Violence in Education: A Bibliometric Analysis from Scopus Database

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Abstrak

Studi ini menyajikan analisis bibliometrik penelitian tentang pendidikan kekerasan. Dengan menggunakan basis data Scopus, studi ini mengkaji artikel-artikel penelitian yang mengandung istilah "pendidikan kekerasan" dalam judulnya yang diterbitkan secara global selama periode 25 tahun dari tahun 1998 hingga 2022. Sebanyak 503 artikel diidentifikasi, dengan Amerika Serikat ditemukan sebagai negara paling produktif dalam hal penelitian tentang pendidikan kekerasan, dengan 168 publikasi dan kutipan terbanyak. Studi ini juga mengungkapkan bahwa penelitian tentang topik ini telah meningkat dalam beberapa tahun terakhir, dan mencapai puncaknya pada tahun 2022. Analisis tersebut juga menemukan bahwa "kekerasan," "pendidikan," dan "kekerasan pasangan intim" adalah tiga kata kunci teratas yang terkait dengan topik tersebut. Studi ini menyimpulkan bahwa mencegah kekerasan adalah aspek penting dari pendidikan kekerasan dan menyoroti pentingnya penelitian yang sedang berlangsung untuk mengembangkan strategi yang efektif dalam mencegah kekerasan dalam pendidikan dan mempromosikan lingkungan yang damai dan aman bagi semua orang.
Kata Kunci: pendidikan kekerasan, bibliometrik, Scopus.

Abstract

This study presents a bibliometric analysis of research on violent education. Using the Scopus database, the study examines research articles containing the term "violence education" in the title that were published globally over a 25-year period from 1998 to 2022. A total of 503 articles were identified, with the United States found to be the most productive country in terms of research on violent education, with 168 publications and the most citations. The study also revealed that research on this topic has been increasing in recent years, peaking in 2022. The analysis also found that "violence," "education," and "intimate partner violence" were the top three keywords related to the topic. The study concludes that preventing violence is an essential aspect of violence education and highlights the importance of ongoing research to develop effective strategies for preventing violence in education and promoting peaceful and safe environments for all.
Keywords: violence education, bibliometric, Scopus.

INTRODUCTION

Violence education is a critical issue that has received increasing attention recently. With the increase in incidents of violence and aggression in society, it has become essential to understand the causes and consequences of violence and to develop strategies to prevent it. One of the critical aspects of violent education is understanding the factors contributing to violent behavior (Barron et al., 2022).

Research has shown that various factors can contribute to violent behavior, including individual, family, community, and societal factors. For example, individuals with certain personality traits, such as impulsiveness or aggression, are more likely to engage in violent behavior. Family factors, such as a history of abuse or neglect, may also contribute to violence. In addition, particular community and societal factors, such as poverty, unemployment, and lack of access to education, can increase the likelihood of violent behavior (Cronholm et al., 2014).

Another critical aspect of violent education is the development of prevention and intervention strategies. These can include various approaches, from individual and family therapy to community-wide programs. For example, cognitive behavioral therapy and other types of talk therapy can help people identify and change thoughts and behaviors contributing to violent behavior (Avery-Leaf & Cascardi, 2004). Family-based interventions such as parent-child interaction therapy can also reduce violence and aggression. Community-wide programs such as Violence prevention education in schools can also help reduce the overall prevalence of violence in a community (Esmail Hassan et al., 2016).

It is important to note that violence education is not just about preventing physical aggression but also about promoting nonviolent ways of conflict resolution, encouraging self-regulation and empathy, and teaching social and emotional skills. Research also plays an essential role in educating about violence. By studying the causes and consequences of violence, researchers can develop more effective prevention and intervention strategies. Additionally, tools like Biblioshiny and VOSViewer can help identify patterns and trends in the research literature and identify gaps in our knowledge that need to be filled (Ananin & Lovakov, 2022; Rulyansah et al., 2022).

This study aims to conduct a bibliometric analysis of research on violent education. The Scopus database has been used to support this research for the past 25 years so that we are aware of evolving research trends worldwide. The novelty of this research lies in its comprehensive approach to examining the body of literature on violent education. While previous studies have focused on specific aspects of violent education, such as individual factors or intervention strategies, this study aims to provide a holistic view of the field. It does so by conducting a bibliometric analysis, a method that allows for the quantification and visualization of patterns in the research literature. This approach enables us to identify key trends, influential works, and emerging topics in violent education research, providing a valuable resource for researchers, educators, and policymakers.

