

Dynamics of Education Quality Assurance Policy Implementation in Indonesia's National Education System

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Abstract

This study analyzes the dynamics of educational quality assurance policy implementation in Indonesia, particularly the challenges and strengthening strategies within the national education system. The study is based on the premise that educational quality is influenced not only by regulatory frameworks but also by institutional capacity, educational leadership, technological readiness, and governance effectiveness. A qualitative approach employing the Systematic Literature Review (SLR) method was used to examine relevant literature, policy documents, accredited journals, and academic publications published between 2015 and 2026. The analysis process included literature identification, source selection, quality evaluation, coding, descriptive-critical analysis, and narrative synthesis. The findings indicate that Indonesia has developed a relatively comprehensive educational quality assurance system through the National Education Standards (SNP), Internal Quality Assurance System (SPMI), and External Quality Assurance System (SPME) implemented through accreditation mechanisms. These policies have contributed to strengthening educational governance, improving evaluation systems, and encouraging competency-based learning transformation. However, the implementation process remains constrained by structural and contextual challenges, including regional disparities in educational quality, limited educational infrastructure, low digital literacy among educators, weak organizational quality culture, and ineffective coordination between central and local governments. The study further reveals that the effectiveness of educational quality assurance policies depends on the integration of adaptive regulations, institutional capacity, digital transformation, and collaborative governance. Therefore, strengthening the national education system requires more contextual, inclusive, and sustainable educational policies to reduce inequality and improve educational quality across regions in Indonesia.

Keywords

Educational Policy, Quality Assurance, Educational Governance, Digital Transformation, Indonesia

INTRODUCTION

Education holds a strategic position in national development because it plays a fundamental role in shaping the quality of human resources, strengthening social cohesion, enhancing economic competitiveness, and supporting sustainable national development. In the

context of globalization and the rapid digital transformation of the twenty-first century, education is no longer viewed merely as a process of knowledge transfer, but rather as a social development instrument that determines a nation's capacity to respond to rapid social, economic, political, and

technological changes. Consequently, the issue of educational quality has become a major priority in public policy across many countries, including Indonesia (Tilaar, 2019). Educational quality is not solely measured by students' academic achievement, but also encompasses the quality of educational governance, instructional effectiveness, teacher competence, equitable access to education, and the capacity of the education system to produce graduates who are adaptive to contemporary societal changes (Sallis, 2021).

In Indonesia, educational quality remains one of the major challenges in national educational development. Various national and international reports indicate that the Indonesian education system continues to face complex structural problems, including disparities in educational quality across regions, inadequate educational infrastructure in remote areas, limited teacher competence, unequal access to educational technology, and weak effectiveness in policy implementation at the regional level (OECD, 2023). These conditions demonstrate that improving educational quality cannot be achieved solely through the formulation of formal regulations; rather, it requires strengthening policy implementation through adaptive, collaborative, and community-oriented educational governance (Mulyasa, 2023).

In response to these challenges, the Indonesian government has formulated various educational quality assurance policies aimed at establishing measurable and sustainable national education standards. The primary legal

foundation of these policies is Law Number 20 of 2003 concerning the National Education System, which emphasizes that every citizen has the right to obtain quality education and that the government is responsible for ensuring the quality of educational provision nationwide. The implementation of educational quality policies is further elaborated through the National Education Standards (Standar Nasional Pendidikan or SNP), which consist of eight major standards: content standards, process standards, graduate competency standards, assessment standards, standards for educators and educational personnel, facilities and infrastructure standards, management standards, and educational financing standards (Ministry of Education and Culture, 2022). The SNP serves as the principal instrument for controlling educational quality while simultaneously functioning as a guideline for educational implementation across all formal educational institutions in Indonesia.

In addition to the SNP, the government has also developed the Education Quality Assurance System (Sistem Penjaminan Mutu Pendidikan or SPMP) as a strategic mechanism to ensure that educational quality standards are implemented systematically and sustainably. The SPMP consists of the Internal Quality Assurance System (Sistem Penjaminan Mutu Internal or SPMI), which is independently implemented by educational institutions, and the External Quality Assurance System (Sistem Penjaminan Mutu Eksternal or SPME),

which is conducted through accreditation mechanisms administered by independent institutions. From the perspective of educational policy, the SPMP functions not merely as an administrative evaluation instrument, but also as a mechanism for transforming quality culture within educational organizations through continuous cycles of standard setting, implementation, evaluation, control, and quality improvement (Suhardan, 2020).

