

INTEGRATING OUTCOME-BASED EDUCATION CURRICULUM
AND DIGITAL CITIZENSHIP TO STRENGTHEN PANCASILA
VALUESSusi¹, Mohamed Shah bin Hussin Shah²

1) Universitas Pamulang, Tangerang Selatan, Indonesia;

2) School of Investigative Sciences, Enforcement, Leadership and Management University, Negeri Sembilan, Malaysia.

Author Correspondence Email: *dosen02865@unpam.ac.id

INFO ARTIKEL

Keywords:

Outcome-Based Education;
Digital Citizenship;
Pancasila Values;
Higher Education;
Society 5.0.

Kata Kunci:

Outcome-Based Education;
Kewarganegaraan digital;
Nilai Pancasila;
Pendidikan Tinggi;
Society 5.0.

Citation:

Susi, & Shah, M. S. bin H.
Integrating Outcome-based
Education Curriculum and
Digital Citizenship to
Strengthen Pancasila Values.
Jurnal Kewarganegaraan, 23(1),
141–160.
<https://doi.org/10.24114/jk.v23i1.72246>

Article History:

Submitted: 20-01-2026
Revised: 10-02-2026
Accepted: 11-02-2026
Published: 31-03-2026

ABSTRACT

Digital transformation and the development of Society 5.0 require higher education to produce graduates who are not only technically competent but also possess ethical awareness, social responsibility, and a strong sense of citizenship. In the Indonesian context, strengthening Pancasila values through digital citizenship represents a strategic agenda that must be systematically integrated into the curriculum. This study aims to synthesize Scopus-indexed scholarly literature examining the relationship between Outcome-Based Education (OBE), digital citizenship, and the strengthening of Pancasila values in higher education. A Systematic Literature Review (SLR) was conducted through identification, screening, and thematic analysis of 30 selected articles published between 2019 and 2025. The screening process applied inclusion–exclusion criteria and quality assessment to ensure methodological rigor. The findings indicate that OBE provides an effective structural framework for integrating digital citizenship as value-based learning outcomes; however, studies explicitly linking OBE to Pancasila values remain limited. This synthesis concludes that OBE can function as a strategic instrument for strengthening value-based digital citizenship and recommends curriculum development and further research to support its implementation in higher education.

ABSTRAK

Transformasi digital dan perkembangan *Society 5.0* menuntut pendidikan tinggi tidak hanya menghasilkan lulusan yang kompeten secara teknis, tetapi juga memiliki kesadaran etis, tanggung jawab sosial, dan identitas kewarganegaraan yang kuat. Dalam konteks Indonesia, penguatan nilai-nilai Pancasila melalui pendidikan kewarganegaraan digital menjadi agenda strategis yang perlu diintegrasikan secara sistematis ke dalam kurikulum. Penelitian ini bertujuan untuk mensintesis literatur ilmiah terindeks Scopus yang membahas hubungan antara kurikulum OBE, *digital citizenship*, dan penguatan nilai Pancasila di pendidikan tinggi. Metode yang digunakan adalah SLR dengan tahapan identifikasi, penyaringan, dan analisis tematik terhadap 30 artikel yang dipublikasikan pada periode 2019–2025. Proses seleksi dilakukan melalui kriteria inklusi dan eksklusi serta penilaian kualitas artikel untuk menjamin rigor kajian. Hasil sintesis menunjukkan bahwa OBE menyediakan kerangka struktural yang efektif untuk mengintegrasikan *digital citizenship* sebagai capaian pembelajaran berbasis nilai, namun kajian yang secara eksplisit mengaitkannya dengan nilai-nilai Pancasila masih terbatas. Studi ini menyimpulkan bahwa OBE berpotensi menjadi instrumen strategis dalam memperkuat internalisasi nilai Pancasila melalui *digital citizenship* secara berkelanjutan, serta merekomendasikan pengembangan kurikulum dan penelitian lanjutan

DOI: <https://doi.org/10.24114/jk.v23i1.72246>

Copyright © 2026 The Authors

Susi, Mohamed Shah bin Hussin Shah

This is Open Access under the CC-BY-SA License

[\(https://creativecommons.org/licenses/by-sa/4.0/\)](https://creativecommons.org/licenses/by-sa/4.0/)

This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

Available on <https://jurnal.unimed.ac.id/2012/index.php/jk>

INTRODUCTION

The massive digital transformation has brought fundamental changes to the global education system, particularly in the way students interact, learn, and construct their civic identity. The rapid development of digital technology has not only expanded access to information, but also created new social spaces that demand ethical awareness, critical thinking, and responsible participation as digital citizens. Numerous studies indicate that higher education institutions face increasingly complex challenges in preparing graduates who are not only technically competent, but also possess strong value awareness, civic identity, and social responsibility in the digital environment (Bila et al., 2023; Panjaburee et al., 2025; Sleem & Nicolas, 2025). In this context, education can no longer be oriented solely toward cognitive mastery or skill acquisition, but must be directed toward the development of holistic competencies encompassing cognitive, affective, ethical, and civic dimensions. The transition toward Society 5.0 further reinforces the urgency of integrating humanistic and cultural values into technology-based curricula, ensuring that digital innovation remains aligned with social sustainability and moral responsibility (Gan et al., 2025; Hidayah et al., 2025; Li et al., 2026).

Digital citizenship has consequently emerged as a central concept in contemporary educational discourse. It refers not merely to technological literacy, but to individuals' capacities to participate ethically, safely, and responsibly in digital spaces, including respect for rights and obligations, moral decision-making, critical engagement, and social participation (Panjaburee et al., 2025; Sleem & Nicolas, 2025). Empirical research demonstrates that innovative digital learning designs such as educational games and interactive platforms can enhance students' engagement and understanding of citizenship values when supported by appropriate pedagogical frameworks (Khairunnisa & Apoko, 2023; Regiamtama et al., 2025). However, the literature consistently warns that without a coherent and systematic curriculum foundation, digital citizenship education risks becoming fragmented and reduced to technical skills training, thereby neglecting the internalization of enduring ethical and civic values. For this reason, digital citizenship is increasingly positioned as a strategic domain within higher education curriculum reform.

In the Indonesian context, strengthening Pancasila values represents a fundamental mandate of national education policy and serves as the normative foundation of social ethics, national identity, and civic orientation. Various studies confirm that Pancasila values retain strong relevance in addressing the challenges of globalization, pluralism, and digital disruption, particularly in fostering democratic, inclusive, and civilized citizenship (Rachman et al., 2024; Saud et al., 2025; Syahwaliana et al., 2025). Research on character education and local wisdom further emphasizes that value internalization cannot be achieved through instructional transmission alone, but requires contextualized, integrative, and continuous pedagogical processes (Bhughe, 2022; Sakti et al., 2024). Within digital spaces, Pancasila values face novel challenges, including disinformation, identity polarization, and the erosion of communication ethics. These conditions demand adaptive, curriculum-based strategies capable of embedding national values within digital learning environments. Accordingly, strengthening Pancasila values through digital citizenship education constitutes not only a normative concern, but also a pedagogical and structural challenge for higher education institutions.