Several studies have laid the groundwork for this research. Barron et al. (2022) examined the individual factors contributing to violent behavior, highlighting the role of personality traits such as impulsiveness and aggression. Ananin & Lovakov (2022) and Rulyansah et al. (2022) introduced the use of bibliometric tools like Biblioshiny and VOSViewer to analyze patterns and trends in the research literature. Despite these valuable contributions, a significant gap remains in our understanding of violent education. While individual studies have provided insights into specific aspects of the issue, a comprehensive overview of the field is lacking.

This research aims to fill this gap by conducting a bibliometric analysis of the literature on violent education. By doing so, it will provide a more complete picture of the state of research in the field, including the most influential works, the most researched topics, and the areas that need further investigation. This will

not only enhance our understanding of violent education but also help guide future research and policy-making in this critical area.

METHOD

This study uses bibliometric analysis of research related to educational violence. Bibliometric analysis is a research method that involves quantitative analysis of scientific literature (Watrianthos et al., 2022) (Ronal Watrianthos et al., 2022). It is often used to study patterns and trends in scientific publications, such as the most frequently cited articles or authors, the most prolific research groups or institutions, and the evolution of disciplines over time. The results of bibliometric studies can be used to identify key areas of research, identify the most active or influential researchers in a field, chart the evolution of a field over time, or identify key research themes, issues or questions being discussed in a field (Batubara et al., 2021).
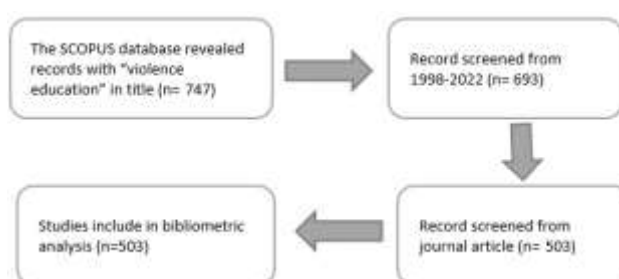

Figure 1: Flowchart of retrieving data

The study examined research articles containing the term "violence education" in the title that were published globally over a 25-year period, from 1998 to 2022. The data for the study was sourced from the Scopus database and a total of 503 articles were identified. The analysis was restricted to journal articles in order to maintain the quality of the content. Software such as Biblioshiny and VOSViewer were used for quantitative analysis and data visualization, respectively.

The selection criteria were based on the relevance of the articles to the topic of violence education. Specifically, articles were included if they contained the term "violence education" in the title and were published in a peer-reviewed journal. This ensured that the selected literature was of high quality and directly relevant to the research topic. Articles were excluded if they were not published in English, as the study aimed to provide a comprehensive overview of the global research landscape, and English is the most commonly used language in scientific publications.

The research process was divided into several stages. The first stage involved data collection. The Scopus database was searched for articles containing the term "violence education" in the title that were published between 1998 and 2022. The search results were then screened for relevance and quality, resulting in a final dataset of 503 articles. The second stage involved data processing. The metadata of the selected articles, including the title, authors, publication year, journal, and number of citations, were extracted and compiled into a database. The abstracts of the articles were also analyzed to identify the main research themes and issues discussed in the literature.

The third stage involved data analysis. Bibliometric analysis was conducted using Biblioshiny software, which allowed for the quantification and visualization of patterns in the research literature. This included the identification of the most frequently cited articles and authors, the most prolific research groups or institutions, and the evolution of research themes over time. The results were visualized using VOSViewer software, which provided a graphical representation of the bibliometric data. The final stage involved interpreting the results and drawing conclusions. The findings of the bibliometric analysis were used to

identify key areas of research, the most active or influential researchers in the field, and the main research themes and issues in violence education. This provided a comprehensive overview of the state of research in the field and highlighted areas that need further investigation.

RESULTS AND DISCUSSION

The study of violence in education by researchers from different countries has shown little enthusiasm over the past 25 years (1998-2022), with only 505 journal articles found in the Scopus database. 1336 authors were found, including 1179 co-authors. However, the collaboration index shows a value of 3.44, indicating that the authors' collaboration on this topic is quite good.

