

## Critical issues of quality control of education in Indonesia: Literature review

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### ABSTRACT

The purpose of this study is to critically describe several important issues related to educational quality control. Researchers chose four important issues that are very closely related to education quality control, namely: 1) Educational Objectives; 2) Teacher Quality; 3) School Accreditation; 4) Graduate Competency. In practice, these issues greatly affect the quality of education. This study uses a descriptive qualitative method that uses research sources in the form of books and journals related to controlling the quality of education. Scientific research journals are obtained from electronic journal searches on Google Scholar and Garuda. The results and conclusion have reached after reviewing and analyzing books and journals. The result of this study is that there is a critical gap in educational goals, educator quality, school accreditation, and graduate competence. In conclusion, the quality control of education in Indonesia still needs to be reviewed and improved.

### KEYWORDS

Critical Issues; Education; Quality Control; Indonesia; Accreditation

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## Introduction

One of the problems of education in Indonesia is the quality of education. Quality education will produce superior students. A nation with a better quality of education will also have a better level of progress for the nation (Firdaus et al., 2021). This becomes very reasonable if the quality of education is one of the benchmarks for the progress of a nation. The quality of education will be followed by the quality of civilization. So the study of improving the quality of education is a study that will never end and will always be discussed and researched in order to improve the quality of education from time to time.

Likewise, in educational institutions, the quality of education should be a major concern so that quality is guaranteed and produces the best educational products. To get the best quality from educational institutions, there needs to be an increase in management capacity, better utilization of resources, and good relations between institutions and educational stakeholders (Arbangi et al., 2016; Fernando et al., 2022). This will have a significant impact on ensuring quality in educational institutions (Baidi et al., 2020).

Educational institutions that want the quality of their education to be maintained from year to year for each of their graduates need a quality control process so that they have consistent quality. Quality in the educational process will affect the quality of graduates (Usman & Murniati, 2019). Quality control is carried out through internal management efficiency with objectives that have been planned and implemented properly to achieve the quality targets that have been set. The presence of quality control measures will make it easier to carry out the necessary evaluation actions in order to maintain the quality targets. That way, the achievement of the quality targets that have been set will be easily evaluated in the short, medium, and long term. The evaluation process will reveal various obstacles that are currently emerging or that will arise, and it is hoped that management can be responsive and swift to take action to deal with them.

Indicators that can be used as benchmarks for the success of the quality of an education are the end results of education and the direct results of education (Arbangi et al., 2016). Meanwhile, according to Hasnani (2019), there are four indicators of quality education: 1) Trust; 2) Responsiveness; 3) Guarantee; 4) Attention; and 5) Direct evidence. This quality benchmark must be continuously guaranteed so that it remains of high quality and can be improved again. Quality can be guaranteed if every individual involved is confirmed to be doing the job in the right way (Ferdinan, 2022). Each field has different functions and tasks, with a different work focus. Then each field will have responsibility for success in their respective fields. If the success of each of these fields is accumulated and has good results, therein lies the quality of education. Of course, every field will be successful if it is held and carried out by people with the necessary skills.

The lower the capacity of a person in that field, the lower the success rate will be, which will affect the expected low quality of educational attainment. Likewise, if the fiduciary for a certain field already has good capacity but is not followed by good management, facilities, and programs, then the results will be bad. So it really needs a policy direction from education providers to think creatively, innovatively, and progressively to develop and improve the quality of education as a whole (Arbangi et al., 2016). The quality control process is not easy; there are many things that must be done and supervised by the management so that the quality control process is getting better, more stable, and more sustainable. Many factors can affect the quality control process. The wrong policies, for example, can reduce the quality of education.

There are several critical issues in the educational quality control process that are interesting to discuss. Several books and research journals that have been published are interesting materials to explore more deeply about educational quality control. The most fatal thing is if education managers do not understand the main basics of education quality control, such as what is the actual purpose of education, how important is the quality of teachers to the quality of education, what is the function and importance of school accreditation, and how good are the competencies possessed by graduates after studying at educational institutions?

The purpose of this research is to review important issues related to quality control that are very basic and up-to-date. By deepening the existing literature in books and scientific journals, the authors raised critical issues regarding education quality control, namely: 1) Educational Objectives; 2) Teacher Quality; 3) School Accreditation; and 4) Graduate Competency. The research describes critical issues related to educational quality control and provides ideas for educational quality control.

