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The Academic Landscape of Political Education Through Citizenship Education: A Bibliometric Analysis

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ABSTRACT

Low political engagement among young people underscores the need to understand the role of civic education in political education. This study maps the intellectual structure and thematic development of research connecting the two fields. A bibliometric analysis was conducted on 161 English-language journal articles indexed in Scopus between 2006 and 2026, using Biblioshiny and VOSviewer. The results show that political socialisation was the most dominant node and was closely connected to civic education, citizenship education, and political education. The reviewed literature indicates that civic education serves as a space for political learning that links the formation of political orientations with young people's knowledge and engagement. An open classroom climate, participatory learning opportunities, and high-quality teacher–student relationships are associated with political engagement, and schools may help compensate for limited political socialization within the family. However, unequal access to learning opportunities constrains these benefits. The thematic map shows that research on education, democracy, and textbooks is relatively mature, whereas indoctrination and critical pedagogy have developed as specialized themes that are not firmly connected to the mainstream of the field. Controversial issues do not occupy a central position. These findings suggest that the field has a strong conceptual foundation but that the integration of critical pedagogical approaches with research on political participation remains limited. Future research should examine how controversial issues and critical pedagogy can be linked to civic education to understand the development of critical consciousness and political participation among young people.

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INTRODUCTION

A central challenge facing democratic systems worldwide is the erosion of citizen awareness and engagement, particularly the low political interest among young people. This is a pressing concern for democratic life because political engagement does not arise automatically; rather, it develops through the process of political socialisation. Research Furman et al. (2022) found that weak political socialisation experiences can limit the development of political interest, and they further noted that young people's political interest and participation are shaped by family, school, and social environments. Sub-optimal socialisation, whether in scope, intensity, or the media employed, creates information gaps within society that directly undermine the motivation to participate (Waldi & Yusran, 2025). These conditions call for reorienting civic education as a vehicle for political education that strengthens students' political efficacy, critical reasoning, and democratic awareness.

Civic education is understood as education that cultivates good citizens who are democratic and embody the character of Pancasila (Sari et al., 2025), and as a means of developing the civic knowledge, civic skills, and civic dispositions required to sustain constitutional democracy (Nashoha et al., 2025). In this context, civic education also serves as a vehicle for political education, forming citizens who are democratic, informed, and responsible and who are grounded in the values of Pancasila and the 1945 Constitution (Ramadhona, 2023). Civic education incorporates a political education dimension because it guides students to understand and exercise their political rights and obligations critically, responsibly, and democratically (Nurdiansyah & Dewi, 2021; Prayugo & Prayitno, 2022). Civic education thus not only shapes civic character but also prepares students to participate in political and democratic life.

Accordingly, the function of civic education is no longer limited to understanding law, constitutions, and state institutional structures; it also encompasses forming citizens who can play an active and responsible role in democratic life (Schulz et al., 2018). A number of studies indicate that civic education contributes to strengthening civic engagement, political literacy, and citizen participation (Humaeroh & Dewi, 2021; Nashoha et al., 2025). Limited studies found that causal relationship between citizenship education programs and political engagement. Most studies merely confirmed longstanding assumptions, leaving the evidence base (Donbavand & Hoskins, 2021).

Although many political education concepts have been integrated into civic education, no systematic, data-driven mapping has specifically connected both of this concept. Existing studies have focused on systematic mapping of civic education (Bozkurt et al., 2021), on the global development of political education research for university students (Subekti, 2023) and also the relationship between digital literacy and civic education in the digital era (Anastasya & Arpannudin, 2025). Global publication trends in online learning also become a discussion in civic education (Sulkipani et al., 2025). None of these studies has examined the relationship between political education and civic education simultaneously. This study addresses that gap through a bibliometric analysis that maps the development of research on, and the linkages between civic education and political education. It analyzes the connections and relevance of civic education, as well as the effectiveness of its function as a vehicle for political education.

Accordingly, this study aims to map the scholarly landscape and the conceptual relationship between civic education and political education. It addresses three research questions: (1) What is the relations between political education and civic education? (2) How are the key reference documents on political education and civic education interconnected? (3) What are the structure and thematic mapping of the development of political education research within civic

education? Through in-depth bibliometric mapping, this study seeks to address the academic need to clarify the relations between civic education and political education. The findings are expected not only to enrich theory but also to provide a basis for developing civic education as a foundation for political education that is relevant to the challenges democracy nowadays and in the future.

