

Psycho Peace Education? Bibliometric Analysis and Research Opportunity in Post- Conflict Areas

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Abstract. Efforts to handle psychological through the utilization of educational institutions in post-conflict areas have not been made much. 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. The method used in this study uses three software consisting of Publish or perish that functioned as a data-mining program, Mendeley as a reference manager, and VOSviewer to process the initial data into density mapping. The results showed that the opportunity to do this research is still very open. Three keywords consisting education, psycho social, and post-conflict as a fundamental concept offer positive connectedness and great opportunities to be followed up in field research. The conclusion of this study indicates that psycho peace education has the chance to become a new concept developed by activating educational institutions in post-conflict areas to handle psycho-social impacts. The formulation of a model of peace education can be extended by utilizing the principles of psycho-education to produce knowledge, skills, values, and attitudes that support peace.

Key words: peacebuilding; peace education; psycho peace education; bibliometric analysis.

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INTRODUCTION

Peacebuilding becomes a relevant topic in the contemporary context. Many regions in Indonesia event countries in the world successfully achieve the first phase in the peace process, but unfortunately, they should re-experience a similar conflict. This situation is because the parties involved in the conflict cannot deal with post-conflict obstacles and challenges. United Nations recorded that “approximately half of the countries who can withdraw from war re-experience violence and conflict in less than five years” (Martanto, 2009). Trijono (2009) elaborated that peace susceptibility can be rooted in past unresolved conflicts and is often caused by ineffective peacebuilding. This challenge requires particular approaches and strategies to prevent violence and conflict relapse. Thus, sustainable peace can be achieved in post-conflict areas.

Rebuilding post-conflict communities needs particular approaches and strategies. This effort is not only to prevent conflict relapse but also to consolidate peace toward sustainable peace. Therefore, it is essential to design more adaptive peacebuilding (De Coning, 2018) and reflect local conditions (Denskus, 2014). It can be done through peacebuilding by strengthening the economy (Del Castillo & de Soto, 2017),

managing natural resources (Green, 2015), empowering political institutions (Curtis & de Zeeuw, 2009), and peace foundations (Leonardsson & Rudd, 2015). However, peacebuilding efforts should consider the psychological condition of post-conflict communities (Lambourne & Gitau, 2014).

The psychological condition is vital to maintaining sustainable peace (Christie et al., 2008; Deutsch & Coleman, 2012). The importance of psycho peacebuilding has been presented by researchers in various conflict areas (Njenga Ng’ang’a, 2014; Lambourne & Gitau, 2014). Researchers figured out that past trauma can bring community’s life disorder in the present and future.

People in Aceh experienced one of the past traumatic events caused by conflicts. Psychologically, post-conflict effects occur in the form of chronic recurrent nightmares (Grayman et al., 2009), various symptoms of stress and depression, or traumatic stress (B. J. Good et al., 2006; M.-J. D. Good et al., 2007; Hatta, 2016). This situation leads to post-conflict violence in Aceh (DelVecchio, 2010) and complicates socio-economic conditions.

Unfortunately, psychological assistance for post-conflict communities has not been massively provided. The primary challenge is probably due to individual therapeutic methods, which

consume more time and exceptional therapists. Psychological treatment by empowering educational institutions has not mainly been conducted. Several psychological therapies at schools in post-conflict were carried out by Mirza & Sulistiyaningsih, (2013), Lahad et al., (2016) and Riyani et al., (2021) however, most of which merely focused on the individual short-term recovery and did not take the opportunity of psycho-education for long-term results. Peace-education based on psycho-social conditions of post-conflict communities can create a generation possessing knowledge, skills, attitudes, and values required to form behavioral changes which allow children, adolescence, and adults (a) prevent conflict and violence, overtly and structurally; (b) solve the conflict peacefully; and (c) create a conducive condition for peace, whether it is intrapersonal, interpersonal, intercommunity, national or international (Nanda & Saputra, 2016). This project may be implemented using psycho-education methods by considering the characteristics of conflict generation profiles. The recommendation to use school programs to revive the community processes affected by post-war psychology was emphasized by (Somasundaran & Sivayokan, 2013). This article aims to indicate the opportunities for further research under the theme of peace education based on the socio-psychological condition of post-conflict societies through bibliometric study.

