



Civic Cultural Literacy Research Trends In Primary Schools

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Posted: 2024- 05- 29

Revised: 2024-06-12

Accepted: 2024-09-30

ABSTRACT

There is still no implementation of the literacy movement, especially on cultural literacy and citizenship in schools has not been effective. This study uses vosviewer bibliometric analysis to map the trajectory of increasing civic culture literacy research, especially in elementary schools. The purpose of this study is to examine the trend of cultural literacy research citizenship by using bibliometric analysis. This study uses literature based on Article data collected using the publication reference management system and Publish or Perish (PoP 8) database. The data collection technique is done from the search process by including the keywords 'Cultural Literacy, Civic Literacy, Civic Cultural Literacy, and Elementary School' in the title and abstract of the article. Analysis of data viewed from 1000 articles was used as a sample and considered appropriate. Literature included in the Google Scholar index between 2014 and 2024 provides research material. Statistics reveal that over time, citations related to these papers are very few and even drop dramatically. Statistics reveal that the number of citations related to this work has decreased considerably over time, judging by the fact that there were 9004 citations in 2014. However, there will be only 410 citations by the end of 2023 and 28 by 2024. Based on the density visualization data, the yellow color on the visualization indicates a dark direction, implying that this study is still very poorly done and provides great opportunities for further research on the above phrases..

Keywords: Literacy, Civic Culture; Research Trends; Primary school

ABSTRAK

Masih belum terlaksananya gerakan literasi khususnya pada literasi budaya dan kewarganegaraan di sekolah belum efektif. Penelitian ini menggunakan analisis bibliometrik VOSviewer untuk memetakan lintasan peningkatan penelitian literasi budaya kewarganegaraan, khususnya di sekolah dasar. Tujuan dari penelitian ini adalah untuk mengkaji tren penelitian literasi budaya kewarganegaraan dengan menggunakan analisis bibliometrik. Penelitian ini menggunakan studi pustaka yang berbasis pada data artikel dikumpulkan menggunakan sistem manajemen referensi publikasi dan basis data Publish or Perish (PoP 8). Teknik pengumpulan data dilakukan dari proses pencarian dengan mencantumkan kata kunci 'Literasi Budaya, Literasi Kewarganegaraan, Literasi Budaya Kewarganegaraan, dan Sekolah Dasar' pada judul dan abstrak artikel. Analisis data yang dilihat dari 1000 artikel digunakan sebagai sampel dan dianggap tepat. Literatur yang termasuk dalam indeks Google Scholar antara tahun 2014 dan 2024 menyediakan materi penelitian. Statistik mengungkapkan bahwa dari waktu ke waktu, kutipan yang terkait dengan makalah ini sangat sedikit dan bahkan menurun drastis. Statistik mengungkapkan bahwa jumlah kutipan yang terkait dengan karya ini telah menurun drastis dari waktu ke waktu, dilihat dari fakta bahwa terdapat 9004 kutipan pada tahun 2014. Namun, hanya akan ada 410 kutipan pada akhir tahun 2023, dan 28 kutipan pada tahun 2024. Berdasarkan data visualisasi kepadatan, warna kuning pada visualisasi menunjukkan arah yang gelap, menyiratkan bahwa penelitian ini masih sangat kurang dilakukan dan memberikan peluang besar untuk penelitian selanjutnya pada frasa di atas.

Kata Kunci Literasi Budaya Kewarganegaraan; Tren Penelitian; Sekolah Dasar

INTRODUCTION

Cultural literacy and citizenship are included in strengthening the profile of Pancasila students. These dimensions indicate that the profile of Pancasila not only focuses on cognitive ability but also attitude and identity as the heir to the nation (Sufyadi 2021). Cultural and civic Literacy can be the basis for students to better understand related to their duties and functions in the learning environment and society (Banks, 2008; Hodgson & Harris, 2022). In addition, through this, it can also teach students how important it is to understand the diversity they have to realize a more collaborative and independent education.

