

Research Trends and Gaps in Studies on the Balance Between Citizens' Rights and Duties: A Systematic Literature Review

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Abstract

This study aimed to analyze research trends and identify gaps in the study of the harmony of citizens' rights and obligations within the perspective of Civic Education. This research employed a qualitative approach using the Systematic Literature Review (SLR) method. Data were collected from national (SINTA) and international (Scopus-indexed) journals published between 2019 and 2025, with a final sample of 10 selected articles analyzed using thematic analysis. The findings indicated that research on citizens' rights and obligations is still predominantly dominated by normative and juridical approaches, focusing on constitutional and legal aspects. However, recent developments show a shift toward more contextual and educational approaches, particularly in Civic Education. The study also revealed that research tends to be fragmented, emphasizing legal, social, or educational aspects separately, without integrating them into a comprehensive framework. Furthermore, significant gaps were identified, including the lack of studies that integrate rights and obligations holistically, limited empirical research on real-life implementation, and the scarcity of systematic mapping studies. Therefore, this study contributes theoretically by providing a comprehensive synthesis of research trends and gaps, and practically by offering insights for developing Civic Education learning that promotes a balanced understanding of rights and obligations in real life.

Keywords: Civic Education, Citizens' Rights and Obligations, Research Trends, Systematic Literature Review, Research Gap



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Introduction

In the life of a nation and state, the balance between the rights and obligations of citizens is the cornerstone of building a democratic, just, and sustainable social order. Rights and obligations cannot be separated because both form a reciprocal relationship between the state and citizens in modern socio-political systems. Theoretically, citizenship is not only related to legal status but also encompasses social and moral dimensions that demand active individual participation in public life (Marshall, 1950; Turner, 1990). In the contemporary context, global dynamics such as digitalization and social change highlight the challenges in maintaining a balance between citizens' rights and obligations (Biesta, 2020; Dejaeghere, 2020). This situation underscores that the harmony between rights and obligations is not merely a normative issue but has also become a practical necessity in modern democratic life.

In the context of education, particularly Civic Education, efforts to foster a balance between rights and responsibilities are one of the primary goals of learning. Civic education plays a strategic role in shaping democratic, critical, and responsible citizens (Banks, 2008; Westheimer & Kahne, 2004). In a global context, civic education is also linked to the strengthening of global citizenship and social

participation (Anderson & Kerr, 2020; Davies, 2021). Meanwhile, in the Indonesian context, civic education has proven to play a role in building character, national identity, and citizens' legal awareness (Prasetyo & Najicha, 2024). This demonstrates that civic education holds a strategic position in instilling the value of harmony between rights and responsibilities.

Recent research developments indicate a paradigm shift in the study of citizenship from a cognitive approach toward a more holistic approach that encompasses civic knowledge, civic dispositions, and civic skills. Research indicates that the effectiveness of civic education is significantly influenced by the simultaneous integration of these three aspects (Hoskins & Janmaat, 2019; Isac et al., 2019). Furthermore, recent studies suggest that digital and participatory learning can enhance student engagement in democratic life (Fajri et al., 2022). Bibliometric studies also indicate that global citizenship research trends are increasingly shifting toward digital citizenship and global citizenship (Lionar, 2025). On the other hand, research in Indonesia shows that innovative learning approaches such as cooperative learning and project-based learning (PjBL) can improve learning outcomes while strengthening students' civic awareness. The PjBL model has proven effective in improving students' civic understanding and participatory skills through engagement in contextual projects (Maharani et al., 2024), as well as in fostering a sense of responsibility and social concern (Cahyati & Rizqia, 2025). Meanwhile, the application of cooperative learning in Civic Education has also shown an increase in student activity, collaboration, and participation (Wisista et al., 2024), in fact, the integration of various innovative models has been shown to significantly improve learning outcomes and civic character (Bambang Sumardjoko, 2003). Thus, research trends indicate that studies on citizens' rights and obligations are increasingly shifting toward practical and contextual implementation.