Nevertheless, the implementation of educational quality assurance policies in Indonesia continues to face numerous challenges that reveal a significant gap between policy design and implementation realities in the field. Research conducted by Indana et al. (2022) demonstrates that educational quality assurance policies in Indonesia are hindered by inadequate human resource readiness, weak quality culture within educational institutions, and limited support for educational technology, particularly in underdeveloped regions. Similarly, Safitri and Julaiha (2025) explain that the implementation of the National Education Standards has not been fully optimized due to disparities in educational infrastructure and teacher competence across regions. Furthermore, Ishak (2022) found that policy coordination between the central and regional governments frequently encounters administrative and bureaucratic obstacles, thereby reducing the effectiveness of educational quality improvement programs.

The challenges surrounding the implementation of educational quality

assurance policies have become increasingly complex following the digital transformation of education in the post-COVID-19 pandemic era. The transition toward technology-based learning requires educational institutions to provide adequate digital infrastructure, improve teachers' digital literacy competencies, and develop more flexible and innovative learning systems. However, the reality indicates that not all educational institutions possess equal capacity to adopt such digital transformation. Unequal internet access, limited technological devices, and insufficient digital competencies among educators have become significant factors weakening the effectiveness of technology-based educational quality policies (Permana & Nur Ilham, 2023).

Studies concerning the implementation of educational quality assurance policies have been widely conducted by previous researchers. Rahman et al. (2019) emphasized the role of school accreditation as an external evaluation instrument in improving educational quality and institutional accountability. Karwono and Susetyo (2020) revealed that school accreditation results in Indonesia still demonstrate disparities in educational quality across regions, influenced by socio-economic conditions and institutional capacities. Meanwhile, Zahrok (2020) highlighted that the implementation of SPMI in schools requires strong educational leadership, organizational cultures that support quality improvement, and active participation from all school members in order for quality assurance to move beyond mere administrative compliance.

Despite these contributions, most previous studies have primarily focused on the technical aspects of SPMI implementation, school accreditation, or partial evaluations of educational standards. Earlier studies tend to position educational quality assurance as an institutional administrative issue and have not sufficiently examined the dynamics of educational quality policy implementation from the broader perspectives of public policy and national educational governance. Moreover, studies linking educational quality assurance implementation with the dynamics of central-local government relations, digital transformation in education, social inequality in education, and the policy challenges of twenty-first-century education remain relatively limited. Therefore, there is a significant academic need for a more integrative study examining the implementation dynamics of educational quality assurance policies in Indonesia within the framework of contemporary educational policy dynamics.

The novelty of this article lies in its attempt to analyze the implementation of educational quality assurance policies holistically by integrating dimensions of educational regulation, policy governance, implementation dynamics at both central and regional levels, digital transformation in education, and socio-educational challenges into a comprehensive analytical framework. This article not only discusses the effectiveness of SNP, SPMI, and accreditation as educational quality assurance instruments, but also examines

how educational policy dynamics influence the success or failure of national educational quality implementation. Such an approach is essential because the quality of educational policy implementation is fundamentally influenced by the social, political, economic, and bureaucratic contexts surrounding educational governance.

Based on the foregoing discussion, the primary problem addressed in this article concerns how the dynamics of educational quality assurance policy implementation in Indonesia operate within the practice of national educational administration, what challenges emerge in implementing such policies, and how strategies for strengthening the national education system can be developed to improve the effectiveness of sustainable educational quality assurance. This article is built upon the hypothesis that the successful implementation of educational quality assurance policies is strongly influenced by the synergy between adaptive educational regulations, institutional capacity, human resource competence, educational technology integration, organizational quality culture, and effective coordination between central and regional governments in national educational governance.

Accordingly, the purpose of this article is to analyze the dynamics of educational quality assurance policy implementation in Indonesia, identify the challenges affecting the effectiveness of educational quality policy implementation, and formulate strategies for strengthening a more

adaptive, inclusive, and sustainable national education system in order to improve the quality of Indonesian education in the era of digital transformation and the global demands of the twenty-first century.

RESEARCH METHOD

This study employed a qualitative approach using the systematic literature review (SLR) method to analyze the dynamics of educational quality assurance policy implementation in Indonesia, including the various implementation challenges and strategies for strengthening the national education system. This approach was selected because it enables a comprehensive understanding of educational policy phenomena through the critical synthesis of previous studies, policy documents, and relevant academic literature. In educational policy research, the systematic literature review method is considered effective for identifying patterns of policy implementation, discovering research gaps, and constructing a deeper conceptual framework regarding the dynamics of public policy in education (Snyder, 2019).