Cultural literacy of citizenship includes recognizing and appreciating the cultural diversity around them, understanding their roles and obligations within the context of their country, and actively participating in the life of society with full awareness and accountability. Cultural literacy is an effort to understand local, national, and global cultures, as well as to have an understanding of the rights and obligations of involved and responsible citizens, which are necessary for social and national life (Kabari et al. 2023). A complex network of verbal expressions, metaphors, and symbolic systems is designed to allow citizens to participate in the larger political process. It is a means to increase their involvement in public affairs, provide deep meaning, and encourage active participation in policy-making and decision-making that impacts the entire society (Stevenson 2012). As a result, cultural literacy has become a critical foundation for social and national life. This includes an appreciation of cultural diversity, an understanding of the duties and responsibilities of individuals in the context of the state, and active participation in the lives of people with full awareness and accountability.

Cultural literacy and citizenship are important things in a pluralistic society environment to maintain and provide an understanding of the importance of knowing one's identity as the

owner of traditional culture or wisdom from each different region to avoid conflicts. Being literate in community insight as a good citizen and having rights and obligations in maintaining an understanding of the state is the concept of civic literacy (Bauerlein 2012). A set of ideas that are based on a shared heritage in the ability to understand culture as a nation's identity (Welsh and Wright 2010). Cultural Literacy and Citizenship can be concluded that the literacy of citizens in seeing the diversity of the country's culture as a self-identity, must be maintained and preserved as a form of love for culture as an identity.

Research conducted by (Hsin, Wendy; Huang, Yuan; and Soman, 2019) Through games can improve learning. Further research was conducted by (Wahyudi, Indra; Bahri, Syamsul; and Handayani, 2019) This interactive animation application introduces Indonesian art and culture which was created as a solution so that students are interested and not easily bored while learning, that it also makes it easier for students to know and know Indonesian art and culture which is very diverse. Further research was conducted by (Andari, 2020). The learning results of a group of students who used the educational game media kahoot! better (34.6%) compared to the group of students who used PowerPoint media. The application development process uses the game development life cycle (GDLC) method which consists of initiation, pre-production, production, testing, beta, and release. This application has been tested on several respondents (Sari et al. 2019). So the difference between this research and the previous one lies in the cultural content and presentation in learning media that provide students with an understanding of culture. Giving questions or opening cards at the beginning of the application.

Many studies have been conducted on civic cultural literacy, but there are quite a lot of studies that go deeper into this subject. One of the studies that investigate the importance of civic cultural literacy is very significant considering the impact of its treatment. The impact enriches information and brings foreign cultural influences that sometimes contradict our cultural values and customs (Rizkia et al. 2024). Furthermore, cultural literacy is a movement that aims to increase people's understanding and foster enthusiasm for their culture. Culture and citizenship can be integrated into learning through various activities that involve direct exposure to local cultural heritage, cultural literacy is essential to understanding and mastering the life skills of citizens (Sujastika and Abdulkarim 2022). Cultural literacy of citizenship is very important to understanding and mastering life skills (Puspaningtyas, Mutia, and Ghazali 2024a). None of the studies explicitly looked at trends in civic cultural literacy using bibliometric analysis tools such as PoP8 and VoSViewer, which are not indexed by Google Scholar.

Published data on civic cultural literacy are limited to assessing this trend to see if there are any new developments in this area of research. However, research on the bibliometric analysis approach remains poor, evidenced by the lack of publications over the past eleven years, from 2014 to 2024, using the VOSviewer tool (Gan, Menkhoff, and Smith 2015). Thus, the purpose of this study is to examine the changes in the use of computing in the bibliometric analysis of Google Scholar-indexed articles, using Vosviewer software as a mapping tool for analysis and PoP8 as a data collection instrument (Donthu et al. 2021). All of this is based on data from several previous investigations. The aim is that this research will be the foundation for future studies and help guide the direction of comparable research themes in the future.