However, various studies show that research on civic education still tends to be fragmented, focusing on knowledge-based aspects without adequate integration with civic attitudes and skills (Anditasari et al., 2023; Habibah, 2021). Furthermore, research also indicates a gap in comprehensively integrating the dimensions of civic knowledge and civic attitudes (Karstensen et al., 2024). On the other hand, studies specifically mapping trends and developments in this field remain limited, although some studies have begun to employ a systematic literature review approach in civic education (Muhammad Yunus Maulana, 2023). Third, research in Indonesia indicates that there remains a gap between conceptual understanding and actual practice in the implementation of civic values (Rianto, 2025; Taupan, 2023). Furthermore, other research also indicates that the internalization of civic values in learning is still suboptimal. This is evident from the implementation of Civic Education, which continues to face various obstacles, such as low levels of student responsibility and discipline—key indicators of successful value internalization (Tauhid, 2025). Furthermore, learning still tends to focus on cognitive aspects, while the affective dimension related to the internalization of values has not received adequate attention (Tauhid, 2025). Other studies also indicate that although strategies for the internalization of values have been implemented, their application in student behavior remains suboptimal (Supriadi & Matnuh, 2014). This indicates that although research on the rights and obligations of citizens has advanced, there remains significant scope for conducting more comprehensive and systematic studies to integrate the aspects of knowledge, attitudes, and practices of citizenship.

Given this gap, this study proposes a Systematic Literature Review (SLR) approach as an effort to systematically, transparently, and objectively synthesize various research findings. This approach was chosen because it employs structured and replicable procedures, thereby minimizing bias in the analysis process (Gazley, 2021). Furthermore, SLR is considered effective in synthesizing various research results and identifying trends, research patterns, and remaining research gaps (Wa Ode Fifi Annur, Ismiliyani Safliya & Health, 2025). Thus, this approach can provide a comprehensive overview of the development of a field of study and the direction of future research (Wa Ode Fifi Annur, Ismiliyani Safliya & Health, 2025). Thus, this approach provides a comprehensive overview of developments in a field of study and the direction of future research. Therefore, this study is expected to make a theoretical

contribution to enriching the study of Civic Education, as well as a practical contribution to the development of learning that balances the understanding of citizens' rights and obligations in real life.

Based on the above, the research questions in this study are: (1) what are the research trends regarding the harmony of citizens' rights and obligations from a Citizenship Education perspective, (2) what are the emerging research focuses, and (3) where do the research gaps lie that still require further examination. The objectives of this study are to map research trends, analyze research focuses, and identify research gaps. This study is expected to provide theoretical benefits to strengthen research in Civic Education, as well as practical benefits as a reference for the development of contextual, critical learning oriented toward a balance between citizens' rights and obligations.

Methods

This study employs a qualitative approach using the Systematic Literature Review (SLR) method to identify research trends and gaps in the literature regarding the harmony of citizens' rights and obligations from the perspective of Civic Education. The SLR method was chosen because it provides a comprehensive, systematic, and transparent synthesis of various relevant research findings. SLR is an approach used to identify, evaluate, and synthesize all research related to a topic in a structured manner to produce a holistic understanding of developments in the field of study. Additionally, the use of the PRISMA guidelines further enhances transparency, completeness, and accuracy in reporting the results of systematic reviews (Page et al., 2021). This approach is also considered effective in mapping research trends, identifying research gaps, and contributing to theoretical development within a scientific field (Paul et al., 2024). Thus, the SLR method is capable of producing a more structured and comprehensive knowledge map.

The SLR process in this study follows stages that include: planning, conducting, and reporting. In the planning stage, the researcher formulated research questions focused on: (1) research trends regarding the harmony of citizens' rights and obligations, (2) emerging research foci, and (3) remaining research gaps. Tahap ini juga mencakup penentuan kata kunci pencarian, yaitu "*hak dan kewajiban warga negara*", "*civic education*", dan "*citizenship*". This stage also involves identifying search keywords, namely "*rights and obligations of citizens*," "*civic education*," and "*citizenship*."

During the implementation phase, literature searches were conducted through reputable scientific databases, such as Google Scholar, Garuda, and Scopus-indexed international journals. The inclusion criteria used in this study include: (1) scientific articles published between 2021 and 2025, (2) articles discussing citizens' rights and obligations or civic education, (3) articles available in full text, and (4) articles from national (SINTA) or international (Scopus) journals. Meanwhile, exclusion criteria included articles irrelevant to the research topic, those lacking a clear methodology, and duplicate articles.

