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Reframing The Sociological Foundations Of Civic Education For Strengthening Generation Z's National Identity In The Digital Society: A Systematic Literature Review

Muhammad Tahir [1]
[1]Universitas Negeri Surabaya
Raden Roro Nanik Setyowati [2]
[2]Universitas Negeri Surabaya
Harmanto [3]
[3]Universitas Negeri Surabaya

Corresponding Author: tahirmuhammadtahir444@gmail.com

Abstract

Social transformation, globalization, cultural diversity, and the development of digital technology present challenges as well as opportunities for strengthening the national identity of Generation Z. This study aims to analyze the relevance of the sociological foundation of Civic Education to the strengthening of the national identity of Generation Z and identify civic education strategies that are in accordance with social changes and the digital environment. The research uses a Systematic Literature Review (SLR) approach with literature sources from Scopus, DOAJ, and Google Scholar. The literature studied includes publications in 2016–2026 relevant to Civic Education, sociological foundations, national identity, nationalism, Generation Z, diversity, and digital transformation. Data are analyzed through literature selection, data extraction, thematic analysis, and narrative synthesis. The results of the study show that the sociological foundation of Civic Education is relevant in building national identity through the internalization of Pancasila values, tolerance, local wisdom, social experience, civic participation, digital literacy, and contextual learning. The conclusion shows that strengthening the national identity of Generation Z requires civic education that is responsive to social change and digital developments. The implication is that educators need to develop learning that is contextual, inclusive, participatory, and based on social experience for Generation Z.

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Keywords: Civic Education; Sociological Foundations; National Identity; Generation Z; Nationalism.

INTRODUCTION

Social changes, globalization, information mobility, and the development of digital technology have changed the way the younger generation builds social relationships, obtains information, and interprets national identity. Generation Z grew up in an environment that brings together local values with global culture continuously. This condition makes national identity no longer only formed through families, schools, and local environments, but also through digital networks and social experiences that cross borders. (Sinaga, 2025) showed that the intensity of internet use was related to differences in national identity in Generation Z adolescents, while (Kirani & Najicha, 2022) emphasizing the importance of Civic Education in responding to globalization. (Retnasari & Hidayah, 2020) also shows the relationship between Civic Education and the spirit of nationalism and student patriotism. The findings show that social change is an important context that needs to be taken into account in Civic Education.

The urgency of strengthening national identity is even stronger when Generation Z is faced with socio-cultural diversity, rapid information flows, and changes in communication patterns. The digital environment can expand learning and participation opportunities, but it also presents information that is not always in line with national values. (Kale dkk., 2025) shows that the implementation of Civic Education can internalize nationalism and tolerance in students. (Safitri dkk., 2025) placing social media as an important space for the formation and strengthening of the national identity of Generation Z. (Alfahtar dkk., 2025) It also shows that Generation Z's perception of Pancasila education is related to efforts to foster nationalism. Therefore, the sociological foundation of Civic Education needs to be reviewed so that learning remains relevant to the social life of the younger generation.

A number of empirical studies show that civic education, social experience, and digital context are related to nationalism and national identity. (Jamaludin dkk., 2025) through a study of 400 students, reported a positive relationship between the implementation of the Civic Education policy and nationalism ($r=0.404$; $p<0.001$), and patriotism ($r=0.309$; $p<0.001$). (Febriyanti dkk., 2025) In 155 Generation Z adolescents, differences in national identity were found based on the intensity of internet use with ANOVA $F=181.09$ and $p<0.05$. (REALITA, 2026) Through a quasi-experimental design with 31 students in the experimental group and 32 students

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in the control group, a difference in nationalism attitudes was found with p=0.000<0.05 and a gain of 0.27 compared to 0.18. (Saqjuddin dkk., 2025) involved 160 survey respondents and three senior lecturers to examine the relationship between Civic Education and national identity. (Sulastri, 2024) in 120 PGSD students, a correlation of r=0.68 was found between learning perception and nationalism attitudes (p<0.05). The findings show that social context, learning quality, and digital environment need to be considered in an integrated manner in strengthening national identity.