Figure 1. Research Method Flowchart

The SLR method applied in this study referred to the stages developed by Tranfield, Denyer, and Smart (2003), further strengthened by the literature analysis approach proposed by Okoli and Schabram (2010). These stages included research planning, literature identification, source selection, literature quality evaluation, data analysis, and synthesis of research findings. A systematic approach was employed to ensure that the processes of data collection and analysis were conducted transparently, systematically, and academically accountable.

The first stage of the study involved determining the research focus and formulating research questions related to the implementation of educational quality assurance policies in Indonesia.

The scope of analysis focused on the implementation of the National Education Standards (Standar Nasional Pendidikan or SNP), the Internal Quality Assurance System (Sistem Penjaminan Mutu Internal or SPMI), the External Quality Assurance System (Sistem Penjaminan Mutu Eksternal or SPME), educational accreditation, central and regional educational governance, as well as the challenges of digital transformation in national educational quality assurance.

The second stage consisted of conducting a systematic literature search using several national and international academic databases, including Google Scholar, Scopus, ERIC, ScienceDirect, Garuda, DOAJ, and nationally accredited journal portals indexed by SINTA. The search process employed keywords such as "education quality assurance policy," "implementation of educational quality policy," "National Education Standards," "SPMI," "SPME," "school accreditation," "education governance," and "digital transformation in education policy." The use of these keyword combinations aimed to obtain literature sources relevant to the research focus while broadening the scope of analysis regarding the dynamics of educational quality assurance policies in both national and global contexts.

The inclusion criteria of the literature in this study consisted of: (1) scientific articles, academic books, conference proceedings, and official policy documents discussing the implementation of educational quality assurance policies; (2) publications issued between 2015 and 2026 in order to

reflect contemporary educational policy developments; (3) sources derived from nationally accredited journals, reputable international journals, and trusted academic publishers; and (4) literature with direct relevance to educational quality assurance, educational governance, and educational policy implementation. Meanwhile, the exclusion criteria included articles lacking methodological clarity, academically unverified sources, and literature with no substantive relation to the research focus.

Following the literature identification process, the subsequent stage involved the selection and quality evaluation of data sources. Initial selection was conducted through title and abstract screening to ensure thematic relevance to the study. Literature meeting the preliminary criteria was then analyzed comprehensively through full-text review. At this stage, the researcher conducted data coding based on several major themes, namely National Education Standards policy, SPMP implementation, educational accreditation, central and regional educational governance, digital transformation in education, policy implementation challenges, and strategies for improving educational quality.

Data analysis was carried out using descriptive-critical analysis combined with a narrative synthesis approach. This technique was employed to identify patterns, interrelationships among policies, consistency of research findings, and various factors influencing the success and obstacles of educational

quality assurance policy implementation in Indonesia. The narrative synthesis approach enabled the researcher to integrate diverse theoretical and empirical perspectives more comprehensively, thereby producing a holistic understanding of the dynamics of educational policy implementation (Popay et al., 2006).

In addition, this study also adopted a public policy analysis approach to understand the relationship between policy formulation, implementation processes, and policy impacts on national educational quality. In this context, policy implementation was understood not merely as an administrative process, but also as a social and bureaucratic process influenced by institutional capacity, educational leadership, organizational culture, and the availability of educational resources (Dunn, 2020). Therefore, the interpretation of research findings was conducted contextually by considering Indonesia's social, geographical, economic, and educational bureaucratic conditions.

To ensure the validity and reliability of the study, the researcher applied source triangulation techniques by comparing findings derived from various literature sources, policy documents, and previous studies. Triangulation was conducted to ensure data consistency and reduce interpretative bias during the analytical process (Creswell & Creswell, 2018). Furthermore, the entire process of data collection and analysis was carried out systematically and thoroughly documented, thereby enabling the study

to be replicated or re-examined by future researchers.

Through this approach, the study is expected to provide an in-depth analysis of the dynamics of educational quality assurance policy implementation in Indonesia and contribute both conceptually and practically to the development of a more adaptive, inclusive, and sustainable national education policy framework.

RESULTS AND DISCUSSION

Based on the results of a systematic review of various scholarly literature, policy documents, nationally accredited journals, and international publications concerning the implementation of educational quality assurance policies in Indonesia, it was found that educational quality policies have experienced significant development in terms of regulation, governance, and educational quality evaluation mechanisms. Nevertheless, the implementation of these policies continues to encounter various structural, administrative, and social challenges that affect the effectiveness of achieving national educational quality standards.

