

Digital Media-Based Conflict Resolution Education Trends as Peace School Programs in Primary Schools

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Abstract. This research aims to analyze the publication of Digital Media-Based Conflict Resolution Education Trends as a Peaceful School Program in Elementary Schools using VOSviewer with the Publish or Perish application. This research has been published for ten years (2018 to 2023), finding 996 articles relevant to the research. The results of this research found five areas pertinent to the study that were explored, namely the terms conflict resolution skills, digital media, programs, peacebuilding, and schools, with details of publications from 2013 to 2014 experiencing an increase. Publications from 2014 to 2015 had the same number of publications, namely 119, and increased in 2016. However, the number of articles from 2017 to 2022 continued to decline until only 15 articles were published. However, there will be an increase in 2023, reaching 29 articles. Data shows that the trend of digital media-based conflict resolution education as a peace school program in elementary schools is decreasing. Through VOSviewer, this research analyzes many published articles related to this topic. The impact of this review will be a reference for conducting further research on this topic in the future.

Keywords: Digital Media; Conflict Resolution; Peaceable School Programs; Primary School; Bibliometrics.

1. Introduction

The 21st century is a century of changes in information technology that is developing rapidly in society (Syamsuar, et. al, 2019; Mardhiyah, et. al, 2021). The transformation of information technology makes it easy to obtain data/information quickly and accurately for society which has an impact on global life (Tamrin, 2019; Hermawansyah, 2022; Fadli, et.al, 2022). This also has an impact on increasingly complex conflict resolution. In the digital era, conflict resolution demands must be able to adapt to changes in communication technology (Suradi, 2018; Hidayah, et. al, 2023). Therefore, strengthening conflict resolution in the digital era with various programs finds effective solutions to resolve conflicts and build a harmonious and peaceful society (Bahri, et. al, 2023; Binawan, et. al, 2023).

The role of media also influences the world of education, especially learning in elementary schools (Heryani, et. al, 2022). The function of learning media is to provide meaningful understanding, be fun, stimulate interest in studying material in the form of images, audio, video, and students can learn anytime and anywhere without limiting distance, space and learning time (Tafanao, 2018; Magdalena, et.al, 2021; Jannah, et. al, 2022). This has an influence on conflict resolution in elementary schools, such as the use of smartphones on social media as a tool to facilitate discussion and collaboration between students (Kurniasih, 2019; Wicaksono, et. al, 2022; Endarto, et.al, 2022). However, the use of digital technology also carries risks such as the spread of invalid information and increased polarization and hatred on social media (Raharjo, et. al, 2021; Febriani, 2023). This is what can cause conflict.

1.1. Problem Statement

The existence of differences in cultural backgrounds and characteristics of students in school is one of the factors that can trigger various conflicts, both conflicts between individuals, individuals and groups, or between groups within one school or with other school (Lake, et.al, 2002; Stueve, et.al, 2006; Steinhoff, 2013; Lestari, 2022). This of course raises very high concerns from various parties, where currently student conflicts can develop in the form of violence and even cause death (Maftuh, et.al, 2021; Dewi, et.al, 2021; Dianasari, et. al, 2021; Huda, et. al, 2023). However, conflict also has positive values, such as an increase in the quality and quantity of achievements, high-level reasoning abilities, the ability to solve problems creatively, which are also very important in developing cognitive, social, psychological and social aspects. push for change. Likewise, in the school environment, students, teachers, principals and the environment where they interact with each other can become a place where conflict can occur (Wahyuningsih, 2015, 2022; Sutrisno, et.al, 2021; Istianti, et.al, 2022).

1.2. Related Research

There is an analysis technique that can be used to see the development of research in digital media-based conflict resolution education trends as peace school programs in primary schools. This technique is known as Bibliometric Analysis which is a meta-analysis of research data that can help researchers in studying bibliography content and quotation analysis from articles that are published in journals and other scientific works. Based on the findings of the analysis, we examined bibliographic data from publications between 2018 and 2023 to see whether bibliometrics on this topic is successfully developing internationally. The following table 1 explains the results of the discussion of topics from bibliometric research on the findings of the previous analysis.

