GLOBAL RESEARCH TREND ON POLITICAL EDUCATION FOR STUDENTS IN UNIVERSITY: A BIBLIOMETRICS ANALYSIS

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ABSTRAK

Penelitian ini bertujuan untuk menjelaskan perkembangan penelitian tentang Pendidikan Politik bagi Mahasiswa di Perguruan Tinggi. Penelitian ini menggunakan metode tinjauan pustaka. Temuan dari penelitian ini adalah publikasi penelitian dengan tema ini belum berkembang secara signifikan selama sepuluh tahun terakhir. Hal ini ditunjukkan dengan setiap tahunnya publikasi tersebut memiliki tren yang sangat statis dari segi jumlah. Temuan ini menjadi sebuah kekhawatiran bahwa tema hal ini berada di luar lirik atau minat para ilmuwan atau peneliti, padahal manfaatnya cukup besar bagi generasi muda, khususnya mahasiswa. Kemudian, Amerika Serikat dan Inggris memberikan kontribusi paling besar dalam mengembangkan tema ini, baik dari segi negara maupun afiliasi yang terdapat di dalamnya. Lebih lanjut, kesimpulan utama dari tema publikasi penelitian ini adalah bahwa Mahasiswa di perguruan tinggi sering kali dilihat sebagai pemain politik yang signifikan dalam masyarakat luas, sehingga mahasiswa diharapkan untuk aktif secara politik. Untuk memastikan bahwa generasi muda berpartisipasi dan memiliki dampak pada politik yang demokratis, komponen penting dari pendidikan di negara-negara demokratis adalah mengajarkan mereka untuk memahami dan terlibat dalam proses demokrasi.

Kata Kunci: *Pendidikan Politik, Mahasiswa, Universitas, Analisis Bibliometrik*

ABSTRACT

This study aims to explain the research development on Political Education for Students at University. This study uses the scoping review method. The finding of this study is that research publications with this theme have yet to develop significantly over the past ten years. This is indicated by each year the publication has a very static trend in terms of number. This finding is a concern that the theme of this matter is outside the lyrics or interest of scientists or researchers, even though the benefits are significant for young people, especially university students. Then, the United States and the United Kingdom contributed the most to developing this theme, b terms of countries and affiliations contained therein. Furthermore, the key takeaways from the theme of this research publication are that Students in higher education (HE) are frequently seen as significant political players in the

larger society, an expectation that students should be politically active. To ensure that young people participate in and have an impact on democratic politics, a vital component of this education in democratic nations is teaching them to comprehend and engage in democratic processes.

Keywords*: Political Education, Student, University, A Bibliometrics Analysis*

INTRODUCTION

Since the beginning of the democratization process, the topic of citizen political participation has dominated political discourse because it is believed that political participation is a way for people to use all of their social resources to influence the government, which is crucial for democratic societies (Dalton, 2008). Student involvement in politics has played a significant role throughout the contemporary history of higher education (Altbach, 2007; Cele & Koen, 2003). Students play an essential role in the development of a country in both national and international politics (Luescher-Mamashela & Mugume, 2014). Then, Education has been identified as a significant term for positivism and understanding political issues (Norris, 2002). Political Education has been known to play an essential role in politics, whether it is implemented by political institutions or formal Education (Kam & Palmer, 2008; Persson, 2012).

For example, what is done by formal Education, in this case, universities, in providing understanding for their students positively impacts political participation. Teens discovered that those with greater education

participate more actively than their less educated friends. In the United States' 2014 presidential election, 62% of young people with high levels of education cast ballots, compared to just 36% of young people with low levels of education (Amoateng, 2015). Additionally, research conducted in the United States and other Western nations have repeatedly revealed a connection between education and young people's political participation(Nover et al., 2010)

Then Finlay & Flanagan, (2009) it has been observed that as young people continue their education beyond high school, their interest in politics and community engagement grow. In the meantime, scholars, educators, and politicians have emphasized the crucial part that higher education institutions can play in fostering civic engagement. Through educationally based civic impacts, such as civic instruction, deliberative course-based discussion, community participation, and service learning, youth in higher education settings can learn to become more politically involved and active. These channels are essential for this to happen (Kahne & Middaugh, 2008). Some researchers have hypothesized that educational inequality, or lack of

education or formal skills or training, influences political participation (Tang & Lee, 2013; Vissers & Stolle, 2014).