Outcome-Based Education (OBE) has developed as a dominant curriculum approach aimed at ensuring that learning processes are explicitly aligned with measurable and socially relevant learning outcomes. International and national literature indicates that OBE has been

widely adopted in higher education reforms to strengthen the coherence between learning objectives, instructional strategies, and assessment systems (Mufanti et al., 2024; O'Sullivan et al., 2025). Empirical evidence suggests that OBE offers a systematic framework for competency-based curriculum design, including competencies related to attitudes, values, and social responsibility (Yao et al., 2025). Nevertheless, several studies highlight persistent conceptual and practical challenges in translating affective and ethical learning outcomes into operational curriculum designs and assessment mechanisms (Mufanti et al., 2024). These findings indicate that OBE should not be understood merely as a technocratic instrument, but rather as a value-oriented curriculum framework that requires clear philosophical grounding, particularly in the context of citizenship education.

Conceptually, the OBE curriculum provides a promising structural foundation for integrating digital citizenship as value-oriented learning outcomes, including the reinforcement of Pancasila values. Cross-disciplinary research demonstrates that OBE-based curricula can function as strategic instruments for internalizing citizenship values, digital ethics, and character education through the formulation of explicit, observable, and assessable learning outcomes (Kong et al., 2024; Yao et al., 2025). Studies in citizenship education further emphasize that the internalization of values necessitates coherence between curriculum objectives, learning experiences, and continuous evaluation processes (Gan et al., 2025; Saud et al., 2025). However, existing literature also indicates that the integration of national values into OBE curricula within the digital era remains conceptually underdeveloped and insufficiently systematized. Consequently, the relationship between OBE, digital citizenship, and the strengthening of Pancasila values represents a critical area for further scholarly exploration.

Normatively (Das Sollen), higher education in the Society 5.0 era is expected to produce graduates who are not only academically proficient and professionally skilled, but also morally grounded, socially responsible, and civically engaged. Educational literature emphasizes that an ideal curriculum must integrate twenty-first-century competencies with national and humanitarian values to enable ethical participation in digital societies (Gan et al., 2025; Liu et al., 2024). From a citizenship education perspective, higher education should cultivate individuals who understand their rights and obligations, critically evaluate digital information, and behave in accordance with ethical norms and social values (Sleem & Nicolas, 2025). Within this normative framework, citizenship education is positioned as a vehicle for value internalization rather than mere knowledge transmission.

Aligned with this normative orientation, the OBE curriculum is theoretically positioned as an ideal approach to ensuring the achievement of holistic and measurable educational outcomes. OBE emphasizes explicit alignment among learning objectives, instructional processes, and assessment systems (O'Sullivan et al., 2025; Yao et al., 2025). The literature affirms that OBE frameworks should encompass not only cognitive and professional competencies, but also affective outcomes and citizenship values, including digital ethics and social responsibility (Mufanti et al., 2024). Through this approach, Pancasila values can be normatively articulated as learning outcomes that are systematically internalized through structured and continuous learning experiences. Thus, from a Das Sollen perspective, OBE holds significant potential as a strategic instrument for integrating digital citizenship and Pancasila values in higher education.

State-of-the-art studies indicate that OBE has been extensively applied across various higher education contexts, particularly in competency-based curriculum development and learning outcome assessment. Research by Yao et al., (2025) demonstrates that OBE

facilitates more structured and valid formative assessment systems, contributing to improved graduate quality. Other studies highlight the application of OBE in professional and physical education contexts, emphasizing enhanced learning performance through the alignment of objectives, instructional strategies, and assessments (Kong et al., 2024). Despite these advances, the majority of OBE-related research remains focused on academic achievement and skill development, while the dimensions of values, citizenship, and digital ethics remain comparatively underexplored (Mufanti et al., 2024). This suggests that although OBE is well-established as a curriculum approach, its potential role in systematically integrating citizenship values warrants deeper conceptual investigation.

Similarly, contemporary research on digital citizenship underscores the growing importance of ethics and values education in addressing the complexities of digital environments. Studies by Sleem & Nicolas (2025) reveal variations in educators' understanding of digital citizenship, particularly concerning digital rights, responsibilities, and participatory dimensions, which subsequently affect instructional implementation. Research on technology-enhanced and game-based learning further indicates that innovative digital pedagogies can strengthen engagement and citizenship awareness; however, their effectiveness is highly contingent upon coherent curriculum frameworks (Panjaburee et al., 2025; Regiamtama et al., 2025). In Indonesia, studies consistently emphasize the relevance of Pancasila values in responding to digital challenges, especially in fostering nationalism, tolerance, and cultural integration among younger generations (Rachman et al., 2024; Saud et al., 2025). Nevertheless, these studies generally remain disconnected from OBE-based curriculum design.

Overall, the state of the art reveals three dominant yet fragmented research trajectories: first, OBE as an effective approach for learning outcome-based curriculum development; second, digital citizenship as a critical competency encompassing ethical and civic dimensions; and third, Pancasila values as the normative foundation of citizenship education in Indonesia (Mufanti et al., 2024; Saud et al., 2025; Sleem & Nicolas, 2025). Despite their shared relevance, existing studies tend to examine these domains in isolation. There remains a lack of systematic synthesis that conceptualizes how OBE can function as an integrative framework for strengthening Pancasila values through digital citizenship, particularly within the context of higher education and Society 5.0.

Empirically (Das Sein), the literature indicates persistent gaps between normative expectations and educational practice. Several studies report that although educators demonstrate basic familiarity with OBE principles, the translation of value-based learning outcomes into instructional design and assessment remains inconsistent (Mufanti et al., 2024). Likewise, digital citizenship education often prioritizes technical competencies and digital literacy, while ethical, civic, and responsibility-oriented dimensions receive limited systematic integration (Sleem & Nicolas, 2025). In Indonesia, research on Pancasila and citizenship education suggests that national values are frequently taught separately from outcomes-based curriculum frameworks, resulting in limited sustainability of value internalization within digital learning contexts (Rachman et al., 2024; Saud et al., 2025). These empirical findings highlight a persistent disconnect between curriculum ideals and implementation practices.

Furthermore, empirical evidence points to fragmentation within academic research itself. Studies on OBE predominantly emphasize curriculum development, evaluation systems, and learning performance, with minimal attention to citizenship and values education (Kong et al., 2024; Yao et al., 2025). Conversely, research on digital citizenship and

character education often focuses on pedagogical innovation and learning technologies without explicitly linking these discussions to OBE frameworks (Panjaburee et al., 2025; Regiamtama et al., 2025). Consequently, the structural relationship among OBE-based learning outcomes, digital citizenship education, and the strengthening of Pancasila values remains insufficiently articulated and theoretically underdeveloped.

Based on the comparison between *Das Sollen*, the state of the art, and *Das Sein*, a clear research gap can be identified. Normatively, higher education is expected to systematically integrate digital citizenship and Pancasila values through outcomes-based curricula. Scholarly research, however, continues to treat OBE and digital citizenship as largely separate domains, while empirical practices reveal limitations in operationalizing value-based learning outcomes within OBE frameworks in digital contexts. Thus, a conceptual and synthetic gap persists regarding how OBE can function as an integrative framework for strengthening Pancasila values through digital citizenship in higher education. This gap has not been adequately addressed through systematic literature synthesis.

In response to this gap, this study aims to conduct a Systematic Literature Review (SLR) of Scopus-indexed scholarly publications addressing OBE curricula, digital citizenship, and values education. Specifically, the study seeks to: (1) identify conceptual trends and key findings related to OBE and digital citizenship; (2) analyze how citizenship and ethical values are integrated within OBE curriculum frameworks; and (3) map conceptual opportunities for strengthening Pancasila values through digital citizenship in higher education. By employing a systematic synthesis approach, this study endeavors to provide a comprehensive and structured overview of existing research and unresolved conceptual issues.

