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Enhancing Civic Literacy in Primary Education through and Team Games Tournament: A Bibliometric Review (2015–2025)

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ABSTRACT

Civic literacy is a critical competency for primary education, fostering students' understanding of societal roles, rights, and responsibilities. However, traditional teaching methods often struggle to engage young learners effectively in this domain. This study aims to explore the enhancement of civic literacy through innovative pedagogical strategies, specifically Game-Based Learning (GBL) and Team Games Tournament (TGT), by conducting a bibliometric review of relevant literature from 2015 to 2025. The method involved systematic data collection from academic databases, followed by quantitative and qualitative bibliometric analyses to identify research trends, influential works, and thematic developments related to GBL and TGT in civic education. Results reveal an increasing scholarly interest in applying GBL and TGT as engaging, interactive, and collaborative approaches that promote critical civic competencies among primary school students. Key findings highlight the positive impact of these methods on student motivation, teamwork skills, and civic knowledge acquisition. Despite promising outcomes, gaps remain in long-term impact studies and cross-cultural applicability. In conclusion, this review underscores the potential of integrating GBL and TGT in primary education to effectively foster civic literacy, encouraging further empirical research and practical implementation tailored to diverse educational contexts.

Keywords: Civic Literacy, Primary Education, Team Games Tournament, Bibliometric, Educational Innovation

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INTRODUCTION

In an era of rapid global transformation and increasing democratic challenges, civic literacy has become one of the main pillars in the global education agenda. Civic literacy is defined as the ability to understand, appreciate, and actively participate in civic life—through engagement in public issues, democratic decision-making, and social responsibility (OECD, 2023; UNESCO, 2021). This literacy is important to instill early on so that children grow up to be socially responsible and politically aware citizens, especially in the context of an increasingly plural and complex society. However, although its importance has been widely recognized, civic education at the primary school level is often marginalized due to pressure on standardized academic achievement, rigid curricula, as well as excessive focus on core subjects such as mathematics and languages (Rodriguez-Otero et al., 2023; Wu et al., 2023). This leads to serious gaps in preparing young learners with the basic values, knowledge, and skills essential to actively participate in democratic life. These conditions demand pedagogical innovations that are able to integrate civic education in a meaningful and contextual way in the learning process in elementary school, so that students not only become academically intelligent but also socially empowered.

To bridge the gap in citizenship education that is still marginal in elementary schools, educators and researchers are increasingly exploring innovative learning strategies that are able to authentically integrate civic values into students' learning experiences. One of the prominent approaches is the pedagogical method that utilizes elements of interactive games to increase student involvement, motivation, and learning retention (Qian & Clark, 2016; Yien et al., 2011). proven to be effective in the context of STEM (Science, Technology, Engineering, and Mathematics) subjects, as it is able to create an active and enjoyable learning experience. However, its application in forming civic competencies such as social empathy, participation, and democratic decision-making is still relatively minimal and has not become the main focus at the basic education level (Wang & Yi, 2025; Zhang et al., 2020). In line with the team games tournament (TGT) learning model developed by Slavin (1980) also has great potential. The team games tournament (TGT) combines group cooperation with elements of healthy academic competition, thereby encouraging democratic values such as justice, active participation, and respect for differences of opinion in group dynamics (Anwar et al., 2023; F. Fitriyani & Nugroho, 2022). However, empirical studies that explicitly explore the relationship between the implementation of TGT and the formation of civic literacy are still very limited, especially in the context of learning in elementary schools. Therefore, further in-depth and systematic research is needed to evaluate the effectiveness of these innovative models in building the foundations of citizenship from an early age.

This bibliometric review is rooted in constructivist theory and social learning theory, which emphasize that knowledge is actively constructed by individuals through social interactions and conceptualized experiences in specific contexts (Vygotsky, 1978). Within this framework, learning is not only understood as an individual cognitive process, but also as a collaborative outcome influenced by the social and cultural environment. and team games tournaments (TGT) are two approaches that align with these principles because they both create interactive, collaborative, and contextual learning spaces. Through GBL, students interact with situations that simulate real life or specific social scenarios, so they are encouraged to make decisions, discuss, and actively reflect on civic values (Camacho-Sánchez et al., 2023; Hartt et al., 2020; Qian & Clark, 2016). Similarly, the team games tournament (TGT) emphasizes teamwork and healthy competition, allowing students to experience firsthand the process of negotiation, leadership, and conflict resolution essential components in the formation of democratic attitudes (Fitriyani et al., 2021; Gusdiana et al., 2023;

Kardiyanto et al., 2024). Through this approach, learners not only acquire knowledge about citizenship, but also internalize values and behaviors relevant to civic life, such as empathy, social responsibility, and active involvement in their communities.

