QALAMUNA
JURNAL PENDIDIKAN, SOSIAL, DAN AGAMA

Curriculum Evaluation and Development: A Systematic Approach to Literature Review in Educational Management

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| **Abstract** | This study aims to investigate the evaluation and development of curriculum in education management through a systematic literature review (SLR). The study also seeks to identify gaps in the academic literature and make essential contributions to filling those knowledge gaps. Data was collected through a literature search on Google Scholar for articles published in Scopus-indexed journals. After screening with inclusion and exclusion criteria, 21 relevant articles were analyzed using NVivo software. This analysis includes identifying trends, distribution, research contributions, and the methodology used in these studies. Research trends show an increased interest in curriculum evaluation and development in recent years, reflected in the increasing number of research articles. The distribution of research articles by publisher, journal, and country of origin demonstrates the diversity of publication sources and international contributions in the academic literature on curriculum management. The analysis also revealed the diversity of research methodologies, covering a wide range of quantitative and qualitative methods. In addition, the use of software for data analysis is also highlighted in this study, showing a trend in the use of technology in facilitating research analysis. This study concludes that curriculum evaluation and development in education management is a complex and crucial topic, requiring a multidimensional approach and cross-border cooperation to understand it profoundly and overcome existing challenges. The study identifies gaps in the academic literature and provides a basis for further research and practice in curriculum evaluation and development. |
| **Keywords** | Curriculum Evaluation; Curriculum Development; Educational Management; Systematic Literature Review |

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1. INTRODUCTION

Curriculum evaluation and development in education management are essential to ensuring educational programs' effectiveness and relevance. The curriculum development process involves various stages, including curriculum planning, design, implementation, and evaluation (Kobiah, 2020; Limbong, 2023; Neliwati et al., 2023; Sabrina et al., 2022). It is essential to involve key stakeholders, such

as teachers, in this process to ensure that the curriculum aligns with the needs of students and society (Bano, 2022; He & Al Masum, 2022; Kobiah, 2020)

Curriculum evaluation is critical for many reasons. First, it helps educational institutions assess the relevance and alignment of the curriculum with academic goals and objectives. By evaluating the curriculum, educators can determine whether content, teaching methods, and assessment strategies are effective in promoting student learning and achievement (Aulya et al., 2022; Dolly & Mukhaiyar, 2020; Nouraey et al., 2020; Saliu, 2020). Second, curriculum evaluation provides valuable insight into the strengths and weaknesses of existing curricula. This information allows educators to make data-driven decisions about areas that need improvement or revision. By continuously evaluating the curriculum, schools can adapt to changing educational trends, technological advancements, and evolving student needs (Amalia & Wildan, 2023; Islam, 2023; Liu et al., 2023).

The curriculum evaluation process typically involves several key steps: establishing evaluation criteria, collecting data, analyzing data, implementing changes, and conducting periodic monitoring and review. These steps are essential for determining evaluation standards and criteria, collecting data through various methods, analyzing data to identify trends and areas for improvement, as well as implementing revisions needed to improve curriculum quality and effectiveness (Islam, 2023; Teasdale et al., 2023; Mensah, 2022; Oermann, 2019; Yuwono, 2018). Curriculum evaluation provides the feedback needed for better curriculum development.

Curriculum development itself is a proactive process that involves designing and creating a curriculum that meets the educational needs of students. It is a collaboration between educators, administrators, and other stakeholders to develop a curriculum that is engaging, relevant, and aligned with educational standards (Samson, 2019; Yu, 2023). A critical component in curriculum development is selecting and developing supporting materials such as syllabi, textbooks, and teacher guides, ensuring consistency across educational institutions (Kobiah, 2020). However, teacher involvement in developing these materials is often limited, with many teachers feeling their voices are under-noticed in curriculum development.

The relationship between curriculum evaluation and development is very close. Evaluation provides feedback that helps make evidence-based decisions on improving and updating the curriculum. The results of the evaluation help in making evidence-based decisions on how to improve and update the curriculum. Therefore, these two processes support each other and are part of an ongoing cycle to enhance the quality of Education.

To address this issue, it is recommended that educational institutions and curriculum development agencies adopt a more inclusive approach, actively involving teachers in the planning and development stages of the curriculum (Kobiah, 2020). This can be achieved by establishing educational institutions' curriculum development units and providing teachers opportunities to serve these units for specific periods (Kobiah, 2020; Nursyahid & Amilatusholiha, 2022; Petrychenko, 2023). In addition, professional development programs should be implemented to equip teachers with the skills necessary to develop curriculum support materials.

Curriculum development must be dynamic and responsive to changing community needs and the educational landscape. Regular evaluations and revisions are required to ensure the curriculum remains relevant and practical. This can be facilitated by establishing curriculum development committees consisting of teachers, administrators, and community representatives, which can provide valuable insights and feedback on strengths, weaknesses, and areas for improvement in the curriculum (Kranthi, 2017).

Curriculum evaluation is essential for educational institutions to measure their relevance, coherence, and impact (Amalia & Wildan, 2023; Ochoa-Alcántar et al., 2022). By regularly reviewing the curriculum, educators can identify areas for improvement, update outdated content, and align teaching

strategies with learning outcomes (Gouëdard et al., 2020; Johnson et al., 2020; Tagulwa et al., 2023). Evaluation also helps assess the effectiveness of learning methods, ensuring they meet students' diverse learning styles and abilities. In addition, curriculum evaluation enables education managers to make data-driven decisions, allocate resources effectively, and implement evidence-based practices (Limbong, 2023). It provides insight into student performance, engagement levels, and overall satisfaction, enabling continuous improvement and adaptation to changing educational trends and requirements.

