University, have emerged in the top ten, their contributions remain limited. The inclusion of UGM as a non-LPTK multidisciplinary research university is interesting because it shows that the issue of global citizenship is beginning to spread across disciplines such as politics, law, sociology, and international studies, rather than being limited to teacher education. This opens up opportunities for cross-disciplinary collaboration among education, the social sciences, and global studies to develop a more comprehensive approach to global citizenship.

Figure 11.
Affiliations Production over Time



Source: *Biblioshiny, 2025.*

In the early growth phase (2017–2019), publications from UNJ, UM, UNY, and UPI began to increase, reflecting the emergence of initial interest in *global citizenship*, along with increased attention to the SDGs and the discourse on *global competence*. This phase developed rapidly during the 2020–2023 period, marked by a sharp increase across all institutions, especially at UNY and UPI, major *research hubs*. This increase was driven by two main factors: (1) the implementation of national policies such as Merdeka Belajar (Freedom of Learning) and Profil Pelajar Pancasila (Pancasila Student Profile), and (2) the strengthening of the discourse on global education during the Covid-19 pandemic. Entering the consolidation and differentiation phase (2024–2025), UNY continues to lead in publications, followed by UPI and UM. UNJ shows a stable trend in the middle position, while UNS experiences slower growth. Although all universities show positive trends, variations in growth rates reflect differences in research capacity and institutional priorities among teacher training institutions.

In general, 2020 marked a turning point for global citizenship research in Indonesia, with major universities in Java becoming the main actors in knowledge production. UNY and UPI serve as intellectual hubs, supported by lecturer capacity, collaboration networks, and a long tradition of developing citizenship education. Meanwhile, UM and UNJ served as important regional contributors, and UNS expanded its studies by integrating *Global Citizenship Education* (GCE) with socio-cultural studies. However, universities outside Java still lagged, indicating the need for strategies for equitable distribution and cross-regional research collaboration.

The growth in affiliation productivity from 2011 to 2025 shows that global citizenship has evolved from a marginal topic to a mainstream academic research topic in Indonesia, with UNY, UPI, and UM as the main centres. However, the challenge is to expand university participation beyond Java so that the discourse on *global citizenship* truly reflects the diversity of Indonesian contexts.

Table 1.
Growth Patterns of Themes in Institutions

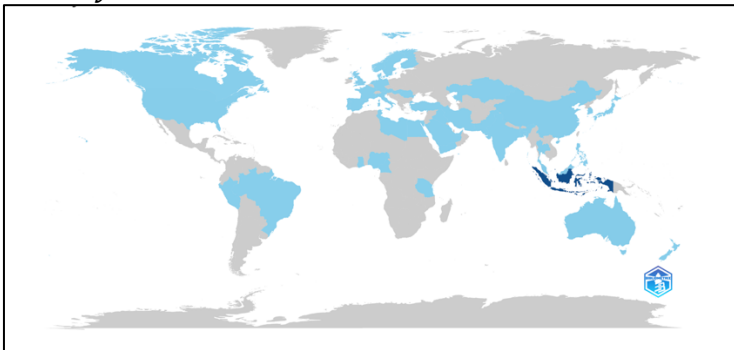
University	Early Phase (2011–2016)	Initial Growth (2017–2019)	Significant Surge (2020–2023)	Consolidation (2024–2025)	Academic Interpretation
UNY (State University of Yogyakarta)	Low productivity, almost no publications	Slowly beginning to rise	Significant surge, becoming one of the top publication producers	Top position with the highest number of articles (176)	UNY has emerged as a national research hub in GCE studies, supported by a tradition of research in Civic Education and SDGs.
UPI (Indonesia University of Education)	Nearly stagnant, research has not been mapped	Significant initial increase since 2018	Sharp and consistent growth, approaching UNY	Second position, very close to UNY (160 articles)	UPI has become UNY's main competitor, affirming the role of LPTK in strengthening global citizenship studies.
UM (Malang State University)	Has not yet shown significant productivity	Growth has begun to be seen since 2017	A significant surge, stable at the top	Third position (153 articles)	UM remains a consistent main contributor, expanding the GCE research base in East Java.
UNJ (University of Jakarta)	Publications are very limited	Relatively slower growth compared to UNY/UPI	A surge began to be seen in 2020–2022	Mid-tier position (140 articles)	UNJ plays an important role in Jakarta, but its growth rate is not as fast as UNY/UPI.
UNS (Sebelas Maret University)	Almost no publications	Growth began to be seen after 2018	Growth exists, but is more moderate compared to other universities	Bottom position (98 articles)	UNS contributes, but still lags behind; potential to strengthen research based on socio-cultural and local wisdom.

