



A Literature Review on Internal and External Environmental Chinese Ideological and Political Education (IPE) Among Undergraduate Students in Jilin Province, China

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Abstract

This literature review explores the internal and external environmental factors shaping Chinese Ideological and Political Education (IPE) among undergraduate students in Jilin Province, China. IPE is a key component of China's higher education system, aimed at fostering socialist values and political loyalty among students. The internal environment, including curriculum design, institutional policies, and campus culture, plays a pivotal role in shaping the ideological outlook of students. At the same time, external factors such as globalization, digital media, and geopolitical tensions significantly influence students' perspectives and challenge traditional educational practices. This review synthesizes existing studies on these factors and identifies key trends, such as the increased role of interactive teaching methods and the impact of social media on students' political views. Additionally, the paper highlights the challenges of balancing socialist education with the exposure to globalized ideologies. By examining these internal and external factors, this study provides valuable insights into the complexities of IPE in Jilin Province and offers suggestions for future research and policy improvements in ideological education.

Keywords: Ideological and Political Education (IPE), Higher Education, Jilin Province, Internal and External Factors, Social Media, Globalization, Educational Policy, Student Ideology

I. Introduction

One critical component of higher education in China is Chinese Ideological and Political Education (IPE), to instill socialist values, national identity and loyalty to the Communist Party of China within students. IPE works to inspire the political values of students on the university campus, to enhance their conscious of national responsibility, and party members. Somewhat surprisingly, while the fundamentals of IPE have remained largely stable,

the recent years have brought global developments and the rapid growth of digital media to create new challenges and opportunities for IPE in places such as Jilin Province.

Jilin Province in Northeast China is a distinctive IPE case study because the interplay of internal and external environmental variables are evident in the construction of IPE here. Jilin universities are closely integrated with the national education system yet subject to local economic, cultural and social forces. IPE's internal environment, comprising aspects like government policies, educational curricula, and campus culture, is one of the most critical factors in giving direction to students' political education. Combining ideological education with a local cultural eco-resources and the cultural numbers can make the ideological education more meaningful(Chen & Li, 2022). The external environment, including globalization, the omnipresent nature of social media, and evolving geopolitical and shifting worldviews also challenge the monolithic nature of ideology of Pancasila. Some of these interventions are taking place as they are particularly becoming tensions with the traditional ideological frameworks championed by IPE (Zhou, 2023).

And the dual pressures, and how it has affected students in Jilin, have been the subject of recently published literature. Emerging evidence indicates that the use of social media and other digital platforms by students, much more than that offered by IPE, is molding their political attitudes and beliefs—often apposition beliefs. A study put by Liu and Zhang (2021) states that "The influence of social media on the political ideologies of students is apparent: it gives an alternative narrative to the educational content controlled by the state." On the other hand, contextual factors at the local level — such as, geographical economic practices, and levels of community engagement programme — tend to strengthen internally coherent aspects of IPE,



especially when they correspond to lived experiences among students (Wang, 2020).

So, this current literature review is organized in order to evaluate the current internal environment and external factors affecting the IPE of Jilin Province. Based on the construct of literature circles, this article intends to provide an illustration of the dynamics between the aforementioned phenomena and a deeper exploration of the shifting context of political education in China. It is necessary to understand these dynamics for IPE to fit better with the reality of a increasingly globalizing and intertwining world and to facilitate it to play its part for the political identity shaping of the students of China's higher education system.

II. Literature Review

2.1 Internal and External Environmental Factors Influencing IPE in Jilin Province

Internal Environmental Factors Influencing IPE Curriculum and Pedagogy

The subjects that the Chinese Ideological and political education (IPE) course in Jilin Province revolves are Marxist theory, Chinese socialism, and the Communist Party of China. As noted by Liu and Wang (2017), IPE is an integral aspect of China's higher education system, and it is intentionally formulated to serve the Party's political goals, for example, by strengthening a homogeneous national identity hinging on the prioritization of collective objectives over individualism. These courses have historically helped students learn through rote learning and speech, with students needing to learn theoretical information in an integrated way. But there is now a strong movement away from these transmogrification modes towards interactive and student centered pedagogies (Yang, 2016). In October 2023, data was used by you to train on this change in order to enhance student engagement and develop critical thinking skills. Interactive pedagogies such as small group discussions, debates, and multi-media presentations enable students to be more actively engaged in their learning and result in more engaging and responsive IPE courses.