The findings reveal that the implementation of educational quality assurance policies in Indonesia is primarily based on three major instruments: the National Education Standards (*Standar Nasional Pendidikan* or SNP), the Internal Quality Assurance System (*Sistem Penjaminan Mutu Internal* or SPMI), and the External Quality Assurance System (*Sistem Penjaminan Mutu Eksternal* or SPME) through

educational accreditation mechanisms. These three instruments constitute the fundamental framework for establishing a sustainable culture of educational quality across all educational levels.

1. Implementation of National Education Standards (SNP)

Based on the literature review, the National Education Standards (SNP) occupy a central position within Indonesia's educational quality assurance system because they serve as the principal reference for educational administration across all levels and institutions. The SNP functions not merely as an administrative standard, but also as an educational quality control instrument designed to ensure that educational processes align with national educational objectives. The implementation of SNP has provided a more structured direction for curriculum development, instructional processes, educational evaluation systems, school governance, and the development of educators' and educational personnel's competencies (Safitri & Julaiha, 2025).

In practice, the implementation of SNP has encouraged a paradigm shift in learning from conventional instructional models toward competency-based learning and character development. This transformation is reflected in curriculum adjustments that emphasize the development of critical thinking, creativity, collaboration, communication, and digital literacy as integral components of twenty-first-century competencies. Furthermore, educational assessment systems have gradually shifted from memorization-oriented

approaches toward competency-based assessment and learning outcomes evaluation. The National Assessment policy introduced by the Indonesian government represents one example of educational evaluation reform that prioritizes literacy, numeracy, and character assessment rather than focusing solely on academic achievement.

Despite these developments, the review findings indicate that the implementation of SNP in Indonesia still faces numerous challenges that hinder equitable educational quality development. One of the primary issues concerns disparities in educational infrastructure and facilities across regions. Schools located in urban areas generally possess more complete learning facilities, better technological access, and stronger educational resource support compared to schools situated in remote, archipelagic, and underdeveloped regions. These disparities directly influence the quality of instructional processes and schools' capacities to fulfill the indicators of the National Education Standards.

In addition to infrastructure-related issues, teacher competence also constitutes a crucial factor in the implementation of SNP. Several studies indicate that teacher quality remains highly uneven, particularly in terms of pedagogical mastery, utilization of educational technology, and the ability to develop competency-based learning models. This condition became increasingly evident following the transition toward digitally based learning in the post-COVID-19 pandemic

era. Many educators, particularly those in areas with limited technological access, experienced difficulties adapting to digital learning methods and online learning platforms. Consequently, the implementation of process standards and educational assessment standards has not been fully optimized across all regions of Indonesia.

From the perspective of educational governance, the implementation of management standards also continues to face various challenges. While some schools have successfully implemented more adaptive and participatory school-based management systems, others still maintain administrative and less innovative management practices. The leadership capacity of school principals plays a decisive role in determining the success of SNP implementation at the institutional level. Schools led by transformational leaders tend to be more capable of fostering a culture of quality, strengthening collaboration among school communities, and continuously promoting educational innovation.

Moreover, the findings also demonstrate that the implementation of SNP cannot be separated from the dynamics of national educational policies, which continue to evolve over time. Following the COVID-19 pandemic, the Indonesian government accelerated educational digital transformation through policies emphasizing technology-based learning, school digitalization, and the development of online learning platforms. On the one hand, these policies provide opportunities to

improve learning quality through more flexible and innovative educational approaches. On the other hand, they also expose disparities in institutional readiness to adapt to such transformations. Schools equipped with adequate infrastructure and human resources tend to adapt more rapidly, whereas schools in regions with limited facilities continue to face significant implementation obstacles.

Overall, the findings indicate that the existence of SNP has provided an important foundation for the development of Indonesia's educational quality assurance system. However, the effectiveness of its implementation remains heavily influenced by institutional capacity, the quality of human resources, educational infrastructure support, and the ability of both central and regional governments to ensure equitable educational quality development on a sustainable basis.

