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Bibliometric Analysis of Educational Policy and Evaluation Research Trends

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Abstract

Education is a fundamental factor in nation-building to form people who can compete globally. Various countries have made educational policies to improve the quality of education. Reviewing the effectiveness of education policies needs to be carried out through evaluation activities. This research aims to analyze and examine trends in evaluation research and education policy from 2014 to 2023 to benefit educational institutions. This research uses the bibliometrics analysis method with the help of the Vosviewer platform to visualize data that has been successfully obtained from the Scopus database. The results of this research show that there are 1227 publications, with the country that contributed the most being the United States, with 337 publications, and the affiliate that contributed the most was the University of Edinburgh. Based on the analysis results, keyword co-occurrences were also obtained, namely in the form of network visualization and density visualization. In the network visualization, 108 keywords related to education evaluation and policy were obtained, and then in the density visualization, it was also discovered that based on the dark color, these were keywords that had yet to be carried out. These keywords are sex: education, bilingual education, teaching quality, academic achievement, educational equity, higher education policies, adult education, vocational education, teacher education policy, and primary education. Based on these keywords, it can be a research opportunity in the future to study educational evaluations and policies related to these keywords.

Keywords: *Bibliometric Analysis, Research Trends, Evaluation, Policy, Education Policy*

Introduction

Education is one of the fundamental elements that contribute to social development and personal capacity (Ruff et al. 2023). A quality education system can form superior competencies and be able to compete in the world (Ibidunni, Nwaodu, and Mdaka 2023). Various countries in the world make their education policies to improve the quality of education (Sopandi et al. 2023; Assefa, Moges, and Tilwani 2022; Etukakpan et al. 2023; Neuman and Powers 2022; Contreras-Manzano et al. 2022; Al-Hendawi, Keller, and Khair 2023).

Governments in various countries have made various efforts to make education policies to form human resources that can compete. The educational policies that have been made must be reviewed for their effectiveness in planning and implementation (Damoah and Omodan 2022a). Reviewing effectiveness can be carried out through educational evaluation activities. Evaluation can help to overcome current educational problems (C. Zhang, Wu, and Zhao 2023). Educational evaluation can also encourage development to continue to innovate in education (Zhou and Zhou 2021). Apart from that, evaluation in education policy is very important to improve the quality of education (Sulaiman et al. 2023). Various countries have carried out evaluations of education policies in their respective countries (Fischer-

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Schöneborn and Ehmke 2023; Irene 2023; Mankelow et al. 2023; İleritürk 2023; Oguro et al. 2023; Kemper and Renold 2024).

Evaluation of education policies in various countries certainly has differences (Damoah and Omodan 2022b). An evaluation of education policy in Brazil reveals that the success or failure of students in pursuing lower secondary education has a strong correlation with student achievement at the end of primary education. Then, to reduce the risk of failure, the Brazilian government focused education on indigenous black minority groups and extreme poverty (Ferrão 2022). Education has a causal relationship with various dimensions of poverty (Hofmarcher 2021). Conditions of poverty and racism are intersectionalities that need to be evaluated in education (Klein et al. 2021). An evaluation of education policy in Italy reveals that several factors influence student satisfaction with academic courses, such as course selection, level, difficulty, subject areas, expectations, student abilities, regulations, and interest in learning (Centoni and Maruotti 2021).

The next phenomenon regarding the evaluation of education policy in Mexico places greater emphasis on the urgency of technology in improving the quality of education and empowering students who fall into marginal categories. There is an important note to evaluate this public policy, namely the existence of obstacles to the use of technology in learning activities (Alfaro-Ponce et al. 2023). Technology has a positive impact on improving students' abilities (Wen and Walters 2022; Mei, Feng, and Cavallaro 2023). Technology has a role in shaping modern education (Cruz-mamani et al. 2023). However, students who fall into the marginal category experience obstacles in using technology. Furthermore, the phenomenon of evaluating education policy in Australia focuses on information and communication technology. Evaluation of this policy is educational inequality due to inadequate information and communication technology for talented students who come from rural and remote areas, especially Aboriginal communities (Alqahtani and Alqahtani 2023). Even though education should be accessible to all students without discrimination (Xie and Li 2020; H. Zhang and Arya 2023; Serrano Rodríguez et al. 2023).

