Abstract. Quality of education plays an important role in the success of national development. This is one of the 17 goals with respect to the UNESCO’s Global Action Program (GAP) of Sustainable Development Goals (SDGs). In order to achieve the goal, it needs long-term and systems thinking, dealing with complexities and working in partnerships as the foundation for creating sustainable development and improve the quality of life. Therefore, every education institution should attempt to achieve it by doing continuous quality improvement. For this regard, it needs to implement a proper quality education management concept, i.e., the total quality management. The application of this concept can create an academic culture, mutual trust, participation, teamwork, quality mindset, and continuous improvement and development in the educational institution, and it requires a jump of focus from short-term orientation to long-term orientation, and it is also necessary to change organizational culture based on academic culture.

Keywords: Quality Education Improvement; Sustainable Development Goals Concerning Quality Education; Quality Education Management.

INTRODUCTION

Nowadays, the term quality has been becoming increasingly the focus of attention in recognizing the organization/institution or product, either in the form of goods or services, to be selected. No exception of prospective learners in choosing educational institutions to be entered, or tenants of workers who will choose graduates of educational institutions that will be employed, quality is the main criteria in making that choice. As an implication, the higher the degree of an institution’s or its service’s quality, the greater the chance of winning the competition. In relation to education,
every educational institution is required to become a quality education institution so as to produce qualified graduates.

In a development perspective, quality education has a significant impact on the success of national development [1]. This is because quality human resources (HR) are generally the output of quality education institutions and the success of national development can rely on the quality of human resource produced by quality education institutions.

In a macroeconomic perspective, quality education also contributes significantly to economic growth. According to Hanushek and Wobmann (2007), the results of various studies indicate that the quality of education is a contributing factor to the economic outcome. The quality of education is actually the result of processes and other factors that influence learners' learning outcomes. Quality education can provide a great opportunity to produce human resources who have the ability. The accumulation of quality human resources creates critical mass in the national development that strengthens the national economic performance due to their increase in productivity resulting in an impact on national productivity which will further improve the welfare of the people [2].

Quality education is the expectation of almost all stakeholders. Communities and parents expect their children to receive a quality education in order to be able to compete in obtaining various opportunities in their life. The government expects that every educational institution should have quality so that they can produce quality human resources that will contribute to the success of the development. Users of graduates, such as business and industry or even society in general, also expect quality education so that they are truly productive.

The fourth industrial revolution (4.0 IR) era has had a considerable impact on various aspects of human life, including the demands of quality education. In this era, every field in modern life demands quality human resources so as to win the competition. To meet these demands, continuous improvement of the quality of education in each unit needs to be conducted in line with the dynamics of the development of science and technology and the dynamics of the change of society itself.

Development, by its nature, is the process of learning, every education institution both the formal one (from preschool through college and university) and the non-formal one plays an important role in making the learners learn this process. According to UNESCO (2005), one extra year of education is associated with a reduction of the Gini coefficient by 1.4 percentage points which means it is related to the increase of social welfare [3].

In the case of Indonesia, recently, progress in increasing the access to education, particularly at the primary and junior secondary education levels, has been made. Progress in the quality of education improvement, however, is still questionable. Meanwhile, significant attempt to improve the quality of education is important and this needs to be done by every education institution unit and every single local authority for this will give a significant impact to the other sustainable lives. This paper
addresses issues related to quality education improvement attempt and its relation to the Sustainable Development Goals (SDGs) achievement concerning quality education.

**SUSTAINABLE DEVELOPMENT GOALS**

Sustainable development (SD) was initially a concept emphasized on the conservation and improvement of the ecological environment and then was used to refer to three perspectives of sustainability, namely ecology, economy, and society. The concept is made in a reference to the development program, and according to UNESCO (2005), this concept indicates to a type of development which combines the fulfillment of present needs without risking the future generations’ ability to cater their own needs” (p. 43) [3].