Table 1. Findings on the Implementation of National Education Standards

Implementation Aspect	Main Findings
Content and Process Standards	The curriculum has gradually shifted toward competency-based learning, literacy development, and character strengthening
Standards for Educators and Educational Personnel	Teacher competencies remain uneven, particularly in technology mastery

	and digital learning implementation
Facilities and Infrastructure Standards	Significant disparities in educational facilities persist between urban and remote regions
Assessment Standards	Educational evaluation systems have gradually shifted toward competency-based assessment and literacy-numeracy reinforcement
Management Standards	School management systems have not yet become fully adaptive to educational change and innovation
Financing Standards	The distribution of educational funding has not fully reduced disparities in educational quality
Graduate Competency Standards	Student learning outcomes continue to demonstrate disparities across regions
Educational Supervision Standards	Educational quality monitoring and evaluation systems have not been optimally implemented in all regions

2. Implementation of the Internal Quality Assurance System (SPMI)

The findings of the literature review indicate that the implementation of the Internal Quality Assurance System (*Sistem Penjaminan Mutu Internal* or SPMI) has become an essential component in efforts to improve educational quality across various educational institutions, both at the school and higher education levels. SPMI was developed as a quality control mechanism implemented independently by educational institutions through continuous evaluation and improvement processes. In practice, the implementation of SPMI involves several stages, including quality planning, implementation of quality improvement programs, monitoring and evaluation, quality control, and continuous quality improvement follow-up measures.

The implementation of SPMI in several educational institutions demonstrates a shift in educational governance patterns that were previously administrative in nature toward systems that are more evaluation-oriented and focused on organizational quality development. Schools and universities that consistently implement SPMI generally possess more structured management systems in establishing quality targets, evaluating learning outcomes, and developing educational quality improvement programs based on internal evaluation results. These findings suggest that SPMI functions not only as a quality control instrument, but also as a mechanism for building a quality culture within

educational environments (Zahrok, 2020).

In its implementation, the self-evaluation stage constitutes the most fundamental component of SPMI. Through self-evaluation, educational institutions identify their actual institutional conditions, including the quality of instruction, teacher competencies, educational facilities and infrastructure, school governance, and students' learning outcomes. The results of this evaluation are subsequently used as the basis for formulating quality improvement programs tailored to the needs and challenges of each educational institution. Accordingly, the implementation of SPMI essentially encourages educational institutions to become more reflective and adaptive in developing the quality of educational services.

Nevertheless, the findings reveal that the implementation of SPMI in Indonesia continues to face several obstacles that limit its effectiveness. One of the primary challenges concerns the relatively low level of understanding among educators and educational personnel regarding the concept of educational quality assurance. In several educational institutions, SPMI is still perceived merely as an administrative obligation associated with the preparation of quality assurance documents and accreditation requirements. As a consequence, the implementation of SPMI tends to focus more on fulfilling formal administrative procedures rather than developing a substantive culture of quality improvement.

In addition to human resource limitations, financial constraints also constitute a significant factor affecting the implementation of SPMI. Many schools, particularly those located in regions with limited fiscal capacity, encounter difficulties in carrying out sustainable quality improvement programs due to restricted educational budgets. This condition affects the availability of teacher professional development programs, educational facilities, and institutional support for educational innovation at the school level.

Another challenge relates to the organizational culture within educational institutions, which has not yet fully supported the implementation of internal quality assurance systems. Some educational institutions still maintain hierarchical and less participatory management patterns, resulting in quality evaluation processes that are neither transparent nor collaborative. In several cases, monitoring and evaluation activities are conducted only prior to school accreditation or other forms of external evaluation. This condition indicates that the implementation of SPMI has not yet become an integral component of the daily organizational culture of educational institutions.

Figure. Findings on the Implementation of SPMI



Figure 2. Findings on the Implementation of SPMI

Based on the literature review, these stages of SPMI implementation illustrate that educational quality assurance is a cyclical and continuous process. During the quality planning stage, educational institutions establish quality standards and determine the educational improvement targets to be achieved. The next stage involves the implementation of quality programs through various initiatives aimed at improving instructional quality, enhancing teacher competencies, and strengthening institutional governance. Following program implementation, monitoring and evaluation activities are conducted to assess the extent to which established quality standards have been achieved. The results of these evaluations

then serve as the basis for quality control and continuous improvement processes to ensure that educational quality can be systematically enhanced over time.

This study also found that school leadership plays a highly significant role in determining the success of SPMI implementation. School principals who demonstrate transformational leadership tend to be more effective in fostering a culture of quality through the active involvement of all members of the school community in educational quality improvement processes. Transformational leadership emphasizes not only administrative functions, but also the promotion of innovation, collaboration, and collective participation in achieving educational quality objectives.