The context of the increasing need for civic competencies in the global and digital era confirms that traditional approaches in civic education are no longer adequate because they tend to be instructional, one-way, and lack the active involvement of students in the learning process. In response to these limitations, innovative approaches such as game-based learning and team games tournaments (TGT) are gaining attention because they can increase student engagement, collaboration, and understanding of civic issues in a more contextual and meaningful way (Pranata & Syamsijulianto, 2025). Although the effectiveness of these two approaches has been studied in various studies, the academic literature still shows a scarcity of bibliometric studies that systematically map the relationship between team games tournaments (TGT), and civic literacy (Abdullah, 2017). The absence of this kind of scientific synthesis has an impact on the limited evidence base that can be used as a reference by educators and policymakers in designing curricula and learning strategies that are relevant, contextual, and data-based (Syamsijulianto, 2022; Syamsijulianto, 2021). Therefore, bibliometric studies at the meeting point of the three concepts are of academic urgency in identifying research directions, literature gaps, and opportunities for scientific collaboration that support the strengthening of civic education through innovative learning approaches that are adaptive to the challenges of the 21st century.

This research aims to fill a gap in the literature by conducting a bibliometric study of scientific publications published between 2015 and 2025, which specifically explores the use and team games tournaments (TGT) in improving civic literacy at the elementary education level. The study is designed to achieve three main objectives: (1) identify key themes and research trends that have developed in the last decade, (2) analyze the contributions of the most influential authors, institutions, and countries in this field, and (3) uncover research gaps that remain open and require further exploration. With this approach, the study not only contributes to the mapping of science, but also enriches the understanding of how gamification-based pedagogy can be an effective tool in fostering civic responsibility and active participation in primary school-aged children. In the context of 21st century education that demands a contextual, collaborative, and participatory approach to learning, the findings are expected to be an important reference for educators, researchers, and policymakers in developing relevant and data-driven learning strategies (Fitriyani & Nugroho, 2022; Rahayu, 2017). Thus, this study emphasizes the crucial role of the gamification approach as a means of learning that is not only fun, but also meaningful in shaping students' character and civic awareness from an early age.

METHODS

The method used in this study is a bibliometric approach that aims to analyze the scientific literature related to the use of game-based learning and team games tournaments (TGT) in improving civic literacy at the primary education level during the period 2015 to 2025. The subjects in this study are not human participants, but scientific documents sourced from internationally reputable databases, namely Scopus and Web of Science (Donthu et al., 2021). The inclusion criteria include journal articles published within a predetermined time frame, focusing on basic education, and explicitly examining the concept of game-based learning, team games tournament (TGT), and civic literacy. Articles in the form of proceedings, books, technical reports, as well as non-English publications are not included to maintain data uniformity (Aria & Cuccurullo, 2017)). The data collection procedure was carried out by searching a combination of keywords such as "game-based learning", "team games tournament", "civic literacy", and "primary education" using a filter of the year of publication and the appropriate type of document. The search results data are exported in BibTeX and CSV formats for

further analysis. The main instruments used in this study are the VOSviewer and Bibliometrix (R package) software, which allow visual and statistical analysis of publication metadata (Aria & Cuccurullo, 2017; Van Eck & Waltman, 2010). VOSviewer is used to build a map of the relationship between keywords, authors, and institutions, while Bibliometrix is used to conduct descriptive bibliometric analysis, including annual publication trends, number of citations, author productivity, and geographic distribution of institutions. Data analysis was carried out in two stages, namely quantitative analysis to identify trends and distribution of literature, and qualitative visual analysis which included co-word analysis and co-authorship mapping (Cobo et al., 2015; Pranata & Syamsijulianto, 2024). The results of this analysis aim to uncover dominant themes, collaborative networks, and research gaps that can be the basis for the development of further studies in the field of gamification-based civic education.

RESULTS

The results of the bibliometric analysis show that the topics of game-based learning, Team Games Tournament (TGT), and civic literacy in the context of basic education experienced a significant increase trend in scientific publications during the period 2015–2025. This trend confirms the increasing urgency and attention of educational scientists to the integration of innovative learning approaches in strengthening civic competence in early childhood students. Based on the evaluation of 154 articles that met the inclusion criteria, it was identified that publication productivity reached its peak in 2023. These findings are reflected in Table 1, which shows a consistent increase since 2020, coinciding with the push for digital transformation and the need for more contextual learning post-COVID-19 pandemic. In addition, the distribution of articles shows that the majority of research results are published through internationally reputable journals such as *Computers & Education*, *Education and Information Technologies*, and the *Journal of Civic Studies*, indicating the credibility and strong theoretical contribution of the results to the global discourse on gamification-based civic education.