Based on this, there is a need for more comprehensive research by analyzing and reviewing research trends in educational policy evaluation that already exist and have yet to be widely carried out. The results obtained in the research can be continued with bibliometrics analysis, which provides quantitative data analysis that can help educational institutions. Previously, there had been research on bibliometric analysis regarding the design of national education policies (Li et al. 2023). In this research, we analyze bibliometrics regarding educational evaluation and policy.

Research Method

This research uses bibliometric analysis, which is a scientific method that involves quantitative technical methods on bibliometric data and is of interest to researchers because bibliometric analysis can enable them to uncover trends that appear in articles and journals (Donthu et al. 2021). Then, in research using the Scopus database taken in October 2023 with special keywords, namely "evaluation" and "education policy", the number of publications obtained from this database was 1227 publications related to evaluation and education policy. The data obtained is about document by year, document by country, document by affiliation, and CSV files, which are then analyzed with the help of VOSviewer, a tool that makes it possible to identify research groups, analyze the relationship between publications, authors, and also keywords (Kirby 2023). The questions in this research are 1) what are the publication trends of educational evaluations and policies, 2) what countries and affiliates contribute the most to publications, 3) who are the authors and sources whose publications are cited the most, 4) how many keywords have been published? Used regarding educational evaluation and policy and which keywords have yet to be widely researched based on the results of keyword co-occurrences analysis. Thus, this research aims to

analyze and determine research trends regarding education evaluation and policy and to identify future research opportunities.

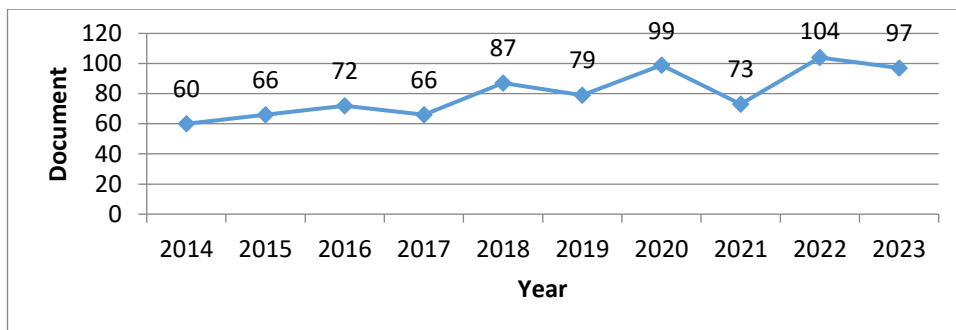
Research Findings

Based on the results of the data analysis that has been carried out, the following results.

Publication Trend

Based on the Scopus database, research trends regarding education evaluation and policy were obtained, which researchers limited to 2014 to 2023, as seen in the image below:

Figure 1: Publication Trend in Education Evaluation and Policy

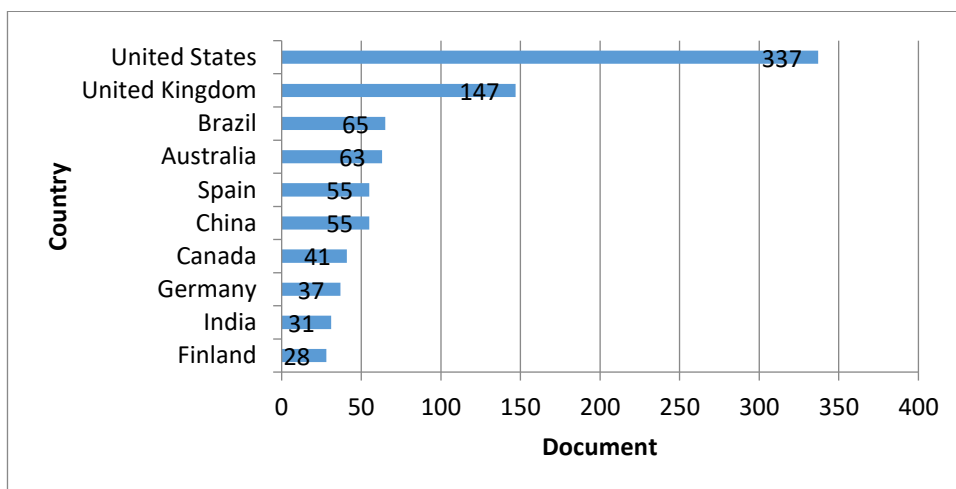


Based on this figure, it is known that over the last ten years, namely from 2014 to 2023, the research trend of education policy has mostly stayed the same. Then, 2022 will be the year with the highest number of publications over the last ten years, with 104 publications.

