Systematic Review of Education Quality Assurance Management in Schools Method Matching

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Abstract

Internal quality assurance in schools is essential because it pertains to a school's confidence in complying to national education standards and achieving a nation's national education goals. In the discussion of this study, it is crucial to determine the degree to which Education Quality Assurance in primary schools is based on comparable research findings. The approach used to evaluate several learning outcomes is the matching evaluation strategy. In addition, the utilised systematic review is a Narrative systematic review, which carefully picks and conducts with discretion what the researcher has written about a subject or problem. As a consequence of the study's results, it was established that the education system and schools are responsible for ensuring that all students meet the criteria and using their resources effectively and efficiently. Especially elementary school, which is the foundation of education. Academic Quality Assurance is essential for attaining academic quality (teaching and learning procedures and curriculum) and structural provision (buildings and physical facilities) in accordance with predefined objectives and standards.

Keywords: Quality Education, Management Education, Primary School,

A. Introduction

In recent years, there has been a rise in public awareness about the management of education from the many difficulties of global sustainability, and the majority of individuals have a thorough comprehension of it but do not apply it. According to Zimkund, "management research is a methodical and objective procedure for gathering, classifying, and evaluating data to assist in the formulation of corporate objectives." According to VP, "management research is a methodical investigation into managerial or commercial challenges that might develop management tools for problem resolution and decision making." Michael (Kunwar Santosh 2021).

Participation in large-scale international evaluations allows education systems to compare and learn from one another; the findings are used to enhance the quality of education. However, to understand the findings, it is necessary to account for the diverse and perhaps unique combinations of contextual and explanatory aspects of antecedents that also play a role. (Koršňáková and Daniels 2022) Product quality education can be seen from the acquisition of values or numbers achieved, as shown in the results of tests and exams. Schools are considered quality if the students mostly obtain high scores or numbers to continue to a higher level (Gustini and Mauly 2019).

The quality of primary and secondary education is the degree to which the implementation of primary and secondary education in schools conforms to the National Standards for Education. Unless supported by quality assurance of education by schools, the quality of education in schools is unlikely to increase. Primary and secondary education quality assurance is a systematic, comprehensive, and ongoing procedure that ensures the whole process of delivering education adheres to set quality standards and regulations (Alina 2019). The primary and secondary education quality assurance system is established so that quality assurance may operate effectively at all primary and secondary school administration levels. Primary and secondary education's quality assurance system consists of the Internal Quality Assurance System and the External Quality Assurance System. The External Quality Assurance System is a quality assurance system established by the federal government, state and municipal governments, accrediting bodies, and education standardizing organizations (Hall Guarantee Quality Education (BPMP) DKI Jakarta 2017).

Internal quality assurance is done in accordance with national education standards to further national education goals. Internal quality is being used not just in universities but also in elementary and secondary education. To provide and drive greater quality assurance and fulfil educational quality requirements in elementary and secondary education institutions (Gustini and Mauly 2019). Internal quality assurance is done in accordance with national education standards to advance national education goals. Internal quality is increasingly implemented not just in colleges and universities but also in elementary and secondary education. To better ensure and direct the assurance of quality and achievement of educational quality standards in primary and secondary schools (Hall Guarantee Quality Education (BPMP) DKI Jakarta **2017)**

The quality assurance system is based on several measurements of activities connected to creating outputs in the form of services in the field of education. Continuous focus on each phase of the work process is required to decrease the variety of service outcomes and fix their deficiencies. The primary objective of a quality assurance system is a dependable process in the sense that it can offer the intended service without deviation at any moment. In addition, as an organic system, the quality assurance process in educational institutions must include all aspects, including administrators, instructors, students, and their parents. Institutions of higher education are at the forefront of enhancing the quality of education. The community is expected to participate in understanding education better, and students' parents are partners in enhancing quality. At the same time, the central government determines the fundamental framework of education policy to increase the quality of educational institutions (Rosadi 2020).

Even though the design of quality assurance mechanisms (tools, procedures, and actors) differs across national settings, their overarching objective is to enhance teaching and learning to support schools and teaching-learning processes. Internal and external vertical and horizontal responsibility are supported and balanced by the processes of a well-functioning system. Adapting to the evolving requirements of students is facilitated through quality assurance

that emphasizes growth. To promote quality, equality, and efficiency, the emphasis is not just on improvement but also on innovation –the invention or experimental testing of techniques in various situations. In order to better accommodate system-wide input and decision-making requirements, quality assurance strategies may need to be modified over time.

