

ABSTRACT

This study aims to compare quality assurance policies in education between Indonesia and Finland, offering valuable insights for future policy development as the Indonesian education system undergoes transformation. The methodology used involved qualitative case studies that examined government documents, journals, reports, and online news to compare the quality assurance policies in a tabular format. This research focused solely on comparing the scope of quality assurance policies, without examining their implementation. The results revealed some similarities between Indonesia and Finland, particularly regarding teacher qualifications and the curriculum. However, there were significant differences between the two countries. For instance, Finland strongly emphasizes early childhood education to prepare students as lifelong learners. In contrast, Indonesia has traditionally focused more on basic and secondary education, though it is beginning to recognize the importance of early childhood education. Hence, Indonesia could learn from Finland by strengthening its early childhood education, making teachers' appointments more competitive, and decentralizing the supervision of education quality from the central government to local authorities.

Keywords: *quality assurance; education policy; Indonesia; Finland; early childhood education*

INTRODUCTION

The development of education in a country provides a compelling perspective on the quality of its human resources. A quality assurance system that sets and maintains national educational standards ensures that educational institutions produce individuals with high competencies, thereby improving the overall quality of human resources (Hidayat et al., 2019). Indonesia stands as a noteworthy case study in this context, highlighting a pressing need to improve its education quality to advance human resources capable of facing global challenges (Alhumami, 2015). Therefore, education is a primary concern that requires immediate and strategic interventions. Recognizing this imperative, the Indonesian government has initiated a series of reforms aimed at enhancing the standard of education. These include initiatives such as elevating teacher salaries and welfare, introducing a certification scheme for

educators and educational staff, implementing a system for ensuring education quality, and forming professional associations (Sunarti et. al., 2022). However, there are still challenges that need to be addressed, particularly in the aspects of foundational competencies. According to the Program for International Student Assessment (PISA), Indonesian students exhibit notable deficits in reading, mathematics, and science compared to the international average. It is projected to take Indonesia 50 years to reach the average score of the Organization for Economic Co-operation and Development (OECD) countries (OECD, 2022; Tanoto Foundations, 2022; World Bank, 2020).

In light of the rapid advancements and shifts within the global landscape, the Indonesian government is urged to enhance its education system swiftly. An essential step is introducing a robust quality assurance framework. Such

mechanisms are crucial in setting and enforcing standards that guarantee consistent high-quality education across primary and secondary educational institutions. By systematically overseeing implementation and steadfastly adhering to these standards, an environment conducive to quality enhancement and continuous development within educational entities is cultivated. Consequently, an education quality assurance system effectively governs educational units through adherence to the National Standards of Education (Raharjo et al., 2019).

In order to understand the gap, it would be interesting to compare other countries' quality assurance policy systems. For this research, we compare Finland's quality assurance systems policy with Indonesia's policy. Finland's historically strong education system has been acknowledged by many countries (Mølstad & Karseth, 2016; Välimaa, 2021). While there could be significant differences between Indonesia's and Finland's implementation of quality assurance systems, there are also many lessons to be learned from each other.

This research will provide insight to the government, education scholars, and students in an effort to bring positive changes to Indonesia's education system. Education is not the sole responsibility of the central government; other stakeholders play equally important roles. It would be useful to learn from other countries' policies and make comparative studies. The key is to remain open-minded and receptive to educational development. Based on the above explanation, this research seeks to answer the question: What are the differences in policy coverage of quality assurance mechanisms within the education systems of Indonesia and Finland?

The concept of quality has many definitions. Conceptually, quality means that a standard or benchmark is used to compare something to other similar objects (Putera et al., 2022). The origin of the word quality can be traced back to the Latin word "qualis," which means "what kind of." One may say that the nature of anything includes the characteristics that it possesses. The concept of quality can be seen in a multitude of ways, some of which are in direct opposition to one another. The fact that quality can be

considered as both an absolute and a relative term gives rise to much of the ambiguity that surrounds the subject of its definition. A significant portion of regular discussion treats quality as an absolute concept (Sallis, 2014).

The idea of quality is quite broad, making it difficult to explain anything in terms of the context in which it is embedded or the field in which it operates. In education, quality standards are frequently reassessed by the community's preferences as the education consumer. Obtaining a quality education requires a complex effort. Quality will only be attained with the active participation of all relevant stakeholders and the continuous improvement of processes. When discussing the overall quality of education, it is impossible to separate the concept from its three constituent parts: the input, the process, and the output. The term "educational input" refers to all components that go into the delivery of education, such as enrolled students, teachers, school principals, educational staff, funds, and all necessary equipment. Until the point where assessment is performed, the stages of the educational process include making decisions, putting programs into action, designing teaching and learning sequence, and monitoring. Students' achievement, both academically and in other areas of their lives, is the product of education. The result of education is measured by the number of students who complete their studies and are integrated into the workforce (Putera et al., 2022).