The article selection process was conducted systematically by referring to the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) flowchart, which includes the identification, screening, eligibility, and inclusion stages. The article selection flowchart for this study is presented in Figure 2.

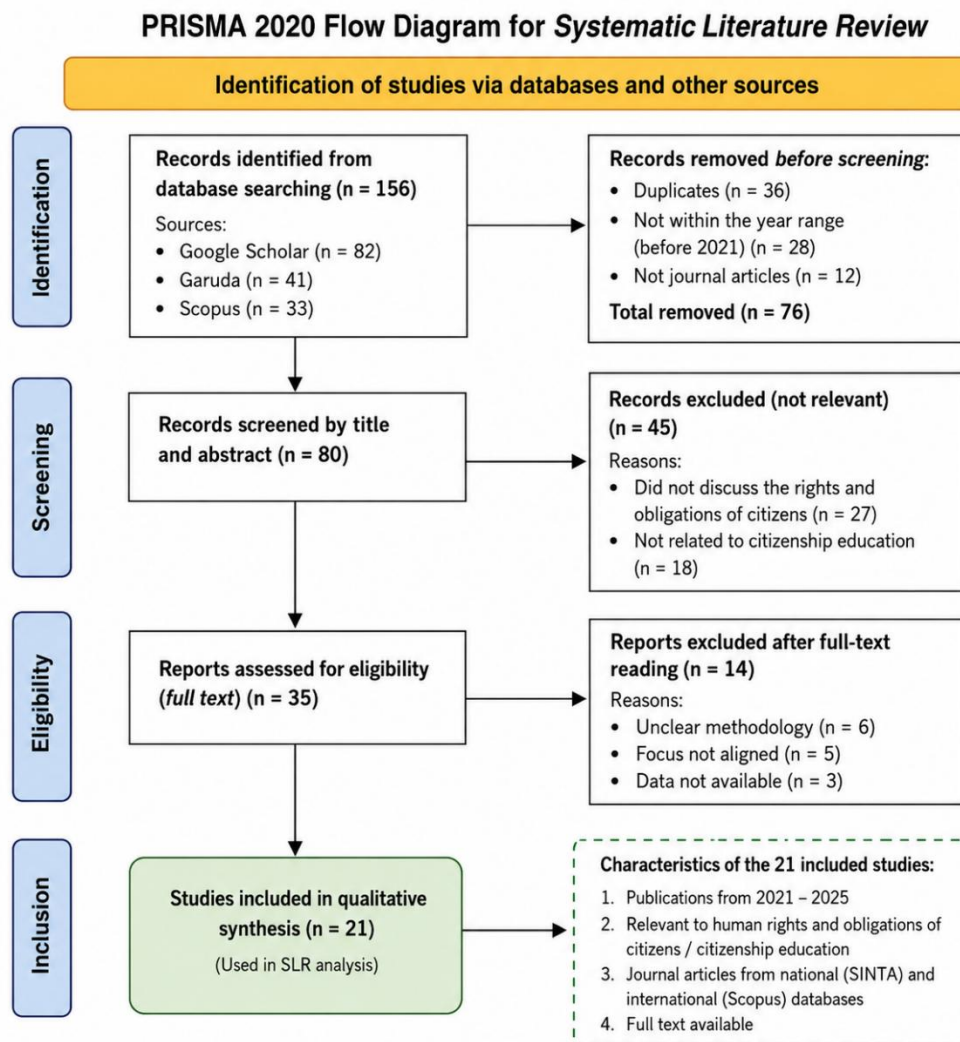


Figure 2. PRISMA Flowchart (Systematic Literature Review)

As shown in Figure 2, the selection process began with the identification of 156 articles obtained from various databases. Duplicate articles and those that did not meet the study criteria were then removed, leaving 80 articles for the screening stage. During the screening stage based on titles and abstracts, a number of irrelevant articles were excluded, resulting in 35 articles for the eligibility stage (full-text review). After a comprehensive eligibility assessment based on thematic relevance, research objectives, methodology, and article quality, 21 scientific articles that met all criteria were identified and used in the final analysis.

The next stage involved data analysis using thematic analysis, which involves grouping research findings based on key themes, such as research trends, areas of focus, and research gaps. Each article was analyzed based on research objectives, research methods, research subjects, and key findings, then synthesized to produce a comprehensive research mapping regarding the harmony of citizens' rights and obligations from the perspective of Civic Education.

