



# Civic Literacy in Digital Age for Learning Democracy: A systematic Review

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**Abstract.** The demand for education for the emergence of democratic citizens is becoming increasingly urgent. However, learning practice needs more tools to support increased levels of citizenship literacy. If this does not work, then identity politics will emerge and give birth to ignored people. A systematic review is needed to provide an overview for educators and policymakers in Indonesia to address the lack of citizenship literacy in schools and society. However, there are limited studies that systematically review the literature on the application of citizenship literature in Indonesia. The current study is guided by the PRISMA review protocol using three databases, namely, Scopus, Eric, and Google Scholar, embedded with citizenship literacy, digital literature, democracy, democratic education, and citizenship education. Ninety-two articles were filtered, and 20 articles that matched the established inclusion criteria were produced. This research uses content analysis to encode, organize categories, and develop themes. Based on the themes of the analysis, the study has three main themes: citizenship literacy, global citizens' readiness, and democratic learning policies. This review contributes to existing literature by providing directions for future studies and embedded citizenship literature on learning democracy in an educational environment as a catalyst for new literature.

**Keywords:** Civic Literacy, Learning Democracy, Citizenship Education

## 1 Introduction

The presence of the Industry 4.0 revolution demands the mastery of basic skills that accommodate literacy, competence, and character within the educational load (Maulidah, 2019). Literacy is not just about reading and writing skills (Fayza et al., 2021) but has already come to how students apply reading skills to fulfill obligations (Sumantri, 2019). The challenge of competence in this century also encourages students to be able to think in a multi-perspective and complex way (Partnership for 21st Century Learning, 2015). However, they must be individuals with harsh character qualities (Nudiati, 2020) to adapt, lead, and have great curiosity as lifelong learners (Mantu, 2021).

confidence when interacting and socializing. A lack of citizenship literacy can lead to less sensitivity and dependence on state problems (McCormik & Halvosen, 2018; van Helvoort, 2019). Citizenship literacy can be an asset for achieving intellectual competence that can create a generation sensitive to the development of their country (Hylton, 2018). Now, there is a need for a change in learning: to educate students to be citizens with good citizenship literacy (Sutisna, 2017). One of them is the education of democracy (Batubara & Darmawan, 2015; Yuliandari, 2020).

Unfortunately, democracy in Indonesia does not reflect substantive democracies that can impact social justice (Hiariej & Kristian, 2018). This argument aligns with the achievement of the Indonesian National Democracy Index (IDI) in 2019 at 74.92 (Solihin et al., 2021). Despite an increase of 2.53% from 2018 and being in the middle category (score 60–80), this achievement does not immediately describe the good conditions of Indonesian democracy (IDI, 2020; Solihin et al., 2021). Especially if we have IDI results per region, there are still many provinces with low democracy (IDI level < 60), such as the West Papua Province (IDI, 2020). The way to substantive democracy can be seen by encouraging citizens' capacity and participation to offset the domination of the oligarchic elite (Gunawan, 2019). For that, it is necessary to encourage the growth of citizens who can express their aspirations to improve the quality of democracy (Hiariej & Kristian, 2018). Unfortunately, measuring the level of democracy in Indonesia, such as freedom of assembly, association, and opinion, has been declining (BPS, 2018). And so is the political participation variable, which is very low in value despite an increase from the previous year. However, public involvement is essential in the political discourse of citizenship (Hiariej & Kristian, 2018). Amidst an unstable and robust state of citizenship, the challenges of manipulation of information, fake news, and disinformation undermine citizens' ability to participate in democracy (Mason et al., 2018).