## Literature review

### *Critical Thinking*

Critical thinking is essential for developing patterns of thought when analyzing various events in daily life. This will be very influential in developing the ability to make the decisions needed to solve the problems at hand. Critical thinking needs to involve a complex process of analysis and evaluation. capable of making connections in identification, analysis, and causality, drawing conclusions, and making action decisions (Neolaka, 2019). Critical thinking skills will make you more adept at taking into account various possibilities that arise in order to predict the risks that arise from decisions to be made, allowing you to choose decisions carefully in order to reap as many benefits as possible while minimizing risks.

Critical thinking is the process of using all thinking abilities that are carried out effectively and efficiently in analyzing and evaluating to get a decision that, according to him, is the most appropriate (Afriantoni et al., 2016). Optimization of this thinking power becomes an important process in triggering the development of critical reasoning. The more one optimizes the power of thought and the ability to analyze and evaluate, the better. Making the link between cause and effect more logical, calculating risks more accurately, and measuring benefits more shrewdly so that the decisions taken are more precise.

Meanwhile, according to Rahmat (Neolaka, 2019), critical thinking is the same as strategic planning, decision making, scientific processes, and problem solving. Critical thinking involves mental activity in the process of solving problems with the most appropriate solutions. This includes the processes of analyzing the assumptions that arise, analyzing and drawing rational lines, evaluating, investigating, and finally finding solutions to make decisions.

### *Education Quality*

According to Firdaus et al (2021) gives a definition of quality that is "zero defects." in accordance with the requirements and expectations of stakeholders A product will be said to be of high quality if it does not have product defects according to consumer expectations. The more perfect a product is, the higher its quality will be considered. In terms of education, the quality of education is not measured only by the tall buildings and complete facilities, but rather by the quality of the graduates.

According to Dian & Wahyuni (2019), quality has levels and measurements that are used as an assessment of an item, product, or performance. If Crosby believes quality must be perfect, without fault, while Basyit believes quality is a measure, there may be flaws, or there may be flaws, but those flaws and deficiencies can be annulled if they meet the expectations of the stakeholder community. In Basyit's opinion, quality standards are not the same; they can differ from one stakeholder to another. Depending on the suitability of the stakeholder's needs and desires.

This allows graduates of an educational institution who memorize the Koran to be considered qualified by parents who expect their children to memorize the Koran. As for parents who hope their children will immediately get the skills to work in a company, they will see quality educational institutions if their graduates are easily accepted to work in various companies. It can be concluded that quality education is an education that is able to produce educational products that suit the needs and expectations of its customers (Sholehuddin, 2021). To be called a quality institution, graduates' competence must not be limited to specific years. There is no consistency in the quality of graduates. The best thing is that every year, graduates have competence and quality that can be guaranteed. Therefore, a continuous process is needed to accommodate the various challenges and obstacles that exist, so that continuous evaluation and improvement will be carried out in order to ensure the quality of graduates every year.

Quality education can also be interpreted as education that is able to develop skills and abilities and shape character and civilization (Khorri, 2018). Development in schools must not leave out aspects of faith, piety, skill, creativity, independence, and responsibility for all students and stakeholder groups. The educational process is not

only measured in terms of academic achievement and skills but also in terms of spirituality, manners, and good personality traits.

### **Education Quality Control**

Quality control is an effort to ensure that all activities and programs carried out in an educational institution are able to meet the expected quality standards (Hasnani, 2019). This is done to ensure that the quality standards that have been set can be achieved with good results. The main requirement for implementing quality control management in an educational institution is a strong commitment from management leaders or school principals (Sholehuddin, 2021). Without a strong commitment from the leadership to continue to maintain the quality of education, this will be very difficult to achieve. because it needs continuous and periodic control. so that the whole process of planning, regulation, implementation, and control goes well.

Quality control is an important issue that is of concern to the government, parents, students, teachers, and schools in ensuring students' readiness to face success in the future (Efendi et al., 2022). Through the school self-evaluation activity, where each report will be able to provide accurate, valid, and credible information in each educational unit so that it can be used as a foundation in quality evaluation for the development of quality education in a sustainable manner (Jelantik, 2021). Besides being useful for internal development and evaluation, the results of school self-evaluations can be used for mapping and planning regional and national education development.