Education quality assurance is a systematic, integrated, and long-term strategy to ensure that the entire educational process meets the pre-determined quality criteria (Ismaya et al., 2024). When it comes to policy, in other words, it refers to the activities that the government plans to do or has already decided to take to advance the objectives of its programs. The goal of the state's existence cannot be separated from its policies. The state, in all of its capacities, has the authority to create or refrain from creating policies. Public policy includes creating, applying, and evaluating policies to revise them as necessary (Tachjan, 2006; Hidayat et al., 2019). In the context of educational quality assurance policy, educational policy is an attitude taken by an

individual or with the agreement of a group of policymakers as an effort to overcome an issue or a problem in education through quality efforts to reach educational goals (Hidayat et al., 2019).

Implementation can be interpreted etymologically as a process involving the settlement of a task using means (tools) to achieve results. If the above definition of implementation is coupled with public policy, in this case, education policy, then the term public policy implementation can be interpreted as a settlement activity or the implementation of a public policy that has been established/agreed upon through the use of means (tools) to achieve policy objectives (Tachjan, 2006). Policy implementation is the stage where the proposed policies/actions are ultimately carried out. At this stage, leaders are better able to determine whether or not the policy has an impact on the community and solves the identified problems. The implementation and monitoring plans developed by education executives are significantly parallel to the policy implementation stage (Alexander, 2013).

Efforts to resolve educational challenges by implementing quality assurance policies aim to address issues within the education sector by striving for high-quality initiatives to meet national educational objectives. Following agreement among policymakers, subsequent actions are taken to ensure the legitimacy and effectiveness of these measures, benefiting the education system and the people it serves.

RESEARCH METHODS

This research implemented a qualitative approach. Qualitative research is conducted to explain issues, phenomena, or cases descriptively through written records (Tracy, 2013). This research investigated written records of both cases in Indonesia and Finland. These data sources regarding the policy already exist in academic institutions, international organizations, and government agencies (Airasian & Gay, 2002). The documents included governmental bills, and reports from organizations and education agencies such as the World Bank, OECD, and PISA.

To answer the research question descriptively from two cases, qualitative research case studies would be suitable to use (Creswell,

2019). Case studies were used to look up cases on quality assurance systems from both countries, Indonesia and Finland. Close reading of those documents and journals created an understanding to map the policy of education quality assurance and then a matrix was created to compare the policy.

The important part of accomplishing a scientific activity is analyzing the results of the data collected in the collection stage. In this research, data were analyzed descriptively based on the textual data (Sumardi, 2011). In other words, descriptive data were analyzed only for its content, and thus the analysis employed in this study was content analysis as a method of text interpretation. This research scrutinized many government regulations to see the objective and details of education policy, particularly in the quality assurance systems. Content analysis is a technique that can be used to examine the behavior of government and also individuals indirectly by analyzing their texts, books, articles, journals, reports, newspapers, and any other type of communication (Kriyantono & Sos, 2014). These sources compare policies for similarities and differences based on policy coverage related to education in Indonesia and Finland.

This research analyzed the quality assurance policies of specific institutions established by the Ministries of Education in both countries. In Indonesia, the policy was taken from the Education Quality Assurance Center, National Education Standards Institution, and National School/Madrasah Accreditation Agency. It is to be noted that the National Education Standards Institution (BSNP) has now changed to the Educational Standards, Curriculum and Assessment Agency (BSKAP). Meanwhile, for quality assurance in Finland, data were taken from the Finnish Education Evaluation Centre (FINEEC). Framework by Resnick et al. (2007) was employed to analyze quality assurance in both states, focusing on three key indicators: input, process, and output. The research question for each concept is: (a) input: Is there sufficient input available to implement the policies? (b) process: Do the policies outline the steps for implementing inclusive education? (c) outcome: Have the policies achieved their intended results?

RESULTS AND DISCUSSION

Both countries have their way of setting up the quality assurance policy to improve education performance. There must be standards in running education that encompass many aspects of education on both sides. This part elaborates on the coverage of the quality assurance systems of Indonesia and Finland so that we can see the differences between them. After that, the elaboration of the implementation of the quality assurance system policy adds more comprehensive details for the conclusion to describe the quality of education in both countries.

Indonesia's Quality Assurance

Historically, there used to be one quality assurance agency in Indonesia under the Ministry of Education, namely Education Quality Assurance Institution (Lembaga Penjaminan Mutu Pendiidikan/LPMP, now is known as Balai Penjaminan Mutu Pendidikan/BPMP). However, a year after the Education Act No. 20/2003 was established, a challenge arose in the form of

the establishment of Act No. 32/2004 regarding regional autonomy, which impacted the implementation of education in the local context (Saputro & Hadi, 2022). Thus, the government established the National Standard Education Agency (Badan Standar Nasional Pendidikan also known as BSNP) (Raharjo et al., 2019). The other government agency is the National Accreditation Agency for School and Madrasah (Badan Akreditasi Nasional Sekolah dan Madrasah also known as BAN S/M). This agency goes to every educational institution, either schools or madrasahs, to monitor and evaluate them. Eight education standards are used to maintain the quality of education at every unit level of education institution to achieve national education goals. There are eight National Education Standards in Indonesia: 1. Graduate Competency Standard 2. Content Standard 3. Process Standard 4. Educational Assessment Standard 5. Educators and Education Personnel Standard 6. Facilities and Infrastructure Standard 7. Financing Standard 8. Management Standard (Alawiyah, 2017; Putera et al., 2022; Raharjo et al., 2019; Widodo, 2017; Saputro & Hadi, 2022).

