



## Digital Media Trends in Conflict Resolution Education: A Bibliometric Analysis of Primary School Research (2013–2023)

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**Abstract:** This study investigates the trends and thematic developments in digital media publications focusing on conflict resolution education in primary schools through bibliometric analysis. A total of 993 relevant articles published between 2013 and 2023 were analyzed using *VOSviewer* and *Publish or Perish software*. The findings identify three key thematic clusters: conflict resolution, digital media, and primary education. The study reveals a significant increase in publication rates from 2014 to 2017, followed by a marked decline in recent years, with only 18 articles published in 2023. Bibliometric mapping highlights the growing importance of digital tools, such as augmented reality and gamification, in facilitating conflict resolution education. Despite the decline in research interest, this study underscores the critical role of innovative digital media in addressing educational challenges and promoting harmonious learning environments. The findings provide a comprehensive reference for future research directions, advocating for the integration of advanced digital platforms to enhance conflict resolution skills among young learners and align with the demands of 21st-century education.

## INTRODUCTION

The 21st century is marked by rapid industrial growth fueled by advancements in information technology (Syamsuar & Reflianto, 2019). These technological transformations have greatly facilitated the swift and accurate access to data and information, profoundly influencing various aspects of global life (Tamrin, 2019; Fadli & Pardiyansyah, 2022; Hermawansyah, 2022).

The challenges of the global era have rendered conflict resolution increasingly complex (Thoyib et al., 2021). Technological advancements and the growing reliance on social media expose individuals to diverse ideologies, cultures, and perspectives, often leading

to conflicts. In the digital age, conflict resolution strategies must adapt to the rapid evolution of technologies and communication methods (Suradi, 2018; Hidayah et al., 2023). Strengthening conflict resolution approaches in this context is essential for developing effective solutions, resolving disputes, and fostering harmonious societies (Bahri et al., 2023; Binawan et al., 2023).

Peace education seeks to equip individuals with the knowledge, attitudes, values, and behavioral competencies necessary to resolve conflicts nonviolently and to foster and sustain harmony within oneself, with others, and the environment (Johnson & Johnson, 2011; Bashir & Akbar, 2021).

The role of media has significantly influenced education, particularly in primary school learning (Heryani et al., 2022). In the context of 21st-century education, digital media—commonly referred to as multimedia—has emerged as a powerful educational tool that enhances understanding and engagement. It provides learners with an interactive and meaningful way to grasp content through images, audio, video, and animation, thereby facilitating broader and more diverse learning activities. Digital media enables students to learn anytime and anywhere, unrestricted by distance, space, or time. Innovations such as augmented reality, virtual reality, mobile learning, game-based learning, cloud learning, smartboards, and artificial intelligence further enhance the learning experience (Tafonao, 2018; Magdalena et al., 2021).

Digital media has become a widely utilized tool in conflict resolution within primary schools. Research indicates that teachers integrate digital media, such as videos and PowerPoint presentations, into classroom learning to enhance its effectiveness and engagement. These tools combine audio and visual elements, creating a more dynamic and interactive learning experience compared to traditional text-based materials (Kurniasih, 2019). Furthermore, smartphones, social media, and online platforms are increasingly employed to facilitate discussions and collaboration among students. However, the use of digital technology also poses risks, including the spread of misinformation and the potential for increased

polarization and hostility on social media, which may contribute to conflicts (Raharjo & Winarko, 2021; Febriani, 2023).

One of the primary challenges in conflict resolution in the digital age is the rapid evolution of technology and social media, which introduces new complexities to resolving conflicts. Addressing these challenges requires innovative and adaptive approaches to conflict resolution (Greenhow et al., 2009). Technology plays a crucial role in this process, with tools such as online applications and communication platforms facilitating dialogue between groups, fostering mutual understanding, and building collaborative networks to identify common solutions (Branch, 2017; Carneiro et al., 2014; Istianti et al., 2022; Wahyuningsih & Oktavia, 2022).

An effective technique for analyzing the development of research trends on digital media in conflict resolution education in primary schools is *Bibliometric Analysis*. This method involves a meta-analysis of research data, enabling researchers to examine the content of bibliographies and analyze citations from articles published in journals and other scientific works. In this study, a bibliometric analysis was conducted on publications from 2013 to 2023 to evaluate international developments in research on digital media trends in conflict resolution education in primary schools. The results of this bibliometric analysis, including key topics and findings from previous research, are summarized in Table 1.

