



The Landscape of Textbook Evaluation Research: A Bibliometric Analysis of Changing Media and Evaluative Approaches

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Submission

Track:

Received:

9 December 2025

Final Revision:

19 March 2026

Available online:

7 April 2026

ABSTRACT

This study aims to describe performance analysis and co-occurrence analysis of “textbook evaluation” keywords based on bibliographic analysis. This research uses quantitative descriptive methods in the form of bibliometric analysis that used the Vosviewer application as the data processor and conducts using the PRISMA method. Research articles collected on the Scopus with a publication period of the last 12 years, from 2013 to 2025. The results of research based on (a) performance analysis and (b) the conceptual structure of the research based on the relationship between keywords. The data analysis showed that medical science and language science were the two most researched subjects. Furthermore, from the research findings, it can be concluded that the research trend with textbook evaluation topic has two major themes; textbook content analysis and digital textbooks. The future researchers suggest examining the content of textbooks with changes in students' skills and/or attitudes or evaluating the content of textbooks with a particular learning approach. In terms of digital textbook topics, the development of digital textbooks that utilize the latest technology and the utilization of textbook evaluation is still very possible to be observed.

Keywords: textbooks, evaluative approaches, bibliometric, digital textbooks.

DOI: 10.23917/varidika.v38i3.14474

INTRODUCTION

Acquisition and participation in the learning process correlate with how textbooks can transfer knowledge to students and actively invite them to participate in the learning process. Students' reading skills indeed influence the learning process through textbooks (Dockx et al., 2020). The importance of reading comprehension skills for human life automatically requires high-quality reading materials; therefore, the quality of textbooks is the one that plays an important role Bogaerds-Hazenberg et al., (2022). Textbooks are substantial in education worldwide and become one of the leading media in fulfilling students' basic knowledge (Chakraborty & Kidman, 2021; Ghosh, 2022). Textbooks are one of the primary and most influential media in the educational process because they are the primary source of reference for teachers to carry out the learning process (Maleki et al., 2014; Ghorbanchian et al., 2014;

Sari, [2011](#); Vicente et al., [2022](#); Suwandi et al., [2019](#)). Textbooks are educational documents created, compiled, and formatted by specific scientific experts to explain knowledge in particular science to students (Alpizar-Chacon & Sosnovsky, [2021](#)). The learning curriculum, the outline of learning strategies, resources, student skill development, teaching methods and learning processes are developed from textbooks (Abed & Al-Absi, [2015](#); Suwandi et al., [2017](#)). Therefore, the evaluation and revision of textbooks need to be conducted to add conceptual richness and improve existing shortcomings. Hence, textbooks that meet content analysis's needs will be realized periodically (Alimorad, [2016](#); Fayyazi & Pirloojeh, [2020](#)).

Evaluation contributes to the learning and teaching process and guarantees its suitability for contextual and individual use. Evaluation is considered an integral part of the teaching-learning procedure (Farashaiyan et al., [2018](#)). Textbook evaluation must be completed by all components of education, including the teachers as the book user. A large number of textbooks on the market causes difficulties in selecting suitable textbooks; hence it is necessary to evaluate the target textbook before using them in class (Cunningsworth at Ren, [2022](#)). Therefore, the evaluation of textbooks with the right indicators is a vital activity to be conducted continuously to ensure the material contained in the textbook is relevant, up to date, and conformity to the target audience. Suppose teachers or lecturers can analyze or evaluate textbooks used in their classes from their own point of view. In that case, they will later be able to improve the quality of the textbooks to improve student learning goals (Asai et al., [2020](#)). Textbook evaluation has been widely examined in previous studies from various perspectives, including content analysis, curriculum alignment, cultural representation, language quality, and pedagogical effectiveness. However, most of these studies tend to focus on specific textbooks or limited contexts, resulting in findings that are fragmented and case specific. While some studies have employed the Systematic Literature Review (SLR) approach to synthesize research on textbook evaluation, comprehensive bibliographic mapping of this field up to 2025 remains limited. Consequently, there is still a lack of a holistic overview of research trends, dominant themes, methodological developments, and potential areas that remain underexplored in textbook evaluation studies. Therefore, a bibliographic mapping is essential to systematically identify and analyze the development of research on textbook evaluation. Such mapping can provide a clearer understanding of the evolution of scholarly discourse, reveal existing research gaps, and offer directions for future research agendas in the field of textbook studies.