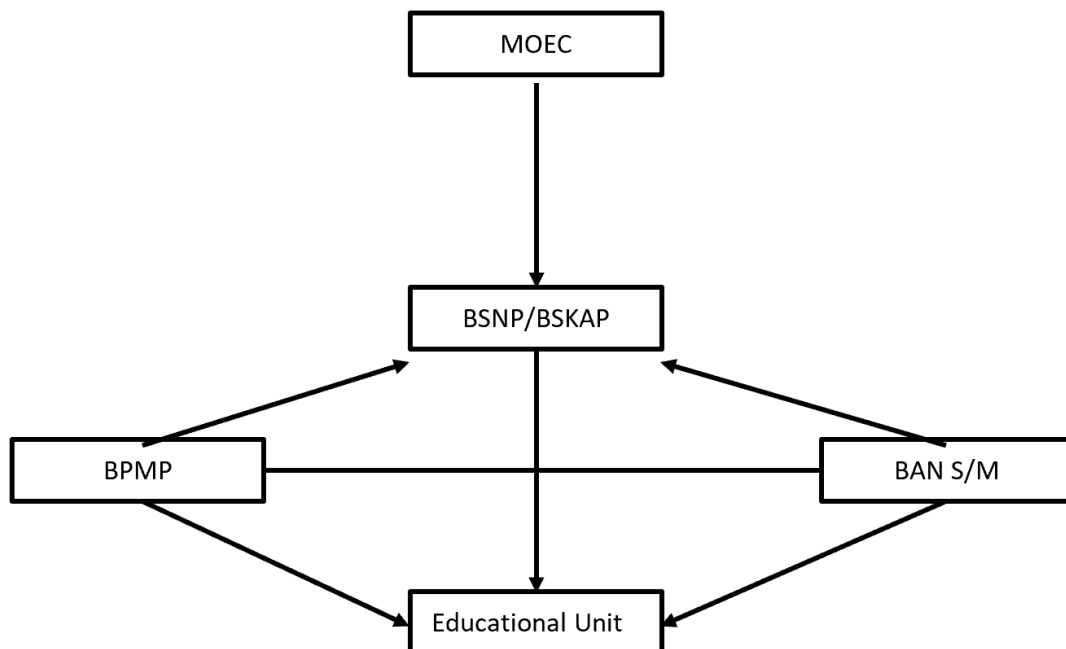


Figure 1 Connectivity of All the Quality Assurance Agency
 Source: Author's Data Analysis, 2023

Developing and implementing those standards will increase educational performance. The next process would be evaluating and assessing every standard that interplays with each other. BSKAP establishes national education standards that educational institutions must comprehend and strive to implement to deliver high-quality education. These standards define the minimum requirements that schools must meet. The Balai Penjaminan Mutu Pendidikan (BPMP), or Education Quality Assurance Center, then ensures that all educational units adhere to these established standards.

The Graduate Competency Standard sets the benchmark for students' attitudes, knowledge, and skills, emphasizing traits such as belief in God, honesty, and lifelong learning (Alawiyah, 2017). This standard is the foundation for educational institutions to nurture well-rounded individuals equipped with theoretical and practical understanding across diverse fields.

Complementing this, the Content Standard outlines the specific subject matter and proficiency levels necessary to achieve graduate competency (Putera et al., 2022). It ensures alignment with educational goals while providing a framework for assessing students' knowledge and skills attainment.

Furthermore, the Process Standard emphasizes the importance of effective teaching-learning methods, encouraging interactive and engaging classroom environments (Alawiyah, 2017). By prioritizing student involvement and enjoyment in the learning process, this standard contributes to the holistic development of graduates.

Equally vital is the Educational Assessment Standard, which establishes mechanisms for monitoring student progress and evaluating learning outcomes (Alawiyah, 2017). Through summative and formative assessments, educators can track students'

academic achievements and tailor teaching methods accordingly, fostering continuous improvement.

Central to the education system are the educators, whose quality is governed by the Educators and Education Personnel Standard (Alawiyah, 2017). This standard outlines criteria for teachers and other education personnel, ensuring they possess the necessary competencies and qualifications to facilitate effective learning experiences.

The Facilities and Infrastructure Standard underscores the importance of providing adequate resources to support the learning process (Alawiyah, 2017). From classrooms to laboratories, libraries, and recreational areas, these facilities aim to create a conducive environment for learning and exploration.