**Table 1.** Previous Studies of Bibliometric Analysis.

Title	Topic of Discussion
How to search and manage references with a specific referencing style using Google Scholar	The study aims to on step-by-step processing for users to the practical examples in the referencing education
A Five-Year Bibliometric Analysis of Education 4.0 and Direction for Education 5.0 Future Research	This study presents a bibliometric analysis of publications on blended learning in higher education from the online Scopus database Education 4.0 and Direction for Education 5.0.

Title	Topic of Discussion
A Bibliometric Analysis of Blended Learning in Higher Education: Perception, Achievement and Engagement	This paper aimed to analyse articles on Education research from 2018 to 2022 using the Scopus database as well as identifying current trends in the field of education.
Inclusion of Metaverses in the Development of the Flipped Classroom in the University environment: Bibliometric Analysis of Indexed Scientific Production in SCOPUS	This study to analyze and identify the existing gaps in the scientific production that investigate the inclusion of metaverses in university education
Effectiveness of the Flipped Classroom Strategy in Learning Outcomes (Bibliometric Study)	This study to explore the effectiveness according to the flipped classroom strategy in learning outcomes of eight years (2012-2019)
Mobile Learning in Higher Education: Insights from a Bibliometric Analysis of the Body of Knowledge	This paper presents a bibliometric overview of mobile learning in higher education literature.
A Bibliometric Analysis of 21st Century Learning Using Scopus Database	This paper is to explore the extent of publications on the topic of 21st century learning and COVID-19 in the Scopus database.
Augmented reality in STEM education: Bibliometric analysis	This research is to conduct a bibliometric analysis of studies on the use of augmented reality applications in STEM education in the literature
Artificial intelligence in education: A bibliometric study.	The aim of this study is to examine the studies in the literature on the use of artificial intelligence in education in terms of its bibliometric properties
A bibliometric analysis of using Web 2.0s in educational research area	This study examined the tendency towards Web 2.0s in the educational research area with the analysis of bibliometric mapping
Bibliometric mapping of metaverse in education	This research aims to create a bibliometric map of studies on the use of metaverse in education from an international viewpoint to assess trends in the area of metaverse research on education by disclosing the author, publication, keyword, journal, country, and citation factors
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 analyze 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
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)
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.
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
What is the Most Impressive Treatment to Foster Students' Creative Thinking Skills? A Meta-Analysis and Bibliometric Review	This paper present to analyze the most effective treatment in improving students' creative thinking skills on science and mathematics concepts, based on data sources from international journal articles

However, bibliometric analysis of publication data using computational mapping in the field of digital media publications on conflict resolution education in primary schools has been

limited. Specifically, there has been little focus on bibliometric analysis over the last ten years (2013 to 2023) using the VOSviewer application.

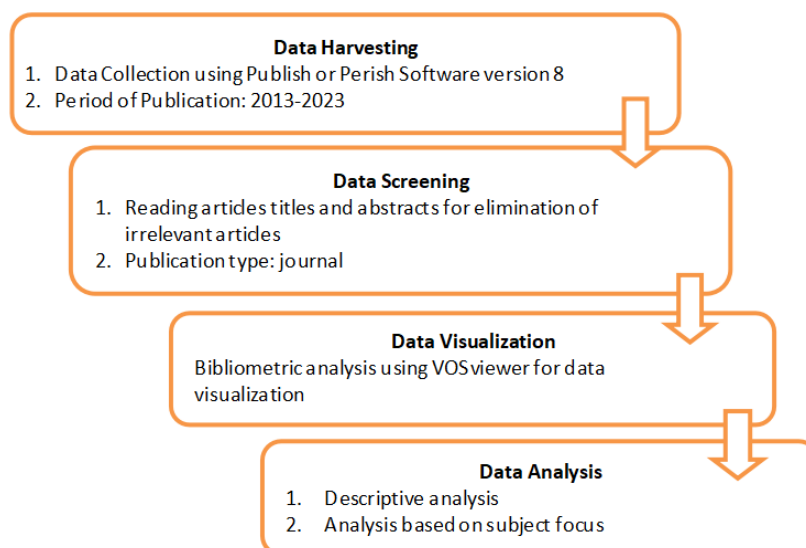
The role of media has a significant influence on education, particularly in elementary schools (Heryani et al., 2022). Learning media enhances meaningful understanding, creates engaging experiences, and stimulates students' interest through various formats, such as images, audio, and video. This flexibility allows students to learn anytime and anywhere, unrestricted by distance, space, or time (Magdalena et al., 2021). These advancements also impact conflict resolution in elementary schools, as smartphones and social media can facilitate discussions and collaboration among students (Endarto et al., 2022). However, the use of digital technology also poses risks, including the spread of misinformation, increased polarization, and the promotion of hatred on social media, which may lead to conflicts (Raharjo & Winarko, 2021).