Table 1. Previous Studies of Bibliometric Analysis

Title	Topic Discussion	Ref
Analysis of Trends in the Application of Augmented Reality in Students with ASD: InTELlectual, Social and Conceptual Structure of Scientific Production Through WOS and Scopus	This study to analyse conceptually, intellectually and socially the global trends in the application of AR in students with ASD using bibliometric techniques in the Web of Science (WOS) and Scopus	Tsai, 2022
Conflict in virtual teams: a bibliometric analysis, systematic review, and research agenda	The purpose of this study is to map the intellectual structure of the research concerning conflict and conflict management in virtual teams (VT)	Hakvoort, et. al, 2014
Progress of graph model for conflict resolution in conflict analysis: A systematic review and bibliometrics research	This study is to introduce an overview of GMCR in conflict analyzing through bibliometrics.	Larsson, et. al, 2022
A bibliometric review of approaches to address conflicts in schools: Exploring the intellectual base	This paper to analyze training in research-based knowledge about how to address conflicts in schools	Hakvoort, et. al, 2020
Three decades of research on climate change and peace: a bibliometrics analysis	The main aim of this study is to fill this gap to advance our understanding of the existing literature	Sharifi, et. al, 2021

A bibliometric review of approaches to address conflicts in school: Exploring the intellectual base.	The paper focused on how to address conflicts in school.	Hakvoort, et. al, 2019
An Investigation of Conflict Resolution Strategies for the Students of Elementary School Teacher Education Study in Online Learning during the COVID-19 Pandemic	This study aims at identifying various types of conflicts experienced by students of elementary school teacher study program during online learning.	Rahayu, et. al, 2021
The worldwide spread of peace education: discursive patterns in publications and international organisations	This study aims to investigate the spread of peace education (PE)	Pineda, et. al, 2019
Research from 1996 to 2019 on approaches to address conflicts in school: A bibliometric review of publication activity and research topics	The study aimed at examining publication activity, geographic spread, and dominant research topics. The findings showed a positive trend in publication output from 2006 onwards.	Hakvoort, et. al, 2022
Psycho Peace Education? Bibliometric Analysis and Research Opportunity in Post-Conflict Areas	This paper aims to show opportunities for research with peace education based on the condition of social psychology in post-conflict society through bibliometric analysis	Riyani, et. al, 2021
Bibliometrics Analysis in Articles of Verbal Bullying in School	This study to contribute to school and other relevant parties in dealing with verbal bullying issues and create programs to minimize verbal bullying in school.	Kurniasih, et.al, 2020
School-related conflicts and conflict resolution 1996-2015: a bibliometric review of publication activity and research themes	This study aims to analyze growing research field of school-based conflict and conflict resolution	Hakvoort, et. al, 2018

1.3. Research Objectives

This bibliometric analysis is the aim of this research in the form of the use of computational mapping of published data on digital media-based conflict resolution education trends as a peaceful school program in the elementary school sector which was carried out in the period 2018 to 2023 via the VOSviewer application in computational mapping of articles indexed by Google Scholar uses VOSviewer. It is hoped that this research can be a reference for further research in determining the research theme related to digital media-based conflict resolution education as a peaceful school program in the elementary school sector.