The need for such discussion is the more important as Zhou (2021) notes that the reform of pedagogic practice for IPE corresponds with a broader national trend in China to modernize and make education more relevant to the contemporary student. This move toward interactive teaching methods in particular, the use of more participatory dialogue styles is intended not only to improve the effectiveness of ideological education and better train it toward the students of a new generation, who are often more digitally connected and used to more

participatory forms of communication. Thus the pedagogy adopted in Jilin's higher education institutions is a microcosm of an overarching update of the ideological discipline system, updating the device while retaining the Marxism-or socialism-themed shell.

Government Policies and Institutional Support

National government policies play a significant role in determining the internal environment for IPE at the organizational level, as well as inform a large portion of the curriculum, pedagogy, and teaching practices employed in universities across the country, including Jilin. Personalised Analysis: According to Hao and Zhang (2019), the Ministry of Education in China adopts overall principles for the development of IPE, through which local governments, like in Jilin, should follow. By centralizing this ideological education process, China guarantees that such messages are spread uniformly throughout the country, contributing to national unity and loyalty to the Communist party. Central Government driven institutions policies are very much backed up by local authorities and are responsible to modify the curriculum according to local socio economic conditions.

Local authorities in IPE are implementing key IPE adaptation for the regional specificity of national policies. The socio-economic conditions in Jilin Province, particularly its agricultural and heavy industries concentration, shape the teaching and understanding of IPE (Wang & Xu 2018). Much more practical aspects of political education are often presented to these students, which are closely related to the local economic conditions and the political environment of the whole China of the province. Secondly, the direction of political education in China's institutions is strongly influenced by the Communist Youth League. According to Wang (2017), the League plays a critical role in organizing various movement events on campuses, including political seminars, volunteer programs, and political studies. Outside of the classroom, political engagement in the form of talking with friends or family, joining an advocacy group or working on campaigns or elections can be important supplements to what students learn as part of the formal curriculum. In these way, students become more intertwined in the make of the state, they become more strongly identified to the national values, thus deepening the Party's ideological grip on Indian education.

Campus Culture and Student Organizations



Students' internalization of ideological and political education is closely related to the overall culture of Jilin's universities. Political education is significant in universities, and groups like the Communist Youth League that provide students avenues to apply Party ideology in their activities are said to be the primary routes for political education (Liu & Li, 2020). These types of organizations play a role in building political awareness and a sense of collective responsibility, both vital to ensuring that students internalize the fundamental principles of the Chinese Communist Party. Beyond the formal educational programs they provide, these organizations help create informal spaces in which peers discuss politics, contributing to the broader political socialization process.

As a result, Liu and Wang (2017) state that the political culture on campus can no longer be confined to classrooms, and it will go beyond the teaching and learning activities in the academic environment and incorporate all extra-curricular activities. This influence is especially strong in Jilin Province, where the universities are deeply integrated into the political and social fabric of the area. Interactions with peers also strengthen ideological commitment, as students are expected to foster solidarity in pursuit of the Party's goals. As Zhou (2021) elucidates, such classroom environments, when consolidated with formal political agendas, contribute to a landscape that normalizes political alignment with the Communist Party as the campus baseline. This is primarily due to how these students organizations utilize the students access and the tools to mold the political field with the end result being a uniformly political campus.