3. Implementation of the External Quality Assurance System (SPME) and Accreditation

The findings of the review indicate that educational accreditation, as part of the External Quality Assurance System (*Sistem Penjaminan Mutu Eksternal* or SPME), plays a significant role in promoting educational quality improvement in Indonesia. Accreditation functions not only as an external evaluation instrument for assessing the performance of educational institutions, but also as a quality control mechanism used to ensure that educational administration is conducted in accordance with the National Education Standards (*Standar Nasional Pendidikan* or SNP). In recent years, accreditation policies in Indonesia have undergone a substantial paradigm shift. Accreditation instruments are no longer solely oriented

toward examining the completeness of school administration; instead, they increasingly emphasize the quality of instructional processes, student learning outcomes, the effectiveness of school leadership, educational innovation, and the quality culture of educational institutions (Karwono & Susetyo, 2020).

This shift in orientation reflects the government's effort to transform accreditation into a more substantive evaluation instrument that is relevant to the demands of twenty-first-century educational quality improvement. Through this new approach, schools are not only required to fulfill administrative standards, but also expected to demonstrate actual quality in instructional implementation, student character development, literacy and numeracy enhancement, and institutional capacity for continuous educational innovation.

Based on the findings, the implementation of accreditation has generated positive impacts on educational governance across various educational institutions. Schools undergoing accreditation processes are generally encouraged to improve administrative systems, enhance instructional quality, strengthen internal evaluation cultures, and improve the readiness of educational human resources. In many cases, accreditation also serves as a momentum for schools to improve educational facilities and infrastructure, strengthen institutional programs, and enhance teacher competencies as part of preparation for external assessment.

Nevertheless, the review findings also reveal that the implementation of the educational accreditation system in Indonesia continues to face several challenges, resulting in uneven accreditation outcomes across regions. Disparities in accreditation results remain evident between schools located in urban areas and those situated in the *3T* regions (*terdepan, terluar, dan tertinggal*—frontier, outermost, and underdeveloped areas). Schools in urban regions generally possess better access to educational facilities, learning technologies, qualified educators, and educational funding support compared to schools in remote regions.

These differences in institutional capacity directly affect schools' ability to fulfill accreditation assessment indicators. Schools equipped with adequate facilities and human resource support tend to meet accreditation standards more easily than schools experiencing limitations in infrastructure and teaching personnel. Consequently, accreditation outcomes often reflect not only the quality of educational governance, but also broader social, economic, and geographical inequalities that continue to characterize Indonesia's national education system.

In addition to infrastructure-related issues, the quality of educational human resources also constitutes a determining factor influencing school accreditation outcomes. Teachers' competencies in managing instructional processes, principals' capacities in establishing quality governance, and the involvement of educational personnel in supporting educational administration

systems represent key components affecting accreditation achievement. Schools characterized by collaborative work cultures and strong leadership generally demonstrate better readiness in meeting educational quality standards.

Table 2. Factors Influencing Educational Accreditation Outcomes

Factors	Impact on Accreditation
Teacher Competence	Enhances instructional quality, educational innovation, and student learning outcomes
School Infrastructure	Determines the feasibility of educational services and fulfillment of facility standards
School Leadership	Influences the effectiveness of quality governance and organizational culture
Technological Support	Supports the digitalization of learning and educational administration
Local Government Support	Influences the sustainability of quality improvement programs and equitable educational facilities
School Community Participation	Strengthens quality culture and institutional readiness for external evaluation

School Management Capacity	Determines the effectiveness of program and educational administration management
Social and Geographical Conditions	Affect educational access, teacher distribution, and infrastructure availability

The findings further indicate that schools located in urban regions tend to achieve better accreditation results compared to schools in *3T* areas. This condition is influenced by disparities in access to educational facilities, teacher distribution, technological support, and educational financing capacity. Urban schools generally benefit from more stable internet access, adequate laboratory facilities, sufficient numbers of teachers, and greater opportunities for professional development compared to schools in remote areas.

Conversely, schools in *3T* regions continue to face numerous fundamental limitations, including inadequate learning facilities, limited internet connectivity, shortages of teaching personnel, and restricted access to teacher competency development programs. In several cases, schools are required to conduct instructional activities with extremely limited facilities, making it difficult to fulfill the educational quality indicators employed in national accreditation instruments.

These findings demonstrate that the implementation of educational quality assurance policies through

accreditation has not yet fully addressed disparities in national educational quality. Accreditation indeed functions as an educational quality evaluation tool; however, accreditation outcomes are also significantly influenced by the social, economic, and geographical conditions of each region. Therefore, educational quality improvement cannot rely solely on external evaluation mechanisms, but must also be accompanied by policies promoting equitable educational infrastructure, fair teacher distribution, strengthened school capacity, and sustainable educational financing support.