### **Methods**

The methods used in this research are a qualitative method and library research. The source of the primary scientific studies used comes from scientific journals that discuss contemporary issues regarding education quality control in Google Scholar and Garuda searches. Books and other scientific journals that have a relationship with the topic of discussion are used as secondary sources in analyzing and criticizing primary sources. Books and journals that have been collected are then subjected to in-depth analysis, scientific review, and sequential description.

Literature review is research that cannot be separated from theoretical studies through references from scientific literature (Sugiyono, 2013). The qualitative technique used emphasizes analytical descriptiveness rather than displaying numbers and data calculation formulas.

**Table.1** List of Primary Article Sources

No	Author	Title
1	Sedya Santosa & Rosnaeni	Isu-Isu Kontemporer dalam Pendidikan Islam di Madrasah Ibtidaiyah Bellu Kabupaten Bone
2	Abdul Jabar Idhaudin, Akhmad Alim & Abdul Hayyie Al Kattani	Penerapan Model Pendidikan Akhlak Syaikh Utsaimin di SDIT Al-Hidayah Bogor
3	Nita Zakiyah	Hakikat, Tujuan dan Fungsi Pendidikan Islam di Era Modern
4	Mansir	Kesejahteraan Dan Kualitas Guru Sebagai Ujung Tombak Pendidikan Nasional Era Digital.
5	Utami	Meningkatkan Mutu Pendidikan Indonesia Melalui Peningkatan Kualitas Personal, Profesional, dan Strategi Rekrutmen Guru.
6	Leonard	Kompetensi Tenaga Pendidik di Indonesia: Analisis Dampak Rendahnya Kualitas SDM Guru dan Solusi Perbaikannya.
7	Khoirul Amri, Safiah Riyantini, Salfen Hasri & Sohiron.	Peran Akreditasi Sekolah Dalam Upaya Meningkatkan Mutu Pendidikan di Kota Batam.
8	Lenny Herlina Kusmana, Usman Radiana, Tulus Junanto, & Citra Dewi	Pengaruh Akreditasi Sekolah terhadap Penjaminan Mutu Pendidikan di Sekolah Dasar Pontianak.
9	Siti Anifah	Pendampingan Persapan Akreditasi Pos Paud Restu Bunda Desa Durensewu Kecamatan Pandaan Kabupaten Pasuruan.
10	Ayu Rahmini Hia, Dika Triatmaja, Riza Fauzi & Siti Nur Aisah Solin	Implementasi Evaluasi Program Pendidikan di Madrasah Tsanawiyah Swasta Sukaramai.
11	Budi Susetyo & Hafidz Muksin	Reformasi Akreditasi Sekolah/Madrasah: Pendekatan Model Prediksi.
12	Ira Setyaningsih & Muchammad Abrori	Analisis Kuaitas Lulusan Berdasarkan Tingkat Kepuasan Pengguna Lulusan
13	Wily Julitawaty	Analisis Kompetensi Lulusan.

### **Results**

Several important issues concerning education quality control that the author has gathered from various primary sources have been narrowed down to four main issues. There are still several other critical issues, but according to the authors, these four main issues have an important role in controlling the quality of education. These issues are: 1) Educational Objectives; 2) Teacher Quality; 3) School Accreditation; 4) Graduate Competency.

#### **Educational Objectives**

The goals and orientation of education have begun to shift. The formation of morals according to the values of piety is no longer the main goal of education (Santosa & Rosnaeni, 2021). Education that was previously aimed at gaining knowledge and seeking experience is no longer relevant. Education orientation is now motivated by economics and seeks a certificate in the form of a diploma (Santosa & Rosnaeni, 2021).

Education has finally lost its importance in instilling morals (Idhaudin et al., 2019). The morals of students are no longer a priority in educational efforts. This moral education disorientation is a recent education issue because there is still news reporting about student delinquency (Idhaudin et al., 2019). Furthermore, there is a demand that education continue to adapt to and move with the times and technology (Zakiyah, 2012).

### **Teacher Quality**

In Jakarta, 75% of teachers do not prepare the learning process properly. just preparing teaching materials. But they do not understand the purpose of learning. Teachers also do not design learning strategies (Leonard, 2016). This shows that the quality of educators is not in accordance with established standards. In Greater Jakarta, teachers have three competency weaknesses: 1) learning design; 2) English; and 3) research (Leonard, 2016).

