

VARIOUS ADVANTAGES IN EDUCATION

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ABSTRACT

Education is the main factor for every country or nation to excel in global competition, it is also an investment in the future that will be profitable. Various improvements to the education system have been implemented and are close to achieving their goals. The quality education system is actually the spirit of the teachers as the executor of education. Teachers are the key to quality education and the most important factor in the teaching and learning process. This study provides an overview of various problems, advantages and disadvantages of education, differences and similarities between Indonesia's education system and foreign countries. Literature review is the method used in this research. The results of the study show that the advantages of education in Indonesia are (1) a diverse education system; (2) Transparent education system; (3) The curriculum is prepared directly by the experts. Weaknesses; (1) Educators who are not evenly distributed; (2) Educational facilities that are not evenly distributed; (3) The curriculum is still theoretical. Education in Indonesia places more emphasis on learning to read, write, and count for early childhood, learning time is very busy, always giving assignments at home. While abroad, early childhood education places more emphasis on playing and interacting to explore their environment, students only study in class about 30-40% and the rest is spent playing and interacting with their friends, not giving assignments or homework. The similarity is to focus on sharpening students' character intelligence, increasing students' practical abilities which will be needed in the future.

Keywords:

Education;
Educational
Strengths and
Weaknesses;
Indonesia; Overseas.

INTRODUCTION

Education is the main key for a country to excel in global competition. A nation can be said to be advanced if its people have the opportunity to carry out extensive and quality education (Rasyid, 2015). The era that is developing so rapidly and life that is competitive and full of challenges forces individuals to have quality self-capital because it is quality individuals who can predict what will happen in the future (Rasyid, 2015). Qualified individuals can be obtained through education. In accordance with the 1945 Constitution article 31 paragraph 1 states that "every citizen has the right to obtain education". With equal rights for every citizen, it means that the whole community has the right to become a qualified individual.

Education can also be a profitable future investment. This happens if in carrying out the educational process it can form a superior generation (Psacharopoulos & Patrinos, 2018). Lase (2019) said that the formation of the current superior generation is realized through education 4.0 because it is in line with the 4.0 revolution in the 21st century. Education 4.0 is an education that is currently needed to improve the quality of human resources because all activities in education are technology-based so that it can give birth to a generation of people who are creative, critical, active, and broad-minded (Surani, 2019). To be able to increase human resources, there are at least four main policies in an effort to increase human resources, namely: Improving the quality of life which includes both the quality of human beings such as physical and spiritual, as well as the quality of life such as housing and healthy settlements;

Improving the quality of productive human resources and efforts to distribute it evenly; Improving the quality of human resources who are capable of utilizing, developing, and mastering science and technology with an environmental perspective; and Development of institutions that include institutional and legal roles that support efforts to improve the quality of human resources. From these steps, qualified human resources must master science and technology that is environmentally sound. That is, they can master science and technology according to their abilities and be wise in their use (Amalia et al., 2016).

Developments and innovations in technology in education can change the way teachers and students think, learn, communicate, interact and collaborate with others (Cementina, 2019). Teachers become the main role in the implementation of education. Therefore, a teacher must have competence, professionalism and good pedagogic abilities while carrying out education. To be successful in implementing education 4.0, teachers who are proficient in using technology are needed (Kusmiarti & Hamzah, 2019). Various advantages in the field of education depend on the quality of teachers, facilities & infrastructure, the curriculum used, and the quality of education in an educational institution.

Each country, whether in Asia or Europe, has different criteria regarding the excellence of Education. Many of them prioritize character education to realize superior education. Through character education that has been taught from an early age, it will bring good character to create a superior generation so that they can compete in the global or international arena.

METHOD

This study uses a qualitative research method with a library research approach. Literature study is one of the data collection techniques through secondary data sources such as journals, books, online newspapers, and other literature related to the research conducted. In this case, the researcher uses journal literature, books, online daily news, Proceedings, and other literature to support the results of this study. As a companion in using the literature study approach, the researcher also uses a descriptive approach in carrying out this research. Information retrieval carried out by researchers in accordance with the chosen topic so that there is no difference in information.

