



Trend of Values Education in Creating a Harmonious Environment for Primary School: Bibliometric Analysis

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ABSTRACT

Values education is not to pass on social values, but rather to construct and develop potential individual values towards maturity. A harmonious environment is a place with all kinds of activities at school where students learn or develop values and morals. This research examines research trends on values education in creating a harmonious environment for primary school, using bibliometric analysis to understand the current state of research in this area. The analysis was carried out using an online database to find relevant research articles from 2014 to 2023. The research results focus on five areas: values education terms, primary school terms, school environmental terms, harmonious development terms, and environmental education terms. The analysis results show that 1000 articles were examined with a focus on factors such as year of in publications from 2015 to 2020, but in the following years there was a significant decrease until underlines the need for further research to increase our understanding of value education more broadly from various perspectives such as the use of technology and application in learning.

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1. INTRODUCTION

The environment is a unity of space with all objects, power, conditions and living things including humans and their behavior that affect nature, the continuity of life (Vane, 2014). The environment is the surrounding conditions that affect the development and behavior of living things (Khalid, 2014; Gifford, 2014). Everything around humans that affects the development of human life, either directly or indirectly, is also the definition of the environment (Russel, 2013; Smith, 2013).

Individuals want a harmonious life in interacting with others (Siddike, 2018; Rozi, 2020; Dong, 2023). A harmonious environment is able to guarantee, fulfill, respect children's rights and protect children from violence, discrimination, and other mistreatment and support children's participation, especially in planning, policies, learning, supervision, and complaint mechanisms related to the fulfillment of children's rights and protection in education (Ambasari, 2019; Erdianti, 2020; Aulia, 2023; Nurazizah, 2024).

Social phenomena in society often occur causing discomfort and security for anyone such as events that end in conflict (Kasperson, 2013). By creating a harmonious environment, it can provide a positive influence to develop children's potential (Awartani, 2008; Chan, 2009; Erdeli, 2021; Sharifi, 2024). Children who learn from their environment will develop their creativity, such as: children are able to get information from their environment, children are more communicative, learning is more concrete, creating new ideas, thinking imaginatively, being able to recognize and love the environment, being able to solve problems faced. This potential is optimized by the implementation of value education for children (Richardson, 2018).

Values Education is very important to implement to create Character Building (Character Culture) considering that the development of today's children is often not concerned with ethical values, morals, politeness, religious obedience, and so on (Abdussalam, 2024). Value education is an effort made in schools by developing pedagogy and supporting structures to encourage the development of positive, ethical, and pro-social tendencies and competencies in young people, including strengthening their academic focus and achievement (Brownlee, et al, 2016). All types of activities in schools where students learn or develop values and morality are often referred to as value education. Value education needs to expose individuals to choosing values. They are given the opportunity to appreciate their values and are given the opportunity to actualize their value choices to become their own (Eliasa, 2019). Thus, the purpose of learning value education is not to inherit social values but to build and develop the potential of individual values towards maturity.

The gap in this research suggests that values education is an important foundation in shaping children's character and personality from elementary school age. Through values education, children learn empathy, responsibility, and the ability to coexist harmoniously with others. According to Lickona (1991), values education, or character education, is a conscious and systematic process for fostering moral, ethical, and social values that support a dignified society. However, in the context of elementary education, there is still a gap between the ideals of values education and its practical implementation in schools.

Most research on values education in elementary schools remains conceptual and descriptive, lacking a systematic scientific mapping. Bibliometric analysis, however, can provide a comprehensive overview of research trends, scientific collaboration networks, and emerging or neglected topics. As explained by Donthu et al. (2021), bibliometric analysis plays a crucial role

in identifying the structure of knowledge and the direction of a research field's evolution. Unfortunately, to date, few studies have used a bibliometric approach to examine values education, particularly in the context of creating a harmonious environment in elementary schools.

Furthermore, many previous studies have focused solely on values education from the moral or individual character perspective, without linking it to the social-emotional dimensions of children, which are the foundation for creating harmony in the school environment. However, according to [Elias et al. \(1997\)](#), social-emotional development is at the heart of character-based learning, as it helps children manage emotions, build empathy, and resolve conflicts constructively. Without a comprehensive approach, values education risks becoming merely normative instruction that has little impact on students' social behavior.