The spread of hoaxes and disinformation is closely linked to low literacy (Solihin et al., 2021). The Program for International Student Assessment (PISA) results from 2000-2018, which measured the literacy, mathematics, and science skills of 15-year-olds, were consistently below the OECD country average (Kurniawati et al., 2018; Puspendik, 2019 (Kurniawati et al., 2018; Puspendik, 2019). Results of the Index of Literacy Reading Activity calculation show that nationally, Indonesia is still at a low level, which is 37.32% (Kemendikbud, 2019). Access to reading causes reading habits to be awakened properly (Solihin et al., 2021). The Internet can be the solution, but its use is more for entertainment and social media (APJII, 2018; BPS, 2019). BPS data shows that the reading activity of the population aged five and over is still dominated by reading activity in school textbooks (80.83%), Scriptures (73.65%), and knowledge books (50.97%) (BPS, 2019). Considering these challenges, improving citizenship literacy became important (Solihin et al., 2021) to increase participation (Queiruga-Dios et al., 2020) and build a better democratic life (Tachyudin et al., 2020).

In this context, education occupies a vital position in socializing to implant the principles of democracy in everyday life (Batubara & Darmawan, 2015). The aim of education in a democratic context is to instill the values of cooperation, justice, respect for differences and minorities, and openness to diversity (Glaeser et al., 2007). In a democratic state, citizenship education becomes a tool for preparing young generations to

possess and practice democratic values. Amid the unimproved conditions of the political and educational world, as described above, efforts to continue to form critical and powerful democracies are increasingly urgent (Solihin et al., 2021). It is important to push the world of education to be the front guard in strengthening democracy (Yuliandari, 2020) through the improvement of citizenship literacy (Bentahar & O'Brien, 2019; Dahlan & Sapriya, 2019; Lonika et al., 2021).

However, Indonesia's discourse on citizenship politics has been confined to citizens in general and has not been limited to efforts to educate democracy among young people, especially students (see studies by Berenschot, 2017; Hiarij & Kristian, 2018). On the other hand, the language of citizenship education in formal schools is generally understood only as an attempt to form a good, obedient, and disciplined citizen (Winataputra, 2007), so its scope for forming a critical and democratic human has not been tested (Solihin et al., 2021). Basic knowledge of politics and fundamental rights as a citizen is essential to fostering the participation of young people (Putra et al., 2014). Therefore, citizenship literacy must be understood to shape a democratic human being in the future (Cholisin, 2010; Tachyudin et al., 2020). It should be noted that literacy will only positively affect democracy if it can encourage individuals to think freely, argumentatively, and critically and be inspired by humanistic values (Solihin et al., 2021). On the contrary, literacy would not contribute much to strengthening democracy if it was only reduced as a measure of literacy and literacy (Morais, 2018).

Various studies show that the democratization process in Indonesia after the fall of the New Order tends to follow a liberal viewpoint (Solihin et al., 2021).. It implies the absence of a social role at the root level of the grass and middle class in Indonesia's democratization process (Hiarij, Eric., Rizky Alif Alvian & Taek, 2016). A review is needed to enable guidance in ensuring appropriate democratic processes to realize good citizenship (Berenschot, 2017). However, limited studies systematically review existing literature on literature and education for democracy (Glaeser et al., 2007). Thus, this study chose a systematic literature review because it offers a detailed analysis of existing reproducible research with transparent processes to improve citizenship literacy in democratic education. This research aims to identify, convey understanding, and contribute to the discourse of democratic educational practices by strengthening citizenship literacy. By preparing systematic surveys, the results will help teachers, school leaders, researchers, and policymakers develop the right strategies to integrate citizenship literacy with democratic education.

In general, this study aims to explore the strengthening of citizenship literacy in Indonesian democracies. The results are expected to provide theoretical designs that help teachers, school leaders, parents, policymakers, and other stakeholders deal with them in an educational setting. A key question drives the study: How does current literature tell us about the strengthening of citizenship literature on the founders of democracy in Indonesia? Specific research questions arise: (i) What are the main dimensions of citizenship literacy power? and (ii) how is the strategy for developing citizenship literacy in establishing democracy in Indonesia?