Furthermore, this study indicates that the successful implementation of SPME and educational accreditation is highly dependent on synergy among the central government, local governments, and educational institutions. The central government plays a role in formulating regulations and national educational quality standards, while local governments are responsible for ensuring the readiness of educational resources at the local level. Without strong coordination between these actors, the implementation of educational quality assurance policies may potentially intensify educational disparities across regions in Indonesia.

4. Challenges in the Implementation of Educational Quality Assurance Policies

Based on the synthesis of various scholarly literature and previous studies, the implementation of educational quality assurance policies in Indonesia continues to face numerous structural, administrative, social, and technological

challenges. Although the government has established a relatively comprehensive regulatory framework through the National Education Standards (*Standar Nasional Pendidikan* or SNP), the Internal Quality Assurance System (*Sistem Penjaminan Mutu Internal* or SPMI), and the External Quality Assurance System (*Sistem Penjaminan Mutu Eksternal* or SPME), the effectiveness of policy implementation in practice has not yet been fully optimal or equitable. This condition indicates that the success of educational quality policies is determined not only by the quality of regulations, but also by the institutional capacity of educational organizations, the readiness of human resources, societal conditions, and the effectiveness of national educational governance.

One of the most dominant challenges concerns disparities in educational quality across regions. The findings demonstrate that schools located in urban areas generally possess more adequate educational facilities, technological access, and human resources compared to schools situated in remote, archipelagic, and *3T* regions (*frontier, outermost, and underdeveloped areas*). These disparities directly affect schools' capacities to fulfill the National Education Standards and to implement educational quality assurance systems effectively. Differences in learning facilities, internet accessibility, laboratory availability, and the distribution of educational personnel contribute to uneven development in the quality of educational services among regions.

In addition to infrastructural inequality, the low level of digital literacy among educators has emerged as a serious challenge in the implementation of educational quality policies, particularly following the acceleration of digital transformation after the COVID-19 pandemic. Many teachers continue to experience difficulties integrating digital technology into instructional processes. This issue is not limited to technical skills in operating digital devices, but also relates to pedagogical competencies in designing technology-based learning that is effective, interactive, and participatory. Consequently, the implementation of digital learning transformation across educational institutions has progressed with highly varied levels of quality.

The limitations of educational technology infrastructure further intensify disparities in the implementation of digital-based educational policies. In several regions, unstable internet access, limited technological devices, and inadequate digital facilities have hindered schools from implementing technology-based learning systems and digital evaluation mechanisms effectively. This condition demonstrates that educational digitalization in Indonesia continues to face serious challenges related to equitable technological access. Ultimately, digital transformation in education is not merely an issue of instructional innovation, but also one of educational equity and equal access for all students.

Another significant challenge concerns weak coordination between the

central government and local governments in implementing educational policies. Within Indonesia's decentralized educational system, the central government is responsible for formulating national policies and establishing educational quality standards, whereas local governments are responsible for implementing these policies at the regional level. However, in practice, disparities in implementation capacity frequently occur due to differences in educational budgets, bureaucratic governance quality, and regional development priorities. As a result, educational quality improvement programs in several regions are often implemented inconsistently and unsustainably.

In addition to structural and bureaucratic issues, the relatively weak development of a quality culture within educational institutions also constitutes a major obstacle to the implementation of educational quality assurance policies. In some institutions, quality assurance is still perceived merely as an administrative obligation associated with accreditation documentation and educational evaluation reports. Such orientations result in quality assurance systems being implemented as formalities rather than becoming integral components of the daily organizational culture within educational institutions. In fact, educational quality assurance fundamentally requires the collective commitment of all school stakeholders to conduct continuous evaluation and quality improvement.

Another issue identified in this study is the tendency for educational

policy implementation to remain administrative and top-down in nature. Many educational quality improvement programs are designed through bureaucratic approaches without adequately considering the actual conditions and specific needs of each region or educational institution. Consequently, discrepancies frequently emerge between national policy designs and field realities. Schools located in areas with limited resources often encounter difficulties in fulfilling the nationally standardized educational indicators established by the government.

The mismatch between regulations and field conditions demonstrates that educational policy implementation in Indonesia continues to face challenges related to policy adaptability. Uniform educational policies cannot always be implemented effectively across regions characterized by different social, economic, geographical, and cultural conditions. Therefore, the implementation of educational quality assurance policies requires more flexible, contextual, and regionally responsive approaches in order to achieve more equitable educational quality improvement outcomes.