2. Theoretical Framework

Conflict cannot be avoided inside and outside the classroom. Even if students become fluent in pro-social values and skills such as cooperation, collaboration, and perspective taking, this learning will not put them in a position to avoid conflict (Akgun, et.al, 2014) Likewise, no matter how well trained or skilled teachers are, they are bound to face a great deal of conflict every day (Sutrisni, et.al, 2021; Wahyuningsih, et. al, 2022; Tsai, 2022; Hakvoort, 2014, 2020; Larsson, et. al,

2022). However, conflict should not be avoided, especially in educational settings, because it provides valuable opportunities for learning and development in general, and for democratic education in particular (Caulfield, 2000; Blitz, 2002; Twenlow, et.al, 2004). Conflicts that occur in primary schools can be in the form of small conflicts which include indirect violence, such as students usually playing and accidentally getting into conflict with other students (Bardol, et. al, 2013; Misra, 2020). This situation clearly requires serious handling, namely how to shape the characteristics of students who love peace.

In this case students learn to solve social problems and peace-making skills to avoid conflict (Rohman, 2018; Calp, 2020). Peace is a practice of social harmony, cooperation, tolerance and mutual respect for each other. The concept of the peaceable school program is not just an idea of reducing violence, but is more than that. Because a peaceful school is a school where violence is minimized, but apart from that it is also a school where everyone is made to feel important and where young people are given the opportunity to explore learning meaningfully (Eliasa, et.al, 2019; Lorenzo, et. al, 2022; Caputo, et.al, 2023). Meaningful opportunities to explore and learn go beyond what we observe in many school settings (Halperin, et. al, 2011; Tolera, 2019). In the peaceable school program the solution to school violence is through subtle manipulation of the school environment, namely by trying to convince children to extend acts of kindness. Creating a peaceful school, like creating a peaceful world, requires that everyone is treated as an important individual, everyone is seen as unique people with certain talents, and has their own contribution, so teaching methods must provide opportunities for different interests and talents. these differences to be utilized and acknowledged (Eliasa, et.al, 2019; Lorenzo, et. al, 2022; Caputo, et.al, 2023). This Peaceable School program is a holistic-oriented conflict resolution educational approach, where peace must not only exist in school but must also be rooted in society. This requires involvement between parents and children, between children and teachers, across the curriculum and through fish that are built in certain communities. So, a peaceful school, or safe school, is a community (Hakvooort, et. al, 2019; Zhou, 2021).

3. METHOD

3.1. Research Design

In carrying out bibliometric data analysis of certain publication data, we prepared several applications. First, a reference management application such as Publish or Perish to prepare the database source. This reference management application is used to collect published research data related to the topic of digital media-based conflict resolution education trends as peace school programs in primary schools. There are many reports regarding bibliometrics (Azizah, et.al, 2021). Bibliometric analysis leads to mapping research topics related to child-friendly school management and research trends. Thedescription of the stages of the research is as follows:

- I. Data collection on international publications were taken from the Google Scholar database from 2013-2023 with the help of Publish or Perish.
- II. Data selection, namely the publication is a journal article and has been cited.
- III. Data analysis using VOSviewer to see three things, namely Network, Overlay, and Density Visualization.

3.2. Data Collection

Research data from the Google Scholar database, namely papers published in international journals from 2013-2023 totaling 1000 papers. Research data from published articles was collected and filtered from 2013-2023 where each article has been indexed by Google Scholar. The keywords used to compile the articles were "Digital Media", "conflict resolution", "peace school programs" and "primary school" resulting in 996 articles related to this subject.

3.3. Data Analysis

Data analysis with bibliometric analysis approach was carried out using VOSviewer to see three things, namely Network, Overlay, and Density Visualization. In addition, to see research trends, a mapping of the research number using Ms. Excel (Suherman, et. al, 2023). An application is needed for mapping data analysis such as VOSviewer. The VOS Viewer application is used because it is an open source application. Then, using the VOSviewer tool, we created bibliometric maps to visualize and analyze trends. There are three forms of data mapping: network, density, and overlay visualization. Keyword frequencies are set as desired when creating the bibliometric map, and irrelevant or less relevant terms are removed. Here is detailed information about VOSviewer and library search (Azizah, et.al, 2021).

