Mapping Global Trends in Civic Disposition and Its Implicationas for Civic Education

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ABSTRACT

Civic disposition is a fundamental component of civic competence, encompassing the attitudes, values, and cognitive practices that facilitate democratic participation. This study aims to analyze the trends, themes, and evolving trajectories of research on civic disposition, as well as its implications for improving civic education in the digital era. The research gap exists because few comprehensive mapping studies utilize both bibliometric and systematic review methods. This study employs a Systematic Literature Review (SLR) methodology, conforming to the PRISMA framework, in conjunction with bibliometric analysis sourced from the Scopus database. From the 336 identified documents, 12 essential articles were selected and analyzed using VOSviewer to illustrate keyword co-occurrence, author collaboration, and country affiliation networks. The findings indicate that research on civic disposition is limited and predominantly conducted in the United States, with emerging contributions from Indonesia. Three principal research clusters were delineated: (1) civic education and contentious issues, (2) teacher training amid global crises, and (3) the integration of civic disposition with civic knowledge and competencies. The findings suggest that civic education should encompass reflective, participatory, and value-centered pedagogies, grounded in Pancasila and enhanced by digital technology, to cultivate democratic and virtuous citizens capable of confronting the challenges of the 21st century.

Keywords: civic disposition, civic education, bibliometric analysis, PRISMA, Pancasila

ABSTRAK

Disposisi kewargaan merupakan aspek penting dari kompetensi kewargaan yang mencerminkan sikap, nilai, dan kebiasaan berpikir dalam partisipasi demokratis. Penelitian ini bertujuan menganalisis tren, tema, dan arah perkembangan kajian disposisi kewargaan serta implikasinya terhadap penguatan pendidikan kewarganegaraan di era digital. Kesenjangan penelitian terletak pada minimnya studi pemetaan komprehensif yang mengintegrasikan pendekatan bibliometrik dan tinjauan sistematis. Penelitian ini menggunakan pendekatan Systematic Literature Review (SLR) dengan kerangka PRISMA dan analisis bibliometrik berbasis data Scopus. Dari 336 dokumen yang teridentifikasi, diperoleh 12 artikel utama untuk dianalisis menggunakan VOSviewer sebagai instrumen pemetaan kata kunci, kolaborasi penulis, dan afiliasi negara. Hasil menunjukkan bahwa penelitian tentang disposisi kewargaan masih terbatas dan didominasi Amerika Serikat, dengan kontribusi yang mulai muncul dari Indonesia. Terdapat tiga klaster utama penelitian, yaitu pembelajaran kewargaan dan isu kontroversial, pendidikan guru dalam

krisis global, serta integrasi disposisi kewargaan dengan pengetahuan dan keterampilan kewargaan. Implikasinya, pendidikan kewarganegaraan perlu mengadopsi pembelajaran reflektif, partisipatif, dan berbasis nilai Pancasila yang terintegrasi dengan teknologi digital untuk membentuk warga negara yang demokratis dan berkeadaban.

Kata kunci: *disposisi kewargaan, pendidikan kewarganegaraan, analisis bibliometrik, PRISMA, Pancasila.*

A. INTRODUCTION

Civic disposition is a crucial factor that influences how effectively citizens participate in democratic processes. The idea relates to the attitudes, values, and actions that facilitate participation in civic activities. It comprises various personal attributes, such as social responsibility, political efficacy, and community attachment, that collectively fortify the health and resilience of democratic societies. Social responsibility is a crucial aspect of civic engagement. It affects a person's willingness to volunteer and participate in community events. Research shows that kids who feel more socially responsible are more likely to volunteer. This is often because their parents are involved in civic activities and have strong civic values (White 2021). Additionally, neighborhood connectedness plays a crucial role in fostering civic engagement. People who have a strong emotional connection to their communities are more likely to participate in social activities, such as volunteering for various community projects (John, Fieldhouse, and Liu 2011; Kelly 2013).

