

## Strategies in Improving the Quality of Education that is Superior & Competitive

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### ABSTRACT

Enhancing the quality of education to achieve excellence and competitiveness is a top priority in the development of the national education system. This study employs a literature-based research method to explore key strategies for improving educational quality. The findings indicate that essential strategies include developing a competency-based curriculum, enhancing the quality of teaching staff, strengthening educational infrastructure, adopting modern learning technologies, and fostering collaboration between educational institutions and industry. Furthermore, the establishment of an academic culture that promotes innovation and creativity, along with the implementation of a rigorous quality assurance system, are critical factors in achieving sustainable improvement. In conclusion, improving the quality of education requires a holistic and sustainable approach involving all stakeholders in the educational ecosystem. This study contributes to the field of educational development by synthesizing key strategic elements that can serve as a practical framework for policymakers, educators, and institutional leaders in designing and implementing initiatives to enhance educational quality and competitiveness.

**Keywords:** *Generation Z, Hoaxes, Digital Literacy, Media Education, Digital Natives*

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## INTRODUCTION

Education is one of the most important factors in the growth of any country. Due to the rapid globalization of business and societies, there is a growing need for strategic, rapid and cost effective education. Good education, superior and competitive education can also be articulated as an educational system that is capable of producing well-integrated graduates in terms of knowledge, skills and attitude in response to the society's and the world's demands (Hsueh & Hsu, 2024). This type of education is characterized by

relevant and dynamic curriculum, professional and qualified teachers, sufficient facilities and resources, creative and student-centered methods of teaching and learning. A quality education system additionally nurtures students' capabilities to their fullest, trains them to be critical thinkers, creative and innovative, and prepares them for international and local competition (Welte et al., 2021). Stated differently, quality, excellent and competitive education is education which is consistent with the national minimum education level and goes beyond it by producing graduates ready to act in any predisposed circumstance of the future (Ghafoor et al., 2023).

The availability of quality, good and competing education, is an essential tool in nation-building. To begin with, this form of education is capable of developing quality manpower who will then act as the propeller for the nations' economies, social lives and technology. Those who benefit from a quality education are competent, competitive international citizens and very adaptable to the changes brought by the good and bad of the new era (Taher, 2024). Not only are they prepared for employment, but they also possess the skills to generate employment possibilities through innovations in different sectors. Besides, quality education also serves to build and uphold the national characters, morals and ethical values, in the process inducing a society that is critical, creative and responsible (Jaber, 2022).

In addition, competitive education in terms of quality and value is essential in confronting growing challenges to international relations and competition. Countries engaged in efforts to enhance the quality of their human resources such as human resource development also known as Globalization and the Industrial Revolution 4.0. For a country to be competitive in international politics, it must invest in education (Aryani & Fanisyah, 2024). This type of education has also an effect on the elimination of social and economic inequities, because no matter what the attainment one has, there are available means for a person to be successful. Hence, the priority to invest in high, exceptional and market oriented education is a reasonable way forward for the welfare and development of the country. Nevertheless, the fact that it is education within the frame of Indonesian Hozen is still dogged with various challenges and quite serious problems (Fitri, 2021).

As reported by UNESCO in its data of 2020 Indonesia's Education Development Index reached 107 out of the country in 189. In addition, as per the report of the 2018 Programme for International Student Assessment, Jakarta ranked Indonesian students at 72 out of 78 countries with regard to the reading, mathematics and science skill acquisition of the respondents. This indicates that the education people receive in Indonesia is somehow in the rewind position as compared to other countries (Semenova, 2020).

One of the challenges that leads to the suboptimal quality of education in Indonesia is: Differences in education access and quality across regions, Education programs that are not sufficiently in line with the actual job market, Teaching faculty whose caliber is still below standard, Absence of or inferior inclusivity educational facilities, Information and communication technology

has not been optimally implemented in the 'teaching-learning' process and insufficient collaboration and coordination among educational institutions, Government and industry (Vasiliev, 2021).

However, it is the craving for improvement in productivity caused by the technological advancements and the globalization that requires workers who not only possess knowledge but 21st century capabilities like analysis, innovation, effective interpersonal communication and teamwork. Therefore the education system has to rise up to the occasion and produce graduates that are both effective and marketable within and outside the country (Khushvakhtzoda, 2022).