The principal contribution of this study lies in offering an integrative conceptual framework that connects OBE curricula, digital citizenship, and the strengthening of Pancasila values. Unlike prior studies that address these domains separately, this research provides novelty through cross-study thematic mapping that positions OBE as a strategic medium for internalizing citizenship values in the Society 5.0 era. To ensure analytical clarity, this Systematic Literature Review is guided by the following research questions: (1) What are the dominant conceptual trends and key findings related to Outcome-Based Education (OBE) and digital citizenship in higher education as reported in Scopus-indexed literature?; (2) How are citizenship values, including ethical and civic dimensions, conceptualized and integrated within OBE-based curriculum frameworks in existing studies?; and (3) How can Outcome-Based Education (OBE) be positioned as a strategic framework for strengthening Pancasila values through digital citizenship in the context of higher education and Society 5.0? The findings of this SLR are expected to contribute theoretically to citizenship education and outcomes-based curriculum studies, while offering practical insights for curriculum developers and higher education policymakers in designing value-oriented digital citizenship learning. In this way, Pancasila values are positioned not merely as declarative norms, but as learning outcomes that can be systematically embedded within OBE-based curricula.

METHOD

1. Research Design

This study employs a Systematic Literature Review (SLR) to systematically identify, evaluate, and synthesize empirical and conceptual studies related to the Outcome-Based Education (OBE) curriculum and digital citizenship in strengthening Pancasila values within educational contexts. The SLR approach was selected because it enables a comprehensive, transparent, and replicable mapping of research developments, conceptual

trends, and research gaps across interdisciplinary fields (Xiao & Watson, 2019). This design is particularly suitable for examining fragmented studies that intersect curriculum development, citizenship education, and digital transformation in the Society 5.0 era.

2. Search Strategy

The literature search was conducted using the Scopus database, which is widely recognized for its rigorous indexing standards and extensive coverage of high-quality peer-reviewed journals. The search strategy was developed by combining key terms and their variations related to the core concepts of this study using Boolean operators (AND/OR). The search strings included the following keywords: “outcome-based education”, “digital citizenship”, “civic education” OR “citizenship education”, “character education”, “Pancasila values”.

The search was limited to Scopus-indexed journal articles published within the most recent five-year period to ensure the relevance, currency, and alignment of the reviewed studies with contemporary educational and digital challenges (Xiao & Watson, 2019). Only peer-reviewed journal articles were included to maintain academic rigor and consistency with international publication standards.

3. Eligibility Criteria

Clear inclusion and exclusion criteria were applied to ensure consistency, relevance, and methodological rigor in accordance with the SLR and PRISMA 2020 guidelines (Page et al., 2021). These criteria guided the screening of article titles, abstracts, and full texts.

Table 1. Inclusion and Exclusion Criteria

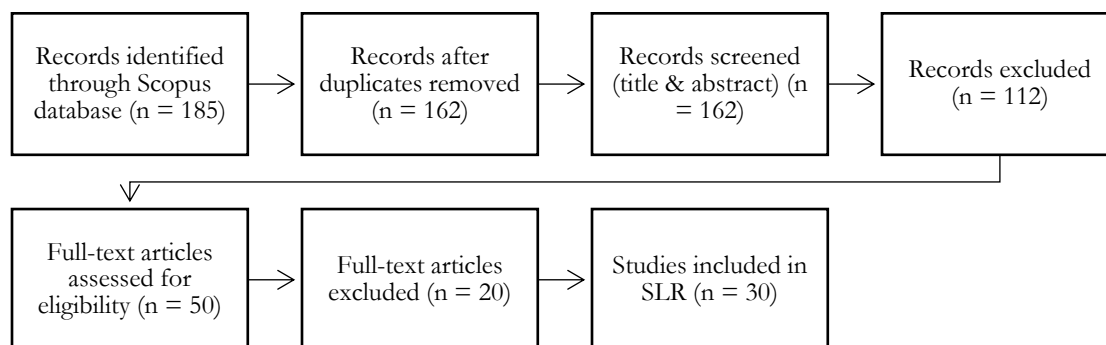
Aspect	Inclusion Criteria	Exclusion Criteria
Document type	Journal articles	Conference proceedings, books, editorials
Indexing	Indexed in Scopus	Not indexed in Scopus
Research focus	OBE, digital citizenship, character education, Pancasila values	Not related to education or citizenship
Context	Secondary and higher education	Non-educational contexts
Publication year	Last five years	Outside the specified range
Access	Full-text available	Full-text not available
Language	English	Languages other than English

Source: Research Results (2026)

4. Study Selection Process

The study selection process followed the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) 2020 framework to ensure transparency and replicability (Page et al., 2021). The selection was conducted through sequential stages, including identification, screening, eligibility assessment, and final inclusion of studies for synthesis.

Figure 1. PRISMA Flow Diagram



Source: Research Results (2026)

Table 2. PRISMA-Based Study Selection

Selection Stages	Number of Articles
Records identified through Scopus database	185
Records after duplicates removed	162
Records screened (title and abstract)	162
Records excluded	112
Full-text articles assessed for eligibility	50
Full-text articles excluded	20
Studies included in the SLR	30

Source: Research Results (2026)

5. Data Extraction and Analysis

The articles that met the inclusion criteria (n = 30) were analyzed using content analysis and thematic synthesis techniques. Data extraction focused on key characteristics, including authors and year of publication, country or institutional context, research objectives, methodological approaches, research focus (OBE, digital citizenship, or Pancasila values), and principal findings. This process aimed to identify recurring patterns, conceptual relationships, and emerging themes across the selected studies (Xiao & Watson, 2019). The extracted data were synthesized narratively to address the research objectives and to construct an integrated conceptual understanding of how the OBE curriculum can function as a strategic framework for strengthening Pancasila values through digital citizenship education.

6. Methodological Rigor

To ensure validity and reliability, this study applied a multi-stage screening process, systematic documentation, and transparent reporting in accordance with the PRISMA 2020 guidelines (Page et al., 2021). Methodological rigor was further strengthened by restricting the corpus to peer-reviewed Scopus-indexed journals, applying consistent inclusion–exclusion criteria, and systematically documenting each stage of the review process. Through these procedures, this SLR provides a robust and replicable synthesis that can serve as a reliable theoretical reference for future research on value-oriented curriculum development and digital citizenship in higher education.

RESULTS AND DISCUSSION

1. Characteristics of the Selected Studies

Following the PRISMA-based selection process, 30 Scopus-indexed journal articles published within the most recent five-year period (2024–2026) were included in this Systematic Literature Review. These studies represent empirical and conceptual research examining Outcome-Based Education (OBE), digital citizenship, and citizenship or character values, including the values of Pancasila within educational contexts.

In terms of educational setting, the majority of studies were conducted in higher education, reflecting the strong orientation of OBE research toward curriculum reform and learning outcome assessment at the tertiary level. Other studies were situated in secondary education, citizenship education, and character education, particularly within the Indonesian context, where Pancasila values function as a normative foundation of civic education.