Civic literacy, which encompasses understanding how democratic processes and institution's function, is a crucial component of civic disposition. Social empathy, the ability to understand and assist others in their situations, is also an essential component of civic disposition. Research suggests that enhanced civic literacy and social empathy can lead to increased participation in community activities (Hylton 2018). The desire for justice affects both political and social involvement. It has been shown to predict levels of volunteerism and political engagement, particularly among young people. Intrinsic motivations, such as career advancement and social understanding, often play a more substantial role in individuals' decisions to engage in volunteer activities (Neufeind, Jiranek, and Wehner 2014).

Effective civic education, which encompasses planned lesson preparation, intentional implementation, and evaluative procedures, is crucial for developing civic disposition (Fadhillah 2020). Creative techniques, such as the use of digital comics, have shown that they can make lessons more interesting and compelling, which can help students become better citizens (Mazid et al. 2024). Besides formal education, community-based learning (CBL) is very important for developing civic temperament. CBL programs that prioritize direct engagement with local issues may foster more positive attitudes among students towards social action. These programs encourage students to get involved in community events and politics, such as signing petitions and sending them to local governments (Lee et al. 2019). Cultural and social elements also influence civic disposition. Social identities, such as race, religiosity, and media consumption habits, are closely linked

to levels of civic engagement. Involvement in church activities among Black communities has been demonstrated to correlate with heightened civic engagement. Likewise, media habits, such as reading newspapers and using the internet, are positively associated with participation in civic activities (Hoffman and Appiah 2008).

Still, many factors make it challenging to develop a civic temperament. A significant issue is the inadequate involvement of populations that are socially, economically, and politically marginalized. Local opportunities and constraints profoundly influence civic attitudes and behaviors, rendering social engagement a dynamic process that must continually adapt to evolving environmental conditions (Loder 2024). Another challenge lies in measuring civic disposition, given its inherently subjective nature and its significant association with observable public outcomes. Standard evaluation techniques often do not adequately capture the complex and subjective dimensions of civic beliefs and practices. Technological advancements, such as the deployment of the Civic Dispositions Survey (CDS) via the AppSheet platform, have improved the accuracy and effectiveness of civic disposition evaluation (Wiratomo et al. 2025).

To gain a deeper understanding, the following literature offers various definitions of civic disposition, each emphasizing different aspects of the concept:

Table 1. Definition of Civic Disposition

NO	DEFINING FACTORS OF CIVIC DISPOSITION	REFERENCE
1.	Civic disposition refers to the attitudes and behaviors that prepare individuals to participate actively in democratic societies, encompassing knowledge, values, and practices essential for civic engagement.	(Zhang, Quaranta, and Triventi 2025)
2.	Civic disposition refers to the attitudes and behaviors that encourage active participation in civic life and community service.	(De Ruyter and Schinkel 2017)
3.	Civic disposition refers to the political attitudes and civic engagement of individuals, particularly focusing on their involvement in political campaigns, public communication of opinions, attendance at rallies, and voting responsibilities.	(Castro Samayoa et al. 2018)
4.	Civic disposition is defined as the attitudes and habits of mind of citizens that are conducive to the healthy functioning and common good of the democratic system.	(Komalasari and Sapriya 2016)
5.	Civic disposition is defined as an essential component of civic competencies, encompassing citizens' attitudes and habits of thinking necessary for functioning appropriately in a democratic society, particularly concerning the public interest	(Montessori et al. 2024)
6.	Civic disposition refers to the combination of public and private characters essential for maintaining and developing constitutional democracy.	(Owen and Irion-Groth 2020)
7.	Civic disposition refers to the character traits and attitudes that support active participation in a democratic society.	(Hart and Wandeler 2018)
8.	Civic dispositions are defined as traits of public and private character that contribute to both the political efficacy of the individual and the common good of society.	(Liou and Peng 2006)
9.	Civic disposition refers to a tendency toward civic and political behavior, which serves as a fundamental basis for participating in and contributing to programs involving constituents in the coproduction of government services.	(O'Brien et al. 2017)
10.	Civic disposition refers to the attitudes and behaviors that reflect an individual's engagement in civic life, including social trust, tolerance, active civic participation, and post-materialist values.	(Janmaat 2016)

