

## CIVIC EDUCATION AND POLITICAL PARTICIPATION IN THE DIGITAL ERA: INDICATORS AND STRATEGIES FROM A SYSTEMATIC REVIEW

## PENDIDIKAN KEWARGANEGARAAN DAN PARTISIPASI POLITIK DI ERA DIGITAL: INDIKATOR DAN STRATEGI DARI TINJAUAN SISTEMATIS

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## INFO ARTIKEL

**Riwayat Artikel:**

Diterima : 15 Desember 2024

Disetujui : 15 Februari 2025

**Keywords:**

political participation; civic education; social media

**Kata Kunci:**

partisipasi politik; pendidikan kewarganegaraan; media sosial

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**Abstract:** This study aims to identify forms of civic education implementation, analyze indicators of political participation on social media, and formulate an ideal civic education model to increase political participation on social media. The method used is a systematic literature review using the Preferred Reporting Items for Systematic Reviews and Meta-Analyses approach. The results of the study of 56 articles show that civic education for civil society is carried out through expressive participation on social media, learning in schools, political activities, civil organizations and communities, social discussions and interactions, and education in the family environment. There are six indicators of political participation on social media, namely participation in political discussions on social media, online election campaigns, sharing political content, signing online petitions, using hashtags, and liking and commenting on political content. Political participation on social media can increase if it is supported by the implementation of civic education that prioritizes four aspects, namely digital literacy, inclusiveness, ethical discourse, and holistic integration.

**Abstrak:** Kajian ini bertujuan untuk mengidentifikasi bentuk implementasi pendidikan kewarganegaraan, menganalisis indikator partisipasi politik di media sosial, serta merumuskan model pendidikan kewarganegaraan yang ideal untuk meningkatkan partisipasi politik di media sosial. Metode yang digunakan yaitu *systematic literature review* menggunakan pendekatan *Preferred Reporting Items for Systematic Reviews and Meta-Analyses*. Hasil kajian terhadap 56 artikel menunjukkan bahwa pendidikan kewarganegaraan untuk masyarakat sipil dilaksanakan melalui partisipasi ekspresif di media sosial, pembelajaran di sekolah, kegiatan politik, organisasi dan komunitas sipil, diskusi dan interaksi sosial, serta pendidikan di lingkungan keluarga. Indikator partisipasi politik di media sosial ada enam yaitu partisipasi dalam diskusi politik di media sosial, kampanye pemilihan secara *online*, berbagi konten politik, menandatangani petisi *online*, menggunakan *hashtag*, serta menyukai dan mengomentari konten politik. Partisipasi politik di media sosial dapat meningkat apabila didukung oleh implementasi pendidikan kewarganegaraan yang memprioritaskan empat aspek yaitu literasi digital, inklusivitas, diskursus etis, dan integrasi holistik.

## INTRODUCTION

The use of social media in today's global society has become one of the main forces shaping communication patterns, social interaction, and political participation dynamics. The number

of social media users worldwide has reached more than 4.9 billion people and continues to experience significant growth each year (Statista, 2024). Social media platforms such as Facebook, Twitter, and Instagram are no longer merely

spaces for sharing personal information but have evolved into platforms used to organize political movements, mobilize support, and raise public awareness about various social issues. A Meta-analysis that digital media plays a crucial role in increasing political engagement among young people (Boulianne, Copeland, & Koc-Michalska, 2024). They found that the use of social media can encourage broader political discussion, improve political literacy, and facilitate political participation both online and offline. This phenomenon shows that social media has become a new arena for civic education and more inclusive and dynamic political participation.

The increase in political participation on social media is not entirely positive. One of the challenges that has emerged is the low quality of political engagement. The phenomenon of slacktivism, where individuals show political support through minimal actions such as liking or sharing content without deeper engagement, has become a critical focus in studies of digital participation (Hargittai, Fuchslin, & Schafer, 2018). The study reveals that although political engagement through social media is becoming more widespread, users are often trapped in echo chambers that narrow their perspectives, thereby reinforcing polarization and lowering the quality of public discourse. This situation shows that political participation through social media requires a strong foundation of civic education so that the public does not merely become passive consumers of information but also critical and responsible political actors. Without adequate education, digital participation risks reinforcing disinformation and weakening democratic culture.