Based on a few of these explanations, this study's contribution aims to explain the growth of research on the subject of political education for university students. This is significant since it will examine the theoretical and practical facets of this issue. Additionally, this study will support young voters' studies of political education. This study tries to explain the evolution of research on Political Education for Students in Universities from 2013 to 2023 as it has been indexed by Scopus.

LITERATURE REVIEW

The obstacle faced by most countries using democracy as a governance model is the involvement of citizens in implementing the ideal democratic process (Gorodnichenko & Roland, 2021; Tolstrup, 2013; Wietzke, 2019). The importance of citizen involvement in the policy formulation process is rooted in, among other things, the outputs and effects of public policies affecting those to whom the policies are directed (Molokwane, 2018). Citizen involvement is regarded as a crucial component of democracy and has a beneficial impact on its effectiveness. Therefore, the intended citizen involvement is not only in voting in general elections but there is public participation in making public policies from the government, starting from the

input process to the output stage. This means citizen engagement is based on moral awareness as a form of citizen loyalty to their country (Michels, 2012; Michels & De Graaf, 2017).

Education is a means to improve individuals' cognitive abilities, character, and skills organized in an integrated curriculum unit to achieve competence. Education has societal benefits that trickle down to other members of society, including future generations (Feagin et al., 2014). Furthermore, in terms of education, the curriculum is a tool to achieve educational goals. Many variables must be considered when designing a curriculum, especially regarding content. The education curriculum must constantly adapt to societal social changes, primarily influenced by technological and information development (McDougald, 2018).

Political education cannot be separated from civic education (Steinbock-Pratt, 2014; Wang et al., 2021). In order to develop political ethics and culture in the life of the country and state, political parties have a responsibility to carry out political education that is based on party cadres and the community with an emphasis on the rights and obligations of people. But political education conducted by political parties is extremely susceptible to conflicts of interest that are influenced by the interests of the political parties (Persson, 2015). On the other hand, political parties only

occasionally implement political education during the lead-up to general elections at the national and regional levels (Kim et al., 2016). The greatest hope for implementing political education ideally at this time in the formal scope can only be implemented through learning Pancasila and citizenship education specifically for young citizens (Deutschmann, 2023). Schools can be one platform to improve young citizens' competence to adapt to a democratic culture (Kahne & Middaugh, 2008). This is an effort to build personal and collective awareness about awareness as a citizen) to get one of the most fundamental rights, namely political rights, with an orientation to create a civilized democratic life order (Tang & Lee, 2013).

Political education is a systematic and sustainable effort. The idea of political education for young citizens is an attempt to answer the challenges of young citizens' apathy towards politics. Political education for young citizens must consider several dimensions, namely cognitive related to political knowledge—affective aspects related to character building, and psychomotor elements about intellectual and participatory skills. Then, the content of political education is democracy, political culture, and global issues (Altbach, 2007; Cele & Koen, 2003; Wietzke, 2019). Education systems in many countries include courses that aim to bring political knowledge to students. The purpose of political education for students is to raise awareness. A student with a political personality can contribute to political life. Therefore, knowledge, experience, and skills are needed (Kuş & Tarhan, 2016).

METHOD

The scoping review method is employed in this investigation. A scoping review is a thorough and open process for locating and thoroughly examining all pertinent literature associated with the research question. The goal of a scoping review is to map the body of research on a subject (Pham et al., 2014). In this study, bibliometric analysis is used. Bibliometric analyses have regularly looked at the growth, extension, and academic significance of various research fields (Geaney et al., 2015). In order to look at publication patterns within a discipline, bibliometrics analyzes empirical data from the literature that has been published. As a result, using bibliometrics, scholars can study the body of literature on their subject and pinpoint key themes (Vogel & Güttel, 2013).

The article in the Scopus database served as the study's data source. Scopus is the world's most extensive index and has a solid reputation among academics; it is used as a database (Moed et al., 2016; Zhu & Liu, 2020). Documents retrieved in the Scopus database are limited from 2013-2023. Article data obtained from the Scopus database

amounted to 24 articles relevant to this research problem. Research strategies for retrieving data in the form of documents in the Scopus database are: TITLE (Politics AND Education AND For AND Student) AND PUBYEAR > 2012 AND (LIMIT-TO (PUBSTAGE , "Final")) AND (LIMIT TO (DOCTYPE , "Ar")) AND (LIMIT-TO (SRCTYPE , "J"))

In order to gather bibliographic information from articles with the theme of the alliance of political parties in the election, this study makes use of analysis tools in the Scopus database. This study employs VOSviewers software to visualize keywords based on network, density, and overlay. The objective is to identify keywords that are closely related to the theme, then map out subjects that are highly likely to be further investigated in relation to the theme and identify nations that debate the theme. Vosviewer is a piece of software for building and displaying bibliometric networks (Febriyanti & Zubaidah, 2023). The focus of the Vosviewer software is the visual representation of bibliometric maps (N. Van Eck & Waltman, 2010).