(Kurniawan dkk., 2025) Through qualitative studies it is shown that nationalism education for the younger generation can be built through Civic Education and extracurricular activities that provide social experiences. (Ramadhani dkk., 2025) in 25 grade V students reported 72% enthusiasm for discussion, 82% tolerance, and 80% love for Indonesian products after the implementation of Civic Education as a means of internalizing nationalism. (Irayanti dkk., 2026) shows that students view the revitalization of Civic Education as needing to be linked to identity and learning reconstruction strategies. (Takarina & Hastangka, 2026) emphasizing the importance of a communal perspective in fostering student nationalism. (Bria dkk., 2026) placing Civic Education as a strategy to strengthen students' national identity. Overall, the evidence emphasizes the importance of social experiences, the value of togetherness, and the context of learning.

Strengthening national identity is also related to Pancasila, local wisdom, multiculturalism, and the ability to interact in a pluralistic society. (Widiyanto dkk., 2024) found that the use of local wisdom values in PPKn learning increases the attitude of nationalism. (Rosmiyati, 2025) shows that Generation Z in higher education views Pancasila education as a relevant space to foster nationalism. (Sari & Hidayatulloh, 2025) with 42 students, showing that the use of social media can be associated with strengthening the national identity of Generation Z. (Swastiwi, 2024) through a survey of 59 students of Indonesian descent in Davao City, showing the relevance of Citizenship Education to national identity in the context of the diaspora. (Elan dkk., 2026) In 120 PGSD students, they reported an average learning perception of 3.87, a nationalism of 4.12, and a correlation of r=0.68 with P<0.05. These results show that national identity is formed through the interconnectedness of values, social contexts, cultures, and civic experiences.

If these findings are synthesized, it can be seen that the focus of research is shifting from the normative cultivation of nationalism to a more contextual, social, multicultural, and digital

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approach. The literature shows that the sociological foundation of Civic Education is important because the society faced by Generation Z is pluralistic, dynamic, and digitally connected. However, studies that specifically integrate the sociological foundation of Civic Education with the strengthening of Generation Z's national identity in a single synthesis framework are still limited. Some of the research focuses on nationalism, some on local wisdom or Pancasila, and some on the digital environment. The research gap opens up space to synthesize the three domains in an integrated manner. The novelty of this study lies in mapping the development of research and the formulation of the relevance of the sociological foundation as the basis for the strategy for strengthening the national identity of Generation Z. Based on the literature that has been successfully identified and selected in this study, there has been no SLR study that explicitly synthesizes the three focuses in one analytical framework for the period 2016–2026.

This study aims to analyze in depth the relevance of the sociological foundation of Civic Education to the strengthening of the national identity of Generation Z, map the form of contribution of Civic Education, and formulate the direction of learning strategies that are responsive to social change and digital transformation. This study is expected to provide theoretical benefits for the development of the study of Civic Education and practical benefits for teachers, lecturers, curriculum developers, and researchers in designing learning that is contextual, inclusive, participatory, and relevant to the social experience of Generation Z. This research is directed by three questions: (1) What are the forms and characteristics of the sociological foundation of Civic Education that are relevant to the lives of Generation Z? (2) How does Civic Education contribute to the strengthening of the national identity of Generation Z? (3) How can the relevance of the sociological foundation of Civic Education be developed into a strategy to strengthen the national identity of Generation Z in the midst of globalization and digital transformation?

RESEARCH METHOD

This study uses Systematic Literature Review (SLR) with a descriptive-qualitative approach to identify, select, compare, and synthesize research results on the relevance of the sociological foundation of Civic Education to the strengthening of the national identity of Generation Z. The purpose of the study is adjusted to three research questions, namely mapping the characteristics of the sociological foundation, analyzing the contribution of Civic Education to national identity, and formulating strengthening strategies in accordance with social and digital changes (Bria dkk.,

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2026). The main data sources come from journal articles searched through Scopus, DOAJ, and Google Scholar, with cross-checking of metadata on journal/publisher pages to ensure bibliographic completeness (Majesty dkk., 2026). A total of 13 verified articles were used as the main corpus of the synthesis. The research procedure is according to Figure 1.