Regarding methodological approaches, the selected studies demonstrate substantial diversity. Quantitative methods including surveys, structural equation modeling (SEM), Delphi techniques, and quasi-experimental designs were predominantly used to examine learning outcomes, digital citizenship competencies, and assessment models. Qualitative and conceptual studies were more frequently employed in research addressing civic identity, values education, multiculturalism, and philosophical perspectives on citizenship. In addition, several studies adopted mixed-methods designs and systematic literature reviews, particularly in discussions of OBE implementation and curriculum modernization.

From the perspective of research focus, three dominant strands emerge. First, studies focusing on OBE emphasize curriculum alignment, outcome formulation, and evaluation systems. Second, research on digital citizenship highlights dimensions such as digital literacy, ethics, online participation, and responsible behavior in digital environments. Third, studies on values and character education especially in Indonesia underscore the importance of Pancasila values and local wisdom in shaping civic dispositions and social ethics.

Geographically, although a significant proportion of studies are based in Indonesia, the dataset also includes international research from Asia, Europe, and other regions. This distribution enables comparative insights between national value-based citizenship education and broader global digital citizenship discourses.

Overall, the characteristics of the selected studies indicate that research on OBE, digital citizenship, and values education has developed in parallel rather than integratively. While each domain is well represented, only a limited number of studies explicitly connect OBE curriculum structures with digital citizenship and the internalization of values, thereby reinforcing the need for an integrative conceptual synthesis.

Table 3. Characteristics of Studies Analyzed (n = 30)

No.	Author(s) & Year	Article Title	Context/ Object	Method	Main Focus
1	Caro et al. (2026)	A formal model for assessing the learning outcomes of academic programs	Higher education	Quantitative	OBE evaluation & learning outcomes

No.	Author(s) & Year	Article Title	Context/ Object	Method	Main Focus
2	Hariyani et al. (2025)	Lean tools for enhancing quality in OBE	Higher education	SLR	OBE & quality improvement
3	Dang (2025)	Daoist insights into the cognitive domain of GCE	Global education	Qualitative	Global & digital citizenship
4	Prasetiyo et al. (2026)	Dataset of GenAI preferences and digital citizenship	Citizenship education	Dataset	Digital citizenship
5	Iskandar et al. (2025)	Digital citizenship literacy in Indonesia	Indonesian senior high schools	Quantitative (SEM)	Digital citizenship literacy
6	Nguyen et al. (Nguyen et al., 2025)	Sustainability integration into higher education curriculum	Higher education	Qualitative	Curriculum & sustainability
7	Mayer et al. (2025)	Digital citizenship of children with autism	Inclusive education	Survey	Digital citizenship
8	Salifu et al. (2025)	Gender disparities in digital citizenship	Economics students	Quantitative	Digital citizenship
9	Waheed et al. (2025)	Organizational citizenship in higher education institutions	Higher education	Quantitative	Citizenship behavior
10	Sarifah et al. (2025)	Rasch model for assessing Pancasila character	Indonesian elementary schools	Quantitative	Pancasila character
11	Yao et al. (2025)	Nursing education quality assessment based on OBE	Nursing education	Delphi	OBE evaluation
12	O'Sullivan et al. (2025)	Introducing OBE in medical training	Medical education	Survey	OBE implementation
13	Regiamtama et al. (2025)	Learning Pancasila through serious games	Pancasila education	Experimental	Digital learning
14	Sleem & Nicolas (2025)	Teachers' perceptions of digital citizenship	Junior high school teachers	Survey	Digital citizenship education
15	Liu et al. (2024)	Virtual characters in safety education games	Educational games	Experimental	Technology & education
16	Panjaburee et al. (2025)	Digital games for digital citizenship education	Thai junior high schools	PLS-SEM	Digital citizenship
17	Cioccolanti et al. (2026)	Modernisation of curricula in higher education institutions	Higher education	Project study	Outcome-based curriculum
18	Gan et al. (2025)	Multiculturalism and citizenship in higher education	Higher education	Qualitative	Global citizenship

No.	Author(s) & Year	Article Title	Context/ Object	Method	Main Focus
19	Kong et al. (2024)	Flipped classroom and OBE in physical education	Physical education	Experimental	OBE & pedagogy
20	Mufanti et al. (2024)	OBE in Indonesian higher education	Indonesian higher education	Mixed methods	OBE implementation
21	Ziege (2025)	Birthright citizenship and education	Education & policy	Quantitative	Citizenship outcomes
22	Mahaswa & Syaja (2025)	Local wisdom in Indonesian research	Indonesian academia	Conceptual study	Local wisdom
23	Weber & Noorda (2026)	Identity and reading practices	Cultural education	Survey	Identity & participation
24	Sakti et al. (2024)	Ethnopedagogy and character education	Indonesian early childhood education	Case study	Character & local values
25	Yu et al. (2026)	Teaching Chinese characters in CFL contexts	Language education	Qualitative	Digital pedagogy
26	Li et al. (2026)	Technology-enhanced entrepreneurship curricula	Higher education	SLR	Technology-based curriculum
27	Bavlı & Özdemir (2025)	Critical thinking across curricula	Higher education	Phenomenology	Learning outcomes
28	Rachman et al. (2024)	Development of P5 (Pancasila Student Profile) instruments	Indonesian junior high schools	Quantitative	Pancasila Student Profile
29	Chen et al. (2024)	Calligraphic education and character development	Chinese elementary schools	Quasi-experimental	Character & emotion
30	Saud et al. (2025)	Youth, social media, and multiculturalism	Indonesian youth	Quantitative	Citizenship & digital culture

Source: Research Results, 2026

2. Thematic Classification of Results

Based on a systematic content analysis of the 30 selected studies, five major themes were identified. The thematic classification was developed through an iterative coding process that examined the research focus, curriculum orientation, learning outcomes, and value dimensions addressed in each study. These themes represent dominant patterns and converging directions in the literature on Outcome-Based Education (OBE), digital citizenship, and values education, including the strengthening of Pancasila values or their conceptual equivalents.

a. Theme 1. Outcome-Based Education (OBE) as a Structural Framework for Curriculum Reform

A substantial body of the reviewed literature positions Outcome-Based Education (OBE) as a central framework for higher education curriculum reform. Studies within this theme emphasize the alignment of learning outcomes, instructional strategies, and assessment systems as a mechanism for improving program quality and accountability (Caro et al., 2026; Mufanti et al., 2024; O'Sullivan et al., 2025; Yao et al., 2025). OBE is widely recognized for its capacity to provide transparency in competency achievement and to support continuous curriculum improvement through evidence-based evaluation.

However, several studies also report implementation challenges, including limited lecturer understanding, institutional resistance, and difficulties in operationalizing non-cognitive outcomes (Mufanti et al., 2024; O'Sullivan et al., 2025). These findings indicate that OBE functions not merely as a technical curriculum model, but as a process of academic and organizational cultural change. Importantly, the literature suggests that while OBE offers a strong structural mechanism, it does not automatically embed values unless they are explicitly formulated as learning outcomes.

b. Theme 2. Digital Citizenship as a Core Competency in 21st-Century Education

The second theme encompasses studies that conceptualize digital citizenship as a key competency required for participation in contemporary digital societies. Research in this theme highlights multiple dimensions of digital citizenship, including digital literacy, ethical awareness, online participation, privacy, and social responsibility (Iskandar et al., 2025; Prasetyo et al., 2026; Salifu et al., 2025; Sleem & Nicolas, 2025).