This study aims to analyze the computational mapping of Google

Scholar-indexed articles using VOSviewer. The findings are expected to serve as a valuable reference for future research, assisting researchers in selecting relevant themes related to digital media publications on conflict resolution education in primary schools. Ultimately, this research seeks to address and minimize conflict phenomena, such as bullying, in elementary schools through the use of technology. By promoting engaging learning experiences, this approach aligns with the advancements of the current era (Industry 4.0).

## METHOD

To conduct bibliometric data analysis on specific publication data, several applications were utilized. The process of searching references in Google Scholar was carried out systematically. The research followed a series of steps outlined by Azizah et al. (2021):



**Figure 1.** Steps of Bibliometric Data Analysis.

The initial step in the bibliometric data analysis involved utilizing a reference management application, such as *Publish or Perish*, to prepare a comprehensive database of sources. This application was employed to gather research data related to digital media

trends in conflict resolution education in primary schools. Articles published between 2013 and 2023 were collected and filtered, ensuring that each was indexed by Google Scholar. The keywords used to compile the dataset were “*Digital Media*,” “*Conflict*

*Resolution,*” and *“Primary School,”* resulting in a total of 993 relevant articles.

Next, a data mapping application, *VOSviewer*, was utilized for the analysis. This open-source tool is well-suited for bibliometric studies and was employed to create bibliometric maps that visualize and analyze trends in the literature. The data mapping was conducted in three forms: network visualization, density visualization, and overlay visualization. During the creation of bibliometric maps, the keyword frequency thresholds were adjusted according to specific criteria, and irrelevant or less relevant terms were excluded. The subsequent sections provide detailed explanations of *VOSviewer* and the library search process.

## RESULT AND DISCUSSION

Based on data collection conducted using the *Publish or Perish* software with the Google Scholar database, 993 articles met the research criteria. The collected data included metadata such as author names, article titles, publication years, journal names, publishers, number of citations, article links, and related URLs. Table 2 provides a summary of the publication data utilized in the *VOSviewer* analysis for this study.

The sample for this study consisted of the 10 most-cited articles in the field. Collectively, these articles accumulated

291,662 citations, with an average of 29,166.20 citations per year and 293.72 citations per article. The average number of authors per article was three, with all articles having an average h-index of 281 and a g-index of 475.

The most-cited scholarly work in the area of conflict resolution within science education is the publication titled *“Online Learning: A Panacea in the Time of the COVID-19 Crisis”* by Dhawan (2020), which has received a total of 6,057 citations. The second most-referenced publication is *“Consensus Statement on Concussion in Sport: The 4th International Conference on Concussion in Sport, Zurich, November 2012,”* authored by McCrory et al. (2013). The third most-cited document is *“Effects of COVID-19 on College Students' Mental Health in the United States: Interview Survey Study”* by Son et al. (2020).

While the three most-cited documents exhibit comparable citation levels, the fourth most-cited publication, *“Gamification in Theory and Action: A Survey”* by Seaborn et al. (2015), has a significantly lower citation count, with a total of 2,550 citations. Table 2 provides a detailed overview of the top 10 documents and their respective citation counts.