RESULT
Development of research publications

Figure 1 displays the number of Scopus-indexed research publications on political education for higher education students from 2013 to 2023. The data shows that research publications with this theme have yet to develop significantly over the past ten years. This is demonstrated by the publication's extremely stagnant trajectory in terms of number for each year. This finding is a concern that the theme of this matter is not too in the lyrics or interest by scientists or researchers, even though the benefits are significant for increasing understanding for young people, especially university students. In 2014 the number of publications was four documents; in 2015, it dropped to 2 papers; in 2018, it increased to 3 publication documents. Then in 2019, there was only 1 document; in 2020, there were two documents; in 2021, there were three documents; in 2022, there were two documents; and in 2023, there were three documents.
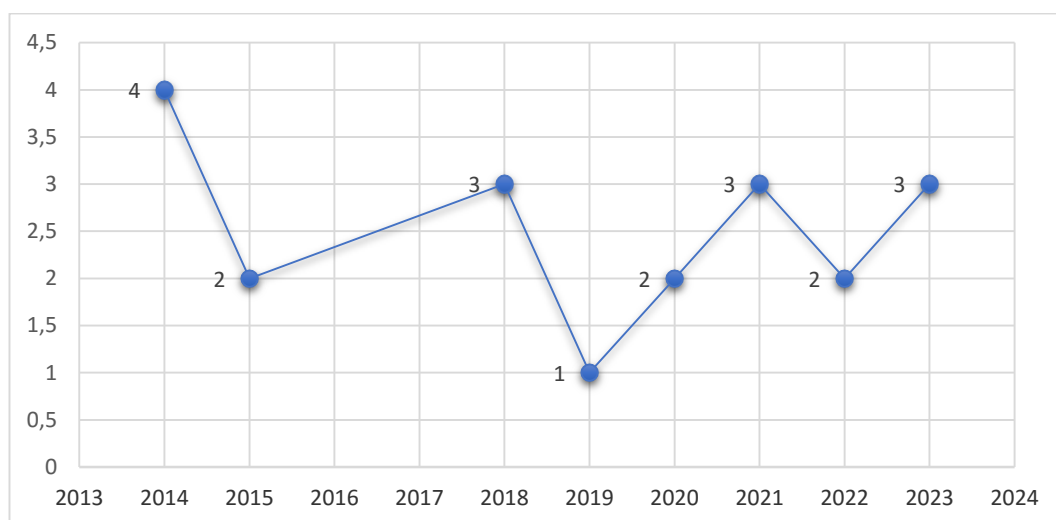
Figure 1. *Document by years*

Then, the publication sources that contribute most to the theme of research on political education for university students are education policy analysis archives and the Journal of international students, with each having 24 citations (Table 1). This contribution is described based on the number of citations owned by the journal source because it can explain how much this Journal is a reference for many researchers and scientists. Furthermore, the publication source of studies in higher education follows in the next rank by having 17 citations in the last ten years. Again, higher education has nine citations; sustainability has eight, and gender and history have six citations. More than that, the Journal of Comparative and international education and sociological research online each has five citations. Meanwhile, the Journal of social science education and Teaching in higher education have 4 and 3 citations, respectively. The ten publication sources in Table 1 have an average of quartile 1 to 2 Scopus, which means that this Journal has a high quality in publishing articles.