METHODS

This study employed a quantitative approach using bibliometric methods, which are used to assess scientific productivity quantitatively (Derviş, 2019). Bibliometric research draws on publication metadata to analyze publication trends and collaboration patterns and to explore the intellectual structure of a research (Donthu et al., 2021). The data were retrieved from Scopus, a reputable scientific database. The search was conducted within the title, abstract, and keyword fields (TITLE-ABS-KEY) using the following search string: "*civic education*" OR *"citizenship education"* OR *"civics education"* AND *"political education"* OR *"political socialisation"*. Data collection took place on October 25, 2026, and yielded 440 documents. The bibliographic records were extracted and screened by strictly applying inclusion and exclusion criteria to ensure the relevance, quality, and consistency of the metadata.

The inclusion criteria were as follows: (a) documents published between 2006 and 2026; (b) subject areas limited to the social sciences and arts and humanities; (c) documents written in English; (d) document type limited to articles and source type limited to journals; and (e) publications at the final publication stage. The exclusion criteria removed publications outside the 2006–2026 range, non-English documents, and non-article publications, such as conference proceedings, book chapters, book reviews, and notes. After screening, 161 documents met all criteria. The selection process is documented in the PRISMA flow diagram presented in Figure 1.

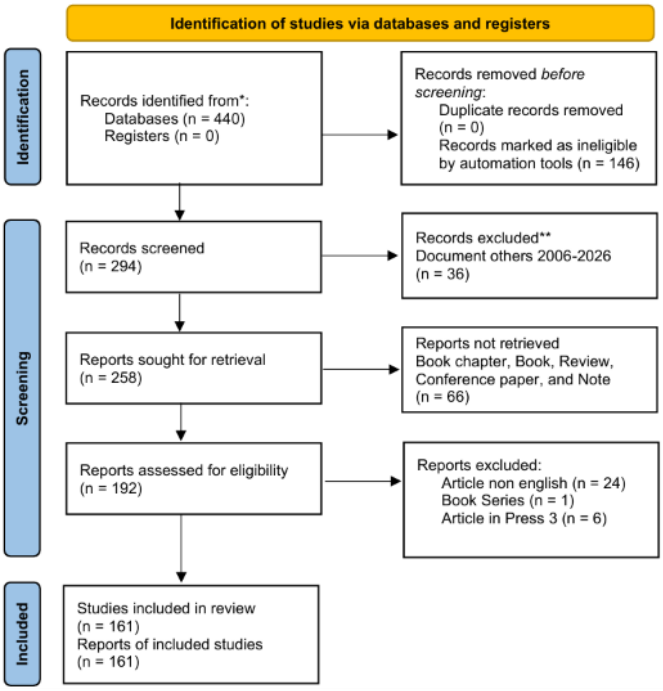


Figure 1. Flow PRISMA Protocol

The 161 selected documents were exported in CSV format for further analysis. The data were validated and cleaned using OpenRefine, a tool designed for cleaning and restructuring data,

and were then analyzed using R Studio (Biblioshiny) and VOSviewer. Biblioshiny is a web-based application that provides a user-friendly graphical interface for conducting bibliometric analysis with the Bibliometrix R package (Aria & Cuccurullo, 2017). VOSviewer is software for constructing and visualizing maps based on network data (Arruda et al., 2022).

RESULTS AND DISCUSSION

Based on Table 1, the main information obtained from Biblioshiny (R) using the Scopus database shows that the research corpus comprises 161 journal articles published over two decades (2006–2026) across 103 sources. The literature in this domain demonstrates considerable academic impact and a solid theoretical foundation, as indicated by an average of 20.37 citations per document and a total of 7,290 references. The conceptual diversity of the field is reflected in 369 author keywords, which served as the basis for mapping the conceptual structure and the network of relationships between civic education and political education. In addition, the corpus includes 259 authors, with a balance between single-authored work and the potential for cross-national collaboration, as indicated by an international co-authorship rate of 13.66%.