Seeing the teacher quality competencies listed above, it is only natural that the quality of teachers in Indonesia ranks 14th out of 14 developing countries (Utami, 2019). The results of the Teacher Competency Test also show low results. Of the 34 provinces, only 10 provinces exceed the national average. The rest is still below the national average (Utami, 2019). The low competence of teachers in Indonesia is due to, among other things: 1) the teaching profession is limited to work; 2) academic education does not meet the requirements; 3) low teacher capacity building programs; and 4) standardization of teacher recruitment is still low (Utami, 2019). This lack of teacher competency is exacerbated by extremely low teacher pay. especially honorary teachers. In Indonesia, even the salaries of certified teachers, when compared to other countries, are still low (Mansir, 2020).

### **School Accreditation**

School accreditation directly affects quality improvement in schools. There are four school accreditation assessments, namely: 1) quality of graduates; 2) quality of teachers; 3) learning process; and 4) school management (Kusmana et al., 2022). In the city of Pontianak, the number of schools following accreditation is increasing (Kusmana et al., 2022). In 2022, in Pontianak, there will already be 75 elementary schools that have participated in accreditation. It consists of 49 public schools and 26 private schools. But the conditions in Batam are different (Amri et al., 2022). Compared to 2019, there has actually been a decrease in the number of schools that have not been accredited in 2020. At the elementary, junior high, and high school levels, have decreased, only vocational high schools have increased in number (Amri et al., 2022).

Accreditation implementation requires time to prepare and plan (Kusmana et al., 2022). However, not all schools are capable of accreditation. School unpreparedness can be caused by limited resources. Therefore, assistance is needed in preparation for accreditation. For example, the assistance provided by Siti Anifah really helped the school (Anifah, 2022). The school does not feel confident about preparing for accreditation. For example, they feel unable to prepare the required documents. because the documents that need to be prepared are very diverse. With the resources they have, the school has not been able to prepare for this (Anifah, 2022). Schools benefit greatly from assistance in order to be better prepared for accreditation (Anifah, 2022).

Apart from the school, accreditation problems are also found at the National Accreditation Board (Susetyo & Muksin, 2022). problems that arise, such as lack of funds, problems with assessors, and standard parameters of assessment instruments that are still imperfect (Susetyo & Muksin, 2022). As a result, the increase in schools with good accreditation results was not accompanied by an increase in the ranking of the quality of Indonesian education on PISA (Susetyo & Muksin, 2022).

### **Graduate Competency**

According to research conducted by Julitawaty (2020) on alumni of the 2019 PMCI Medan High School of Economics, it shows that alumni are satisfied with their own abilities. Stakeholders who use alumni also have satisfaction with the performance of STIE PMCI Medan alumni.

Meanwhile, research conducted by Setyaningsih & Abrori (2013) at a university whose identity was not published found that alumni were dissatisfied with their achievements while studying at the campus. Likewise, alumni users and other stakeholders feel that the performance capabilities of alumni are not satisfactory.

## **Discussion**

### **Educational Objectives**

The goals of education in Indonesia are contained in the 1945 Constitution and Law No. 20 of 2003. At the opening of the 1945 Constitution, it was alluded to "*educating the life of the nation*," which could mean that the Indonesian nation must be an intelligent nation and a responsible state. answer about it. "*The government seeks and organizes a national education system, which increases faith and piety as well as noble character in the context of educating the nation's life, which is regulated by law*," states article 31 paragraph 3 of the 1945 Constitution. There is a condition that the education system made by the government must be oriented towards national intelligence, which has a role in increasing piety and noble character.

The implementation of the goals of national education in the 1945 Constitution is contained in Law No. 20 of 2003. "Developing capabilities and forming dignified national character and civilization in the framework of educating the life of the nation aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens." The goals of education that have been mandated by the 1945 Constitution and through Law

No. 20 of 2003 have not been fully understood by government officials and educational actors in educational institutions. So it has not become a common goal nationally.

