



## Bibliometric Analysis using VOSviewer with Publish or Perish of Curriculum Evaluation using the CIPP Model

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### ABSTRACT

This research aimed to study the curriculum evaluation of the Doctor of Philosophy Program in Curriculum and Instruction (improvement version 2021), Faculty of Education, Maharakham University using the evaluation method; of the CIPP Model. Curriculum evaluation using the CIPP Model using bibliometric analysis methods assisted by mapping analysis. Bibliometric analysis methods and mapping analysis with VOSviewer were used in this research. The data source was taken from the Google Scholar database in the period 2019 - 2024. A total of 198 documents were found in the last 6 years. According to the research results, the number of publications on curriculum evaluation using the CIPP Model has increased and decreased every year from 2019 - 2024. From a total of 198 documents, as follows: in 2019 there were 33 related research papers, in 2020 there were 33 papers, in 2021 there were 43 papers, in 2022 there were 29 papers, in 2023 there were 43 papers and related papers in 2024 there were 17 papers. The results of article data mapping produce three forms of visualization, namely network, overlay, and density visualization. The mapping results show that research on statistics still needs to be carried out, especially regarding curriculum evaluation using the CIPP Model. This research concluded that the trend of research discussing curriculum evaluation using the CIPP Model is decreasing, although, in terms of its use, it is still very important, especially in processing quantitative research data.

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## 1. INTRODUCTION

In evaluating the curriculum, it is to consider and judge and check the quality of the curriculum in the manner of deciding the value of various issues Whether the quality meets the specified standards or not (Japee & Oza, 2021). Using empirical data to know the quality obstacle problems in teaching according to the curriculum and use the evaluation results to improve the curriculum to make it more quality (Efendi, 2022). In addition, evaluation is also guidelines for the development of modern educational management and consistent with the needs of students Evaluation of curricula in higher education must comply with curriculum standards as announced by the Ministry of Education (Al-Shanawani, 2019). It has been determined that every curriculum will be developed to be up to date. To develop the curriculum at least every 5 years so that the higher education institution can develop or improve the details of the curriculum, which will lead to a curriculum with continuous quality and standards. From such importance, the researcher is therefore interested in evaluating the Doctor of Philosophy Program in Curriculum and Instruction (improvement version 2021), Case Study of Foreign Students, Faculty of Education, Mahasarakham University. To ensure that the higher education curriculum has continuous quality and standards. In designing curriculum evaluations, appropriate and comprehensive evaluation formats should be considered and respond to the need for accurate, complete, and comprehensive assessment results (Martone & Sireci, 2009) to know the overall condition of the course and how good its quality is and to serve as a guideline for improving the curriculum helps the evaluation results achieve the objectives and the evaluation results can be used for improvement and develop the curriculum in the next cycle in general, it is found that many studies require the use of evaluation results to decide on the best way to develop and improve the curriculum.

Therefore, we chose to use Stufflebeam's curriculum evaluation model to apply in curriculum evaluation, which covers the evaluation of 4 elements: context, and inputs. Process side and production the results of the research evaluating the curriculum as a whole and in each of the 4 areas found that most of the research had evaluation results at a high level and the highest was the research of Brigman (1992: 2814-A) that studied "Evaluation of training curricula. Readiness of students towards intention listening comprehension and social skills of kindergarten students", although the content of the research does not specify the four areas assessed according to the CIPP Model concept. However, the issues studied were found to be related to the elements of the CIPP Model to obtain research results that are consistent with the evaluation objectives outlined in each research project. This research the results of the research will be useful in improving and developing both teaching and learning. To provide students with quality and follow the needs of society. Teachers can use the research results as guidelines to develop teaching and learning to be more effective.

Based on the research results, it was found that the number of publications on curriculum evaluation and the CIPP model has decreased every year. From a total of 33 documents in 2019 to 17 documents in 2024. Curriculum evaluation using the CIPP Model using bibliometric analysis methods assisted by mapping analysis. Bibliometric analysis methods and mapping analysis with VOSviewer were used in this research.

## 2. METHOD

Bibliometric analysis was carried out as a research method. There are several stages of bibliometric analysis, including: Collecting article data is the first step in conducting literature research using bibliometric analysis. At this stage, published research documents related to the topic "Curriculum Evaluation using CIPP Model" are collected. The article data used is

article data indexed by Google Scholar from 2019 - 2024. Article data is collected via the Publish or Perish application. The results of collecting article data using Publish or Perish resulted in 200 articles for analysis. The collected research article data is saved in (\*.csv) format so that it can be analyzed using Microsoft Excel software, and (\*.ris) format so that it can be analyzed and visualized using the VOSviewer application. After data collection, article data was filtered to see the completeness of components (such as year). Next, the article data was analyzed using Ms. Excel and visualized using VOSviewer. More detailed stages regarding the analysis steps are explained in our previous research.