Source: *Research Results Data, 2025.*

Country Scientific Production data (Figure 11) shows that global citizenship research in Indonesia is still domestically oriented, with the strongest collaboration networks in Southeast Asia (Malaysia, Singapore, Philippines) and East Asia (Japan, China). This pattern shows the formation of relatively strong regional research networks, but the involvement of partners from the United States, Europe, and Australia is still limited, so Indonesia's global visibility and epistemic exchange are not yet optimal.

Figure 12 has a great opportunity to increase its global visibility by expanding collaboration with reputable universities in Western Europe, North America, and Australia, which have long been centres of discourse on global citizenship. Cross-border cooperation can help Indonesian research gain access to high-reputation journals (Q1–Q2) and enrich global perspectives by bringing Indonesia's unique context (Pancasila, multiculturalism, religious moderation) into the discussion.

Figure 12.
Country Scientific Production



Source: Biblioshiny, 2025.

The map in Figure 12 shows that Indonesia is already a major contributor, but in order to be more influential on the international academic stage, international collaboration needs to be enhanced, especially with global citizenship research centres in developed countries.

Figure 13 shows that Indonesia has strong collaborative relationships with major countries and regional neighbours, but engagement with countries from other regions (e.g., Africa and Latin America) remains minimal. To strengthen Indonesia's position in the global citizenship discourse, it is necessary to increase international collaboration, especially with countries that have relevant education policies and higher levels of research, and to establish cross-continental cooperation with countries from the Global South to strengthen Indonesia's perspective based on local values (Pancasila, Bhinneka Tunggal Ika, religious moderation) so that it can contribute more to global literature.

Figure13.
Country Collaboration Map

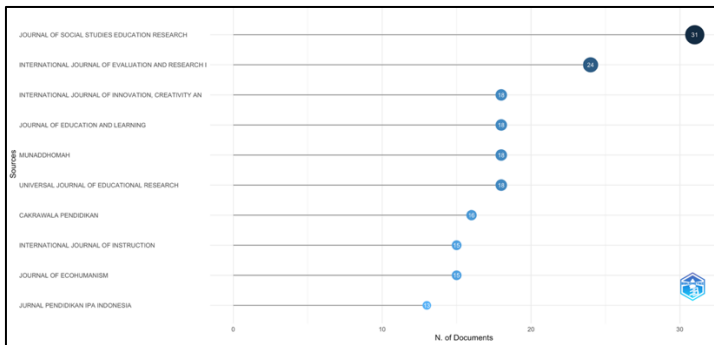


Source: Biblioshiny, 2025.

Most Relevant Sources

Figure 14 shows *Indonesia's* top 10 journals for publications on global citizenship research. The Journal of Social Studies Education Research ranks first (31 articles), followed by the International Journal of Evaluation and Research in Education (24). Several other journals that contributed significantly include the International Journal of Innovation, Creativity and Change, the Journal of Education and Learning, Munaddhomah, and the Universal Journal of Educational Research (16–18 articles each). National journals such as Cakrawala Pendidikan and Jurnal Pendidikan IPA Indonesia are also listed, demonstrating the interconnection between education, science, and innovation. Overall, publications are centred on social and innovation-based education journals, both national and international.