METHOD

Research Goal

This article aims to indicate the opportunities for further research under the theme of peace education based on the socio-psychological condition of post-conflict societies through bibliometric analysis.

Data Collection

Data collection in bibliometric studies is commonly referred to as data mining. Data mining is done by utilizing the Publish or Perish application. Publish or Perish is a free software program used to retrieve previous research data. Moreover, it can be an analytical instrument to know research impacts (Repanovici, 2010).

Publish or Perish in this study functions to do data mining and show blueprints from the tremendous scope of the research (Sengupta et al., 2014). It uses categorization: peace education,

psycho-social and postconflict. Publication Name: *Journal* selected range of publication years:2010-2020. The maximum number of results: 500 was retrieved from Google Scholar as the most available source and compatible with Publish or Perish (Harzing & Wil, 2010). It is divided into two levels.e.the the first one is data mining without reselection, and the second is being selected in the Journal with H-Index status. The result was saved in the form of RIS manager as a file manager reference which can be imported to Mendeley and supported on the VOSviewer program.

Analyzing of Data

The bibliometric analysis utilized three software programs, *i.e.*, Publish or Perish, Mendeley and VOSviewer. Publish or Perish working as a data miner. The second application was Mendeley. The data mining report saved as file RIS from Publish or Perish application was imported to Mendeley. Data import was intended to complete or solve data errors reported by Publish or Perish program. Mendeley will check and complete the author name, journal, year of publication, keywords, and abstract. Completeness of Mendeley data was obtained to obtain bibliometric analysis based on the most occurred keywords in the selected journal and show research opportunities through the relation between processed keywords and presented by Vos Viewer. Vos Viewer is software functioning to create science mapping. Mapping in the form of visualization can ease and explain the position of a study conducted.

The steps in mapping the theme of this research were conducted as follows: 1) processing the possible themes:

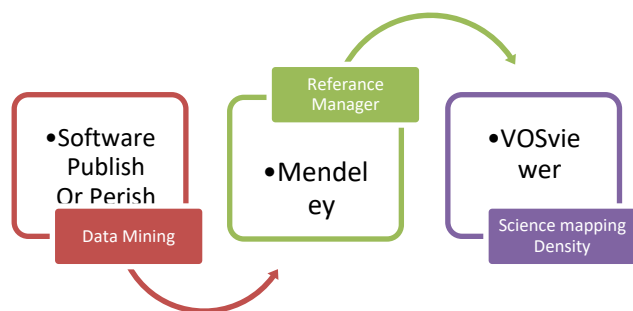


Figure 2. Data Analysis Process

In-depth discussion, research opportunities were analyzed in one locus, which is Aceh, Indonesia. The main reason is based on the research urgency in the locus. However, the opportunities to research in different locus are

highly possible.

RESULTS AND DISCUSSION

Bibliometric analysis was employed in this study to indicate research opportunities. Publish and Perish application was used to do journal data mining with the following categorization; keywords: peace education, psycho-social and postconflict. Publication Name: *Journal* and the selected range of publication years: 2010 – 2020. The maximum number of results: 500. The results for this category are as follows:

Publication years:	2010-2020
Citation years:	10 (2010-2020)
Papers:	500
Citations:	8483
Cites/year:	848.30
Cites/paper:	16.97
Authors/paper:	2.21
h-index:	43
g-index:	73
hI,norm:	32
hI,annual:	3.20
Papers with ACC >= 1,2,5,10,20:	315,232,96,30,10

Figure3. Results of Journal Data Mining
Source: processed via publish Or Perish

The unfiltered 500 journals, based on h-index and analyzed using Vos viewer, revealed that the thematic networks with the above three keywords were rarely investigated. Below is the scheme of thematic networks being studied and having opportunities to conduct further research.