**Table 2** Most Citations Article Publication Data.

No.	Author	Title	Year	Citations
1.	S Dhawan	Online learning: A panacea in the time of COVID-19 crisis	2020	6057
2.	McCrory et al.	Consensus statement on concussion in sport: the 4th International Conference on Concussion in Sport, Zurich, November 2012	2013	4089
3.	C Son et al.	Effects of COVID-19 on college students' mental health in the United States: Interview survey study	2020	2962
4.	K Seaborn, DI Fels	Gamification in theory and action: A survey	2015	2955
5.	J Crawford, K Butler-Henderson	COVID-19: 20 countries' higher education intra-period digital pedagogy responses	2020	2692
6.	SA Moorhead, DE Hazlett, L Harrison	A new dimension of health care: systematic review of the uses, benefits, and limitations of social media for health communication	2013	2550

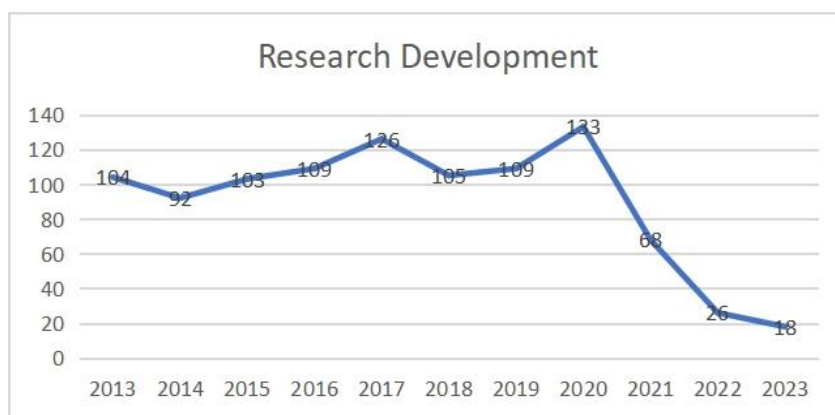
No.	Author	Title	Year	Citations
7.	PC Verhoef, T Broekhuizen, Y Bart	Digital transformation: A multidisciplinary reflection and research agenda	2021	2459
8.	E Herrett, AM Gallagher, K Bhaskaran...	Data resource profile: clinical practice research datalink (CPRD)	2015	2420
9.	RW Belk	Extended self in a digital world	2013	2337
10.	D Leung, R Law, H Van Hoof...	Social media in tourism and hospitality: A literature review	2013	2059

Table 3 presents the development of research on conflict resolution education published in Google Scholar-indexed journals. As indicated by the data in Table 2, a total of 993 articles related to conflict resolution education were published between 2013 and 2023. These findings suggest that research in this area has not

been extensively explored on an annual basis, particularly over the last decade (2013–2023). The progression of this research shows fluctuations, as illustrated in Figure 1. Table 3 specifically highlights the trends and progression of research on digital media in conflict resolution education.

**Table 3.** Development of Research on Digital Media Trends on Conflict Resolution Education.

Year	Article Published
2013	104
2014	92
2015	103
2016	109
2017	126
2018	105
2019	109
2020	133
2021	68
2022	26
2023	18
Total	993
<b>Avg</b>	<b>99.3</b>



**Figure 2.** Research Development on Digital Media Trends on Conflict Resolution Education.

Figure 2 illustrates the development of research on digital media trends in conflict resolution education in primary

schools over the past decade (2013–2023). Based on the data presented in Figure 1, the number of publications on

this topic was lower in 2014 compared to 2013. From 2014 to 2017, there was a significant increase in the number of publications. However, between 2017 and 2020, the number of articles fluctuated, with the total still exceeding 100 articles during this period. Over the past four years, there has been a sharp decline in publications; specifically, the number of articles peaked at 133 in 2020 but dropped dramatically to only 18 by 2023.

### Visualization of Conflict Resolution Education

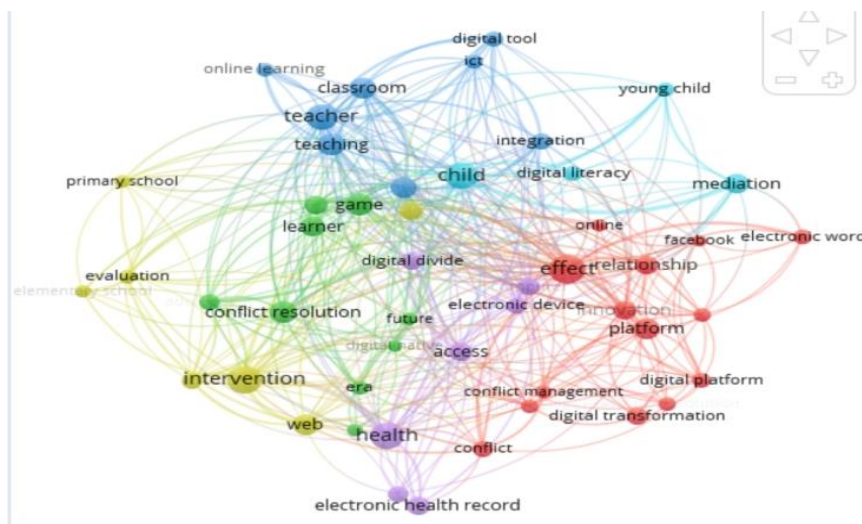
Computational mapping was performed on the topic of conflict resolution education in elementary schools, using data derived from various scholarly articles. *VOSviewer* was employed as the primary tool for this analysis. The mapping results identified 49 items, which were categorized into six distinct clusters, as detailed in Table 4.