Figure 3. Challenges in Educational Policy Implementation

The figure illustrates that the implementation of educational quality assurance policies in Indonesia involves a complex and interconnected process. National policies formulated by the central government must be translated into implementation at regional and institutional levels. However, throughout this process, limitations in human resources and educational infrastructure result in uneven policy implementation quality. These conditions subsequently contribute to disparities in educational quality across regions, which ultimately affect differences in student learning outcomes.

The findings further indicate that the success of educational quality assurance policy implementation is highly dependent on the ability of governments and educational

institutions to effectively integrate regulations, human resources, technology, and educational governance systems. Well-designed educational regulations cannot function optimally without adequate educator capacity, equitable educational infrastructure, adaptive educational leadership, and collaborative governance systems involving the central government, local governments, and educational institutions.

Therefore, the challenges surrounding the implementation of educational quality assurance policies in Indonesia are not merely technical educational issues. Rather, they are closely related to broader concerns involving equitable development, bureaucratic capacity within the educational sector, social transformation, and the readiness of educational institutions to respond to the demands and transformations of twenty-first-century education.

CONCLUSION

This study demonstrates that the implementation of educational quality assurance policies in Indonesia has experienced relatively progressive development through the application of the National Education Standards (*Standar Nasional Pendidikan* or SNP), the Internal Quality Assurance System (*Sistem Penjaminan Mutu Internal* or SPMI), and the External Quality Assurance System (*Sistem Penjaminan Mutu Eksternal* or SPME) as the principal instruments for controlling national educational quality. The existence of these policies has fundamentally

provided a more systematic framework for improving educational governance, instructional processes, educational evaluation, and the development of quality culture within educational institutions. Accordingly, the objective of this study to analyze the dynamics of educational quality assurance policy implementation in Indonesia has been addressed through the finding that educational quality assurance systems have been structurally established; however, their implementation effectiveness remains highly dependent on the institutional capacity of educational organizations and the socio-regional conditions in which they operate.

This study further reveals that the primary issue in the implementation of educational quality policies does not lie in the regulatory framework itself, but rather in the disparities of policy implementation across regions and educational institutions. Unequal educational quality among regions, limitations in educational and technological infrastructure, inadequate digital competencies among educators, and weak organizational quality culture have become the main factors preventing educational quality policies from achieving equitable educational outcomes. These findings simultaneously support the study's hypothesis that the successful implementation of educational quality assurance policies is strongly influenced by the integration of educational regulations, human resource capacity, institutional governance, technological support, and the effectiveness of

coordination between central and local governments.

In addition, this study finds that educational leadership plays a strategic role in determining the success of educational quality assurance system implementation. Educational institutions characterized by transformational leadership, collaborative organizational culture, and active internal evaluation systems tend to be more successful in developing sustainable educational quality cultures. In this context, educational quality assurance should not merely be understood as an administrative mechanism, but rather as a process of organizational transformation aimed at improving instructional quality and strengthening institutional capacity comprehensively.

This study also confirms that educational digital transformation has become both a major challenge and a crucial necessity within the dynamics of contemporary educational policy. Educational digitalization requires adequate infrastructure readiness, strong digital competencies among educators, and institutional capacity to develop learning models that are adaptive to technological advancement and the needs of twenty-first-century learners. Therefore, future implementation of educational quality policies should not focus solely on fulfilling formal educational standards, but also prioritize educational innovation, equitable access to technology, and the development of more inclusive and flexible learning systems.

Based on the findings of this study, it is necessary to strengthen

educational policies that are more contextual and adaptive to regional characteristics and societal conditions. The government should reinforce the equitable distribution of educational infrastructure, develop teacher competencies based on digital literacy, and strengthen regional educational governance capacity to ensure that the implementation of educational quality policies becomes more effective and equitable. Furthermore, the development of educational quality culture should be directed toward increasing the participation of all school stakeholders through a more substantive implementation of SPMI that is oriented toward continuous improvement in learning quality.

This study still possesses several limitations because it employed a systematic literature review approach relying primarily on the analysis of scholarly literature and academic documents without conducting direct field observations. Therefore, future studies are recommended to adopt empirical approaches through case studies, field research, or mixed-methods designs in order to obtain a deeper understanding of the implementation of educational quality assurance policies across various regional and educational contexts in Indonesia. In addition, future research should further examine the relationships among educational digital transformation, educational leadership, and the effectiveness of educational quality policy implementation in responding to global educational challenges in the era of Society 5.0.

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