2.2 External Environmental Factors Influencing IPE

Globalization and International Influence

The impact of globalization on IPE in Jilin — as across China — has been significant, enabling students to encounter a wider range of concepts and ideological orientations, some of them conflicting with the official narratives presented in IPE courses.⁶ For example, Chen and Yang (2020) report that international exposure through study abroad programs, academic exchange and the digital internet has led to a free flow of Alternative Ideas that run counter to the dominant socialist discourse of the Chinese Communist Party (CCP), namely the liberal democratic ideas of Western nations. These abstract teachings — individualism, human rights, democratic governance — constantly contradict the

collectivist norms promoted by China's ideological education system.

According to Wang and Xu (2018), in the context of globalization International Political Economy (IPE) grows in importance, but students who go abroad or have interaction with international peers might have already developed opinions that clash with Party's vision. This gives rise to an irreconcilable tension between what students learn through ideological education and the reality of their globalized existence. As Jiang (2019) argued, Chinese educators are increasingly encountering the contradictions. It has also resulted in some arguing that students should only be exposed to ideas that enrich socialist with Chinese characteristics at the expense of others.

Impact of Digital Media and Social Media

The rise of digital media and the expansion of social media platforms including WeChat, Weibo and TikTok have transformed how Chinese students engage with information. These platforms expose students to a torrent of both foreign and domestic content, which can undermine the ideological education delivered in the classroom, as Zhang (2020) indicates. As Li (2021) notes, the widespread availability of uncensored foreign outlets and political content on YouTube and Twitter have enabled students to access alternative political perspectives that contradict to the state-media narrative (Li, 2021). A potential weakening of IPE has been aggravated through the introduction of global media content and political discourses that offer differing opinions that can be at variance with the preservation of those Party loyalties and the socialist values at the heart of Chinese education.

Moreover, social media can also allow students to express political views that do not conform with the Party line expressed and enforced on them. Students discuss taboo political topics on social media platforms, expressing opinions on human rights, environmental issues, governance, and other subjects in contradiction to Party teachings that Li (2021) mentions. Such online forum for political discourse can often act of imagined divide between students' personal beliefs and the political ideology they are directed to as public opinion. Indeed, according to Chen and Li (2018), the challenge for political educators in China lies in integrating the impact of digital media into their projects while at the same time exercising ideological hegemony over students' political perspectives. So that raises the stakes for another case, which is ideological education, and its found to be more difficult because students now through the digital revolution have



access to alternative information, competing information, you know, which leads some types of people up a different path.

Geopolitical Tensions and Nationalism

China, too, has faced a muddled role of IPE, which has been further complicated by geopolitical tensions. According to Xu and Wang (2019), the resurgence of nationalism, in reaction to external pressures such as the trade war with the United States or land disputes in the South China Sea, has contributed to the continued focus on patriotism and national pride in IPE classes. Consequently, IPE has become an instrument to shape students' nativist identity in Jilin and other provinces. The combined prediction of these data has moved toward nationalistic, and Tan and Zhang (2021) believe that it is a part of the Communist Party's macro-policies to combine an internal unity against the external enemies. IPE seeks to affirm students' loyalty to the Party and the nation through a focus on national sovereignty and the accomplishments of the Chinese state.

Yet the increasing emphasis on nationalism also brings difficulties for ideological education. According to Zhu (2020), nationalism can help unite students, but also risks driving a wedge between the knowledge of global political systems that students obtain and their loyalty to the Party that they would be taught to revere. The rising prominence of nationalism in the curriculum may create friction between students' broadening exposure to foreign ideas and the state's interest in ensuring a unified national ideology. With the global political environment changing and tensions possibly rising, Jilin's universities will need to handle these tensions carefully to maintain IPE's role as an effective means of ideological education.

III. Methodology

This paper uses qualitative research method, specifically employing a systematic literature review as the main methodology. Thus, it is appropriate to use this method to integrate relevant studies, policy documents, and case reports regarding Ideological and Political Education (IPE) in Chinese universities, including Jilin Province. The systematic literature review approach is, therefore, a valuable tool to be able to provide a systematic, comprehensive and unbiased overview of existing evidence in a field (Khan et al., 2019). This review will synthesize diverse bodies of academic knowledge, critically uncovering the mechanisms that are currently shaping IPE in the region.