4. Findings

Based on the data collection through Publish or Perish software in the Google Scholar database, 993 articles met the research criteria. The data collected was article metadata that consisted of author names, title of the article, publication year, journal name, publisher, number of citations, article link, and related URL. Table 2 shows some publication data used in the VOSviewer analysis in this research. The data sample obtained was the 10 best articles that have the most citations. The number of citations from all the articles in this research was 291662, citations per year was 29166.20, citations per article was 293.72, the average amount of authors in the article was 3. All the articles have an average h-index of 281, and g-index was 475.

The scholarly work that has garnered the most number of citations in the field of conflict resolution responses within the domain of science education is the publication titled "Introducing the UCDP georeferenced event dataset", authored by R Sundberg, E Melander. This document has received a total of 1285 citations (Sundberg, et. al, 2013). The article titled "Estimating dynamic state preferences from United Nations voting data" authored by MA Bailey, A Strezhnev has garnered significant scholarly attention, being the second most referenced publication in its field (Bailey, et. al, 2017). It has accumulated a total of 970 citations. The document titled "Social media and the Arab Spring: Politics comes first" authored G Wolfsfeld, E Segev, T Sheafer, the distinction of being the third most often referenced publication (Wolfsfeld, 2013). It has garnered a total of 953 citations. Here's the top 5 data number of document citations matching the topic (Table 2).

Table 2. Most Citations Article Publication Data

No.	Author	Title	Year	Citations
1.	R Sundberg, E Melander	Introducing the UCDP georeferenced event dataset	2013	1285
2.	MA Bailey, A Strezhnev	Estimating dynamic state preferences from United Nations voting data	2017	970
3.	G Wolfsfeld, E Segev, T Sheafer	Social media and the Arab Spring: Politics comes first	2013	953
4.	LD Hollebeek, K Macky	Digital content marketing's role in fostering consumer engagement, trust, and value: Framework, fundamental propositions, and implications	2019	834
5.	T Petterson, P Wallenstein	Armed conflicts, 1946–2014	2015	791

Table 3 shows the development of research on Digital media-based conflict resolution education trends as peace school programs in primary schools published in Google Scholar indexed journals.

Based on the data displayed in table 2, there were 996 articles related to conflict resolution education published around 2013-2023. In 2013, the number of articles published was 97 articles, while in 2014 there were 119 articles. In 2015 there were 119 articles, and in 2016 there were 123 articles. There were 121 articles published in 2017 and 118 articles in 2018. In 2019, 104 articles were published and in 2020 there were 93 articles. In 2021 there will be 58 articles and in 2022 there will only be 15 articles. In 2023, there are 29 articles. These results show that there is not much research on this topic every year, especially in the last 10 years (2013-2023). The development also fluctuates as seen in Figure 1. Table 3 shows the development of research on Digital media-based conflict resolution education trends as peace school programs in primary schools.

Table 3. Development of research on Digital Media trends on conflict resolution education

Year	Article Published
2013	97
2014	119
2015	119
2016	123
2017	121
2018	118
2019	104
2020	93
2021	58
2022	15
2023	29
Total	996
Avg	90.54

Figure 1 shows the development of research on on Digital media-based conflict resolution education trends as peace school programs in primary schools for the last ten years ranging from 2013 to 2023. Based on Figure 1, it can be seen that the number of digital media-based conflict resolution education trends as peace school programs in primary school publications from 2013 to 2014 has increased. Publications from 2014 to 2015 had the same number of publications, namely 119, and an increase in 2016. However, the number of articles from 2017 to 2022 experienced a continuous decline until there were only 15 articles published. In 2023, there will be an increase, but only slightly, reaching 29 articles.