Previous studies have attempted to address this challenge. Media literacy is important in shaping active and critical citizens in participatory democracies (Mihailidis & Thevenin, 2013). They emphasized that media literacy education should be an integral part of citizenship education in the digital age to encourage meaningful political engagement. However, their research is still limited to strengthening individual capacity without providing a structured educational model within the context of formal citizenship curricula. Furthermore, a study shows that the use of social media can encourage informal political learning among young people, but this research has not yet comprehensively integrated

these findings into planned citizenship education strategies (Ekstrom & Ostman, 2015). These studies provide an important foundation, but they have not yet fully formulated a model of civic education that is relevant to the dynamics of political participation on social media. Therefore, the research gap that can be identified is the need to develop a model of civic education that can bridge the gap between digital participation practices and systematic political education.

Based on the above description, this study aims to analyze the implementation of civic education for civil society, identify indicators of civil society political participation on social media, and formulate an ideal civic education model to enhance meaningful political participation in the digital realm. The implications of this research are expected to contribute theoretically to the development of civic education studies, particularly those responsive to the development of digital media, while also offering practical recommendations for educators and policymakers in developing relevant and adaptive curricula. The importance of this research lies in the urgency of building citizens who are not only active on social media but also possess political awareness, digital literacy, and adequate critical thinking skills to navigate the complexity of information in the digital age.

## METHODS

This study used a systematic literature review design, which is a research approach that aims to identify, critically evaluate, and synthesize research results relevant to specific research questions through systematic, structured, and transparent procedures. Systematic literature review provides a strong foundation for building a comprehensive conceptual understanding and reducing selection bias in the data collection process (Siddaway, Wood, & Hedges, 2019). In this study, Population, Intervention, Comparison, and Outcome (PICO) criteria were used to focus the search for relevant literature. The article search process was conducted systematically through international databases such as Scopus and Web of Science. The keywords used in the search were arranged based on Boolean operators as follows: (“civic education” OR “civic engagement” OR “citizenship” OR “public education”) AND (“political participation” OR “political involvement” OR “political activity”

OR ‘voting’) AND (“social media” OR “online platforms” OR “digital media” OR “social networks”). The time frame set for the search is the last ten years (2016 - 2025) to ensure the relevance and timeliness of the data.

The article selection process follows the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) flow to ensure transparency and replication of studies. The PRISMA diagram covers the process of identifying, screening, eligibility, and inclusion of articles that meet the criteria (Page et al., 2021). Article quality assessment was conducted using the latest version of the Mixed Methods Appraisal Tool (MMAT), designed to assess the

methodological quality of various study designs, including qualitative, quantitative, and mixed methods (Hong et al., 2018). Each article that passed the full selection was evaluated based on five MMAT criteria relevant to its study design type to ensure the integrity and validity of the synthesis results. Data analysis was performed using Nvivo 14 software with a thematic analysis approach to identify the themes related to civic education, political participation, and the role of social media. The analysis process followed the steps of open coding, theme grouping, and systematic conclusion drawing to maintain the accuracy and depth of data interpretation. The PRISMA diagram is shown in Figure 1.