RESULTS AND DISCUSSION

Quality of Education in Indonesia

There are quite a number of educational problems in Indonesia, ranging from curriculum, quality, competence, and even leadership competencies, both at the top and bottom levels. Various cases of complaints occurred in the field, both school leaders and educators who regretted the dimensions of leadership such as management, discipline, bureaucracy and administration which were in disarray (Nasution, 2008). The Indonesian education system has been reformed several times. Until now, Law no. 20 of 2003 concerning the National Education System is the basis for the implementation of the education system in Indonesia. Various improvements to the education system have been implemented and have almost reached the goal, but the problems and challenges to making education able to compete with other countries must receive more attention from the Government and Parliament as policy makers (Sibuea, 2017).

Problems That Demand Educational Innovation

There are many things that demand educational innovation in Indonesia, including: First, the development of Science and Technology. Today, mastery of technology becomes important and prestige, because it is considered as an indicator of a country's progress. A country is said to be advanced if it has a high level of mastery of technology (high technology), while countries that cannot adapt to technological advances are often referred to as failed countries (Ngafifi, 2014). Second, population growth. Population growth in turn will increase the number of households and thus also increase the need for housing. Meanwhile, the increase in people's income turned out to be slower than the development of house prices. Thus the ability of the community to meet their housing needs also tends to decrease (Darwin, 1991). Third, increasing public interest in obtaining a better education. (4) Declining quality of education. (5) Lack of relevance between education and the needs of a developing society. (6) The lack of knowledge and insight of the community to build itself on progress (7) The pattern of education is centralized, monolithic and uniformistic. (8) The low quality of learning.

In addition to these problems, there are other problems, including: (1) the low quality of physical facilities, physical facilities for example, many of our schools and colleges whose buildings have been damaged, ownership and use of learning media are low, library books are not complete (Ramayulis, 2006)). (2) the low quality of teachers, the condition of teachers in Indonesia is also very worrying. Most teachers do not yet have adequate professionalism to carry out their duties as stated in Article 39 of Law No. 20/2003 concerning the National Education System, namely planning and implementing the learning process, assessing learning outcomes, conducting guidance and training as well as conducting research and community service (Kadi & Awwaliyah, 2017).

Education services and the quality of education in Indonesia are very poor and need to be addressed immediately so that the world of education in Indonesia does not get worse. With the decline in the education sector, it will directly or indirectly have an impact on other sectors. Regarding the problem of education quality, data from Balitbang (2003) also shows that out of 146,052 elementary schools in Indonesia, only 8 schools have received world recognition in the Primary Years Program (PYP) category. the world as The Middle Years Program (MYP) and from 8,036 high schools only 7 received world recognition as The Diploma Program (DP). Data from Balitbang confirms that the quality of education must receive serious attention from the government and the Indonesian people so that all Indonesian children can receive a quality education. Without quality education, the graduates produced are of course not of good quality. With the low education services and quality of education, it will be difficult for the Indonesian people to get quality graduates. The low quality of graduates certainly hinders the change of the Indonesian nation so that it becomes a dignified nation and has an advanced civilization (Widodo, 2015).

Various models of educational innovation have been put forward in various forms, the aim is to solve the problems faced, including: efforts to equalize education, improve quality, increase efficiency and effectiveness of education, and the relevance of education. This is intended so that the innovations carried out can be adopted and utilized for improvement and solving the problems of education in Indonesia (Kadi & Awwaliyah, 2017).

Elements of education

To achieve quality learning, it is necessary to understand and know what the elements of education are. The elements of education are:

- **Learners**
Students status as student subjects. The modern view tends to call it that because students (regardless of age) are autonomous subjects or individuals, who want to be recognized for their existence. As a person who has characteristics and autonomy, he wants to develop himself (educate himself) continuously in order to solve life problems that he encounters throughout his life. Learners as learning subjects are active individuals with various characteristics, so that in the learning process there is reciprocal interaction, both between teachers and students and between students and students.
- **Educator**
Educators are people who are responsible for the implementation of the educational process with the target students. Educators must have authority (inner power to educate) and avoid the use of external power (power that is solely based on the element of office authority).
According to Sudhita (2014) educators must have requirements, including honesty, fear of God Almighty, blameless and never dealing with the police because of criminal acts, physically and mentally healthy, have certain educational qualifications, are able to carry out educator competencies and have certificates. educator.
- **Educational interaction between students and educators**
Educational interaction is basically reciprocal communication between students and educators that is directed towards educational goals, where when the learning process in the room is taking place, it is expected that between educators and students are partners who argue logically in order to get an effective learning atmosphere. When educators provide teaching materials in the form of subject matter and examples. Mutual respect will also greatly help the success of learning when learning takes place.
- **Educational material/content (Curriculum)**
In the IQF Education System, it is necessary to adjust the competency standards (graduate profile) with the expected learning outcomes of a study program. Learning outcomes are broken down into learning outcomes for attitudes, knowledge, general skills and specific skills. In the school education system, the material has been mixed in the curriculum which is presented as a means of achieving goals. This material includes core material and local content. The core material is national which contains the mission of controlling and national unity. Local content, its mission is to develop the diversity of cultural wealth according to environmental conditions.
National standards for higher education (Law No. 20 2003) consist of graduate competency standards, learning content standards, learning process standards, learning assessment standards, lecturers and education staff standards, learning facilities and infrastructure standards, learning management standards and learning financing standards. In tertiary institutions, standards for achieving graduate competencies are outlined in the curriculum.

The curriculum consists of a group of courses that must be taken by students to achieve the specified competencies. The courses consist of general courses and expertise courses, namely major skills and special skills.

- **Tools and Methods**

Contexts that influence education include tools and methods. Tools and methods are defined as everything that is done or held intentionally to achieve educational goals. Social media education tools, for example IT (Internet Technology), Mobile Phones, Television, Radio and others. Educational methods are divided into two, namely (a) preventive in nature, namely preventing unwanted things from happening, such as prohibitions, restrictions, warnings and even punishments, and (b) curative ones, namely improving, for example invitations, examples, advice, encouragement, giving of trust, advice, explanation, even punishment.

- **Educator's Acts**

The actions of educators are activities carried out by educators when dealing with students. The procedures and attitudes of an educator in delivering lessons also support the development of students, educators must avoid the attitude of suppressing the mentality of students, because this has a major influence on the attitude, mentality, and development of students' knowledge.

- **Place of Education (educational environment)**

The educational environment influences the achievement of educational goals. The learning environment includes learning facilities and infrastructure, such as adequate classrooms, the availability of room for practicum, comfort in learning (the outside environment is not noisy).

Advantages and Disadvantages of Education in Indonesia

Advantages

- **Diverse Education System**

Our homeland actually has cultural diversity as well. For that reason, the education system was made with what can adapt to the wealth of the Indonesian nation. The types of levels that can be chosen are formal, non-formal and informal.

- **Transparent Education System**

In the current education system in Indonesia, the education system is run transparently. Parents or guardians of students can also participate in developing the intelligence and skills of the students themselves based on the learning process at school.

- **Curriculum Prepared Directly By Experts**

Currently our education system has involved teachers as practitioners in compiling a new curriculum, namely k13 which has been implemented. Currently, teachers and experts are directly preparing the curriculum as teaching materials. This is certainly an advantage because moreover, teachers are people who go directly to the field so they are expected to be able to know the materials needed and easily explore the talents of students.

Disadvantages

- **Educators who are not evenly distributed**

It is not the number of teachers that is the problem, but the distribution. There are already many teachers in Indonesia, but there is still a shortage of

teachers in remote areas. Most of the teaching staff work in urban areas. Meanwhile, areas that are still “underdeveloped” or isolated still lack the number of qualified teachers.

- **Unequal distribution of educational facilities**

The problem with education in Indonesia itself is that there are many remote areas that are still remote that have not been touched by quality educational facilities. Students and teachers lack the supporting facilities and facilities needed for schools and adequate school premises. In addition, the library is also still not spread to many areas.

- **Curriculum is still theoretical**

From the very beginning, the Indonesian curriculum still relied on theories alone. The curriculum is one of the education systems in Indonesia that must be improved. Educational materials for the education system in Indonesia are currently in some aspects still lagging behind other developed countries. When students finish their education in school and even college, there is usually not much that can be done. There are still many schools that rarely hold practicals because of the limited facilities or it could be that the educators do not equip students with good soft skills and hard skills.