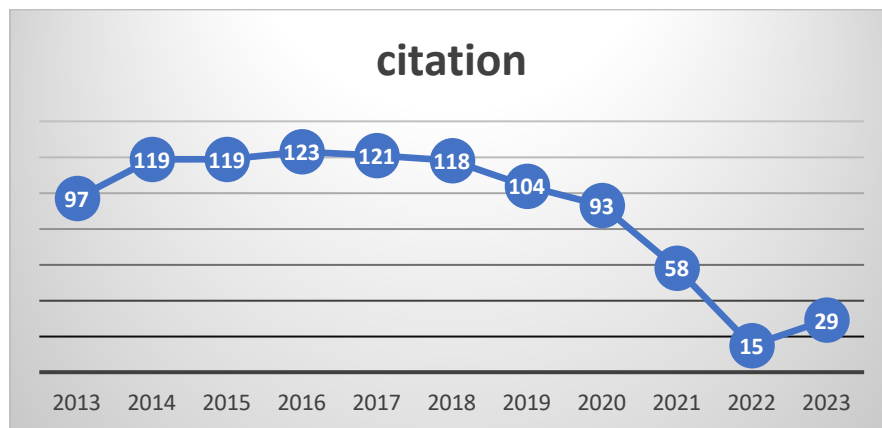


Figure 1. Research Development on digital media-based conflict resolution education trends

1. Visualization of digital media-based conflict resolution education trends as peace school programs in primary school topic terms

Computational mapping was done toward the articles data. VOSviewer was used as the tools for this analysis. The result of the mapping was there are 53 items. Every item found in this analysis were divided into 5 cluster. which are presented in **Table 4**.

Table 4. Network visualization of digital media-based conflict resolution education trends as peace school programs in primary school

Cluster	Item	Color	Total Link Strength	Occurrence
Cluster 1 (19 item)	Child, digital medium, education, effectiveness, electronic medium, facebook, implementation, lesson, peace education, place, program, programme, school, social media platform, student, teacher, technology, use, value.	Red		254
Cluster 2 (17 item)	Armed conflict, country, democracy, evidence, government, group, internet, new medium, peace agreement, peace process, protest, share, social movement, state, support, terrorism, violent conflict.	Green	151	200
Cluster 3 (12 item)	Case study, challenge, community, conflict resolution skill, culture, development, gender, peace building, peacebuilding, social cohesion, sport, woman.	Blue	285	229
Cluster 4 (4 item)	Civil war, outcome, problem, social justice.	Yellow	154	144
Cluster 5 (1 item)	Peaceful coexistence.	Purple	142	140

Link between a term with other terms shown in every cluster. Label was given for every term with colored circle. The size of the circle on every term depends on the emergence frequency of the term. The size of label circle shows the positive correlation with terms within titles and abstracts. Visualization of the analyzed mapping in this research about digital media-based conflict resolution education trends as peace school programs in primary school has been illustrated consist of 3 parts; network visualization has been illustrated in Figure 2, overlay visualization has been illustrated in Figure 3, and density visualization has been illustrated in Figure 4.