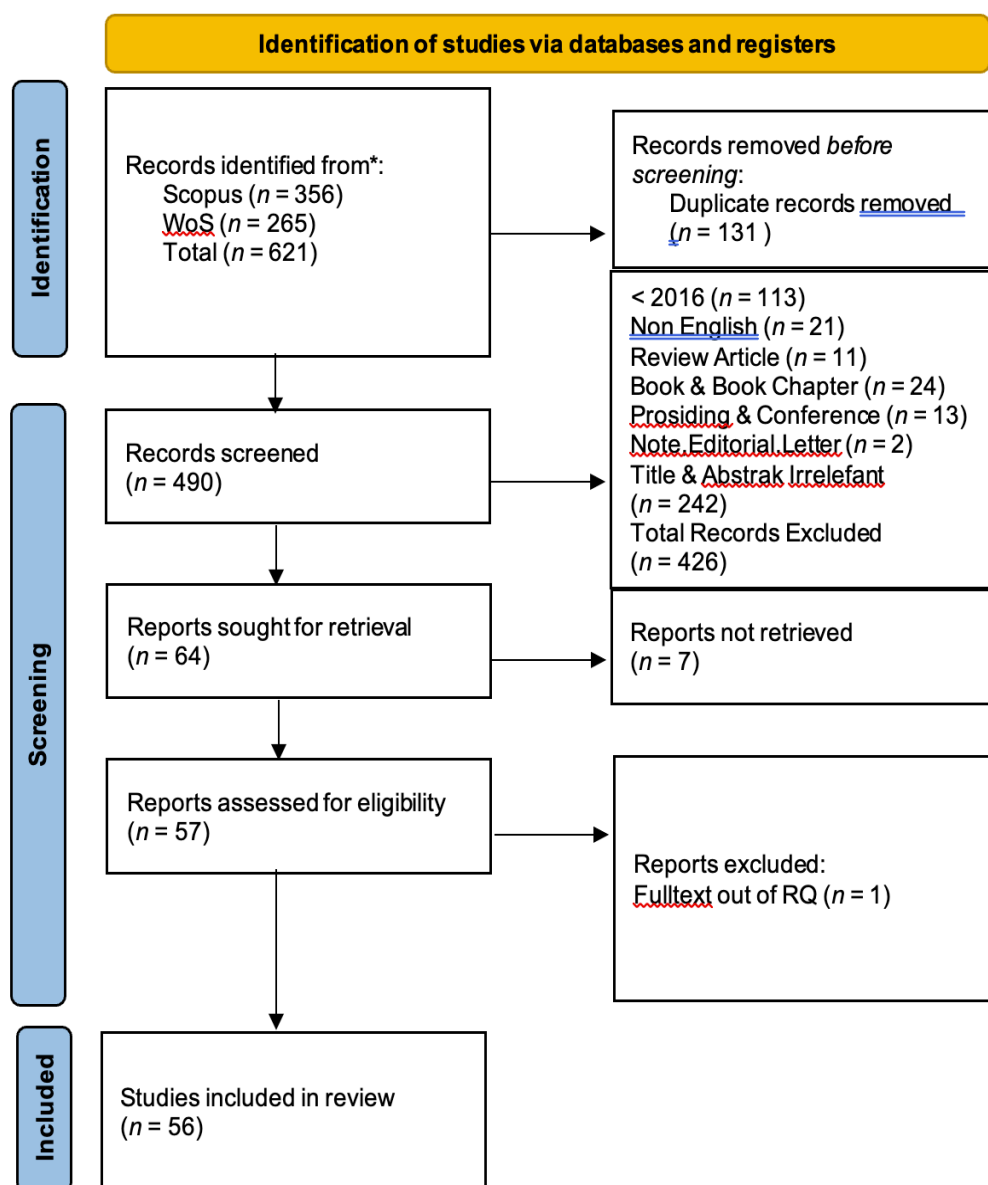


Figure 1. PRISMA Chart

## RESULTS AND DISCUSSION

### Forms of Civic Education Implementation for Civil Society

Civic education in the context of an increasingly complex and digitized civil society is no longer limited to formal classrooms, but extends to various social and digital spheres. Its implementation reflects responses to the dynamics of political participation, technological developments, and the need to foster reflective, active, and inclusive citizens. Social media provides a space for expressive participation that expands political engagement digitally and informally. The school environment remains the primary means of strengthening civic literacy through a curriculum that is relevant to students' lives. Political activities serve as a direct vehicle for building democratic awareness and citizen engagement. Activities in civil society organizations and communities encourage collective participation and strengthen democratic capacity. Informal discussions and social communication shape critical thinking skills and empathy in interactions between citizens. Experiences within the family from childhood also shape an individual's political identity.