Table 1. Statistical Information on Violence Education Research

Description	Results
Documents	505
Period	1998 - 2022
Average citations per documents	10
Authors	1336
Authors of single-authored documents	157
Authors of multi-authored documents	1179
Collaboration Index	3.44

The annual growth rate of 10.26% shows that productivity in this subject is insignificant, as shown in Figure 2. For the past 25 years, research on this topic has been of little interest until 2010. However, it increased sharply in 2011 and peaked in 2022 with 73 articles in the Scopus database. The first article found in this database related to domestic violence education and training. Adams G. published it in the Journal of Nursing Times, Volume 94, 1998 (Adams, 1998). The last article in this period discussed the impact of armed violence in conflict zones on student educational achievement. Assefa et al. (2022) found that the active involvement of parents and local communities is required to continue the schooling and education process when war-affected areas are cleared off the battlefield. This research was published in Heliyon Journal, Volume 8, 2022 (Assefa et al., 2022).
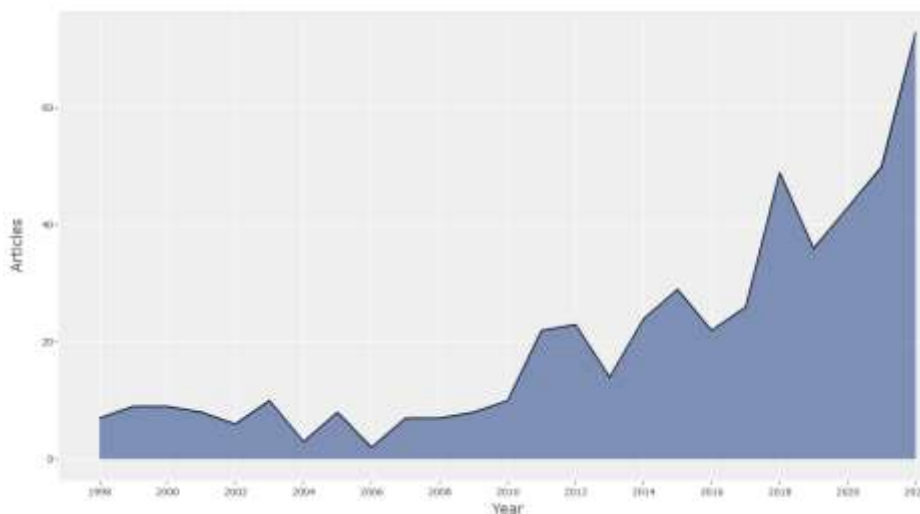

Figure 2: Annual Scientific Production Violence Education Topic from 1998-2022

After the total number of publications has been calculated, the next step is to determine whether or not the research's pieces contribute anything new to the body of existing knowledge. It is essential to evaluate whether or not the papers in this research contribute anything new to the body of general knowledge. It is generally accepted that citations are the objective measurement for acceptable scholarly contributions. When analyzing research publications and the research community, citations are essential. If a research work has received a significant number of citations, this may indicate that it has made an essential contribution to the area and has had a lasting effect.

Table 2. Top Five Most Cited Article on Violence Education Research

Rank	Title	Author(s)	Source	TC
1	"Sexual violence prevention through bystander education: An experimental evaluation"	(Banyard et al., 2007)	Journal of Community Psychology	579
2	"Bystander education: Bringing a broader community perspective to sexual violence prevention"	(Banyard et al., 2004)	Journal of Community Psychology	435
3	"Suicide and Violence Prevention: Parent Education in the Emergency Department"	(Kruesi et al., 1999)	Journal of the American Academy of Child & Adolescent Psychiatry	142
4	"Community influences on intimate partner violence in India: Women's education, attitudes towards mistreatment and standards of living"	(Boyle et al., 2009)	Social Science & Medicine	131
5	"'Pedagogy of discomfort' and its ethical implications: the tensions of ethical violence in social justice education"	(Zembylas, 2015)	Ethics and Education	121

Banyard et al. (2007) became the most influential article on violence in education through research into the prevention of sexual violence in education. This study was cited 579 times on Scopus and published in the Journal of Community Psychology, Volume 35, 2007 (Banyard et al., 2007). The study used an experimental design to evaluate a sexual violence prevention program based on the community responsibility model that teaches women and men how to respond safely and effectively to sexual violence.

Another study by Banyard et al. (2003) also received much attention from other researchers, with 435 citations on Scopus. It addresses the issue of sexual violence and its relationship to community and cultural norms. The article summarizes research in community psychology on community change and prevention, as well as viewer programming and behaviors in emergency and crime situations. The conclusion suggests that the focus of sexual violence prevention should be on mobilizing prosocial behaviors of potential bystanders, which can increase community acceptance of prevention messages and increase the likelihood that community members will actively engage in prevention and intervention College campus community example. This study was published in the Journal of Community Psychology, 2003 (Banyard et al., 2004).