To ensure the validity and reliability of the research, the entire selection and analysis process was conducted systematically and transparently, , and consistent with the PRISMA guidelines, as well as using relevant, credible, and up-to-date primary sources.

Results and Discussions

1. Results

Based on the results of a literature search and selection using a Systematic Literature Review (SLR) approach, 21 scientific articles that met the inclusion criteria were identified. These articles were analyzed based on their objectives, methods, main findings, and research gaps. The results of this analysis are presented in Table 1.

Table 1.
Systematic Literature Review Article

No	Author & Year	Research Title	Research Objective	Method	Subject/Object	Main Findings	Research Gap
1	(Budiywono, 2025)	Juridical Analysis of Citizens' Rights and Obligations from a Legal Perspective	To analyze citizens' rights and obligations from a legal perspective	Normative juridical	Legal regulations	Rights are guaranteed by the 1945 Constitution, while obligations include obeying the law and paying taxes	Focuses only on normative aspects and has not discussed social implementation
2	(Purba et al., 2025)	Citizens' Rights and Obligations from Legal and Social Perspectives	To analyze the relationship between rights and obligations in a social context	Descriptive qualitative	Socio-legal literature	There is an imbalance where obligations are emphasized more than rights	Has not examined educational solutions in depth
3	(Hadji et al., 2024)	Citizens' Rights and Obligations in the Constitutional Legal System	To examine rights and obligations within the constitutional system	Normative-empirical	Legal system	Imbalance may lead to social inequality	Focuses on legal aspects with limited analysis of public behavior
4	(Lidya Panggabean, Evi Sinaga, Cindy Hutapea, Seven Simanjuntak, Ruth Sitohang, 2025)	Citizens' Rights and Obligations toward the State	To examine the reciprocal relationship between the state and citizens	Normative qualitative	Constitution and theories	Balance requires legal awareness and active participation	Does not specifically discuss the role of education

5	(Nurain, 2024)	Citizens' Rights and Obligations	To provide a general understanding of rights and obligations	Descriptive qualitative	Social context	Balance is important for social justice	Too conceptual and lacks empirical data
6	(Raudhatul Jannah, Riska Halda Lubis, 2025)	Citizens' Rights and Obligations	To examine the concept of rights and obligations in the constitution	Normative	Legal literature	The importance of balance for a democratic state	Does not discuss real practices in society
7	(Endy Rizky Ramadhan, 2026)	Balance of Rights and Obligations: The Gap between Norms and Reality	To identify the gap between norms and reality	Literature review	10 articles	There is a significant gap between theory and practice	Has not systematically mapped research trends
8	(Danang Prasetyo, Toba Sastrawan Manik, 2021)	Conceptualization of Rights and Obligations in State Defense	To examine the concepts of citizenship and state defense	Conceptual	Literature	Rights and obligations are part of state defense	Less relevant to the modern educational context
9	(Vira Permata Sari, Ririn Julian Tika, 2024)	Understanding Rights and Obligations through Group Discussion	To improve students' understanding	Qualitative	Students	Education increases awareness of rights and obligations	Limited only to the student context
10	(Hasanah, 2022)	Implementation of Rights and Obligations in the Field of Education	To examine the right to education	Normative	Educational system	Access to education is still unequal	Focuses only on the education sector and is not generalizable
11	(Akarsu & Yilmaz, 2025)	A Delphi Study to Determine the Dimensions of Democratic Citizenship Competencies for Secondary School Students	To determine democratic citizenship competencies needed by secondary school students to actively participate in democratic life	Mixed method with Delphi technique	Academics, independent researchers, principals, and teachers	Three dimensions of democratic citizenship competencies were identified: cognitive, affective, and skills related to	Focuses more on formulating competencies and has not tested their implementation in elementary schools or the effectiveness