11.	Civic disposition refers to the combination of public and private characters essential for maintaining and developing constitutional democracy.	**(London, 2019)**

Source: author, 2025

Civic disposition refers to a set of attitudes, values, and cognitive practices that motivate individuals to participate actively, responsibly, and ethically in communal and national affairs. This notion encapsulates the ethical and participatory orientation of citizens towards the public good, encompassing qualities such as tolerance, social trust, empathy, and commitment to democratic ideals. Civic disposition, the emotional component of civic competence, is crucial for cultivating citizens who are thoughtful, critical, and possess strong moral values. It lays the groundwork for meaningful democratic participation and promotes the longevity of an inclusive and socially responsible community.

In the context of globalization and the digital revolution, civic disposition has become an essential skill for 21st-century citizenship. Social responsibility, civic engagement, and human solidarity are essential for maintaining social cohesion and safeguarding the integrity of democracy. Nonetheless, empirical research on civic disposition is limited and has not been comprehensively articulated. Most current research focuses mainly on formal educational settings, often overlooking the broader influences of cultural, social, and technological factors. Consequently, there is an urgent need for research that provides a comprehensive overview of the evolution and advancement of civic disposition studies—one that identifies the key influencing factors and analyzes their implications for improving civic education in an increasingly complex and interconnected global context.

This research is innovative in its systematic effort to map the trajectory and evolution of civic disposition studies through a structured Systematic Literature Review (SLR) methodology, employing Scopus data and conforming to the PRISMA framework, in conjunction with bibliometric analysis. This methodology enables the identification of research trends, geographical distribution, and thematic correlations among variables related to civic disposition in the global literature. The objectives of this study are to: (1) identify trends and distribution patterns in civic disposition research; and (2) analyze and assess thematic focuses, as well as the theoretical and practical implications of civic disposition for the future development of civic education. This research aims to advance the examination of civic competence by emphasizing the emotional and ethical aspects as vital to the cultivation of democratic character. The results are expected to serve as a guide for educators, policymakers, and scholars in creating contextualized, participatory, and flexible civic education programs that address the challenges of digital democracy and the ever-evolving dynamics of global society.

B. RESEARCH METHOD

The bibliometric method, in conjunction with a systematic literature review, provides a quantitative assessment of trends in civic disposition research by identifying

patterns, key research entities, and the overarching framework of the discipline. The use of the PRISMA framework ensures that the literature review is comprehensive and replicable, offering a clear and transparent overview of the topic under investigation (Chotisarn and Phuthong 2025; Mishra and Mishra 2023; Wang 2025). The following are the criteria used in this bibliometric analysis: Articles published until September 24, 2025, composed in English, with a particular focus on the topic of civic disposition. The bibliometric analysis encompasses the assessment of citations, co-authorship networks, and keyword co-occurrence in papers indexed in Scopus (Mancin et al. 2024; Toews 2017). This study integrates bibliometric analysis with an extensive literature review to amalgamate empirical data and outline the research landscape, emphasizing key contributors and emerging trends (Ni and Abdullah 2025). This integrated methodology improves the review's analytical rigor and reliability, yielding substantial insights for the progression of both theory and practice in civic education.