## 2 Method

The study used the PRISMA approach by applying reporting items to systematic surveys and meta-analyses. The researchers employed the PRISMA procedure to make compiling the systemic survey and meta-analysis easier (Liberati et al., 2009). Systematic surveys contained questions to identify, select, and critically evaluate relevant research, where data collection and analysis uses statistical approaches. This study discussed citizenship literacy in democratic education, its implementation in Indonesia, and the strategies used to advance education in Indonesia.

### 2.1 Data Resource

The research used data sources from Scopus, Eric, and Google Scholar. In Indonesia, citizenship literacy is still a new category, so many people still need help understanding the meaning of citizenship literacy. When searching and reviewing journals, researchers often use the terms literacy, literacy, and digital literacy. The essence described the ability of a citizen to understand a read. This study defined search keywords using these terms: literacy of citizenship, digital literacy, democracy, democratic education, and Citizenship education. Therefore, this research used such keywords in each of the following Boolean search actions databases as: (TITLE-ABS-KEY ("citizenship literacy") OR (digital literacy\*) OR (democracy\*)) OR (Democratic education\*) AND (Citizenship education) AND DOCTYPE (ar) AND PUBYEAR > 2015. The researchers used data sources from 2015-2022 as the study of citizenship literacy was still new. Citizenship literature began to emerge and was studied by researchers in early 2015. Determining the right keyword was imperative because each database has different features facilitating the search process. The study uses "advanced search" to filter findings based on defined inclusion criteria.

### 2.2 Inclusion and Exclusion Criteria

This research used some limitations to obtain a reference that matches the topics discussed by the researchers. This study aimed to answer the question, "What is the reference to citizenship literacy in democratic education?" The limitations of this study are as follows: (i) Published between 1 January 2015 and 31 April 2022. The selection of this date range was based on the new entry of the study on citizenship literacy at the beginning of 2015, so it was still foreign, and the lack of research carried out; (ii) focused on the study of citizen literacy and democratic education; (iii) published in academic journals; (iv) peer reviewed. There are several reasons why researchers make restrictions on this research. First, the concept of citizenship literacy was a new issue in Indonesia, but articles about reading in general are already abundant in Indonesia. Second, Indonesian researchers tend to publish books compared to academic journals. Thirdly, the study of citizenship literacy and democracy is part of the study in the entire discipline.

**2.3 Screening and Eligibility Assessment for Data Analysis**

Based on the criteria of incubation determined by the researcher, then proceeds with completing the stage:

- All the articles must meet the criteria already set.
- The abstract must be related to the relevance and purpose of the research.
- Understand the meaning in depth of the entire text of each article.

Table 1 shows the correct articles that meet the criteria grouped according to several codes: databases, document types, the language of publication, the field of study, methods, and publication year. This research develops thematic codes for articles after being confirmed with the mentioned criteria. The review process continued with a content analysis of key findings. This phase aims to provide an overview of the general discourse about digital citizenship.

| <b>Table 1.</b> Research Hypothesis |                    |
|-------------------------------------|--------------------|
| Characteristic                      | Number of articles |
| Data source                         |                    |
| Scopus                              | 5                  |
| ERIC                                | 8                  |
| Google Scholar                      | 7                  |
| Type                                |                    |
| Journal article                     | 20                 |
| Language                            |                    |
| Bahasa                              | 7                  |
| English                             | 13                 |
| Field of study                      |                    |
| Education                           | 20                 |
| Social and politic                  | 9                  |
| ICT                                 | 6                  |
| Method                              |                    |
| Interview                           | 8                  |
| Observation                         | 5                  |
| Survey                              | 7                  |
| Publication Year                    |                    |
| 2015                                | 1                  |
| 2016                                | 1                  |
| 2017                                | 1                  |
| 2018                                | 2                  |
| 2019                                | 3                  |
| 2020                                | 7                  |
| 2021                                | 4                  |
| 2022                                | 1                  |