With such scenarios, it is clear that there is a need for a more holistic and forward looking approach as solutions for the education challenges in Indonesia. This approach should be able to combine several angles, from curriculum reform including the improvement of human resources, the provision of facilities and infrastructures, the enhancement of interpersonal relations with various parties (Jaber, 2022).

Thus in this study, we focus on effective strategies for enhancing superior and competitive quality education in Indonesia. This research seeks to improve the quality of education in Indonesia, by considering the various aspects that affect the quality of education and drawing lessons from other countries.

## **METHOD**

This study uses literature. The literature research method, also known as literature study or literature review, is a research approach that involves collecting, analysing, and synthesising information from various written sources relevant to the research topic. In this method, researchers conduct a systematic search of books, scientific journals, articles, research reports, theses, dissertations, and other reliable sources to identify, evaluate, and integrate existing findings.

## **RESULTS AND DISCUSSION**

### **Concept of Education Quality**

The notion of education quality is a work of n tangents. Basically, the quality of education is the degree of effectiveness and efficiency of educational processes and histories in delivering set targets. It entails the quality of inputs (curriculum, infrastructure, teachers), quality of processes (teaching practices, school administration and environment), and quality of outputs (academic performance and abilities, character) (Weppner et al., 2024). A high quality of education is described by the capacity of the educational system to create professionally qualified graduates with a strong analytical background, practical experience, good morals and a readiness to learn to work in any relevant field (Dutta, 2023).

Looking at the international perspective, it can be understood that the educational improvement seeks quality standards that keep on changing with

social change, economic changes and technological changes too. At present, the assessment of education quality entails the measurement of academic success as well as one's readiness for real world challenges simply referred to as 21st century learning skills such as problem solving, and collaboration, creative thinking and good communication. Further to this, provision of such quality education should also help all learners to appreciate values, attitudes and information in a global context (AITMAGAMBETOV, 2022). Quality improvement in education involves combination of various strategies such as teacher professional development, technology for education, school family and community partnership strengthening and comprehensive quality assurance approaches. In this way, the quality of education can be a moving target, which should continually be adjusted to the new requirements of both the people and the society (Escorcia-Caballero et al., 2020).

### **Factors affecting education quality**

Many factors that are interdependent and interrelated determine the quality of education. One of the most important of these factors is the quality of teaching and education personnel. Professional and enthusiastic and evolving teachers are most important to ensure that the quality of education is improved. They do not only impart knowledge but also encourage and challenge the learners to love learning (TOLNAI, 2022). Also important is the effective educational leadership whether it is within the school or the system, this is important too. Visionary educational leaders that also have good resource management skills are quite able to provide a proper atmosphere for learning and growing, also in development (Payong & Pantaleon, 2021).

The second significant factor is educational infrastructure and resources. This caters for the physical facilities e.g. school buildings, laboratories, libraries as well as the learning resources e.g. textbooks, teaching aids and educational technology. The presence as well as the quality of this infrastructure determines how effective the learning process will be (Simarmata, 2024). During these technological advancements, the use of information and communication technology for obtaining certain learning assistance is also becoming vital to improving the quality of education. Moreover, a pertinent and contemporary curriculum is also a significant advantage. The curriculum should be relevant to the students, society, and labor market and also be adaptable to changes in science and technology (Ramanathan, 2020).

The third aspect relates to the demographic and cultural system in which the education policy is implemented. The degree of parent and community engagement for educational purposes influences student performance and ambition. Policies designed in accordance with education promotion strategies both at the central and decentralized levels are equally important in shaping a conducive environment for quality education (Safari & Das, 2022). These are policies related to standards of education, system of evaluation and budgetary provisions. The macroeconomic variables are important too since quality cannot improve without adequate funding of the education sector. Eventually, in a

more broad-minded perspective, such characteristics of the education system as its ability to respond to the challenges and requirements of the modern world within the shortest period of time, processes the general education accuracy (Nykonchuk, 2020).