In conclusion, curriculum evaluation and development in education management is a complex and multifaceted process that requires active involvement from various stakeholders, especially teachers. Through a collaborative and inclusive approach, educational institutions can develop curricula that are responsive to the needs of students and society. Studies show that teacher involvement in this process can increase curriculum relevance and effectiveness (Amalia & Wildan, 2023; Kranthi, 2017). Regular curriculum evaluation allows the identification of areas for improvement and adjustment of teaching strategies to meet diverse student learning needs (Ferreira et al., 2020; Rapanta et al., 2021; Singh et al., 2022; Tagulwa et al., 2023). In addition, a data-driven approach in curriculum evaluation enables more accurate decision-making and more efficient allocation of resources, positively impacting student performance and engagement (Ahmad et al., 2024; Limbong, 2023). Thus, developing a dynamic and evidence-based curriculum can improve the quality of Education and prepare students for success in an ever-changing world (Ochoa-Alcántar et al., 2022; Yu, 2023).

In education management, curriculum evaluation and development are essential in ensuring educational programs' effectiveness and relevance (Kilag et al., 2023; Sabrina et al., 2022). The curriculum is the foundation for academic institutions to build their pedagogical approach, shape students' learning experiences, and influence their future trajectory (Delgado, 2023; Hadi, 2022). Thus, continuous assessment and curriculum improvement are essential for education managers who want to uphold quality standards and meet evolving educational needs (Sabrina et al., 2022).

The need for robust curriculum evaluation and development is increasingly felt in a dynamic educational landscape characterized by pedagogical paradigm shifts, technological advances, and social changes (Islam, 2023). Educational institutions face the challenge of aligning curriculum with academic goals, adapting to the diverse needs of learners, and integrating new knowledge and skills essential for success in the 21st century (Gisore, 2023). Therefore, scholars, policymakers, and practitioners must systematically investigate the complexities of curriculum evaluation and development, identify effective practices, and address persistent challenges (Yang, 2017).

This systematic literature review aims to contribute to this discussion by comprehensively synthesizing existing research on curriculum evaluation and development in education management (Thoriq & Mahmudah, 2023). By adopting a systematic approach, this review seeks to provide insights from a thorough analysis of scientific articles, reports, and related documents from peer-reviewed journals and academic databases (Amjad et al., 2023). This review explores theoretical frameworks, methodological approaches, influencing factors, stakeholder dynamics, and implications of educational leadership, and uncovering the complexities inherent in curriculum evaluation and development processes.

In particular, curriculum evaluation theories such as the CIPP model (Context, Input, Process, Product) and the Tyler model provide a framework for assessing curriculum effectiveness and relevance based on various critical aspects (Oermann, 2019). On the other hand, curriculum development theories such as constructivist theory and instructional design theory direct the creation of curricula that are responsive and adaptive to the needs of learners and the demands of society (Yu, 2023). The review also discusses quantitative and qualitative methods used in curriculum evaluation and development research and how these approaches can be integrated to generate more comprehensive insights.

This review aims to provide education managers, policymakers, and researchers with information

about effective strategies and emerging curriculum evaluation and development trends by describing the current knowledge in this field. Ultimately, the insights gained from this review have the potential to facilitate informed decision-making, encourage innovation in educational practice, and contribute to improving the quality and relevance of continuing Education. Given these considerations, this systematic literature review aims to illuminate the complexities of curriculum evaluation and development in education management, offering valuable insights for stakeholders committed to advancing educational excellence in an ever-evolving educational landscape.

2. METHODS

Research Design

The design used in writing this article is a systematic literature review. The reason for using this type is to conduct studies on curriculum evaluation and development in education management. The research was carried out systematically using the results of relevant publications. The systematic literature review aims to strive for a comprehensive search, conduct analysis, and find results to review theory (Lê et al., 2024; Safdar et al., 2023). The approach used in writing this article is qualitative. This is done to explore the results of publications carried out by previous researchers that are relevant to curriculum development. The method can show reliability because the procedures follow the rules of literature review research (Mathiasson & Jochumsen, 2022).

Article Sources and Selection

The data collection used in this study is to find relevant previous research results. Data retrieval is collecting various information (Jain et al., 2023). The database used is Crossref. The results of publications used for analysis are the publication of articles in reputable international journals and accredited or unaccredited national journals. The keywords used in the search were "curriculum evaluation" OR "curriculum development" IN "education management." Article searches are limited to the most recent year, 2019 to 2023. The reason for the four-year search is that the results of the publication should focus on curriculum evaluation and development in current education management.