**Table 4.** Network Visualization of Digital Media Trends on Conflict Resolution Education.

Item	Color	Total Link Strength	Occurrence
Artificial Intelligence, conflict, conflict management, digital platform, digital transformation, dispute resolution, effect, electronic word, facebook, innovation, online, platform, relationship, social media platform.	Red	251	254
Adolescent, conflict resolution, digital era, digital game, digital native, era, future, game, learner.	Green	151	200
Classroom, digital tool, ict, integration, multimedum, online learning, teacher, teaching.	Blue	285	229
Effectiveness, electronic database, elementary school, evaluation, intervention, primary school, web.	Yellow	154	144
Access, computer, digital divide, electronic device, electronic health record, health, patient.	Purple	142	140
Child, digital literacy, mediation, young child.	Turquoise	113	102

The relationships between terms within each cluster are visually represented by colored circles, with each term labeled accordingly. The size of the circle reflects the term's frequency of occurrence, where larger circles indicate higher frequencies. This visualization effectively demonstrates the positive

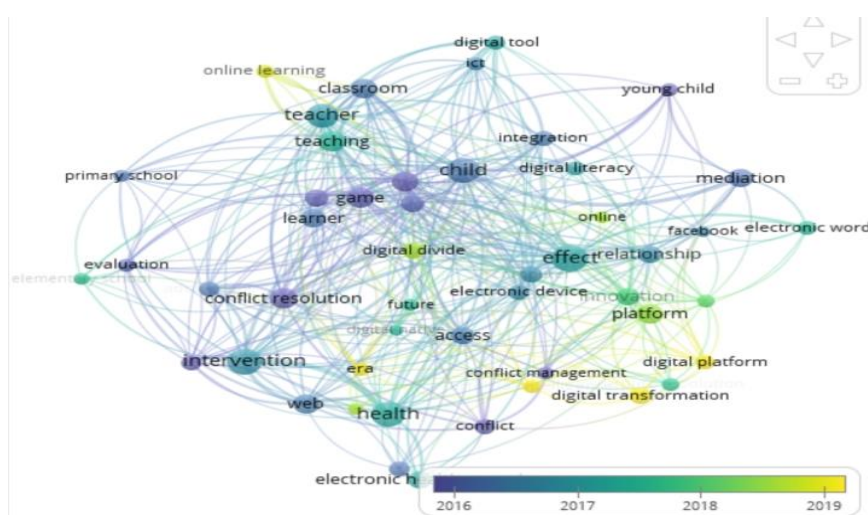
correlations between terms appearing in titles and abstracts. The mapping visualization of this research on digital media trends in conflict resolution education in primary schools comprises three components: network visualization (Figure 3), overlay visualization (Figure 4), and density visualization (Figure 5).



**Figure 3.** Network Visualization Digital Media Trends on Conflict Resolution Education.

Figure 3 presents the overall results of data mapping using the *VOSviewer* application, showcasing a network visualization of the topic "*Media Trends on Conflict Resolution Education.*" This network visualization illustrates the correlations between various topics or terms relevant to the search query. The terms represented in this network are detailed further in Table 4. The network visualization of digital media trends in

conflict resolution education is organized into clusters, each represented by a distinct color. Each cluster comprises interconnected concepts, highlighting the relationships among the various keywords identified in the analysis. The application's color differentiation feature enhances the understanding of these relationships and the connections among the identified keywords.