Another study by Kruesi et al. (1999) found that parents should receive education about violence prevention. This study was published in the Journal of the American Academy of Child & Adolescent Psychiatry, Volume 38, 1999, and cited 142 times on Scopus (Kruesi et al., 1999). Meanwhile, Boyle et al. (2009) aimed to understand the relationship between women's education and intimate partner violence (IPV) in India by considering the influences at community and individual levels. The study concluded that although

women's education impacts reducing IPV risk, important community factors also need to be considered by planners in their prevention efforts. The study was published in Social Science & Medicine, Volume 69, 2009, and cited 131 times on Scopus (Boyle et al., 2009).

Among the five most cited articles on violence education in the Scopus database is Michalinos Zembylas from the Educational Studies Program at the Open University of Cyprus, Nicosia, Cyprus. His research relates to the tensions of ethical violence in social justice education. This article was published in the Journal of Ethics and Education, Volume 10, 2015, and was cited 121 times on Scopus (Zembylas, 2015).

Tabel 3. Top Five Most-Prolific Author on Violence Education Research

Author	Affiliation	NP	TC	h-Index	PY-Start
Salsabel Almanssori	University of Windsor, Windsor, Canada	3	3	1	2022
Helen W. Cahill	Melbourne Graduate School of Education, Melbourne, Australia	3	13	2	2019
Pamela D. Connor	University of Tennessee Health Science Center, Memphis, United States	3	43	3	2012
Babak Dadvand	Melbourne Graduate School of Education, Melbourne, Australia	3	16	2	2019
Bilge Erten	Northeastern University, Boston, United States	3	62	2	2018

Of the five most prolific authors of violence education research (Table 3), five authors were found to have the same number of publications. However, there are also different total citations, so the h_index of each author is different. Salsabel Almanssori from the University of Windsor, Windsor, Canada, will speak about feminist research on sex education and sexual violence prevention in Canada. This research was published in the Journal of Gender and Education, Volume 34, 2022, and cited eight times on Scopus (Almanssori, 2022). Meanwhile, Helen W. Cahill of the Melbourne Graduate School of Education, Melbourne, Australia, received enough attention with research on gender violence prevention education with 13 citations on Scopus. This research was published in the International Journal of Emotional Education, Volume 11, 2019 (Cahill et al., 2019).

The next researcher in the top 5 is Pamela D. Connor of the University of Tennessee Health Science Center, Memphis, USA. One of her best-known researches is educating about intimate partner violence and integrating it into the healthcare curriculum. This research has been cited 43 times on Scopus and published in the Journal of Professional Nursing, Volume 29, 2013 (Connor et al., 2013). Meanwhile, Babak Dadvand was published in one of her articles on transformative methods in teacher education on gender-based violence in the journal Pedagogy, Culture and Society, Volume 30, 2022, and cited eight times on Scopus (Cahill & Dadvand, 2022).

Finally, Bilge Erten from Northeastern University, Boston, USA, is the most cited author in this top 5. One of his notable studies is on education and the prevalence of domestic violence in Turkey. She found that increased education among rural women led to increased self-reported psychological violence and financial control behaviors without changes in women's physical violence, partner characteristics, or attitudes toward such violence. This article received significant attention with 62 citations on Scopus and was published in American Economic Journal: Applied Economics, Volume 10, 2018 (Erten & Keskin, 2018).

As mentioned above, the collaboration index related to this research is quite high at 3.44 based on the quantitative data analyzed through Biblioshiny. The Collaboration Index (CI) is a measure used to gauge the

