



How is the Development of Peaceable School Program in Primary School' Conflict Resolution? Analysis of Bibliometric using Vosviewer

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Abstract. The research aims to analyze publications on peaceable school programs for conflict resolution in primary schools using VOSviewer with the publish or perish application. This research has been published in various publications over ten years (2018 to 2023). Based on these criteria, 993 articles were found that were relevant to the research. The results of this research found that research on peaceable school programs for conflict resolution in primary schools can be divided into three areas, namely the term Peace Resolution, conflict resolution skills, and primary schools. This study shows that peaceable school programs for conflict resolution in primary schools in 2018 was lower than in 2019. because this year there was an increase in publications. Publications from 2019 to 2023 have decreased significantly each year. Research in 2019 achieved the publication of 208 articles. research in 2020 achieved the publication of 202 articles. In 2019-2020, the number of publications was still more than 200 articles. However, in 2021-2022 there has been a decline, because the number of publications is in position 100. In 2021 there are 177 articles and in 2022 there are 135 articles. The decline will continue until 2023, reaching 80 articles. Data shows that the popularity of school peaceable research programs for conflict resolution in primary schools can be said to be 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: Peaceable School Programs, Conflict Resolution, Primary School.

1 Introduction

Conflict always exists in all human relationships [1-4]. Conflict can be interpersonal or intergroup and may involve intimidation, anger, and violence in response to encounters with different viewpoints, needs, and desires from different people [5-7]. Conflict is a normal part of life, and school life is no different. The existence of differences in cultural backgrounds and characteristics of students at school is one of the factors that can trigger various conflicts [8-14]. This of course raises concerns that currently student

conflicts can develop in the form of violence and even cause death. However, conflict also has positive values, such as increasing 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 [12-13]. Conflict cannot be avoided both inside and outside the classroom in the form of small conflicts that include indirect violence, such as students who usually play and accidentally come into conflict with other students. This situation clearly requires serious handling, namely how to shape the character of students who love peace. This is in accordance with one of the goals of conflict resolution education, namely creating peace in schools [15-22].

Three important cores of conflict resolution education. First, social and emotional competence, including empathy, compassion, respect for others, effective listening, perspective taking, and emotional awareness. Second, communication, negotiation, dialogue and problem solving are carried out collaboratively. Third, prevention of bullying, harassment by peers, restorative justice and mediation (peer mediation) [13]. The goal of conflict resolution education is to provide a basic understanding of the nature and dynamics of conflict situations as well as an awareness of how we respond to these conflicts. Conflict resolution programs are to teach young people how to handle conflict by making rational choices, considering the possible consequences of their behavior, and seeking alternative solutions that do not involve violence or encountering violence. with further violence [20-22].

The Bibliometric Analysis technique used to view research developments in the peace school program for conflict resolution education in elementary schools is meta-analysis of research data which can assist researchers in studying bibliographic content and analysis of quotations from articles published in journals and other scientific works. Based on the analysis findings, there is bibliographic data from publications between 2018 and 2023 that have successfully developed internationally. Table 1 below explains the results of discussion of topics from bibliometric research on the findings of previous analysis

Table 1. Previous studies of bibliometric analysis

Title	Topic Discussion	Ref
The worldwide spread of peace education: discursive patterns in publications and international organisations	This paper aims to investigate the spread of peace education (PE)	[23]
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.	[24]
Global Trends in Research on School Bullying and Its Correlation with COVID-19 Pandemic	The study aimed conducted has demonstrated that school bullying is a global phenomenon.	[25]

Title	Topic Discussion	Ref
Bibliometrics Analysis in Articles of Verbal Bullying in School	This paper aims to contribute to school and other relevant parties in dealing with verbal bullying issues and create programs to minimize verbal bullying in school.	[26]
School-related conflicts and conflict resolution 1996-2015: a bibliometric review of publication activity and research themes	This study aims to growing research field of school-based conflict and conflict resolution	[27]

However, bibliometric analysis of the last ten years from 2018 to 2023 using the VOSviewer application on publication data using computational mapping of the peaceful school program for conflict resolution education in the elementary school sector has not been carried out much. Especially analysis. Therefore, this research was conducted to analyze this topic and it is hoped that it can become a reference for further research in determining the research themes taken regarding the peaceful school program for conflict resolution education in elementary schools.