Meanwhile, the Finance Standard addresses the operational expenditure required to sustain educational activities throughout the academic year (Fattah, 2000). By allocating resources efficiently and equitably, this standard aims to enhance educational access, quality, and governance while supporting the professional development of teachers. Finally, the Management Standard governs the planning, implementation, and supervision of educational activities, aiming for efficiency and effectiveness in education provision (Sani et al., 2015). Through strategic visioning and program development, educational institutions can optimize their management practices to achieve desired outcomes.

Overall, these standards reflect the Indonesian government's commitment to enhancing education quality and ensuring the holistic development of students (Putera, 2022). By adhering to these standards, educational institutions can work towards producing graduates who are well-prepared to contribute positively to society.

Table 1 Quality Assurance Institutions in Indonesia

No	Organization	Law References	Job and Functions
1	LPMP/BPMP	<ol style="list-style-type: none"> 1. Minister of Education Decree no. 087/O/2003 2. Minister of Education Decree no. 044/O/2004 3. Minister of Education Regulation no. 07/2007 4. Minister of Education Regulation no. 14/2015 5. Minister of Education Regulation no. 59/2016 6. Minister of Education Regulation no. 11/2022 	<p>LPMP/BPMP's job is to make sure that early childhood education, basic education, secondary education, and community education in the area are of good quality and to improve them.</p> <ol style="list-style-type: none"> 1. Providing great education for young children, elementary school, high school, and community education; 2. Creating a guarantee model and improving the standard of education for young children, basic education, secondary education, and education in the community; 3. Ensuring and improving the level of early childhood education, basic education, secondary education, and community education; 4. Assisting to improve the level of early childhood education, basic education, secondary education, and education in the community as part of quality assurance in education; 5. Creating and putting in place partnerships to ensure and improve the quality of education for young children, basic education, secondary education, and community education; 6. Promoting and evaluating the implementation of guarantees and improving the level of early childhood education, basic education, secondary education, and community education; 7. Taking care of administrative work
2	BSNP/ BSKAP	<ol style="list-style-type: none"> 1. Government Regulation no. 19/ 2005 2. Government Regulation no. 13/ 2015 3. Presidential Decree No. 62 2021 4. Minister of Education, Culture, Research and Higher Education Regulation No. 28 2021 	<p>Implementation of the preparation of educational standards, curriculum, and assessments, as well as the administration of the accounting system.</p> <ol style="list-style-type: none"> 1. Formulation of policies regarding education standards; 2. Preparation of technical policies in the field of educational curriculum and assessment, as well as administration of the accounting system; 3. Implementation of the preparation of educational standards, curricula, and assessments; 4. Implementation of the accountancy system's development, guidance, and supervision; 5. Monitoring, evaluating, and reporting on the development of educational standards, curricula, and assessments, as well as bookkeeping system administration; 6. Implementation of agency governance; 7. Execution of other responsibilities assigned by the Minister.

No	Organization	Law References	Job and Functions
3	BAN S/M	<ol style="list-style-type: none"> 1. Government Regulation no. 19/ 2005 2. Government Regulation no. 17/ 2010 3. Minister of Education, Culture, Research and Higher Education Regulation No. 59 2012 4. Minister of Religious Affairs Regulation No. 90/ 2013 	<p>Formulating operational policies, implementing school/madrasah accreditation, and conducting policy outreach.</p> <ol style="list-style-type: none"> 1. Set policies and establish school/madrasah accreditation; 2. Design criteria and instruments for school/madrasah accreditation for the Minister’s consideration; 3. Socialize school/madrasah accreditation policies, criteria, and instruments; 4. Implement accreditation for schools and madrasahs; 5. Assess the implementation and outcomes of school and madrasah accreditation; 6. Provide recommendations regarding accreditation results follow-up; 7. Announce nationally the results of the accreditation of schools and madrasahs; 8. Report to the Minister the results of school/madrasah accreditation.

Source: Author's Data Analysis, 2023

Finland's Quality Assurance

In Finland, education is a significant concern. The continuous monitoring and development of educational quality through effective assurance systems are essential for Europe’s economic success and growth (European Commission, 2015; Kauko et al., 2020). In terms of quality assurance, the Finnish quality system can be traced back to the country’s involvement in comparative learning studies, its inspection of community education, and its school boards’ local oversight of schools. Even though the structure, roles, and procedures of the central Finnish government changed significantly in the 1960s and 1970s, it is important to note that these three early ways of ensuring and evaluating quality have stayed the same. However, in 1990, a robust heap of quality concepts of Finnish education was established (Kauko et al., 2020).