level of collaboration within a project or research field. It is calculated by counting the number of co-authors on a paper and then dividing by the maximum number of authors that could be on that paper. This metric can be used to compare the level of collaboration within different research fields, between different countries or institutions, or over time.
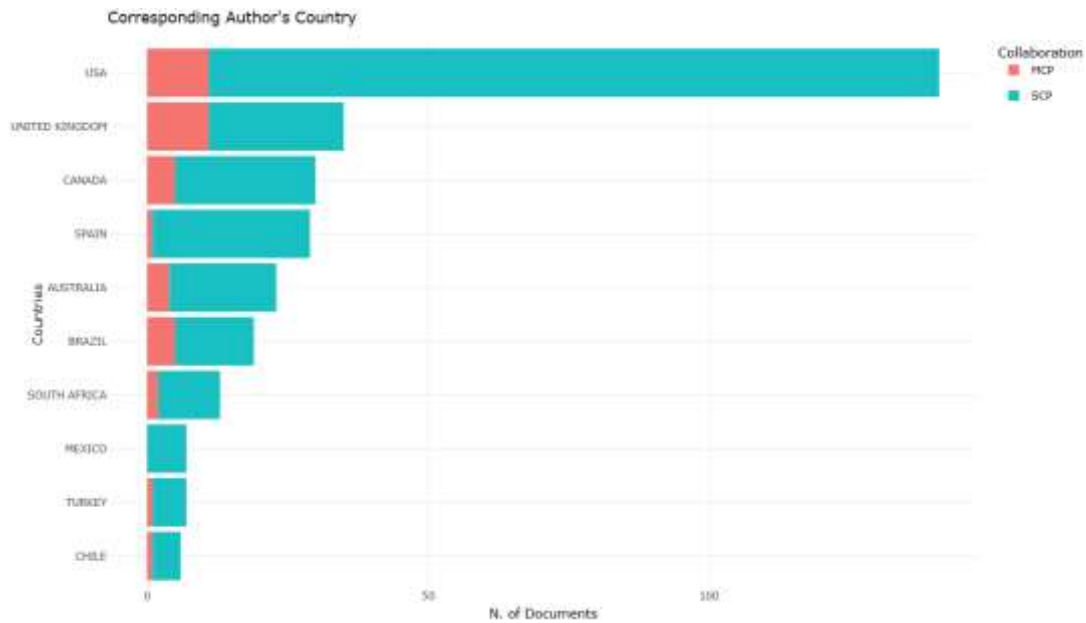

Figure 3: Corresponding Author's Country on Violence Education Topic from 1998-2022

It is undeniable that the United States was the most prolific country in violent education research during this period. 168 publications originate from this country, and 11 collaborate with other countries. Great Britain followed with 50 publications, and Spain with 39 publications. The US is also the country with the most citations on the subject based on the Scopus database. This makes the country the most credible research center for other researchers on violent education. Some studies with global impact include Banyard et al. (2003) on the prevention of sexual violence through education was cited 579 and 436 times, Kruesi et al. (1999) on suicide and violence prevention and the role of parents was cited 142 times, or Kulwicki et al. (1999), who studied domestic violence in Arab-American populations through community education, were cited 71 times on Scopus.

Research by Justino et al. (2014) on the impact of violence in education in Timor Leste (Justino et al., 2014) and Purna Sen (1999) in their study of domestic violence in Kolkata were the articles most cited 44 times on Scopus with connections from the UK (Sen, 1999). Although it ranks second in the number of publications, it is a far cry from the US in both numbers of publications and citations.