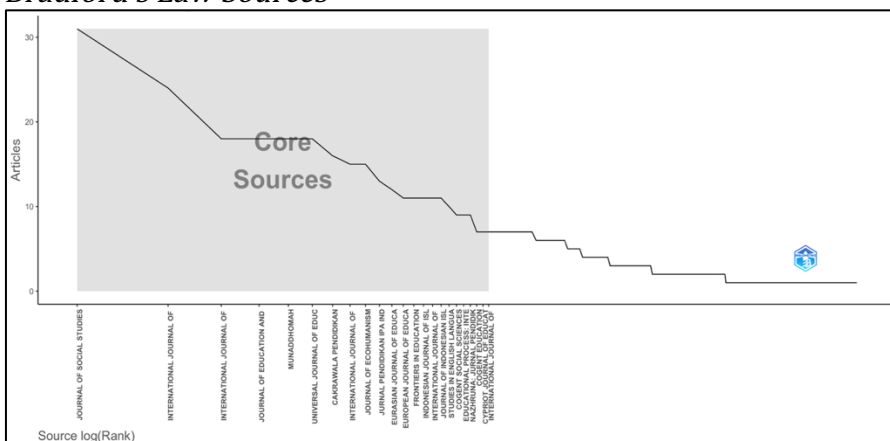
Figure 14.
Most Relevant Sources



Source: *Biblioshiny Data, 2025.*

Based on Bradford's law, global citizenship research publications in Indonesia are concentrated in a small number of core journals, including the Journal of Social Studies Education Research, International Journal of Evaluation and Research in Education, International Journal of Innovation, Creativity and Change, Journal of Education and Learning, Munaddhomah, and Cakrawala Pendidikan, while other journals contribute fewer articles. The dominance of social education and innovation journals reflects a focus on formal education (civic and political education, civic education, character education), with national channels remaining significant despite increased penetration into international journals.

Figure 15.
Bradford's Law Sources



Source: *Biblioshiny Data, 2025.*

According to Bradford's Law, most publications accumulate in a handful of core journals, while the rest are thinly distributed across many other journals. This means that to expand impact and citations, researchers should target publications in these core journals. To increase global visibility, publications should be directed more toward reputable international journals (Q1-Q2), rather than toward broad coverage national or international journals. The academic

community in Indonesia needs to strengthen international collaboration to increase the likelihood that their work will be published in reputable core journals in global *citizenship* and *education*.

Research Gaps and Future Directions

The relationship between themes used in global citizenship research in Indonesia during two different periods: 2011–2023 and 2024–2025, showing the current topics and those expected to develop. In 2011–2023, the themes of *globalisation, digital pedagogy, competency, geography, primary education, and human rights* were the main focus of research. These themes occupied a central position because they reflected the response of civic education to the challenges of the 21st century, particularly the strengthening of global literacy and digital competence. *Competency* and *human rights* emphasise the orientation of research towards strengthening civic competence based on democratic values and human rights. At the same time, *geography* and *primary education* demonstrate the instilling of citizenship values from primary education onwards.

The themes of *community engagement perception, social justice, critical pedagogy, judicial review, constitutional court, and teacher education* have developed, although they are less central. *Critical pedagogy* and *social justice* adopt a theoretical and reflective approach, while *judicial review* and the *constitutional court* focus on constitutional law. *Community engagement, perceptions of community engagement, and teacher education* highlight local practices, community participation, and teacher professional development.

The second thematic map shows a conceptual shift in citizenship and education research in Indonesia, from a focus on character and nationalism to global issues, sustainability, and contemporary social dynamics. In the *motor themes* quadrant, topics such as *sustainability, global citizenship education, intercultural competence, participation, poverty, and COVID-19* mark a research orientation increasingly responsive to global challenges and integrating citizenship education with sustainability and crisis literacy. Meanwhile, in the *basic themes quadrant*, basic themes such as *civic education, character education, nationalism, Islamic education, local wisdom, and Indonesia* remain dominant but tend to be stagnant. This position demonstrates a strong normative foundation but remains limited in its conceptual and methodological innovation. Without a paradigm shift, these themes risk remaining rhetorical and losing relevance in the ever-evolving discourse of global citizenship.

In the *niche themes* quadrant, citizenship studies highlight contextual topics such as *religious identity, halal labelling, inclusive schools, and e-assessment*. The themes of "halal labelling" and "religious identity" reflect Indonesia's distinctive religious character, while *inclusive schools* and *e-assessment* demonstrate adaptation to the principles of inclusivity and advances in educational evaluation technology. Meanwhile, the *emerging or declining themes quadrant* includes issues such as Pancasila, *digital transformation, scientific literacy, multicultural education, educational technology, and teacher training*. The theme of Pancasila shows ambivalence: it remains an ideological foundation but has experienced a decline in academic attention, thus requiring conceptual revitalisation to remain relevant to global dynamics. *Digital transformation* and *scientific literacy*, although still marginal, have the potential to become strategic directions for citizenship research in the future.