## 2.4 PRISMA Flowchart

Researchers choose the PRISMA approach because they use suitable protocols to produce reliable findings, transparency, and accountability in doing, discovering, and reporting findings. The PRISMA flow diagrams contain checklists that help researchers ensure each stage follows the guidelines. Besides, it is beneficial to reduce the bias of selection and conclusion. As mentioned earlier, the flow of information management consists of the filtering and participation of various documents found. Figure 1 shows that the study obtained 92 articles consisting of journals and conference papers in areas such as education, social politics, and ICT. Out of that number, 28 articles were published in more than one database, so 45 were filtered. The researchers of this study read the title and abstract and then found 19 articles that needed to match the inclusion criteria. Therefore, only 26 articles qualify for a complete text-filtering process. As a result, the study examined 20 articles using content analysis based on several reasons: (i) have context on citizenship literacy; (ii) contain democratic educational elements; (iii) are recent publications of each author; (iv) are peer-reviewed articles. Then, the quality assessment is based on the article's quality, as Petticrew and Roberts suggested. Two experts evaluated all articles to categorize them into three groups, namely high, medium, and low. The process has categorized eight articles as high and 12 articles as medium. Thus, 20 articles have to be reviewed.

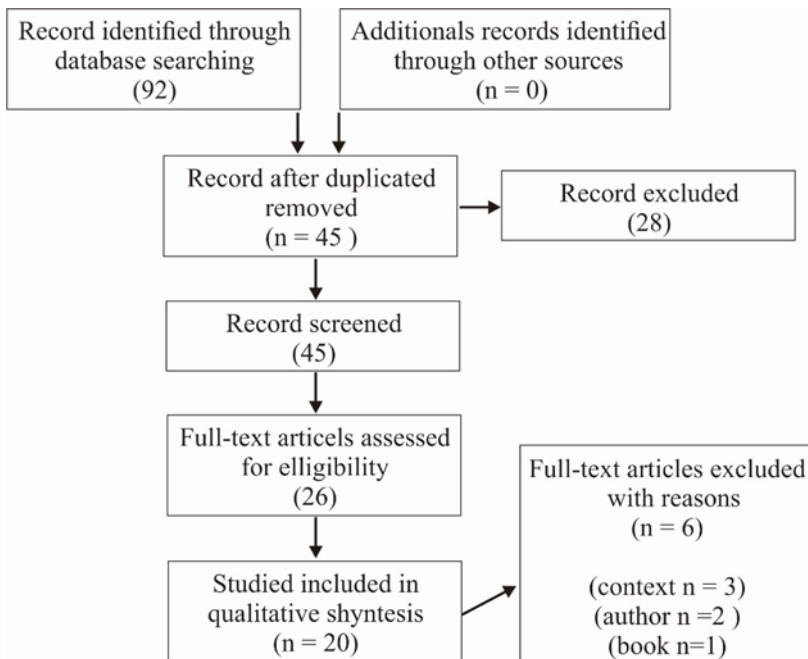


Fig. 1. PRISMA Flowchart

3      **Result and Discussion**

This study uses a qualitative approach to describe a general picture of citizenship literacy in democratic education. This tree is the main concept of every article the researcher’s study. When the authentication was carried out, the researchers found how many articles contained abuses of one major concept, where it was synergistic between the compensation of one with the other. In essence, the existing component focuses on developing the concept of citizenship literacy in democracy education. Table 2 shows eight dimensions of citizenship literacy in democracy education: citizen literacy, digital literature, cultural literacy, citizenship politics, public participation, democratic education, democracies, and government power. Of these results, citizenship literacy was the most discussed (Nine articles), followed by democratic education (six articles) and public participation. (five articles). Currently, the aim, rather than promoting the strengthening of citizenship literacy, is to build public participation in forming a highly democratic state. This research also has strategic value from the point of view of education policy in support of the realization of democratic consolidation. The National Medium-Term Development Plan includes democratic consolidation as an important issue, where low literacy of the public is seen as one of the challenges.