Research in Indonesia on values education at the elementary school level is still very limited and has not been systematically documented. Most studies focus on general character building, without in-depth exploration of its contribution to a harmonious school environment. Yet, in a global context, values education is seen as a crucial instrument in achieving Sustainable Development Goal (SDG) 4.7, namely education that fosters peace, tolerance, and diversity ([UNESCO, 2020](#)). This bibliometric analysis is expected to map the position of Indonesian research among global publications and demonstrate the potential for cross-country and cross-institutional collaboration.

In a policy context, the need for evidence-based data is becoming increasingly urgent. [Haddaway et al. \(2015\)](#) emphasized that evidence-based policy must be supported by accurate scientific mapping to effectively design educational interventions. Therefore, bibliometric analysis of values education can provide an empirical basis for curriculum development, teacher training, and learning strategies that foster social values such as empathy, cooperation, and conflict resolution from an early age.

Furthermore, rapid social and technological developments in the digital era pose new challenges in children's values education. Phenomena such as cyberbullying, intolerance, and declining digital empathy demonstrate the need for a new understanding of how values are transmitted and internalized by children ([Livingstone & Helsper, 2010](#)). However, to date, no study has mapped how these dynamics are reflected in the academic literature longitudinally. [Aria and Cuccurullo \(2017\)](#) emphasized that bibliometric analysis can reveal the evolution of key concepts and keywords that illustrate shifts in research direction within a field.

Data from the Indonesian Education Monitoring Network ([JPPI, 2024](#)) reports that 43.9% of teachers in Indonesia are involved in acts of violence against students, with the number of cases nearly doubling in the past year. Meanwhile, the Indonesian Child Protection Commission ([KPAI, 2023](#)) noted that 23% of incidents of school violence occurred at the elementary school level, indicating that even early childhood education is not immune to the threat of social disharmony. [UNICEF and PISA \(2018\)](#) reports revealed that approximately 41.1% of Indonesian students experience regular bullying, far above the OECD average of 22.7%. This situation demonstrates that schools—which should be safe places for learning and instilling the values of empathy, tolerance, and cooperation—remain vulnerable to violence and social conflict.

Furthermore, scientific studies on values education in elementary schools remain fragmented and predominantly conceptual. There has been no systematic bibliometric analysis mapping the trends, directions, and interrelationships of research on values education and

harmonious learning environments. In fact, according to [Donthu et al. \(2021\)](#), bibliometric analysis plays a crucial role in exploring the structure of knowledge and identifying existing research gaps.

Therefore, bibliometric research in this area is crucial and urgent as a basis for understanding the scientific landscape of values education in Indonesia, identifying research gaps, and formulating educational policy directions and practices that can create a safe, inclusive, and harmonious learning environment for elementary school children.

Based on the above explanation, it can be concluded that a bibliometric analysis on the topic of values education in creating a harmonious environment for elementary school children is very important and urgent to be carried out. This urgency is driven by several main factors: (1) the absence of a comprehensive scientific map regarding research on values education in elementary schools; (2) the need for integration between the moral, social, and emotional dimensions of children; (3) the lack of contextual studies in Indonesia; and (4) the need for a scientific basis for values education policies that are relevant to the challenges of the digital age. Through a bibliometric approach, it is hoped that development patterns, conceptual relationships, and future research directions can be identified that can strengthen the implementation of values education towards the creation of a harmonious and inclusive learning environment for elementary school children.

Analysis techniques that can be used to see the development of research in the field of value education in creating a harmonious environment for elementary school children. This technique is known as Bibliometric Analysis which is a meta- analysis of research data that can help researchers in reviewing bibliographic contents and citation analysis of articles published in journals and other scientific works. Research on bibliometric analysis has been widely conducted in Table 1. Previous studies on bibliometric analysis. This research is expected to be a reference for further research in determining the research theme taken related to value education in creating a harmonious environment for elementary school children.