The initial stage of the review process involved identifying keywords through a macro-level (top-down) methodology, starting with a comprehensive search and gradually narrowing down to more specific studies and topics(Mateo 2020). After evaluating the limitations of prior research and recognizing the scarcity of studies focused on civic disposition, the researcher designated "civic disposition" as the principal keyword, seeking its incorporation in article titles, abstracts, and author-generated keywords. The Scopus database was the primary source for finding literature because it offers numerous indexing options and is frequently utilized in academic research, including literature reviews, material retrieval, and monitoring research trends. The research employed VOSviewer for data analysis to illustrate the publication network predicated on connections, aggregate link strength, keyword frequency, and publication year. Furthermore, Microsoft Excel and CSV formats enabled data extraction and organization providing a formal foundation for bibliometric mapping (Alvarez Gallo and Maheut 2023).
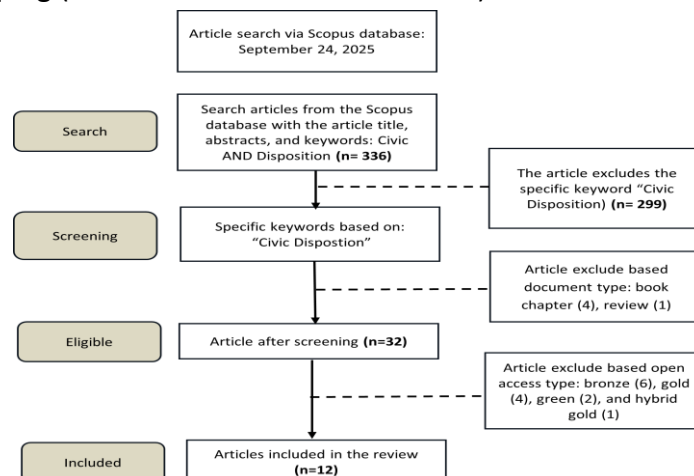
Firgure 1. Systematic Literature Review information flos using PRISMA

On September 24, 2025, a search of the Scopus database using the keywords "citizenship" and "disposition" in article titles, abstracts, and keywords across various fields of study yielded 336 documents related to civic literacy. These documents were published
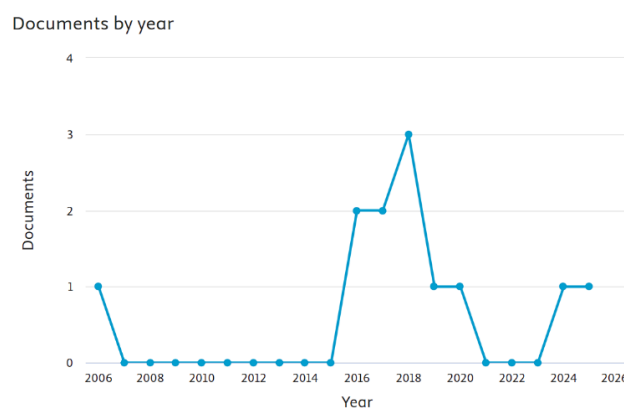
between 2006 and 2025 (see Figure 1).   A screening method was then used to sort the documents into groups based on their type.   The dataset was modified by removing four book chapters and one review, resulting in a total of 32 documents.   A subsequent filtering phase, based on open access type and topic relevance, narrowed the selection down to 12 main papers, which were then analyzed bibliometrically and subjected to thematic synthesis. This article aims to investigate two principal research questions: RQ1: How does this study characterize the trends and distribution of civic disposition research within the global literature?   RQ2: How does this study examine and assess the thematic focus and the theoretical and practical implications of civic disposition research for the future enhancement of civic education?

C. RESULT AND DISCUSSION

Result

From 2006 to September 24, 2025, there were 336 publications about civic disposition. This number encompasses all types of publications, including articles, book chapters, conference papers, reviews, books, notes, retracted documents, and data papers. The term "civic disposition" was not included in 299 of them, so only 37 papers were left. After that, we sorted the documents by type and got rid of 4 book chapters and one review, leaving us with 32 articles. In the final stage of selection based on open access classification, papers classified as bronze (6), gold (4), green (2), and hybrid gold (1) were eliminated, yielding 12 articles that met the criteria for further analysis. This study analyzes results derived from 12 papers concerning civic disposition retrieved from the Scopus database. The data were obtained through an analysis of the volume of published articles, temporal publication trends, and relevant journal sources. The study also focuses on things like author names, institutional affiliations, and countries of origin. It gives a complete picture of research trends and directions in the global academic world when it comes to civic disposition.