Across the reviewed studies, digital citizenship is frequently addressed through surveys, datasets, and pedagogical interventions. While findings consistently show improvement in students' technical competencies, several studies reveal weaker outcomes in critical, ethical, and participatory dimensions. This pattern suggests that digital citizenship education is often framed instrumentally, focusing on functional skills rather than normative and value-oriented competencies. Consequently, the literature indicates that digital citizenship remains insufficiently institutionalized as a formal learning outcome within curriculum structures, particularly those based on OBE.

c. Theme 3. Values, Character, and Citizenship Identity Formation

A third cluster of studies focuses on the role of education in shaping values, character, and civic identity. In the Indonesian context, this theme is strongly associated with the internalization of Pancasila values and local wisdom as foundational elements of citizenship education (Rachman et al., 2024; Sakti et al., 2024; Sarifah et al., 2025; Saud et al., 2025). These studies emphasize values such as social justice, tolerance, national identity, and ethical responsibility.

In broader international contexts, similar concerns emerge through discussions of global citizenship, multiculturalism, and critical civic consciousness (Dang, 2025; Gan et al., 2025; Ziege, 2025). Collectively, these studies affirm that citizenship education extends beyond normative knowledge transmission toward the formation of dispositions, identities, and moral orientations. Nevertheless, the literature shows that value education is often treated as a separate pedagogical domain, rather than being structurally embedded within outcome-based curriculum frameworks.

d. Theme 4. Technology and Digital Media as Pedagogical Mediators of Citizenship Values

The fourth theme addresses the role of digital technology and media in supporting the teaching and learning of citizenship and values. Studies in this category examine the use of serious games, digital simulations, and interactive learning environments to foster engagement and reflective learning experiences (Liu et al., 2024; Panjaburee et al., 2025; Regiamtama et al., 2025).

The findings consistently indicate that technology can enhance motivation and facilitate experiential learning. However, the literature also emphasizes that technological tools are effective only when supported by clear pedagogical designs and aligned learning outcomes. Without such alignment, digital media risks becoming an end in itself rather than a medium for value internalization. This reinforces the view that technology must be situated within a coherent curriculum structure such as OBE to contribute meaningfully to citizenship education.

e. Theme 5. Assessment and Measurement of Value-Based Learning Outcomes

The final theme focuses on the evaluation and assessment of learning outcomes, particularly those related to values, character, and citizenship competencies. Several studies develop and validate assessment instruments, evaluation models, and measurement frameworks aligned with OBE principles (Caro et al., 2026; Hariyani et al., 2025; Rachman et al., 2024; Sarifah et al., 2025).

While these studies demonstrate progress in measuring affective and civic outcomes, they also highlight persistent methodological challenges. Values and dispositions are inherently contextual and reflective, making them more difficult to assess than cognitive achievements. The literature suggests that value-based assessment requires a combination of standardized instruments and qualitative reflection to ensure validity and sustainability. This challenge emerges as a critical issue when aligning citizenship values with OBE's demand for measurable outcomes.

f. Summary of Thematic Patterns

Taken together, the thematic classification reveals a clear pattern: OBE provides the structural framework, digital citizenship represents the competency domain, values (including Pancasila) serve as the normative orientation, technology functions as a pedagogical mediator, and assessment operates as an accountability mechanism. However, the literature largely treats these elements in isolation. Only a limited number of studies explicitly integrate them within a single curriculum framework. This fragmentation underscores the need for a systematic synthesis that conceptualizes how OBE can function as an integrative mechanism for strengthening digital citizenship and Pancasila values in higher education.

3. Synthesis of Key Findings

The synthesis of key findings integrates evidence across the five thematic clusters to identify conceptual patterns, convergences, and gaps in the literature concerning the Outcome-Based Education (OBE) curriculum, digital citizenship, and the strengthening of values, particularly Pancasila values, within higher education contexts. Rather than evaluating the effectiveness of individual interventions, this synthesis elucidates how relationships among these concepts are constructed across studies.

First, the literature consistently positions Outcome-Based Education (OBE) as a structural and procedural framework that organizes curriculum objectives, learning processes, and assessment mechanisms. Studies agree that OBE enhances curriculum coherence and accountability by requiring explicit formulation of learning outcomes and evidence-based evaluation (Mufanti et al., 2024; O'Sullivan et al., 2025; Yao et al., 2025). However, the synthesis reveals that OBE is largely value-neutral in its structure. Values, ethics, and citizenship competencies do not emerge organically within OBE frameworks; rather, they appear only when deliberately articulated as affective and social learning outcomes. This indicates that OBE functions as an enabling structure, not as a substantive source of values.

Second, across the reviewed studies, digital citizenship is conceptualized as a multidimensional competence encompassing technical skills, ethical awareness, critical engagement, and civic participation in digital environments (Prasetyo et al., 2026; Salifu et al., 2025; Sleem & Nicolas, 2025). Despite this conceptual breadth, empirical findings show a strong tendency toward instrumental and technical dimensions, while normative aspects such as digital ethics, responsibility, and identity formation are less systematically embedded in curricula. This pattern suggests that digital citizenship occupies an ambiguous position in the literature, situated between functional digital literacy and normative civic competence.

Third, in the Indonesian context, the synthesis confirms that Pancasila values are consistently acknowledged as the normative foundation of citizenship education. Studies emphasize their relevance in responding to challenges of globalization, multiculturalism, and digital disruption by promoting social ethics, tolerance, and national cohesion (Rachman et al., 2024; Sakti et al., 2024; Saud et al., 2025). However, the literature also demonstrates that Pancasila values are predominantly treated as ideological or cultural references, rather than as operationalized learning outcomes within curriculum structures. As a result, the internalization of these values often relies on pedagogical initiatives rather than on systematic curriculum alignment.

Fourth, the synthesis highlights the role of digital technology as a pedagogical mediator in citizenship and values education. Studies on digital games, simulations, and interactive learning environments indicate positive effects on student engagement and reflective learning (Panjaburee et al., 2025; Regiamtama et al., 2025). Nevertheless, the literature converges on the conclusion that technology alone does not ensure value internalization. Its educational impact is contingent upon alignment with learning objectives, pedagogical design, and evaluative mechanisms conditions that are central to OBE but not consistently realized in practice.

Fifth, a critical cross-cutting issue emerging from the synthesis concerns the assessment of value-based learning outcomes. While several studies propose instruments and models for evaluating citizenship competencies and character development, they also acknowledge persistent difficulties in measuring affective and dispositional outcomes objectively (Caro et al., 2026; Hariyani et al., 2025). This tension exposes a structural challenge: OBE's emphasis on measurable outcomes must be reconciled with the inherently contextual and reflective nature of values and ethics.

Collectively, the synthesis reveals a recurring pattern in the literature: OBE operates as a curriculum structure, digital citizenship as a competency domain, Pancasila values as a normative orientation, technology as a learning medium, and assessment as an accountability mechanism. However, these elements are rarely conceptualized within a

single integrated framework. Most studies address them in partial or sectoral ways, resulting in fragmented approaches to curriculum design and citizenship education.

This synthesis therefore demonstrates a clear conceptual gap: although the components required for value-oriented digital citizenship education exist within the literature, their systematic integration through an OBE curriculum framework remains underdeveloped. Addressing this gap provides the analytical foundation for positioning OBE as a strategic instrument for strengthening Pancasila values through digital citizenship in higher education, particularly in the context of Society 5.0.