Table 1. Previous studies of bibliometric analysis

Author	Title	Topic Discussion
Supriadi, et al.	A Decade of Value Education Model: A Bibliometric Study of Scopus Database in 2011-2020	This bibliometric study aims to map the value education model research to provide direction for future research, especially in education and teaching
Marhani, et al.	Meta-Analysis of Children's Moral Education in the Digital Era: A Bibliometric Analysis (1977-2021)	This study uses bibliometric methods to conduct a research on children's moral education in the digital e between 1977 and 2021
Onopriienko, et al.	Environmental education for youth and adults: a bibliometric analysis of research	The article provides a bibliographic analysis of scientific papers from around the world on the basis of Scopus with the keywords "environmental education" and "environmental adult education" for the

		period 1968 - 2019.
Wahyuningsih, et al.	Trends of primary Schools' Conflict Resolution as Peace Education: A Bibliometric Analysis	This research aimed to analyze computational mapping on bibliometric data "Primary School Conflict Resolution as Peace Education" from the Google Scholar database via Publish or Perish software.
Wahyuningsih, et al.	How is the Development of Peaceable School Program in Primary School' Conflict Resolution? Analysis of Bibliometric using Vosviewer	The research aims to analyze publications on peaceable school programs for conflict resolution in primary schools using VOSviewer with the publish or perish application

The article provides a bibliographic analysis of scientific papers from around the world on the basis of Scopus with the keywords "environmental education" and "environmental adult education" for the period 1968 - 2019.

Wahyuningsih, et al. Trends of primary Schools' Conflict Resolution as Peace Education: A Bibliometric Analysis This research aimed to analyze computational mapping on bibliometric data "Primary School Conflict Resolution as Peace Education" from the Google Scholar database via Publish or Perish software.

Wahyuningsih, et al. How is the Development of Peaceable School Program in Primary School' Conflict Resolution? Analysis of Bibliometric using Vosviewer The research aims to analyze publications on peaceable school programs for conflict resolution in primary schools using VOSviewer with the publish or perish application.

However, bibliometric analysis of publication data using computational mapping in the field of value education in creating a harmonious environment in elementary schools which is carried out specifically to determine the development of research in this field has not been widely carried out. Especially bibliometric analysis for the last ten years from 2014 to 2023 using the VOSviewer application. Therefore, this study was conducted to analyze the computational mapping analysis of articles indexed by Google Scholar using VOSviewer. This study is expected to be a reference for further research in determining the research theme taken related to value education in creating a harmonious environment in elementary schools.

2. METHOD

This study is a literature study with primary data obtained through digital database searches. The method used is a literature review with bibliometric studies. This study refers to the 5 steps proposed by Wahyuningsih et al., (2024). The first thing to do is to define the research keywords of value education in creating a harmonious environment in elementary schools as the initial step in starting the data search. Then filter the initial search results by eliminating duplicate data that refers to the similarity of title, author and year of publication using the ms.Excel pivotable menu. Furthermore, narrowing the search results by rereading the abstract in depth to

find a focus that matches the research topic of value education in creating a harmonious environment in elementary schools. The next step is continued with the compilation of statistical data on the VOSviewer device as data interpretation material based on mapping and visualization of the bibliometric network.

2.1 Data Collection Methods

Digital data collection was carried out by exploring valid literature databases on Google Scholar and other Dimensions through the Publish or Perish (PoP) and Lens.org search tools. Reference sources were limited to these 2 databases considering that most of the world's research publications are indexed in these databases. Specific criteria set for this initial search include, publication year between 2014 and 2023, articles using language, focus and location scope, author affiliation. The initial data search was carried out on Publish or Perish with relevant keywords. The publication years 2014-2023 can be activated to filter the initial data. The filtering stage was carried out using the Microsoft Excel pivotable menu. This second filtering stage aims to eliminate data duplication based on the names of authors and colleagues, titles, and year of publication. Further filtering was carried out manually by digging into the abstracts of each publication with inclusion-exclusion criteria based on the language used, research focus, study location, and author affiliation. At this stage, peer review is also carried out to filter the right literature. The next stage is to check the eligibility of the source, through publications and publishers which are done manually.

2.2 Data Analysis Method

The final data was processed using VOSviewer software to produce bibliometric network mapping and visualization (Wahyuningsih, 2024). This tool also allows text mining that can be used to build and visualize networks or literacy mapping flows from various sources. This bibliometric network includes; author collaboration, keyword relationships, citations, co-citations, and bibliographic coupling. Analysis of each mapping and data visualization was carried out through data interpretation to gain insight into research trends and gaps based on the data visualization.