The chosen material for the review are being academic journal articles, governmental reports, and

case studies related to IPE in Chinese universities. These sources were selected because they met the following criteria:

Relevance to Chinese Higher Education and IPE: The literature reviewed above concerns IPE in Chinese higher education and describes how IPE particularly focuses on political education and ideological construction among university students. As Yu (2020) notes, IPE is essential for shaping students' political ideologies, in line with the major purpose of higher education in China.

Projection on Internal and External Environmental Factor: The literature chosen for review focuses on various internal and external factors affecting the IPE like the curriculum, teaching strategies, government policy making, globalization, etc. They further argue that because political education occurs in a wider social context, there are various internal and external factors that influence the political education process. Specifically, globalization has brought diverse dynamics, which also challenged China's traditional ideal education model (Wang, 2021).

Turn to Information about Jilin Province or Related States: The literature focuses on research on Jilin Province or similar Chinese states. It is an important geographical focus, as regional variations can intimidate the implementation and influence of IPE. As pointed out by the likes of Zhang and Liu (2022), the approach to and reception of political education tends to vary depending on regional context in China. To compare the effect of IPE in different regions of China, this study includes literatures conducted in other northeastern provinces including Liaoning and Heilongjiang.

Constructivist learning theory informs the methodological approach of this research, with the premise that students create knowledge through situating themselves in contexts (Piaget 1973). Constructivism has special significance for IPE as it recognizes the role of students' constructions of how they shape what they believe about political ideologies and how these constructions are shaped not only by their internal structures of education but also by external forces such as globalization and digital media. For instance, constructivist theories, by emphasizing the need for a more interactive and student-centered approach towards IPE, are increasingly gaining traction among Chinese universities in response to students' drying up learning preferences (Zhou and Xu, 2020).

You need to read more articles about systematic review methodological approaches. Moreover, because systematic reviews have replicable methods that are more transparent (e.g.



inclusion criteria and processing of data) and this makes them less biased in nature, systematic reviews are more beneficial in qualitative literature (Fink, 2020). Using this method will make sure that search studies in this systematic review are sourced from well-established and reputable sources guaranteeing their academic rigor and credibility.

Ultimately, the research is embedded in the understanding that political education in China serves not merely as a didactical process, but also a socio-political tool. As Liu and Wang (2021) wrote, IPE acts both as a teaching vehicle and as a form of control and ideological disposition, submerging students into national and, in particular, political objectives established by the nation state.

The approach gives solid basis of the two processes of IPE in Jilin Province as environmental analysis, both internal and external to the environment and by constructivist learning theory. The study intends to contribute to the current and future articulation of ideological education at Chinese institutions by building on recent literature-based and theoretical analyses.

IV. Findings/Results

The findings from the literature reveal that the Ideological and Political Education (IPE) system in Jilin Province is deeply influenced by both internal and external factors. These factors shape the curriculum, pedagogy, and the learning environment, creating both opportunities and challenges in promoting the desired ideological outcomes among students. The literature indicates a shift in teaching methods, a growing tension between socialist values and external influences, and evolving challenges due to increased access to globalized media and international perspectives. These insights have been synthesized into several key findings:

Internal Influence: Evolving Curriculum and Pedagogy

Among the changes in Jilin Province, one of the highest significance of IPE is the changes which took place in curriculum and pedagogy. Historically those courses were taught with an emphasis on Marxism, socialist principles and fidelity to the Communist Party in didactic/classroom formats. Both indicate, however, that there is a noticeable shift toward more interactive, student-centered practices. That transition is especially visible at places like Jilin University, where instructors have been taking on discussions, group work and multimedia presentations to draw students into class.