Development-focused quality assurance enables schools to adapt to the changing requirements of students. The emphasis is not just on improvement but also on innovation, which is the invention or experimental testing of techniques to enhance quality, equality, and efficiency in varied situations. Over time, the quality assurance strategy may need to be modified to suit better the requirements of system-wide decision-making (European Commission 2020). Internal and external assessments are necessary for schools to sustain and enhance student performance, leadership, and development. By pursuing the highest assurance standards, the school will guarantee that all workers and students support inclusive training and education of the best quality. Numerous nations are involved in current or recent changes, such as the widespread implementation of quality assurance procedures, the introduction of special measures, the adoption of national frameworks, and the legal inclusion of PISA outcomes. To increase their technical skills in numerous disciplines, guaranteeing the quality of education is deemed essential (European Commission 2020).

Furthermore, as a key part of communication and information technology, education plays a vital role. Consequently, managers have a greater need to monitor the situation in order to boost production. The Internet of Things is regarded as an excellent infrastructure technology and is a component of one of their new initiatives. Every institution of education has rules. Education administrators who do not follow the regulations are accountable for many administrative issues (Mohammadian 2019).

This article examines the opposite side of the perpetually repeated educational quality management cauldron. It is a counterbalance to the theme of chronicles and never enters that. In every current system of education in emerging nations. Issues and answers constantly determine the quality of education but in an instrumental rather than a substantive manner. This article offers evaluative information for stakeholders who have been unable to enhance education but are aware of education's answer.

B. Research Methods

The method utilized to evaluate some study outcomes is an evaluation technique known as the matching method. The matching technique is executed by matching and comparing the qualities of the land with criteria in order to get a certain result. Additionally, a systematic review is used, Performing a selected narrative systematic review by determining what the researcher has published about a subject or issue. The systematic review is "an evaluation of evidence on clearly specified topics that employs systematic and explicit approaches to discover, select, and critically appraise important, relevant research, and to collect and analyze data from the included research." The procedure must be replicable

and open to scrutiny (Rethlefsen et al., 2021). The objective is to summarize the available scientific literature and generate a thorough report on the current state of scientific knowledge for a certain issue.

C. Results of Research and Discussion

Changes in the psychology of twenty-first-century school organizations may be implemented in response to new issues in school administration. An educational institution is one of the major organizational systems, with inputs and outputs mostly of "people." Thus, colleges can fulfil the needs of the information age of the twenty-first century and identify, select, and educate students with leadership potential. Diversity of students, professors, and staff in the college's organizational structure: schools in the twenty-first century should serve children and families from many origins, ethnicities, faiths, and socioeconomic statuses. Individuals whose lives have been affected by disparities in talents, sexual orientations, and races are also part of the collegiate network (Lin 2022).

Changes in the psychology of school organizations of the twenty-first century may be employed to address new administrative issues. An educational institution is one of the major organizational systems, with "people" as its primary inputs and outputs. Thus, colleges can fulfil the needs of the information age of the twenty-first century and identify, select, and educate those with leadership potential. Diversity of students, faculty, and staff in the college structure: schools in the twenty-first century should serve children and families from many origins, ethnicities, faiths, and socioeconomic statuses. The collegiate network also consists of people whose lives have been influenced by disparities in talents, sexual orientations, and races (Friar 2021)

Quality assurance is a preventative endeavour. During this phase of the quality management system, this technique will develop a strategy to prevent quality mistakes. For schools, these may include goals and activities to assist students in achieving their overall objectives and programs designed to improve teaching and learning. Meanwhile, quality control is a detective strategy that discovers every mistake and regulates the school-mandated output to assure quality (Anon n.d.)