It also aims to make the results of this systematic literature review a fundamental part of educational institutions to innovate and develop curricula. The articles used in this literature review analysis are the research results from elementary and high schools and universities. Elementary schools and colleges can utilize the results of this research. Articles searched using various keywords found 36 articles, then reduced based on inclusion and exclusion criteria to 13 articles. More details can be seen in the PRISMA Flow Diagram in Figure 1, and the findings of the article used in this study can be seen in Table 1.
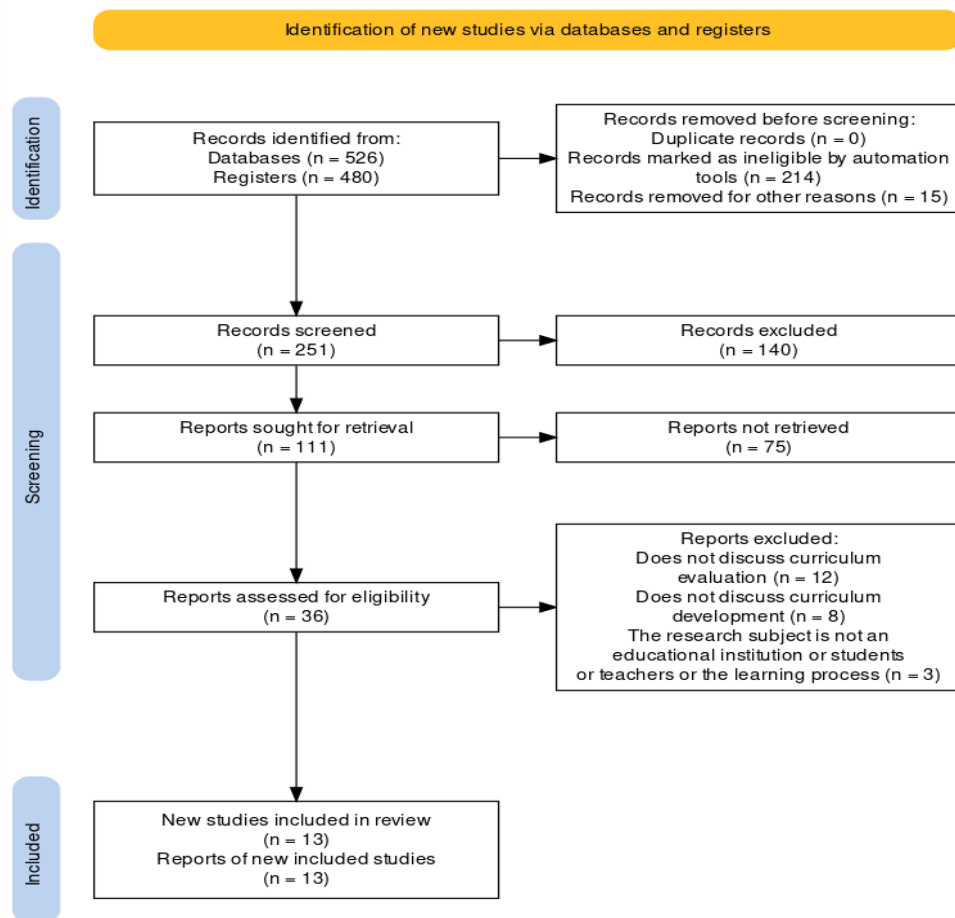
Figure 1. PRISMA Flow Diagram

Table 1. Article Findings

Cites	Authors	Title	Year	Source	Publisher
0	Hutahaean et al.	Development of a Multidimensional Curriculum Evaluation Model for the Independent Curriculum in Elementary Schools	2022	QALAMUNA: Jurnal Pendidikan, Sosial, dan Agama	Omah Jurnal Sunan Giri, INSURI Ponorogo
0	Soo-Min Kim	A Study on the Necessity and Utilization of Beauty-related Process Evaluation Type: The Center for the Development of Curriculum and Curriculum Evaluation	2019	The Korean Society of Beauty and Art	The Korean Society of Beauty and Art
0	Piliano, et al.	Merdeka Belajar Kampus Mengajar (MBKM) curriculum evaluation	2023	Curricula: Journal of Curriculum Development	Universitas Pendidikan Indonesia (UPI)

Cites	Authors	Title	Year	Source	Publisher
0	Vashe et al	Development and validation of Manipal Inventory for Curriculum Evaluation (MICE): A comprehensive tool for evaluation of hybrid medical curriculum	2023	Bangladesh Journal of Medical Science	Bangladesh Journals Online (JOL)
0	Matthew C. Stafford	Curriculum Evaluation and Transformation: Policies, Perspectives and Challenges	2019	Asia Pacific Journal on Curriculum Studies	Asia Pacific Research Association on Curriculum Studies Incorporated
2	Nevriye Yazçayır, Kıymet Selvi	Curriculum evaluation model-KÖNDEM	2020	İlköğretim Online	Elementary Education Online
0	Chen Guan, Yan Liu	Construction of Curriculum Evaluation System for English Majors Courses under the Concept of Curriculum-Based Political and Virtuous Awareness	2022	Creative Education	Scientific Research Publishing, Inc.
0	Arnie G. Dizon	Historical development of CIPP as a curriculum evaluation model	2022	History of Education	Informa UK Limited
0	Kevin Zhang	Curriculum Evaluation and Extra-curricular Activity	2020	International Documentation	WW Media GmbH
1	Subando et al.	Development of Curriculum Evaluation Model As A Foundation in Strengthening The Ideology of Al-Irsyad Education	2021	Journal of Educational Research and Evaluation	Universitas Negeri Semarang
0	Eunyoung Lee, Jonghun Kim	A Case Study on the Experiences of Teachers Participating in School-based National Curriculum Evaluation	2021	The Journal of Curriculum Studies	Korean Society for Curriculum Studies
0	Grey Magaiza, Shadreck Muchaku	Curriculum enablement and posthumanism: Pathways for creating and implementing a community development curriculum	2023	Journal of Curriculum Studies Research	OpenEd Network
1	Bishop et al.	Positive Bicultural Identity Development Curriculum: A Pilot Evaluation	2019	Children & Schools	Oxford University Press (OUP)