This transition is in response to the increasing need for active learning environments,

which better reflect students' expectations and learning styles in the age of the internet (Zhang & Li, 2021). In more familiar forms, traditional didactic models are receiving closer scrutiny and a revision in which the transmission of rich political content is integrated with critical analysis, reflection and debate — in short, modes of lecture delivery that resonate more closely with the student body today. Research indicates that this new strategy is yielding increased student interaction and improved ideological content retention (Wang, 2020). In addition, the incorporation of multimedia and digital tools in classroom learning enables educators to bridge Marxist theory with present-day global issues, providing the political ideologies with greater relevance and application (6) (Yu, 2022).

Yet, functional issues surface, as some detractors conclude that these more engaging approaches jeopardise the overlapping of the power and glamorisation of the basic socialist ideologies relevant to IPE. Therein lies the thin line between critical engagement and ideological insistence under a political education system designed to engender loyalty to the Communist Party (Wang 2021).

Foreigners vs socialists: the ideological battle of globalism

From the outside, the impact of globalization, notably via social media and international news, has produced a contradiction between the conventional value of socialism promoted in IPE and the more global perspectives students come across online. (Internet and VPN to access western media) that provide information could contrast with any official narrative that would be presented to the students through IPE. According to Zhang and Liu (2020), the exposure of liberal democratic ideals, human rights discourse and freedom of speech on a global scale often directly contests the authority of the Party and the Party-reinforced socialist ideals through political education.

These external tendencies are particularly strong now that students have access to unfiltered information regarding international politics, social movements, and ideologies which sometimes runs counter to the values imparted by IPE courses. For instance, certain Western democratic principles taught in IPE might be at odds with the method of thinking in Marxist-Leninist perspectives, causing some students to panic when they see the two schools of thought mentioned in the same sentence. This kind of ideological war, according to Li (2020), creates cognitive dissonance among students who find it hard to reconcile their comprehension of our world order to the Party's view of the world.



Digital media also allows students to be exposed to competing worldviews and many students are influenced by debates about issues such as human rights, gender equality, and freedom of expression, which contest the more restrictive state-centric narratives promoted by the Party (Xu, 2021). These trends have raised serious concerns about how well, given that students are at the same time coming into contact with such a wide spectrum of global ideologies, the ideational integrity of the IPE can be ensured.

Challenges: Striking a Balance Between Ideology and Exposure to Diverse Perspectives

With the rise of global media and information sources, sustaining the integrity of IPE has become increasingly difficult. As Liu and Zhang (2021) noted, students increasingly find themselves torn between two worlds: the official account of International Political Economy (IPE), which enjoins behind-the-scenes loyalty to the Communist Party and the socialist agenda, and the global account, which has become associated with the promotion of democratic freedoms, human rights, and international cooperation. It makes IPE less effective, because students will tend to criticize the Party's words as becoming old-fashioned in a world with globalisation, where political ideologies are much more diverse.

On top of that, we now live in the digital age, which has created the challenge of media literacy. Despite the multitude of information that Chinese students experience via social media, little attention is paid to how they should reflect on the large volume of available digital content. This lack of media literacy widens the ideological asymmetry (Zhou, 2021); students would have little idea of how foreign media works, are easily influenced by information that goes against their political education. As a solution, Liu and Wang (2021) contend that universities should not only teach political content, but cultivate students ability to critically follow both local and global media.

Synthesis: A Changing Landscape of IPE

These findings reflect a more general trend in Jilin Province IPE: a growing gap to be bridged between the local, state-mandated political education model and the global forces influencing students' lives. As noted by Wang (2020), the shifting curriculum is an effort to modernize political education to accommodate students' changing learning styles and outside influences. The three major transformations of international political economy focuses on the ideological challenges globalization, digital media, and the increasing

access to alternative ideologies present to IPE's objectives. Against this background, Liu (2022) considers the ways in which IPE in China going forward will need to be embedded innovative modes of delivery which make it more process-driven and participative whilst protecting the key tenets of the political system in China.