Based on evaluating textbooks in education, a bibliometric analysis of research articles on evaluating textbooks worldwide indexed by Scopus is essential. Scopus is one of the largest bibliographic databases, covering reputable international journals across various disciplines, enabling it to comprehensively represent research developments. Furthermore, Scopus provides comprehensive and structured metadata (such as authors, affiliations, citations, keywords, and references), which

significantly supports bibliometric analysis, including citation analysis, co-authorship, and co-occurrence. Therefore, it can produce valid, reliable, and representative analyses of research trends on the topics studied. The analysis of the bibliographic network is used to create a shared occurrence map that explores the keywords of the research to show the relationship between the keywords (Boonroungrut et al., [2022](#); Martínez-Heredia et al., [2021](#)). Through bibliometric analysis, the research trends in the textbook evaluation will be known along with the emerging topics. This analysis helps find the research gaps and novelty for further research concerning textbook evaluation. Based on the synthesis of theories described previously, evaluation of textbooks is important to: (a) analyze the needs of learning materials, (b) correct the contents of the book, (c) ensure the contextuality of the books contents with the current situation, (d) ensure that the learning materials and activities used are up to date, (e) support teacher activities in the teaching-learning process, and (f) guarantee that textbooks are in line with learning outcomes that are expected to improve the students' knowledge and skills (Farashaiyan et al., [2018](#); Asai et al., [2020](#); Alimorad, [2016](#)). Furthermore, by conducting bibliometric analysis, the research topic will be known from keywords, authors, the origin of the author's country, the publisher's journal, and the number of citations so that it can raise the understanding related to the state of the art as well as the development and novelty of the textbook evaluation topic which is useful for education advancement. The results of the data collection and analysis can be used as learning materials, textbook evaluation indicators, a basis for further research, knowing authors with similar research interests to build collaboration, and as an evaluation to see research productivity trends on this topic in certain countries. In this article, the research aims to (a) describe the trends and performance of textbook evaluation research publications and (b) explain the conceptual structure of the research based on the relationship between keywords.

METHOD

This research used quantitative descriptive methods in the form of bibliometric analysis. Bibliometric analysis is used to present the state of intellectual structure and trends of topics or fields of research that arise. Moreover, bibliometrics has several functions include: (1) positioning the intended contribution for a particular field; (2) getting new ideas for further research; (3) identifying knowledge gaps; and (4) getting an overview of an issue from the perspective (Muhammad et al., [2022](#); Donthu et al., [2020](#)). The use of bibliometric analysis in research also aims to determine the development of global research, map the research distribution, and be the state of the art of specific topics (Gunawan et al., [2022](#); Ding et al., [2017](#)).

This bibliometric analysis study used the VOSviewer application as a data processor. Data sources in the form of research articles were collected from Scopus (<http://scopus.com>). This study intentionally used only Scopus as the primary data source, considering the consistency and homogeneity of data in

bibliometric analysis. However, this study recognizes that using a single database can limit the scope of the literature, and therefore, further research is recommended to triangulate data with other databases. In planning a systematic review or meta-analysis, it is crucial to follow the reporting guideline as it will ensure that all relevant issues are considered in the study (Harms, 2009). The data selection in this research used the Preferred Reporting Items for Systematic Reviews and Meta Analyses (PRISMA) method. Based on several literature studies, there were five steps in the implementation of bibliometric analysis; (1) defining search keywords, (2) initial search results, (3) refinement of the search results, (4) compiling the initial data statistics, and (5) data analysis (Indarti et al., 2018; Fahimnia et al., 2015; Muhammad et al., 2022).

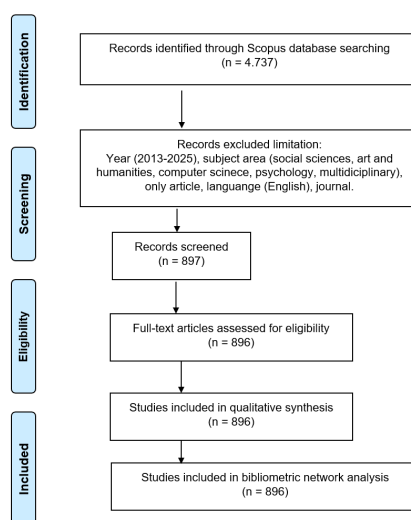


Figure 1. PRISMA Method in Research

Identification

The keyword used in this study was "textbook evaluation", which determined from the research gap of the previous research about textbook evaluation research trends. Data was collected from the Scopus.com page on February 27th, 2026. The Scopus database was selected as a data source since it has credibility as a high-quality literature indexer. There were 4.737 documents on Scopus.com with the keyword "textbook evaluation" without any limitation. Since it was no limitation, the documents collected by Scopus were from 1933 to 2025. Based on the research plan and questions, researchers can collect comprehensive data by searching all potentially relevant articles or studies through electronic databases (Jesson et al., 2011:113). In line with this step, the 1933 to 2022 time span is the time for finding articles with the keyword "textbook evaluation" recorded on the Scopus database. The document type was not only in the form of articles but also in the form of books, conference papers, reviews, book chapters, conference reviews, editorials, notes, short surveys, paper data, erratum, and undefined data.

Screening

To strengthen the document search results, the researchers limited the keyword. In this study, the limitation was done on (1) the year of publication, (2) document type, (3) specific keywords, (4) language used in the article, and (5) subject area. The inclusion and exclusion process in the article database that has been carried out is useful for answering research questions, so that the inclusion and exclusion criteria must be detailed and explicitly explained (Jesson et al., [2011](#):115). Therefore, at this stage, limitation is also conducted using the range of publication years. The limitation was applied in the year of publication, i.e. only the last twelve years (2025-2013). Publication limitation is only in the last ten years based on consideration of the latest data and research topics as the purpose of this study is to identify the latest scientific developments related to textbook evaluation. Furthermore, the selected document type was only an article. Meanwhile, Social Sciences, Computer Science, Arts and Humanities, Psychology, and Multidisciplinary were selected as a subject area. The five subject areas were chosen as data limitations because this study will examine various studies related to textbook evaluation in the world of education and these subject area limitations are considered to represent the data more specifically. Because most of the articles published in these five subject areas focus on educational themes. There were 896 documents obtained from refining search results through the limitation process. Metadata from the search results were then processed with CSV export-type storage so the metadata could be processed into bibliometric analysis using the VOSviewer application.