METHODS

Type and Design

Using the keywords "Cultural Literacy and Citizenship," "Research Train," and "Basic School" based on the journal title, article data from publications available in Publish or Perish (PoP 8) is filtered. Only the works utilized from 2014 to 2024, or the last ten years (Gunawan, Tatang Herman, and Sumar Hendayana 2023). This research is based on data from articles published in Google Scholar searches. It is open source because Google Scholar searches are based on published data. Then, using Publish or Perish 8 (PoP 8) reference management, collect or obtain research data (Pranata 2024). PoP 8 is used to conduct a literature review on the topic being discussed in the research (Fikri 2023). The steps in inserting it can be seen in the process carried out using Publish or Perish software (Mudaningrat et al. 2023). The research procedure for bibliometric analysis involves several steps: (i) Using PoP 8 software, to collect publication data in the first stage; (ii) processing the bibliometric data by entering it in CSV form and converting it to an Excel worksheet; (iii) using VoSViewer software to map and perform computational analysis of the bibliometric data in the third stage; and (iv) performing bibliometric data analysis using VoSViewer-assisted publications or data from Google Scholar obtained in January 2024 from literature reviews published between 2014 and 2024. This research is then exported into two types of files: information system research (.ris) and comma-separated values (*.csv) format. VOSviewer is also used to visualize and assess trends through the use of bibliometric maps. The database comes from articles mapped from various sources (Bagaskara, Rohmadi, and Prajawati 2024; Priyana, Karyono, and Pranajaya 2024). VoSViewer is used in three ways for publication mapping: network visualization, density visualization, and network-based overlay visualization (co-citations) between existing items (Karimi et al. 2021). Bibliometric maps are viewed based on the frequency of keywords which are then processed into analysis data to determine the factor of novelty or newness in the research topic that will be carried out (Klarin 2024). That is the main advantage of using VoSViewer to see data and statistics from sorting while testing data analysis using bibliometrics and mapping. data that matches the theme or topic of the keywords being searched for is retrieved by processing search result data from PoP8 and Publish or Perish as a search engine based on the entered keywords.

Data and Data Sources

a. Data

The type of research data used in the form of descriptive quantitative bibliometric data related to the trend of cultural literacy and citizenship in elementary school. The following are quantitative data from cultural and civic literacy trends, collected from the software Publish or Perish version 8 (PoP 8).

Table 1.1 Data Trend Penelitian Civic Culture Literacy

Tahun	Sitasi
2014	8131
2015	8053
2016	6356
2017	5232
2018	5215
2019	4346
2020	4323

2021	2667
2022	1139
2023	410
2024	28
Total Sitasi	45900

The above Data is part of the quantitative data in the form of descriptive data used to conduct data analysis in this study. The study is quantitative up to the point where numerical data is generated (Malsena, Bte Abustang, and Alam 2023).

b. Source Data

The data source for this study was produced as a basis in discovering trends in cultural literacy and citizenship in elementary schools. It originates from a search on PoP 8, which attempts to collect papers published in major scientific publications using the Google Scholar database. Thus, it can be said that the data sources are part of the cultural literacy civic study patterns in elementary school studies. One thousand articles from worldwide conferences, as well as prominent scientific publications, have been gathered on the subjects of basic education, social sciences, and culture. Moreover, the circumstance data is used to produce up to 45900 situations. For the study, quantitative data was also gathered, including the number of papers published annually, the number of articles on civic cultural literacy research trends in elementary schools, and the number of authors participating in the research (Duckett 2021). Four criteria are used to narrow down the search for this bibliographic data: (1) only the type of journal chosen; (2) the word "model" as the title or title of the word entered in the PoP application; (3) the keyword or keywords entered in the search field as "learning by situation"; and (4) journals that are published between 2014 and 2024. On Wednesday, May 1, 2024, the PoP software process started. This presents the data search procedure for PoP Software.