In terms of education quality assurance, to maintain the quality, the Finnish Ministry of Education, through the National Board of Education, now the Finnish National Agency for Education, works hand in hand to maintain the quality of education at the national level. Within the Finnish education system, quality assurance is bolstered by legislation establishing the Finnish Education Evaluation Centre (FINEEC) as an external evaluation body. FINEEC plays a critical role in fostering the continuous development of education and learning

support by integrating quality assurance mechanisms with data-driven planning and policy decisions. This comprehensive approach empowers municipalities and local authorities to make evidence-based choices that optimize educational performance (Kauko, 2020). The establishment of FINEEC was stated in the Education Act 1295/2013 and in Government Decree 1317/2013.

To answer the research question regarding the coverage of Finnish Education Quality Assurance, this study analyzed the respective roles of local authorities and FINEEC in upholding educational quality. Based on the FINEEC Summary Report (Huusko et al., 2021), the evaluation is done holistically from early childhood education and care (ECEC), basic education, to upper secondary education.

In Finland, the national standard of education is underpinned by a comprehensive approach encompassing ECEC, the National Core Curriculum, teacher qualifications, evaluation systems, and assessment practices. The significance of ECEC as the bedrock of education is emphasized, aiming to foster children’s holistic development and readiness for learning. ECEC, governed by legislation and quality assurance measures, ensures a smooth transition to formal schooling while focusing on children’s well-being and developmental needs (Basic Education Act Finland 628/1998; Välmäki, 2000).

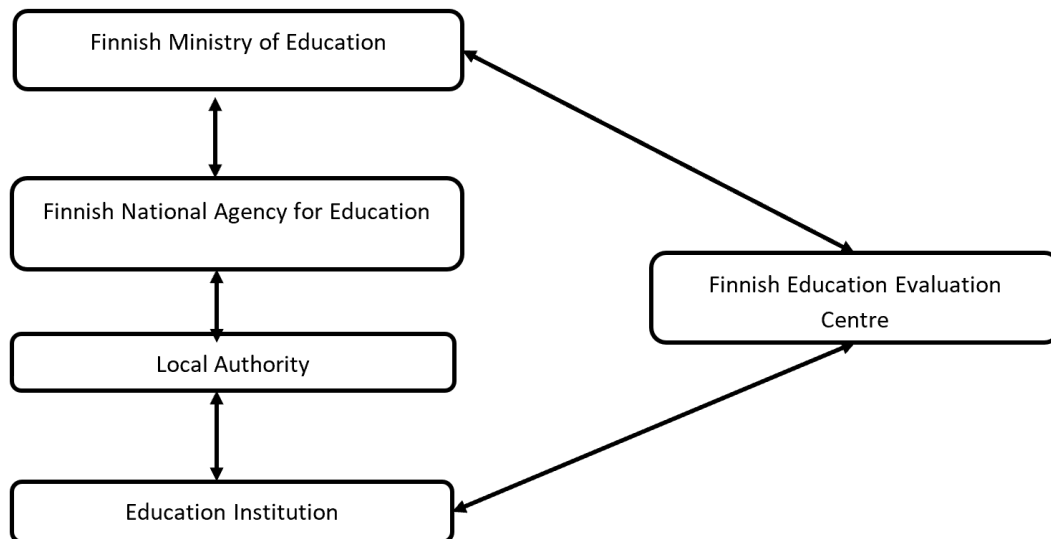


Figure 2 Finnish Quality Assurance Agency
Source: Author's Data Analysis, 2023

The National Core Curriculum provides a unified framework for education, promoting collaboration, student autonomy, and a joy for learning. It underscores individualized learning experiences, sustainability, and the integration of values, attitudes, and skills essential for lifelong learning. Assessment in Finland prioritizes students' growth and self-reflection, eschewing high-stakes standardized testing in favor of formative and summative evaluations conducted by teachers. This approach supports students' development and emphasizes intrinsic motivation over comparison (Finnish National Board of Education, 2016; Sahlberg, 2014).

Central to Finland's educational success are its highly qualified teachers, who are selected through a rigorous process that prioritizes academic excellence, interpersonal skills, and a commitment to teaching. Teachers play a vital role in transmitting cultural values, fostering inclusivity, and nurturing a sense of social responsibility among students. Additionally, the evaluation system, comprising internal and external assessments, enhances educational quality and informs policy decisions. Self-evaluation by educational institutions complements external evaluations conducted by the FINEEC, contributing to ongoing improvement efforts (Sunarti et al., 2022; Lau, 2015; Sahlberg, 2014).

Finland's education system stands out globally for its emphasis on holistic development,

individualized learning, and continuous improvement. Integrated quality assurance mechanisms, robust teacher training, and student-centered assessment practices underscore Finland's commitment to excellence and equity in education. Ultimately, Finland's educational model prioritizes the holistic growth of students, preparing them not only for academic success but also for active citizenship and participation in a rapidly evolving world (Huusko, 2021; Eurydice, 2023; Hendrickson, 2012).