3. RESULT

Global Analysis of Based on the data collection through Publish or Perish software in the Google Scholar database, there were 1000 articles meet the research criteria. The data collected was article metadata that consisted of author names, title of the article, publication year, journal name, publisher, number of citations, article link, and related URL. Table 1 shows some publication data used in the VOSviewer analysis in this research. The data sample obtained was 10 best articles that have the most citations. The number of citations from all the articles in this research was 107425, citations per year was 10742.50, citations per article was 509.44, average amount of author in the article was 2,59. All the articles have an average h-index of 144, and g-index was 256.

General criteria were set in the second screening to identify relevant publications. These criteria include: (1) written in both Indonesian and English; (2) location and focus of the study in Indonesia; (3) authors are from or affiliated with domestic institutions; and (4) explain the concept or strategy of biophilic design. At this stage, the articles were narrowed down to 451 articles. Furthermore, this number of articles was used as data and information for bibliometric analysis which included performance analysis and science mapping. The final stage analyzed the

content in more depth, related to research trends in value education in creating a harmonious environment in elementary schools.

Table 2. Most citations article publication data

No.	Author	Title	Year	Citations
1	P Ghisellini, C Cialani, S Ulgiati	A review on circular economy: the expected transition to a balanced interplay of environmental and economic systems	2016	6486
2	J Anitha	Determinants of employee engagement and their impact on employee performance	2014	2590
3	TR Kelley, JG Knowles	A conceptual framework for integrated STEM education	2016	2273
4	A Bencsik, G Horváth-Csikós...	Y and Z Generations at Workplaces	2016	1488
5	EK Elbes, L Oktaviani	Character building in English for daily conversation class materials for English education freshmen students	2022	1302
6	R Boutaba, MA Salahuddin, N Limam, S Ayoubi...	A comprehensive survey on machine learning for networking: evolution, applications and research opportunities	2018	1103
No.	Author	Title	Year	Citations
7	L Chawla	Benefits of nature contact for children	2015	922
8	S Andriani, N Kesumawati, M Kristiawan	The influence of the transformational leadership and work motivation on teachers performance	2018	880
9	B Afsar, Y Badir, US Kiani	Linking spiritual leadership and employee pro-environmental behavior: The influence of workplace spirituality, intrinsic motivation, and environmental passion	2016	663
10	C Belfield, AB Bowden, A Klapp, H Levin...	The economic value of social and emotional learning	2015	662

Table 3 shows the development of values education in creating a harmonious environment for primary school that was published in Google Scholar-indexed journal. Based on the data displayed in table 2, there are 1000 articles related to values education in creating a harmonious environment for primary school that were published around 2014-2023. In 2014, there are 95 articles published. In 2015, there were 119 articles while 102 articles were published in 2016. Articles published in 2017 were 120 articles and in 2018 there were 133 articles. 123

articles were published in 2019 and 146 articles published in 2020. In 2021, there were 87 articles and in 2022 were 51 articles. In 2023, there are 24 articles published. From this result, it shows that research on values education in creating a harmonious environment for primary school is not often studied in every year, especially in the last 10 years (2014-2023). The development also fluctuates as seen in Figure 1. Table 3 shows the development of research on values education in creating a harmonious environment for primary school

Table 3 Development of research on values education in creating a harmonious environment for primary school

Year	Article Published
2014	95
2015	119
2016	102
2017	120
2018	133
2019	123
2020	146
2021	87
2022	51
2023	24
Total	1000
Avg	100

Figure 1 shows the development of research on conflict resolution education in elementary school for the last ten years ranging from 2014 to 2023. Based on Picture 1 Figure 1 the development of articles on the topic of Value education in creating a harmonious environment in elementary schools has increased and decreased, dynamically. In 2014 there was an increase reaching a number above 100 from 95 to 119 published articles. However, in 2015 there was a decline. From 2016 to 2018 there was a continuous increase. In 2019, the development of publications decreased to 123 articles and in 2020 there was an increase again. The following year until 2023 the number of publications decreased drastically from 146 to 24 articles.