### 3. RESULTS AND DISCUSSION

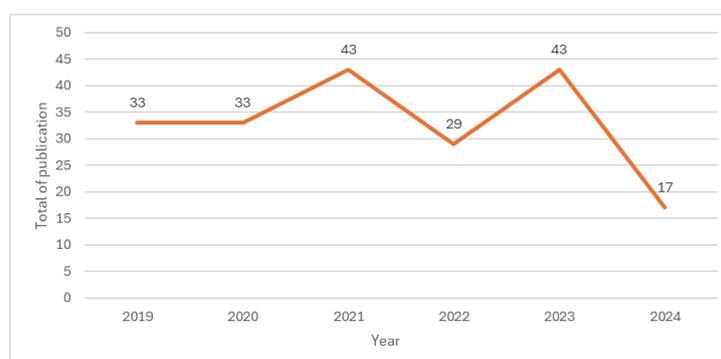
#### 3.1. Development of Curriculum Evaluation using CIPP Model Publication 2019-2024

**Table 1** shows the annual report on research on "Curriculum Evaluation using CIPP" which has been published in national and international journals. According to the data, it is known that the total documents found over the last 6 years is 198 documents. Details of the number of research documents regarding "Curriculum Evaluation using CIPP" namely 2019 as many as 33 documents, 2020 as many as 33 documents, 2021 as many as 43 documents, 2022 as many as 29 documents, 2023 as many as 43 documents, and 2024 there will be 17 documents.

Based on the number of research documents each year, it is known that research publications regarding "Curriculum evaluation using CIPP" have decreased from 2019 to 2024. **Figure 1** shows a graph of the decline in the number of publications regarding "Curriculum Evaluation using CIPP" more clearly. Over the last 6 years, the highest number of studies on this topic was in 2021 and 2023 (43 documents) and the lowest number was in 2024 (17 documents). The decrease in the number of documents occurs consistently every year, but there was an increase of around 14 documents from 2022 to 2023. However, in 2024 the number of published documents on this topic of Curriculum Evaluation using the CIPP Model decreased to around 26 documents.

**Table 1.** Annual report research on "curriculum evaluation using CIPP model".

Year	Documents	Percentages (%)
2019	33	16.67
2020	33	16.67
2021	43	21.70
2022	29	14.64
2023	43	21.70
2024	17	8.58
<b>Total</b>	<b>198</b>	<b>99.96</b>



**Figure 1.** Annual report of publication on "curriculum evaluation using CIPP model".

### 3.2. Trend of Curriculum Evaluation using CIPP Model Citations 2019-2024

In this research, we present 20 articles regarding different Curriculum Evaluations using the CIPP Model that have the highest number of citations. **Table 2** presents some metadata from articles with the highest number of citations. Based on **Table 2**, it is known that many articles with the title "The effectiveness of teaching program of CIPP evaluation model" written by Darma, I. K. in 2019 are articles about difference test Curriculum Evaluation using the CIPP Model that is most frequently cited (total 57 cited). [Darma \(2019\)](#) discusses a literature review regarding the effectiveness of the teaching program of CIPP evaluation. In addition, [Darma \(2019\)](#) applied application in the evaluation of language programs. The model has long been used in various fields to evaluate programs both before they begin and after they are complete. The other article with the largest number is research conducted by [Momanyi & Rop \(2020\)](#). The article written by [Momanyi & Rop \(2020\)](#) has been cited 53 times since 2020, with the average number of citations per year being 13.25 times. Based on the data in **Table 2**.