Publication Trends
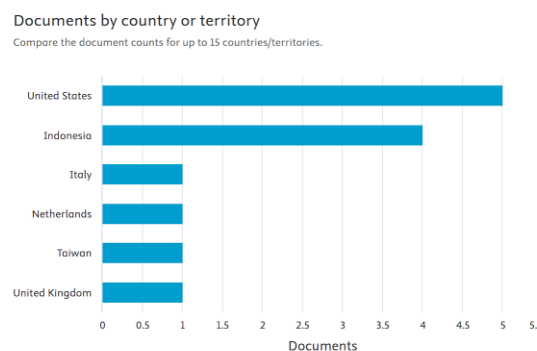

Source: Scopus Database

Figure 1. Number of Civic Disposition publications

Research on civic disposition from 2006 to 2015 demonstrated minimal activity, marked by a stagnant trend of zero to one publication per year. In 2016, two articles were published, and in 2017, the same number were published. In 2018, three articles were published. However, this upward trend did not continue, as only one article was published

in 2019 and 2020. There were no publications in 2021 or 2022, indicating a significant change in the amount of research conducted. A growing interest in the subject was shown by the publication of one paper in each of the years 2023 and 2025. This interest was limited, however. In summary, research on civic disposition began to gain attention from 2016 to 2018; however, the overall number of published studies is still low and shows uneven growth from year to year, as shown in Figure 1.

Trends in Country Affiliation

Figure 2 shows that the United States has the most published articles on civic disposition, with a total of five papers. This puts it ahead of Indonesia, which has four articles and is in second place. Italy, the Netherlands, Taiwan, and the United Kingdom are also contributing countries, with one article from each. The data indicate that international research on civic disposition is limited, with a predominant focus on publications from the United States and Indonesia. On the other hand, other countries have published very few works.

Source: Scopus Database

Figure 2. Number of articles by country or territory (top 10 country)

The researchers also conducted a network analysis of the countries involved in *civic disposition* research using the VOSviewer application. This phase is essential for formulating a prospective and systematic research agenda. The results of this analysis are illustrated in Figure 3 below.
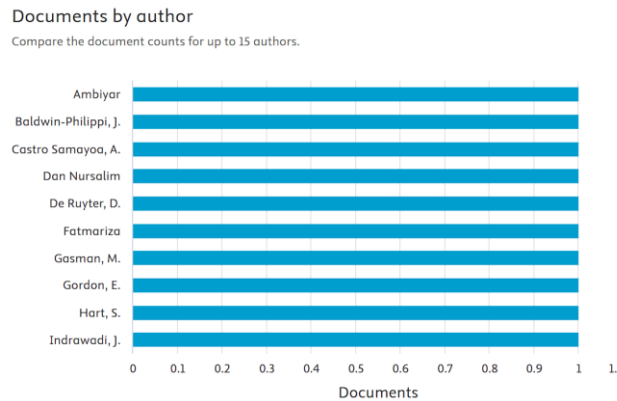

Source: Output VOSviewer software

Figure 3. Network country visualization

Figure 3 shows a network map that shows how countries are connected through research and publications about civic disposition. The size of each node shows how many publications there are, and the lines that connect them show how much collaboration there is between countries. The United States is the most important node, as it publishes more

than any other country and plays a key role in the research network. Countries like the Netherlands, the United Kingdom, and Indonesia have much smaller nodes and weak direct links, which means they do not work together as much and are less important in the global research framework.

Co-Authorsip Among Authors

Documents by author
Compare the document counts for up to 15 authors.