4. Integrative Discussion of SLR Findings

The results of the Systematic Literature Review indicate that studies on Outcome-Based Education (OBE), digital citizenship, and values education have increased significantly in recent years; however, the literature remains relatively fragmented. The reviewed studies consistently describe OBE as an effective curriculum approach for ensuring the achievement of measurable learning outcomes aligned with the demands of contemporary society and the labor market (O'Sullivan et al., 2025; Yao et al., 2025). Nevertheless, as identified in the thematic classification, the implementation of OBE in many higher education contexts still predominantly emphasizes cognitive competencies and professional skills. Dimensions related to values, ethics, and citizenship dispositions are rarely formulated as explicit learning outcomes, indicating that although OBE provides a strong structural framework, its potential as an instrument for strengthening civic and moral values has not yet been fully optimized (Hariyani et al., 2025; Mufanti et al., 2024).

The synthesis of findings further demonstrates that digital citizenship is positioned as an essential competency for navigating the complexity of digital spaces, encompassing digital literacy, ethical awareness, civic participation, and social responsibility (Salifu et al., 2025; Sleem & Nicolas, 2025). Several studies confirm that digital citizenship education holds strategic potential for shaping student identity and character in the Society 5.0 era (Prasetyo et al., 2026). However, the SLR results also reveal that digital citizenship is often implemented through pedagogical innovations or technology-based interventions without a clear structural linkage to outcome-based curriculum design. Consequently, the internalization of values within digital citizenship practices tends to be situational and temporary, rather than the result of a systematically planned and sustainable curriculum framework.

In the context of values education, particularly Pancasila values, the SLR findings confirm that national values continue to serve as the normative foundation of civic education in Indonesia. Empirical studies consistently show that Pancasila values remain highly relevant for addressing the challenges of globalization, pluralism, and digital disruption, especially in fostering social ethics, tolerance, and national integration (Rachman et al., 2024; Saud et al., 2025). Nevertheless, the literature also indicates that efforts to strengthen Pancasila values are still largely conducted through normative, cultural, or symbolic approaches. These values have not yet been systematically articulated as measurable learning outcomes within the OBE curriculum framework, reinforcing the existence of a gap between normative value orientation and curricular operationalization (Sarifah et al., 2025).

This discussion confirms that although the relationship between OBE, digital citizenship, and the strengthening of Pancasila values is conceptually interrelated, it has not been comprehensively integrated within existing studies. Research on OBE tends to focus on learning effectiveness, quality assurance, and assessment mechanisms, while studies on

digital citizenship emphasize pedagogy, technology use, and patterns of social participation. Meanwhile, research on Pancasila values largely operates within normative and cultural domains. The absence of a conceptual synthesis connecting these three domains has resulted in value integration within OBE-based curricula remaining fragmented and under-theorized.

Thus, the discussion of the SLR results highlights that the OBE curriculum holds strategic potential as an integrative medium for strengthening Pancasila values through digital citizenship, provided that it is designed with an explicit value orientation. This integration requires the deliberate formulation of learning outcomes that encompass cognitive competencies, professional skills, and digital citizenship dispositions grounded in Pancasila values. These findings not only reaffirm the conceptual gaps identified in previous studies but also provide a strong analytical basis for the development of an integrative conceptual framework. By positioning Pancasila values as a normative orientation, digital citizenship as a space for civic praxis, and OBE as a structural curriculum framework, this study offers a synthetic contribution that addresses the fragmentation of citizenship education research in the Society 5.0 era.

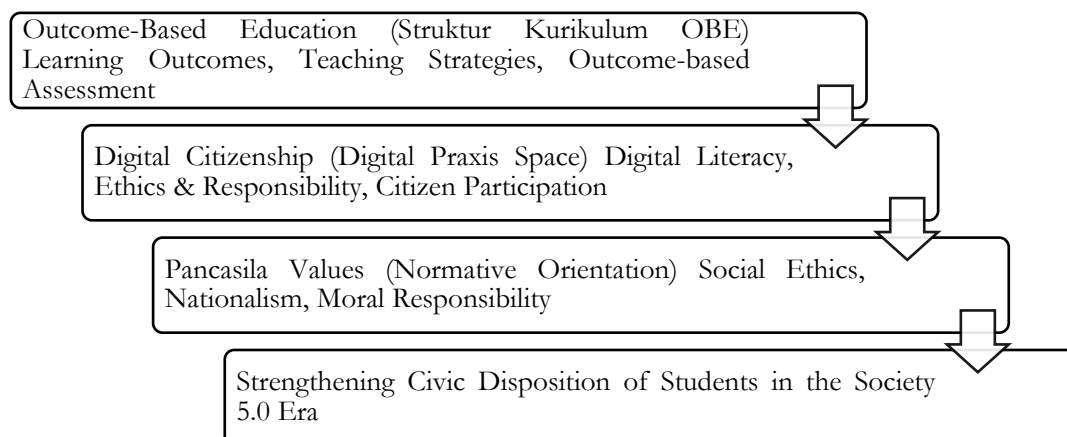
5. Conceptual Framework of OBE, Digital Citizenship, and Pancasila Values in Higher Education

Based on the synthesis of SLR findings, this study positions Outcome-Based Education (OBE), Digital Citizenship, and Pancasila Values as three interconnected domains within the context of higher education in the Society 5.0 era. OBE is conceptualized as a structural curriculum framework that emphasizes the formulation of learning outcomes, alignment of instructional strategies, and outcome-based assessment. Within this framework, OBE functions as an institutional mechanism that enables competencies and values to be articulated explicitly, measured systematically, and evaluated transparently (Caro et al., 2026; Yao et al., 2025).

Digital citizenship is positioned as a domain of 21st-century civic praxis, encompassing digital literacy, ethical awareness, social participation, understanding of digital rights and responsibilities, and active engagement in digital public spaces. The SLR findings indicate that digital citizenship serves as a medium for the enactment of values in contemporary social life; however, its effectiveness is highly dependent on curriculum structures that intentionally integrate it into learning outcomes rather than treating it as a supplementary skill (Salifu et al., 2025)(Sleem & Nicolas, 2025).

Pancasila values are positioned as the normative and ethical foundation underpinning citizenship education in Indonesia. These values function as an ideological compass that directs the objectives of education beyond technical proficiency toward the formation of character, social ethics, and national responsibility (Rachman et al., 2024; Saud et al., 2025). Within the proposed framework, Pancasila values guide the orientation and substance of digital citizenship practices, ensuring that civic engagement in digital environments remains aligned with national identity and moral responsibility.

Figure 2. Conceptual Framework of OBE, Digital Citizenship, and Pancasila Values in Higher Education



Source: Research Results (2026)

Figure 2 illustrates the integrative conceptual framework derived from the SLR, depicting the relationship between OBE as a structural curriculum framework, digital citizenship as a domain of civic practice, and Pancasila values as a normative orientation. The interaction among these components contributes to the strengthening of students' civic dispositions in the context of Society 5.0.

The SLR findings and conceptual framework developed in this study contribute theoretically to the advancement of civic education and outcome-based curriculum studies. First, this study extends the understanding of OBE beyond a technocratic approach by positioning it as a framework capable of integrating values, ethics, and citizenship into higher education curriculum design. Second, it reinforces digital citizenship as a multidimensional construct that is shaped by both curriculum structure and normative orientation. Third, it reaffirms the relevance of Pancasila values as a national ethical foundation that can guide digital citizenship practices in higher education.