Excellence in Education in Different Countries

Implementation of an Integrated Education System in Europe

Talking about an integrated education system, of course, cannot be separated from the education system launched by Finland. It is common knowledge that the country located in Northern Europe is known as the country with the best education system in the world. Based on the results of international tests and research, Finland is known as a country with the leading quality of educational curriculum. With the highest international test pass rate in the world, Finland has managed to top the education index of countries around the world.

Another European country, namely the United Kingdom is also known to have an advanced education system. In that country, the education system is divided into 5 stages, namely early to higher education. Through the division of educational stages, the United Kingdom launched a national curriculum that must be adhered to by every formal education institution there.

In addition, the Netherlands as a developed country applies an education system with an international curriculum called the International Baccalaureate or IB. By implementing this educational program, school students in the Netherlands are able to get the curriculum from other countries and compete in universities on a global scale. The Swiss education system implements a decentralized education program. This means that education in the country is regulated and managed not by the central government, but by the regional level. All aspects of education, such as the duration of the school, curriculum, and learning methods are announced by the local government. The emphasis in the Swiss education system is the application of knowledge and values related to education. So, students not only get formal education, but also soft skills which are very important needed in the world of work later.

Implementation of an Integrated Education System in Asia

Developed countries on the Asian continent are also not inferior in quality to the European continent. It is proven that there are several Asian countries such as Japan,

South Korea, and also Singapore which are known to have quality education systems. An example is South Korea, which dared to spend a massive budget to have an integrated education system. The government's budget for advancing the education system is used in the facilities, infrastructure, and evaluation sectors so that quality is maintained. The South Korean government considers that the quality of public education affects the quality of the country as a whole. So, the better the education system provided, the better the quality of the country.

Furthermore, the State of Sakura, Japan, is also no less strict in maintaining the quality of its education. Not only formal education such as science and exact sciences, the first few years of school in Japan place more emphasis on character building. The curriculum referred to by the Japanese government is also more focused on group work than individual work. Turning to the education system in neighboring countries, Singapore is a Southeast Asian country that is considered the most developed. Not only does it have a neat government management system, Singapore's education system is also worthy of being imitated, especially by Indonesia. Adhering to a flexible education system and not adhering to one method, Singapore is able to give students the freedom to choose the knowledge they will study. School students in Singapore can choose the way of learning that they feel is most effective and aims to meet their interests. In short, the education system in Singapore does not restrict students from studying material that they do not want and may not need in the future. So, school is not something that is forced and the knowledge that students get is in accordance with the ideals to be achieved later.

Implementing an Integrated Education System in Canada and New Zealand

Similar to the education system in Switzerland, the education system in Canada is also regulated and run by local governments. The provincial government in Canada has full responsibility for the education system launched in its territory. Therefore, each province in Canada has a different learning method from one another. Although it does not implement an official system in its educational institutions, the Canadian government guarantees that its citizens will get the education they need. For this reason, educational institutions such as schools and universities in Canada have a fairly high quality and standard.

On the other hand, New Zealand is a developed country which actually has an education system similar to Indonesia. New Zealand launched an education system from early childhood, secondary, to higher education. However, New Zealand has succeeded in designing its educational goals to be able to develop the quality of students and their orientation skills. That way, students in New Zealand schools can focus on improving their character intelligence and practical skills that are needed in the future.

Differences in the Education System in Indonesia with Education Abroad **Education system in Indonesia**

Indonesia and other countries have striking differences in the learning systems applied. As is the case in establishing early childhood education. Where this education is very good for training children's motor development. However, in Indonesia, more emphasis is placed on learning to read, write, and count for early childhood. Meanwhile

abroad, early childhood education places more emphasis on playing and interacting to explore their environment.

Then in terms of study time, where studying time in Indonesia is very dense for a long time. It is known that during the day the majority of Indonesian students spend their time studying. While abroad, students only study in class about 30-40% and the rest is spent playing and interacting with their friends. Then for the task given by the teacher, this is what really distinguishes Indonesia from other countries. Most countries outside Indonesia do not provide assignments or homework. However, in Indonesia, almost every school will always give assignments to be done at home.