Future research directions include several key focuses. First, strengthening digital citizenship through digital literacy, media ethics, and the use of AI technology in citizenship education *and* second, developing ecological citizenship that integrates citizenship education with environmental responsibility and sustainability—*third*, applying an interdisciplinary approach that combines education, law, politics, sociology, psychology, and environmental studies to enrich research perspectives—*fourth*, expanding international collaboration through joint research, co-publications, and active participation in global conferences so that Indonesia's contributions are more visible in international literature. *Fifth*, developing local

values such as Pancasila, Bhinneka Tunggal Ika, religious moderation, and local wisdom as a unique theoretical framework to enrich the discourse on global citizenship from a Global South perspective. Additional directions include pedagogical innovations, such as project-based learning, blended learning, and the integration of civic tech, to prepare students for the challenges of the 21st century. With this strategy, future research will not only be locally relevant but also make a significant contribution to global literature.

Table 2 .

Gaps and Directions for Future Research

Gap Category	Description	Future Research / Development Directions
Digital Citizenship	Lack of integration of digital literacy, media, and technology (AI) in citizenship education.	Developing <i>digital literacy</i> , <i>civic tech</i> , <i>e-learning</i> , and AI in citizenship education.
Ecological Citizenship / Sustainability	Sustainability issues have emerged but have not been widely linked to citizenship education.	Integrating environmental education, <i>eco-pedagogy</i> , and ecological responsibility into GCE.
Interdisciplinary	The dominance of the field of education, with little integration from law, politics, sociology, psychology, and the environment.	Cross-disciplinary research to broaden the scope and depth of GCE research.
Local Theoretical Contributions	Indonesian values (Pancasila, Bhinneka Tunggal Ika, religious moderation) are more of a context than a theoretical framework.	Developing a theoretical framework based on local values for <i>global citizenship</i> literature.
International Collaboration	Collaboration with foreign researchers is low (22%), with limited networks to non-Asian countries and the Global South.	Increasing <i>joint research</i> , international publications, and global networks.
Fragmentation of Authors/Institutions	Author clusters operate locally, with low interaction between clusters.	Strengthen national networks, cross-university collaboration, and mentoring of young researchers.
Marginalised Contemporary Themes	<i>Digital literacy</i> , <i>global competence</i> , <i>ecological literacy</i> , <i>COVID-19</i> , <i>civic engagement</i> remain minor.	Making these themes the primary focus for 21st-century GCE education and research.

Discussion

Bibliometric results in global citizenship studies in Indonesia between 2011 and 2025 have experienced rapid growth with an increasingly wide range of themes. However, despite a significant increase in publications, thematic analysis reveals several research gaps that must be addressed to strengthen Indonesia's academic contribution to the *global citizenship* discourse.

RQ1: Publication Trends (2011–2025)

Analysis of publication trends shows significant growth in global citizenship research in Indonesia since 2019, reflecting a shift from traditional character education to a dynamic global citizenship paradigm that focuses on 21st-century competencies, such as digital literacy and sustainability. This phenomenon aligns with Kuhn's (1962) theory of knowledge evolution, which states that science develops through phases of dominant paradigms that are later replaced by new paradigms. In this context, the initial paradigm emphasising traditional character education has shifted towards a more dynamic *global citizenship* paradigm, focusing on 21st-century competencies, including digital literacy and *sustainability*.

Furthermore, the surge in publications after 2019 can be analysed using the *diffusion of innovations* theory (Rogers, 2003), which explains how ideas and innovations, in this case global citizenship education, spread through academic communities and are adopted as mainstream research practices. The peak in publications in 2023 reflects the *early majority* phase of adoption of GCE ideas in Indonesia, marking the consolidation of the research community and the integration of the topic into the national education curriculum and policy.