**Figure 4.** Overlay Visualization Digital Media Trends on Conflict Resolution Education.

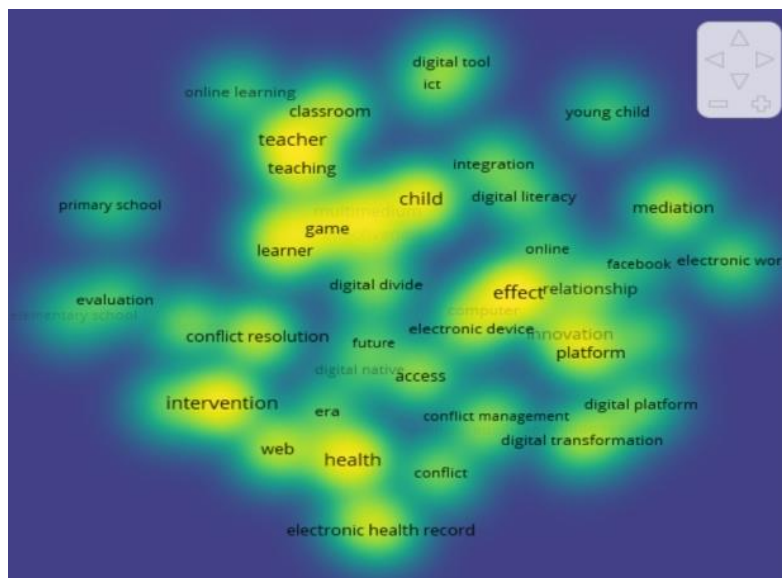
Figure 4 presents the overall results of data mapping using the *VOSviewer* application, showcasing the overlay visualization of digital media trends in conflict resolution education. This visualization illustrates the correlations among various topics or terms based on the search query, reflecting the development of publications over time.

The network visualization employs three primary colors: blue, green, and yellow. A predominance of blue in the network indicates that a term was more frequently associated with earlier years within the dataset. The corresponding year information is displayed at the bottom right of the network visualization. The terms represented in this network are further detailed in Table 4, highlighting the relationships between digital media trends and conflict resolution education.

The density visualization reveals that terms with brighter yellow coloring and larger circle diameters appear more frequently, indicating a significant amount of related research (Hakvoort et al., 2019). As shown in Figure 3, studies related to digital media exhibit relatively high frequency; however, the keyword "*conflict resolution education in elementary schools*" remains underutilized in current research. This observation underscores the opportunity for further exploration of this topic, particularly through innovative approaches such as digital-based conflict resolution education, including interactive media, which could enhance learning experiences and provide elementary school students with a foundational understanding of the importance of conflict resolution education. The relationships between



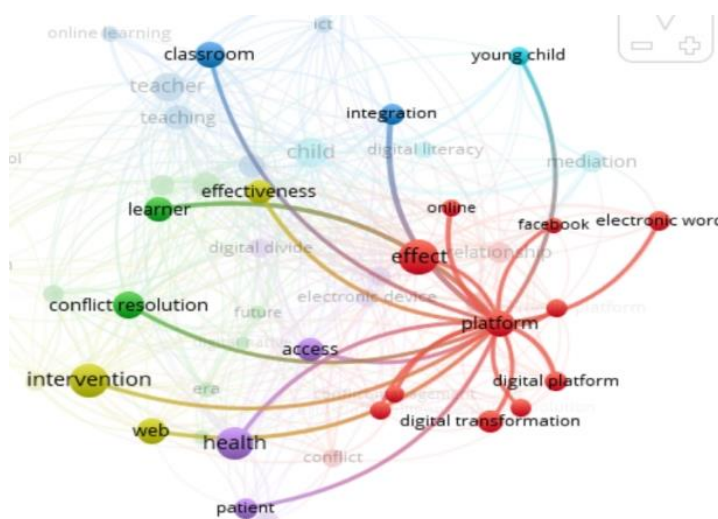
terms are represented through an interconnected network, as depicted in Figure 2.