For example, consider the case that occurred in an elementary school in Bellu, Bone Regency, South Sulawesi (Santosa & Rosnaeni, 2021), where students felt they had lost their educational orientation. This is because the educational goals proclaimed by the government are not in line with the pragmatic attitude of society towards education. The community still attaches importance to how their children can easily get jobs and diplomas when they graduate. The value of piety and morals is no longer important, even though it is one of the activities in education. This means the educational goals set by the government are not in accordance with the educational goals desired by the community.

The important values of piety and commendable morals have been written in the 1945 Constitution and Law No. 20 of 2003, but it seems as if they are just goals that don't need to be realized. In their research journal, (Idhauin et al., 2019) express their concern about the loss of student morale due to disorientation of educational goals. That the current student morale is very low and worrying. There are many immoral acts committed by students. Noble moral values should coexist with the value of piety. And the benchmarks for piety and morals that the government wants to achieve through education are also unclear. For example, there is no obligation from schools for Muslim students to pray the five daily prayers, as well as religious obligations for students of other religions. There is no obligation from the school to require students to worship according to their religion, and there is no control from the school regarding the practice of worship. So the purpose of piety education is limited to delivering material and not more than that.

This is one example where the educational goals set forth by the government in the laws it makes are not in line with the implementation of learning in educational units. It is as if the educational goals made by the government in the law are only limited to the goals of textual formality, not the actual goals of education. Likewise, in educational units, educational goals made by institutions are limited to formal goals, which are not really the main goals of education. The government seems not to be serious about setting educational goals, and the efforts to achieve them are also not optimal.

### **Teacher Quality**

The quality of education in an educational institution will be greatly influenced by the quality of its educators. The quality of educators affects the quality of education. The quality of an educator can be seen in the attitude of professionalism he or she possesses. Professionalism is the term for the quality of a profession, which is seen in the degree of knowledge and expertise required to carry out their duties (Mudlofir, 2012). The scope of professionalism is wide, because it includes skills, creativity, discipline, wisdom, and competence. If educators in an institution tend to be professionals in their profession, the quality of education will also increase.

A professional educator must have three abilities, namely: 1) cognitive ability, which means that an educator must master material and methods and have the ability to design and develop learning. 2) Affective ability means that an educator must have good manners, morals, and behaviors that are worthy of being an example for their students. 3) Psychomotor ability means that educators have the ability and knowledge about the application of knowledge in everyday life. Teachers' professionalism is a measure of how high the quality of educators is.

The quality level of teachers in Indonesia is still very low (Mansir, 2020), as is the quality of education. According to UNESCO (Utami, 2019), Indonesia ranks 10th out of 14 developing countries. In 2021, Indonesia is ranked 54 out of 78 countries (*Education Rankings by Country 2022*, n.d.). One of the assessments used in determining the ranking is based on the quality of education. This shows that Indonesia's education quality is still low, in the sense that the quality of its educators is also low.

The low quality of educators is reflected in the low number of international publications from Indonesia (Leonard, 2016). Even the number of international publications from Indonesia is still far behind that of Malaysia (Leonard, 2016). Likewise, in schools, the quality of educators is also a concern. Professionalism has not become a culture in the world of education in Indonesia. This is due to low salaries, which force teachers to look for additional sources of income. Inadequate facilities and infrastructure, and teacher awareness to develop, are still low (Mansir, 2020).

At least this low quality has been realized by the government, so now an educator must act professionally. The obligation to act professionally is stipulated in Law No. 14 of 2015, where the profession of a teacher or lecturer must have skills and professionalism. This law confirms that an educator must have a professional attitude, and the birth of this law forms the government's awareness regarding the quality of educators and education.

In addition, the absorption of the education budget must also be maximized. Increasing teacher salaries and holding teacher training and certification programs are steps that have been taken by the government that still need improvement. Likewise, the adjustment of the latest learning curriculum on educational campuses also needs to be improved (Leonard, 2016). because the campus is the printer of reliable teachers in the future.

### **School Accreditation**

School accreditation is a comprehensive and systematic school assessment process that is carried out to evaluate schools both internally and externally in order to determine the feasibility of school performance (Yadnya, 2020). Determining the quality of education in an education unit needs to be done to find out sufficient information for developing and planning education in the future (Febriana, 2021). The evaluation process in the form of accreditation must be continuous and systemic in order to obtain valid results. In order for the evaluation process to run accurately, it must be based on valid data (Rukajat, 2018).