Table 1. Main Information

Description	Results
Main Information About Data	
Timespan	2006:2026
Sources (Journals, Books, etc)	103
Documents	161
Annual Growth Rate %	2,05
Document Average Age	7,75
Average citations per doc	20,37
References	7290
Document Contents	
Keywords Plus (ID)	64
Author's Keywords (DE)	369
Authors	
Authors	259
Authors of single-authored docs	69
Authors Collaboration	
Single-authored docs	75
Co-Authors per Doc	1,91
International co-authorships %	13,66
Document Types	
article	161

source: R Studio (Biblioshiny), 2026

a. Conceptual Clustering of the Relationship between Political Education and Civic Education

The conceptual structure was mapped through keyword *co-occurrence* analysis in VOSviewer to identify linkages among the key issues in the literature on civic education and political education. As shown in Figure 2, node size represents the frequency with which a term occurs. Keywords such as *political socialisation, citizenship education, political education,* and

civic education emerged as the largest nodes and form the center of the research orientation. The distance between nodes and the thickness of the connecting lines indicate the strength of the links between keywords, while color coding groups the terms into four main thematic clusters.

The co-occurrence network shows that *political socialisation* is the central topic, strongly connected to *civic education, citizenship education,* and *political education*. The red cluster, dominated by *political socialisation* and *civic education*, centers on *adolescents, participation, political engagement, youth engagement, political knowledge,* and *classroom climate*. The green cluster positions citizenship education as the dominant node, linked to *student participation, civics, secondary education, ICCS,* and *gender gap*. This cluster is closely related to the yellow cluster, which centers on *democracy, education, politics,* and *crisis*.

The blue cluster, centered on political education, is connected to *young people, critical pedagogy, civil society, teachers, experiments,* and *indoctrination*. It lies close to the orange cluster, which emphasizes *models, agents,* and *school context*. The purple and brown clusters, located farther from the center of the network, comprise *social studies education, controversial issues, classroom discussion, transactivity, gender equality,* and *compensation theory*.

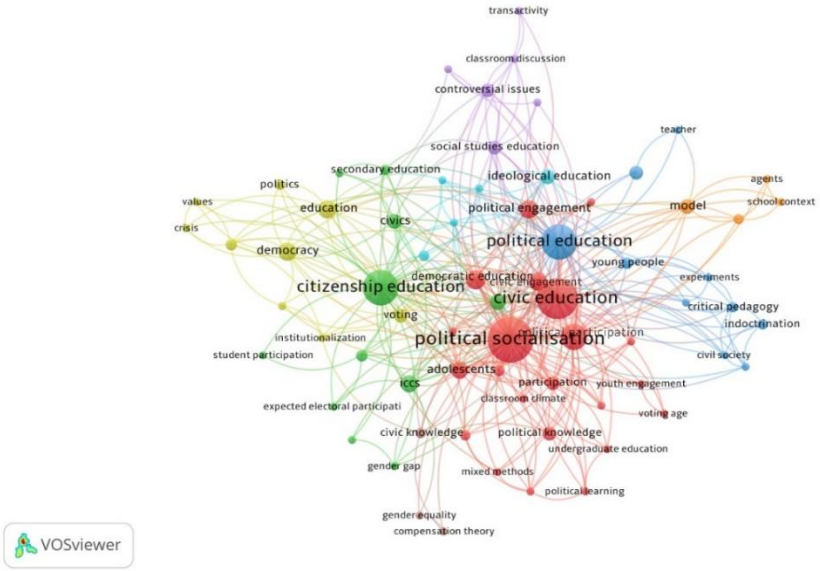


Figure 2. Visualization of the co-occurrence network

In contrast to Figure 2, which shows the relationships among clusters, Figure 3 highlights *political education* as the focal node, with close ties to *civic education* and *political socialisation*, as indicated by the short distances between these nodes. This node also integrates the formation of political awareness through *political engagement* and *political knowledge*, as well as learning practices involving *adolescents* and *young people*. These connections are also associated with *participation, civic knowledge,* and *voting*, in which an *open classroom climate* plays an important role in preparing students. Through the strengthening of *citizenship education*, the network extends to the instillation of *democratic* values, which are internalized through schooling. In terms of practice, *political education* is also linked to *social studies education, ideological education,* and *teachers*, as well as to discussions of *controversial issues*, although several topics, such as the *gender gap, indoctrination,* and *civil society*, remain distant from the center.