Source: Scopus Database

Figure 4. Number of articles by author (top 10 authors)

Figure 4 shows how scholars in the field of civic education and civic disposition have spread their work. Every author, such as Ambiyar, Baldwin-Philippi J., Castro Samayoa A., Dan Nursalim, De Ruyter D., Fatmariza, Gasman M., Gordon E., Hart S., and Indrawadi J., is given credit for one publication. This indicates that no single author dominates the field; instead, contributions are fairly distributed among a diverse group of scholars. This pattern suggests that civic disposition remains an emerging field, not yet the primary focus of particular researchers. The research landscape is marked by collaboration and diffusion across both international and national contexts.

Co-Occurance

The VOSviewer tool enables researchers to examine keywords in published scientific texts to observe how publication trends are evolving. This tool helps academics find possible future study directions by looking at keyword trends. This makes it easier to find research topics that are very important or becoming more popular. This study used the Scopus database, which was processed by VOSviewer, to find the most common keywords in the papers that were looked at (Alvarez Gallo and Maheut 2023).

There was a total of 10 main keywords found in the field of civic literacy research. Researchers used the words "civic education" (three times, with a total link strength of 20) and "civic disposition" (three times, with a total link strength of 15) the most. The next set of keywords each appeared only once, with a total connection strength of 10. The following parts are included: The COVID-19 pandemic, education at the University of Hong Kong, and Hong Kong. John Lee is a teacher of primary school students, teacher education, the role of a teacher, and teaching and learning education, as shown in the Table below.
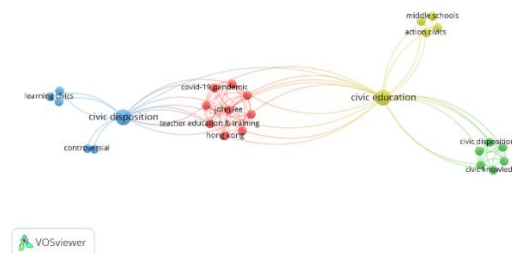
Table 2. Keyword Accurance

No.	Keyword	Occurances	Total Link Strenght
1.	Civic education	3	20

2.	Civic disposition	3	15
3.	Covid-19 pandemic	1	10
4.	Education university of Hong Kong	1	10
5.	Hong Kong	1	10
6.	John Lee	1	10
7.	Primary education teacher	1	10
8.	Teacher education	1	10
9.	Teacher's role	1	10
10.	Teaching & learning education	1	10

Source: Scopus Database

Figure 5 shows that the keyword "civic education" is the central node in the network. It connects to other important topics, such as civic dispositions, civic knowledge, middle schools, and action civics. The analysis of the co-occurrence network shows that civic education and civic disposition are the two main hubs that connect the thematic clusters. There are four theme groups in the network architecture, and each one has its own color. These clusters highlight the interconnected yet diverse areas of inquiry within the broader subject of civic education and disposition, suggesting the presence of subfields or emerging research focal points within the academic discourse.

Source: Output VOSviewer software

Figure 5. Keyword visualization

The blue cluster focuses on civic disposition and comprises two related nodes: civic education and controversy. The three parts are connected, and the lines that connect them are thin. This suggests that they happen together, even if they are not the primary focus, as the literature shows. The red cluster includes the COVID-19 pandemic and teacher education and training. These connections link civic disposition and civic education, showcasing subjects that merge teacher professionalism with broader socio-political or global contexts. This two-way relationship shows that discussions about civic education and attitudes often happen at the same time as discussions about policy and current events. The yellow cluster surrounds the civic education node and is closely related to middle schools and action civics. The thicker lines connecting these nodes indicate that they occur together more frequently and with greater intensity, suggesting that these themes are often discussed together in the literature examined. Civic knowledge and civic dispositions make up the green cluster. Both of these are closely related to civic education. This

classification underscores fundamental learning objectives associated with civic education. Civic education and civic disposition are fundamental links among all other clusters, underscoring their essential roles in cultivating the academic discourse delineated in this study.