RQ2: Theme Patterns and Keyword Co-occurrence

Keyword network analysis and theme transition maps reveal five leading research focuses: education and community development, politics and ideology, locality and socio-culture, religion-based curriculum, and environmental issues. Several theories can explain these themes, namely the theory of global citizenship education (I. Davies & Pike, 2010; L. Davies, 2006; Oxley & Morris, 2013; Sant et al., 2018). Davies et al. emphasise the importance of *active citizenship*, namely the ability of citizens to think critically and act globally. This is reflected in the themes of *citizenship education*, *democracy*, and *student engagement*. Oxley and Morris distinguish between *cosmopolitan* and *critical global citizenship*, evident in the interconnection among global themes (*cosmopolitanism*), socio-political issues, and local sustainability (*critical*).

The theory of *transformative learning* (Mezirow, 1991), the shift in themes from character education to project-based learning, digital literacy, and sustainability reflects the transformation of learners' perspectives in understanding local and global citizenship. The local-global contextual theory (Banks, 2008; Rizvi, 2009) emphasises integrating local Indonesian values, including *local wisdom*, Islamic boarding schools, and *religious moderation*, into *global citizenship* literature. This analysis shows that PKn research in Indonesia is transitioning from traditional character to contemporary 21st-century issues, including digital literacy, sustainability, and integrating local values into a global framework.

RQ3: Authorship and Collaboration Networks

The author network analysis shows that several core authors, such as Casmana and Asep Rudi, act as *key actors*, followed by Dewantara, Effendi, Prasetyo, and Setyawan. Cluster fragmentation shows that although there are groups of authors who work intensively internally, inter-cluster interactions and international collaboration are still limited. *Social network theory* (Borgatti et al., 2009) explains that *the centrality* of these key authors is important for disseminating knowledge and research innovation. *The theory of knowledge communities* (Wenger, 1998) shows that although there are strong local *communities of practice*, cross-cluster and cross-country collaboration needs to be strengthened to disseminate knowledge more widely. Furthermore, the dominance of teacher training institutions in Java (UNY, UPI, UM) confirms the focus of research on formal education. At the same time, international collaboration is only around 22%, indicating room for development of global networks.

RQ4: Distribution of Journals and Fields of Study

The dominance of publications in education and social science journals is consistent with *the theory of educational knowledge production* (Shulman, 1987), which focuses on formal education (education, civic education, character education) and highlights educational institutions' role as knowledge production centres. *Bibliometric theory* (Donthu et al., 2021) states that the distribution of publications follows Bradford's Law, where most articles are concentrated in core journals before spreading to other journals. The dominant fields of study are *Education* and *Social Sciences*, with minor contributions from *Environmental Studies* and *Humanities*, indicating that the research focus is still on formal education. However, global issues such as sustainability are beginning to emerge.

RQ5: Research Gaps and Future Research Directions

Thematic analysis and theme transitions reveal several key gaps, namely a lack of focus on *digital citizenship*, *ecological citizenship*, *interdisciplinarity*, and local theoretical contributions. *The 21st-century skills framework* (Trilling & Fadel, 2009) emphasises digital literacy, critical thinking, and project-based learning as priorities in order to prepare students to face global challenges. *Ecological citizenship theory* (Agyeman & Evans, 2004; Dobson, 2003) emphasises integrating ecological responsibility and sustainability into citizenship

education. *The global-local nexus* (Banks, 2008; Rizvi, 2009) emphasises the importance of incorporating local values (Pancasila, Bhinneka Tunggal Ika, Islamic boarding schools, religious moderation) into the *global citizenship* framework.

There are five main gaps related to global citizenship. *First*, studies on *digital citizenship* and global literacy are still limited. Digital transformation has changed the social, political, and educational landscape. However, research linking *civic education* to digital literacy, media ethics, cybersecurity, and the use of artificial intelligence (AI) remains rare. *Second*, the issue of *ecological citizenship* has only recently emerged as a potential theme. However, its integration with citizenship values, Pancasila, and local wisdom is not yet strong, despite its relevance to the urgency of the global environmental crisis. *Third*, research in Indonesia remains domestically *driven*, with low international collaboration (22%), limiting its visibility and theoretical contribution to the global literature. *Fourth*, research approaches are still dominated by education, while contributions from law, politics, psychology, and international studies are not yet optimal. *Fifth*, themes specific to Indonesia, such as Islamic boarding schools, religious moderation, and *local wisdom*, have not been developed as theoretical frameworks to enrich the global citizenship discourse from a *Global South* perspective.