**Table 2.** Difference test curriculum evaluation using CIPP model articles with the most citations.

No	Cites	Title	Year	CitesPer Year	CitesPer Author	Ref
1	57	The effectiveness of the teaching program of CIPP evaluation model	2019	11.4	57	<a href="#">Darma (2019)</a>
2	53	Teacher preparedness for the implementation of competency-based curriculum in Kenya: A survey of early grade primary school teachers' in Bomet East Sub ...	2020	13.25	27	<a href="#">Momanyi &amp; Rop (2020)</a>
3	46	The cipp model: Applications in language program evaluation	2019	9.2	23	<a href="#">Sopha &amp; Nanni (2019)</a>
4	46	The CIPP Model-Based Evaluation on Integrated English Learning (IEL) Program at Language Center.	2019	9.2	23	<a href="#">Agustina &amp; Mukhtaruddin (2019)</a>
5	45	Overcoming Obstacles in Implementing 2013 Curriculum Policy.	2021	15	45	<a href="#">Mulawarman (2021)</a>
6	43	Confirmative evaluation: new CIPP evaluation model	2019	8.6	43	<a href="#">Finney (2019)</a>
7	41	Evaluation model for evaluating vocational skills programs on local content curriculum in Indonesia: Impact of educational system in Indonesia	2019	8.2	14	<a href="#">Samsul et al. (2019)</a>
8	40	Utilization of the daily lesson logs: An evaluation employing the CIPP model	2023	40	40	<a href="#">Sanchez (2023)</a>
9	36	Context, Input, Process, and Product Evaluation Model in medical education: A systematic review	2021	12	9	<a href="#">Toosi et al. (2021)</a>
10	35	Implementing the context, input, process, product (CIPP) evaluation model to measure the effectiveness of the implementation of teaching at Politeknik Negeri ...	2019	7	18	<a href="#">Gunung &amp; Darma (2019)</a>
11	35	Thematic Learning during the Pandemic: CIPP Evaluation Study.	2021	11.67	12	<a href="#">Pujiastuti et al. (2021)</a>

**Table 2 (Continue).** Difference test curriculum evaluation using CIPP model articles with the most citations.

No	Cites	Title	Year	CitesPer Year	CitesPer Author	Ref
12	29	Implementation of CIPP model for quality evaluation at Zawia University	2019	5.8	15	Ebtesam & Foster (2019)
13	27	Effectiveness of entrepreneurship practice program: using CIPP program evaluation	2019	5.4	9	Eryanto <i>et al.</i> (2019)
14	26	How to execute Context, Input, Process, and Product evaluation model in medical health education	2019	5.2	9	Young Lee <i>et al.</i> (2019)
15	25	Evaluating an English Preparatory Program Using CIPP Model and Exploring the Motivational Beliefs for Learning.	2021	8.33	13	Erdogan & Mede (2021)
16	21	Evaluation of Learning through Work Practices Industry Program at University with the CIPP Model Approach	2021	7	7	Rachmaniar <i>et al.</i> (2021)
17	21	Turkish Ministry of National Education school-based disaster education program: A preliminary results of the program evaluation	2021	7	5	Gokmenoglu <i>et al.</i> (2021)
18	18	An evaluation of implementation industrial work practice programs in vocational school	2020	4.5	6	Areli <i>et al.</i> (2020)
19	18	Curriculum evaluation: Inputs for principal's instructional leadership	2021	6	18	Arrieta (2021)
20	15	An Extensive Evaluation Study of the English Preparatory Curriculum of a Foreign Language School= Bir yabancı diller yüksekokulu İngilizce hazırlık programinin ...	2021	3.75	8	Karci Aktas & Gündogdu (2020)

### 3.3. Visualization of Research Data Mapping

Data mapped using VOSviewer produces 3 forms of visualization, namely network visualization (**Figure 2**), overlay visualization (**Figure 3**), and density visualization (**Figure 4**). Network visualization shows that the terms generated from the abstract and keywords that are considered to correspond to the keywords used when collecting data are divided into 4 clusters with a total of 31 items. Each item has a different link, total link strength, and occurrences. Overall, based on network visualization. Each item has a different link, total link strength, and occurrences. Overall, based on network visualization, the total link strength is 559 while the total number of links is 190. The Detailed explanation of each cluster:

- (i) Cluster 1 marked in red consists of 15 items, namely analysis, assessment, bachelor, case, CIPP approach, CIPP evaluation model, component, course evaluation, evaluation research, instruction, level, practice, researcher, system, and use.
- (ii) Cluster 2 marked in green consists of 8 items, namely CIPP, context, curricula, evaluation study, input, process, product evaluation model, and Stufflebeam.
- (iii) Cluster 3 marked in blue consists of 5 items, namely CIPP Model evaluation, context evaluation, process evaluation, product, and teaching method.
- (iv) Cluster 3 marked in yellow consists of 21 items, namely covid, lesson, and pandemic.



Curriculum Evaluation and CIPP Model " has decreased. 2021 and 2023 was the year with the highest number of publications, namely 43 articles. The lowest number was in 2024 (17 documents). The decrease in the number of documents occurs consistently every year, but there was an increase of around 14 documents from 2022 to 2023. However, in 2024 the number of published documents on this topic of Curriculum Evaluation using the CIPP Model decreased to around 26 documents. Apart from that, the terms used as keywords when used in the mapping stage using the VOSviewer application produce 31 items which are divided into 4 clusters marked with different colors. Each cluster has a different number of items and each item has a different number of occurrences, links, and total link strength (although it does not rule out the possibility that there are the same number of items). Terms that are often used both as keywords and as abstracts in research articles related to keywords such as test, difference, and statistical significance (widely used in 2015).

## 5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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