Table 1. *Main source*

No	Source	Document	Quartile	Citation
1	Education Policy Analysis Archives	1	Q2	24
2	Journal Of International Students	1	Q1	24
3	Studies In Higher Education	1	Q1	17
4	Higher Education	1	Q1	9
5	Sustainability Switzerland	1	Q1	8
6	Gender And History	1	Q2	6
7	Nordic journal of comparative and international education	1	Q2	5
8	Sociological research online	1	Q2	5
9	Journal of social science education	1	Q2	4
10	Teaching in higher education	1	Q1	3

Table 2 shows the findings regarding the affiliation that contributes the most to research on the theme of political education for students in the university. Kellogg College, University of Oxford, United Kingdom, and The Mary Lou Fulton Teachers College, Arizona State University, United States, are the highest contributors based on their citations, each of which has 24. Meanwhile, the Institute for post-school Studies, University of the Western Cape, Cape Town, South Africa, follows in the next rank with 17 citations. Then, Sit graduate institute, United States, and the University of Arizona, Tucson, United States, each have nine citations. Furthermore, the School of Economics and Management, China University of Geosciences has eight citations, the University of Alabama, United States, has six citations; the Department of Teacher Education and school research; the University of Oslo, Norway; and Durham University, United Kingdom, have five citations each. Finally, the Department of Comparative Politics, University of Bergen, Norway, has four citations. The findings in this data show that affiliations that contribute significantly to the development of research on political education for university students are, on average well-known campuses or higher education institutions. This indicates that the research performance is significant, especially on this theme.

Table 2. *Main Affiliation*

No	Affiliation	Document	Citation
1	Kellogg College, University of Oxford, United Kingdom	1	24
2	The Mary Lou Fulton Teachers College, Arizona State University, United State	1	24
3	Institute for post school studies, University of the Western Cape, Cape Town, South Africa	1	17
4	Sit graduate institute, United State	1	9
5	University of Arizona, Tucson, United States	1	9
6	School of economic and management, China University of Geosciences	1	8
7	University of Alabama, United State	1	6
8	Department of Teacher Education and school research, University of Oslo, Norway	1	5
9	Durham University, United Kingdom	1	5
10	Department of Comparative Politics, University of Bergen, Norway	1	4

Table 3. *Main Countries*

No	Countries	Document	Citation
1	United States	5	41
2	United Kingdom	3	29
3	South Africa	2	18
4	Norway	2	9
5	China	2	8

No	Countries	Document	Citation
6	Canada	2	3
7	Indonesia	2	3

The United States is the nation that provides the most to the growth of research on political education for university students based on the quantity of citations (table 3). This finding confirms that the United States is a developed country with high educational standards. Meanwhile, the United Kingdom is in second place with 29 citations. Then, South Africa follows below with 18 citations, Norway with nine citations, and China with eight citations. Furthermore, Canada and Indonesia only have three citations each.
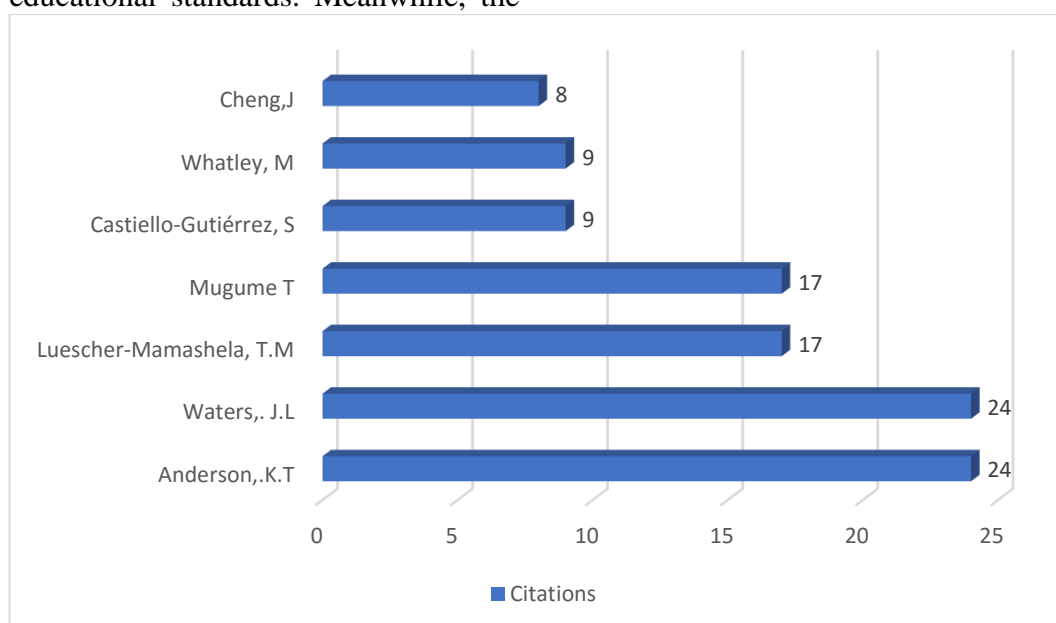

Figure 2. *Main Author*

Figure 2 displays the data of the intellectuals who have a significant contribution to the research on this theme based on the number of citations in each article publication document. Anderson and Waters are the authors or researchers with a significant contribution with 24 citations each. This means that these two people are indeed experts in the field or issue of political education, especially for young voters. Furthermore, Luescher-Mamshela and Mugume are the following contributing authors, with 17 citations each. Again, Castiello Guitierrez and Whatley have nine citations, and Cheng only has eight.