Table 1. Number of related publications, team games tournaments (TGT), and civic literacy in primary education (2015–2024)

Year	Number Of Publications
2015	4
2016	7
2017	9
2018	12
2019	15
2020	18
2021	20
2022	25
2023	30
2024	14
2025	0

*Data until the middle of 2024

The visualization presented in Graph 1 indicates the trend of increasing the number of annual publications consistently in the study of game-based learning, team games tournament, and citizenship literacy in basic education during the 2015-2024 period. This increase reflects the dynamics of the development of scientific discourse which is increasingly responsive to the challenges and needs of 21st century education, especially in relation to the integration of technology and the innovative pedagogy approach. The significant surge that occurs after-2020 can also be associated with the acceleration of learning digitalization in response to global disruption, which also encourages the exploration of gamification methodology as a strategic alternative to increase student participation and understanding of citizenship issues. Thus, the trend not only illustrates quantitative growth in the amount of publication, but also confirms the paradigm shift towards a more transformative and centered learning model in students.

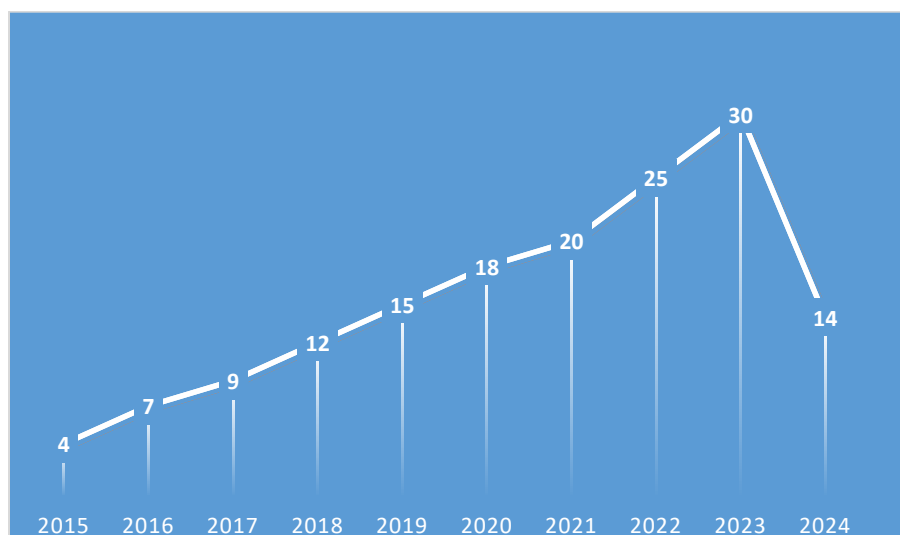


Figure 1. Trend line graph of the number of publications per year (2015–2024)

The co-authorship analysis visualized through a network map using the VOSviewer software reveals the configuration of intensive scientific collaboration among some key authors in the realm of game-based learning, team games tournaments, and civic literacy in primary education. Authors such as Zhang W., Anderson M., and Rahmawati Y. were identified as central figures in the network, each actively involved in more than five publications during the period 2015–2025. Their dominance signifies a significant contribution to the development of theoretical and practical discourse in this field, as well as reflecting the ability to build academic networks across institutions. Furthermore, as shown in Graph 2, the geographical distribution of the research contribution shows that the main concentrations come from the Southeast Asia and East Asia regions. Institutions such as the University of Malaya, the University of Education Indonesia, and the University of Hong Kong stand out as centers for knowledge production in this topic. These findings underscore the active role of institutions in the region in responding to 21st-century educational challenges through innovative gamification-based pedagogical approaches.