Data collection technique

The data collection technique used in this bibliometric analysis of the research employs PoP 8 (Publish or Perish), whereby the data in this analysis is filtered using Google Scholar as the basis data to obtain data that is based on reliable research findings related to ongoing research. The technique utilizing the PoP 8 application has the aim of observing the results of the conducted research. In addition, there are a few methods for doing data collection using bibliometric analysis to examine the state of religious literacy and moral education in district schools. After all of the collected data was obtained, VosViewer was used to organize the data so that new data could be obtained.

Data analysis

To identify patterns in cultural literacy and citizenship in schools, bibliometric data analysis can be performed following the three steps listed below for research data collection: Using citations from research on Google Scholar, (i) searching for publication data on the topic being searched using PoP 8 software; (ii) process bibliometric data in Microsoft Excel to find relevant articles, including authors, titles, years of publication, and other details; and (iii) analyze the mapping of bibliometric data in publications. The article following that, depending on the journal title, data from publications that were available on PoP 8 were filtered using the keywords "Cultural Literacy," "Civic Literacy," "Civic Cultural Literacy," and "Elementary

School." Only works published within the previous ten years, from 2014 to 2024, were utilized, and all data were acquired in May of that year.

RESULTS AND DISCUSSION

A semantic search database's data application combined with reference management yielded 1000 data articles that satisfied the study's requirements when used for data search. Title, year, journal name, publisher, amount of citations, article links, and associated URLs are among the metadata for the articles that are gathered from the literature review. Only the number, author's name, paper title, year of publication, citations, and references are included in the data table and cannot be changed. In Table 1, published data collected in Excel and presented in tables utilizing PoP 8 analysis are exemplified. There are forty-three articles in the sample data. The research yielded a total of 1000 citations for all the articles used, 18043 citations per year, 1332 citations per article, and an average of 1503.58 authors per article. The table below displays the data:

Table 1. Trends in Citizenship Cultural Literacy Research

No	Author	Title	Year
1	Y Haigh, K Murcia, L Norris	Citizenship, civic education and politics: the education policy context for young Australian citizens	2014
2	SKF Hui	Cultural literacy: How hidden is it in the Hong Kong Professional and Vocational Education (PVE) curriculum?	2014
3	P Brett, D Thomas	Discovering argument: linking literacy, citizenship education, and persuasive advocacy	2014
4	NK Singh, M Espinoza- Herold	Culture-based education: Lessons from indigenous education in the US and Southeast Asia	2014
5	RE Archer- Bradshaw	Demystifying scientific literacy: Charting the path for the 21st century	2014
6	SKF Hui, HY Cheung	Cultural literacy and student engagement: The case of technical and vocational education and training (TVET) in Hong Kong	2015
7	C Mori, I Davies	Citizenship education in civics textbooks in the Japanese junior high school curriculum	2015
8	R Collin, GA Reich	Literacy models and the reconstruction of history education: A comparative discourse analysis of two lesson plans	2015
9	C Beaudry	Critical literacy in the social studies classroom: A case for the 21st Century	2015
10	WR Fernekes	Global Citizenship Education and Human Rights Education: Are They Compatible with US Civic Education?.	2016