						multiculturalism, tolerance, democratic participation, and critical thinking	of specific learning models
12	(Nonoyama-Tarumi, 2023)	Challenges in Fostering Democratic Participation in Japanese Education	To analyze whether schools in Japan have succeeded in building democratic life experiences for students	PISA data analysis and conceptual study	Japanese school education system	Japanese schools still show low interaction, classroom debate, school diversity, and students' sense of purpose, contributing to youth political apathy	Does not offer practical pedagogical models for teachers to improve democratic participation
13	(Pinfold et al., 2005)	Civic Education and Democratic Values in Schools	To examine the integration of civic education in Pakistani school curricula and its influence on students' understanding of democratic values	Curriculum analysis, case study, and survey	Public and private schools in Pakistan	Civic education is important in fostering tolerance, justice, and social responsibility, but implementation still faces pedagogical challenges	Has not discussed innovative technology-based or active learning strategies to strengthen civic education
14	(Bestias, 2025)	Dewey's Democracy and Citizenship Education: Connecting Theory and Practice in Education Today	To connect Dewey's philosophy of democracy with contemporary citizenship education challenges	Critical-philosophical study	Dewey's democratic education concepts and modern educational	Dewey's democratic ideas remain relevant in developing active citizens through communication,	The study is theoretical and lacks empirical evidence of implementation in schools

					practice s	participatio n, and social reflection	
15	(Isabel Teixeira & Fonseca, Moisés Cruz, Pedro Daniel Ferreira, 2023)	Education for Citizenship and Democratic Participation: Im/Possibilitie s of Articulation between Civil Society Organizations and Schools	To examine collaboration between civil society organizations and schools in citizenship education	Interviews, focus group discussions , and content analysis	Teacher s, students , and civil society organiza tions in Portugal	Collaborati on between schools and civil society organizatio ns can improve students' civic awareness and democratic participatio n	No clear evaluation model was found regarding long-term impacts on democratic culture in schools
16	(de Groot et al., 2022)	Education for Democratic Citizenship in Dutch Schools: A Bumpy Road	To discuss the development of policies and practices of democratic citizenship education in the Netherlands	Policy review and previous research analysis	Primary, seconda ry, and vocation al schools in the Netherl ands	Citizenship education implementa tion still faces challenges related to policy, curriculum, and teacher professiona lism	Focuses more on policy and lacks in- depth analysis of classroom practices and student impact
17	(Mellado -Moreno & Burgos, 2025)	Didactics in Social Studies for Global Citizenship Education: Dimensions and Technological Contexts	To develop a conceptual framework for global citizenship education in social studies learning	Literature review / conceptual analysis	Social studies and global citizens hip educatio n	Five major dimensions were identified: conceptual, participator y, prosocial, critical, and identity dimensions in both analog and digital contexts	No empirical testing has been conducted regarding the framework's effectiveness in real learning settings
18	(Ovcharuk & Ovcharuk, 2023)	Modern Strategies for the Implementatio n of Education	To examine strategies for implementing Education for Democratic	Comparati ve analysis and internation al	Democr atic educatio n policies	EDC/HRE is considered important for	Research remains focused on international policy levels

		for Democratic Citizenship in the Council of Europe Countries	Citizenship (EDC) in Council of Europe countries	document review	in European countries	strengthening youth participation and civil society through formal and nonformal education	and has not specifically examined classroom or school-level implementation
19	(Timidi & Okuro, 2024)	The Power of Education in Shaping Democratic Citizenship and Good Governance	To analyze the relationship between education, democratic citizenship, and good governance	Theoretical review and empirical analysis	Educational systems and democratic societies	Education plays an important role in increasing political awareness, civic participation, and transparent governance	Does not explain concrete learning strategies for developing democratic citizenship in schools
20	(Yigit, 2021)	Citizenship and Human Rights Within the Scope of Values Education	To examine citizenship and human rights education within values education in social studies subjects	Conceptual study	Social studies and values education	Values education and social studies contribute to fostering awareness of human rights, democracy, and coexistence culture	Has not empirically explored the implementation of value-based learning models in improving students' democratic character
21	(Mavalvala, 2024)	Youth Empowerment Through Civic Education: Building Democratic Participation and Social Responsibility	To examine the relationship between civic education and youth empowerment	Theoretical review and international case studies	Youth, schools, NGOs, and digital platforms	Civic education effectively increases political awareness, social responsibility, and democratic participation among youth	Has not specifically examined the effectiveness of civic education learning at the elementary school level or within specific local contexts

Based on Table 1, various research trends related to the rights and obligations of citizens can be identified, which will be discussed further in the following section.

2. Discussions

Based on the analysis of the 10 selected articles, several key patterns were identified that illustrate research trends, areas of focus, and research gaps regarding the harmony of citizens' rights and obligations.