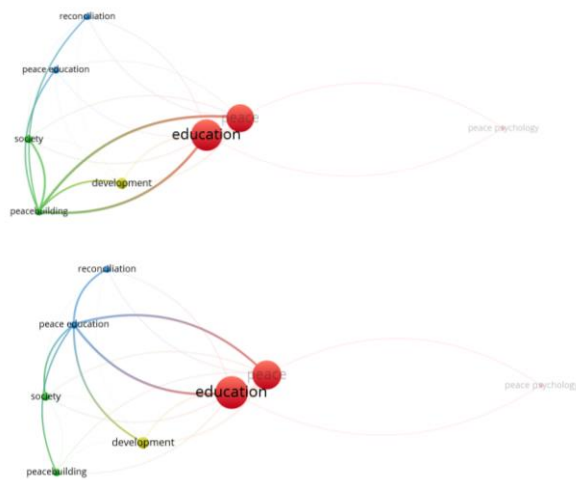


Figure 4. VOSviewer Network Visualization
Source: processed by researchers using Vos Viewer

Based on the above network visualization, peace education and peacebuilding are rarely connected to peace psychology. Peace psychology is mainly investigated in the education and peace context but not related to the peacebuilding context. The relationship between concepts is emphasized in the following chart.

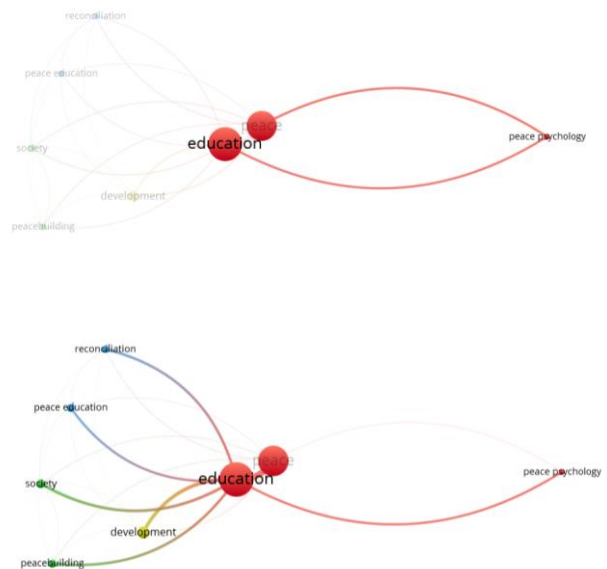


Figure 5. Vos viewer network Visualization: Education, Peace Psychology and Peacebuilding
Source: processed by researchers using VOSviewer

Based on the bibliometric analysis, the concept connecting peace education as an attempt for peacebuilding based on psychology was very limited. However, the three concepts showed a positive relation. Based on the publication year, studies discussing the theme relevant to this research were widely conducted in the middle of 2015 – 2017.

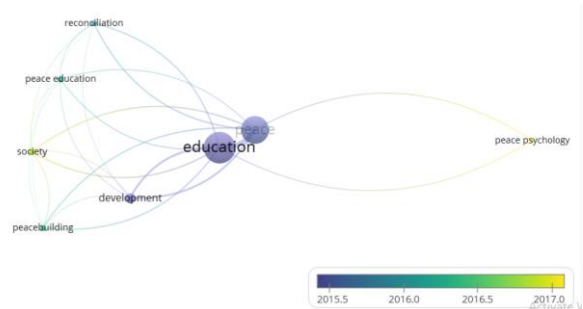


Figure 6. VOSviewer Overlay on Concepts Relevant to This Study
Source: processed by researchers using VOSviewer

The above categorization was selected based on journals with h-index status and narrowing to

50 journals. Below are the results shown by the search engine through Publish and Perish.

Results	Help
Publication years:	2010-2020
Citation years:	10 (2010-2020)
Papers:	50
Citations:	4851
Cites/year:	485.10
Cites/paper:	97.02
Authors/paper:	2.74
h-index:	47
g-index:	50
hI,norm:	27
hI,annual:	2.70
Papers with ACC >= 1,2,5,10,20:	50,48,46,26,9

Figure7. Results of Journal Data Mining through Publish or Perish for H-Index Journal Category Source: processed by researchers using Publish or Perish

Among these 50 journals, it is inferred that rebuilding the endurance of post-war communities must be conducted to prevent the community from falling into a similar situation (Somasundaram & Sivayokan, 2013). The psychological effects on the post-conflict society have been described by Hagen & Yohani (2010). Previously, (Somasundaram, 2010) researched post-war communities in Sri Lanka. The conclusion of this study even stated that psychological effects are experienced by vulnerable groups such as children. A similar result was figured out by (Panter-Brick et al., 2014), concluding that children still experience mental health issues in post-conflict areas. This situation may become an obstacle to peacebuilding.