Social media serves as a new space for political participation, enabling citizens, especially the younger generation, to express their political views freely, personally, and repeatedly. Platforms such as Facebook, Twitter, and Instagram facilitate expressive participation through various symbolic actions such as sharing links, posting opinions, using hashtags (#), creating memes, and sharing visual content containing political messages (Adi, Gerodimos, & Lilleker, 2018; Tiidenberg & Allaste, 2016). These activities reflect an iterative engagement model, which is political engagement that is repeated and distributed over a long period of time, rather than a mere momentary response to a specific political event (Hong & Rojas, 2015; Piatak & Mikkelsen, 2021). Expressive participation also creates a form of discursive citizenship that emphasizes communication norms, information sorting, and critical thinking skills in online interactions (Gagrcin, 2024). Social media is not only a communication channel but also an educational space for citizenship that strengthens political identity, citizen efficacy, and democratic practices in the digital context.

Formal educational institutions play a central role in shaping civic awareness through the development of relevant, contextual, and responsive curricula that address societal dynamics. Curricula integrating digital literacy, political expression, and identity equality have been shown to enhance the quality of civic education, particularly for students from diverse socio-cultural backgrounds (Choi et al., 2023). Schools are important places for instilling participatory democratic values, such as freedom of expression, collective decision-making, and constructive dialogue. Citizenship education also emphasizes the importance of critical and responsible use of social media as part of digital citizenship practices (Ltaifa & Derbali, 2022). The integration of digital, affective, and participatory dimensions in the formal education curriculum strengthens the foundation for the creation of active, critical, and reflective citizens.

Direct involvement in political activities, such as participating in campaigns, discussing policies, or participating in protests, is an important vehicle for citizens to experience democracy in a concrete way. These activities promote the internalization of democratic values, enhance understanding of public issues, and strengthen a sense of responsibility as citizens (Roberts, 2017; Pathak-Shelat & Bhatia, 2019; Kim & Ellison, 2022). Participation in political activities has also been shown to strengthen civic norms oriented toward active participation and political autonomy (Schmitt-Beck & Schnaudt, 2023). Social interactions that occur in political spaces, both online and offline, form networks of solidarity, build collective efficacy, and facilitate participatory decision-making. Citizen involvement in political activities directly contributes to transformative and empowering citizenship learning.

Activities within civil society organizations provide a collective space for citizens to develop democratic skills, expand social networks, and build a sense of ownership of the community. These organizations include community-based organizations, advocacy groups, citizen forums, and faith-based groups that open up opportunities for dialogue and cooperation across identities (Kasadha, 2020; Li, 2020; Kassam & Becker, 2023). Citizen participation in civil society is not only oriented toward collective outcomes but

also serves as a means of political socialization and learning about democratic processes. In the context of migration and multiculturalism, civil society organizations play a key role in social and political integration through empowerment and representation (Kassam & Becker, 2023). Civil society organizations function as laboratories of citizenship that enable democratic practices to unfold in everyday life through collective work and the strengthening of citizens' social and political capacities.

Political discussions among citizens, whether conducted in person or through digital media, create important deliberative spaces for developing political understanding, critical thinking, and shaping public opinion. Political conversations occurring in informal social settings broaden perspectives, enhance political efficacy, and facilitate experience-based social learning (Hong & Rojas, 2015; Schmitt-Beck & Schnaudt, 2023; Bennour, Manatschal, & Ruedin, 2022). Discussions also shape individual and community political identities and create opportunities for reflection on values, norms, and political choices. Exposure to political disagreement in conversations positively contributes to political engagement and the maturation of civic attitudes (Hong & Rojas, 2015). Inclusive and reflective political discussions play a pedagogical role in building democratic citizenship based on communication, tolerance, and participation.

Families play an important role in the early stages of political socialization that shape individual civic identities and political preferences. Family interactions, including daily political discussions, democratic parenting, and collective experiences in social-political activities, form the foundation of affective and sustainable civic learning (Barassi, 2017). Digital practices within families, such as sharing political content on social media or involving children in online campaigns, expand the arena of citizenship education into the relational online realm. Children's political identities are indirectly shaped through exposure to the narratives, values, and actions of their parents in the digital space (Barassi, 2017). Families function as a transgenerational medium for citizenship formation that combines personal experiences, digital communication, and social engagement from an early age.