Data analysis in writing this article uses Microsoft Excel software and visualization using VOSviewer software version 1.6.19. The analysis procedure is used to analyze the findings of publications by creating research codes. It aims to obtain a profound novelty from various perspectives that have been carried out by researchers in the publication of research results found to be used as a basis for the analysis of this study. The codes that have been compiled are then made into a concept map of literature review research.
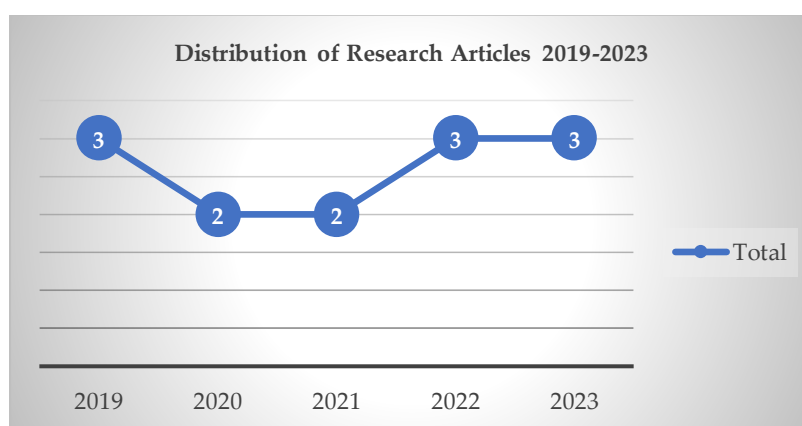
3. FINDINGS AND DISCUSSIONS

Findings

This section presents the findings obtained and interpreted by the study's objectives in tables.

Distribution of Research Articles by Year

The distribution of research articles on curriculum evaluation and development by year is presented in Graph 1 below:
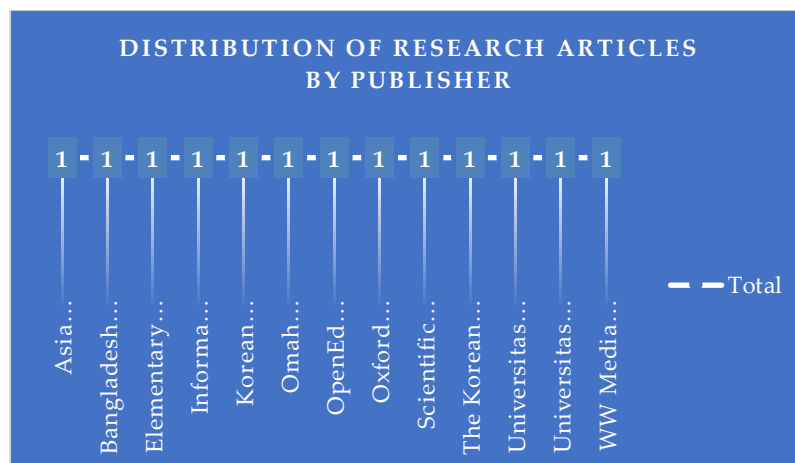

Graph 1. Distribution of research articles by year

As seen in Graph 1, 13 research articles were examined within this study's scope. In the distribution of research articles studied, it was concluded that research articles on curriculum evaluation and development are generally more extensive in number in 2022 (3 research articles) and 2023 (3 research articles).

Distribution of Research Articles by Publisher

The distribution of research articles on curriculum evaluation and development according to publishers is presented in Graph 2 below:
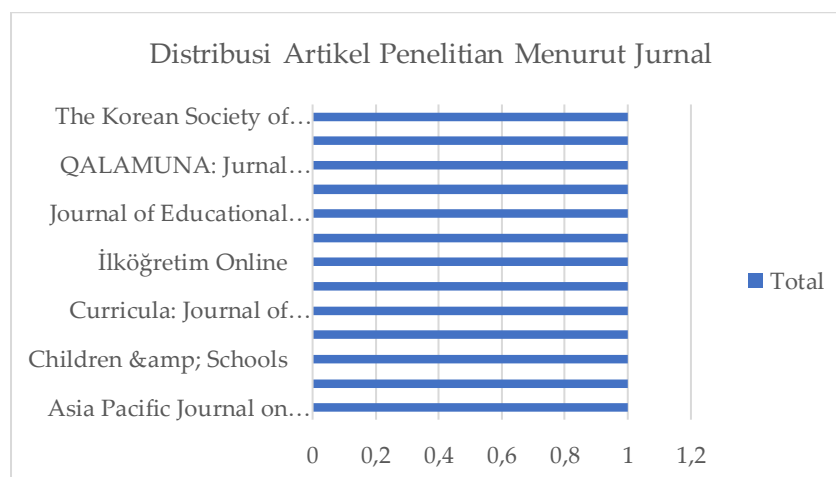
Graph 2. Distribution of Research Articles by Publisher

Graph 2 shows that 13 research articles were published in 13 publishers, each publishing 1 article in the 2019-2023 range. In addition, research articles on curriculum evaluation and development are published in publishers owned by universities in Indonesia, such as INSURI Ponorogo, Semarang State University, and Universitas Pendidikan Indonesia, as well as Oxford University in the UK. While abroad, publishers who publish articles on the theme come from publishing institutions, research institutes, and associations, such as Asia Pacific Research Association on Curriculum Studies Incorporated, Bangladesh Journals Online (JOL), Elementary Education Online, Informa UK Limited, Korean Society for Curriculum Studies, OpenEd Network, Scientific Research Publishing, Inc., The Korean Society of Beauty and Art, and WW Media GmbH.