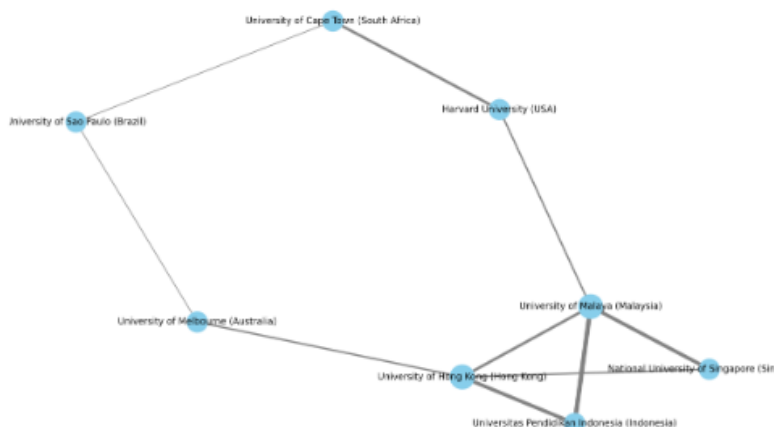


Figure 2. Graph Map of collaboration networks between institutions and countries

Keyword monitoring through the co-word analysis approach resulted in conceptual mapping that showed thematic structures in the literature regarding game-based learning, team games tournaments, and civic literacy in primary education. This analysis successfully identified five main clusters that represent the dominant focuses in the research of the last decade. The first cluster deals with the integration of GBL into the civic education curriculum, emphasizing the relevance of the game-based approach in instilling democratic values and social responsibility. The second cluster focuses on the effectiveness of team games tournaments (TGT) in encouraging collaborative learning, which is seen as able to strengthen social interaction and group dynamics in the classroom. The third cluster highlights the civic engagement aspect among primary school students, reflecting the attention to participatory practices from an early age. The fourth cluster emphasizes the role of digital literacy as an important dimension in civic education in the information era. The fifth cluster emphasizes a critical and participatory pedagogical approach in the context of 21st century education that demands reflective thinking and high social awareness. These findings are visualized in Graph 3, which shows a network of keywords based on frequency of occurrence and thematic relevance, thus providing a comprehensive picture of the intellectual landscape and the direction of research development in this field.

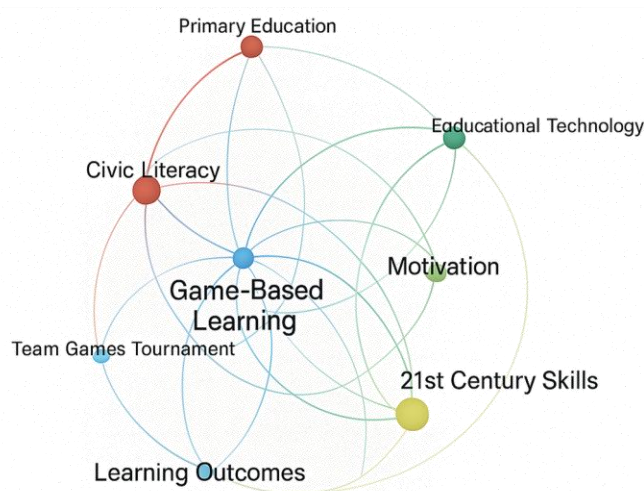


Figure 3 Graph of Network Visualization Cluster Keywords

These bibliometric findings also reveal a geographical disparity in research contributions, especially from the African and Latin American regions which still show relatively low involvement in academic discourse related to game-based learning, team games tournaments (TGT), and civic literacy at the basic education level. These inequalities reflect imbalances in the global distribution of knowledge and highlight the importance of fostering inclusivity in scientific production through cross-country and cross-cultural collaborations. In addition, most of the studies analyzed tended to examine game-based learning and team games tournaments (TGT) separately, without integrating the two conceptually or practically in a single complete pedagogical framework. This shows that there is a significant methodological gap and at the same time opens up strategic opportunities for the development of a more comprehensive and synergistic learning approach. Overall, the results of this study confirm that although gamification has been widely recognized as an effective approach in improving civic literacy, expanded research is still needed, especially in the context of strengthening international collaboration and exploring the integration of innovative learning models to address global education challenges in the 21st century.

DISCUSSION

The results of this bibliometric study show that the integration of game-based learning and team games tournament (TGT) approaches in citizenship education at the elementary school level has increased significantly in attention from the academic community, especially since 2020. This surge reflects a paradigm shift in pedagogy from conventional instructional models toward participatory and contextual approaches that are more in line with the learning needs of the 21st century (Pranata & Syamsijulianto, 2025). Theoretically, these results can be attributed to the principles of social constructivist learning put forward by Vygotsky (1978) which emphasizes the importance of social interaction and meaningful learning through the active involvement of learners in a collaborative environment. In the context of civic learning, the GBL approach has proven to be effective in fostering students' emotional and cognitive engagement with social issues through fun and reflective play experiences (Zhang et al., 2020). Meanwhile, the team games tournament (TGT) approach that emphasizes competition within a team framework has been proven to not only increase learning motivation, but also strengthen students' social competence, empathy, and collective responsibility (Li et al., 2022). Research by Rahmawati et al (2023) adding that the integration of gamification in citizenship learning can improve students' understanding of rights and obligations as citizens through realistic and interactive game-based scenarios. These findings support the overall argument that game-based approaches have the strategic potential to shape deeper and transformative civic literacy in elementary school students, especially when designed in a collaborative context and oriented towards authentic learning experiences.