The fourth factor that has a major implication on the education quality is the presence of an effective monitoring and evaluation framework. This framework does not only cover students' assessment, it encompasses the assessment of teachers, education policy, educational programs, or educational institutions regardless of their nature. Continuous, holistic and rational evaluation assists in the establishment of core competencies and inefficiencies within the education system, thereby facilitating targeted changes (Pham, 2021). In the same direction this is also positively correlated with the legal liability of the contrary assessment system students and the educators achievement orientation, which helps them to enhance the results constantly (Isaeva & Aliyev, 2023).

The fifth aspect is inclusion and equity in education. Education of a high standard should be guaranteed to everyone regardless of their socioeconomic background, gender or physical condition. An inclusive education system benefits not only the underprivileged by improving their access to education but also enhances the learning experience for everyone by allowing students to tap into various backgrounds and experiences (Lei et al., 2023).

To draw a conclusion, one can state that quality of education is not a single dimensional issue but arises out of multi-factors interacting with one another such as the teachers, structures and facilities and materials for learning, programs of studies, policies on education and evaluations of education processes and equity. To improve education is not an easy undertaking as one would wish because it has many varying components that should all be tackled in a coherent way (Suvorova, 2023). It is essential for all stakeholders, that is, governments, educational bodies, trainers, learners and society, to put their efforts collectively on the enhancement of all the barriers within the given education systems. Therefore, education is an adequate means of shaping personal skills, supporting the development of society, and promoting the country's development in the context of growing world challenges.

### **Excellent and Competitive Education**

Excellent and competitive education is essential for human resources development in the age of globalization. This is what is referred to as an education system that is built not only to have and produce graduates with superior knowledge and skills but also has a competitiveness at national and international levels. Good education includes the existence of relevant up-to-date curriculum, qualified teachers using modern world class teaching methodology, and reliable and modern facilities and equipment (Meyer & Ang, 2021).

In order to consummate a superior and competitive education, one has to concern several factors. First, priority has to be given towards the attainment of

the 21st century education competencies on critical thinking, creativity, communication and collaboration. Second, proficiency in the use of information and communication technology, should be embedded in the context of learning to equip learners in the modern age. Third, character education and soft skills training must be provided to produce not only intelligent graduates, but also those that possess both integrity and emotional intelligence (Zajda, 2022).

Besides that, a system that supports internationalisation is also required for good and competitive education. This can be done by sending students or teachers to study in other institutions or by other institutions coming in or even by setting up curricula that meets global standards. It is against this background that it is expected that the education system will churn out graduates who would be employable in the local setting, but would also be able to engage meaningfully in the socio-economic development activities of the country and in addressing global issues (Naydenov, 2021).

### **Strategies for improving education quality**

An education quality improvement strategy is an all-out approach which is more organized and long term in character aimed at enhancing the education processes and the education outcomes. The first step in the strategy is to assess in a holistic way the education system in place to see what is working well, what is not and what opportunities and threats there are. Only after that, it will be possible to formulate the strategy to enhance the education quality, and this again, will be bell shaped and actionable (Sarmila et al., 2023).

Another important aspect of the strategy for raised educational objectives is raising the quality of educators and educational administrative staff. This encompasses staff development courses, in-service courses, teaching practice and seminars on teaching methods, content delivery, and use of educational technology. Also very essential is the formulation of reward systems that enhance creativity and performance of educators (Pillania, 2024).

Upgrading education infrastructure and facilities comes as a major improvement in the quality enhancement strategy. This covers provision of good seating space in the classrooms, well resourced laboratories, good libraries, and provision for internet services. Additionally, there is a need to enhance the implementation of the use of ICT in the learning process to make that attribute of the education more dynamic and appropriate for the times (Nur et al., 2023).

Lastly, quality education can be enhanced by way of curriculum development and reform and improvement in learning approaches. It is crucial to ensure that the curriculum developed is responsive to changes in time clearly developing 21st century's competencies such as critical thinking among other skills. There are other updates to learning methods that need to be adopted, for instance, the use of active learning, project based and blended learning. There is also the need to focus on strengthening collaboration among education institutions, the industry and society to further the relevance of education.

### **Strategies for improving education quality**

Quality education is an important aspect of creating quality personnel. The initial step towards achieving this objective is to review the current education system. This entails examining the content taught, the methods of instruction, and the quality of teachers and education facilities. Depending on this evaluation, it will be possible to develop a strategic plan that will seek to address the current weaknesses and take advantage of the existing strengths within the education system (Ashraf, 2020).