Distribution of Research Articles by Journal

The distribution of research articles on curriculum evaluation and development according to journals that publish research articles is presented in Graph 3 below:


Graph 3. Distribution of Research Articles by Journal

As shown in Graph 3, research articles in curriculum evaluation and development are mainly carried out in journals from abroad (10 research articles) and a small number of journals from Indonesia (3 research articles). Journals originating from abroad, namely Asia Pacific Journal on Curriculum Studies, Bangladesh Journal of Medical Science, Children & Schools, Creative Education, History of Education, İlköğretim Online, International Documentation, Journal of Curriculum Studies Research, The Journal of Curriculum Studies, The and Korean Society of Beauty and Art. Meanwhile, there are journals from Indonesia, namely QALAMUNA: Journal Pendidikan, Sosial, dan Agama, Journal of

Educational Research and Evaluation, and Curricula: Journal of Curriculum Development.

Distribution of Research Articles According to Research Methods

The distribution of research articles on curriculum evaluation and development according to research methods is presented in the following Graph 4:
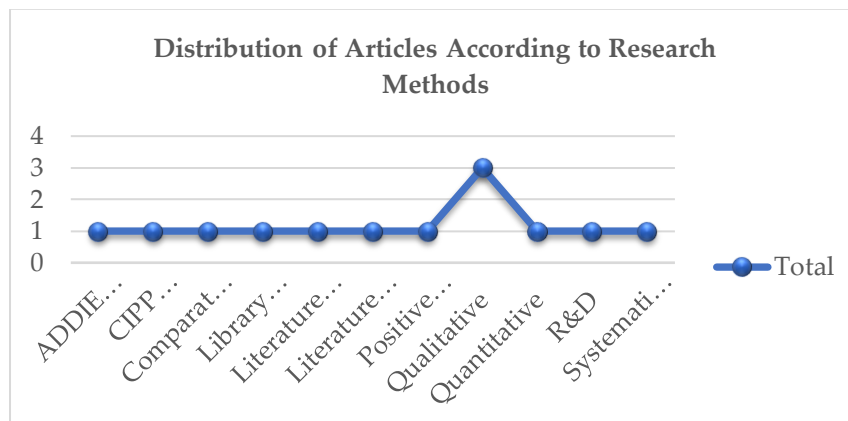

Graph 4. Article Distribution According to Research Methods

Based on Graph 4 above, it can be seen that ten articles each use different research methods, but three other articles use the same research method, namely qualitative methods.

Distribution of research articles according to the software used to analyze

The distribution of research articles on curriculum evaluation and development according to the software used to analyze research data is presented in Graph 5 below:
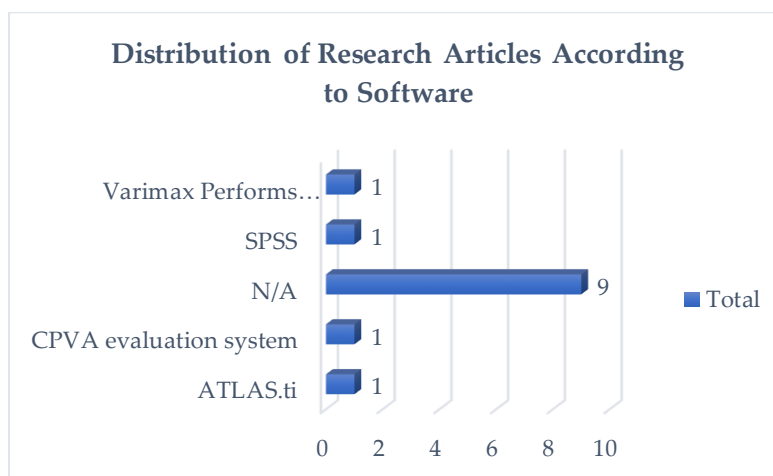
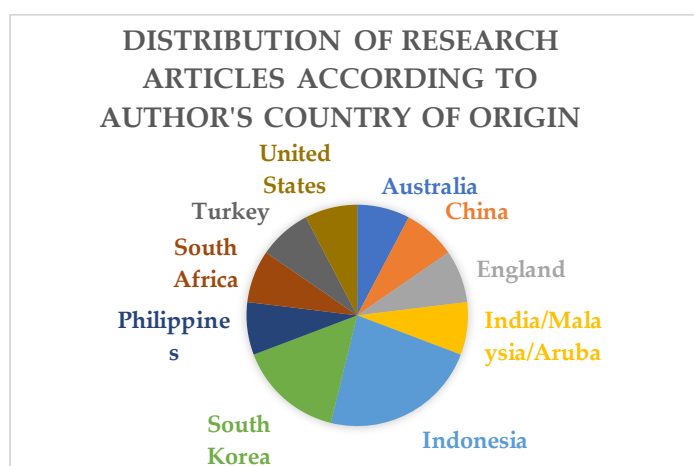**Graph 5.** Distribution of Research Articles by Software

Based on Graph 5 above, it is known that four articles use software to help analyze research data, namely Varimax Performs Statistical Inference, SPSS, CPVA evaluation system, and ATLAS.ti. However, there are nine other unknown software articles used in the content analysis of research articles by researchers. This happened because the author of the research article used descriptive analysis without using the help of software.