Eligibility

The VOSviewer application version 1.16.18 for Microsoft was used to compile statistical data by exporting the CSV data saved from the Scopus page. The VOSviewer application was used to map the data network of scientific publications so that the relationship between authors, countries, and institutions could be displayed, and the emergence of keywords and citations could be analyzed (Zhu et al., [2022](#)). VOSviewer is a scientific mapping tool/professional social network that describes the relationship of co-citation, co-authorships, co-occurrence, and bibliographic coupling networks from various countries, institutions or journals, as well as the author's network relationship (Çağlayan Akay et al., [2022](#)).

The 896 research article metadata were extracted from the title and abstract using the VOSviewer application. Metadata extraction resulted in 21.381 terms, with 238 meet the threshold when using the minimum number of term occurrences ten times. Furthermore, of the 238 terms, only 60% of the most relevant terms were sorted, resulting in 141 terms being selected. Then, thirteen inappropriate terms were issued.

Included

The study of bibliometric analysis is cross-disciplinary quantitative research that includes the identification of study designs and the collection, analysis, visualization, and data interpretation

(Guerrero-Alcedo et al., 2022). The relationship of each article is visualized using VOSviewer to map the relation between previous research to raise specific issues and help readers to conduct further research in this field (Ramaiah & Rao, 2021). Data were analyzed on three things: (a) network visualization, (b) overlay visualization, and (c) density visualization. The selection of the subject analysis consists of three things, which are called (a) keyword network data and (b) author network.

RESULTS & DISCUSSION

Results

Based on research questions, the data findings in this study were analyzed in two scopes: (a) trends and performance analysis and (b) the conceptual structure of the research based on the relationship between keywords.

a. Trends and Performance Analysis

Performance Analysis will describe the finding of data related to the number of publications, the number of citations, data based on authors, data based on source journals, and data analysis based on the authors' country of origin of research articles published and indexed in Scopus.

Data of Publication Number

Based on the number of documents per year over the last ten years shows that research concerning textbook evaluation still has a positive trend. In 2013, there were 33 documents published on Scopus. As for 2025 there were 127 documents of articles indexed in Scopus.

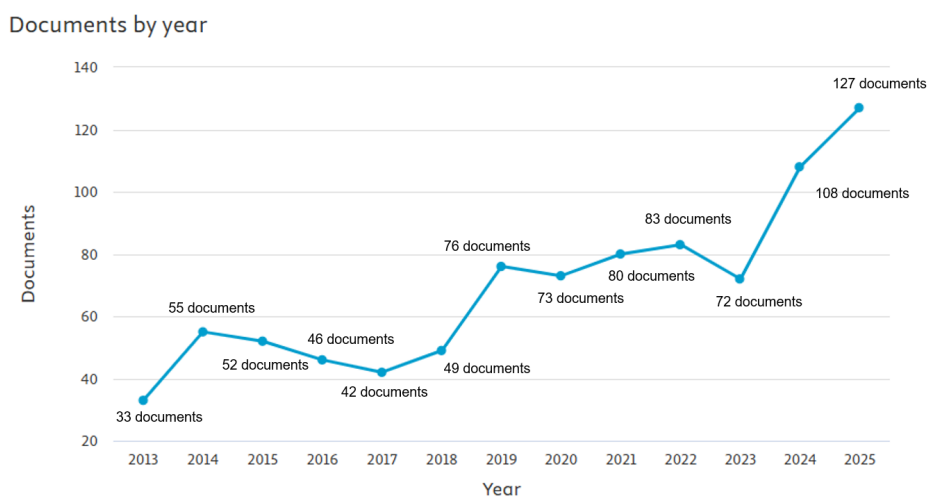


Figure 2. Graph of article publication over the last ten years

Data of Citation Number

In bibliometric research, citation analysis is needed to examine citation patterns, identify articles widely cited, and describe the collaboration patterns of the citation domestically and internationally

(Garg & Singh, 2022). The data from Scopus describes a graph of the article citation, which increases yearly.