2 Methods

The article data used in this study is research data from articles published in journals that have been indexed by Google Scholar. The Google Scholar database is used because it can be accessed for free. The database obtained from Google Scholar is processed through the Publish or Perish 7 application for data management. Information about VOSviewer and search centers has been described in research conducted [28]. The keywords used in article search are “Peaceable School Program”, “Conflict Resolution”, “Primary School”. Each article must be indexed by Google Scholar in the format of journal articles according to the theme needed in this study. The collected articles are then saved in *.ris format. Then the data is visualized and analyzed in the form of bibliometric maps. Data from the prepared database source is then mapped in 3 forms, namely network visualization, overlay visualization, and density visualization.

3 Results and Discussion

The results of the search for publication data regarding resin-based brake pads through the application reference manager Publish or Perish 8 from the Google Scholar database, obtained 993 article data. The data collected was article Metadata obtained from this research consists of title, year of publication, author's name, name of the journal that publishes, publisher, article link, number of citations and also the 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 16206, citations per

year was 3241.20, citations per article was 16.32, the average amount of authors in the article was 2.24. All the articles have an average h-index of 60, and g-index was 85.

The scholarly work that has garnered the most number of citations in the field of conflict resolution responses within the domain of peace education is the publication titled "Literature for Developing Student's Humanity Awareness", authored by AS Pattiwael [29]. This document has received a total of 380 citations. The article titled "Soft Skills & Metacognition as Inclusion Amplifiers in the 21st Century" authored by E Mitsea, A Drigas, P Mantas has garnered significant scholarly attention, being the second most referenced publication in its field [30]. It has accumulated a total of 164 citations. Here's the top 2 data number of document citations matching the topic (Table 2).

Table 2. Most citations article publication data.

Author	Title	Year	Citation	Ref
AS Pattiwael	Literature for Developing Student's Humanity Awareness	2019	380	[29]
E Mitsea, A Drigas, P Mantas	Soft Skills & Metacognition as Inclusion Amplifiers in the 21st Century.	2021	164	[30]

Table 3 shows the development of peaceful school programs for conflict resolution in elementary school research published in Google Scholar indexed journals. Based on the data displayed in table 2, there were 993 articles related to conflict resolution education published around 2018-2023. The peaceful school program for conflict resolution in elementary schools experienced an increase from 2018 to 2019. The following year there was a significant decline. Research in 2019 achieved the publication of 208 articles. research in 2020 achieved the publication of 202 articles. In 2021 there will be 177 articles and in 2022 there will be 135 articles. This decline will occur until 2023, reaching 80 articles. These results show that there is not much research on conflict resolution education every year, especially in the last 5 years (2018-2023). as seen in Fig 1.

Table 3. Development of research on peaceable school programs for conflict resolution.

Year	Article Published
2018	191
2019	208
2020	202
2021	177
2022	135
2023	80
Total	993

Fig. 1. shows the development of research on peaceable school programs for conflict resolution in primary schools for the last five years ranging from 2018 to 2023.

Based on Fig 1, shows that the Publications from 2019 to 2023 have decreased significantly each year. in 2014 is lower than in 2013. Publications from 2018 to 2019 have increased. The research has fluctuated in the number of articles from 2019 to 2023, but it still reaches more than 100 articles. Publications decline drastically in the last four years.