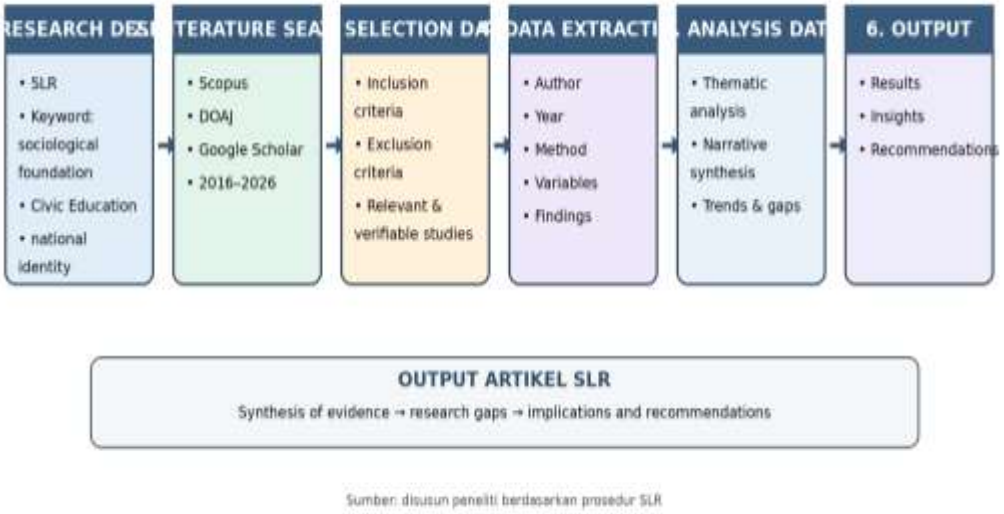


Figure 1. Systematic Literature Review Procedure

Figure 1 describes the research flow starting from the determination of SLR design and keywords, literature search, data selection, data extraction, analysis, to research outputs. Inclusion criteria include journal articles published in 2016–2026; discuss Civic Education, sociological foundations, national/national identity, nationalism, nationalism, Generation Z, diversity, globalization, or the digital environment; have verifiable bibliographic information; written in Indonesian or English; and present findings relevant to RQ. Exclusion criteria include publications before 2016, duplicate articles, popular/editorial/opinion news, publications that do not meet the characteristics of journal articles, and sources that do not provide substantive information for analysis. To maintain methodological integrity, this manuscript does not make up the number of initial search results per database because the initial hit logs were not consistently documented at the previous search stage.

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The search process used a combination of the keywords "sociological foundations of civic education", "civic education", "national identity", "national identity of Generation Z", "nationalism", "Generation Z", "civic education and national identity", "civic education and nationalism", "Civic Education", "sociological foundation", and "national identity" with Boolean AND/OR operators. Data were extracted in a matrix that included Author, Year, Method, Variables/Focus, Sample/Participants, Findings, and DOI/URL. The analysis was carried out through thematic analysis and narrative synthesis to find patterns, similarities, differences, trends, gaps, and research directions. Validity is carried out by cross-checking metadata and source triangulation, while reliability is maintained through the application of consistent inclusion-exclusion criteria, structured extraction matrix, and bibliographic re-examination.

RESULTS AND DISCUSSION

The results of the literature search and selection show that studies on Civics Education, nationalism, national identity, Generation Z, local wisdom, and the digital environment developed throughout 2016–2026. A total of 13 articles with metadata and verified substantive findings were used as the main corpus of the synthesis and grouped based on three RQs into six sub-sub-themes. The initial hit numbers per database were not reported because the initial search logs were not consistently documented; to maintain scientific integrity, the figures were not designed. The synthesis shows a trend of shifting from the cultivation of nationalism towards contextual, multicultural, digital, and participatory learning.

Table 1. Synthesis of Research Results Based on Focus

Focus/Variable	Name & Year	Insight/Description of Research Results
Civic Education and social change	(Sa'diah dkk., 2025)	The literature shows a shift from value transfer towards social experiences, extracurricular activities, student identity, and contextual learning.
Social, cultural and digital environmental diversity	(Mushariawan, 2026)	Diversity and the digital environment are spaces for identity formation;

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		Civic Education plays a role in directing the experience to tolerance and national values.
Civic Education and nationalism	(Amalia & Najicha, 2022)	Quantitative and qualitative evidence shows the contribution of learning, local wisdom, social experience, and participation to nationalism.
Pancasila, local wisdom, multiculturalism, and national identity	(Adha dkk., 2021)	Pancasila, local wisdom, tolerance, and communal experience can be integrated to build an inclusive national identity.
The social and digital context of Generation Z	(Raidifi & Emiyati, 2024)	The digital space needs to be connected with real social experiences so that technology becomes a means of strengthening identity, not a substitute for social interaction.
Sociological-based model of strengthening national identity	(Murzal, 2026)	The integrative model needs to integrate Pancasila, local wisdom, multiculturalism, digital literacy, civic projects, and social participation.