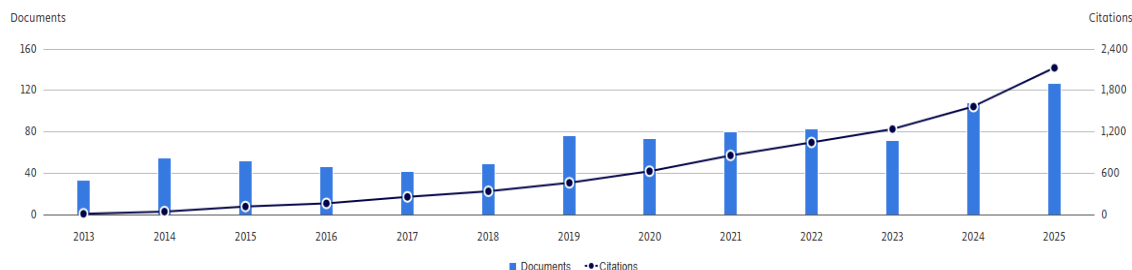


Figure 3. Graph of the article citations over the last ten years

Tabel 1. Total Citation

Year	Total Citation	Year	Total Citation
2013	11	2020	629
2014	43	2021	857
2015	116	2022	1.045
2016	161	2023	1.239
2017	255	2024	1.566
2018	337		
2019	458		

Of the total articles cited, the following data are the five articles with the highest number of citations in the Scopus data.

Tabel 2. Top 5 Publications with The Highest Citation Score

Total Citation	Authors	Publication Title	Journal	Publisher	Year	Total Citation
505	Arcuri, A., Briand, L.	A Hitchhiker's guide to statistical tests for assessing randomized algorithms in software engineering	Software Testing Verification and Reliability 24(3), pp. 219-250	Wiley-Blackwell	2014	505
449	Allcoat, D., von Mühlennen, A.	Learning in virtual reality: Effects on performance, emotion and engagement	Research in Learning Technology 26,2140	Association for Learning Technology	2018	449
242	Zhang, Y., Sun, Y., Xie, B.	Quality of health information for consumers on the web: A systematic review of	Journal of the Association for Information Science and Technology	Wiley-Blackwell	2015	242

Total Citation	Authors	Publication Title	Journal	Publisher	Year	Total Citation
		indicators, criteria, tools, and evaluation	66(10), pp. 2071-2084			
187	Wynter, L., Burgess, A., Kalman, E., Heron, J.E., Bleasel, J.	Medical students: What educational resources are they using?	BMC Medical Education, 19(1), 36	Springer Nature	2019	187
175	Maekaw, Kikuoa; Yamazaki, Makoto; Ogiso, Toshinobu; Maruyama, Takehiko; Ogura, Hideki; Kashino, Wakako; Kois, Hanae; Yamaguchi, Masaya; Tanaka, Makiro; Den, Yasuharu	Balanced corpus of contemporary written Japanese	Language Resources and Evaluation 48(2), pp. 345-371	Springer Nature	2014	175

Data Based on Authors

The analysis of data findings based on author categories is essential to determine the author's expertise through the number of published articles on the same topic. The data from Scopus illustrated 15 authors with the highest publication, ranging from 3 articles to at least 2 articles. Of the fifteen authors in this article, only 5 authors were shown. In the data finding, the authors with the most publications were Alison D. Bullock and Mark R.W. Stacey, from Cardiff, United Kingdom, with 3 articles. Both of the authors contributed to the publishing of three articles. The relationship between the author and the highest publication is described in the visualization of mapping processed by VOSviewer. Figure 4 describes the emergence of several networks interconnecting writers, either separately or alone. The authors in the mapping are shown with interrelated threads representing that they contributed to each other in the same article.

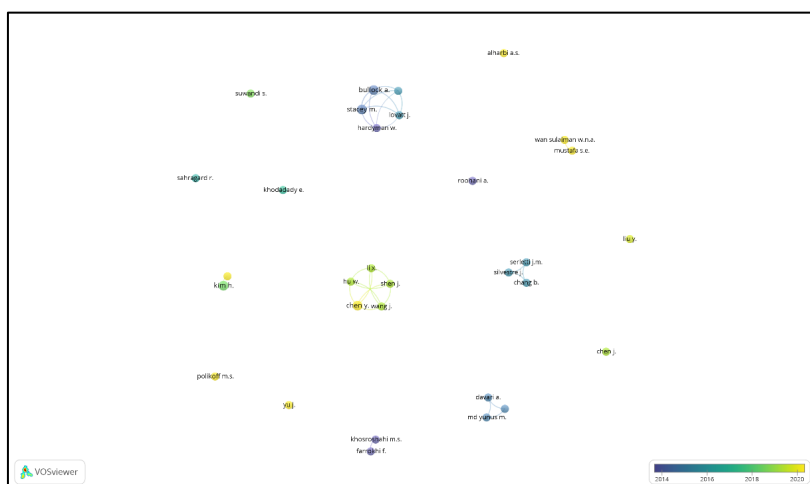


Figure 4. Author Network Visualization

In addition to Alison D. Bullock and Mark R.W. Stacey, who ranked the highest in the number of publications, Abdulkareem Saji Alharbi from Majmaah University, Al-Majmaah, Saudi Arabia; Sarwiji Suwandi from Sebelas Maret University, Indonesia; and Wan Noor Azhar Wan Sulaiman from Malaya University, Kuala Lumpur, Malaysia had 2 articles related to textbook evaluation. The authors' graph from the Scopus page is shown in Figure 5 and the authors' data, along with the article title, is written in Table 3.