Quality management employs quality assurance to ensure the fulfilment of particular quality criteria. Quality assurance might be crucial to ensure that schools survive and operate in line with established curricula and standards. These standards may be evaluated internally and externally to guarantee that each institution adheres to quality assurance criteria. Assurance of quality is one of the most important challenges in education. The self-evaluation process is one of the most important instruments for ensuring and promoting quality in education (Bureau 2022). Cycle of school self-development: (a) Planning, Based on the goals of the school and the requirements of the students, the school creates a School Development Plan, which typically spans three years and covers the primary issues, objectives, periods, strategy outlines, etc. (b) Implementation, Annually, the school develops an Annual School Plan under the objectives, outlines implementation methods and success criteria, and tracks the progress of

the work. (c) Evaluation, After the academic year, the institution reviews the performance and efficacy of its work in several sectors and provides a School Report for reference by stakeholders. Evaluations are used to guide planning. (d)The school revises the implementation strategy for the next year or establishes major focus objectives for the new school development cycle based on the outcomes of assessments and other variables. (e) The foundation of School Improvement is to enhance pupils' academic and non-academic performance via constant review and school self-improvement.

The ability of schools to strategically plan their work and cultivate a culture of reflective practice is crucial for their ongoing growth and progress. The School Development Plan, Annual School Plan, and School Report are school papers that largely assist the development planning cycle. They should be based on the school's self-evaluation of its present level of performance, its strengths and areas for progress, as well as its development objectives and improvement goals. The School Development Plan, Annual School Plan, and School Report must be approved by the School Management Committee or Incorporated Management Committee before being published on the school's website (Bureau 2022).

Discussion of Similar Research Results

Educational project management requires handling complexity, uncertainty, and ever-changing organization and technology. Governance, effective schooling and performance measures, the state of teacher work, and education in the office are all aspects of educational administration. For example, what operational and policy choices should national, regional, and school bodies make? Using the School Management System, automation of academic procedures to save time and minimize staff load (Holdaway 1990)

Educational institutions are burdened with manual documents and procedures, making it difficult to manage attendance records, fees, receipts, transportation, etc., and track the necessary information. The transformation of the educational system with high-tech automation tools to help academic and administrative operations will facilitate the achievement of their objectives (Sriram 2019).

The impact of the ISO quality management system on primary and secondary schools in Spain, evaluating the implementation of a quality management system based on international quality standards in education (ISO 9001:2008) and ensuring the influence of this quality model on primary and secondary schools in Spain. The quality management system model is considered to have contributed to improvements in documentation and management through evaluation, constant improvement, the external image of the school, the management of resources, and the level of user satisfaction. Some improvements take place from time to time. Schools that are rated "high" by teachers at the level of implementation of the quality management system have better educational outcomes, as well as user perceptions and satisfaction levels, compared to schools that are rated "low." The quality management system model's disadvantages are a high bureaucratic workload and a top-down management culture. The findings

suggest that the ISO standards of the quality management system can be adopted in primary and secondary education institutions successfully and are suitable for improving schools and the education system as a whole. The originality of the study lies in the demonstrated results of the approach of the quality management system created for the industrial environment in large Spanish primary and secondary educational institutions using a three-phase design, mixed method v.(Top Diaz and Martinez-Medium 2018)

Internal quality assurance is important in schools because it is related to school trust. This study aims to develop and test the model's suitability from factors affecting the internal quality assurance and operational effectiveness of small-sized primary schools in Northeast Thailand. The study sample consisted of 765 small-sized primary schools in Northeastern Thailand. Questionnaires are used to collect data analyzed with SEM computer software. The results showed that the model is valid and corresponds to empirical data. The factors that influence the operational effectiveness of internal quality assurance of small primary schools in the Northeast consist of 1) four factors that directly affect the administrator instructional leadership, organizational innovation culture, open organizational climate, and teacher leadership, 2) four indirect influence factors are administrator instructional leadership, teamwork, open organizational climate and teacher leadership 3) the five factors of total influence are leadership administrator instructional, open organizational climate, teacher leadership, organizational innovation culture, and teamwork. The model accounts for 85% of the variance in the effectiveness of small-sized primary schools. A culture of organizational innovation and teamwork. The model accounts for 85% of the variance in the effectiveness of small-sized primary schools. A culture of organizational innovation and teamwork. The model accounts for 85% of the variance in the effectiveness of small-sized primary schools. (Praraksa et al., 2015)