Table 1 shows that the development of the study has moved from the cultivation of nationalism to a more contextual, social, digital, and participatory approach. Quantitative evidence shows that there are meaningful relationships or differences, while qualitative studies emphasize social experiences, local wisdom, diversity, and civic activities. For Generation Z, the

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digital environment needs to be combined with real social experiences so that Citizenship Education remains rooted in Pancasila while being adaptive to societal changes.

The Sociological Foundations of Civic Education in the Life of Generation Z

Civic Education in Response to Social Change

Nurdin (2017) researched 400 students and found a positive relationship between the implementation of the Civic Education policy and nationalism ($r=0.404$; $p<0.001$) and patriotism ($r=0.309$; $p<0.001$). Yulianto (2016) in 155 Generation Z adolescents found differences in national identity based on the intensity of internet use with $F=181.09$ and $p<0.05$. Murdiono and Wuryandani (2021) showed through qualitative studies that Civic Education and extracurricular activities can be a space for social experience for the formation of nationalism. Subkhan et al. (2023) involved 160 survey respondents and three senior lecturers to examine the learning of Civic Education, national identity, and learning reconstruction needs. These findings suggest that responses to social change are not simply through knowledge transfer, but through civic experiences that are relevant to learners' lives.

According to Saputro et al. (2021), the implementation of Civic Education in 25 grade V students showed 72% enthusiasm for discussion, 82% tolerance, and 80% love for Indonesian products. Purwaningsih and Kanukisya (2023) emphasized the communal dimension in the formation of student nationalism through the Civic Education learning model. Rizky et al. (2024) placed Civic Education as a strategy to strengthen students' national identity through curriculum, extracurricular activities, cultural experiences, and digital media. Nurdin (2017) provided quantitative evidence that the implementation of the Civic Education policy is related to nationalism and patriotism. All the evidence leads to the conclusion that social change needs to be used as a learning context, not just a background.

The synthesis of the two groups of findings shows that the sociological foundation of Civic Education functions as a bridge between civic norms and the reality of Generation Z's life. Thus, sociological relevance is not only concerned with the content of the material, but also the way of learning to connect the values of Pancasila with the social experience of students.

Social, Cultural, and Environmental Diversity Digital as a Sociological Basis

Yulianto (2016) found differences in national identity in 155 Generation Z adolescents based on the intensity of internet use. Kaniah et al. (2025) involved 42 students and examined

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the use of Instagram social media in strengthening the national identity of Generation Z. Firmansyah et al. (2025) placed Pancasila education as an important space for the formation of Generation Z nationalism in Islamic universities. Jatmika et al. (2026) through a survey of 59 students of Indonesian descent in Davao City showed that Civic Education remains relevant for the maintenance of national identity in the context of the diaspora. The findings show that the sociological basis includes diversity, identity mobility, and changes in interaction space.

According to Kaniah et al. (2025), social media can play a role in strengthening national identity when used for activities that support national awareness. Yulianto (2016) provides evidence that the intensity of internet use is related to differences in national identity in Generation Z adolescents. Rizky et al. (2024) strengthen the role of Civic Education as a strategy to strengthen national identity, including through digital media and cultural experiences. Jatmika et al. (2026) extend this context to the diaspora environment and show that exposure to Civic Education can be related to the strength of national identity. The four findings indicate that social diversity and digital space are not just threats, but contexts that need to be managed pedagogically.

In synthesis, socio-cultural diversity and the digital environment must be treated as the sociological basis of Civic Education. Relevant learning needs to develop students' ability to understand differences, assess information, maintain interaction ethics, and connect digital experiences with national values. This approach makes national identity open and adaptive without losing the root of Pancasila values.