Application of the concept in development is demanded due to the fact indicating some countries apply the conventional model. The application of this model to a country’s national development is focused mainly on its achievements in the form of increased production of goods and services, which are the elements of Gross Domestic Product (GDP) which do not accommodate the environmental aspect. In regard to overcoming the negative effects of the conventional development model, it needs to implement the SD concept. This actually includes a very vast scope, while its parameters and indicators continue to grow according to the understanding of each organization involved. However, in view of the above backgrounds and conception developed by the UN, it needs to be aware of its importance since the damage inflicted on the environments as a result of economic development is already at an alarming level. This can be observed by the phenomena of climate change, global warming, drought, natural disasters, etc.

In order to intensify the awareness upon the need to implement the concept, UN gave a mandate UNESCO to included in the education program. This led to a proclamation concerning international implementation strategy for the Decade of Education for Sustainable Development (DESD) 2005-2015 which was regarded to implementing SD by taking into consideration its pillars, as the independent and interrelated dimensions, i.e., society, culture, economy, and environment in an attempt to improve the quality of life [3]. This also can be viewed from the perspectives of socio-cultural, environmental, and economic.

Jenkins and Jenkins (2015) explained the position of the three pillars in the implementation of sustainable development: “… ESD, which includes economics and social dimension as well as environmental ones, is viewed as being less constrained and more holistic than traditional forms of education “about” the environment (p.115). This is a dynamic concept as well as a collective attempt to look into the future when everyone will reap benefit from the opportunity to obtain an education and learn about important lifestyle, behavior, and values for the creation of a sustainable future [4].
The basic vision of DESD is the achievement of a world where everybody has equal opportunities to obtain benefits from education for the sake of social transformation. It is aimed to work with all levels of formal education on local and global issues and to develop appropriate ideas, attitudes, values, and behaviors with respect to sustainability in all levels of the formal curriculum starting from the early childhood education level.

The objectives of DESD are:

1. To promote education as the basis of sustainable social life and to strengthen international cooperation for the development of policy innovations, programs and the implementation of ESD.
2. To integrate sustainable development into the education system at all levels of education.
3. To provide funds and support for the education, research, and public awareness programs as well as development institutions in developing countries and countries undergoing economic transition.

The application of this concept involves the socio-cultural and socio-political issues, including equality of rights, poverty, democracy, and life quality. Theoretically, ESD can be integrated into all school subjects [5]. The integration is done in the form of themes, each includes various subjects such as education for the eradication of poverty, human rights, gender equality, democracy, and good governance.

From 2015 through 2030 every UNESCO member countries are entering the Global Action Program (GAP) for achieving Sustainable Development Goals (SDGs). The SDGs are the blueprint to achieve a better and more sustainable future for all. By its nature, they interconnect and in order to leave no one behind it is important that each of the goals is achieved by 2030. Hence, the SDGs address the global challenges faced including those related to poverty, inequality, climate, environmental degradation, prosperity, and peace and justice.

According to Taylor (2014); The GAP focuses on five priority action areas [6]:
1. Advancing policy;
2. Integrating sustainability practices into education and training environments (the whole institution approaches);
3. Increasing the capacity of educators and trainer;
4. Empowering and mobilizing youth; and
5. Encouraging local communities and municipal authorities to develop community-based ESD programs, (p.135).

There are 17 goals the SD is to achieve during the global action program implementation, 2015-2024, namely: 1) no poverty, 2) zero hunger, 3) good health and well-being, 4) quality education, 5) gender inequality, 6) clean water and sanitation, 7) affordable and clean energy, 8) decent work and economic growth, 9) industry
innovation and infrastructure, 10) reduced inequality, 11) sustainabilities and communities, 12) responsible consumption and production, 13) climate action, 14) life below water, 15) life on land, 16) peace, justice, and a strong institution, 17) partnership for the goals [7].