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|----|---------------------------------------|--|------|
| | E Mayes, DL
Mitra, SC
Serriere | Figured worlds of citizenship: Examining differences made in “making a difference” in an elementary school classroom | 2016 |
| 11 | | | |
| 12 | M Winston | Diversity: the importance of access to information and political literacy | 2016 |
| | AE Sorensen,
RC Jordan, R | Model-based reasoning to foster environmental and socio-scientific literacy in | 2016 |
| 13 | Shwom... | higher education | |
| | DD Shulsky, SF | Cultivating layered literacies: Developing the | |
| 14 | Baker, T | global child to become tomorrow's global citizen | 2017 |
| 15 | Chvala... | | |
| | A Loring | Literacy in citizenship preparatory classes | 2017 |
| | HA McCabe,
ME Hylton, HE | Civic literacy and social work education: Results from a multi-site study | 2017 |
| 16 | Kooreman... | | |
| 17 | J Harshman | Developing global citizenship through critical media literacy in the social studies | 2018 |
| | B Gleason, S
Von Gillern | Digital citizenship with social media: Participatory practices of teaching and learning in secondary education | 2018 |
| 18 | | | |
| 19 | G Muleya | Civic education versus citizenship education: where is the point of convergence?. | 2018 |
| 20 | H Brighthouse | Civic education in the age of Trump | 2018 |
| | A Bentahar, J | Raising students' awareness of social justice through civic literacy | 2019 |
| 21 | O'BRIEN | | |
| | E Tohani, P | | |
| 22 | Yanti, RB
Suharta | Learning process and experiential based cultural literacy education needs | 2019 |
| | | Civic knowledge, engagement, and participation narratives of youth of color in urban schools | 2019 |
| 23 | VL Gadsden,
WF Johnson... | | |
| 24 | J Westheimer | Civic education and the rise of populist nationalism | 2019 |
| | R Yusuf, S | The efforts to improve culture literacy and student citizenship through ICT based (LBK) | 2020 |
| 25 | Sanusi, R
Razali... | media in pancasila and citizenship education | |
| | E Kenyon, A | Global citizenship education through global children's literature: An analysis of the NCSS | 2020 |
| 26 | Christoff | Notable Trade Books | |
| | D Eliyahu-Levi,
M Ganz-
Meishar | Designing pedagogical practices for teaching in educational spaces culturally and linguistically diverse | 2020 |
| 27 | | | |
| 28 | W Toledo | Civically minded: the types of knowledge teachers use to adapt a civics curriculum | 2020 |
| | C Rapanta, M | Preparing culturally literate citizens through dialogue and argumentation: Rethinking | 2021 |
| 29 | Vrikki, M | citizenship education | |
| | I Saputro, R | The Implementation of Civic Education as a Means of Internalizing Nationalism to Primary | 2021 |
| 30 | Winarni, M
Indriayu | School Students | |
| | P Keegan | Critical affective civic literacy: A framework for attending to political emotion in the social studies classroom | 2021 |
| 31 | | | |
| 32 | G Santoso | Civic Education Based on 21st Century Skills in Philosophical, Theoretical and Futurist | 2021 |

Resolution Dimensions at Muhammadiyah University of Jakarta:(UMJ)			
	L Farrell, T Eadie, L McLean Davies...	Literacy education for citizenship across the lifespan	2022
33			
34	N Wahlström	School and democratic hope: The school as a space for civic literacy	2022
	E Sartono, R Ambarsari, H Herwin	Interactive Multimedia Based on Indonesian Cultural Diversity in Civics Learning in Elementary Schools.	2022
35			
	P Alscher, U Ludewig, N McElvany	Civic education, teaching quality and students' willingness to participate in political and civic life: Political interest and knowledge as mediators	2022
36			
37	MH Nuryadi, P Widiatmaka	Strengthening Civic Literacy among Students through Digital Literacy in Society 5.0.	2023
38	N Saada	Educating for global citizenship in religious education: Islamic perspective	2023
	M Saud, R Ida, M Mashud, FN Yousaf...	Cultural dynamics of digital space: Democracy, civic engagement and youth participation in virtual spheres	2023
39			
	S Anderson, K Patsch	Coastal Communications: Teaching Civic Scientific Literacy in English and Environmental Science and Resource Management Classes	2023
40			
41	JL Rudolph OK Kilag, C Lisao, J Lastimoso, FL Villa...	Scientific literacy: Its real origin story and functional role in American education	2024
42	F Fitriadi, RM Sinaga, RR Muhammad	Bildung-Oriented Science Education: A Critical Review of Different Visions of Scientific Literacy	2024
43		A Literature Review on the Cultural Perspective Study in Elementary School Education in Indonesia	2024