Table 2. Steps to Use Research Data Analysis Software

No.	Software	Stage 1	Stage 2	Stage 3	Stage 4
1	Varimax Performs Statistical Inference	Collecting raw data from various research sources	Entering data into software for statistical analysis	Uses Varimax rotation to facilitate the interpretation of factors extracted from data	Interpret the results of the rotation to find correlations between variables and critical factors
2	SPSS (Statistical Package for the Social Sciences)	Input data collected from surveys or experiments into SPSS	Perform descriptive analysis to understand the essential characteristics of the data	Using inferential analysis, such as regression or ANOVA, to test research hypotheses	Interpret the output of the SPSS to conclude the results of the study
3	CPVA (Curriculum Program Validation and Assessment) Evaluation System	Collecting data related to the curriculum program to be validated	Entering data into the CPVA evaluation system	Validate and assess curriculum programs using parameters set by the system	Analyze the results of the assessment to identify the strengths and weaknesses of the curriculum program
4	ATLAS.ti	Import qualitative data, such as interview transcripts or field notes, into ATLAS.ti	Performing data coding to identify themes and patterns	Use the network analysis tools in ATLAS.ti to find relationships between themes	Compile reports based on findings resulting from qualitative data analysis

Distribution of Research Articles by Author's Country of Origin

The distribution of research articles on curriculum evaluation and development according to the author's country of origin is presented in Graph 6 below:
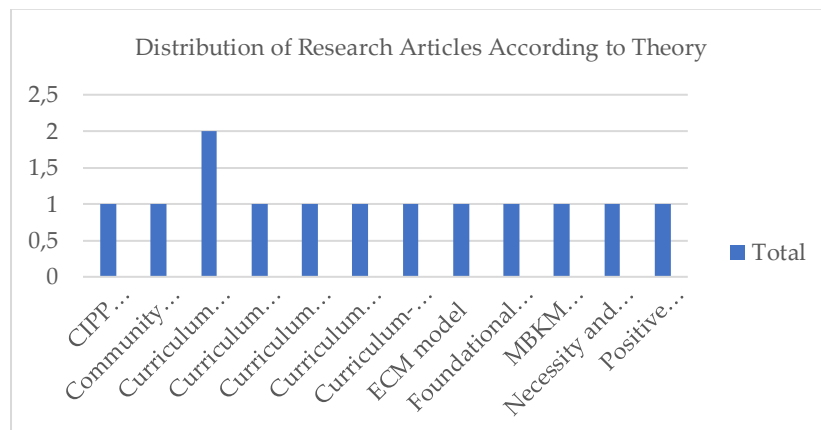

Graph 6. Distribution of Research Articles by Country of Origin of the Author

Based on Graph 6 above, it can be seen that the author's countries of origin who published many research articles on curriculum evaluation and development in 2019-2023 come from Indonesia (3 articles), South Korea (2 articles), Australia, China, England, India, Malaysia, Aruba, the Philippines,

South Africa, Turkey, and the United States (1 article each).

Distribution of Research Articles According to the Theory Used

The distribution of research articles on curriculum evaluation and development according to the theory used is presented in Graph 7 below:

Graph 7. Distribution of Research Articles According to Theory

Based on Graph 7 above, it is known that two articles use Curriculum Evaluation theory. The other 11 articles each use the theory CIPP Evaluation Model, Community Development Curriculum, Curriculum Evaluation (MICE), Curriculum Evaluation Model to Strengthen the Educational Ideology (EKADIOLOGI), Curriculum Evaluation Model-KÖNDEM, Curriculum-Based Political and Virtuous Awareness, ECM model, Foundational Competencies Model, MBKM Curriculum Evaluation, Necessity and Usability Evaluation, and Positive Bicultural Identity Development Curriculum.

Novelty Curriculum Evaluation and Development

Analysis in this systematic literature review was assisted by Microsoft Excel and visualization using VOSviewer software. The analysis was done by interpreting previous research findings and coding the data. Based on the results of data analysis using VOSviewer software, the findings of this study can be seen in Figure 2 below:
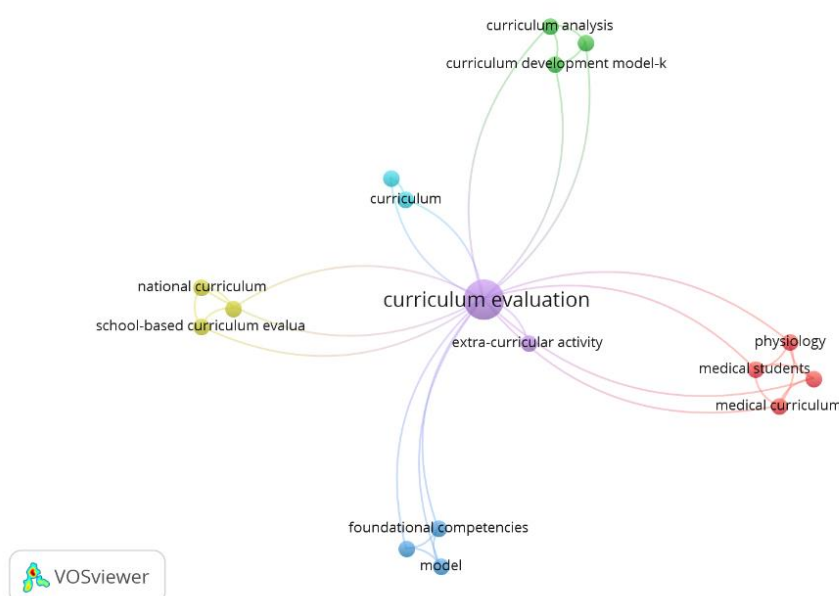