Quality of education is among the 17 goals of SD, that is goal number 4. According to UNESCO (2015), the goal deals with inclusive and equitable quality education and lifelong learning opportunity for all. Targets of the goal are: 1) free, equitable and quality primary and secondary education, 2) access to quality early childhood development, care and pre-primary education, 3) equal access for women and men to affordable and quality technical, vocational and tertiary education, 4) increase number of youth and adults having relevant technical and vocational skills for employment and entrepreneurship, 5) eliminate gender disparities in education at all levels and vocational training, 6) all youth and adults achieve literacy and numeracy, 7) all learners acquire the knowledge and skills needed to promote sustainable development through ESD in all aspects, 8) build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all, 9) expand globally the number of scholarships for enrolment in higher education, vocational training, and ICT, technical, engineering and scientific programs, 10) increase the supply of qualified teachers, including through international cooperation for teacher training in developing and least developed countries. The attempt of achieving this goal needs a proper education quality management concept to apply. With respect to this attempt Fadeeva, Petry, and Payyappalimana (2012) explain that its implementation requires: "...long-term and systems thinking, dealing with complexities and working in partnerships. It also entails specific knowledge related to areas of ones’ personal and professional life that impact local and global communities and ecosystems" (p.8) [8].

Obtaining a quality education is the foundation for creating sustainable development. In addition to improving quality of life, access to inclusive education can help equip locals with the tools required to develop innovative solutions to the world’s greatest problems [7]. This is due to the fact indicating over 265 million children are currently out of school and 22% of them are of primary school age. Additionally, even the children who are attending schools are lacking basic skills in reading and math, it is showed by the related data indication 617 million youth worldwide lack basic mathematics and literacy skills.

QUALITY EDUCATION

The word quality indicates the satisfaction of current and future customer needs. Juran (1989), suggests quality as a fitness for use or suitable for use. In the context of business, De Toro (1992) defined quality as: "A basic business strategy that provides goods and services that completely satisfy both internal and external customers by meeting their explicit expectations" (pp 12-13). This means quality is a business
strategy that is fundamental in providing goods or services that can truly satisfy its customers by fulfilling their explicit expectations [9,10].

In the context of education, there is a view, that the quality of education is a good condition or less good education in a unit of education. Another view states that the quality of education as a condition of educational institutions that can successfully deliver students to achieve educational goals. Meanwhile, there is a view stating that quality describes the overall condition of infrastructure, facilities, as well as various tools and learning resources, are modern and sophisticated. There is also a view states that the quality describes the process of learning in an educational institution that makes learners achieve high learning outcomes based on the assessment results, both national and international. It should be noted, however, that educational stakeholders generally expect the graduates of an educational institution to have the ability and characteristics of high learning outcomes. The good of all components and resources utilized in the educational process, as well as a conducive learning process in achieving the goals, are the factors that affect the high learning outcomes.

From the perspective of education quality management, the education quality is viewed depends on the judgment of the beneficiary or its stakeholders. As an implication, an education institution cannot determine whether or not it is the quality one is based on the views or results of self-assessment rather it depends on how its stakeholders assess. All efforts must be made in making all involved in the implementation of education have a commitment and work culture that leads to the result of quality education improvement. This is done so that all educational activities are undertaken and the results can meet or even exceed the expectations of the stakeholders.

Stakeholder of education is primarily categorized into two categories, namely the internal and external categories. The internal stakeholder consists of teachers and administrative personnel, while the external stakeholder includes the primary, the secondary, and the tertiary ones. The primary external stakeholder of an educational institution is learners, its secondary one is government or society (including parents) who finance education, and its tertiary one is educational institutions at the next level or the graduate users. By adhering to this concept, the quality of an educational institution or school is determined by the extent to which the expectations of the internal and external stakeholders are fulfilled, which is satisfied with the educational services the school provides [11].