A thematic analysis of the categories that the researchers have grouped and developed will help to find a general picture of citizenship literacy in learning democracy in Indonesia. After analysis, three major themes emerged: citizenship literacy, global citizens' readiness, and democratic learning policies. Table 3 shows the distribution of articles included in each theme.

**Table 2.** Main Concepts of Civic Literacy in Democratic Learning

| Main Concept          | Number of article |
|-----------------------|-------------------|
| Citizenship literacy  | 9                 |
| Digital literacy      | 4                 |
| Culture literacy      | 2                 |
| Citizenship politics  | 3                 |
| Society participation | 5                 |
| Democratic education  | 6                 |
| Democracy             | 4                 |
| Government power      | 3                 |

**Table 3.** Main Concepts of Civic Literacy in Democratic Learning

| Theme                           | Number of article |
|---------------------------------|-------------------|
| Citizenship literacy            | 12                |
| Global citizenship readiness    | 8                 |
| Policy for democratic education | 10                |

### 3.1 Civic Literacy

Successful and lasting democracy depends on informed, engaged, and active citizens (CIRCLE., 2003). Preparing citizens for democratic life in the 21st century means that youth must learn to handle large amounts of information (B. Raharjo, 2017). Literacy is an essential thing that every individual should have. In order to do so, a citizen must be aware of the circumstances or conditions of his country. It can be done with citizenship literacy (Octavialis dan Ananda, 2021). Citizenship Literacy is the knowledge and skill to participate effectively in civil life (Levinson, 2014). through knowledge of how to obtain information (van Helvoort, 2019), understand governance processes (McCormik & Halvosen, 2018), and learn how to exercise rights and duties (Octavialis & Ananda, 2021; R. Raharjo et al., 2017) as citizens at both local, national, and global levels (Fudge & Skipworth, 2017). By having citizenship literacy, individuals are expected to understand public policy's local and global implications.

Citizenship literacy has become fundamental to nationalism and nationalism (Bentahar & O'Brien, 2019; Dahlan & Sapriya, 2019). The low quality of citizenship literacy can create various problems in a country (Anisa et al., 2021). At the same time, one of the purposes of citizenship literacy is as a solution in the face of current problems, especially in improving the character of students (R. Raharjo et al., 2017). At the moment, the focus on implementing citizen literacy leads to forming a citizen's character that is strong to all the problems that arise (Anisa et al., 2021) and more able to solve the existing problems (R. Raharjo et al., 2017). This is in line with the opinion of experts who stated that citizens' literature is the citizens' ability to solve problems that exist both politically, socially, and culturally (Henninger, 2017).

Civic literacy reinforcement is aimed at changing the direction of one's mind so that it is not focused on himself (Octavialis & Ananda, 2021) but always proactive to the problems that are always and will happen (R. Raharjo et al., 2017) and implemented with his actions so that citizens are not mistaken in taking any action and correcting the thinking of people who are still wrong (Hanmore-Cawley & Scharf, 2018). The success of citizenship literacy is in changing the mindset of the people and developing democratic lives so that they become competitive, productive, and creative citizens according to the nation's ideals (Tachyudin et al., 2020). Therefore, it is imperative to study citizenship literacy (Reinita et al., 2020) so that students are prepared for Global Citizenship Education (Murdiono, 2014). Therefore, it is important to learn citizen literacy so that the students are ready for global citizenship education with three aspects: cognitive, socio-emotional, and behavioral (Resmini & Sakban, 2020). This is practically demonstrated by mastering the three essential competencies of citizen education, namely civic knowledge, civic skills, and civic disposition (Dahlan & Sapriya, 2019; Lonika et al., 2021), which is the embodiment of civic Literacy (L. A. Morgan, 2016) which in essence has one obvious goal: to form a good citizen of the country (R. Raharjo et al., 2017) to lead a better life by the purposes and aspirations of the Indonesian people (Dahlan & Sapriya, 2019).