Analysis of the implementation of civic education for civil society reveals a paradigm shift from a formal-instructional model toward a participatory, contextual, and digital model. The educational process does not only take place in schools but extends into daily life, community organizations, online spaces, and through citizens' life experiences. Civic education now encompasses expressive, deliberative, transformative, and reflective dimensions, all of which empower citizens to play an active role in democratic societies (Hong & Rojas, 2015; Choi et al., 2023; Arora, 2019; Roberts, 2017). This approach requires cross-sector and cross-medium integration to ensure inclusive, relevant, and sustainable citizenship learning.

### **Indicators of Civil Society Political Participation on Social Media**

Civil society political participation has undergone significant transformation with the development of digital technology, particularly social media. The digital space has become not only a means of communication, but also a new arena for political expression, discussion, and mobilization. Citizens can now engage in public issues through various forms of online interaction that were not previously available in conventional political participation. The indicators presented illustrate the shift in participation from conventional activities to more flexible and accessible digital practices. Online political discussions occupy an important position as a forum for public deliberation that allows users to express their opinions openly. Digital election campaigns are an effective channel for disseminating information and mobilizing voters. The sharing of political content strengthens the role of individuals as both producers and distributors of political information. Online petition signing represents a form of informal participation that still has the potential to influence the decision-making process. The use of hashtags reflects the dynamics of digital solidarity and collective engagement in socio-political issues. Liking and commenting on content demonstrates symbolic participation that still reflects political allegiance and affiliation. Digital political participation encompasses a broad spectrum of activities, from individual expressive forms to collective social media-based actions, which collectively enrich civic practices in the digital space.

Political discussions on social media are a form of public deliberation that reflects citizens' cognitive engagement in the democratic process. This participation is not limited to the exchange of arguments, but also expands individuals' capacity to understand political complexities and strengthens their civic identity. Forums, comment sections, and interpersonal conversations on social media become arenas for the exchange of views that sharpen critical awareness and strengthen a sense of belonging to the online political community. Differences of opinion in political discussions increase political efficacy, self-confidence, and consistency of views among citizens after repeated discussions (Hong & Rojas, 2015). Such discussions also create spillover effects toward more active and structured forms of participation (Wunderlich, 2025; Butkowski, 2023). Online discussions have been shown to encourage the involvement of marginalized communities such as people with mental health issues (Brusilovskiy et al., 2016; King, 2019), youth groups (Pathak-Shelat & Bhatia, 2019; Pyun & Kim, 2023), and refugees (Kassam & Becker, 2023), who access open and participatory dialogue spaces. Positive correlation between the intensity of digital discussions and increased interest, knowledge, and political action among citizens (Mustapha & Mustapha, 2017; Oser, 2022). Political discussions on social media are an important driver of informal civic education and participatory democracy.

Digital election campaigns reflect a shift from traditional campaign practices toward more personal, visual, and network-based political communication. Platforms like Instagram and Facebook enable the formation of campaign narratives through self-images, collective symbols, and mobilization hashtags that affirm political allegiances. These activities integrate symbolic actions such as the use of campaign hashtags with calls for collective action both online and offline (Khutkyy, Matveieva, & Mirza-Grisco, 2023). Self-representation as part of the electoral movement gives rise to the phenomenon of impulsive collectivity, which links personal identity with social media-based political solidarity. Online campaigns also mobilize diaspora and transnational communities, as reflected in the same-sex marriage campaign in Ireland (Gray, 2019). Visual and emotional support on social media becomes a strategic element in shaping

collective awareness and encouraging electoral participation. Other studies highlight that digital campaigns facilitate voting appeals tailored to local contexts, such as in Nigeria's elections and Uganda (Mustapha & Mustapha, 2017; Kasadha, 2020). Online campaigns are a strategic form of political participation that combines digital symbolism, collective narratives, and viral influence to expand citizen engagement in the democratic process.