The Contribution of Civic Education to Strengthening the National Identity of Generation Z

Civic Education, Nationalism, and National Identity

Nurdin (2017) in 400 students found a correlation of r=0.404 (p<0.001) between the implementation of the Civic Education policy and nationalism. Baehaqi and Samsuri (2020) found an average nationalism attitude of 82.92 in the experimental group and 77.88 in the control group with p=0.000<0.05; gains of 0.27 and 0.18, respectively. Saputro et al. (2021) in 25 students reported 72% enthusiasm for discussion, 82% tolerance, and 80% love for Indonesian products. Rizky et al. (2024) showed that Civic Education can be used as a strategy to strengthen national identity through curriculum development, extracurricular activities, cultural experiences, and digital media. This evidence shows the contribution of Civic Education through learning, experience, and internalization of values.

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According to Tuken (2026), a study of 120 PGSD students showed an average perception of civic education learning of 3.87 and a nationalism attitude of 4.12, with a correlation of r=0.68 and p<0.05. Firmansyah et al. (2025) show that Generation Z views Pancasila education as relevant in building nationalism. Purwaningsih and Kanukisya (2023) emphasize communal perspectives and student involvement in the development of nationalism. Subkhan et al. (2023), through 160 respondents and three senior lecturers, show the need to revitalize Civic Education so that learning is more contextual and able to strengthen national identity. These findings reinforce that national identity develops through a combination of knowledge, attitudes, social experiences, and participation.

The synthesis shows that Citizenship Education contributes to national identity through three main mechanisms: internalization of values, social experience, and participation. Pancasila values provide normative orientation, social experiences provide a space for appreciation, and participation transforms identity into civic action. Therefore, the success of identity strengthening is not only measured from knowledge about the nation, but also from tolerant attitudes, belongings, and social involvement.

Pancasila, Local Wisdom, Multiculturalism, and National Identity

Baehaqi and Samsuri (2020) showed that the use of local wisdom values in PPKn learning increased nationalism, with an average of 82.92 experimental groups and 77.88 controls and p=0.000<0.05. Saputro et al. (2021) found an indicator of tolerance of 82% and love for Indonesian products 80%. Firmansyah et al. (2025) examined Generation Z's perception of Pancasila education and showed its relevance for strengthening nationalism. Rizky et al. (2024) placed Civic Education as a strategy to strengthen national identity. These findings show that Pancasila and local wisdom can be pedagogical tools to connect national identity with concrete life.

According to Baehaqi and Samsuri (2020), the context of local wisdom provides a learning experience that is close to the lives of students. Saputro et al. (2021) show that tolerance and love for national products can emerge through the experience of learning citizenship. Firmansyah et al. (2025) strengthen the position of Pancasila education for Generation Z. Purwaningsih and Kanukisya (2023) emphasize the communal dimension in the development of student nationalism. This evidence shows that national identity can be maintained through a combination of universal values, local experiences, and national awareness.

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The synthesis shows that Pancasila, local wisdom, and multiculturalism are not stand-alone elements. All three can be designed into learning experiences that help Generation Z understand that national identity is built through respect for diversity. This approach also prevents nationalism from being exclusive because national identity is placed within the framework of Bhinneka Tunggal Ika.

The Relevance of Sociological Foundations as a Strategy to Strengthen National Identity
Integration of Social and Digital Contexts in Civic Education

Yulianto (2016) on 155 adolescents showed that the intensity of internet use was related to differences in national identity. Kaniah et al. (2025) on 42 students showed the relevance of social media in strengthening the national identity of Generation Z. Subkhan et al. (2023) emphasized the need to reconstruct Civic Education based on student perspectives and national identity. Rizky et al. (2024) linked Civic Education to strategies to strengthen national identity through curriculum, culture, extracurricular activities, and digital media. These findings show that digital context needs to be combined with real social experiences so that learning is not separated from the lives of Generation Z.

According to Kaniah et al. (2025), social media can be a space for strengthening national identity if used productively. Yulianto (2016) shows that internet intensity is related to differences in national identity. Rizky et al. (2024) emphasize the Civic Education strategy, while Subkhan et al. (2023) direct the revitalization of learning to student perspectives, national identity, and real-life contexts. The four findings support the integration of social and digital spaces in learning, while maintaining direct civic experience as an important component.