Discussion

The obstacles to peacebuilding are in line with psychological barriers, which lead to intergroup contact and identity configuration (Hammack, 2010). This condition, according to Pearlman (2013), requires psychological recovery through a collective approach. Therefore, psychological recovery is a prospective study in post-conflict reconstruction.

Psycho-social intervention in education for post-conflict communities has been discussed by (Brounéus, 2010; M. J. D. Jordans et al., 2010; Kohrt et al., 2010; Ager et al., 2011; Jordans et al., 2016), but they have not constructed this topic comprehensively in the form of peace education, as suggested Pearlman (2013). The study by West

(2014) can help this study, especially in discussing transformative learning based on psycho-social recognition theory. Peace education can be realized through the possibility to do an intervention for communities, especially adolescence as the conflict victims (Betancourt et al., 2011; Betancourt et al., 2013; Berger et al., 2012).

In other countries such as Turkey, conflict resolution education has been carried out to improve conflict resolution skills, social skills, and aggression since primary schools (Akgun & Araz, 2014). Moreover, Aiken (2010) highlighted the importance of learning to live together in the justice transactional and reconciliation intergroup in the post-conflict communities. One attempt is by involving community roles based on gender (Annan et al., 2011). Another effort is returning ex-combatants or guerillas trapped as recidivists due to unhandled post-conflict effects (Kaplan & Nussio, 2018).

To this point, the researchers observed several studies with the relevant research theme. The previous studies can contribute some necessary concepts and theories which can be used in further research. One of which was a study by Trijono (2009) entitled post-conflict peacebuilding in Indonesia: *Relations of Peace, Development, and Democracy in Empowering Post-Conflict Institutions*. In his study, Trijono emphasized conflict vulnerability from peace gaps, the gap between the expected peace goals and the reality. Moreover, he attempted to find out the efforts to fill the peace gaps by firstly analyzing factors causing peace gaps. Two factors that had been analyzed were low peacemaking and low peace agreement.

According to the researchers' point of view, especially in Aceh, those two factors can be ignored, although the backgrounds of the two factors still appear. Trijono stated that the low peacemaking and peace agreement was caused by the low contribution of relevant institutions, distrust of appropriate parties, incapable leaders, joint political and civil alliance, inequality in power-sharing, and spoiler. The researchers will use the term spoiler in the internal psychological context of people in Aceh.

As elaborated in the background of this study, peace is a multidimensional process. On the other hand, stable peace becomes a rare phenomenon. The two statements can explain the conditions of post-conflict communities that have conflict potential. Many parties cannot experience peace due to economic, political, and social factors.

This condition is usually called peace vulnerabilities which become a peacebuilding barrier. Factors causing peacebuilding barriers, according to de Zeeuw (2001), can be from the unresolved problem roots, weak value consensus in peacemaking, the low contribution of social and political institutions, and limited development. Peacebuilding is only focused on the physical sector without considering psychological peacebuilding. Zeeuw, related to Galtung's theory, suggested that a peacebuilding framework should be done through analyzing conflict situations, determining action priorities, deciding actor roles, preparing strategic plans, creating an action plan, and supervising the effects of peacebuilding strategy. Although Zeeuw realized that social and psychological aspects are essential in peacebuilding, he emphasizes the management of peace foundations.

Conflict relapse becomes a concern of Ajala (2009). Although taking conflict in the workplace as the research subject, Ajala asserted a collaborative style. These efforts can be realized using various possible conflict resolution theories by comparing the strengths and weaknesses of psychodynamic theory, field theory, Gaming theory, and Human relations theory. The research helps provide some considerations whether the researchers can apply one of the theories, or use all theories collaboratively, according to the research objectives and the situation of research subjects.