Table 4. *Main Article*

No	Title	Author (years)	Source	Cited
1	International education is political! Exploring the politics of international student mobilities	(Waters, 2018)	Journal of International Students 8(3), pp. 1459-1478	24

No	Title	Author (years)	Source	Cited
2	Examining the role of ideological and political education on university students' civic perceptions and civic participation in Mainland China: Some hints from contemporary citizenship theory	(Zhang & Fagan, 2016)	Citizenship, Social and Economics Education 15(2), pp. 117-142	24
3	National Income, Political Freedom, and Investments in R&D and Education: A Comparative Analysis of the Second Digital Divide Among 15-Year-Old Students	(Ma et al., 2019)	Social Indicators Research 144(1), pp. 133-166	23
4	Political assumptions underlying pedagogies of national education: The case of student teachers teaching 'British values' in England	(Sant & Hanley, 2018)	British Educational Research Journal 44(2), pp. 319-337	19
5	Higher education students as political actors: evidence from England and Ireland	(Abrahams & Brooks, 2019)	Journal of Youth Studies 22(1), pp. 108-123	17

Applying citation analysis to publications allowed us to create a "reading list" that was suggested (Ivanović & Ho, 2016; Subekti et al., 2022). In this case, the article by Waters, (2018) is the most cited by other researchers. International students force colleges to participate in global webs of responsibility, whether they want to or not. They increase their global reach and influence in more ways than are acknowledged. Therefore, it is unacceptable for institutions to view international students in pecuniary terms.

Then, research from Zhang & Fagan, (2016) is the second-highest contribution in terms of researches being referenced. Little is known about how this curriculum appears to affect students' political participation, such as voting, and their idealized widespread civic activity, according to the research.

However, it did reveal a relatively positive impact on students' civic intention and expression. It also acknowledged its crucial function in getting students to participate in party-related activities. It demonstrates that ideological and political education are insufficient to help Chinese university students meet the stated goals of citizenship education. Then, we contend that it originates from educational practices that have a mechanical conception of citizenship and participation, as well as from structural obstacles to young people's formal engagement. Therefore, this article contends that citizenship education in China needs to be reevaluated in terms that go beyond the current ideological and political education, and that the analyses helped to support the case for a more comprehensive approach to

citizenship education to be created and implemented.

Mapping Network, Density Visualization and Important Topics

This study presents the network and density of Scopus-indexed research publications on political education for university students between 2013 and 2023. Finding out which keywords have a strong connection to the themes is the goal of the analysis to display the network. This will assist us in better comprehending the phenomena that take place in academia and are mirrored in the dissemination of scientific research on this subject. In addition, this analysis will clarify which keywords should be studied by university students in their political education. The goal of the density analysis is to determine whether keywords have a substantial enough chance to be looked into further by researchers looking into the topic of political education for university students. To determine which keywords linked to this topic have been extensively discussed or have not yet received much attention, density analysis is utilized.
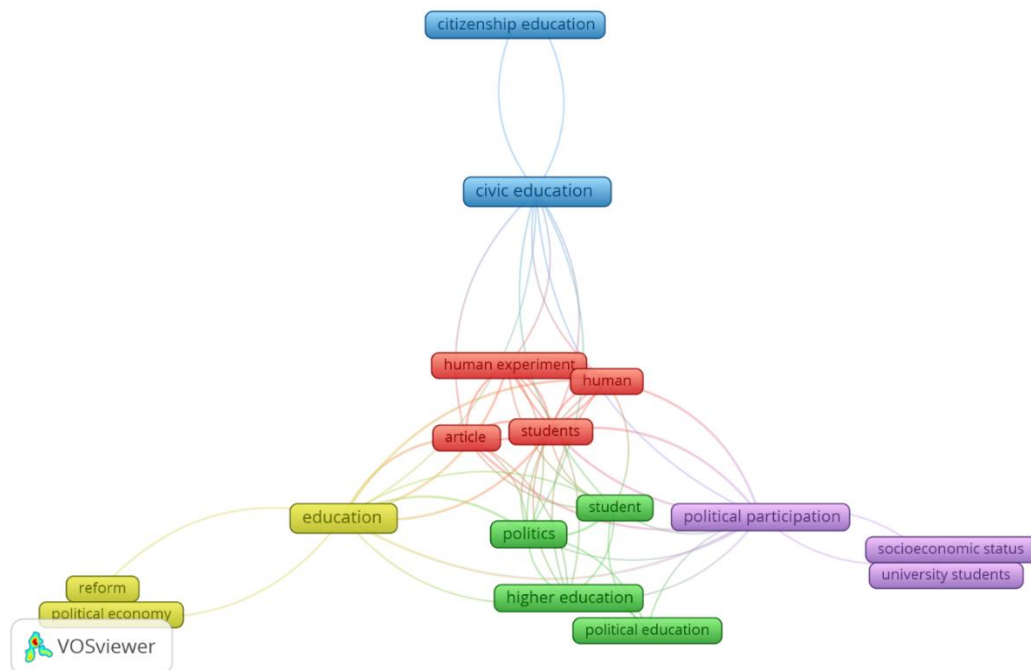