Sharing political content on social media is a form of articulating civic identity that combines personal expression with public responsibility. This practice reflects engagement in public discourse through the dissemination of information, criticism of policies, or support for socio-political issues. The content shared is not limited to news links, but also includes memes, videos, infographics, and personal narratives with political content. Research shows that social media users who share political information act as agents of civic education, creating a horizontal dialogue space that prioritizes affinity logic over authority (Penney, 2016). This activity also functions as a shaper of the political identity of digital communities, as demonstrated by activists in the Indignados movement and Twitter users in the 2012 US presidential election (Papa, 2017; Penney, 2016). Study found that sharing political content significantly increases the probability of involvement in non-electoral political action (Oser, 2022). Sharing content in more repressive environments, such as Poland and China, becomes a form of resistance against dominant narratives and an expression of alternative political identities (Arora, 2019; Filipek, 2019). The sharing of political content is a channel for distributing civic discourse that expands the function of social media as a pedagogical and advocacy arena in digital politics.

Online petitions mark a form of episodic political participation that offers efficiency, visibility, and wide reach without requiring physical mobilization. This mechanism allows citizens to express their political aspirations directly and quickly regarding specific policies, injustices, or social crises. Online petitions in the context of digital democracy are a channel of resistance accessible to diverse groups of citizens, including youth, diaspora, and marginalized groups. Signing petitions falls within the

spectrum of transient yet impactful political participation, especially when integrated with broader social media campaigns (Tiidenberg & Allaste, 2016). Digital petitions are also identified as a bridge between online activism and pressure on formal institutions (Filipek, 2019; Vaccari, 2017). Platforms like Change.org serve as important spaces for consolidating citizens' aspirations, attracting media coverage, and prompting institutional responses. Online petitions in repressive environments become a safe and inclusive form of political expression (Zaloznaya, 2022; Kasadha, 2020). Online petitions expand the field of civic participation through rapid, measurable engagement that can create collective socio-political resonance.

Hashtags function as semantic and political instruments in the digital participation field, uniting personal narratives with collective struggles. The functions of hashtags include organizing content, identifying issues, and mobilizing society across geographical and ideological boundaries. Participation through hashtags shows how digital symbols can create emotional and political connections on a large scale. Study shows that hashtags such as #BlackLivesMatter or #MeToo encourage expressive participation that shapes collective awareness and solidarity across communities (Choi et al., 2023). Hashtags in Europe such as #VoteWithUs and #DiasporaVoteaza have become catalysts for diaspora engagement in national election issues (Gray, 2019; Zhang et al., 2024). Hashtags are also used as a form of satirical criticism through political humor, parody, or irony that strengthens symbolic resistance to power (Tiidenberg & Allaste, 2016). Symbolic actions such as the use of hashtags #YesLaVot and #DiasporaVoteaza serve as calls to collective action both online and offline (Adi, Gerodimos, & Lilleker, 2018). Online symbolic actions can mobilize diaspora and transnational communities, as reflected in the hashtag #HomeToVote (Gray, 2019). The use of hashtags in the context of Asian social media strengthens the reach of cross-border and cross-generational political movements (Darshan & Suresh, 2019; Uzun & Kececioğlu, 2024). Hashtags are discursive mobilization tools that shape connective political participation and expand citizens' influence on dominant narratives in the digital public sphere.

Simple interactions such as liking or commenting on political content reflect a form of symbolic participation that is increasingly important in the architecture of digital politics. These activities demonstrate attitudes, affiliations, or support for issues without the need to express opinions explicitly. Such participation is often described as low-threshold participation, but it still holds strategic value in creating public opinion resonance and shaping social legitimacy around an issue (Khutkyy, Matveieva, & Mirza-Grisco, 2023; Ladia & Pano, 2024). Research notes that likes are a form of low-investment engagement that still has political significance (Tiidenberg & Allaste, 2016). Comments provide a deeper space for expression, including for voicing support, objections, or criticism of the dominant narrative. The study states that these interactions have a normative dimension and can trigger deliberative discussions, especially when citizens reflect on the quality and impact of their participation (Gagrcin, 2024). Findings show that symbolic interactions such as liking and commenting on content correlate with increased political interest, involvement in real-world action, and the formation of digital citizenship norms (Belanger, 2019; Kim & Ellison, 2022). Symbolic participation is not merely a passive act but an important component of the micro-interactive political ecosystem that sustains collective awareness.