Figure 4: Collaboration Network

The US is the most productive country on this topic and the most important country for cooperation between countries. Figure 4 shows the cooperation network in 15 nodes, and it was found that eight countries are connected. The UK and Korea are the country's most closely associated with the UK in this collaboration. Interestingly, Congo is included in this cluster and linked to the US. Landis et al. (2018) researched the Congo and examined educational violence among adolescent girls in the Democratic Republic of the Congo. The results showed that child marriage significantly negatively impacted the relationship between girls' participation in formal education and experiences of violence. The study was published in Studies in Social Justice, Volume 12, 2018 and was cited four times on Scopus (Landis et al., 2018).
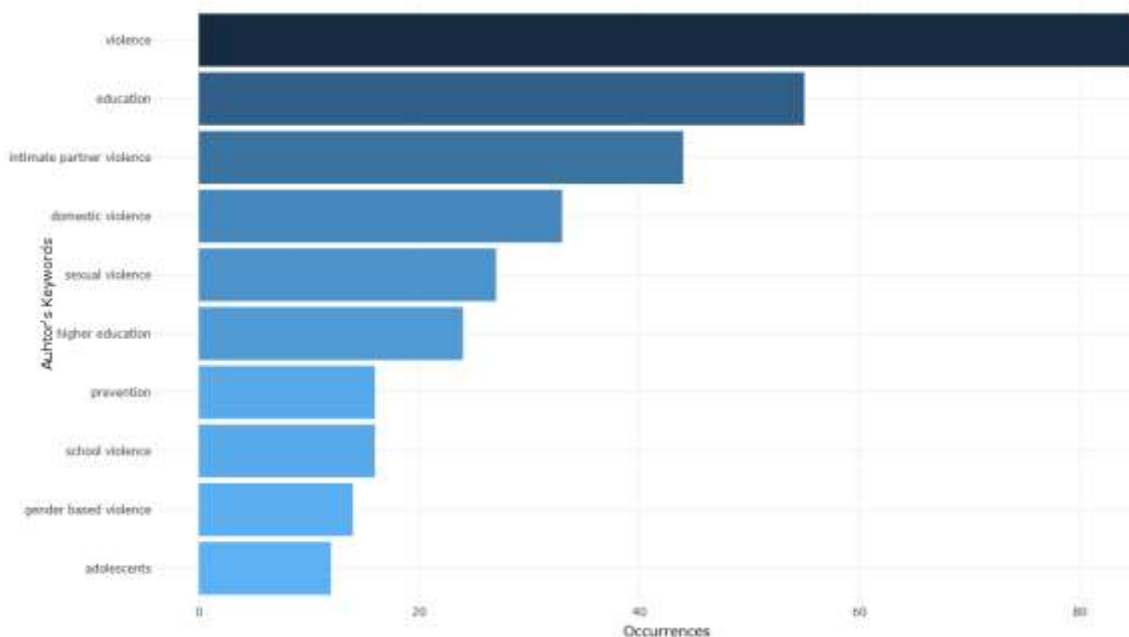

Figure 5: Most Frequent Words on Violence Education Topic from 1998-2022

Keywords are essential in research as they help to identify and retrieve relevant information from a large amount of data. When searching for information in databases or on the Internet, keywords are used as search terms to retrieve relevant articles, publications, or other materials. They also help classify and organize information, making it easier to find and use. In addition, keywords are also important when submitting a research paper as they help identify the main themes and topics of the work and make the work easier for others to find and read.

The analysis showed that "violence," "education," and "intimate partner evidence" were the top three keywords related to the topic. Interestingly, the keyword intimate partner violence (IPV) ranks third after violence and education. IPV is a term used to describe any form of physical, sexual, psychological, or economic abuse within an intimate relationship. IPV can take many forms, including physical abuse, such as hitting, pushing, or restraining; sexual abuse, such as rape or forced sexual activity; psychological abuse, such as verbal abuse, humiliation, or isolation; and economic abuse.

Intimate partner violence (IPV) can significantly impact the educational experience of those affected. It can affect the physical and mental well-being of students, which can affect their academic performance and overall success at school. IPV students can experience various symptoms, such as anxiety, depression, insomnia, and post-traumatic stress disorder (PTSD), which can negatively impact their ability to focus, attend classes, and complete assignments. They may also miss school to attend court or doctor appointments or relocate to escape an unsafe situation.

IPV can also affect students' social lives as they may become isolated from friends and family or feel ashamed or embarrassed to speak about their situation. This isolation can make it difficult for them to form positive relationships with peers and teachers. Schools can address IPV by providing education and awareness campaigns, training teachers and staff to recognize signs of IPV, and providing resources and support for students who may be experiencing IPV.

Several studies related to IPV are found in educational research. For example, Boyle et al. (2009) studied it in India and stated that women's education has a strong and independent influence on reducing the risk of IPV (Boyle et al., 2009). Graham-Bermann et al. (2010) examined the effects of IPV on children impacting cognitive development and verbal ability. They stated that maternal education level was a significant predictor of this problem (Graham-Bermann et al., 2010).