Research from 2014 to 2024 regarding civic cultural literacy. Based on the data shown in Figure 1, 1000 citations have been successfully collected through the PoP 8 application. In 2014 there were 8131 article citations and this decreased in 2015 to 8053 published article citations. There was a decrease in publication citations starting from 2016 with 6356 citations in related article publications. In 2017 it again decreased quite significantly to 5232 and then decreased again in 2018 to 5215 article citations. Research citations in 2019 experienced a very significant decrease of only 4346. Article publications in 2020 experienced another decrease in citations of 4323. In 2021 there will be a significant decrease again, amounting to 2667 citations. In 2022 there will again be a very significant decline, reaching only 1139 citations. Furthermore, there was a very, very significant decrease to 410 citations, then there was a free fall in citations within that range until it had an impact in 2024. The final number from when this analysis was carried out(Curren and King 2002), citations in 2024 were 28. From the data analysis, it turns out that research is related to research(Vandever 2020). Cultural literacy is still very rarely carried out and it is still necessary to continue to study civic cultural literacy research(Kelly et al. 2021).

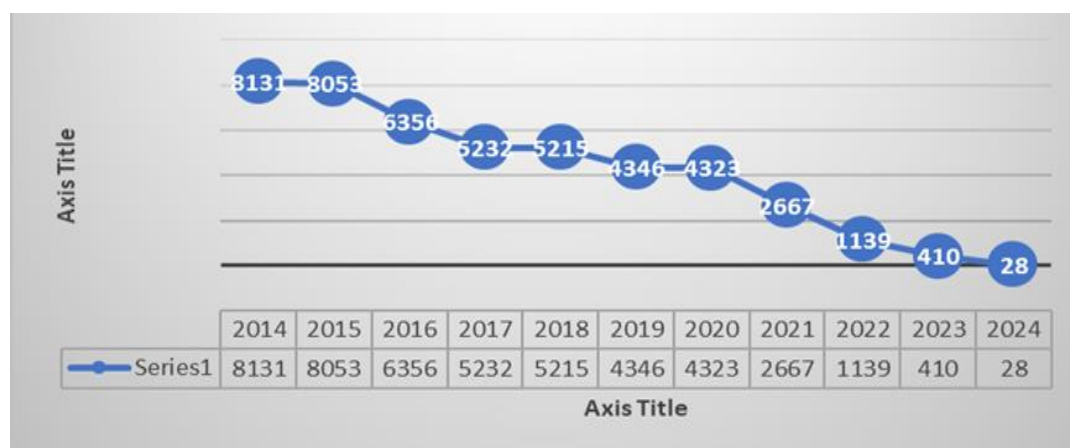


Figure 1 Data analysis with PoP 8 Research Trends in Civic Cultural Literacy in Elementary Schools

Figure 1 shows us clearly the graph of the decline in the number of publications from 2014 to 2024. The year 2022 is the last increase in publication citations related to civic cultural literacy research trends (Puspaningtyas, Mutia, and Ghazali 2024b; Wahlström 2022). In 2023 and 2024, if the total is only 438 publication citations, from the previous year it has achieved the most publication citations in 2022 as many as 1139 article citations.

The VOSviewer application successfully maps several articles to make it easier for researchers to reduce articles based on specific items (Bukar et al. 2023). From these results, 43 items of research that have to do with cultural literacy citizenship are divided into 6 clusters. Mapping visualization in this study was analyzed by 3 schemes, namely network visualization, overlay visualization, and density visualization (Van Eck and Waltman 2010). The terms can be visualized in the form of networks and important terms in the scientific literature (van Eck and Waltman 2014; Sidiq 2019). As can be seen from Figure 3, some circles have different colors, sizes of circles, and labels that are connected by a line (Green-Armytage 2020). The size of the labeled circle shows a positive correlation with the appearance of the term in the title and abstract.