### 3.2 Global Citizen Readiness

Education today demands students to compete in the 21st century (Nabilah, 2020) because many significant changes require students to have the competence to be ready to become global citizens (Murdiono, 2014). Citizenship education is not just a study of the rights and duties of citizens but a broader and deeper one that covers citizens' preparation for becoming global citizens (Saputri et al., 2019). Entering the early half of the 21st century, every country in the world will face a series of global problems that need to be addressed seriously (Murdiono, 2014), so preparing qualified graduates who can compete globally, and master technological developments is important for everyone and essential for the future of a country (Dahlan & Sapriya, 2019). Moreover, the 21st century demands a global character responsive to all the changes and problems that may arise, global competence (Urip dan Riwanto, 2020), and global literacy (Sutrisno, 2019). All of this suggests that in the 21st century, thorough and solid preparation is needed, both in concept and application, to form superior human resources (Urip & Riwanto, 2020).. To that end, educational institutions and teachers, as the most dominant elements, have a non-light role in efforts to increase human resources in the 21st century ((Wijaya et al., 2016).

The concept of global citizenship cannot be separated from citizen education, given that a load of fundamental values exists and is developed in citizenship education (Sutrisno, 2019). Global citizenship education aims to create a common perception of citizens' duties and rights in carrying out the duty of being good citizens (Murdiono, 2014). Thus, global citizens must be challenged to participate actively (Urip & Riwanto, 2020). The concept of fundamental values in a country's social and cultural development must be preserved due to equality of perception (Muchtart & Iswandi, 2018). However, the perception of equity of global citizens will be the benchmark for every citizen to contribute (Sutrisno, 2019) in highlighting the values of unity and integrity regulated in the concept of just and civilized equity (Rahmayanti, 2017).

A society with personal resilience means that they have competence, knowledge, and skills according to the development of the times (Muchtart & Iswandi, 2018). Three main dimensions are often mentioned in global citizenship: social responsibility, global competence, and global civic engagement (Murdiono, 2014). The three global dimensions described above are basic values that are important to develop in preparing global citizens (Wijaya et al., 2016). Thus, the formation of a global citizen is essential. Noddings in Murdiono says that a global citizen can live and work effectively anywhere in the world, supported by a global way of life (Rahmayanti, 2017).

### 3.3 Democratic Learning Policy

Education today is required to build a nation's capacity as a learner to be reliable and confident in the global order. In this context, not only is it strong and powerful in the vision and ethics of humanistic and religious education (Mufidah, 2020), but also education has the power and governance to enrich democratic life (Nur et al., 2018). Gandal and Finn ( in Mufidah, 2020) also argue that democracy education is implemented throughout both developing and advanced countries because democracy does

not teach itself. If the strengths, benefits, and responsibilities of democracy are not made clear to citizens, they will be ill-equipped to defend it. Focusing on learning democracy allows us to show a way of learning that matches the needs of today's youth. It also does not close the possibility of engaging in the broader cultural, social, political, and economic order. Citizenship education is a means of education for democracy (Rapanta et al., 2021). The goal of democracy education is to cultivate democratic awareness (Morais, 2018) and knowledge of democratic mechanisms such as democratic responsibility, transparency, peace, and others. Democratic citizenship education for Indonesian people has been implemented in various forms, through formal education (school-based democracy education) (Glaeser et al., 2007) or community-based democratic education (R. Raharjo et al., 2017) implemented within society.

A democratic educational atmosphere will drive the growth of an egalitarian climate (Biesta & Lawy, 2006) and the equality of degrees inequality between pupils and educators. Simply put, the democratization of education can be understood as the educational process carried out by the ideals and wishes of civil society (Ilyasir, 2020). In a democratic society, everyone has the right to think and communicate such thoughts. Education restores the human body to the perpetrator or subject, not the sufferer or object (Morais, 2018). Education becomes the power of awakening and liberating man from oppression (Nur et al., 2018). The learning process should take the form of a reality investigation. The educational process involves identifying the problems that occur in society (Rapanta et al., 2021). It is the man himself who has made a brake point in education. Man exists and is not independent of the world's reality. Education plays a vital role in creating critical awareness in students' minds because the Indonesian nation's future is at stake in their hands.