While Finland and Indonesia share similarities in quality assurance aspects like curriculum, their approaches to teacher qualifications diverge. Finland enforces stricter standards, implementing a rigorous selection process and potentially requiring additional qualifications beyond a bachelor's degree. In contrast, Indonesia prioritizes a bachelor's degree from a teacher training and education faculty.

Finland differs from Indonesia in its approach to teacher qualifications. Finnish teachers hold a highly respected position and must possess a Master's degree with strong academic performance, pedagogical training, and practical teaching experience (Byman et al., 2021). Conversely, Indonesia focuses on initiatives to enhance teacher competency through certification and professional development programs.

Table 2 Comparison of Quality Assurance Process in Indonesia and Finland

	Indonesia	Finland
Input	<ol style="list-style-type: none"> 1. Management Standard 2. Finance Standard 3. Facility and Infrastructure Standard 4. Educators and Education Personnel Standard 	<ol style="list-style-type: none"> 1. Early Childhood Education and Care 2. National Core Curriculum 3. Teacher Qualifications
Process	<ol style="list-style-type: none"> 1. Process Standard 2. Educational Assessment Standard 3. Content Standard 	<ol style="list-style-type: none"> 1. Evaluation System 2. Assessment
Output	<ol style="list-style-type: none"> 1. Graduate Competence Standard 	<ol style="list-style-type: none"> 1. Graduate Competence

Source: Author's Data Analysis, 2023

A law passed in 2005 stipulated that by 2015, all teachers would be required to complete a four-year university degree and obtain teacher certification. However, despite these efforts, the outcomes have fallen short. Teachers continue to show limited subject knowledge and inadequate pedagogical skills (Kurniawati, 2022). For years, the Indonesian government has addressed concerns about teacher quality by actively reforming the recruitment process. Although Indonesia implements initiatives for teacher development, these programs occur after teachers have already obtained their qualifications. This raises the question of whether a more comprehensive quality assurance policy, encompassing pre-service and in-service teacher development, could be beneficial. Indonesia implements a teacher working group program similar to Finland's quality improvement initiative. However, excessive workload can lead to teacher disengagement, potentially hindering professional development on top of the load of their administrative duties. (Suryahadi & Sambodho, 2017). Teachers' quality is greatly affected by both their workload and the learning environment they work in (Kambuno et al., 2024).

Finland demonstrates a comprehensive approach to quality assurance in education. This focus extends to the crucial sector of ECEC, recognizing

its role in shaping lifelong learners who can contribute to the nation's economy (Kauko et al., 2020). While acknowledging the need for quality assurance in early education, Indonesia does not emphasize it as strongly as Finland. However, with Indonesia's implementation of the mandatory 13-year education discourse, ECEC becomes a critical component, signaling a positive shift towards recognizing its importance and ensuring children receive adequate preparation for their educational path.

Indonesia's quality assurance framework appears to be well-defined and practical, indicating that all educational references are transparent and feasible for implementation in schools. However, when we assess the outcomes, particularly compared to the PISA rankings, the success of Indonesia's education system is not evident. Despite the apparent clarity and applicability of quality assurance measures, the discrepancy between these measures and the actual outcomes, as evidenced by PISA rankings, raises concerns. There's a mismatch between Indonesian education's accreditation standards and those used in international assessments like PISA. This raises concerns about the uneven quality of education in Indonesia as measured by international benchmarks. The PISA evaluates the reading, math, and science skills of 15-year-olds, serving as an international benchmark

for educational quality and effectiveness (Kementerian Pendidikan dan Kebudayaan, 2018). Interestingly, this coincides with the high school level, where most institutions achieve an “A” accreditation by the National Accreditation Board for Schools and Madrasahs (BAN S/M) (BPS, 2018). If Indonesia’s quality assurance measures truly translated into stronger student performance, one would expect to see higher PISA rankings. This discrepancy suggests a need to re-evaluate the alignment between accreditation standards and the skills assessed by PISA.

CONCLUSION AND POLICY RECOMMENDATIONS

In general, Indonesia demonstrates clarity through its structured approach, while Finland’s holistic model showcases adaptability, with both systems offering valuable insights for global discussions on education quality. Finland’s teacher qualifications are rigorous, and evaluations incorporate both internal and external assessments, contributing to Finland’s exceptional international performance. In light of this comparison, several policies have been formulated in Indonesia to further enhance its education quality assurance. *First*, there is an effort to strengthen teacher qualifications by implementing a more competitive selection process to recruit top graduates. *Second*, Indonesia’s government has started to prioritize and invest in ECEC, which is also supported by a comprehensive quality assurance framework. However, there is room for improvement by learning from Finland’s teacher recruitment and ECEC policies, particularly their implementation strategies.

A review of Indonesia’s quality assurance standards is necessary to ensure they align with the demands of modern education. Despite a high number of schools achieving “A” accreditation, Indonesia’s performance in international assessments remains low. This suggests a gap in quality standards in Indonesia that needs to be improved to encourage more effective quality assurance measures in assessing education. Indonesia should also focus on strengthening the fundamental aspects of early childhood education. Finland’s comprehensive approach is a valuable model, particularly its emphasis on details like student nutrition. This statement

supports the discourse of 13 years of compulsory education initiated by Indonesia. Paying attention to education for early childhood with a framework and quality assurance will have a domino effect on further education.