The Most Country for Publication

Based on the results of the analysis, it is known that 96 countries contribute to the publication of education evaluations and policies. However, researchers have determined 10 countries that have made the greatest contribution.

Figure 2: Top 10 of The Most Country for Publication in Education Evaluation and Policy Over the Last 10 Years.

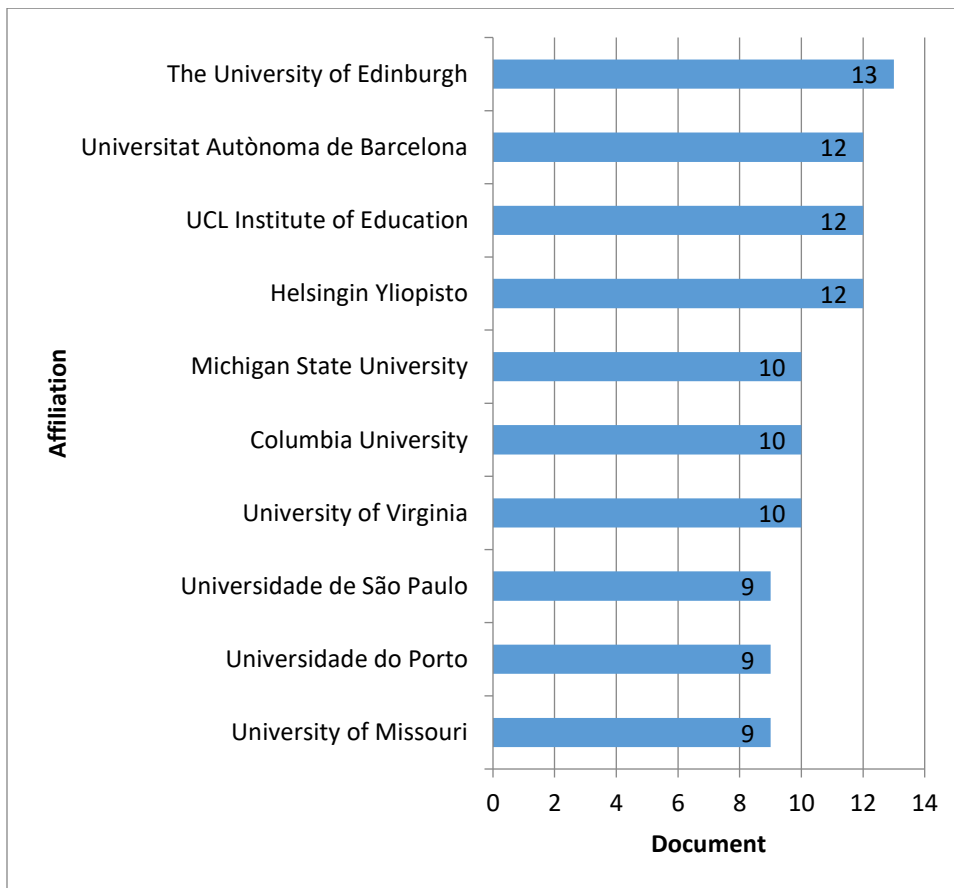


Based on Figure 2, it is known that there are the top 10 countries that have the highest number of publications related to education policy, starting from the United States in first place with a total of 337 publications, and second is England with 147 publications. , third is Brazil with 65 publications, fourth is Australia with 63 publications, fifth is Spain with 55 publications, sixth is China with 55 publications, seventh is Canada with 41 publications, eighth is Germany with 37 publications, ninth is India with 31 publications, tenth is Finland with 28 publications.

The Most Affiliations for Publication

Based on the results of the analysis, it is known that 160 affiliations have contributed to the publication. However, researchers have determined 10 affiliations that contribute the most.

Figure 3: Top 10 of Affiliations for Publication of Education Evaluation and Policy Over the Last 10 Years.



Based on the picture above, it is known that the top 10 affiliations that have contributed to educational policy research include The University of Edinburgh with "13" publications, Universitat Autònoma de Barcelona "12" publications, UCL Institute of Education with "12" publications, Helsingin Yliopisto "12" publications, Michigan State University "10" publications, Columbia University "10" publications, University of Virginia "10" publications, Universidade de São Paulo "9" publications, Universidade do Porto "9" publications, University of Missouri "9" publications.