Figure 2. Novelty Curriculum Evaluation and Development

Based on Figure 2 above, it is known that the novelty of research that has been done on curriculum evaluation and development is that there have been many studies on curriculum evaluation related to the national curriculum, school curriculum, curriculum in the field of Health, curriculum models, essential competencies, and others. Still, no one has researched curriculum evaluation associated with curriculum development, specifically seen from the point of view of education management.

Discussion

Research Distribution Trends

From the study results, it can be concluded that 13 research articles were examined within the scope of curriculum evaluation and development research. The distribution of research articles shows that the number tends to be higher in 2022 and 2023, each with three research articles. This shows an increasing interest trend in curriculum evaluation and development in education management in that period.

This phenomenon shows that in those years, there was a greater focus from researchers or perhaps from educational institutions towards curriculum improvement and development. It may be triggered by changes in educational policy, labor market demand, or new educational theory and practice discoveries that encourage researchers to invest their time and resources in exploring these aspects.

However, it should be noted that this trend only covers a specific period and does not provide an overall picture of all years. Therefore, although there has been an increase in those years, it does not necessarily reflect the long-term trend. Further analysis may be needed to understand the factors underlying the trend and how they may affect future curriculum evaluation and development.

Publisher and Journal Distribution

Research on the distribution of publishers and journals shows that research articles on curriculum evaluation and development are spread in various publishers and journals at home and abroad. Graph 2 shows that multiple publishers published research articles, each publishing only one during the 2019-2023 time frame. This shows the diversity of publishers disseminating curriculum evaluation and development research. At the local level, there are publishers from universities in Indonesia, such as INSURI Ponorogo, Semarang State University, and the Indonesian University of Education. At the international level, articles are published by publishing houses, research institutions, and associations from various countries, such as Oxford University in the UK, Asia Pacific Research Association on Curriculum Studies Incorporated, Korean Society for Curriculum Studies, and others. This diversity indicates the interest and contribution of various entities in supporting research on the curriculum.

The results showed that most research articles were published in foreign journals, with only a small percentage coming from Indonesian journals. Foreign journals such as Asia Pacific Journal on Curriculum Studies, Children & Schools, International Documentation, and others have a significant share in disseminating curriculum evaluation and development research. However, Indonesian journals such as QALAMUNA: Jurnal Pendidikan, Sosial dan Agama, also have an essential role in supporting local research. In conclusion, the distribution of publishers and journals shows diversity in publication sources supporting curriculum evaluation and development research. This reflects collaboration across geographical and institutional boundaries in disseminating knowledge about curriculum management and strengthening the relevance of research in local and global contexts.

Distribution of Research Methods

Based on the research results on the distribution of research methods, there is diversity in the methodological approaches used in curriculum evaluation and development research. Graph 4 shows that out of 13 research articles, 10 use different research methods. This shows diversity in researchers' methodological approaches in investigating curriculum evaluation and development topics. These various research methods may include quantitative, qualitative, or mixed-methods approaches. Depending on the research objectives and questions posed, they may also involve experimental

approaches, surveys, case studies, or content analysis.

In addition, three other articles use the same research method, namely qualitative methods. This shows that although there is diversity in the research methods used, qualitative methods have a significant share in curriculum evaluation and development research. Qualitative approaches are often used to gain a deep understanding of experiences, perceptions, and contexts in curriculum implementation and explore complex and multidimensional aspects in educational contexts. In conclusion, the distribution of research methods shows diversity in the methodological approaches used in curriculum evaluation and development research, with the predominance of qualitative methods in some articles. This reflects the need for diverse and comprehensive approaches to understanding curriculum management's complexities and dynamics and gaining holistic and contextual insights into educational practice.

Software Utilization in Analytics

Based on the research results on the distribution of software utilization in analysis, there are variations in the use of software to support the process of analyzing research data on curriculum evaluation and development. Graph 5 shows that out of 13 research articles, 4 used specific software to help analyze research data. Software used includes Varimax Performs Statistical Inference, SPSS, CPVA evaluation system, and ATLAS.ti. This software shows an effort to obtain more systematic, accurate, and reliable analysis results in examining research data in depth.

However, nine other articles do not mention the software used in the content analysis of research articles by researchers. This is due to using descriptive analysis without the help of software. This descriptive analysis method often involves processing data manually or using simple calculations without special software to analyze the data. In conclusion, the use of software in the analysis shows variations in the approach researchers use to conduct data analysis on curriculum evaluation and development. While some researchers use specialized software to support more systematic data analysis, others choose descriptive analysis methods without additional software. This reflects the flexibility in the analytical approach researchers adopt according to their needs and available resources.