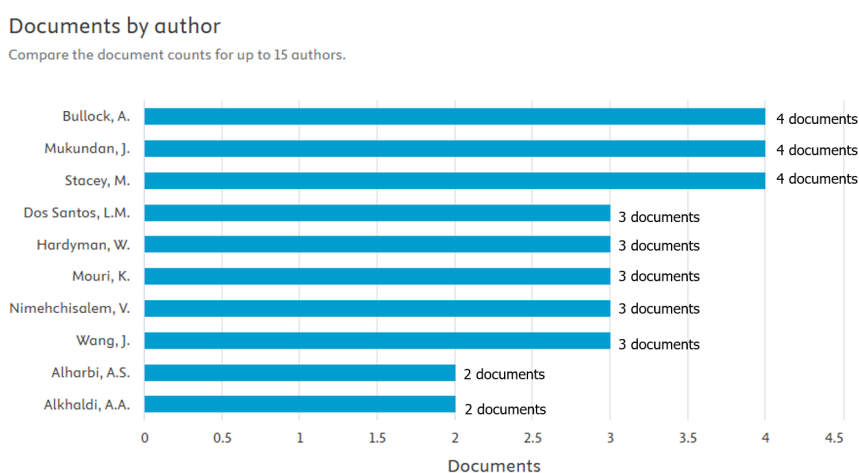


Figure 5. The author with the most articles

Table 3. Author Data with Most Articles for "Textbook Evaluation" Topic

Author	Affiliation	Total Publication	Total Citation	Publication Title	Journal	Year
Dimond, R.,	College of		49	Mobile learning devices in the workplace:	BMC Medical Education	2016
Bullock, A.,	Arts, Humanities	3		'As	16(1),207	

Author	Affiliation	Total Publication	Total Citation	Publication Title	Journal	Year
Lovatt, J., Stacey, M.	and Social Sciences, Cardiff, United Kingdom			much a part of the junior doctors' kit as a stethoscope'?		
Bullock, A., Dimond, R., Webb, K., Hardyman, W., Stacey, M.	United Kingdom		40	How a mobile app supports the learning and practice of newly qualified doctors in the UK: An intervention study	BMC Medical Education	2015
Hardyman, W., Bullock, A., Brown, A., Carter-Ingram, S., Stacey, M.			88	Mobile technology supporting trainee doctors' workplace learning and patient care: An evaluation	BMC Medical Education	2013
Nimehchisalem, V., Mukundan, J.	Taylor's University Malaysia	4	3	Usefulness of the English Language Teaching Textbook Evaluation Checklist	Pertanika Journal of Social Sciences and Humanities,	2013
Nimehchisalem, V., Mukundan, J.	Taylor's University Malaysia		8	Refinement of the English Language Teaching Textbook Evaluation Checklist	Pertanika Journal of Social Sciences and Humanities,	2015

Data Based on Source Journals

The data shows five journals with the highest article publications on textbook evaluation. The five journals with the highest article publications are BMC Medical Education, Theory and Practice in Language Studies, Journal of Surgical Education, Corgent Education, and Frontiers in Education.

Table 4. Top 5 Journals by Total Publications

Journal	Total Document	Total Citation
BMC Medical Education	20	BMC Medical Education
Theory and Practice in Language Studies	17	Theory and Practice in Language Studies
Journal of Surgical Education	11	Journal of Surgical Education
Corgent Education	10	Corgent Education
Frontiers in Education	9	Frontiers in Education

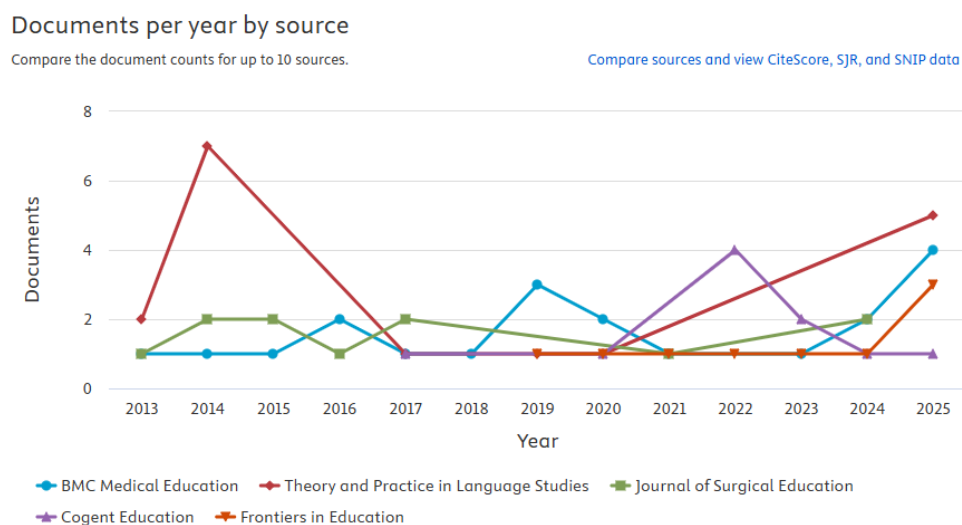


Figure 6. Number of documents per year by the journal

As seen in the table and figure 6, the journal with the highest number of publication documents, which is 20 documents, is BMC Medical Education. Articles in the BMC Medical Education journal study the topic of textbooks from the subject area of the medical school program. Of the 20 articles, one of them is the article with the highest number of citations. Hardyman, W., Bullock, A., Brown, A., Carter- Ingram, S., Stacey, M., examines the Dr.Companion © software with five key medical textbooks summarized in the iDoc application. The results of their research have concluded that mobile applications which allow timely and internet-free access at no additional cost to the key textbooks support the learning and practice of newly qualified doctors (Bullock et al., [2015](#)).