Conflict resolution education, especially for long-term conflict by considering psycho-social barriers of the communities, has been investigated by some previous researchers. The effort to resolve psycho-social barriers was conducted by understanding the cognitive background of post-conflict societies. Nasie et al., (2014) observed that ingroup collective narration hinders peace and identified bias in the individual of conflict parties. Employing the experimental method, the researchers tested a hypothesis that improving naïve realism perception and handling its implications will lower narration bias. Unfortunately, in line with the previous study to Peaceful Conflict Resolution The Role of Arguments about Losses, those research still applied framing techniques as the method to influence cognitive conditions of post-conflict communities. The weakness of the two studies is the excellent possibility that the treatment will be moderated by subject backgrounds, such as educational background and ideology. That is to

say, the percentage of success in the peacebuilding method cannot achieve the whole or many levels of communities. According to the researchers, this condition will obtain a worse result if implemented in particular situations, such as Aceh with fragmented communities in low education quality to receive framing scenarios with risks of different ideology leading to worse conditions.

Psycho-social treatment for conflict communities should be provided by considering cognitive, emotional, and motivational processes, combining with specific conditions. Emotion, Emotion Regulation, and Conflict Resolutions discussed by Halperin (2014), intending to understand the main process in discrete emotion and regulation, was used to enrich the theory and practice in conflict resolution. He offered an approach that can support two sides of the emotion process, both negative and positive, to achieve conflict resolution. Community members who are directly or indirectly influenced by conflict often experience a terrible temper with high intensity. Consequently, they are becoming more sensitive to the contextual signs in politics and others which can induce emotional experiences. This principle of thinking might be used in research to depict the cognitive process, emotion, and motivation of people in Aceh through psycho-social signs. In this context, the field theory of Kurt Lewin (Duch, 2017) can be beneficial to explain the interconnection between the cognitive mental process of an individual and the psychological environment that stimulates particular behaviors, especially psychopathology in Aceh communities.

Explanations of a similar phenomenon were conveyed by Gill & Niens (2014a). Although the violent conflict was over, several people in this community are continuously haunted by complaints, hostility, fear, and severe group stereotypes. This issue occurs because people remain in the shadow of collective past trauma memories full of violence, which results in disunity.

One of the social psychopathology indicators portrayed in the previous study is the appearance of ethnic sentiments caused by anger to particular ethnic groups using various labels that might trigger emotion. The emotions caused by some experience, according to Bar-Tal et al., (2014), can become fuel for future conflicts. Evidence of events is concluded from the violations as contradictory actions to peacebuilding and becomes a solid psychological barrier to realize

peace resolution. However, Halperin (2014) denied the results of the Bar Tals study by pointing out that anger can boost peacemaking. Most experts of conflict resolution view fear as a significant barrier to the offered peace model. However, Halperin managed negative emotions such as trust in the ideological truth versus recurrent events that become personal and collective trauma. The experiment was conducted in the recovery setting. The research by Eran Halperin can provide a recommendation to develop a peace education model. It means that this research will create a peace education model with a psychological recovery setting, which was avoided in Halperin's study.

Socio-psychological analysis in conflict communities was also presented by Bar-Tal et al., (2014). Through their research, *i.e.*, *Socio-psychological analysis of conflict-supporting narratives: A general framework*, Daneil Bar-Tal proposed that conflict narration is a part of the basic socio-psychological needs of an individual. Conflict narration is beneficial for collectivity that supports group conflicts. They tested the assumption to explain individual functions and collective narration built by a group. Next research can create a mapping of narration and conflict perception in Aceh communities based on the explanation. This research becomes a foundation to identify actors who affect the social process, especially creating conflict myths for every 15-year phase as a signal of social psychopathology conditions. These conditions can be affected by cognitive, emotional, and relational factors affecting will to the current social state or lead to some issues causing the psychological situation of a community (Khatib et al., 2018).

The identified actors can serve as the agent of conflict resolution education, participating in peacebuilding efforts. In line with what is expected by the researchers, this study would become an endeavor to build a new narration and replace the old conflict narration to break the conflict chain. Bar-Tal et al., (2014) suggested that this should be done through truth commission or historical books in common. The researchers intend to apply the suggestion in the research context.

The initial analysis to understand social psychopathology anatomy as a cause of peace vulnerability can employ a data collection method as applied by Uluğ & Cohrs, (2019) in their research. Q methodology utilizes the "Q Sorting" Card consisting of statements sorted

by the participants or research subjects to obtain the most suitable viewpoint or situation. This method can help the researchers answer the research question, *i.e.*, the causing factors and the barriers of social psychopathology. Moreover, Q methodology can refer to its application in the study conducted by Jakšić, Ivanjko, & Njavro (2018) and its implementation in exploring differences in community perception toward conflict relapse after conflict resolution occurs (Eslami-Somea & Movassagh, 2014).