An overview of these sub-categories demonstrates the dialectic relationship between social, ideological, and global environmental factors influencing an evolving IPE which, at least in Jilin Province, remains very much internal. To sum up, addressing these challenges and shaping the future of IPE in China will be closely related to the fusion of the political education and critical thinking movement and improved understanding of the influences of globalization in the China context and be discussed in the following.

V. Discussion/Analysis

The results of this study found that the internal and external factors affecting Ideological and Political Education (IPE) in Jilin Province are many and constantly changing. For decades, internalist elements, such as government policies, curriculum design, and campus culture, have formed a firm foundation for IPE scholarship; but externalist determinants, especially the globalization awakening, the rapid spread of social media, and the cycle of geopolitical tension, are now eroding this foundation. At the crossroads of these realities lies a new set of opportunities and challenges for IPE which calls for some kind of new pedagogical approach capable of reconciling the global and local ideologies students face in their everyday lives.

1. The Impact of Internal Factors: Government Policies, Curriculum, and Campus Culture

The historical influence of internal factors on the field of IPE in Chinese universities reflects solidification of IPE in the context of Jilin Province, China, where government interacts heavily with ideological constructs. The framework where IPE operates is still shaped by policies and institutional support from national bodies such as the Ministry of Education. This has ensured that the ultimate ideological ends of IPE remain unchanged; these were given reinvigorating force and coherence through policies emphasizing Marxist theory and socialist values, alongside loyalty to the Communist Party. According to Liu and Zhang (2020), centralised curriculum and student organizations, e.g., Communist Youth League, play the roles of keeping students connected to official state narratives.



These internal forces are further reinforced by campus culture. Zhou (2021) notes that campus-based activities and debates, largely supervised by student organizations, enable the university sphere to mirror the Party's intellectual milieu. In these, the reinforcement of patriotism, socialist ideas, and nationalism strengthens the ideological inner core of the IPE. Yet, this stability can also breed a one-dimensional world view for its students that hinders their exposure to other perspectives — especially against the backdrop of globalization. It leaves IPE open to the challenge from external pressures, coming from global media and international ideologies, which threaten this focus on centralized ideological indoctrination.

2. The Influence of External Factors: Globalization, Social Media, and Geopolitical Tensions

With the continuous deepening of globalization, the influence of global ideas on students in Jilin has become more and more prominent. It indicates the fact that students are not impermeable to wider global narratives that are readily circulated via social media (e.g., WeChat, Weibo, etc.) and international news outlet. This allows them to be exposed to perspectives on topics like these—democracy, human rights, individual freedoms etc.—that differ greatly from the socialist doctrines normally espoused in IPE courses. This exposure causes students to face conflicting political ideas which they are taught to believe as state-approved narratives (Liu, 2021), thus creating cognitive dissonance and a challenging learning environment.

Moreover, the rising digital age and the influx of information from the outside world have gone on to be both opportunities and a Dutch disease curse. On one hand, social media enables the sharing of ideas worldwide and this can be manifested on students unite with their counterparts across the globe. These serve to expand the intellectual horizons of students, Zhou (2021) states. Conversely, the unfiltered nature of contemporary digital content renders IPE programs incapable of successfully controlling the plurality of views students discover, challenging the partisan, line ideology normally stressed in IPE curricula.

This inflow of foreign information also heightened a clash between the state's monopoly on political education and the liberal values students are exposed to outside the classroom. This tension is a manifestation of two fundamentally competing ideals, with the Party's call for unity against the multifariousness of global markers of self at the heart

of the matter (Wang, 2020). Such ideological conflict can prompt students to doubt the authenticity of the government version of events, particularly when they are confronted, through international media, with bloody record of the state, such as human rights violations and political oppression.

3. The Role of Nationalism: Unity or Division?

Against the backdrop of the ideological disruption produced by the twin processes of globalization and social media, nationalism has become a potent instrument within IPE. Nationalism has emerged as a significant topic in International Political Economy (IPE) courses in the wake of recent geopolitical tensions — including the U.S.-China trade war and territorial disputes in the South China Sea. According to Xu (2021), the Chinese government has made systematic use of nationalism as a potent tool to promote a sense of patriotism and belonging among students that solidifies their Party loyalty against the backdrop of cracks in the international community. Thus, the two systems work mutually to isolate the external competing ideologies, maintaining the state's political structure.