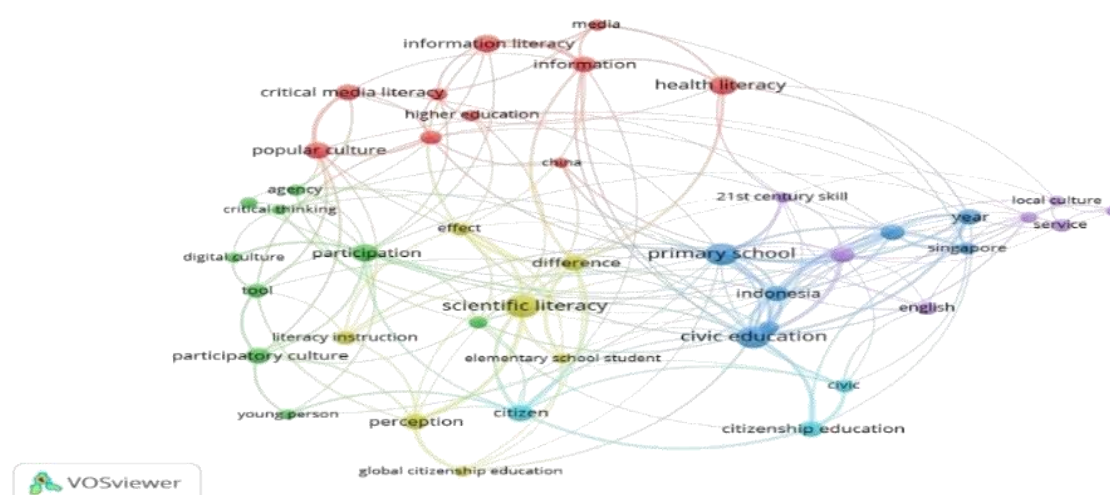
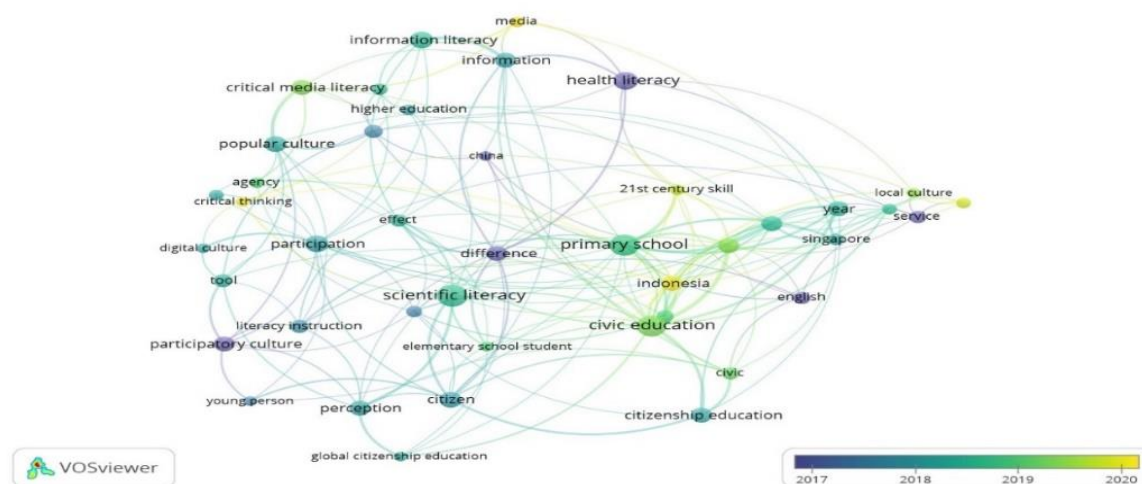


Figure 2 Network Visualization Cultural and civic literacy trends

The density visualization shown in Figure 4 shows that there is still little research related to the trend of civic culture literacy research conducted from 2014 to 2024. The graph initially looks to indicate a continuous drop in the number of research articles on civic cultural literacy

that were released between 2014 and 2024. But a closer look reveals that there are very few isolated cases of research in this field, interspersed by protracted stretches of dormancy. The absence of consistency and drive implies that scholars studying this topic have not given civic culture literacy much thought.