The synthesis shows that relevant strategies do not replace social interaction with technology, but rather connect the two. Civic Education can utilize social media for discussions, nationality campaigns, issue analysis, and civic projects, while ensuring that learners gain real interaction experiences. Thus, the digital environment becomes a space for reinforcement, not a substitute for social life.

Sociological-Based Model of National Identity Strengthening

Nurdin (2017) provided quantitative evidence on 400 students with a correlation of r=0.404 between the implementation of the Civic Education policy and nationalism. Baehaqi and Samsuri (2020) showed a difference in nationalism with p=0.000<0.05 and a higher gain in the

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experimental group. Tuken (2026) in 120 students found r=0.68 and p<0.05 between learning perception and nationalism attitudes. Rizky et al. (2024) placed Civic Education as a strategy to strengthen national identity through curriculum, extracurricular activities, cultural experiences, and digital media. This evidence can be used as a basis for developing social- and digital-based integrative models.

According to Tuken (2026), a strong relationship between the perception of learning and nationalism shows the importance of the quality of learning experiences. Baehaqi and Samsuri (2020) strengthen the role of local wisdom. Nurdin (2017) shows the relationship between the policy of Civic Education and nationalism. Saputro et al. (2021) show results on tolerance and love for national products. Rizky et al. (2024) emphasize national identity, while Firmansyah et al. (2025) affirm the relevance of Pancasila education for Generation Z. The findings can be synthesized into a model that combines Pancasila, local wisdom, multiculturalism, digital literacy, civic projects, and social participation.

The resulting conceptual model places the social context of Generation Z as the starting point, Civic Education as a vehicle for values, sociological-based learning as a process, and national identity as output. The strengthening strategy includes the integration of Pancasila, local wisdom, multicultural education, digital literacy, citizenship projects, and social participation. This model shows that strengthening national identity is not effective if it only relies on value discourse, but requires experiences that allow Generation Z to understand, test, and practice national values.



Gambar 2. Sebaran Keywords Riset Berdasarkan Periode Tahun

Figure 2. Distribution of Research Keywords by Year Period

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Figure 2 shows the development of the research focus from nationalism and national identity in 2016–2018, to local wisdom, Pancasila, and social experience in 2019–2021. In 2022–2024, attention will increasingly focus on national identity, the reconstruction of Civic Education, learning strategies, and the digital space. In 2025–2026, the study will increasingly explicitly discuss Generation Z, social media, Pancasila education, and the maintenance of national identity in the context of the diaspora.

Research gap and future research directions: there is still limited research that integrates simultaneously the sociological foundations, socio-cultural contexts, digital environment, civic participation, and national identity of Generation Z in a single testable model. Subsequent research needs to test the integrative model through longitudinal designs, cross-regional samples, mixed methods, and cross-cultural and global perspectives.

CONCLUSION

The results of the study found that the sociological foundation of Civic Education is very relevant to the lives of Generation Z because education takes place in a society that is experiencing social change, globalization, diversity, and digital transformation. 1) The dominant form of sociological foundation includes the context of socio-cultural diversity, changes in interaction patterns, local wisdom, social experiences, and the digital environment. 2) Civic Education contributes to strengthening national identity through the internalization of Pancasila, nationalism, tolerance, social experience, participation, and contextual learning. Quantitative findings such as r=0.404, r=0.68, F=181.09, as well as the difference in the average nationalism of 82.92 and 77.88 show that the experience of Civic Education has an empirical relationship with nationalism and identity attitudes. 3) The relevance of the sociological foundation can be developed into an integrative strategy that combines social context, local wisdom, multicultural education, digital literacy, citizenship projects, and social participation. This strategy makes the national identity of Generation Z remain rooted in Pancasila while being adaptive to global and technological changes. This study emphasizes that strengthening national identity needs to be placed as an experienced social process, not just memorized knowledge. Future research needs to test the integrative model longitudinally with a more diverse and cross-regional sample. Future research also needs to compare the effectiveness of social, digital, and multicultural based strategies in shaping the national identity of Generation Z.

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