Other research on IPV in education was also done by Connor et al. (2013), who studied IPV in nursing students. The results of their research found that 40% of the nursing students surveyed had personally experienced some type of domestic violence, including IPV. They indicated that IPV prevalence is essential in the strategic planning and implementation of significant curriculum reviews (Connor et al., 2013). Meanwhile, Abigail Weitzman from the Department of Sociology and Population Research Center at the University of Texas-Austin, USA, investigated whether educating women can reduce the risk of violence in IPV. She explained that increasing women's schooling reduces the likelihood of IPV, be it psychological, physical, or sexual (WEITZMAN, 2018).
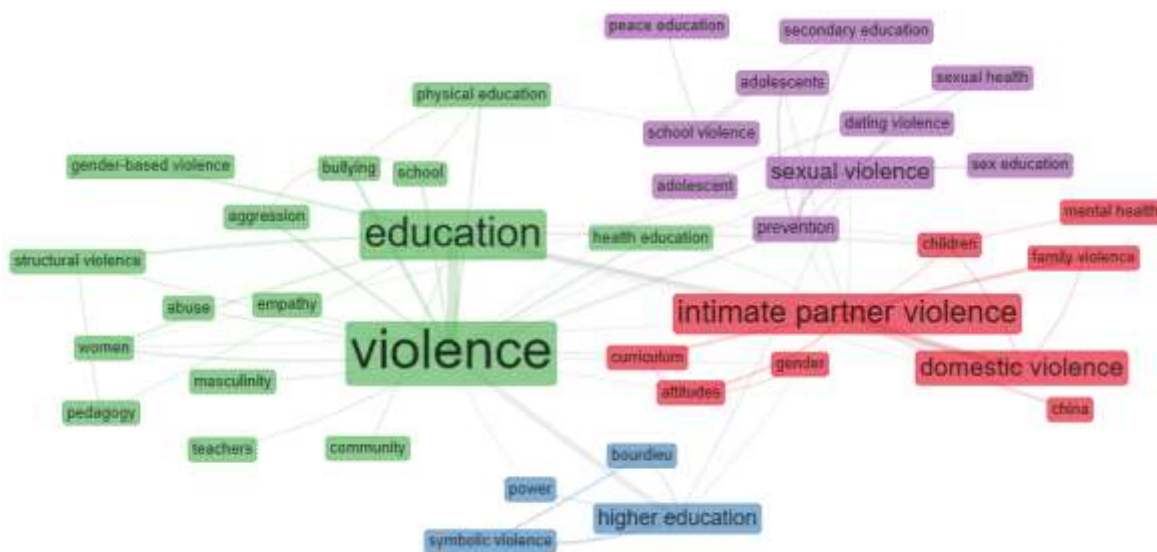

Figure 6: Co-occurrence Network using Author's Keywords

The visualization of the co-occurrence network using the author's keywords, as shown in Figure 6, shows four significant clusters in the 50 keyword nodes analyzed. The first cluster focuses on intimate partner violence (IPV), followed by children and domestic violence. This refers to children exposed to IPV who may experience a range of symptoms, including anxiety, depression, post-traumatic stress disorder (PTSD), and sleep disorders, which can negatively impact their ability to learn and success in school. They may also need to move frequently, disrupting their education and making it difficult for them to form positive relationships with teachers and peers. Schools can play an essential role in combating IPV by conducting education and awareness campaigns, training staff to recognize the signs of IPV, and providing resources and support for students and families affected by IPV.

Higher education, on the other hand, is the focus of the second cluster. This is because campus violence can significantly impact the physical and mental well-being of those affected, as well as the academic

performance of students. It can also harm the overall campus climate and culture. To address violence in higher education, many colleges and universities have developed policies and protocols to prevent violence, provide victims with support and resources, and hold perpetrators accountable.

In the third cluster, violence and education dominated this cluster. The second most important keyword was physical education. Physical education classes can play an essential role in violent education by promoting physical fitness and healthy habits that can help reduce the risk of violence. Physical education can be a powerful tool in violent education by promoting healthy habits, helping students develop conflict resolution skills, and providing education about substance abuse and healthy living while providing a safe and respectful learning environment.

The last cluster made prevention the most used keyword, followed by sexual violence and violence in schools. Preventing violence is an essential aspect of violence education. It is taking action to prevent violence in the first place rather than responding to violence after it occurs. It is important to note that violence prevention is complex and multifaceted, and no single solution will work for every situation. It is, therefore, essential to take a comprehensive approach and involve different sectors and communities in violence prevention efforts. In addition, prevention education should be inclusive and consider various factors such as cultural background, gender, sexual orientation, and disability.

CONCLUSION

In conclusion, the study on violence education revealed that there had been a limited amount of research on this topic over the past 25 years, with only 503 journal articles found in the Scopus database. However, the number of articles has increased significantly in recent years, with a peak in 2022. The United States was the most productive country in research on violence education, with the most citations and collaborations with other countries. The analysis of keywords revealed that the main focus of the research is on intimate partner violence, children and domestic violence, and violence in higher education. Preventing violence is also an essential aspect of violence education research. The study highlights the importance of continued research to develop effective strategies for preventing violence in education and promoting peaceful and safe environments.

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