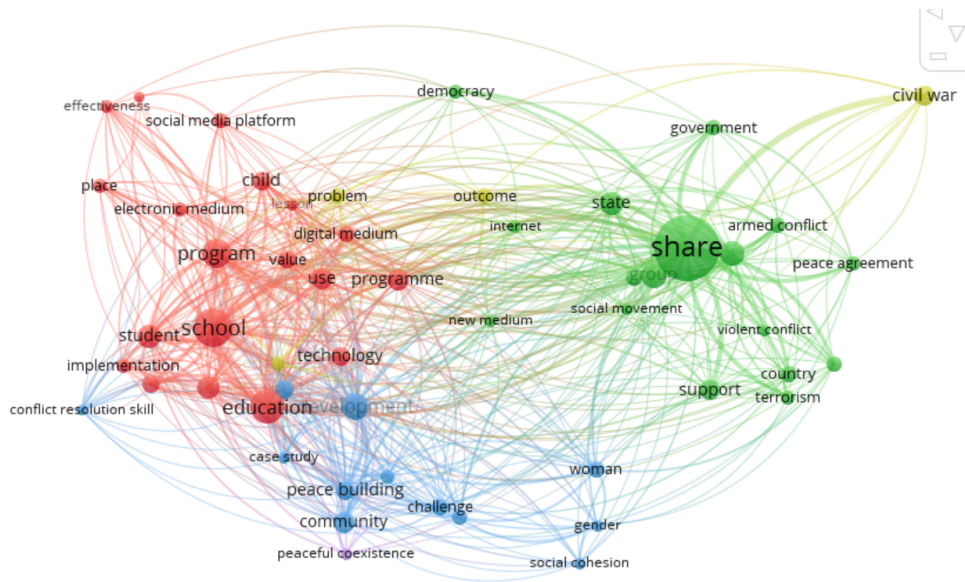


Figure 2. Network Visualization digital media-based conflict resolution education trends as peace school programs in primary school

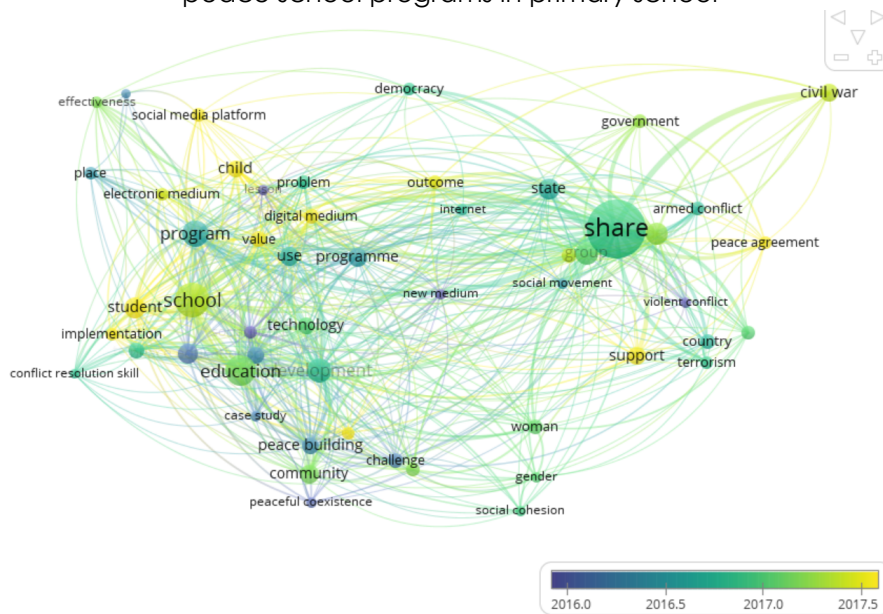


Figure 3. Overlay Visualization digital media-based conflict resolution education trends as peace school programs in primary school