Nowadays, education is an essential element in sustaining the life of democracy in order to create a conducive political and governance ecosystem (Morais, 2018) because imperfect education will give rise to ignorant people who are easily politicized by tyranny and oligarchy (Glaeser et al., 2007). Democracy will create sovereignty so that only intelligent and powerful men such sovereignty will be created. Democracy education is not merely public involvement in elections, like general elections Fachruddin (in Nur et al., 2018). Democratic education allows students to acquire knowledge, skills, attitudes, and values related to democratic culture (Mufidah, 2020). Democratic education forms political citizenship. It means citizens who believe, are loyal, uphold, and support the basic principles of democracy, and become influential citizens or politicians (Morais, 2018). Two things need to be considered in developing democracy now and in the future: social cohesion and mass integration. The education of democracy is, in fact, the cultivation of a willingness to share in the face of issues that arise in society, culture, economics, and politics so that it is not just a form of government but also a kind of willingness to share in social life (Nur et al., 2018).

Pancasila, or the five principles, as the ideological foundation of the state, is affiliated with the implementation of daily democratic life. Democracy in education is closely linked to equal opportunity for all, which means children are given equal opportunities and treatment in education (Mufidah, 2020). Democracy education aims to prepare citizens to think critically and act democratically (Morais, 2018), through the activity of instilling in the new generation knowledge and awareness of three things:

- Democracy is the form of social life that best guarantees the rights of the citizens of the people themselves.
- Democracy is a learning process that other societies cannot imitate.
- The survival of democracies depends on the success of transforming democratic values.

Those three things must be aligned with the education of democracy that must be planned and matured by stakeholders, both democracy experts as think-tankers and teachers and students (Nur et al., 2018). An interesting concrete step to realize jointly, especially by educators and the parties involved in the world of education, is to create a living space and practice education as real life (Ilyasir, 2020). Efforts are needed so that the world of education can sow the seeds of democracy in pupils and give birth to smart, intelligent, and credible democrats (Morais, 2018).

## 4 Discussion

This research will answer the question, "How does today's literature inform about citizenship literature on democracy education in Indonesia?" An analysis of the content of the article loaded based on the PRISMA systematic survey protocol leads to the following key findings: (i) The development of citizen literature in Indonesia on democratic education has not been able to support civic participation; (ii) Digital literature, cultural literacy, civic politics, and public participation are important components in supporting the existence of civic literature; and (iii) the education system is more focused on the cognitive outcomes of students but no real results in everyday life, in this case, is the implementation of citizens' literature.

All the articles included refer to statements of similar problems: still low literacy, weak educational systems, individualist attitudes, and the domination of the political elite. As the evolution of the times increasingly demands a society sensitive to change but not balanced with education, it will emerge to ignore people who are easily politicized tyrants and oligarchs (Japar, 2018). Low citizenship literacy leads to easy manipulation of information, hoaxes, and disinformation that undermines citizens' ability to participate in democracy and make the right and accurate decisions (Tachyudin et al., 2020). Several researchers (N. Kurniawati et al., 2020; R. Raharjo et al., 2017; Resmini & Sakban, 2020) reveal that a lack of understanding of citizenship literacy will affect the weakness of the student's character (Salim et al., 2021). This is also exacerbated by the level of citizenship literacy measured only in cognitive (Dahlan & Sapriya, 2019). This is the problem of lack of community participation (Yutmini & Hadikusumo, 2019).