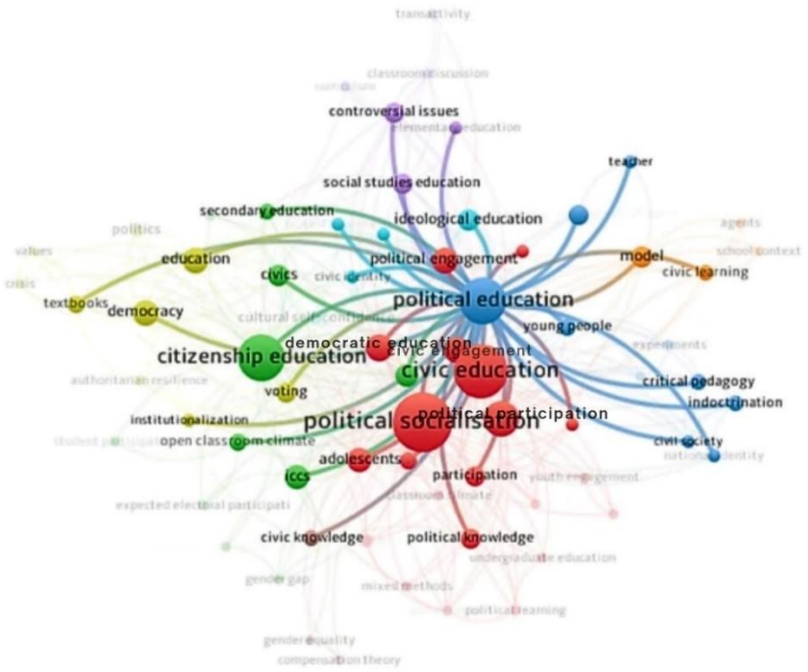


Figure 3. Visualization specifically for political education co-occurrence to other keywords

Table 2 presents the total link strength (TLS) from the *co-occurrence* analysis in VOSviewer. *Political socialisation* is the most frequently studied topic and has the strongest connectivity, with 67 occurrences and a TLS of 185. As shown in Figure 2, this central topic is supported by three other major topics such as *civic education* (54 occurrences, TLS = 135), *citizenship education* (40 occurrences, TLS = 97), and *political education* (39 occurrences, TLS = 92). The thick connecting lines among these topics indicate that research on political education and civic education is consistently conducted alongside the study of young people's political attitude formation and the school learning climate.

Furthermore, *political participation* (TLS = 58) is substantially connected to these key nodes, reflecting a focus on enhancing political participation. Other nodes, such as *democratic education* (TLS = 33), *adolescents* (TLS = 31), *civic engagement* (TLS = 28), and *democracy* (TLS = 26), show intermediate link strength. In contrast, *social studies education* and *voting* (TLS = 18 each), *participation* and *political knowledge* (TLS = 17 each), and *controversial issues* (TLS = 14) show lower levels of connectivity. Overall, the higher the TLS of a node, the more closely it is linked to the core themes of this research network.

Table 2. Total Link Strength

No	Keyword	Occurrences	Total Link Strength
1	political socialisation	67	185
2	civic education	54	135
3	citizenship education	40	97
4	political education	39	92
5	political participation	20	58
6	democratic education	11	33

7	education	10	32
8	adolescents	9	31
9	civic engagement	10	28
10	democracy	10	26
11	iccs	9	26
12	educational	7	22
13	political engagement	10	22
14	civics	6	18
15	model	6	18
16	social studies education	5	18
17	voting	5	18
18	Participation	5	17
19	political knowledge	5	17
20	controversial issues	5	14

Source: VOSviewer, 2026

The keyword mapping shows that research on political education and civic education centers on four main terms such as *political socialisation, civic education, citizenship education,* and *political education*. The TLS values indicate that all four are strongly connected to other keywords, with *political socialisation* ranking highest. The distance between these terms and *political participation* is also relatively wide. This suggests that the field is built on a small number of parent concepts to which almost all other topics refer. The four terms represent different perspectives on the same phenomenon. *Political socialisation* emphasizes the formation of political attitudes, values, and views (Neundorf et al., 2016), and examines inequalities in access to political learning in schools (Hoskins et al., 2017). *Civic education* and *citizenship education* emphasize the implementation of civic education through classroom learning, such as character education, political simulations, and *service learning* (Lin, 2015). *Political education* emphasizes goal attainment, namely, forming politically literate citizens who support democratic life through self-reflective, controversial, and dialogic teaching (Moilanen & Huttunen, 2025).