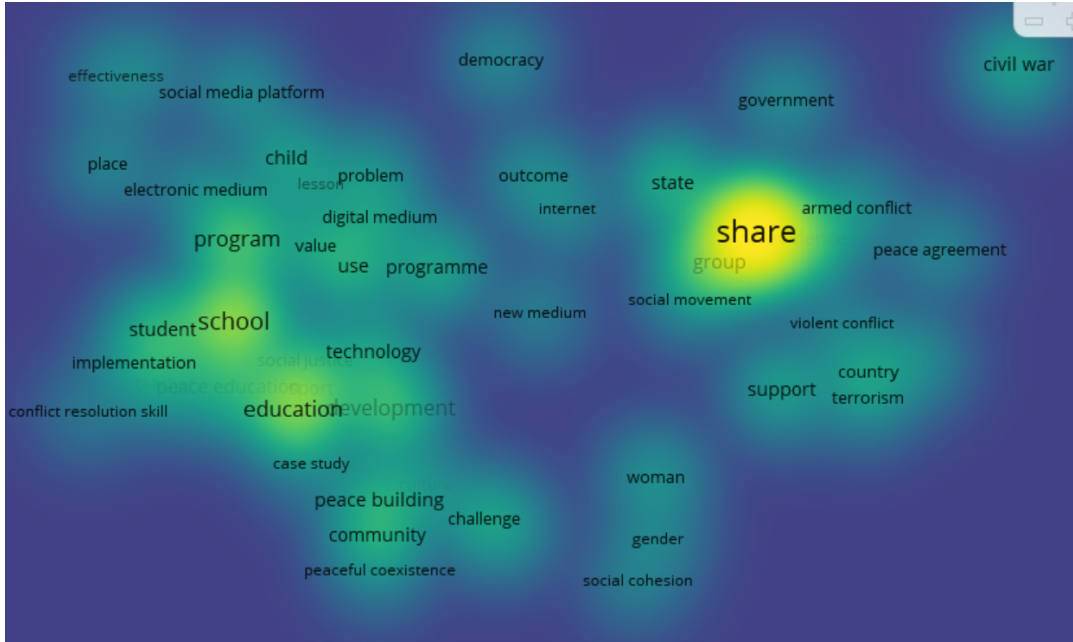


Figure 4. Density Visualization digital media-based conflict resolution education trends as peace school programs in primary school

1.1 Below is the explanation of Visualization from digital media-based conflict resolution education trends as peace school programs in primary school using VOSviewer

The relation between terms is depicted with network that interconnected to each other. Figure 2 shows clusters of every term that often studied and related with research topic. From the clusters that displayed in the network visualization, it can be seen that study on digital media-based conflict resolution education trends as peace school programs in primary school could be divided into 5 field study areas. The first one is conflict resolution skill that classified as cluster 3 with 17 total link and total link power 30 has been illustrated in Figure 5. Second term is digital medium which classified as cluster 1 with 19 total link and 34 total link power has been illustrated in Figure 6. Third term is program that classified as cluster 1 with 35 total link and total link power 126 has been illustrated in Figure 7. Fourth term is peace building that classified as cluster 3 with 30 total link and total link power 63 has been illustrated in Figure 8. The last one is school term that classified as cluster 1 with 44 total link and 250 total link power has been illustrated in Figure 9.

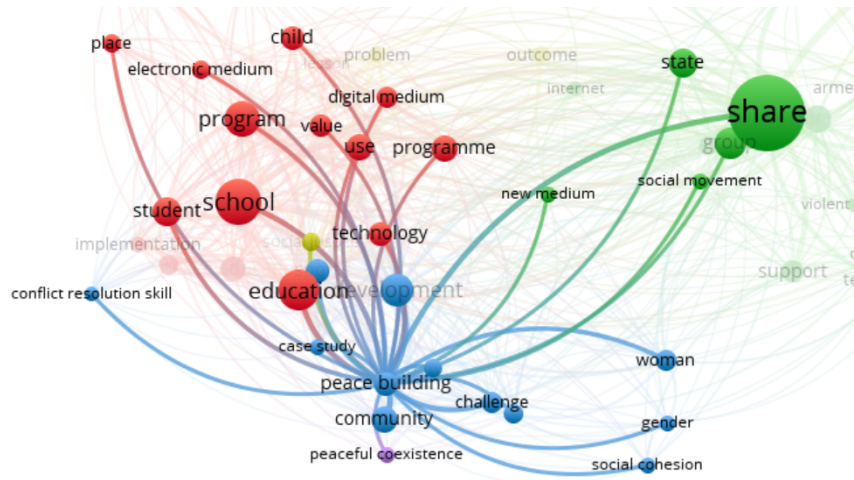


Figure 8. Network Visualization of Peace Building Term Keyword.