**Figure 5.** Density Visualization Digital Media Trends on Conflict Resolution Education

Frequently studied terms related to digital media trends in conflict resolution education are categorized into three distinct clusters: Cluster 1 focuses on digital platforms, with 21 total links and a total link strength of 27 (Figure 5);

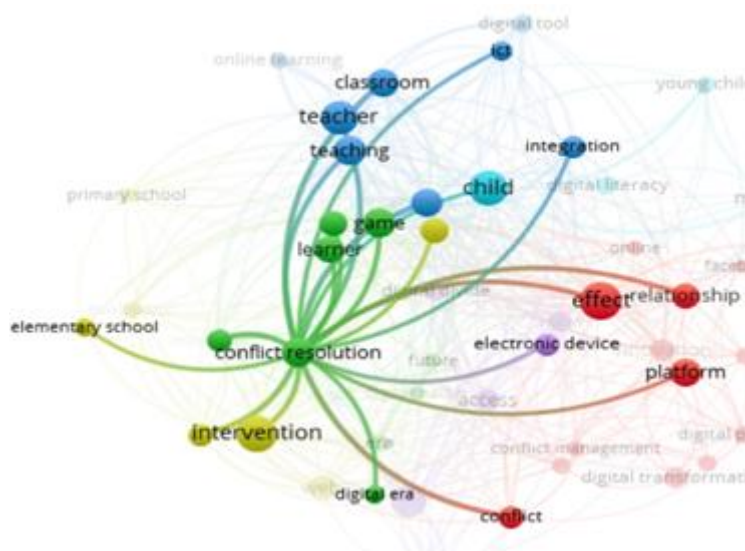
Cluster 2 emphasizes conflict resolution, with 21 total links and a total link strength of 37 (Figure 6); and Cluster 3 highlights elementary school terms, containing 12 total links and a total link strength of 18 (Figure 6).



**Figure 6.** Network Visualization of Digital Platform Term Keyword.

Figure 6 illustrates the network relationships among various terms, including *digital platform*, *digital transformation*, *access*, *health*, *patient*,

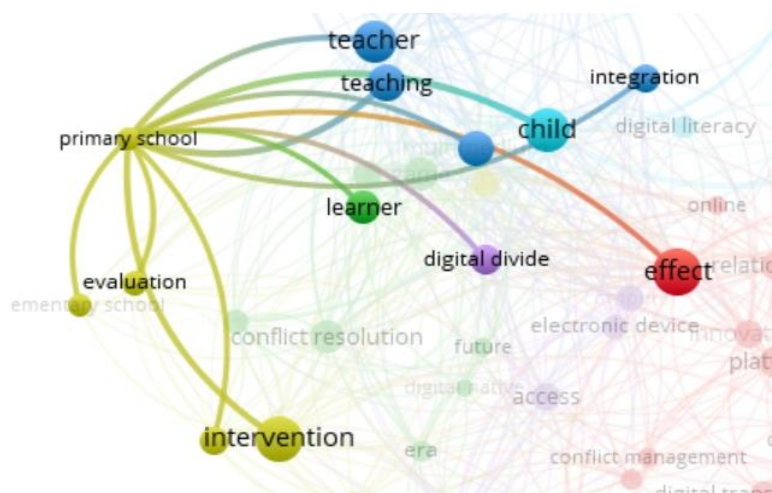
*web*, *intervention*, *conflict resolution*, *effect*, *online*, *Facebook*, *electronic word*, *young child*, *integration*, *effectiveness*, *learner*, and *classroom*.



**Figure 7.** Network Visualization of Conflict Resolution Term Keyword.

Figure 7 illustrates the network relationships among terms such as elementary school, intervention, digital era, conflict, platform, electronic device,

effect, relationship, learner, game, child, integration, teaching, teacher, classroom, and ICT.



**Figure 8.** Network Visualization of Primary School Term Keyword.

Figure 8 illustrates the network of terms related to primary schools, including teacher, teaching, learner, digital divide, child, integration, evaluation, and intervention.

**CONCLUSION**

The purpose of this study was to conduct a computational mapping of

bibliometric data from research articles. The selected publication theme was “Digital Media Trends on Conflict Resolution Education in Primary Schools.” The articles used in this research were sourced from the Google Scholar database and processed using the Publish or Perish software, focusing on titles and abstracts as primary

references. The findings reveal that the publication of research on digital media related to conflict resolution education in primary schools was lower in 2014 compared to 2013. From 2014 to 2017, there was a noticeable increase in the number of publications. However, between 2017 and 2020, the number of articles fluctuated, remaining above 100 publications annually. Over the past four years, a significant decline has been observed; while there were 133 publications in 2020, this number dropped to only 18 by 2023. These trends indicate a decreasing interest in this research area. Despite this decline, the results suggest substantial potential for further exploration of digital media trends in conflict resolution education in primary schools, particularly in connection with other relevant topics. This study emphasizes the importance of new innovations and up-to-date research to address gaps and advance the field in the future.

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