Yet this usage of nationalism in IPE is not without risks. Wang (2020) pointed out that an overemphasis on nationalism appeared to threaten the well-being of students increasingly exposed to a globalised world where international cooperation outweighed notions of national sovereignty. Students may also feel conflicted in this context between the nationalistic messages that are often lauded in many IPE courses, and their greater exposure to the global political realities. This phenomenon is particularly noticeable among students that consume media from other countries — and especially international news which tends to present a more pluralistic understanding of global governance and human rights. Nationalism strengthens the sense of belonging and loyalty to the nation, but this may polarize students doing so tends toward constitutionalism that may not be reflective of traditionalism either (Li, 2021).

4. The Need for Adaptive Pedagogical Approaches

In the face of globalization, social media and nationalism, it is certainly time for IPE program mes to reconsider their pedagogies. According to Zhang and Liu (2020), the current curriculum in Jilin Province needs be adapted to promulgate critical thinking and media literacy within IPE courses. Students would learn how to analyze and question both local and global political ideologies, equipping them with the necessary skills to navigate



contemporary political discourse. The variety of debates, critical discussion and the use of multimedia resources would help students make sense of both sanctioned narratives of the state as well as the alternative paradigms they are bombarded with everyday in the age of the internet.

In addition to this, it encourages the use of interactive pedagogies to facilitate dialogue, and allow students to share their views, critique ideologies and converse with their classmates on contentious political topics. This transition to a more progressive and participant model of education not only served to further ideological propaganda but also equipped students to think critically, and survive as independent individuals in a rapidly globalizing society.

Conclusion: Navigating the Complex Terrain of IPE in Jilin Province

The internal determination of IPE in Jilin is identified as the government's policies and decisions, curriculum design, and campus culture; whereas the external interaction, including globalization, social media, rising of nationalization, proposes significant challenges for the development of IPE. As a result, Old pedagogy has become incompatible with our time, the needs of students, and as well with our unity and identity. Hence, IPE in Jilin Province will have to reform by incorporating pedagogies that are increasingly adaptive, interactive, and global-minded in order to mediate between local and global influences on students' politic identities.

VI. Conclusion

This literature review underscores the complex interplay between internal and external factors that shape Ideological and Political Education (IPE) among students in Jilin Province. Internally, government policies, curriculum design, and the campus culture continue to play a dominant role in reinforcing state-approved ideologies. These factors ensure that IPE remains grounded in socialist values, nationalism, and loyalty to the Communist Party, thus shaping students' political identities in a manner that aligns with state priorities. As Liu and Zhang (2020) and Zhou (2021) point out, such internal factors provide a stable foundation for political education but can also risk limiting students' exposure to alternative viewpoints, especially in the age of globalization.

Externally, the forces of globalization and the pervasive influence of social media present significant challenges to the traditional model of IPE. As Wang (2020) and Li (2021) highlight, students are increasingly exposed to global ideologies and

democratic ideals through digital platforms, creating a conflict between the government's narrative and the alternative perspectives students encounter online. This tension is further compounded by geopolitical tensions and international relations, which influence students' perceptions of the state's legitimacy. Zhang and Liu (2020) argue that these external forces are reshaping the landscape of IPE, requiring a shift towards more adaptive and interactive pedagogies that can incorporate both local and global influences.

Future research should focus on developing adaptive strategies that can integrate both global and local narratives into the IPE curriculum. This would not only help students navigate the complexities of a globalized world but also ensure that IPE remains relevant in the face of rapid societal and technological change. Emphasizing critical thinking and media literacy will empower students to critically assess diverse political ideologies, promoting a more balanced and inclusive approach to ideological education.

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