Civil society political participation on social media exhibits diverse forms reflecting a spectrum of engagement ranging from symbolic to substantive, from personal expression to collective action. Social media provides expanded access to political activities while reconfiguring patterns of citizen engagement in the public sphere (Mak & Poon, 2024). Activities such as sharing content, liking posts, using hashtags, or creating expressive works help shape public opinion and strengthen digital citizenship identity (Romano, Diaz, & Aedo, 2022). Engagement in online petitions, political discussions, and election campaigns demonstrates the capacity of digital technology to facilitate more structured and impactful collective participation (Gagrcin, 2024). These findings confirm the position of social media as an arena for political articulation, an informal civic education space, and a new vehicle for

contemporary public democratization processes (Oser, 2022; Choi et al., 2023; Kim & Ellison, 2022). The role of social media in this context is not only as a medium of communication, but also as a socio-political infrastructure that shapes new citizenship practices, expands citizen agency, and strengthens political legitimacy based on digital participation.

### **Ideal Civic Education to Enhance Civil Society's Political Participation on Social Media**

Ideal civic education in the digital age emphasizes citizens' ability to engage critically, inclusively, and responsibly in virtual public spaces. The use of social media as a means of political participation requires the development of civic competencies that align with digital dynamics. Digital citizenship encompasses aspects of literacy, ethics, diversity, and integration between online and offline realms. A comprehensive understanding of these dimensions is key to shaping active, reflective, and participatory citizens. The four main pillars of ideal civic education in the digital age, namely digital literacy, ethical discourse, inclusivity, and a holistic integrative approach. Digital literacy is an important foundation for citizens to be able to access and critically evaluate political information, so that they are not easily trapped in disinformation or algorithm manipulation (Gagrcin, 2024). Ethical discourse emphasizes the importance of responsible and deliberative public communication in the digital space as part of healthy citizenship norms (Gagrcin, 2024). The aspect of inclusivity highlights the need to create equal online political participation spaces for all social groups, including marginalized ones, to ensure fair representation in digital democracy (Choi et al., 2023). Holistic and integrative citizenship education encompasses the formation of comprehensive understanding, attitudes, and skills of citizenship, connecting online and offline activities to shape active and reflective citizens. These four aspects complement each other and form an ideal framework for educating citizens who are able to participate meaningfully in the social media era.

Digital literacy is a fundamental aspect of ideal citizenship education, especially in the era of social media-based political participation. This competency includes the skills to access, sort, evaluate, and disseminate information critically.

Digital literacy not only serves to prevent the spread of disinformation but also shapes data-driven political awareness and rational argumentation. The ability to understand the logic of platform algorithms, recognize information bias, and navigate the digital space consciously has become a new requirement for citizens. This dimension strengthens the deliberative capacity of individuals and collectives in responding to complex political issues. The study proposes digital literacy as the fourth pillar of education, alongside reading, writing, and arithmetic (King, 2019). The importance of a skeptical and evaluative attitude toward the flow of online information as a characteristic of good citizens. Exposure to digital media increases awareness and understanding of identity and civic behavior (Ohme, 2019). Digital literacy is an essential prerequisite for reflective, intelligent, and responsible political engagement in the digital public sphere.

Ethical discourse in social media reflects the quality of citizens' political communication, which prioritizes politeness, responsibility, and respect for diversity of opinion. Ethical communication practices are an important indicator in achieving healthy and inclusive public deliberation (Vaccari, 2017; Sainz, 2023; Navarrete, Condor, & Fabiola, 2023). Participation is not merely marked by the frequency of speaking but also by how citizens interact and respond to others' views with rational arguments. Discursive norms that emerge within digital communities serve as social guides in maintaining a dialogic climate and preventing polarization. Digital ethics require citizens to reflect on their language style, communication context, and the social impact of shared content. The concept of discursive citizenship norms proposed emphasizes the importance of a shared understanding of how citizens should participate in digital public discourse (Gagrcin, 2024). Social media opens up opportunities for virtual democracy, but its quality depends heavily on citizens' ability to keep discourse productive (Darshan & Suresh, 2019). Strengthening ethical discourse through digital citizenship education is crucial for creating a high-quality and transformative political communication space.