The co-occurrence visualization highlights *political education* as a node with broad connections. Its prominence is evident in its links to institutional and conceptual terms, such as *education, textbooks, democracy,* and *democratic education*; to political action, such as *civic engagement, political participation, voting,* and *political engagement*; and to teaching-related terms, such as *teacher, critical pedagogy, indoctrination, controversial issues,* and *civil society*. *Political education* therefore serves as a conceptual bridge between classroom teaching strategies and students' level of involvement in society. Research Chong et al., (2015) emphasized the importance of civic education in cultivating citizens who are politically literate, think critically, and participate actively in society. Meanwhile, Ji & Li, (2024) examined the relationship between ideological and political education methods and students' sociopolitical understanding and involvement. Grobshäuser & Weißeno, (2021) in turn, indicated that political knowledge is related to adolescents' willingness to participate in politics, whereas participation alone does not necessarily increase political knowledge.

The keyword group of *political participation, civic engagement,* and *political engagement* is positioned just below the four core terms, followed by *participation, voting, political knowledge, adolescents,* and *ICCS*, which reflect their conceptual role as outcomes. This is supported by evidence that an open classroom climate increases civic knowledge and fosters more informed

voting intentions (Campbell, 2008; Kahne et al., 2013). Likewise, citizenship programs and community action-based learning can foster long-term political efficacy and tangible action in society (Kahne et al., 2013; Pasek et al., 2008). These forms of learning have been shown to strengthen young people's intention to participate in elections, underscoring the importance of providing political education to prospective first-time voters from adolescence (Sampermans & Claes, 2018).

Based on the conceptual network analysis, political education and civic education have a close and complementary relationship. Both are built on four interrelated core concepts are *political socialisation, civic education, citizenship education,* and *political education*. Among these, political education acts as a bridge connecting learning content, teaching methods, and students' political involvement. Through civic education, political education is implemented in schools to foster knowledge, attitudes, and readiness to participate. Civic education thus serves as the primary pathway for political education in cultivating young citizens who understand politics, think critically, and are prepared to engage in democratic life.

b. Key Reference Documents with The Most Local Citations

Based on the analysis of the most locally cited documents presented in Table 3, ten articles were identified as the most influential intellectual references in this dataset. Campbell (2008) published in *Political Behavior*, ranked first with 26 local citations and 434 global citations. Neundorf et al. (2016), also published in *Political Behavior*, ranked second with 14 local citations and 169 global citations. Pasek et al. (2008) published in *Applied Developmental Science*, ranked third with 9 local citations and 199 global citations. In the middle of the ranking, Deimel et al. (2020) published in *Educational Psychology*, received 7 local citations. Campbell (2007) published in *American Politics Research*, and Hoskins et al. (2017) published in *Social Science Research*, each received 6 local citations. These were followed by Torney-Purta et al. (2007) with 5 local citations, and by Sampermans & Claes, (2018) and Kahne et al. (2013) with 4 local citations each. Quintelier, (2010) completed the top 10 with 3 local citations and 71 global citations.

Table 3. Top 10 The Most Local Cited Documents

No	Author	Title	Journal	Local Citations	Global Citations
1	Campbell, (2008)	Voice in the Classroom: How an Open Classroom Climate Fosters Political Engagement among Adolescents	Political Behavior	26	434
2	Neundorf et al., (2016)	The Compensation Effect of Civic Education on Political Engagement: How Civics Classes Make up for Missing Parental Socialisation	Political Behavior	14	169
3	Pasek et al., (2008)	Schools as Incubators of Democratic Participation: Building Long-Term Political Efficacy with Civic Education	Applied Developmental Science	9	199

4	Deimel et al., (2020)	How Do Schools Affect Inequalities in Political Participation: Compensation of Social Disadvantage or Provision of Differential Access?	Educational Psychology	7	53
5	Campbell, (2007)	Sticking Together: Classroom Diversity and Civic Education	American Politics Research	6	112
6	Hoskins et al., (2017)	Tackling Inequalities in Political Socialisation: a Systematic Analysis of Access to and Mitigation Effects of Learning Citizenship at School	Social Science Research	6	73
7	Torney-Purta et al., (2007)	Latino Adolescents' Civic Development in the United States: Research Results from the Iea Civic Education Study	Journal of Youth and Adolescence	5	149
8	Sampermans & Claes, (2018)	Teachers as Role Models in the Political Socialisation Process: How a Good Student–teacher Relationship Can Compensate for Gender Differences in Students' Gender Equality Attitudes	Citizenship Teaching & Learning	4	15
9	Kahne et al., (2013)	Different Pedagogy, Different Politics: High School Learning Opportunities and Youth Political Engagement	Political Psychology	4	136
10	Quintelier, (2010)	The Effect of Schools on Political Participation: a Multilevel Logistic Analysis	Research Papers in Education	3	71