One study found that if a student were asked only for knowledge, it would cause the student to be unwilling and unable to think forward (Nuryana et al., 2020).. This is exacerbated by the discourse about citizenship politics in Indonesia so far limited to citizens in general (Alawiah & Yassi, 2022; Geers et al., 2020) and has not been restrained by efforts to educate people about democracy among young people, especially students (L. Morgan, 2016; Saputri et al., 2019). On the other hand, the language of citizenship education in formal schools is generally understood only as an attempt to

form a good, obedient, and disciplined citizen (Octavialis & Ananda, 2021), so its scope for forming a critical and democratic human has not been tested (Nurdin, 2015). Basic knowledge of politics and fundamental rights as a citizen is essential to fostering the participation of young people. (Lonika et al., 2021). Therefore, citizenship literacy must be understood to shape a democratic human being in the future (Atmojo et al., 2021).

In this case, this study describes that the development of citizenship literacy research can be explored for the proliferation of this concept into educational practice. The findings above provide a brief instruction to begin reducing the obstacles in cultivating a mass awareness of democratic life by providing an education that improves the literacy level of students. Furthermore, scholars must explore the possibility that citizenship literacy in democratic education is potentially influenced by government power (Atmojo et al., 2021), community culture (Aini, 2018), and education policy (Suwono, 2022).

#### **4.1 Limitation of the Study**

As explained above, this article uses a PRISMA approach with criteria that limit the purpose of systematic so that if the article is consistent with the criteria already specified, the possibility will be excluded. The study focuses on literature published in the last ten years. The study believes citizenship literacy in democratic education will always be a growing topic in preparing a democratic state. The criteria included can only cover some fields because most of the literature found comes from the field of power or government in the broad sense. Besides, conference articles may bring some conflict of accountability without losing the wealth of empirical data shown. This review excludes the study from the dissertation and the book because the research journal's peer review process is inaccurate.

#### **4.2 Implication**

Studies of citizenship literacy in democratic education show that today, the country needs citizen literacy to be a democratic state, that is, citizens who know how to behave to determine the future of their country. Some researchers have found several factors, such as states' indifference to education, that wherever people understand or read less, an era of globalization tends to see more of its negative impact. This study describes the government and interest groups' urge to implement a strategic policy, namely education, to enhance student citizenship literacy. Therefore, Governments and educators should work together to create a learning concept that requires students to be the younger generation who understand the needs of their country further in strengthening citizenship literature as a primary solution to the goal of becoming a good citizen.

#### **4.3 Recommendation for Future Research**

This research has many limitations, so future entrepreneurs need to plan and apply an old educational system to improve citizenship literacy in a democratic world. In this case, it is also important to involve stakeholders, both democracy experts and teachers

and students, so that the educational system will be integrated to suit the country's needs. In particular, this matter is citizenship literacy and democratic education. Besides, it is also vital to find articles that link literacy, democracy, and the digital age, because digital bullshit will always affect literacy and democracy in a country. Methodologically, the literature search process depends on the features that exist in each database. For example, Google Academics summarizes almost every finding in another database. As a result, other future directions will need to use existing databases, such as the Web of Science (WoS) and the Education Resource Information Center (ERIC). Finally, this study recommends attentive researchers to investigate and explore literacy development strategies from the educational and educational policy side of democracy from a political expert perspective. There are still gaps in the role of citizenship literacy in the school world and the lack of political experts in preparing a suitable educational system. For example, there is a need for collaboration between political experts, educational institutions, teachers, and students in implementing citizen literature in schools to build a democratic life.

## 5 Conclusion

Efforts to increase citizenship literacy are becoming important as an effort to increase participation and build a better democratic life. In this context, education occupies a vital position in socializing the principles of democracy into everyday life. The aim of education in a democratic context is to instill the values of cooperation, justice, respect for differences and minorities, and openness to diversity. A democratic personality is closely related to a person's ability to participate in the life of society and the country, to care for others and their communities, to be responsible, and to have initiative in action and will. These matters relate to citizenship literacy, which is categorized into three main categories, including democracy/law, citizenships/human rights, and civil society. It should be noted that literacy will only positively impact democracy if it can encourage individuals to think freely, argumentatively, critically, and inspired by humanistic values. On the contrary, literacy would not contribute much to strengthening democracy if it was only reduced as a measure of literacy and literacy.

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