The Most Author in Citations

Based on the Scopus database, the authors most cited and analyzed using VOSviewer can be seen in the table below.

Table 1: Top 15 Highly Cited Authors

Rank	Author	Citations	Total Link Strength
1	Simola, Hannu	536	42
2	Ozga, Jenny	421	19
3	Segerholm, Christina	375	11
4	Cochran-Smith, Marilyn	338	0
5	Rinne, Risto	319	44
6	Ladd, Helen F.	216	0
7	Kauko, Jaakko	155	36
8	Verger, Antoni	131	0
9	Glewwe, P.	130	0
10	Varjo, Janne	120	28
11	Wolf, Patrick J.	81	0
12	Diem, Sarah	77	0
13	Young, Michelle D.	77	0
14	Collins, Clarin	52	0
15	Springer, Matthew G.	50	0

The Most Source in Citations

The following is a table showing the 15 most cited Scopus sources from the Scopus database that have been analyzed using VOSViewer.

Table 2: Top 15 Highly Cited Sources

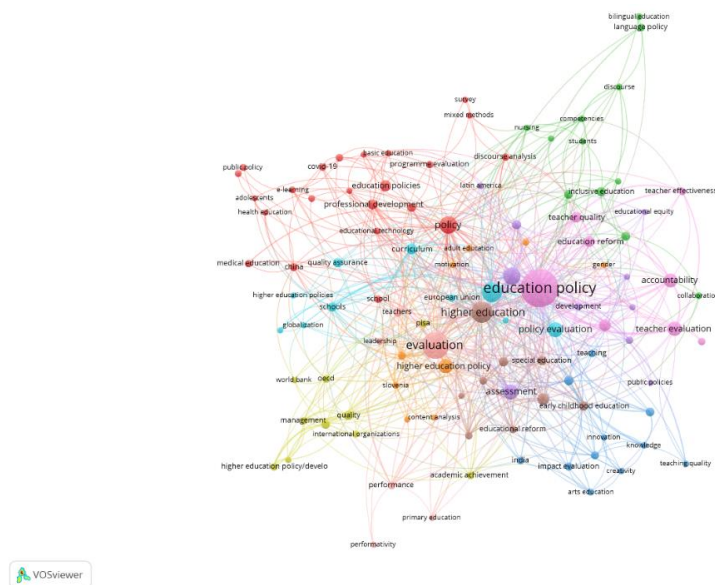
Rank	Source	Citations	Total Link Strength
1	Educational Researcher	984	2
2	Economics of Education Review	420	1
3	Journal of Education Policy	402	8
4	International Journal of Education	335	1
5	Comparative Education	309	5
6	Higher Education	251	0
7	Education Policy Analysis Archives	247	3
8	Nature	226	0
9	Science	195	2
10	Journal of School Health	171	0
11	Educational Forum	154	1
12	Policy Studies Journal	153	0
13	European Journal of Education	150	2
14	Nurse Education Today	140	0
15	Oxford Review of Education	139	0

Keywords Co-Accurances Analysis

In this part of the analysis, using VOSViewer to analyze the data using a minimum setting of 3 co-

occurrences, results were obtained in the form of network visualization and density visualization.

Figure 4: Network Visualization



Based on Figure 4, we have obtained 108 keywords, which are divided into 10 clusters. Here are the keywords from each Cluster:

1. Cluster 1: the keywords consist of public policy, e-learning, sex education, policy, adolescents, public analysis, China, health education, COVID-19, online learning, curriculum development, policy analysis, educational technology, education policies, program evaluation, mixed methods, survey, professional development, education evaluation, school, pedagogy, basic education, discourse analysis.
2. Cluster 2: there are several keywords, namely: bilingual education, language policy, discourse, competencies, students, policies, nursing, inclusive education, special educational needs, inclusion, collaboration, sustainability, students, policies,
3. Cluster 3: there are several keywords consisting of teaching quality, university, art education, creativity, knowledge, neoliberalism, innovation, impact evaluation, India, teaching, policy implementation,
4. Cluster 4: keywords in this Cluster are: higher education policy/development, international organizations, quality, OECD, pisa, academic achievement, management, word bank, assessment/evaluation, governance,
5. Cluster 5: the following keywords in Cluster 5 are educational policy, assessment, Latin America, comparative education, development, learning, international education, public policies, propensity score matching,
6. Cluster 6: In this Cluster, the keywords are: Turkey, education, curriculum, schools, higher education policies, quality assurance, globalization, youth, policy evaluation, European Union,
7. Cluster 7: This Cluster produces several keywords such as higher education policy, content analysis, qualitative research, adult education, motivation, Slovenia, universities, research, gender,