Effective support for achieving quality standards requires collaboration across sectors. Policymakers at the national level should prioritize robust evaluation processes and ensure adequate funding allocation for education. This includes prioritizing teacher salaries, improved facilities, and strong infrastructure, which will all contribute to overall educational improvement. Collaboration and coordination among various agencies and continuous professional development for educators should be prioritized. Teacher quality improvement programs can still be improved by looking at recruiting good quality teachers and providing teachers with facilities to innovate and improve their professional quality through existing programs. This is often hindered by administrative burdens associated with current programs. Effective teacher quality improvement programs are essential for student development. To optimize these programs, it is crucial to minimize administrative burdens on teachers, allowing them to dedicate more time and energy to fostering student growth.

While quality assurance itself may not be the root cause, challenges lie in insufficient support and implementation for existing initiatives that still need to be improved. Fortunately, Indonesia’s ongoing educational transformation aims to address these concerns. Supervision issues need serious attention, particularly by involving the community more directly rather than relying solely on formal structures. Community involvement in school monitoring and evaluation can enhance accountability and transparency. Additionally, consideration should be given to more effective enforcement mechanisms through laws and regulations to ensure a smoother implementation process. Regular evaluations and strong support structures help ensure that educational quality is maintained.

Finally, Indonesia can benefit from periodically reviewing and incorporating global best practices in education quality assurance, benchmarking against successful systems like Finland. Through these recommendations, Indonesia can refine its education quality assurance system and align it with international standards.

REFERENCES

- Airasian, P., & Gay, L. (2002). *Educational research, competencies for analysis and applications, and study guide package*. Prentice Hall.
- Alawiyah, F. (2017). Standar nasional pendidikan dasar dan menengah. *Aspirasi*, 8(1), 81-92.
- Alexander, N. A. (2013). *Policy analysis for educational leaders: A step-by-step approach*.
- Alhumami, A. (2015, June 29). Addressing gaps will ensure education for all. *The Jakarta Post*. <https://www.thejakartapost.com/news/2015/06/29/addressing-gaps-will-ensure-education-all.html>
- Balai Penjaminan Mutu Pendidikan Sulawesi Utara. (2022, August 9). *Profil lembaga penjaminan mutu pendidikan - BPMP Provinsi Sulawesi Utara*. <https://bpmpsulut.kemdikbud.go.id/profil/>
- BPS. (2018). *Hasil akreditasi menurut jenjang sekolah dan peringkat akreditasi—tabel statistik*. Retrieved May 1, 2024, from <https://www.bps.go.id/id/statistics-table/2/MTQyMSMy/hasil-akreditasi-menurut-jenjang-sekolah-dan-peringkat-akreditasi.html>
- Byman, R., Jyrhämä, R., Stenberg, K., Maaranen, K., Sintonen, S., & Kynäslähti, H. (2021). Finnish teacher educators' preferences for their professional development – quantitative exploration. *European Journal of Teacher Education*, 44(4), 432–451. <https://doi.org/10.1080/02619768.2020.1793952>
- Creswell, J. W. (2019). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (Sixth edition). Pearson.
- Eurydice. (2023). *Assessment in single-structure education*. Retrieved July 1, 2023, from <https://eurydice.eacea.ec.europa.eu/national-education-systems/finland/assessment-single-structure-education>
- Fattah, N. (2000). *Ekonomi dan pembiayaan pendidikan*. Remaja Rosdakarya.
- Finnish National Board of Education. (2016). *National core curriculum for basic education 2014*.
- Hendrickson, K. A. (2012). Assessment in Finland: A scholarly reflection on one country's use of formative, summative, and evaluative practices. *Mid-Western Educational Researcher*, 25(1), 2.
- Hidayat, R., Herwadi, H., & Rahmadani, N. (2019). Kebijakan pemerintah tentang penjaminan mutu pendidikan. *SABILARRASYAD: Jurnal Pendidikan dan Ilmu Kependidikan*, 4(2), 26-36.
- Huusko, M., Lepola, L., Sarkkinen, T., Tuurnas, A., & Vlasov, J. (2021). *Quality management in the Finnish education system*. Finnish Education Evaluation Centre. <https://karvi.fi/en/early-childhood-education/guidelines-and-recommendations-for-evaluating-the-quality-of-early-childhood-education-and-care/>.
- Ismaya, B., Darmiyanti, A., Abduloh, & Selis. (2024). Implementation of education quality assurance management in the process of blended learning. In *4th Borobudur International Symposium on Humanities and Social Science 2022 (BIS-HSS 2022)* (1458–1468). Atlantis Press. https://doi.org/10.2991/978-2-38476-118-0_165
- Kambuno, R., Simega, B., & Dewi, R. (2024). Dampak beban dan lingkungan kerja terhadap kinerja guru bahasa Indonesia. *Jurnal Pendidikan, Sains Dan Teknologi*, 3(1), 130–138. <https://doi.org/10.47233/jpst.v3i1.1548>
- Kauko, J., Varjo, J., & Pitkänen, H. (2020). Quality and evaluation in Finnish schools. *Oxford Research Encyclopedia of Education*. <https://doi.org/10.1093/acrefore/9780190264093.013.1451>
- Kementerian Pendidikan dan Kebudayaan. (2018). *Laporan Nasional PISA 2018 Indonesia*.
- Kriyantono, R., (2014). *Teknik praktis riset komunikasi* (Edisi ke-7). Kencana.
- Kurniawati, F. N. A. (2022). Meninjau permasalahan rendahnya kualitas pendidikan di Indonesia dan solusi. *Academy of Education Journal*, 13(1), 1–13. <https://doi.org/10.47200/aoej.v13i1.765>