Research Trends on the Harmony of Citizens' Rights and Obligations from a Civic Education Perspective.

Based on the analysis of 21 articles meeting the inclusion criteria, research on the harmony of citizens' rights and obligations from a Civic Education perspective has shown a fairly dynamic development during the 2021–2025 period. Generally, research trends have shifted from normative-legal studies toward approaches focused on democratic education, civic engagement, and the strengthening of global citizenship competencies.

In the early stages of research development, studies were dominated by legal and constitutional approaches that emphasized understanding citizens' rights and obligations as part of the constitutional system. Research by Budiyywono (2025), Hadji et al. (2024), Purba et al. (2025), and Raudhatul Jannah and Lubis (2025) indicates that citizens' rights and obligations are viewed as fundamental elements of democratic life that must be maintained in balance. However, these studies still focus on normative aspects and have not extensively discussed implementation in social life or education.

Furthermore, research trends have shifted toward the study of Civic Education as a means of fostering democratic character. Research has begun to emphasize the importance of education in building legal awareness, social participation, and civic responsibility. This is evident in the study by Vira Permata Sari and Ririn Julian Tika (2024), which demonstrates that the learning process can enhance students' understanding of the rights and responsibilities of citizens. Additionally, Hasanah's (2022) research also highlights the exercise of rights and obligations in the field of education as part of social justice.

Research trends have expanded further with the emergence of studies on democratic citizenship, civic education, and global citizenship education. Research by Akarsu and Yilmaz (2025), Mahnoor Aslam (2025), Mellado -Moreno and Burgos (2025), and Mavalvala (2024) affirm that civic education is no longer solely focused on constitutional knowledge but is also directed toward building democratic competencies, critical thinking, tolerance, active participation, and social responsibility among citizens in the global era.

Furthermore, international research also indicates a focus on strengthening democratic education in schools through the involvement of civil society, human rights education, and values-based education. Research by Teixeira et al. (2023), Yigit (2021), and Ovcharuk and Dąbrowski (2023) indicates that Civic Education is increasingly focused on fostering global citizens who possess an awareness of democracy and human rights, as well as the ability to actively participate in socio-political life.

Overall, research trends indicate that studies on the harmony of citizens' rights and obligations are evolving from a legalistic approach toward a pedagogical and transformative one. Citizenship Education is positioned as a strategic tool in shaping citizens who are democratic, participatory, and adaptable to global challenges.

Research Focus

The results of the analysis indicate that several major research focuses have emerged in studies on the harmony of citizens' rights and obligations from the perspective of Civic Education.

a. Rights and Obligations from a Legal and Constitutional Perspective

The first research focus concerns normative studies of citizens' rights and obligations within the legal and constitutional systems. Research by Budiyywono (2025), Hadji et al. (2024), and Purba et al. (2025) emphasizes the importance of a balance between rights and obligations as the foundation for the creation of democratic life and social justice. This study also indicates

that an imbalance between rights and obligations can lead to social inequality and low public legal awareness.

b. Democracy Education and Civic Education

The second focus centers on the study of Civic Education as a means of fostering democratic citizens. Research by Akarsu and Yilmaz (2025), Mahnoor Aslam (2025), and Bestias (2025) indicates that democratic education plays a crucial role in developing civic competencies, such as critical thinking, tolerance, social participation, and civic responsibility.

c. Democratic Participation and Civic Engagement

The next research focus concerns citizens' participation in democratic life. Studies by Nonoyama-Tarumi (2023), Teixeira et al. (2023), and Mavalvala (2024) highlight the importance of civic engagement in fostering social and political awareness among the younger generation. These studies indicate that low levels of democratic participation among students and youth represent a major challenge in modern Citizenship Education.

d. Values Education and Human Rights

Research is also expanding into the study of values education and human rights within Social Studies and Citizenship Education. Yigit's (2021) research emphasizes that values education plays a crucial role in shaping a culture of democracy, tolerance, and respect for human rights.

e. Global Citizenship and Digital Citizenship

Recent research focuses on the development of global citizenship and digital citizenship. Research by Mellado-Moreno and Burgos (2025) indicates that Citizenship Education today must adapt to advancements in digital technology, globalization, and the challenges of multicultural societies. Consequently, citizenship education is directed toward building global competencies, digital literacy, and technology-based social participation.