Source: R Studio (*Biblioshiny*), 2026

The analysis of *the most locally cited documents* reveals how scholars position civic education as an instrument of political education. Overall, the reviewed studies indicate that civic education plays an important role in fostering political engagement and reducing social inequality in the political development of young people.

Campbell, (2008), Pasek et al., (2008), and Kahne et al., (2013) establish a basic consensus among researchers that an open classroom climate is one of the strongest determinants of young people's political engagement. This consensus also suggests that schools function not only as institutions of academic learning but also as arenas for democratic participation. Accordingly, an open classroom climate, enhanced political efficacy, and opportunities for active learning in schools provide the conceptual basis for explaining gains in young people's civic knowledge and engagement.

The focus of the intellectual structure then broadens with Neundorf et al., (2016), and Deimel et al., (2020) , who move beyond testing the effects of instruction to examining the role of schools as instruments of social compensation. These studies suggest that civic education serves a

strategic function in offsetting inequalities in political *socialisation* among students from disadvantaged socioeconomic backgrounds, who may not receive such *socialisation* at home.

Nevertheless, the success of political education in schools is not automatic, and several subsequent studies offer critical refinements. Research Hoskins et al., (2017) drew attention to unequal access to learning opportunities and the challenges of classroom diversity. Sampermans & Claes, (2018) emphasized the importance of the teacher–student relationship in narrowing attitudinal gaps. In addition, Quintelier, (2010) found that the benefits of active learning were evident at the level of individual students' experiences rather than being determined by general school characteristics.

Taken together, the pattern of local citations reflects an interconnected research structure. This structure indicates a maturing line of inquiry that begins with establishing the basic function of political learning in the classroom, extends to examining schools as a means of promoting social equity, and arrives at a deeper understanding of the importance of an open classroom climate and high-quality teacher–student interaction. It also suggests a shared view among scholars that educational institutions play a major role in shaping individuals' political thinking, and it provides a foundation for further theoretical development and empirical research on political education and civic education.

c. Classification of Research Themes Based on Centrality and Density Levels

As shown in Figure 4, the *thematic map* analysis divides the conceptual structure of research on political education and civic education into four quadrants based on *centrality* and *density* values such as *basic themes, motor themes, niche themes,* and *emerging or declining themes*. The map shows that the foundation of the field lies in the *basic themes* quadrant, which is characterized by a large cluster comprising *political socialisation, civic education,* and *political participation*. A second highly central cluster in the same quadrant comprises *citizenship education, political education,* and *education*. The motor themes quadrant contains a cluster of *democracy, education,* and *textbooks*, which indicates relatively mature and relevant themes. Near the intersection of the axes*, ICCS* and *civic knowledge* occupy a transitional position. In the *niche themes* quadrant, the clusters of *ideological education, model,* and *civic learning*, as well as *indoctrination* and *critical pedagogy*, are well developed internally but less connected to the mainstream of the field. Finally, the *emerging or declining themes* quadrant contains the cluster of *social studies education* and *controversial issues*. Its position, far from the center of the map, suggests that these themes have not yet become a major focus of research.