Geographical Distribution of the Author

Based on the research results on the geographical distribution of authors, there is a diversity of authors from countries that publish research articles on curriculum evaluation and development. Graph 6 shows that most research articles are published by authors from different countries, with Indonesia having the most contribution with three articles. In addition, South Korea and Australia contributed two articles each. Meanwhile, other countries, such as China, the United Kingdom, India, Malaysia, Aruba, the Philippines, South Africa, Turkey, and the United States, each contributed one article.

This geographical diversity demonstrates a broad interest and involvement in research, evaluation, and curriculum development worldwide. The contributions from these countries reflect the diverse challenges and needs in education management at the local and global levels. In addition, this diversity also reflects cross-border collaboration and knowledge exchange between different educational contexts.

Articles from Indonesia often focus on the evaluation of the national curriculum and the implementation of the 2013 curriculum, which aims to improve the quality of Education and the relevance of the curriculum to the needs of the community. Research from South Korea and Australia tends to explore innovations in curricula, such as the integration of technology and new pedagogical approaches that support 21st-century skills.

Articles from other countries reflect various locally-specific issues, such as curriculum adaptation to regional needs in China, policy-based approaches in the UK, and challenges in curriculum development in developing countries such as India and the Philippines. This diversity shows that each

country has a unique curriculum evaluation and development approach according to its context and needs. This geographical diversity underscores the importance of international collaboration and cross-cultural perspectives in understanding and enhancing educational practices in various global contexts. Through cross-border cooperation, researchers and practitioners can share experiences, challenges, and solutions that can be applied in multiple education systems. This allows for exchanging ideas and approaches that can enrich curriculum development globally.

In conclusion, the authors' geographical distribution shows different countries' balanced participation in contributing knowledge and research on curriculum evaluation and development. This signifies the importance of international cooperation and cross-cultural perspectives in understanding and improving educational practices in various global contexts. This diversity allows for exchanging ideas and approaches to enrich curriculum development globally.

Theoretical Framework Used

Based on the research results, the distribution of the theoretical framework used and variations in theory can be seen, which become the basis for research. Graph 7 shows that out of a total of 13 research articles, there are various theoretical frameworks used by researchers in compiling conceptual and methodological foundations for their research. Two articles use the theory of Curriculum Evaluation as their theoretical basis.

Meanwhile, eleven other articles each use a variety of different theories, such as CIPP Evaluation Model, Community Development Curriculum, Curriculum Evaluation (MICE), Curriculum Evaluation Model to Strengthen the Educational Ideology (EKADIOLOGI), Curriculum Evaluation Model-KÖNDEM, Curriculum-Based Political and Virtuous Awareness, ECM model, Foundational Competencies Model, MBKM Curriculum Evaluation, Necessity and Usability Evaluation, dan Positive Bicultural Identity Development Curriculum.

This diversity in theoretical frameworks demonstrates researchers' efforts to integrate different approaches and perspectives in understanding and evaluating educational curricula. The selection of appropriate theories can provide a solid foundation for data analysis, interpretation of findings, and making recommendations relevant to educational practice. In conclusion, the distribution of theoretical frameworks shows diversity in researchers' conceptual approaches for curriculum evaluation and development. This reflects the complexity of the issues involved in educational curriculum management and the need for a multidimensional approach to formulating effective and sustainable solutions.

Novelty and Contribution

This research brings significant contributions by highlighting novelty in the domain of curriculum evaluation and development, particularly in the context of education management. The findings show that although many previous studies have explored curriculum evaluation in various contexts, such as the national curriculum, school curriculum, health curriculum, curriculum models, and essential competencies, there have been no studies that have specifically explored curriculum evaluation related to curriculum development from an educational management perspective. This indicates a knowledge gap that needs to be filled in the academic literature on curriculum evaluation and development.

This research contributes significantly by focusing on aspects of curriculum evaluation related to curriculum development, especially from the education management perspective. By exploring the relationship between curriculum evaluation and development, this research can provide valuable insights for education practitioners and decision-makers holistically designing, implementing, and evaluating curricula. In addition, this research can also be a foundation for further study in this field, leading to the development of more effective and sustainable evaluation strategies to improve the quality of Education. Thus, this research not only fills knowledge gaps in the academic literature but also makes a meaningful contribution to the development of theory and practice in curriculum evaluation and development, particularly in educational management.

4. CONCLUSION

This systematic literature review (SLR) on curriculum evaluation and development in education management reveals several key findings: 1) Increasing interest in the topic is evident, with a growing number of research articles in recent years. 2) Research articles are published across various publishers and journals, both domestically and internationally, highlighting the wide-reaching support for this research. 3) Methodological diversity is prevalent, with quantitative and qualitative approaches used to explore various aspects of curriculum evaluation and development. 4) Software usage varies, with some researchers employing specialized tools for data analysis while others opt for descriptive analysis without software. 5) The geographical distribution of authors shows significant global interest and collaboration in advancing educational practices. 6) Theoretical frameworks are diverse, indicating efforts to enhance understanding through varied conceptual approaches. 7) This study identifies gaps in the academic literature, particularly from the educational management perspective, and contributes significantly to filling these gaps. In conclusion, curriculum evaluation and development in education management is a complex and critical topic that necessitates a multidimensional approach and international cooperation. This research provides valuable insights, enhances the understanding of the topic, and lays the groundwork for further study and practice in curriculum evaluation and development.

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