Consequently, the focus of research is no longer limited to theoretical rights and obligations, but has expanded to include the development of 21st-century citizenship competencies, encompassing aspects of democracy, social participation, human rights, and global citizenship.

Relevance of the Findings to the Research Questions Research Gaps That Require Further Study

Although research on the balance between citizens' rights and obligations has developed quite rapidly, the results of the analysis indicate that there are still several research gaps that require further examination.

First, most studies are still dominated by normative, conceptual, and literature review approaches. Empirical research examining the implementation of Civic Education in fostering awareness of citizens' rights and obligations in schools remains relatively limited. Many studies merely explain concepts of democracy, rights, and obligations without directly measuring the effectiveness of instruction.

Second, research on innovative instructional models in Civic Education remains scarce. Most studies have not developed project-based learning strategies, digital learning, or participatory approaches that can tangibly enhance students' democratic awareness.

Third, research at the elementary school level remains very scarce compared to studies in secondary education and policy analysis. Yet, the instillation of democratic values, legal awareness, and civic responsibility must begin at an early age through contextual learning.

Fourth, research on digital citizenship and social media in the context of citizens' rights and obligations has not yet been extensively developed. Advances in digital technology and the global flow of information require Civic Education to foster digital literacy, media ethics, and social responsibility among citizens in the digital sphere.

Fifth, research on evaluating the implementation of civic education in shaping students' democratic behavior remains limited. Most studies focus primarily on policy and conceptual aspects, while research measuring changes in students' attitudes, behaviors, and democratic participation is scarce.

Based on these findings, future research should focus on developing innovative, technology-based, and contextually relevant models of Civic Education tailored to students' lives. Additionally, empirical research is needed to test the effectiveness of instruction in fostering a balance between citizens' rights and obligations, particularly at the elementary school level as the foundation for shaping the democratic character of future citizens.

Conclusion

Based on the analysis of the various studies reviewed, it can be concluded that research trends regarding the harmony of citizens' rights and obligations are still dominated by a normative approach that focuses on legal and constitutional aspects. Nevertheless, recent developments indicate a shift toward more contextual studies, particularly from the perspective of Civic Education, which emphasizes the development of citizens' awareness, responsibility, and participation. This indicates that the understanding of rights and obligations is no longer viewed merely as a legal concept but also as a social practice that must be internalized through the educational process.

The evolving focus of these studies tends to be divided into three main domains: legal, social, and educational aspects. However, these three aspects are still examined separately, thus failing to yield a comprehensive understanding of the harmony between citizens' rights and obligations. This situation results in a persistent gap between conceptual understanding and actual practice in social life.

Furthermore, this study found significant gaps, namely the dominance of theoretical studies over empirical ones, the limited number of studies that integrate rights and obligations as a single, cohesive unit, and the scarcity of studies that systematically map the development of research. This gap indicates that research on the harmony between citizens' rights and obligations still has significant room for development, particularly in the context of civic education.

As a contribution, this study provides a comprehensive synthesis of trends, research focuses, and research gaps that have not been extensively explored in previous studies. These findings emphasize that the harmony between citizens' rights and obligations must be understood in an integrated manner by combining legal, social, and educational dimensions. Thus, this study not only enriches theoretical research in the field of Civic Education but also provides a new direction for the development of research and learning practices that are more contextual and oriented toward fostering democratic, responsible, and participatory citizens.

Based on the research findings, there is a need for more comprehensive studies that integrate legal, social, and educational aspects in understanding the harmony between citizens' rights and obligations. Future research is advised to not only focus on normative approaches but also examine real-world practices in society to provide a more complete picture of the implementation of civic values.

In the context of Civic Education, the findings of this study suggest that instruction should be designed to be more contextual and participatory in order to help students internalize the value of balance between rights and responsibilities. Teachers and education practitioners are encouraged to develop instructional strategies that emphasize not only knowledge but also civic attitudes and skills, so that students can apply these values in their daily lives.

Furthermore, future research is also recommended to expand the scope of study by involving various levels of education and more diverse social contexts, thereby making a broader contribution to the development of Citizenship Education. Thus, efforts to build harmony between the rights and obligations of citizens can be carried out more systematically and sustainably.

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