Meanwhile, in the journal Theory and Practice in Language Studies, the article with the highest citation is "design and application of a 'textbook visual effects' evaluation checklist." The study examines checklists related to book visualization that focus on visual aspects. The results of this study are expected to be used by textbook writers and illustrators in their efforts to design good textbooks (Yazdanmehr & Shoghi, [2014](#)).

Data By Country

According to data in the last ten years, Scopus-indexed authors wrote publications with the most textbook evaluations from the United States with 181 articles. The top ten countries of authors' origin who published articles on the topic of textbook evaluation were: (1) United States, (2) China, (3) Iran, (4) Indonesia, (5) United Kingdom, (6) Turkey, (7) South Korea, (8) Malaysia, (9) Taiwan, and (10) Germany.

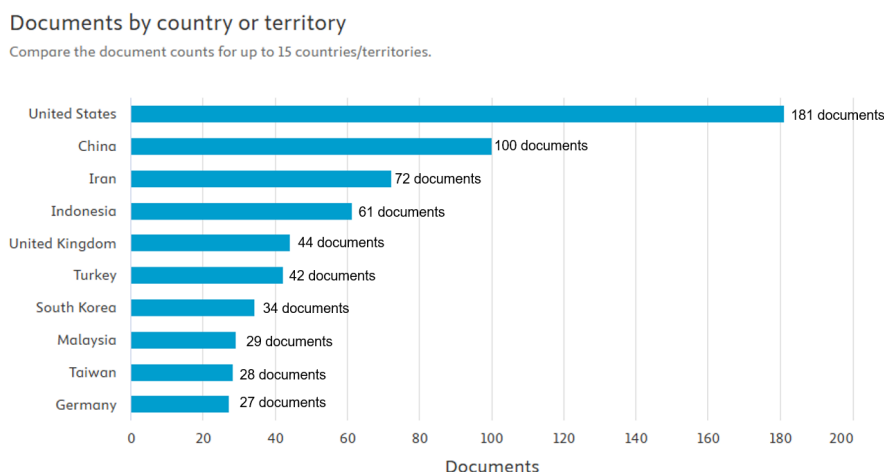


Figure 7. Number of documents By Country of Authors Origin

- b. The Conceptual Structure of the Research based on The Relationship between Keywords
Co-Occurrence Analysis is visualized and described through three main things: (a) *network visualization*, (b) *overlay visualization*, and (c) *density visualization*.

Network Visualization

Established on the metadata collected from the Scopus page for the keyword "textbook evaluation", the VOSviewer application visualizes it into 4 clusters. The first cluster consists of 51 keyword items; the second cluster consists of 40 keywords, the third cluster has 7 keywords, and the fourth cluster consist of 2 item. Formulated on those categories, several terms or keywords with a high level of accuracy in network analysis can be seen in figure 8.

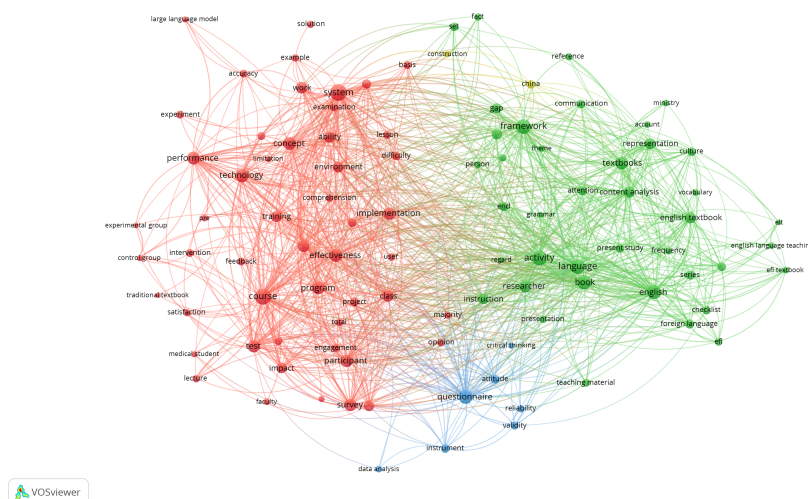


Figure 8. Network Visualization

Figure 9 describes three clusters that appear and are marked with different thread colors: cluster 1, marked with red thread; cluster 2, with green thread; blue thread for cluster 3, and yellow thread for cluster 4. Keywords form a network and are connected, representing their relevance in the article. The keywords that view most in cluster 1 are "course, implementation, technology, performance, training, and program". Then, the keywords in cluster 2 are "language, english textbook, textbooks, framework, activity, and english". Meanwhile, in cluster 3, there are only seven keywords like "attitude, critical thinking, data analysis, instrument, questionnaire, reliability, and validity", and in the fourth cluster there are two keywords, namely "china and construction".