Similarities between Indonesian and New Zealand Education Systems

The education system in Indonesia also has similarities with other countries, such as New Zealand. Where New Zealand implements an education system from early childhood, secondary, to higher education. The education system implemented by New Zealand is aimed at developing student-oriented abilities.

So that later they can focus on sharpening the character intelligence of students. In addition, it is also to improve students' practical abilities which will be needed in the future. Through the differences and similarities between the learning system in Indonesia and abroad, in essence every child has the same right to get an education. Likewise, the state has a responsibility for the education of its people. Therefore, the role of teaching staff, parents, and the government is very important in supporting a good education for every child.

Education system in Japan

Education in Japan is formal, namely education in schools, then there is also moral-based education, which is an education system that builds from home and the third and the last is education that arises from the community itself which is usually also called lifelong education. learner (Sahban & SE, 2018). In Japan, compulsory education starts from the age of 6 years until the age of 15 years. Every family with children in the age range of 6-15 years will be given a notification to send their children to school (Fittryati 2020). In Japan there are also public schools which are usually called Koritsu Gakko. Public schools are headed or run by the city or prefecture. In public schools, students usually start from Monday to Friday, while in private schools until Saturday. Japanese schools usually divide the academic year into three quarters and are divided into three seasons, namely autumn/fall, winter/snow and summer/summer which tend to be long and long. In Japan there is also a Kindergarten which is usually called youchien, there is also a hoikuen school. The difference between youchien and hoikuen is that if youchien school hours start at 08.50-13.30, while youchien starts from 07.00-19.00 the time is longer and longer, youchien is intended for children whose parents work. For children who want to be admitted to youchien, there must be a certificate that both parents work (Montanesa & Firman, 2021).

Education System in Canada

There are three levels of education in Canada, namely primary, secondary and higher education levels. Schooling is mandatory in Canada for 10 years and applies to all provinces. The academic year for primary and secondary schools averages 180 – 200 learning days.

Education in Canada is provided, funded and supervised by the federal, provincial, and local governments. Education is within the jurisdiction of the provincial government and the curriculum is overseen by the provincial government. Education in Canada is generally divided into Elementary education (Primary School, Public School), then Secondary education (High School) and higher education (University, College). In each province there is a school board that oversees educational services and the implementation of educational programs.

Indicators of educational success in Canada

Canada's education reputation is based on quality and recognition of excellence in all education sectors. Diplomas from Canada are valued all over the world. International educators often choose Canada as a research and collaboration partner. The following are indicators of the success of education in Canada, namely (Coal, 2021):

- Primary and secondary (K-12) students in Canada are consistently ranked among the world's top five academic champions in reading, mathematics and science within the Organization for Economic Co-operation and Development for International Student Studies. International students can benefit from a conducive environment that focuses on student-centred learning.
- Canadian universities are ranked among the best in the world. In 2012, 4 Canadian universities were ranked in the Top 100 of the ARWU Shanghai Ranking and 22 in the Top 500; 3 is ranked in the Top 50 in the QS University Rankings and 20 in the Top 500; and 5 were ranked in the Top 100 of the Times Higher Education World University Rankings, and 8 in the Top 200.
- Canadian universities have global links with more than 5,000 active international collaboration agreements with partners around the world.
- Colleges, polytechnics, and cégeps (Collège d'enseignement général et professionnel) The General and Vocational Colleges in the Canadian province of Quebec offer industrially aligned, career-focused programs with a growth rate of applied research geared to solving industrial problems. More than 90% of Canadian high school graduates work in their field of study within six months of graduation and 93% of employers are satisfied with these graduates.
- Language schools in Canada are experts in language training at all levels, offering a wide range of programs in English and French for further study, personal development or business preparation.

Education System in Singapore

When we talk about Singapore and education, we have to go back to 1980. At that time, Singapore had a serious problem. Men choose to marry women with low levels of education. Lee Kuan Yew, the then Prime Minister, was furious. He said, if there are no educated women married, it is not impossible that the next generation of Singapore will be a generation of idiots.