1. Sex education from cluster 1: where the existence of sex education policies has an important role in influencing sexual behavior for teenagers (Atkins and Bradford 2021). With sex education, the likelihood of teenage pregnancy will be lower compared to those who do not receive sex education (Cook 2020).
2. Bilingual education from cluster 2: the existence of a bilingual education policy is very important because it is a means of protecting ethnic identity (L. Zhang and Tsung 2019), preserving language diversity and promoting multilingualism so that a policy on bilingual education is very important because if there is a loss of language and local culture can endanger the progress of society as a whole (Dai and Zhang 2023).
3. Teaching quality from cluster 3: policies regarding teaching quality are an important aspect of education systems throughout the world (Day 2019), because the existence of these policies will have an impact in determining student educational outcomes (Smith 2021).
4. Academic achievement from cluster 4 is an important aspect of education because it is often used as a measure of students' understanding and mastery of the learning they have obtained (Akpur 2020).
5. Educational equity from cluster 5: the existence of a policy on educational equality is a fundamental right and an important aspect of educational policy (Rodríguez-Martínez, Martín-Alonso, and Marrero-Acosta 2022) because it can ensure that every child receives what they need to develop their academic and social potential and educational equity is not just about fairness, but also about improving educational outcomes and opportunities for all students, regardless of their background or circumstances (Juarez and León 2023).
6. Higher education policies from cluster 6: the existence of policies on higher education is an important tool for promoting economic and social development, encouraging innovation, and developing human resources (Yonezawa 2023). Then, the policies that are made can influence the innovative behavior of higher education institutions and influence their ability to adapt to change and to meet society's demands (Leišytė, Rose, and Sterk-Zeeman 2022).
7. Adult education from cluster 7: the existence of an adult education policy is very important in guiding the development and implementation of adult education programs in order to promote lifelong learning, economic development and social equality. This policy is also an effort to overcome low qualification levels, high school dropout rates, and low economic productivity (Doutor and Guimarães 2019; Abate 2022).
8. Vocational education from cluster 8: education policies have an important role in preparing graduates for the world of work (Schuetze 2019), which is supported by the knowledge, skills, and work competencies needed by the world of work (Karabatman 2021).
9. Teacher education policy from cluster 9: policies regarding teacher education are very important because they play an important role in shaping the quality of teachers and the quality of their students later (Symeonidis 2018). This policy can also respond to the changing needs of the education system and society (Wolff et al. 2022).
10. Primary education from cluster 10: the existence of a policy on primary education is a form of commitment to making basic education accessible to all children (Mwanza and Silukuni 2020). This is one of the basic rights of individuals, and the government needs to develop and strengthen this policy to ensure equal access to basic education (Suleiman, Yat, and Iddrisu 2017).

Conclusion

This research has implications by contributing through analysis to existing publications on evaluation and education policy, so that education institutions can find out how the trend of existing evaluation and education policy publications, and find out what keywords can be opportunities for further research for researchers in the future.

Bibliometric analysis of research trends on education evaluation and policy over the last ten years contained 1227 publications, with the country that contributed the most is the United States, with 337 publications, and the affiliate that contributed the most was the University of Edinburgh. Based on the analysis results, keyword co-occurrences were also obtained, namely in the form of network visualization and density visualization. In the network visualization, 108 keywords related to education evaluation and policy were obtained, then in the density visualization, it was also discovered that based on the dark color, these were keywords that had yet to be carried out. These keywords are sex education, bilingual education, teaching quality, academic achievement, educational equity, higher education policies, adult education, vocational education, teacher education policy, and primary education. These keywords can become research opportunities in the future so that we can study educational evaluations and policies related to these keywords. This research has limitations because the data analyzed is data that only comes from the Scopus database.

Limitation

This research has limitations because the data analyzed is data that only comes from the Scopus database by using special keywords, namely evaluation and education policy, therefore all data obtained is limited only based on keywords used in Scopus.

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