Analysis of Overlay Visualization

The analysis of overlay visualization relates to the novelty of the study. The novelty is shown by the color difference in the connecting threads between the keywords; for instance, the yellow color represents that the research article with the topic is conducted in the current year. On the contrary, the increasingly darker colors of the thread (green to purple) represent the articles with those topics conducted in a more past year.

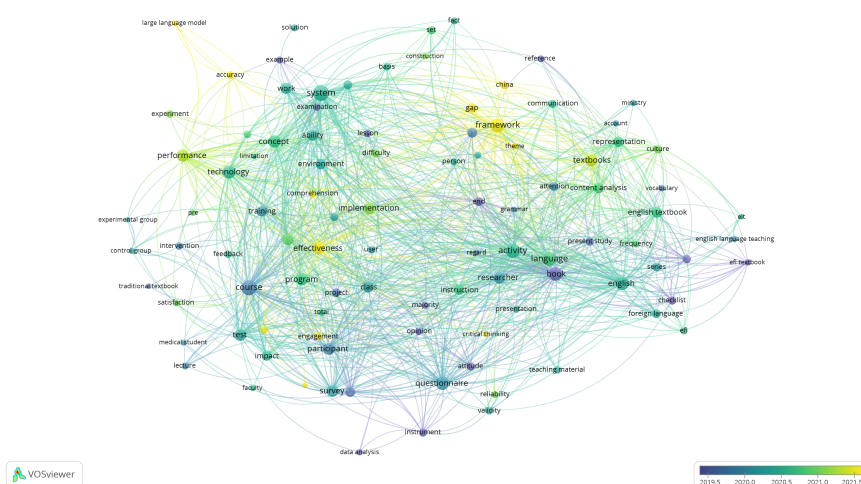


Figure 9. *Overlay Visualization*

Figure 10 illustrates that several keywords with a bright yellow background and thread indicated that research articles on the topic were conducted in the most recent years. Some keywords that show the latest research trends in the big theme of textbook evaluation are "framework, textbooks, china, large language model, and effectiveness".

Analysis of Density Visualization

Analysis of Density visualization is used to determine the density of research topics based on the emergence of keywords in mapping. The visualization map contained in VOSviewer shows that keywords surrounded by light colors (yellow) depict the topic that has been widely studied. It is based

language learning. The articles discuss the content analysis of textbooks and their conformity with the learning objectives to be achieved. The contents of good textbooks are organized into sections and subsections equipped with informative titles, then arranged in a consistent way that draws attention to essential fragments and reduces the chaos of information in the book (Alpizar-Chacon & Sosnovsky, [2021](#)). Publishers and textbook authors need to pay particular attention to the content, ensure the content is relevant and interesting to leave a positive impression on students and teachers and encourage learning to take place properly (Calafato & Gudim, [2022](#)).

Textbook content analysis can be carried out by teachers who are also textbook users or other researchers using special instruments and combined with the results of interviews with textbook users. As a specific genre, textbooks are suitable for analysis based on double texts (deductive and inductive). The comparisons in subjects, historical periods, states, regions, or languages use analysis mode and quantitative and qualitative description; therefore, it should be facilitated by in-depth digital tools (Fallucchi et al., [2022](#)). In addition to the core aspects of learning materials in textbooks, this research is also widely conducted to examine specific values or approaches internalized in the textbook. Inductive and deductive content analysis of textbooks reveals various cultural conceptualizations and some examples of metacultural competence development (Dabbagh & Atai, [2022](#)).

Previous research related to textbook content evaluation explained several core aspects that must be included in the textbooks content. Those aspects are the design/layout, procedures in teaching, explanation of materials, props, assessments, time allocation, languages used in class, and answer keys (Fahmi et al., [2022](#)). However, the study's results still need to be reviewed, especially in providing the answer key in each evaluation. Suppose textbooks function as a means to learn independently. In that case, it is crucial to provide the answer key so that students can measure their understanding of the material contained in the book. However, providing the answer key in the textbook will weaken students' motivation to try to answer the question because they have relied on the available answer key. To ensure that students evaluate and apply their knowledge after reading a textbook, the topics presented in the book must be understandable in detail. Moreover, the topics should be interesting for students to understand the content and not just reproduce the knowledge (Hoffer et al., [2022](#)). Therefore, textbooks should be written considering the students' competence and reading achievement. Textbooks need clear and unequivocal indicators writing textbooks based on whether the reading ability is high or low (Sultan et al., [2020](#)).

Evaluating textbook content is beneficial for teachers and for authors, publishers, and relevant government agencies as a reference. One of the research articles concluded that textbooks should contain a modern approach to education; however, the long process of preparation, publication, and dissemination to schools and teachers' familiarity with the textbooks made the process of changing textbooks difficult (Rusek & Vosyková, [2021](#)). On the one hand, challenging books will hinder students' understanding, but

on the other hand, if books are too simple, they will not encourage the improvement of learners' abilities (Ji, [2022](#)).