Because of the "tidy" and "interference" of the government, the score from the PSLE (SD final exam) at the age of 12 will determine everything. These values will determine where you will continue your education, who your circle of friends will be, what your job prospects will be and even indirectly determine who you marry. This system makes the competition in Singapore super tight. Like it or not, school children are triggered to study harder. This can be seen from the 50% share of bookstores in malls which contain educational books. Students also take many lessons or additional

lessons elsewhere. This is added to the belief of the Singaporean Chinese who believe that everything is determined by hard work. 78% of 15 year olds in Singapore consider failure as something that will destroy their plans for the future.

The Role of Teachers in Improving the Quality of Education

The teacher has been positioned as the most important factor in the teaching and learning process. The quality and competence of teachers is considered to have the greatest influence on the quality of education. Therefore, it is only natural that teachers are required to act professionally in carrying out the teaching and learning process in order to improve the quality of the education they do. Such demands are in line with the development of modern society which requires various specializations that are indispensable in an increasingly complex society.

Professional work demands are also intended for teachers to act and work in accordance with the profession they carry (Baharudin, 2017). The teacher plays a very important role in teaching and learning activities. The duties of a teacher as a profession include educating, teaching, and training. Educating means continuing and developing the values of life. Teaching means continuing and developing science and technology. While training means developing skills in students (Hasan Baharun, 2016).

The quality education system is actually the spirit of the teachers as the executor of education. Teachers are the key to quality education. Good teachers describe a good education system, a good educational process, good educational services, and good student achievement. Therefore, its existence must be considered, encouraged, and developed and given the highest appreciation so that teacher performance is maximal (Idriati, 2019). One of the efforts to improve the quality of education is to apply disciplinary rules. Work discipline is the attitude and actions of the teacher in obeying all the guidelines and regulations that have been determined to achieve organizational goals. Discipline is closely related to employee behavior and affects performance. Arianto's (2013) research results suggest that teacher discipline is a mirror of quality education.

In Finland, the government gives full freedom to teachers (autonomy) about what material to teach, methods, giving grades, and determining a child's graduation. All decisions are in the hands of the teacher. Because of this belief, the government does not even carry out inspections and evaluations of teachers. Becoming a teacher in Finland takes hard work. It takes five years of special study, rigorous training, and attending training every year. Teachers are also provided with a textbook containing teaching strategies, academic research, specific teaching instructions, and experiences from the best teachers there. The key to the success of Chinese teachers in improving the quality of education is to always provide training by making all students active and always providing positive feedback on what students have done (Adha, 2019).

CONCLUSION

There are quite a number of educational problems in Indonesia, ranging from curriculum, quality, competence, and even leadership competencies, both at the top and bottom levels. Another problem is the low quality of physical facilities and the low quality of teachers. There are many things that demand educational innovation in

Indonesia, including: (1) the development of science and technology; (2) population growth; (3) increasing public interest in obtaining better education. (4) Declining quality of education. (5) Lack of relevance between education and the needs of a developing society. (6) The lack of knowledge and insight of the community to build itself on progress (7) The pattern of education is centralized, monolithic and uniformistic. (8) The low quality of learning. Various models of educational innovation have been put forward in various forms, the aim is to solve the problems faced, including: efforts to equalize education, improve quality, increase efficiency and effectiveness of education, and the relevance of education. The advantages and disadvantages of education in Indonesia and various countries. Superiority; Diverse education system; a transparent education system; The curriculum is prepared directly by experts. Where weaknesses consist of; educators who are not evenly distributed; educational facilities that are not evenly distributed; curriculum is still theoretical. The difference between the education system in Indonesia and education abroad. In Indonesia, more emphasis is placed on learning to read, write, and count for early childhood. Meanwhile abroad, early childhood education places more emphasis on playing and interacting to explore their environment. Study time in Indonesia is very tight for a long time, abroad, students only study in class about 30-40% and the rest is spent playing and interacting with their friends. Most countries outside Indonesia do not provide assignments or homework. However, in Indonesia, almost every school will always give assignments to be done at home. The education system in Indonesia also has similarities with other countries, namely the focus on sharpening the character intelligence of students, increasing students' practical abilities which will be needed in the future. The quality education system is actually the spirit of the teachers as the executor of education. Teachers are the key to quality education. The teacher has been positioned as the most important factor in the teaching and learning process. The quality and competence of teachers is considered to have the greatest influence on the quality of education.

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