Teachers' professional development is one of the core measures aimed at elevating the standard of education. Systematized training sessions, conferences, and thesauri should be held to achieve highest possible competency levels of the teaching staff in comprehending content, implementing appropriate pedagogical techniques and employing diverse teaching aids. Moreover, a fair and just procedure in achieving teacher performance appraisal needs to be implemented together with a system of rewarding productive and creative teachers (Soni & Priyan, 2022).

The other area that also falls within this strategy is the construction and improvement of the educational buildings and facilities. A pleasant environment includes proper rooms, sufficient equipment, reasonable staffing and dependable connectivity. Most importantly, the application of information and communication in teaching should be made better so as to foster a positive attitude towards changes in society (Pinandhita & Latief, 2020).

Linear Invoice and O/footer - Lincoln Chamber of Commerce Finally, curriculum transformation and the enhancement of learning processes is the core principle in raising the quality of the educational level. However, Didactics 2.0 will change the focus from content to the quality of teaching, where 'a more learners centered' approach to designing educational materials will be taken (Litvin et al., 2023). Nevertheless, pedagogical enhancements on the use of new technologies are called for as well. Furthermore, unnecessary isolation among educational institutions and society, industry, and employers also needs to be minimized to ensure the relevance of education (Wamburi et al., 2024).

### **Impact of Strategy Implementation on Education Quality**

The introduction of the quality improvement strategy for education positively influenced numerous elements of the education system. Mostly including, the quality of learning within the classroom is progressively improving. Scheme managers with enhanced training can employ better teaching approaches than those without further training. It also leads to teaching and learning, which is more participatory and focusing on understanding, rather than rote learning. Hence, they become more concerned with and actively participate in the process of learning and achievement of better results (Lukman & Vegetama, 2023).

Improving the classroom situations and other educational structural components is another way that changes the way learners perceive the environment. Comfortable desks, good laboratories facilities and sufficient

access to the ICT devices create supporting learners. Learners have a wider range of independent activities in the form of experimentation, research and inquiry as opposed to instructor directed activities which encourage the enhancement of practical skills and cognitive skills (Wahyuni et al., 2022). Moreover, the use of technology in the learning process helps equip the learners with terrible when subjected to the twenty-first-century challenges.

Third, possible curricular changes and method's choice influence the applicability of the schooling to the practical circumstances. Such curricula that are ahead and most suited towards the 21st century skills also ensure that students acquire the necessary skills and competencies to relate to the job market. Students become more competent in problem-solving, communication, teamwork and other skills through project based and collaborative leaning strategies (Alnaami et al., 2023). This makes sure that the offspring of the scholars are ready for the challenges imparted into them by the job market and therefore effective members of the society.

Lastly, the implementation of this approach positively influences the image of the educational establishments as well as their competitiveness. Who will be looking at interest of a prospective or qualified students where schools or colleges implement change of improving knowledge and it will not be out of the will. This forms a good cycle whereby the institution is able to raise the level and quality of such education. Further, joint efforts of such education services with the industry and society extend new possibilities for improvement of the relevance of the curriculum, internship enhancement for students and financing for research and development. All these enhance education quality and the skills of the people at the national level as intermediary out comes.

## **CONCLUSION**

Improving the quality of education in regard to being better and more competitive is a systematic process focusing on different parts of the educational system. The most prominent is the development of human resources, the alteration of the curriculum, the development of facilities, and deepening cooperation with the partners. By going this route, there are enhanced prospects for the educational institutions producing graduates with theoretical knowledge, practical skills, analytical skills, and appropriate character to fit in the modern global challenge. This improved internal quality of education does not only benefit the populations of the individual students but also enhances the development of a nation and its competitiveness among nations.

Effective foresight and implementation of this strategy demands a long-term commitment and a stepwise progression in execution with constant monitoring for further improvement. It is necessary to understand that quality of education is not static and has to improve with the prevailing trends. As a result, every approach taken must focus on adaptation and creativity. Using a multi-faceted and long term approach towards improved education quality, strategies for education system improvement can bring forth an educational

system that is excellent, relevant and able to produce competent human resources who are equipped to tackle new challenges and engage in national development actively.

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