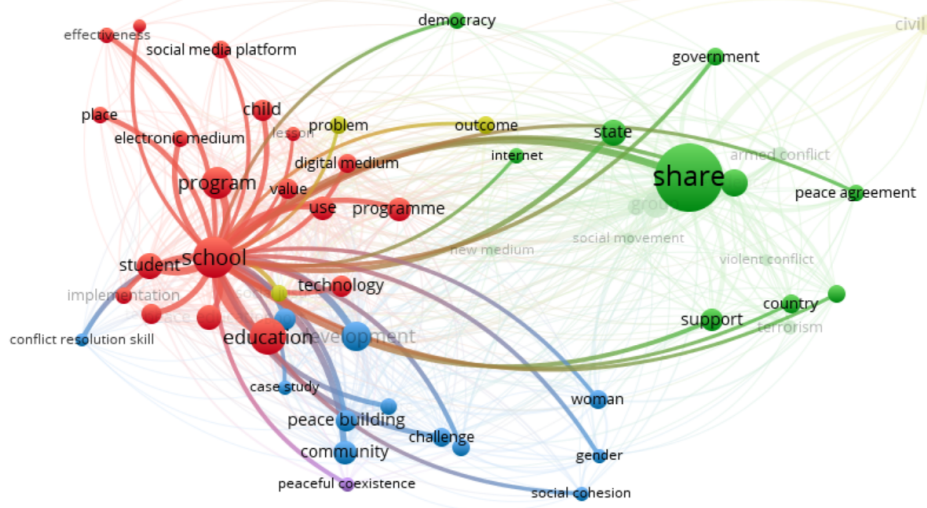


Figure 9. Network Visualization of School Term Keyword.

1.2 Figure 4 shows density visualization

Density visualization shows the brighter the yellow color and the bigger the circle diameter of the term label means that the term often appears [38]. This means that there is a lot of research has been done related to the term, and vice versa. Based on Figure 3, research related to digital media have quite high frequency.

1.3 Figure 5, 6, 7, 8, and 9 shows network relation of education term with other term

Figure 5 shows the network relation on every term such as digital platform, digital transformation, access, health, patient, web, intervention, conflict resolution, effect, online, facebook, electronic word, young child, integration, effectiveness, learner, classroom. Figure 6 shows the network relation between terms of elementary school, intervention, digital era, conflict, platform, electronic device, effect, relationship, learner, game, child, integration, teaching, teacher,

classroom, ict. While Figure 7 shows the network of primary school term teacher, teaching, learner, digital divide, child, integration, evaluation, intervention.

Referring to the mapping analysis of the article data, keywords of conflict resolution education in elementary school are still rarely used in the research. Based on the result of this study, research on this topic can be done with new innovation and updated research based on the related topic.

5. CONCLUSION

The aim of this research is to analyze computational mapping of research article bibliometric data. The publication theme taken in this research is "digital media-based conflict resolution education trends as peace school programs in primary schools". The articles used in this research were taken from the Google Scholar database via Publish or Perish software. The references used in this research include titles and abstracts to obtain a total of 996 articles relevant to the topic. Based on the research results, this research shows that digital media-based conflict resolution education publications from 2014 to 2015 had the same number of publications, namely 119, and an increase in 2016. However, the number of articles from 2017 to 2022 experienced a continuous decline until there were only 15 articles published. In 2023, there will be an increase, but only slightly, reaching 29 articles. Therefore, it can be said to have decreased. The research results show that conducting research on digital media-based conflict resolution education trends as peace school programs in primary schools is still very possible and is related to other terms.

Limitation

The limitation of this research is only analyzing the development trend of digital media research based on conflict resolution education as a peaceful school program with the addition of primary school keywords and only describes topics that are related to the educational theme of conflict resolution and these topics rarely used in recent research.

Recommendation

Based on the research results, the following recommendations are recommended, namely: (1) Development research using bibliometric analysis methods regarding digital media based on conflict resolution education as a peaceful school program equipped with analysis based on fields of science, research methods, education levels and using more databases, (2) The results of this research can be used as a basis for conduct further research on digital media based on conflict resolution education for elementary school children and (3) Research that can be developed is a conflict resolution learning model for elementary school children.

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Conflict of Interest

The Authors declare that there is no conflict of interest.

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