Discussion

Interpretation of Country Affiliate Trends

The examination of country-level trends reveals a significant geographical disparity, with the United States recognized as the principal contributor, featuring five articles on civic disposition. This dominance shows that civic disposition has become an important topic in U.S. educational research and policy goals. Indonesia, which came in second with four papers, shows that more and more scholars are interested in the topic. Although this number is significantly lower than that of the United States, it indicates that the research environment in Indonesia is improving. To enhance the global recognition of Indonesian scholarship on civic disposition, it is essential to strengthen international research collaboration. Even though Indonesia does not have many publications, being in second place gives it a chance to make a unique contribution to the global conversation based on local ideas like Pancasila, Bhinneka Tunggal Ika, and constitutional democracy. Subsequent investigations into civic disposition in Indonesia ought to adopt a more multidisciplinary approach, integrating themes such as digital literacy, youth political engagement, and national character education. Furthermore, international collaborations are essential to elevate the visibility and influence of Indonesian research in the global academic community.

Figure 3, created using VOSviewer, illustrates the limited international collaboration in research on civic disposition. The network is thin and loosely connected, which is different from what is usually seen in more established study areas. The United States comes out on top, confirming earlier research that it is the primary source of information on civic disposition for publications around the world. On the other hand, Indonesia is an isolated country with no clear ties to other countries. This suggests that while Indonesia has begun to contribute to the literature, its participation in international research networks remains constrained. This fragmented framework suggests that research on civic inclination remains largely segregated across various countries. To advance the discipline and increase the global impact of contributions, particularly from emerging contributors, such as Indonesia, improved international collaboration is essential. Building these kinds of connections will make Indonesian research more visible and make it easier to include different points of view in the global conversation.

Interpretation of Author Productivity & Collaboration

Figure 5 illustrates two primary trends in the field of civic education research. The first part is the school-based pedagogical stream, which is all about teaching kids about being good citizens. Its strong connections to middle schools and action civics demonstrate that it is a teaching method that places a significant emphasis on participatory practices in secondary education. The network then focuses on key learning goals, including civic

knowledge and civic dispositions. This shows that action-oriented methods affect both cognitive and dispositional growth in civic education. This trend shows that civic disposition is closely related to civic knowledge and skills in general. The outcome is clear: subsequent research must distinctly prioritize civic disposition as a critical variable in enhancing civic education, particularly in addressing contemporary issues such as digital democracy, intolerance, and youth political participation. Civic disposition is strategically significant as a fundamental factor for cultivating durable civic attitudes, rendering it essential in 21st-century citizenship education.

The red cluster represents the second current, which is the policy and teacher education stream. The strong link between civic disposition and things like teacher education and the COVID-19 pandemic shows that civic dispositions are greatly affected by outside forces, from global crises to changes in local education policy. This suggests that cultivating civic attitudes in teacher education is not merely an educational concern but a responsive approach to broader societal issues. The correlation between civic disposition and the examination of civics and contentious topics within the blue cluster indicates that civic dispositions often emerge in educational environments marked by dissent and critical engagement. This emphasizes that meaningful civic education extends beyond simple knowledge transfer; it encompasses ethical reflection, critical examination, and open discussion. These results suggest that institutional frameworks and educational experiences shape civic disposition. To improve civic learning, future research and practice must treat civic disposition as a dynamic concept that responds to current issues and is based on dialogic, reflective, and contextually aware education.

Despite this, there is no one node on the whole network that represents digital citizenship. This indicates that the digital aspect of the civic discourse examined is not well-represented. Even though more and more people are using digital spaces, digital literacy—critical skills like checking facts, following media ethics, and making arguments based on evidence—is still not well represented. This omission is significant, as these digital competencies could serve as vital connections among civic education, action civics, and civic disposition. Their integration would improve the civic learning experience and keep it relevant in a public space that is becoming more and more mediated. This study highlights the pressing need for a comprehensive and contextually informed approach to civic education, encompassing participatory practices, knowledge acquisition, attitude development, and readiness for real-world challenges, particularly in digital environments. Incorporating digital citizenship into this framework is essential for fostering informed, ethical, and active citizens in the 21st century.