Figure 3. *Networks Visualization by keyword*

Figure 3 shows a network of Political education for students in university themes based on keywords. The analysis in Figure 3 was generated using Vosviwers software. The results of the analysis resulted in 5 clusters marked with different colors. The first cluster is colored red with keywords, namely human experiment, human, and student. This cluster can be grouped in

the discussion of students at universities. The second cluster is yellow, which consists of the keywords reform, political economy, and education. Then, the third cluster is green with keywords in the form of higher education, political education, politics, and students. Furthermore, the fourth cluster is purple with political participation, socioeconomic status, and university student. Furthermore, the fifth cluster in blue consists of the keywords civic education and citizenship education.
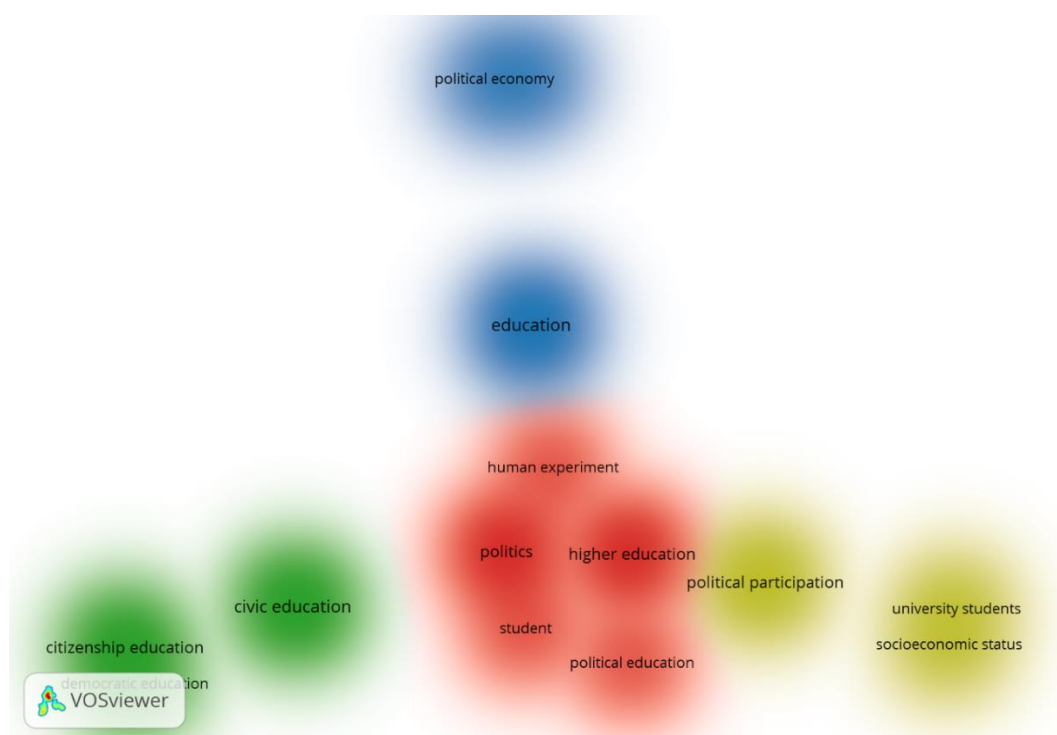