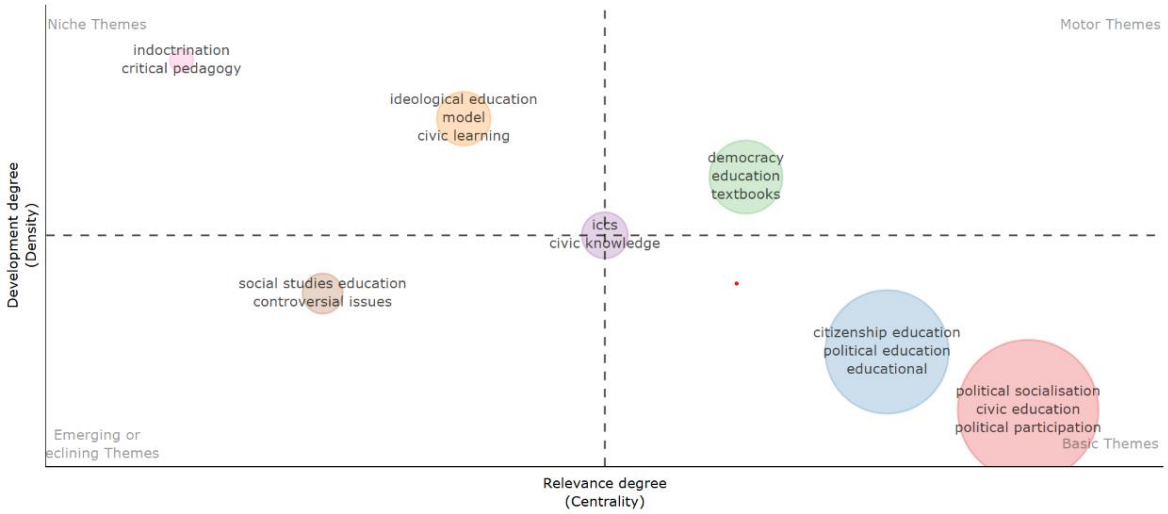


Figure 4. Tematic Map of Political Education through Citizenship Education

Table 4 presents the *centrality* and *density* levels of each theme cluster shown in Figure 4. *Centrality*, measured along the horizontal axis of the thematic map, indicates the degree of relevance (*Relevance degree*) of a topic to the research network as a whole, whereas *density*, measured along the vertical axis, indicates the maturity and internal development of the topic (*Development degree*). Together, these two dimensions enable a strategic mapping of the themes that drive the field, those that form its foundation, those that are specialized, and those that occupy transitional positions.

Table 4. Classification of Centrality or Density Level Based on the Thematic Map

Quadrant	Keyword Clusters	Centrality Level	Density Level	Remarks
Basic Themes	*political socialisation, civic education, political participation*	Height	Low	The theme is the most central and largest, yet the most loose internally because it overshadows many subtopics.
Basic Themes	*citizenship education, political education, educational*	Medium–high	Low–medium	The theme is fundamental and cross-topical, but the internal relationship of the keyword is not yet close.
Motor Themes	*democracy, education, textbooks*	Medium–high	Medium–high	The only theme in this quadrant. It is positioned near the boundary line, so it is quite developed and connected, but it is not yet the dominant driver.
Border (middle)	*ICCS, civic knowledge*	Medium	Medium	It is located at the midpoint of the map, so it is a link between quadrants.

Niche Themes	*ideological education, model, civic learning*	Medium–high	Medium	It thrives both internally and is a bit more connected to other themes than other niche themes.
Niche Themes	*indoctrination, critical pedagogy*	Low	Height	The theme is highly specialized with strong internal relationships, but isolated from other themes.
Emerging or Declining Themes	*social studies education, controversial issues*	Low–medium	Low–medium	It has not become a axis of the field, it can be growing or declining.

Source: R Studio (*Biblioshiny*), 2026

The thematic structure shows that the foundation of the field lies in the *basic themes* quadrant. The cluster of *political socialisation, civic education,* and *political participation* has the highest centrality, consistent with the dominance of literature that positions schools as arenas for the formation of adolescents' political orientations. For example, Pasek et al., (2008) viewed schools as incubators of democratic participation, and Campbell, (2007) emphasized the role of civic education in the political *socialisation* process. The cluster of *citizenship education, political education,* and *educational* is also highly relevant in this quadrant. Sampermans & Claes, (2018) showed how ICCS data and school climate can be used to explain students' civic engagement.

In the *motor themes* quadrant, the cluster of *education, democracy,* and *textbooks* has medium-to-high centrality and density. This theme is relatively mature because democracy is often positioned as a normative goal of education, whereas textbooks serve as a medium for instilling values. This is reflected in studies that examine educational interventions to promote active participation in democracy (Nelsen, 2021) and the democratic values embedded in textbooks (Flores, 2011).