Figure 5's bibliometric mapping reveals that research on civic disposition has expanded in three related areas. The primary emphasis is on civic education, particularly through discussions of controversial subjects, as depicted in the blue cluster. This text analyzes civic temperament in pedagogical methods that encourage critical and reflective engagement with complex societal issues. This approach underscores the importance of deliberative discourse in shaping civic attitudes. The red cluster shows the second

direction, which looks at civic disposition in teacher education and how it can change in response to global events like the COVID-19 pandemic. This implies that educational goals and broader socio-political contexts influence the cultivation of civic attitudes. Teacher training is an important place to teach students how to be good citizens in a world that is constantly changing and full of surprises. The third path starts in the green cluster and links civic disposition to civic knowledge and civic skills in formal civic education. This shows a unified point of view, in which the growth of knowledge, skills, and attitudes is seen as interconnected and necessary for meaningful civic engagement. These trends collectively suggest that civic disposition is no longer confined to moral standards. It is now acknowledged as a dynamic and contextually grounded competency that must be cultivated through reflective education, attuned to real-world contexts, and intricately connected to both knowledge acquisition and participatory practice.

Implications of the Findings

The results of the literature review show that there is a fairly prominent research gap in the study of civic disposition. Most of the previous research is still concentrated in Western countries such as the United States and the United Kingdom, while non-Western contexts, including Indonesia, have received little attention. In addition, most studies focus on conceptual aspects and measurement of civic disposition, while effective pedagogical approaches and educational practices to cultivate them are still limited to exploration. Another gap can also be seen from the weak international collaboration in this study, which results in a global understanding of *civic disposition* that is still partial and does not reflect the socio-cultural diversity of the world's people.

The implications of these gaps underscore the importance of expanding the research focus of civic disposition into more diverse cultural and educational contexts. Future studies need to integrate local values such as Pancasila, mutual cooperation, and Bhinneka Tunggal Ika to enrich a global perspective on the formation of civic dispositions. By exploring non-Western contexts, research can provide a more comprehensive understanding of how social responsibility, empathy, political efficacy, and solidarity are formed through contextual educational experiences. In addition to strengthening the theoretical framework, this approach also has practical implications for the development of citizenship curriculum and pedagogy that is more inclusive, reflective, and relevant to the dynamics of contemporary democracy. Thus, expanding research to areas that have not been widely researched will not only close the academic gap, but also strengthen the role of civic education in building a participatory, civilized, and sustainable society.

D. CONCLUSION

The results from the literature mapping and study analysis indicate that research on civic disposition is limited and unevenly distributed globally. Research primarily takes place in countries with established democratic traditions, including the United States, Canada, and the United Kingdom. In contrast, investigations in developing nations, particularly those in Southeast Asia, are notably limited. This highlights a significant

regional and cultural disparity in civic studies. Future research should expand its focus to include areas with diverse social, political, and cultural contexts, while prioritizing the pragmatic dimension of civic engagement, particularly through participatory and experiential learning methodologies. Combining digital and sociocultural environments is necessary to address growing problems such as misinformation, intolerance, and division in the digital public sphere.

This study enriches global literature on civic disposition by conducting a comprehensive analysis of current trends, thematic focuses, and research directions. The findings validate that civic disposition is a complex construct, encompassing social responsibility, political efficacy, social empathy, and community attachment. The results emphasize the importance of integrating cognitive, emotional, and psychomotor domains in civic education to develop reflective, inclusive, and democratic citizens. Therefore, improving civic disposition through contextualized, values-driven, and technology-integrated education is a crucial strategy for developing a human-centered and socially transformative model of civic education in the future.

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