Local values such as Pancasila, Bhinneka Tunggal Ika, and religious moderation have the potential to broaden the discourse *on global citizenship* from a *Global South* perspective, but still require more in-depth theoretical elaboration. Going forward, research should focus on: (1) integrating *digital citizenship* into the curriculum with an emphasis on digital literacy and media ethics; (2) strengthening *ecological citizenship* based on local wisdom as a response to the environmental crisis; (3) enhancing international collaboration through joint research and publications; (4) an interdisciplinary approach across fields of study; (5) articulating Indonesian local values as a unique conceptual foundation; and (6) pedagogical innovation through *project-based, blended, and civic tech-based learning* so that GCE is more contextual and relevant to the 21st century. Thus, although global citizenship education research in Indonesia has experienced significant growth, there is still ample room for development. Addressing existing gaps while developing a more progressive future direction will enable Indonesia to become a consumer of global discourse and a producer of knowledge that uniquely contributes to the theory and practice of global citizenship education.

Limitations

This bibliometric study provides a comprehensive mapping of the global citizenship literature in Indonesia, but several methodological and conceptual limitations warrant note. *First*, the data is limited to the Scopus database, so non-Scopus national publications or conference papers may not be fully accommodated. *Second*, the quantitative bibliometric approach highlights keyword frequency and collaboration patterns, but does not describe the depth of content or quality of research substance. *Third*, the analysis of international collaboration is based only on affiliation and co-authorship, without considering institutional and funding factors. *Fourth*, the interpretation of theme evolution is inferential, so the direction of future research needs to be validated through empirical studies and current policies. *Fifth*, the absence of qualitative perspectives from teachers, students, and policymakers limits understanding of global citizenship practices in the field. Nevertheless, this study provides a useful initial map that can be further enriched through future qualitative and cross-database studies.

Conclusion

Research on global citizenship in Indonesia (2011–2025) shows rapid development, with a significant surge after 2019 in line with the influence of *the Sustainable Development Goals* and national education policies. The primary focus remains on formal, civic, and character education. However, it is beginning to shift to contemporary issues such as *digital citizenship, ecological citizenship, religious moderation, and local wisdom*. Nevertheless, research still faces

obstacles in low international collaboration, the dominance of a single educational approach, and a lack of publications in reputable journals.

These bibliometric results have important theoretical implications for developing global citizenship literature. Theoretically, this research enriches *Global Citizenship Education* (GCE) through a *Global South* perspective grounded in local values such as Pancasila, Bhinneka Tunggal Ika, religious moderation, and local wisdom, while expanding its theoretical scope to include *digital* and *ecological citizenship* issues. In practical terms, the results can be used as a reference for developing innovative civic education that integrates digital literacy, ecological awareness, and multicultural values. From a policy perspective, the government and research institutions need to strengthen international collaboration, interdisciplinary research, and global publication strategies to ensure Indonesia's contributions to the discourse on global citizenship are increasingly recognised.

Future research on *global citizenship* in Indonesia should focus on themes such as digital citizenship and digital literacy, examining the integration of *digital literacy, media, e-learning*, and AI into global citizenship education. *Ecological citizenship/sustainability* develops citizenship education that integrates ecological responsibility and *eco-pedagogy across* the interdisciplinary field, drawing on perspectives from education, law, politics, psychology, sociology, and environmental studies to broaden the scope of research. Local theoretical contributions to the development of local Indonesian values (Pancasila, Bhinneka Tunggal Ika, Islamic boarding schools, *religious moderation*). International collaboration to enhance *joint research*, joint publications, and international networks to strengthen global visibility. Strengthening networks of authors and institutions, and exploring contemporary themes that focus on research into *emerging* topics such as global *competence, civic engagement*, the digital era, and ecological sustainability, to remain relevant in the 21st century.

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Ethics Approval

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