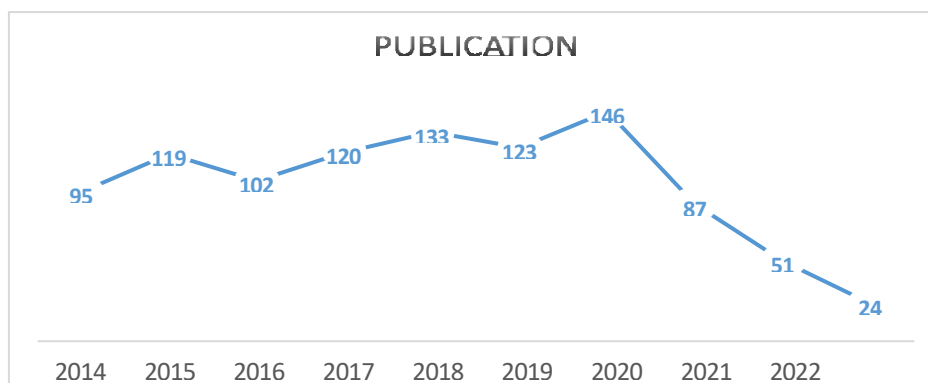


Figure 1. development values education in creating a harmonious environment for primary school

One of the strengths of VOSviewer is its success in mapping cross-disciplinary collaborations by visualizing co-occurrences. From 1000 filtered articles, VOSviewer has successfully visualized 64 co-occurrences of those articles. The color of the nodes and lines indicate the relationship between the 'occurrences' while the dimensions and gradations of the nodes indicate the frequency of occurrence. By connecting the lines at the occurrence nodes, the network of ideas and research focus on value education in creating a harmonious environment in elementary schools can be observed forming a research network that is very likely to be in the scope of education for elementary school children.

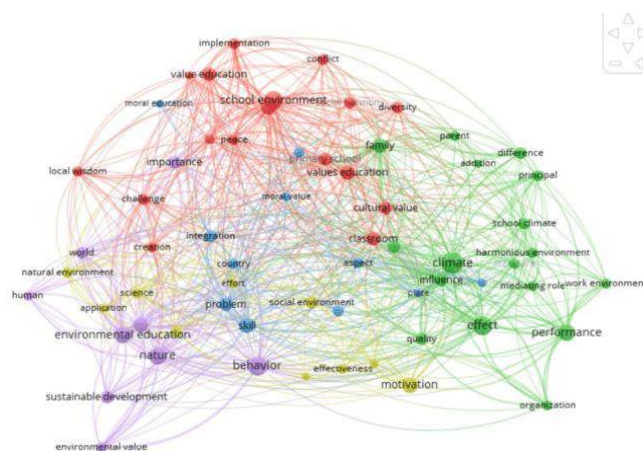


Figure 2. Visualization of keyword network on values education in creating a harmonious environment for primary school

These co-occurrences form a more specific network in clusters that can be identified based on the color of the nodes and lines. From this data, the co-occurrence network of biophilic research in Indonesia is divided into 5 clusters, namely cluster 1 in red contains 17 items including challenge, character education, classroom, conflict, creation, cultural value, diversity, elementary school, implementation, local wisdom, multicultural education, peace, primary school, school environment, social harmony, value education, values education. Cluster 2 in green contains 17 items including addition, condition, difference, effect, family, harmonious environment, influence, literature, mediating role, organization, parent, performance, principal, quality, school climate, work environment. Cluster 3 in blue contains 11 items including ability, aspect, case study, country, integration, moral education, moral value, place, problem, school culture, skill. Cluster 4 in yellow contains 10 items including application, effectiveness, effort, harmonious development, motivation, natural environment, physical education, science, social environment, technology. And the last cluster 5 in purple contains 9 items covering behavior, environmental education, environmental value, human, importance, nature, sustainability, sustainable development, world.

The results of the co-occurrence network analysis indicate the existence of five main clusters in the research map, which are interconnected and form a rich conceptual structure on

Figure 3. Visualization of keyword overlay on values education in creating a harmonious environment for primary school

With the same data, VOSviewer also visualizes the co-occurrence overlay. The color gradation from blue to yellow shows the level of overlay from year to year. Figure 4 shows that the dominance of the items indicated by the blue nodes is the focus of research in 2017. While connecting the concepts of culture value, classroom, school climate climate, and associated with school environment and behavior are research topics in 2019. Based on this visualization, it is very possible that there will be opportunities for collaborative research in the field of value education with the environment in schools