- Lau, F. (2015). *A means to an end: A comparative review of Finland and Singapore's basic education systems*. Lund University Department of Sociology. <https://lup.lub.lu.se/student-papers/record/5469230/file/5469368.pdf>
- Mølsted, C. E., & Karseth, B. (2016). National curricula in Norway and Finland: The role of learning outcomes. *European Educational Research Journal*, 15(3), 329–344. <https://doi.org/10.1177/1474904116639311>
- Mulyasa, E. (2003). *Menjadi kepala sekolah profesional: Dalam konteks menyukseskan MBS dan KBK*. Remaja Rosdakarya.
- OECD. (2022). The output of educational institutions and the impact of learning. Dalam *Education at a glance 2022: OECD Indicators*. OECD Publishing. <https://doi.org/10.1787/3197152b-en>
- Pangestika, R. R., & Alfarisa, F. (2015). Pendidikan profesi guru (PPG): Strategi pengembangan profesionalitas guru dan peningkatan mutu pendidikan Indonesia. In *Makalah Prosiding Seminar Nasional* (Vol. 9, No. 1, pp. 671-683).
- Putera, A., Shaddiq, S., & Jarkawi. (2022). Buku penjaminan mutu pendidikan.
- Raharjo, S. B., Handayani, M., Jauhari, M. R., & Juanita, F. (2019). Sistem penjaminan mutu pendidikan. Pusat Penelitian Kebijakan Pendidikan dan Kebudayaan, Badan Penelitian dan Pengembangan, Kementerian Pendidikan dan Kebudayaan.
- Resnick, L., Besterfield-Sacre, M., Mehalik, M., Sherer, J. Z., & Halverson, E. (2007). A framework for effective management of school system performance. *Teachers College Record*, 109(13), 155-185.
- Sahlberg, P. (2014). *Finnish lessons 2.0: What can the world learn from educational change in Finland?* Teachers College Press.
- Sallis, E. (2014). Total quality management in education. Routledge.
- Sani, R. A., Pramuniati, I., & Mucktiany, A. (2015). Penjaminan mutu sekolah. Bumi Aksara.
- Saputro, M. N. A., & Hadi, B. (2022). Pengembangan system penjaminan mutu pendidik untuk menciptakan seorang pendidik yang professional. *Jurnal Inovasi Penelitian*, 2(11), 3745-3764. <https://dx.doi.org/10.47492/jip.v2i11.1418>
- Sumardi, S. (2011). Metodologi penelitian pendidikan.
- Sunarti, V., Hafizah, H., Rusdinal, R., Ananda, A., & Gistituati, N. (2022). Comparison of Indonesian and Finnish education curriculum. *Journal of Social, Humanity, and Education*, 2(2), 141–152. <https://doi.org/10.35912/jshe.v2i2.808>
- Suryahadi, A., & Sambodho, P. (2017). *Penilaian kebijakan untuk meningkatkan kualitas guru dan mengurangi ketidakhadiran guru*. SMERU Research Institute.
- Tachjan, H. (2006). *Implementasi kebijakan publik*. AIPI Bandung.
- Tanoto Foundations. (2022, June 29). *Unlocking potential: Sekolah sebagai pemimpin ekosistem peningkatan mutu pendidikan*. [Video]. <https://www.youtube.com/watch?v=C-3DGJlcPNw>
- Tracy, S. J. (2013). *Qualitative research methods*. Wiley-Blackwell.
- Välilmaa, J. (2021). Trust in Finnish Education: A Historical Perspective. *European Education*, 53(3–4), 168–180. <https://doi.org/10.1080/10564934.2022.2080563>
- Widodo, S. F. A. (2017). *Quality assurance pendidikan di Indonesia dan Malaysia*.
- World Bank. (2020). *The promise of education in Indonesia*. <https://elibrary.worldbank.org/doi/abs/10.1596/34807>