To sum up, research with a content analysis perspective is still feasible and interesting, although content evaluation in textbooks has been conducted since the age olds. The conclusion is based on the current world of education (in any educational subject), constantly evolving. Drew on the data density of the research topic, content analysis as a means of evaluating textbooks can be done on a specific topic like "*change, project, majority, comparison, and respect*" (Figure 10).

Digital Textbooks: New Trends in Textbook Research

Digital textbooks have become the new trend in textbook evaluation research as a research subject, as evidenced by the emergence of the keyword "*technology*" (Figure 9). Technological development in this age has developed rapidly. It is characterized by the condition that nowadays, humans only need a device connected to the internet network to access all information in just seconds without mobilization (Pradipta et al., [2020](#)). Technology should support, serve, and develop learning (Hardyman et al., [2013](#)). The growth of digital technology triggered a new wave for the development of new media alternatives, including digital textbooks (Wan Sulaiman & Mustafa, [2020b](#)), especially in the uncertain world conditions due to the Covid-19 pandemic. The era triggered learning methods changes and encouraged publishers and teachers to find the best solution in designing digital textbooks to meet the needs and adjust to new norms during the Covid-19 pandemic (Muktiani et al., [2022](#); Wan Sulaiman & Mustafa, [2020a](#)).

During the Covid-19 pandemic, e-learning infrastructure and individual cognitive competencies were also used to determine the readiness of educational institutions for distance learning (Garad et al., [2021](#)). The effectiveness of e-learning has been proven by positive evaluation results and knowledge acquisition that is superior to "traditional" methods or without e-learning (Bhatti et al., [2011](#)). E-books are increasingly popular because digital books are not like physical books that must be carried separately, but they remain in electronic devices (mobile phones/ laptops/etc.) that are always carried by students (Yada et al., [2020](#)). The e-book learning platform is increasingly being used as a curriculum resource for independent reading at school and home. Through e-books, students can choose the best reading material, set personal learning goals, monitor their reading habits, check for understanding, and share their book readings anytime and anywhere (Roskos et al., [2017](#)). Giving students the freedom to read and research independently is essential for quality education (Mune & Agee, [2016](#)).

It was found that students spend additional time reading and successfully mediate the resources available when they are involved in digital reading (Brown, [2016](#)). The result also described that one of the weaknesses of teaching materials or textbooks is the lack of a meaningful context for students with the subject matter (Bremholm, [2020](#)). In addition, with the increasing prevalence of e-books in academic library collections, faculty and librarians began to be concerned about the accessibility of these digital

texts for students with physical or learning disabilities (Mune & Agee, [2016](#)). This is also related to the level of digital reading skills in students. The development of teaching materials is not only required to meet the curriculum. However, it must also pay attention to the characteristics of the target, such as the adjustment of the environment, characters, abilities, interests, and background of students so that from these characteristics, the textbook developer can determine the material presented (Mardasari et al., [2022](#)). However, textbooks are also expected to maintain a balance and priority in the scope of content and learning objectives (Amiri & Rezvani, [2021](#)). The findings of this study are significant because they demonstrate a shift in the focus of textbook evaluation studies from structural aspects to substantive aspects, particularly on content analysis and content quality. Furthermore, the increasing trend of studies focusing on digital textbooks underscores a paradigm shift in the development of learning resources, along with the integration of technology into education. This is significant because it demonstrates that textbook evaluation can no longer be separated from the context of digitalization, interactivity, and learning accessibility.

CONCLUSION

The result of the bibliometric review indicated that articles with the topic "textbook evaluation" are still favoured by researchers. As for the subject or source of research data, the domain of medical sciences and language sciences are the most studied subjects. On the subject of language, it is explained that most of the textbook evaluation research is conducted on second language learning, for example, English textbooks used in various countries. For the last twelve years (2013- 2025), the research trend on textbook evaluation has two major themes, (1) textbook content analysis and (2) digital textbooks. In short, from the research gap found, the researchers can further examine the relationship of textbook contents with changes in skills and/or attitudes, evaluate the contents of textbooks with a project-based approach, or evaluate the values of attitudes internalized in textbooks that aim to instill students' character. The development of digital textbooks that utilize the latest technology and the utilization of textbook evaluation is still very possible to be observed. This study has limitation on the data sources. The data used were only research articles published in Scopus indexed journals in the last twelve years, from 2013 to 2025. Therefore, it is possible to have differences in data and research results if bibliometric research on the same topic is conducted in the coming year.

DECLARATION

Author Contribution : Author 1: Conceptualization, collect literature data sources ,writing; Author 2: Writing, formal analysis, Methodology, processing vosviewer data; Author 3: writing and editing.

Funding Statement : This research did not receive financial support from any funding agency, so the entire research process was carried out independently by the author.

Conflict of Interest : The authors declare no conflict of interest.

Additional Information : No additional information is available for this paper.

AI Declaration : This study uses VOSviewer software to conduct bibliometric mapping of the Statement analyzed data, particularly in identifying patterns of relationships and research structures.

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