When we look closely, services can be categorized into three service groups, namely management service groups, learning service groups, and personal development service groups. Teachers and staff are more concerned with management service groups. Learners are more concerned with learning service groups. Parents, communities and graduate users are more concerned with students' personal development services groups. However, the main focus of the provision of services is to learners so that if the services provided meet or exceed the expectations of learners it will have an impact on the expectations and satisfaction of parents, communities, and users of graduates.
Although the concept of quality is inherently ambiguous, immeasurable, and ambiguous, from the perspective of public policy, the quality of education is the attainment of educational standards. On this basis, quality education means education that meets the established standards. The educational standards used as reference include minimum standards, national standards, and global or universal standards. In this context, the quality of an educational institution can refer to minimum service standards, national standards, or global standards. For this respect, quality education management practice is required in order to 1) meet the needs of its stakeholder consistently, and 2) achieve continuous improvement in every aspect of the educational activity. The process of quality improvement is carried out continuously and this improvement is largely based on audit results.

Among the quality management concepts related to continuous quality improvement in all educational aspects and activities is total quality management or TQM [12]. According to Zakuan (2012), it is defined as "... a strategy that has interrelated components, i.e. core values, techniques and tools " (p21), which is a strategy that has interrelated components, namely core values, various techniques, and tools. Thus, it is basically concerned with a continuous improvement in all works, from the formulation of strategic planning and decision making to the details of its implementation [13].

The implementation of this concept requires a leap of focus from short-term orientation to long-term orientation. The guiding principle in applying this concept is to encourage improvement of outcomes, in all aspects of the activity or occupation, as a result of increased capabilities, human qualities, processes, technologies, and tools used.

The application of this concept can create an academic culture, mutual trust, participation, teamwork, quality mindset, and continuous improvement and development in the education institution [14]. However, it requires a jump of focus from short-term orientation to long-term orientation, and it is also necessary to change organizational culture based on academic culture. In the application of this concept, leaders need to provide motivation to all involved in the organization in order to increase self-esteem and self-empowerment and then encourage and empower all elements in the institutional system to achieve the quality standard [15].

The results of various studies show that this quality management application has succeeded in encouraging improvement in various organizations and service providers. Educational institutions as service providers when applying these concepts need to make changes and improvements in various aspects of education [12,15,16].

Each educational institution is expected to increase the sensitivity to its important role in the process of social, economic, political, and cultural development in the community. This can be realized if the institution is qualified. The quality is a key element that distinguishes the branding of an educational institution from the others.
Each educational institution is not only expected to produce superior human resources in accordance with the needs of development. This model application demands organizations to provide added value to customers and society in order to create a better future in a sustainable way. Organizations must also be able to improve their ability to manage change and ability to continuously improve quality through creativity and innovation. The applied management is oriented towards the future in an effort to respond effectively and efficiently to various opportunities and challenges. Its success is based on the talents of the people involved in the organization, so that it can achieve superior results and can meet the needs of its stakeholders, both for short and long term. For the successful implementation of quality initiatives, it is essential to consider the views of people who are at the helm of the academic environment.

CONCLUSIONS

1. Quality education is a demand for it will produce quality human resource needed to achieve the success of national development in the fourth industrial revolution era. To meet the demand, continuous education quality improvement should be done by every education institution and the local authority.
2. Achieving quality education is one of the UNESCO’s Global Action Program (GAP) of Sustainable Development Goals (SDGs) which needs long-term and systems thinking, dealing with complexities and working in partnerships as the foundation for creating sustainable development for improving the quality of life.
3. The attempts to achieve this SDG need to be done by every education institution by doing continuous quality improvement. For this regard, it needs to implement a proper quality education management concept, i.e., total quality management.
4. The application of this concept can create an academic culture, mutual trust, participation, teamwork, quality mindset, and continuous improvement and development in the educational institution and it requires a jump of focus from short-term orientation to long-term orientation, and it is also necessary to change organizational culture based on academic culture.

REFERENCE