Inclusivity is a key principle in democratic citizenship education, as it ensures that all citizens, without exception, have the opportunity

and access to participate in political life. This dimension emphasizes openness to diverse identities, socioeconomic conditions, and cultural backgrounds, as well as removing structural barriers that hinder the participation of vulnerable groups (Saud et al., 2023; McDonnell, Neitz, & Taylor, 2023). Social media provides new spaces for marginalized groups to articulate political interests, negotiate identities, and strengthen community solidarity. Civic education should encourage the active inclusion of groups such as women, people with disabilities, immigrants, and youth through an approach based on social justice. Digital citizenship should be understood as an inclusive process that provides equal space for political expression and identity (Choi et al., 2023). Immigrant women have greater opportunities for political participation if they have access to education and social organizations (Li, 2020). Social media provides a channel for marginalized communities to build public opinion and counter dominant narratives. Ideal citizenship education must be inclusive so that digital democracy truly reaches all levels of society.

A holistic, integrative approach to civic education requires the integration of cognitive, affective, and conative dimensions in the learning process. Education is not enough to simply transfer political knowledge, but must encourage the formation of attitudes and actions that reflect the active involvement of citizens in public life. The integration of online and offline experiences is key to forming authentic and contextual citizenship. Ideal citizens are those who not only understand their rights and obligations but also engage in concrete actions that reflect democratic values (Oden & Porter, 2023; Borrero & Borrero-Dominguez, 2024). Holistic education emphasizes critical reflection, collaborative participation, and direct experience as strategies for character formation in citizenship. Participatory approach is highly relevant for young people accustomed to expressing themselves digitally (Choi et al., 2023). Digital engagement shifts the orientation of citizenship from institutional to personal, performative practices (Ohme, 2019). The importance of everyday narratives and small contributions in the form of mundane citizenship as part of the formation of digital citizenship identity. Holistic and integrative citizenship

education is better able to produce citizens who are reflective, adaptive, and sustainably engaged in the digital democratic space.

Ideal citizenship education in the context of a digital society requires a multidimensional approach that integrates digital literacy, ethical discourse, inclusivity, and is holistic and integrative. The role of social media as a new space for political participation not only creates opportunities but also challenges for citizens to engage critically, reflectively, and responsibly in public life. Civic education can no longer be limited to formal institutions but must respond to the dynamics of digital communication that shape citizens' identities, attitudes, and political behaviors in complex ways. Learning models that strengthen critical thinking, dialogic skills, and social empathy are crucial in shaping active and ethical citizens. Political participation in the digital age requires civic education that not only conveys content but also shapes inclusive, dialogical, and value-based civic awareness and practices (King, 2019; Oser, 2022). Ideal citizenship education must be adapted to the digital context in order to equip citizens to become reflective, participatory, and adaptive political actors in contemporary public spaces.

## CONCLUSION

Civic education for civil society is carried out through expressive participation on social media, learning in schools, political activities, civil organizations and communities, social discussions and interactions, and education in the family environment. These activities reinforce new citizenship norms based on identity, solidarity, and personal narratives. Social media serves not only as a communication tool but also as an informal educational space that shapes political efficacy and collective awareness. There are six indicators of political participation on social media, namely participation in political discussions on social media, online election campaigns, sharing political content, signing online petitions, using hashtags, and liking and commenting on political content. Ideal citizenship education requires the integration of digital literacy, ethical discourse, inclusivity, and a holistic approach that connects online and offline domains. This study contributes to expanding citizenship theory by adding a digital dimension as a new locus for political learning.

Mapping digital participation indicators provides a conceptual framework that can be used for curriculum design and policy interventions that are more relevant to the current digital socio-political ecosystem.

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