In contrast, the *niche themes* quadrant contains the cluster of *indoctrination* and *critical pedagogy*, which has high density and low centrality, as well as the cluster of *ideological education, model,* and *civic learning*, which has moderate density and medium-to-high centrality. Studies in this quadrant include research in Hong Kong arguing that civic education guidelines should be reconstructed conceptually, curricularly, and through critical pedagogy (Chong et al., 2015), an evaluation of educational approaches in ideological and political education (Ji & Li, 2024), and an examination of citizenship learning using the ICCS model (Kennedy & Li, 2016).

The cluster of *ICCS* and *civic knowledge* is located near the intersection of the centrality and density axes. This position indicates that the theme does not fall fully within any of the four quadrants and is therefore transitional. For example, civic knowledge has been examined as an outcome that is frequently measured in the political *socialisation* process (Sampermans & Claes, 2018), and as knowledge transmitted through civic learning, as analyzed using ICCS data (Sampermans et al., 2021).

The *emerging or declining themes* quadrant occupies the lower-left position on the thematic map, with low-to-medium centrality and density. It contains the cluster of *social studies education* and *controversial issues*. This position indicates that these themes are not yet at the center of the research and that the relationships among their keywords remain weak. *Social studies education* shows no clear upward or downward trend. It continues to be used in research, although as a supporting context rather than a primary focus. Examples include studies that emphasized students' critical attitudes toward political life through social studies (B⊘Rhaug, 2008), teachers' participation in social groups (Reichert et al., 2020), and discussions in social studies classrooms (Conrad et al., 2024).

Similarly, *controversial issues* may be an emerging theme that has not yet become a primary focus. Studies have examined the use of controversial issues as discussion material in the classroom (Gronostay, 2016), the teaching of controversial issues through pedagogical approaches (Gideon, 2022), and the teaching of controversial issues under conditions of political polarization (Torres, 2024).

Overall, the *thematic map* indicates that civic education and political education are important components of research on the formation of young people's political orientations. *Political socialisation, civic education,* and *political participation* belong to the *basic themes*, which indicates that they are broadly connected to the field but have not yet been developed in depth internally. *Education, democracy,* and *textbooks* fall into the *motor themes* category, with strong connections to the field and relatively mature conceptual development, and they play an important role in the development of research on civic education and political education. However, some themes remain only weakly connected to the main body of research. *Indoctrination* and *critical pedagogy* have developed as specialized themes but are not closely linked to the core themes. *Social studies education* and *controversial issues* fall into the *emerging or declining themes* category, indicating that their linkages and development within the research structure are not yet strong. This position does not directly indicate a decline in research interest; rather, it suggests that these themes have not yet established a strong position on the thematic map.

Based on these findings, a limitation of the present analysis can be identified. The thematic map does not explain why *indoctrination, critical pedagogy,* and *ideological education* remain weakly connected to the core themes, such as *political socialisation, civic education,* and *democracy*. Although these three themes are well developed internally, their connections to the core topics remain limited. Future research should strengthen the links between these separate themes and the core literature on civic education and political education. One promising direction is to examine the use of *controversial issues* in civic learning and *political education* through *critical pedagogical* and *ideological education* approaches. Such work is important for understanding how learning processes can help students critically evaluate political information, understand differing viewpoints, and develop the capacity to participate in democratic life. Future studies are thus expected not only to extend research on each theme but also to explain how the themes are integrated.

CONCLUSION

This study shows that political education and civic education are interrelated and complementary. Both are built on four core concepts: *political socialisation, civic education, citizenship education,* and *political education*. Political education links learning content, teaching methods, and students' political engagement, while civic education serves as one of the main means of implementing political education in schools. The reviewed literature indicates that an open classroom climate, students' political efficacy, and positive teacher–student relationships foster young people's political participation. Schools can also help compensate for limited political *socialisation* in students' families. However, the effectiveness of these efforts remains shaped by differences in students' access to learning opportunities and in their learning experiences. Thematically, the field has well-established core themes, but the connections among them remain weak. *Indoctrination, critical pedagogy,* and *controversial issues*, in particular, are still only loosely connected to the core themes of the field.

Theoretically, this study supports the view that civic education can serve as a vehicle for political education in schools. Practically, civic learning should incorporate open discussion and

the exchange of viewpoints so that students can understand differing perspectives and participate in democratic life. Future research should examine the links between these separate themes, particularly the teaching of controversial issues through a critical pedagogical approach. Such work would clarify how learning can help students critically evaluate political information and strengthen their engagement in democratic life.

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