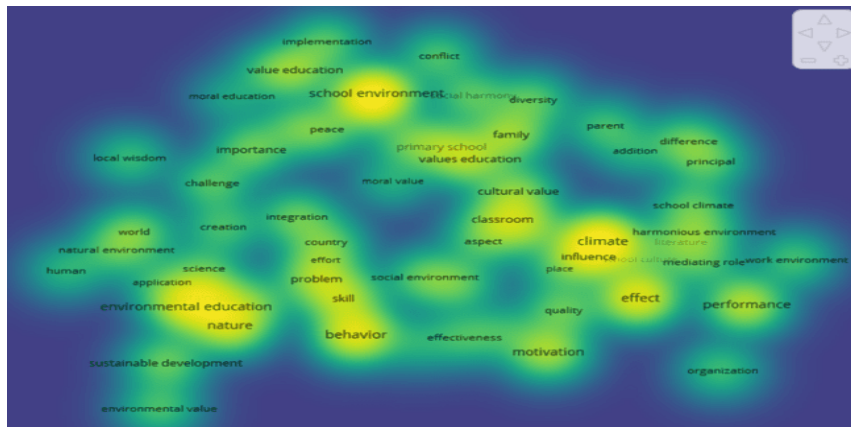


Figure 4. Visualization of keyword density on values education in creating a harmonious environment for primary school

With the same data, VOSviewer also visualizes the co-occurrence density network. The color gradation from yellow to blue indicates the level of density of 'occurrences' that have been carried out by previous researchers. Bright yellow indicates dense 'occurrences', while green towards blue indicates the opposite. Based on this density visualization, it can be seen that the researcher's interest is centered on value education, school environment, family, primary school, values education, cultural value, classroom, climate, influence, effect, behavior, skill, problem, effort, country, environment education, nature, world, performance, motivation can be another perspective to explore more deeply.

The co-occurrence density network visualization using VOSviewer shows the level of research density, reflecting the focus and interest of previous researchers on specific themes in the field of values education and harmonious environments in elementary schools. Bright yellow indicates areas with high density signifying widely researched topics while shades of green to blue indicate areas that are still rarely explored, thus having the potential to become research gaps.

The visualization shows that the most dense research interest centers on the concepts of "values education," "school environment," and "family." This demonstrates that values education is understood as central to building a conducive and harmonious learning environment, which takes place not only in schools but is also strengthened by family support. This view aligns with [Elias et al. \(1997\)](#), who emphasize the importance of collaboration between families, schools, and communities in developing children's social-emotional character.

Furthermore, keywords such as “primary school,” “cultural values,” and “classroom climate” appear with high intensity, indicating that values education at the elementary level is closely linked to the cultural context and classroom climate that supports positive social interactions. Meanwhile, topics such as “behavior,” “motivation,” “environmental education,” and “nature” appear in areas with greenish to bluish hues, indicating that although research has begun, there is still room for further exploration, particularly regarding the relationship between values education, prosocial behavior, and environmental awareness.

Thus, this density map confirms that research on values education and environmental harmony in elementary schools still leaves ample room for development, particularly in connecting aspects of learning motivation, social behavior, and environmental education. This finding reinforces the urgency of conducting further bibliometric analysis to understand the evolution of themes, research directions, and the potential for integration between topics that have so far been isolated in the educational literature.

4. CONCLUSION

The purpose of this study was to analyze computational mapping on the bibliometric data of research articles. The publication theme taken for this study was “Trend of values education in creating a harmonious environment for primary school: Bibliometric Analysis”. The articles used in this research were taken from Google Scholar database through Publish or Perish software. References used in this study include the title and abstract. Based on the result of this study, there are 1000 relevant articles that were published from 2014 until 2023. The study showed that development of articles on the topic of Value education in creating a harmonious environment in elementary schools has increased and decreased, dynamically. In 2014 there was an increase reaching a number above 100 from 95 to 119 published articles. However, in 2015 there was a decline. From 2016 to 2018 there was a continuous increase. In 2019, the development of publications decreased to 123 articles and in 2020 there was an increase again. The following year until 2023 the number of publications decreased drastically from 146 to 24 articles. Therefore, it can be said that it is decreasing. The result of this study showed that conducting research on conflict resolution education in elementary school is still highly possible and related to other terms

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