In practical terms, these findings have implications for curriculum developers, educators, and policymakers. Integrating OBE with digital citizenship and Pancasila values requires learning outcomes that balance digital skills with ethical awareness, social responsibility, and national consciousness. Such alignment ensures that digital transformation in higher education strengthens, rather than marginalizes, the goals of character building and civic identity formation in the Society 5.0 era.

CONCLUSION

This study concludes that the strengthening of Pancasila values through digital citizenship can be conceptually and systematically articulated within the framework of Outcome-Based Education (OBE) in the context of higher education in the Society 5.0 era. Based on the synthesis of Scopus-indexed literature, OBE functions not merely as a technical approach to formulating learning outcomes, but as a structural and pedagogical framework that enables the integration of digital citizenship competencies with value-based education in a coherent and measurable manner. The findings indicate that although OBE and digital citizenship have been widely discussed in contemporary educational research, their integration with Pancasila values remains limited and largely fragmented, particularly in outcome-based curriculum design. In this regard, the novelty of this study lies in its conceptual contribution, namely the development of an integrative framework that positions

OBE as a structural link connecting digital citizenship practices and Pancasila values, thereby enriching theoretical discourse on value-oriented citizenship education in Indonesian higher education. Practically, this study highlights the importance of aligning digital citizenship learning with OBE-based learning outcomes that explicitly incorporate ethical awareness, civic responsibility, and national identity, while future research is recommended to empirically examine the implementation of this framework and to develop valid assessment instruments for evaluating value-based and affective learning outcomes in a sustainable manner.

Acknowledgments

The author would like to express sincere gratitude to the Faculty of Teacher Education and Training, Universitas Pamulang, especially the Pancasila and Civic Education Study Program, for the academic environment and intellectual support that facilitated the completion of this research. The author also thanks the journal editors and anonymous reviewers for their valuable comments, constructive suggestions, and professional guidance, which significantly improved the quality and clarity of this manuscript. This research was conducted independently without specific funding from public, commercial, or non-profit funding agencies.

Disclosure of Interests

The author declares that there are no conflicts of interest, either financial or non-financial, that could potentially influence the research process, data analysis, or writing of this article. All research activities were conducted independently without the involvement or influence of any party that could cause a conflict of interest, and all findings and interpretations presented are the sole responsibility of the author.

REFERENCES

- Bavli, B., & Özdemir, K. (2025). The Conceptualization and Enactment of Critical Thinking Across Diverse Curricula in Higher Education. *Thinking Skills and Creativity*, 58, 101914. <https://doi.org/10.1016/j.tsc.2025.101914>
- Bhughe, K. I. (2022). Peran Guru Pendidikan Pancasila dan Kewarganegaraan dalam Pembentukan Karakter Peserta Didik di Sekolah Dasar. *Jurnal Kewarganegaraan*, 19(2), 113–125. <https://doi.org/10.24114/JK.V19I2.36954>
- Bila, N. S., Wahyuni, F. D., & Nurgiansah, T. H. (2023). Peran Penting Civics: Pendidikan Ilmu Kewarganegaraan di Era Masyarakat Digital. *Jurnal Kewarganegaraan*, 20(1), 1–12. <https://doi.org/10.24114/jk.v20i1.39530>
- Caro, M. F., Flórez, E. P., & Muñoz, I. C. (2026). A Formal Model for Assessing the Learning Outcomes of Academic Programs. *Evaluation and Program Planning*, 114, 102644. <https://doi.org/10.1016/j.evalprogplan.2025.102644>
- Chen, W., Wang, M., Gao, Y., Fang, M., Liu, Y., Tao, Y., Ma, Y., & Wang, W. (2024). The Effects of Chinese Calligraphic Handwriting Education on Positive Mental Characters and Academic Emotions in Chinese Primary School Students. *Acta Psychologica*, 250, 104533. <https://doi.org/10.1016/j.actpsy.2024.104533>
- Cioccolanti, L., Moglie, M., Hernandez, J. J., Pazo, A., Anastasi, N. R., Krasniqi, F., Xhexhi, K., Marjanovic, J., & Gashi, D. (2026). Modernisation of Curricula on Renewable Energy Technologies and Energy Efficiency for the Built Environment in Higher Education Institutions of Western Balkan Countries. *Renewable Energy*, 256, 123932.

- <https://doi.org/10.1016/j.renene.2025.123932>
- Dang, J. (2025). Daoist Insights into the Cognitive Domain of Global Citizenship Education: A Case Study of Global Poverty. *TAO*, 1(2), 100021. <https://doi.org/10.1016/j.tao.2025.100021>
- Gan, D., Alkaher, I., & Getahun, S. (2025). Multiculturalism, Identity, and Education: Local and Global Perspectives on a Journey to Ethiopia and Its Impact on Israeli Students and Staff Citizenship. *International Journal of Educational Development*, 118, 103416. <https://doi.org/10.1016/j.ijedudev.2025.103416>
- Hariyani, D., Hariyani, P., Mishra, S., & Sharma, M. K. (2025). A Literature Review on Lean Tools for Enhancing the Quality in the Outcome-based Education System. *Thinking Skills and Creativity*, 57, 101793. <https://doi.org/10.1016/j.tsc.2025.101793>
- Hidayah, Y., Trihastuti, M., Muttaqi, N. I. N., & Suhono, S. (2025). Penguatan Kompetensi Complex Problem Solving Melalui Pembelajaran Keterlibatan di Era Masyarakat Digital. *Jurnal Kewarganegaraan*, 22(1), 38–50. <https://doi.org/10.24114/jk.v22i1.64425>
- Iskandar, R., Maksum, A., & Marini, A. (2025). Digital Citizenship Literacy in Indonesia: The Role of Privacy Awareness and Social Campaigns. *Social Sciences & Humanities Open*, 12, 101697. <https://doi.org/10.1016/j.ssaho.2025.101697>
- Khairunnisa, A., & Apoko, T. W. (2023). Pengembangan Media Pembelajaran Digital Berbasis Aplikasi Canva Pada Mata Pelajaran Pendidikan Pancasila dan Kewarganegaraan Untuk Sekolah Dasar. *Jurnal Kewarganegaraan*, 20(2), 191–203. <https://doi.org/10.24114/jk.v20i2.48898>
- Kong, Y., Wang, W., & Rajabov, B. (2024). New Model of College Physical Education Teaching based on the Algorithm and Data Structure of Flipped Classroom and OBE. *Heliyon*, 10(11), e31368. <https://doi.org/10.1016/j.heliyon.2024.e31368>
- Li, X., Weng, X., & Qu, Q. (2026). Technology-enhanced Creativity and Entrepreneurship Curricula in Higher Education: Systematic Review from the Perspective of Self-determination Theory. *Thinking Skills and Creativity*, 61, 102144. <https://doi.org/10.1016/j.tsc.2026.102144>
- Liu, T., Liu, Z., Wang, Y., & Chai, Y. (2024). Modeling Quick Autonomous Response for Virtual Characters in Safety Education Games. *Cognitive Systems Research*, 88, 101276. <https://doi.org/10.1016/j.cogsys.2024.101276>
- Mahaswa, R. K., & Syaja, A. (2025). Questioning Local Wisdom in Indonesian Indigenous Research. *Studies in History and Philosophy of Science*, 112, 170–178. <https://doi.org/10.1016/j.shpsa.2025.07.001>
- Mayer, Y., Nguyen, K., Lei, E., Cohen-Eilig, M., Glodjo, A., & Jarus, T. (2025). Enhancing Digital Citizenship of Children and Youth with Autism: Evaluating Novel Screen Time Guidelines for Caregivers and Professionals. *Children and Youth Services Review*, 169, 108098. <https://doi.org/10.1016/j.childyouth.2024.108098>
- Mufanti, R., Carter, D., & England, N. (2024). Outcomes-based Education in Indonesian Higher Education: Reporting on the Understanding, Challenges, and Support Available to Teachers. *Social Sciences & Humanities Open*, 9, 100873. <https://doi.org/10.1016/j.ssaho.2024.100873>
- Nguyen, L. T. Van, Cleveland, D., Nguyen, C. T. M., & Joyce, C. E. (2025). Empowering and Implementing Sustainability Integration into Higher Education Curriculum in Emerging Countries: ‘Walk the Talk’ or ‘Talk the Talk’? *International Journal of Sustainability in Higher Education*, 26(9), 389–411. <https://doi.org/10.1108/IJSHE-10->