Quality Assurance in Nigeria Certificate in Nigeria program: Implications for Primary school Teachers in the North Central Zone of Nigeria. The study was conducted in five states of Nigeria's North Central Geo-political zone. A descriptive survey design was adopted for the study. Four null hypotheses were formulated to guide the study and tested at a significance level of 0.05. A sample of two hundred and fifty (250) academic and the non-academic staff was taken from the population through random sampling techniques from five Colleges of Education in the North Central zone. The Quality Assurance Practice Questionaire (QAPQ) instrument was used for data collection after it was validated by three research experts and tested to ensure its reliability. Reliability was obtained using Cronbach Alpha with an index of 0.87. T-test inferential statistics are used to test research hypotheses. The results showed that the average score of Quality Assurance practices in Education Colleges in the North Central zone was significantly high, with an average sample of 15.42, which was greater than the population of 13.06 at an alpha significance level of 0.05. It is recommended that the Nigerian government, through minimum standards for Nigeria Certificate in Education (NCE).arus, ensure strict adherence to all quality assurance strategies by all Colleges of Education in Nigeria 05 alpha significance

level. Through access, the Nigerian government should ensure strict adherence to all quality assurance strategies by all Colleges of Education in Nigeria 05 alpha significance level. It is recommended that the Nigerian government, through the NCCE, should ensure strict adherence to all quality assurance strategies by all Colleges of Education in Nigeria (Fowoyo et al., 2019). futher, the purpose of education is expressed by the philosophy of the particular country in question. Therefore the purpose of teacher education is based on the philosophy of education in Nigeria. It is also seen that development is far from a nation that does not encourage quality assurance in its education system because the products of the education system cannot contribute to the development of society and thus raise doubts about the credibility of its existence. That is why Nigerian higher education institutions strive to realize total academic quality assurance in their programs

National education aims to develop skills and build a noble character and civilization in educating the nation (Law No. 20 of 2003). This paper describes the quality assurance system of cultural and character education in basic education. This study uses a six sigma model consisting of the DMAIC (Define, Measure, Analyze, Improve, and Control) formula to model the development of a Quality Assurance System. The research and Development (R&D) method used the quantitative approach in this study. The research methodology consists of three stages: introduction, development, and examination. The study found that the level of understanding of school residents towards the idea, design, and implementation of cultural education and the nation's character in the first stage of academic learning was generally considered feasible. Implementing cultural education and national character in basic education is considered adequate, although the data collected is suspected to be not objective. Based on this pattern, the model of the quality assurance system for cultural education and national character is very similar to Six Sigma, whose formula is DMAIC (Define, Measure, Analyze, Improve, and Control). (Susilana and Asra, 2013)

The application of internal quality assurance for madrasah Aliyah Amanatul Ummah with International Standards to improve the quality of education as one of the internationally based madrasahs. The research participants were 30 people, consisting of 1 kyai, 1 madrasa head, 1 deputy madrasa coordinator, and 27 teachers (ustad). They were selected using purposive sampling. This is a case study research with a single case study research model in qualitative research. Qualitative data were collected using observations, documents, and interviews. The data analysis technique uses three workflows of activities that occur simultaneously, namely l) data reduction; 2) data display, and 3) conclusions/verifications. The results of the data analysis show that the quality assurance process has been running orderly according to standard operating procedures. The process starts from setting evaluation standards, implementing evaluations, monitoring, self-evaluation, auditing the overall academic internal quality, formulating corrections, and improving quality. This cycle is carried out continuously. Quality assurance has improved the quality of Islamic education. This positively impacts sustainable quality

assurance and stakeholder commitment to realizing quality education. (Komsiyah 2021)

D. Conclusion

Institutions of management education endeavour to include sustainable ideals such as ethics, sustainability, poverty, etc. To aid varied sustainability stakeholders in formulating and carrying out their educational, social, and environmental obligations. The educational system and the school are accountable for assisting all students in meeting the criteria and for the effective and efficient use of resources. This method collects statistics on the overall success of the system as well as the quality of schools and teacher labor, as assessed by the National Qualifications Framework's learning outcomes and criteria.

Suggestion

Quality assurance techniques give data on current performance and aid in identifying areas for system and school development and areas of success. The reality is that quality assurance serves as a systematic framework for meeting community expectations via high-quality instruction and learning. Academic Quality Assurance is essential for achieving academic quality (teaching and learning process and curriculum) and structural provision (buildings and physical facilities) to achieve the standards' aims.

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