Figure 4. *Density Visualization by keywords*

Red, green, and blue (RGB) are the three fundamental colors that are used in every visualization created by Vosviewer. The quantity or density of a subject under inquiry is shown through density visualization. The amount of research that has been done is indicated by how reddish a node is. However, the more environmentally friendly a node is, the less research will be done on that topic (N. J. Van Eck & Waltman, 2014, 2020). Figure 4 shows the density mapping regarding the theme of political education for students in university from 2013 to 2023, indexed by Scopus. The number of keywords frequently discussed by researchers with red surrounding the labels human, higher education, politics, political education, and student indicate the density level. Following that, the terms "political economy" and "education" are

covered by the color blue. Unlike the themes covered in green, several of these keywords have been extensively explored. Examples include citizenship education, civic education, and democratic education. This green badge

denotes that little research has been done on the issue. Therefore, there is still plenty of room to talk about and investigate this last subject.
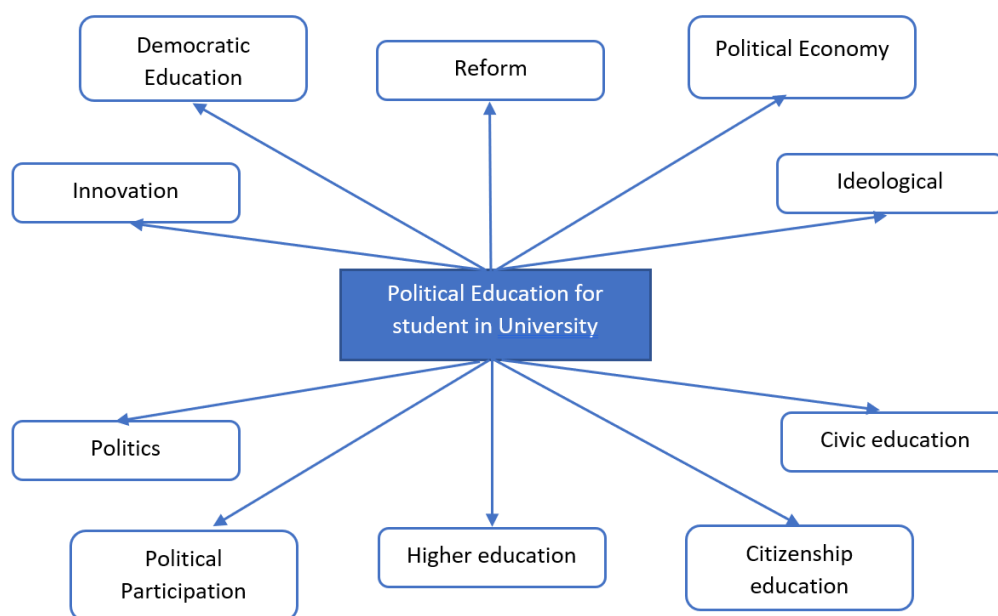

Figure 5. *Main Topic of Political Education for student at University Research Publication*

This study makes use of the NVIVO 12 Plus software to categorize the most significant issues of the research theme on political education for university students (Edhlund & McDougall, 2018). An NVIVO version 12 Plus feature for topic categorization is called auto coding. The results of the analysis in Figure 5 shows that there are ten main topics in the research theme on political education for students in university, namely higher education, political participation, politics, innovation, democratic education, reform, political economy, ideological, civic education, and citizenship education.

DISCUSSION

Students in higher education (HE) are frequently seen as significant political players in the larger society, with an expectation that students should be politically active (Abrahams & Brooks, 2019). Palfreyman, (2013) has argued that you need to justify why they aren't. Such discussions have recently become entangled with others about students as members of a "snowflake generation," unable to have frank

political conversations with those who hold opposing views and in need of "safe spaces" in higher education (Furedi, 2016). However, a different set of research suggests that in many recent protests, both on and off campus, students have typically been at the forefront (Brooks et al., 2016).