2024-0757

- O'Sullivan, O. E., Leitao, S., Harney, S., Abdalla, M. E., & O'Donoghue, K. (2025). Introducing Outcome-based Education in Obstetrics and Gynaecology Training: Perspectives of Trainees and Trainers. *European Journal of Obstetrics & Gynecology and Reproductive Biology*, *306*, 6–13. <https://doi.org/10.1016/j.ejogrb.2025.01.003>
- Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., Brennan, S. E., Chou, R., Glanville, J., Grimshaw, J. M., Hróbjartsson, A., Lalu, M. M., Li, T., Loder, E. W., Mayo-Wilson, E., McDonald, S., ... Moher, D. (2021). The PRISMA 2020 Statement: An Updated Guideline for Reporting Systematic Reviews. *BMJ*, *29*(372), 1–9. <https://doi.org/10.1136/bmj.n71>
- Panjaburee, P., Hwang, G.-J., Intarakamhang, U., & Srisawasdi, N. (2025). Modeling the Sustainability Perspectives on Personalized Digital Games for Digital Citizenship Education: A PLS-SEM Approach. *Computers and Education: Artificial Intelligence*, *9*, 100498. <https://doi.org/10.1016/j.caeai.2025.100498>
- Prasetyo, W. H., Sari, B. I., Arif, D. B., Hidayat, M. L., Nugroho, Y. S., Sukirman, & Naidu, N. B. M. (2026). Dataset of GenAI Preferences and Digital Citizenship Multidimensional Among Indonesian Students. *Data in Brief*, *64*, 112365. <https://doi.org/10.1016/j.dib.2025.112365>
- Rachman, A., Putro, H. Y. S., Rusandi, M. A., & Situmorang, D. D. B. (2024). The Development and Validation of the “Kuesioner Tema Proyek Penguatan Profil Pelajar Pancasila” (KT P5): A New Tool for Strengthening the Pancasila Student Profile in Indonesian Pioneer Schools. *Heliyon*, *10*(16), e35912. <https://doi.org/10.1016/j.heliyon.2024.e35912>
- Regiamtama, K. I., Raphael Ekowidjaja, Y. A., & Chowanda, A. (2025). Learning Pancasila Through Enhanced Interaction with a Serious Game. *Procedia Computer Science*, *269*, 741–748. <https://doi.org/10.1016/j.procs.2025.09.017>
- Sakti, S. A., Endraswara, S., & Rohman, A. (2024). Revitalizing Local Wisdom within Character Education through Ethnopedagogy Apporach: A Case Study on a Preschool in Yogyakarta. *Heliyon*, *10*(10), e31370. <https://doi.org/10.1016/j.heliyon.2024.e31370>
- Salifu, I., Arthur, F., Opoku, E., Quayson, E., Boateng, E., Attom, E. R., Asare-Bediako, S., & Nortey, S. A. (2025). Gender Disparities in Digital Citizenship: Insights from Economics Students in Higher Education. *Social Sciences & Humanities Open*, *12*, 102233. <https://doi.org/10.1016/j.ssaho.2025.102233>
- Sarifah, I., Nurhasanah, N., Hasanah, U., Marini, A., & Muawanah, U. (2025). How Can Educational Policy Support the Application of the Rasch Model for Character E-Assessment in Elementary Schools During Indonesia's New Normal Era? *Social Sciences & Humanities Open*, *12*, 101752. <https://doi.org/10.1016/j.ssaho.2025.101752>
- Saud, M., Ibrahim, A., & Ashfaq, A. (2025). Youth Revelation of Social Media on Multiculturalism and Cultural Integration in Indonesia. *Social Sciences & Humanities Open*, *11*, 101626. <https://doi.org/10.1016/j.ssaho.2025.101626>
- Sleem, F., & Nicolas, S. (2025). Lebanese Teachers' Perceptions of Digital Citizenship and Professional Development Needs for Effective Digital Citizenship Education. *Social Sciences & Humanities Open*, *12*, 101881. <https://doi.org/10.1016/j.ssaho.2025.101881>
- Syahwaliana, K., Habib, T. A., Shofiyah, S. N. A., & Oki, S. (2025). Integrasi Nilai Pancasila dalam Pembentukan Civic Disposition Melalui Pendidikan Pancasila: Systematic Literature Review. *Jurnal Kewarganegaraan*, *22*(1), 76–88.

<https://doi.org/10.24114/jk.v22i1.64360>

- Waheed, A., Hussain, S., Waheed, S., Huang, J., & Ismail, M. (2025). Harmony in Chinese Higher Education Institutions: The Nexus of Socially Responsible HRM, Organizational Citizenship Behavior, Psychological Contract, and Ethical Empowerment. *Acta Psychologica*, 261, 105834. <https://doi.org/10.1016/j.actpsy.2025.105834>
- Weber, M., & Noorda, R. (2026). Reader-character Identity Interdependence: An Empirical Investigation of Congruence in Identity and Reading. *Poetics*, 114, 102075. <https://doi.org/10.1016/j.poetic.2026.102075>
- Xiao, Y., & Watson, M. (2019). Guidance on Conducting a Systematic Literature Review. *Journal of Planning Education and Research*, 39(1), 93–112. <https://doi.org/10.1177/0739456X17723971>
- Yao, Z., Shen, Y., Wang, R., Liu, H., Zhang, Y., Wang, J., Han, A., Bai, J., Han, J., Zhao, R., & Li, D. (2025). Innovative Construction of Nursing Education Quality Assessment System based on OBE Concept in China. *Teaching and Learning in Nursing*, 20(3), e750–e756. <https://doi.org/10.1016/j.teln.2025.02.020>
- Yu, J., Fletcher, J., Everatt, J., & Astall, C. (2026). Teaching Chinese Characters in CFL Education: Beliefs, Practices, and Contextual Influences. *System*, 137, 103954. <https://doi.org/10.1016/j.system.2025.103954>
- Ziege, E. (2025). Passport to Progress: The Effects of Birthright Citizenship on Siblings' Education. *Economics of Education Review*, 109, 102722. <https://doi.org/10.1016/j.econedurev.2025.102722>