Research in the social psychology issues for Aceh communities is by formulating a peace education model. This research opportunity can consider various strategies related to post-conflict trauma management, as mentioned in Njenga Ng'ang'a (2014), comparing several schools in Kenya as a post-conflict area. This is an effort that has not been implemented in any region in Indonesia.

The attempt to realize peace education in Indonesia was once conducted by several scholars. Sariyatun et al. (2019) through a study called *Peace Education as the Development of Social Skills in Social Science Learning*, concluded that peace values could be internalized in the learning process through teachers as a role model. Later, this is recommended as a social skill in a social science subject. However, their research is merely conceptual and not grounded on a specific situation directly related to students as conflict victims. We shall remember that children in Aceh nowadays, even though they do not now experience conflict, still inherit the narration and conflict effects which still have a risk of conflict relapse.

Further research can emphasize the opportunities to construct psycho peace education. Suharno et al., (2019) researched *Peacebuilding Teaching and Learning Model: An Intervention of Violence Prevention through Formal Education*. This study aims to: 1) analyze the root, anatomy, and pattern of symbolic, verbal, psychological, and physical violence in learning, 2) analyze the principles of anti-violence in learning, and 3) develop a peacebuilding teaching and learning model. Although the studies have different objects and subjects, this research can be a writing model to be adopted. The selected area to develop the peacebuilding model shares things in common, utilizing education, research by Suharno et al. applied research and development (R&D) design. The main data collection methods were in-depth

interviews, observation, literature studies, peer discussion (PD), *focus group discussion* (FGD), and *pilot project*. Similar methods will be employed in this current study.

A critical book to support this research is *Manual Peacebuilding Indonesia*, adapted from *Peacebuilding: A Caritas Training Manual* published by *Caritas Internationalis* (2002). The depth and the complete methods offered in this book make it proper to be a reference for peace practitioners. In 2006, *Catholic Relief Services* (CRS) prompted the adapted version, becoming *Manual Peace building Indonesiatio* help peacebuilding programs. This book will help the researchers analyze conflict and context, understand the principles and framework of peacebuilding, analyze, design, and evaluate peace education programs in the peacebuilding framework.

This research can be an effort that accommodates a principle of “from-by-for educators.” It means that this research is rooted in the awareness of occurring problems in an educational environment. Educators conducted the study, and hopefully, the results can be applied by other educators or in the education world, including the post-conflict community. Lately, NGOs make more effort in conducting need analysis and socio-psychological conditions in the post-conflict society. Accordingly, it is in line with the research by Ravenhill (1993) in Aceh. Conducting psycho-social need analysis has been done progressively for multiyear by Good, B. J., Good, M. -J. D., Grayman, J., & Lakoma (2006; 2007; 2009). DelVecchio (2010) and Hatta (2016) also investigated a similar study. Still, the type of treatment was therapy or psychological counseling without any intention to involve more significant subjects for long-term effects through the intervention of education, especially peace education. Moreover, Maebuta (2019) had the same view to utilize education sectors in the development. During the implementation in Solomon's case, he found some obstacles, such as the unavailability of an appropriate curriculum, which becomes the research output of studies.

The importance of peace education in conflict resolution stimulates social changes, as Eslami-Somea & Movassagh (2014) asserted in their research in Iran. In Aceh, Shah & Lopes Cardozo (2014) investigated the documentation of Aceh Local Government Program in education and concluded that peace promotion could take benefits from local government policies, one of

which is to make education peacemaking. Education role in trauma treatment was proclaimed by Gill & Niens (2014), recommending to arrange a particular curriculum or model which does not merely integrate with different subjects such as religion, civic education, and others. This is also supported by Khurshid (2018). A similar tendency to integrate peace education with religious teaching practice was verified in the research by Suadi et al., (2018). It can strengthen the research viewpoint aiming to formulate a peace education model focusing on social psychopathology treatment for people in Aceh as a post-conflict community.

CONCLUSION

A bibliometric analysis using several software programs can indicate the opportunity of research themes and present viewpoints of further research. Psycho peace education can be a new concept to figure out the role of education in trauma treatment.

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