Gambar 4 Overlay Visualization Cultural and civic literacy trends

Meanwhile, the visualization of the density shown in Figure 5 explains that the visualization in that image if the yellow color is more than the research has been done a lot, and vice versa if the yellow color is dark or fades and merges with the background it means that the research on this topic is very little. In addition, the larger the circle around the keyword it is known that the research was often done (van Eck et al. 2010; Gan et al. 2022). It can be explained that research related to the trend of civic cultural literacy research is still very rarely done and of course, this is a novelty or novelty of this research (Syamsijulianto, 2021).

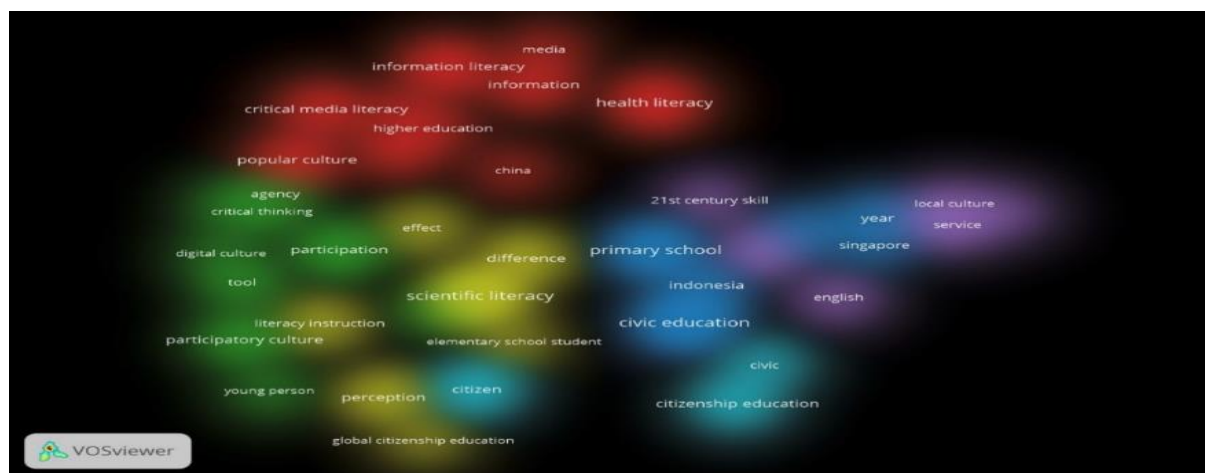


Figure 5 Density Visualization By Cluster Cultural and civic literacy trends

Based on the visualization results, it generally shows clearly very little relationship and has great opportunities for new studies. The correlation of the green circle is small and this has opportunities for research on cultural literacy of citizenship where related to global citizenship education (Syamsijulianto al., 2022; Syamsijulianto, et al., 2022). The visualization of the network in the picture above shows there are research opportunities related to instruction literacy somewhat faded yellow in addition citizenship education can also be done research

shown from the light blue in the image density cluster t digital so that it will provide more fun learning in addition to local culture can also be incorporated into of course, if it is associated in elementary school learning for research related to cultural literacy citizenship is still lacking this can be seen from the color of the density (Pranata, 2022; Pranata & Syamsijulianto, 2024; Southworth, 2022; Zainuddin et al., 2020). The visualization findings indicate areas for more research as the relationships between the variables are weak. Based on the findings, it appears that there are research opportunities in the areas of instruction literacy, global citizenship education, and cultural literacy of citizenship, especially concerning integrating local culture into education. The network's density also points to a dearth of studies on citizenship and cultural literacy in primary school education, both of which merit more investigation.

CONCLUSION

The research was carried out by looking up articles published in the recent ten years (2014–2024) that included the keyword "trends in civic cultural literacy research. Using Publish or Perish 8, 1000 papers were gathered from Google Scholar. VOSviewer was used to evaluate the 43 best articles, determined by looking at the most citations and research on cultural literacy and citizenship. Based on the analysis's findings, it is evident that the number of articles published has decreased over the previous ten years; as of 2024, there are only 27 articles published. This suggests a great deal of room for further research on topics unrelated to citizenship and cultural literacy trends.

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