This accreditation process is carried out in an effort to guarantee the quality of education (Yadnya, 2020). The government conducts routine accreditation in both public and private schools and universities throughout Indonesia through the National Accreditation Board. In addition to knowing the feasibility of a school, the implementation of accreditation is also necessary to get a comprehensive picture of school performance.

The accreditation process is carried out with several indicators to provide an assessment. With these indicators, the feasibility of a program or educational unit can be assessed. The accreditation process must be carried out in a fair, accurate, comprehensive, and transparent manner, referring to established indicators (Amri et al., 2022).

Every year, the number of schools undergoing the accreditation process by the School Accreditation Board fluctuates. For example, in the city of Pontianak, the number of schools and madrasas that will be accredited in 2022 will be higher than in 2021 (Kusmana et al., 2022). This shows that schools want to improve the quality of their education. Because there is a close relationship between accreditation and quality control in education, but in Batam, the number of schools that carried out accreditation actually decreased (Amri et al., 2022) from elementary to secondary school.

At the level of early childhood education, there are still many who have not yet received accreditation. For example, out of 255,092 PAUD and PNF in Indonesia, most of them have not yet carried out accreditation (Anifah, 2022). There are still many schools that experience accreditation problems, for example because of the incompleteness of advice and infrastructure, the inadequacy of administrative staff, and the process of applying for accreditation that is not yet understood (Anifah, 2022). The fear of getting a bad assessment result is also a fear in itself. Given that the results of bad accreditation will have a negative impact on the name of the school in the eyes of the community,

In addition, the implementation of accreditation is not considered optimal. There are still gaps in the implementation. The assessment is not comprehensive, and the evaluation process is frequently used only when learning evaluations, other than those used for accreditation assessments, are not yet accurate. The school itself, in conducting evaluations, is also still weak and cannot be maximized. as happened in a madrasa in Sukaramai (Hia et al., 2022).

According to (Susetyo & Muksin, 2022) the ongoing accreditation process has not been able to fulfill the mandate of the law. because there are still many schools that have not been accredited. In addition, the results of accreditation have not been fully maximized to improve the quality of national education. Even though Indonesia's ranking has increased compared to the previous year (Education Rankings by Country 2022, n.d.), from 55 to 54, this is not as expected. Considering that Indonesia is a large country, it should have abundant human resources.

### ***Graduate Competency***

The educational goals that have been set will have good results for their students. Examine the graduates of a school to determine its level of success. How high is the level of competency possessed? Graduate quality standards at least include attitude standards, knowledge standards, and proficiency standards (Kemendikbud, 2013).

Graduates of foreign education are frequently perceived to be of higher quality than graduates from within the country. In terms of educational ranking, this attitude is not wrong. Indeed, the quality of education in Indonesia is still low, and it will definitely be followed by the quality of its graduates. The competency level of graduates from each institution in Indonesia is also different. There are those who have good quality, but there are also those who produce graduates with poor competence.

According to research Setyaningsih & Abrori (2013), places to work as users of graduates are dissatisfied with the competence of graduates from an institution. Graduates from these institutions are considered less competent by the place where they work. These graduates are considered to lack skills in their work, even though they are in accordance with their fields.

The varying quality of each educational institution is very natural. because of the management of institutions that have their own level of difficulty. However, nationally, the ranking of the best tertiary institutions in Indonesia is not very encouraging.

### **Conclusion**

The results of this literature research show that between the ideals of education quality to be achieved by both the government and its laws and policies as well as educational institutions, there is still a contradiction between expectations and reality. The educational goals set by the government have not been fully implemented. The focus of education has shifted from seeking knowledge and experience to economics and diplomas. Referring to the quality of teachers, it is also still low compared to other countries. School accreditation, which is expected to increase the quality of education, has not yet produced maximum results. so that the quality of graduates does not have superior competence.

There are still many issues with quality control in education in Indonesia. At least based on these four main issues, Indonesia in general still needs improvement and innovation so that the quality of education continues to improve. This must also be balanced with quality improvement in every educational institution. In order for the educational goals that have been set to be properly achieved, good quality education is needed. Good quality education will not be realized without professional educators who will produce competent graduates. This needs to be the concern of all parties to continue to improve the quality of education cumulatively so that every educational institution is able to produce competent graduates.

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