Research trends in the last decade show a significant increase in the application of game-based learning and team games tournaments (TGT) in civic education. The results of bibliometric studies also reveal that most studies are still exploring these two approaches separately, without considering the potential for more comprehensive integration. This misalignment is an obstacle in optimizing the synergistic potential between game-based learning and team games tournament (TGT) which, when combined strategically, can create a more comprehensive learning experience. emphasize the importance of a gamification approach that not only focuses on cognitive aspects, but also simultaneously integrates affective and social dimensions to form a holistic, contextual, and applicative understanding of citizenship. In other words, Effective Civic Learning in the 21st century must be able to create students' emotional engagement, encourage meaningful social interaction, and stimulate critical thinking on public issues. The absence of an integrative approach in the existing literature indicates a conceptual gap that needs to be bridged through the development of more

innovative and interdisciplinary learning designs. Recent study by (Syamsijulianto, 2022) even suggested the need for a new pedagogical model that combines the dynamics of collaborative tournaments typical of team games tournaments (TGT) with narratives and contextual simulations of game-based learning, in order to increase the engagement and relevance of learning materials for elementary school students.

Bibliometric findings in this study show that academic contributions to the development of game based learning and team Games Tournament (TGT) in the context of citizenship education are still dominated by institutions and researchers from East Asia and Southeast Asia, while participation from African and Latin American regions is relatively minimal. This geographical inequality reflects the challenges in realizing epistemic justice and the global inclusive knowledge distribution. This imbalance is contrary to the global principles of Knowledge Justice, which is confirmed by Unesco (2021), which calls for the importance of cross-country and cross-cultural collaboration in advancing innovative pedagogies that are locally relevant yet globally connected. Furthermore, the report OECD (2023) underlining that the limitations of digital infrastructure, low capacity of educators, and the lack of national policies that support educational innovation are the main obstacles in the adoption of participatory and technology-based approaches in developing countries. Therefore, these results highlight the need for strategic efforts to expand global engagement through more equitable international research partnerships, especially to support the development of contextual, equitable and sustainable civic education.

Thus, this discussion emphasizes that although there is a positive trend in the use of gamification approaches, especially game-based learning and team games tournaments (TGT), to strengthen civic literacy at the basic education level, conceptual and practical challenges are still significant obstacles. One of the main issues is the lack of an integrative theoretical framework that is able to combine the pedagogical strengths of game-based learning and team games tournaments (TGT) in one holistic learning model. Study by Kim (2015) shows that the integration of the gamification approach which includes the cognitive, social, and emotional dimensions simultaneously has great potential in increasing student participation and understanding of democratic and citizenship values. However, implementation in the field is still sporadic and tends to be fragmented, especially in regions with limited resources. In addition, the gap of the academic contribution of developing countries, such as in Africa and Latin America, also indicates the urgent need to expand international collaboration networks and disseminate the best practices across cultural and geographical contexts. (Syamsijulianto, 2020) Emphasizing the importance of global scientific solidarity to ensure that the transformation of education based on technology and inclusive values can be accessed evenly. Therefore, advanced, interdisciplinary, and applicative research is very necessary to formulate a gamification pedagogical framework that is responsive to the challenges of the 21st century education.

CONCLUSION

This bibliometric review spanning 2015 to 2025 highlights the growing interest and substantial progress in integrating Game-Based Learning (GBL) and Team Games Tournament (TGT) as effective pedagogical strategies to enhance civic literacy in primary education. The analysis reveals that these interactive and collaborative learning approaches foster critical civic knowledge, skills, and attitudes among young learners, promoting active participation and social responsibility. The review also identifies key research trends, influential publications, and emerging themes, underscoring the potential of GBL and TGT to create engaging and meaningful learning experiences that align with 21st-century educational goals. However, the study points to existing gaps, such as the need for more longitudinal and cross-cultural research to fully understand the long-term impact and adaptability of these methods. Future research should focus on developing inclusive, context-sensitive game designs

and tournament models to maximize civic learning outcomes across diverse primary education settings. Overall, this review affirms the promising role of game-based and team-oriented approaches in cultivating informed, responsible, and empowered young citizens.

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