One of society's main initiatives to equip children and youth with the knowledge, skills, attitudes, and values regarded suitable and required for them to care for and contribute to that society is through education in schools (Biesta, 2011; Solhaug, 2018). Multiple experiences and sources have an impact on how young people view democracy, politics, and citizenship (Mathé, 2019). Citizenship education is one of the preparation methods that is most heavily emphasized (Keating & Janmaat, 2016; Sandahl, 2015). To ensure that young people participate in and have an impact on democratic politics, a vital component of this education in democratic nations is teaching them to comprehend and engage in democratic processes. Different countries have different systems in place for organizing citizenship education. An integrated approach means that citizenship education is integrated with other topics in a school subject, a stand-alone approach means that citizenship education is taught exclusively in one school subject, and a cross-curricular system means that citizenship education is taught in multiple school subjects(Faas, 2011).

The four elements that dominated the students' knowledge of democracy were: government by the people, elections and voting, other forms of engagement, and rights and obligations. These data reveal that although students acknowledged more participatory and deliberative approaches, they broadly expressed a liberal understanding of democracy focused on voting and elections. The extent to which students' experiences were intricate, such as nuanced and questioning their and other people's responses, was another critical discovery. The key conclusions about the notion of politics were that students believed politics to be about three main aspects: (a) influencing society, (b) governing a nation, and (c) discussion and arguments (Mathé, 2019).

One goal of making civic education a required topic is to enhance political engagement, particularly among young people who attend school. Civic education as a political education component fills any knowledge gaps in politics that families should fill (Neundorf et al., 2016). Due to various factors, including economic status and educational attainment, each family's political education differs from the next (Parji & Feriandi, 2020). The parents educate their children about politics to a greater extent the more educated they are. Parents can provide various facilities to improve their child's political awareness despite the economic level acting as a trigger (Algarni & Alahmad, 2023).

Compared to other lower education levels, universities have a more significant burden. This is so mature individuals who want to participate in politics can receive an education from the university. Lecturers should closely examine research numbers that reveal 800 responding students spend 3-5 hours each day engaging in online activities using a computer, which is related to the outcomes of citizenship education learning in the area of political involvement (Parji & Feriandi, 2020). Students using the internet can benefit from civic education and increased political participation. According to research by Hyun & Kim, (2015), technology is now being developed to improve student political engagement with the community significantly. Learning civics education is required to work in harmony with the technology that will eventually generate digital citizenship, which means that learning may produce citizens who can participate in society both directly and indirectly via the digital sphere.

According to Hoskins & Mascherini, (2009), political engagement refers to a student's readiness to participate in civil society, community, and political life, characterized by respect for one another, nonviolence, and adherence to human rights and democracy. Political participation can be categorized into two types: conventional and unconventional. In the traditional paradigm, political engagement takes the form of overt actions like elections, political speeches, voting, political discussions, paying taxes, abiding by the law, forming and joining interest groups, and communicating with elected officials. This style of political participation has been prevalent since the 1940s and 1950s, to be exact. Unconventional political participation is a form that is expanding with the New Social Movements. A pro-environmentalist movement, a wave of feminist women's campaigns, student protests, strikes, confrontations, and acts of political violence against property, as well as guerrilla warfare and revolution, erupted within this new social movement (Parji & Feriandi, 2020). Political engagement can manifest at the student level via involvement in various university-created initiatives. In addition, they can voice their opposition to and offer advice on university policies, such as participation by students who object to tuition, campus rules, etc. Participation from students can also be achieved through citizenship education projects (Manning & Edwards, 2014; Quintelier & Hooghe, 2013).

CONCLUSION

This study concludes that research publications with this theme have yet to develop significantly over the past ten years. This is indicated by each year the publication has a very static trend in terms of number. This finding is a

concern that it turns out that the theme of this matter is not too in the lyrics or interest by scientists or researchers, even though the benefits are significant for increasing understanding for young people, especially students studying in universities. Then, the United States and the United Kingdom contributed the most to developing this theme in terms of countries and affiliations contained therein. Furthermore, the key takeaways from the theme of this research publication are Students in higher education (HE) are frequently seen as significant political players in the larger society, an expectation that students should be politically active. To ensure that young people participate in and have an impact on democratic politics, a vital component of this education in democratic nations is teaching them to comprehend and engage in democratic processes. Then, theoretically, research topics related to this theme have broad opportunities to be researched: citizenship education, civic education, and democratic education. This is very important for scientists or researchers who are experts in this issue to enrich the repertoire of discussions related to the theme of political education for students in universities.

Moreover, although this research can explain in detail the development of this theme theoretically and empirically, this research also has limitations, namely only using one source of article data (Scopus database). As a result, suggestions for future study can make use of additional databases like Web of Science or Pubmed. This is done in order to collect more thorough article data.

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