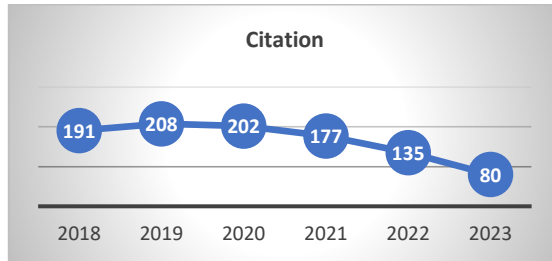


Fig 1. Research development on peaceable school programs for conflict resolution

3.1 Visualization of peaceable school programs for conflict resolution 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 59 items. Every item found in this analysis were divided into 4 cluster, namely:

1. Cluster 1. There are marked in red, the 14 items are ability, behavior, conflict resolution skill, primary school, evidence, experience, individual, model, opportunity, parent, peaceful environment, perception, primary school, program, schoolviolence, student, support, teacher, teaching, work.
2. Cluster 2. There are marked in green, the 8 items are alternative dispute resolution, case, conflict resolution mechanism, dialogue, dispute, dispute resolution, goal, mediation, negotiation, order, peaceful resolution, peaceful settlement, power, process.
3. Cluster 3. There are marked in blue, the 7 items are action, change, gender, government, human right, lesson, need, peace building, peaceful society, peaceful world, resolution, respect, value, war.
4. Cluster 4. There are marked in yellow, the 6 items are armed conflict, conflict management strategy, conflict resolution strategy, effort, example, integration, peacebuilding, peaceful coexistence, reconciliation, religion, tolerance.

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 peaceable school programs for conflict resolution in primary schools has been illustrated consist of 3 parts; network visualization has been illustrated in Fig. 2, overlay visualization has been illustrated in Fig. 3, and density visualization has been illustrated in Fig. 4.

is a lot of research has been done related to the term. Based on Fig. 4, research related to peace building resolution have quite high frequency.

3.4 Fig. 5, 6, and 7 shows network relation of education term with other term.

Fig. 5 shows the network relation on every term such as, Conflict resolution skill, elementary school, behavior, program, individual, student, primary school, oppornity, teacher, perception, school violence, parent, peaceful environment, tolerance, need, experience, conflict management strategy, armed conflict, teaching, effort, peaceful co-existence, peace building, religion, peaceful society, respect, support, model, war, value, gender, peaceful world, action, human right, goal, power, dialogue, dispute resolution, mediation, peaceful resolution, negotiation, dispute, peaceful settlement, alternative dispute resolution, dispute, conflict resolution mechanism, case, process, lesson. Fig. 6 shows the network relation between terms of Elementary school, ability, evidence, support, model, value, gender, action, human right, peaceful society, peace building resolution, peaceful resolution, mediation, teacher, program, behavior, perception, school violence. While Fig. 7 shows elementary school, ability, evidence, support, war, model, change, respect, behavior, program, student, opportunity, teacher, peace building resolution, parent, tolerance, need, experience, conflict management strategy, teaching, integration, mediation, peaceful resolution.

Fig. 5, 6, and 7 shows network relation of education term with other term explains the connection that the peaceful school program is very necessary. Creating a peaceful school, like creating a peaceful world, requires that each person is treated as an important individual, each person is seen as a unique person with certain talents, and has their own contribution, so that teaching methods must provide opportunities for different interests and talents. different [31-33]. The Peaceful School Program is a holistically oriented conflict resolution educational approach, where peace must not only exist in schools but must also be rooted in society. This requires engagement between parents and children, between children and teachers, across the curriculum and through fish that are built in particular communities. So, a peaceful school, or a safe school, is a community [11]. The role of school systems/policies is in the form of promoting a culture of creative problem solving, crisis management plans, fair and consistent discipline codes and healthy physical environments, and administrative commitment to peaceful schools [31-34]. Thus, it can be concluded that conflict resolution education carried out through a peaceful school program approach can be a solution for creating peace both in the school environment and in society.

Referring to the mapping analysis of the article data, keywords of peaceable school program for conflict resolution education in primary 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.

4 Conclusion

The results of this research analyze publication data of the Peaceful School Program to resolve conflicts in elementary schools from 2018 to 2023 using bibliometric analysis. The results of the analysis show that the opportunity is quite high to conduct research

on the peaceful school program to resolve conflicts in elementary schools because the number of publications decreases every year. This research is very important for describing and developing peaceful school education globally in resolving conflicts in elementary schools.

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